

Agenda of Regular Meeting

The Board of Trustees Canutillo ISD

A Regular meeting of the Board of Trustees of Canutillo ISD will be held August 12, 2008, beginning at 6:00 PM in the Canutillo ISD Administration Office, 7965 Artcraft, El Paso, TX 79932.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

1. General Functions
 - A. Call to Order
 - B. Roll Call
 - C. "Pledge of Allegiance to the United States Flag" 4
 - D. "Texas Pledge of Allegiance" 5
 - E. "CISD Mission Statement" 6
 - F. Approval of Minutes
 1. Special Board Meeting 7/2/08 7
 2. Regular Board Meeting 7/8/08 9
 3. Special Board Meeting 7/9/08 20
 4. Special Board Meeting 7/24/08 22
 5. Special Board Meeting 7/29/08 24
 - G. Communications (Thirty Minute Open Forum)
 1. General Comments Portion
 2. Complaints Portion
 - H. Board of Trustee Business
 1. District recognition of Mr. Phillip Rothstein, P.E. and Bath Engineering Corp. for their generous donation 29
 2. Review of August Calendar of Events 30
 3. Consider and act to endorse the selection of individual to serve in the Region 19, Position B, on the Texas Association of School Boards (TASB) Board of Directors for Region 19, Position B 31
 4. Approval of Notice of Election and Order of Election for School Board Trustee on Tuesday, November 4, 2008 34
 5. Review of Hours (Board Member Continuing Education) - no formal Board action required 40
 6. Consider adopting Board Operations Procedures
 - I. Committee Reports
 1. Finance/Audit/Facilities/Planning Committee - Mr. Rodriguez, Chairperson (July 24 & August 6) 63
 2. Personnel/Policy Committee - Mr. Arellano, Chairperson (July 24) 65

3.	Instruction/Student Services Committee - Mrs. Sanchez, Chairperson (July 2)	66
J.	Consent Agenda	
1.	Budget Amendments	72
2.	Approval of TASB Localized Update 83 (first reading)	84
a.	DEA (Local) - Compensation & Benefits Salaries & Wages	86
b.	DGBA (Local) - Personnel-Management Relations Employee Complaints/Grievances	90
c.	DIA (Local) - Employee Welfare Freedom From Discrimination, Harassment, and Retaliation	96
d.	FB (Local) - Equal Education Opportunity	101
e.	FFH (Local) - Student Welfare Freedom From Discrimination, Harassment, and Retaliation	103
f.	FFI (Local) - Student Welfare Freedom From Bullying	109
g.	FL (Local) - Student Records	111
h.	FNC (Local) - Student Rights and Responsibilities Student Conduct	115
i.	FNG (Local) - Student Rights and Responsibilities Student and Parent Complaints/Grievances	116
j.	FO (Local) - Student Discipline	122
k.	FOC (Exhibit) Student Discipline Placement in a Disciplinary Alternative Education Setting	125
l.	GBAA (Exhibit) Information Access Requests for Information	127
m.	GF (Local) - Public Complaints	131
3.	Review and recommendation of CDA (Local) Other Revenues: Investments	136
4.	Review and recommendation of CE (Local) Annual Operating Budget	140
K.	Reports	
1.	Superintendent's Report	
a.	Ft. Bliss Senior Leaders Orientation	
2.	Financial and Warrant List for June 28-July 31, 2008 in the amount \$1,557,114.81	142
3.	Other Reports	
a.	Update on Preliminary Budget for Fiscal Year 2008~2009	
b.	Progress Report on CHS Class of 2008	
2.	Instruction and Student Affairs	
A.	Review and possible approval of the Northwest Early College High School Charter School Application and Contract	143
3.	Personnel	
A.	Consider rescinding the non-renewal of Margarita Enriquez and reinstating the probationary contract	
B.	Consultation with administration and attorney regarding personnel matters	
C.	Administrative Personnel Actions (no Board action required - information item only)	200
1.	Superintendent approved employment of personnel (no Board action required)	

2. Superintendent approved position changes for personnel (no Board action required)
3. Superintendent acceptance of resignations from personnel (no Board action required)
4. Superintendent acceptance of requests for retirement (no Board action required)
 - a. NONE
5. Employment Termination of Support Personnel (no Board action required)
4. Business and Finance
 - A. Resolution supporting the transforming of El Paso into the Solar Capital of the Southwest and the energy initiatives taken by the County of El Paso 204
 - B. Approval of Contract for Election Services with El Paso County Elections Department 205
 - C. Approval of District Insurance Packet Interlocal Renewal
5. Administration
 - A. Review of Board Policy FMH (Local) Student Activities - Commencement and possible Board action 212
 - B. Consider Policy limiting number of committee and special board meetings
6. Adjournment

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.



Pledge of Allegiance to the United States Flag

***I pledge allegiance to the flag of the United States of America
and to the republic for which it stands:
one nation under God, indivisible,
with liberty and justice for all.***

When reciting the pledge of allegiance, civilians should stand at attention or with the right hand over the heart. Men should remove their hats. Armed services personnel in uniform face the flag and give the military salute.



**"Honor the
Texas flag; I
pledge
allegiance to
thee, Texas, one
state under God,
one and
indivisible."**



MISSION STATEMENT

Canutillo I.S.D. will be a model of quality education to assure all students graduate on time and are prepared for higher education to become productive and responsible citizens.

MINUTES
CANUTILLO INDEPENDENT SCHOOL DISTRICT
PUBLIC MEETING OF THE BOARD OF TRUSTEES

MEMBERS

								Special Meeting Board of Trustees	
								Wednesday, July 2, 2008 Canutillo ISD Administration Office 7965 Arcraft – El Paso, Texas	
								Item:	Reference:
	MR. ARELLANO	MR. CORONADO	MR. FRIETZE	MRS. JORDAN	MR. LERMA	MR. RODRIGUEZ	MRS. SANCHEZ		
Present	X	X	X	X	X	X	X	1. General Functions A. Call to Order at 10:20 p.m. B. Roll Call 2. Instruction and Student Affairs A. NONE 3. Personnel A. Acceptance of retirement of Canutillo High School Principal	
Motion						X		Motion to accept the request for retirement from Mr. Max Padilla, effective November 30, 2008, passed.	
Second			X						
Ayes	X	X	X	X	X	X	X		
Nays									
Abstain									
								<p>Board Members thanked Mr. Padilla for his numerous contributions for the students and staff of the school district. During his tenure Mr. Padilla had served as Principal, to the first recognized/exemplary school, Damian Elementary, in the district.</p>	

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MEMBERS

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								Wednesday, July 2, 2008 Canutillo ISD Administration Office 7965 Arcraft – El Paso, Texas	
								Item:	Reference:
	MR. ARELLANO	MR. CORONADO	MR. FRIETZE	MRS. JORDAN	MR. LERMA	MR. RODRIGUEZ	MRS. SANCHEZ		
Motion	X							B. Approval of New Canutillo High School Principal	
Second						X		Mr. Coronado asked each individual Board Member if they wished to adjourn into closed session. It was the consensus of the Board that an executive session was not necessary.	
Ayes	X	X	X	X	X	X	X	Dr. Padilla stated that Mr. Jim Fry was the district’s recommendation to fill the position of high school principal.	
Nays								Motion to approve the Superintendent’s recommendation to appoint Mr. Jim Fry as the high school principal, effective immediately, passed.	
Abstain									
								4. Business and Finance	
								A. NONE	
								5. Administration	
								A. NONE	
								6. Adjournment	
								Adjournment of the public meeting at 10:36 p.m. passed by unanimous consent.	Special Board Mtg. Minutes Page 2

MINUTES
CANUTILLO INDEPENDENT SCHOOL DISTRICT
PUBLIC MEETING OF THE BOARD OF TRUSTEES

MEMBERS

								Regular Meeting Board of Trustees						
								Tuesday, July 8, 2008 Canutillo ISD Administration Office 7965 Arcraft – El Paso, Texas						
								Item:	Reference:					
Present	X	X	X	X	X	X	X	1. General Functions A. Call to Order at 6:05 p.m. B. Roll Call (Mr. Lerma was absent.) C. "Pledge of Allegiance to the United States Flag" D. "Texas Pledge of Allegiance" Mr. Rodriguez led the group in reciting the Pledge of Allegiance to the United States Flag and the Texas Pledge of Allegiance. E. "CISD Mission Statement" Mrs. Sanchez read the CISD Mission Statement into the record: <i>Canutillo I.S.D. will be a model of quality education to assure all students graduate on time and are prepared for higher education to become productive and responsible citizens.</i> F. Approval of Minutes Minutes for the meetings of: 1. Regular Board Meeting 6/18/08 2. Special Board Meeting 6/26/08 3. Special Board Meeting 6/30/08 Mrs. Sanchez pointed out a typographical error on page 19 for the minutes of June 26, 2008. The minutes read that Mr. Sanchez was absent and should have read, "Mrs." Mrs. Sanchez also commented that on page 24, Special Board Meeting of June 30, 2008, she is unhappy with the pronunciation of the acronym for Northwest Early College High School.	5	6	8	8	19	21

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PUBLIC MEETING OF THE BOARD OF TRUSTEES

MEMBERS

								Regular Meeting Board of Trustees	
								Tuesday, July 8, 2008 Canutillo ISD Administration Office 7965 Arcraft – El Paso, Texas	
								Item:	Reference:
		MR. ARELLANO	MR. CORONADO	MR. FRIETZE	MRS. JORDAN	MR. LERMA	MR. RODRIGUEZ		
							MRS. SANCHEZ		
Motion									
Second		X					X		
Ayes		X	X	X	X		X	X	
Nays									
Abstain									
								<p>Mrs. Sanchez also questioned the rationale used to purchase the computers for Northwest Early College High School from the second lowest bidder. She requested that this item reappear on a future agenda for discussion. No corrections to the minutes were requested.</p> <p>Motion to approve the minutes as presented (including the correction noted by Mrs. Sanchez), passed.</p> <p style="text-align: center;">G. Communications (Thirty Minute Open Forum)</p> <p style="text-align: center;">1. General Comments Portion</p> <p>Mr. Carl Fietze, Board Member, stated his concerns regarding the Board's responsibility to conduct business in a transparent manner and adherences to proper procedures when considering and approving salary increases.</p> <p>Mr. Dion Dorado, community member, expressed his concerns regarding several items addressed on the agenda and announced his candidacy for school board in November.</p> <p>Shelly McMahon, AMS teacher, expressed her concerns with the Board approving pay increases and positions for certain individuals prior to those employees meeting the requirements of the job; and yet the Board did not approve equitable pay increase for veteran teachers this past year.</p>	<p>Reg. Board Mtg. Minutes Page 2</p>

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MEMBERS

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								Item:	Reference:
	MR. ARELLANO	MR. CORONADO	MR. FRIETZE	MRS. JORDAN	MR. LERMA	MR. RODRIGUEZ	MRS. SANCHEZ	<p style="text-align: center;">2. Personnel/Policy Committee - Mr. Arellano, Chairperson (June 30)</p> <p>Mr. Arellano, Personnel/Policy Committee Chairperson, reported that at the June 30 meeting, the Committee reviewed and recommended for approval the creation of a Supplemental Services Educator position and a part-time Culinary Arts Teacher at Canutillo High School. The Committee also reviewed and recommended for approval administration’s recommendation to name a new CMS Assistant Principal.</p> <p>Mrs. Sanchez reminded Administration that additional information was requested pertaining to the culinary arts program at CHS that has not yet been received.</p> <p style="text-align: center;">J. Consent Agenda</p> <p style="padding-left: 40px;">1. Budget Amendments</p> <p style="padding-left: 40px;">2. Declaration of salvage property and authorization for disposal of salvage property</p> <p style="padding-left: 40px;">3. Approval of Contract for Appeal of Comptroller's 2008 Property Value Study</p> <p>Motion to approve the consent agenda items 1-3, passed.</p>	<p>26</p> <p>27</p> <p>39</p> <p>40</p>
Motion	X								
Second						X			
Ayes	X	X	X	X		X	X		
Nays									
Abstain									
								Reg. Board Mtg. Minutes Page 4	

MINUTES
CANUTILLO INDEPENDENT SCHOOL DISTRICT
PUBLIC MEETING OF THE BOARD OF TRUSTEES

MEMBERS

								Regular Meeting Board of Trustees	
								Tuesday, July 8, 2008 Canutillo ISD Administration Office 7965 Arcraft – El Paso, Texas	
								Item:	Reference:
	MR. ARELLANO	MR. CORONADO	MR. FRIETZE	MRS. JORDAN	MR. LERMA	MR. RODRIGUEZ	MRS. SANCHEZ	5. Employment Termination of Support Personnel (no Board action required)	
								This information was provided to the Board under separate confidential cover.	
								4. Business and Finance A. Review and approval of TPA (Third Party Administrator) for Section 125 Plan Contract	96
								<i>Upon completion of the thirty minute open forum with the consent of the Board agenda items 1.K.1.a., 4.A. and 4.B. were taken out of order.</i>	
Motion						X		Motion to approve the recommendation for administration of Section 125 plan services contract with Texas Educators Benefits, Inc., passed.	
Second						X			
Ayes	X	X	X	X		X	X		
Nays									
Abstain									
								It was understood that the legal counsel and administration would negotiate a contract and the contract would be brought back to the Board for signatures.	
									Reg. Board Mtg. Minutes Page 9

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MEMBERS

								Regular Meeting Board of Trustees	
								Tuesday, July 8, 2008 Canutillo ISD Administration Office 7965 Arcraft – El Paso, Texas	
								Item:	Reference:
	MR. ARELLANO	MR. CORONADO	MR. FRIETZE	MRS. JORDAN	MR. LERMA	MR. RODRIGUEZ	MRS. SANCHEZ	B. Review and approval of Health Plan Consultant Contract	97
Motion								Mr. Coronado polled to the Board in order to find out if additional time was needed to review the information presented by administration. It was unanimous; Board Members did not require additional time for review.	
Second	X							X Motion to approve the District's Health Benefits Committee's recommendation for Health Benefits Consultant contract with Crest	
Ayes	X	X	X	X		X	X	Benefits Consulting, passed.	
Nays									
Abstain									
								C. Acceptance of Donations to Canutillo ISD	98
								The following donations were made to CISD:	
								Ace Myers Hardware \$763.00	
								Hampton-Brown \$3,000.00	
								Texas Instruments \$340.00	
								Robert Perel/Alternative House \$1,500.00	
								Desert Communications 2 Palm Pilots	
								West End Hair Company \$150.00	
								Helen of Troy \$300.00	
								Albertsons \$20.00	
								Costco Bakery \$30.00	
									Reg. Board Mtg. Minutes Page 10

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PUBLIC MEETING OF THE BOARD OF TRUSTEES

MEMBERS

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								Tuesday, July 8, 2008 Canutillo ISD Administration Office 7965 Arcraft – El Paso, Texas	
								Item:	Reference:
								River Trail Bicycles \$30.00 The Little Diner \$20.00 Cracker Barrel \$50.00 Pei Wei \$20.00 P.F. Chang \$35.00 Texas Road House \$30.00 Fuddruckers \$20.00 Cinemark Theatre \$21.00 Wal-Mart \$50.00 Wal-Mart Education \$250.00 Parents of CEI Students \$44.00 Parents of CEI Students \$20.00	
Motion							X	Motion to accept items donated to Canutillo ISD (page 99), passed.	
Second	X								
Ayes	X	X	X	X		X	X		
Nays									
Abstain									
								5. Administration A. NONE	
								6. Adjournment	
								The meeting adjourned by unanimous consent at 7:57 p.m.	Reg. Board Mtg. Minutes Page 11

MINUTES
CANUTILLO INDEPENDENT SCHOOL DISTRICT
PUBLIC MEETING OF THE BOARD OF TRUSTEES

MEMBERS

								Special Meeting Board of Trustees	
								Wednesday, July 9, 2008 Canutillo ISD Administration Office 7965 Arcraft – El Paso, Texas	
								Item:	Reference:
	MR. ARELLANO	MR. CORONADO	MR. FRIETZE	MRS. JORDAN	MR. LERMA	MR. RODRIGUEZ	MRS. SANCHEZ		
Present	X	X	X	X	X	X	X	1. General Functions A. Call to Order at 6:15 p.m. B. Roll Call (Mr. Rodriguez arrived at approximately 6:45 p.m. while the Board was deliberating in closed session on agenda item 4.B.) 2. Instruction and Student Affairs A. NONE 3. Personnel A. NONE 4. Business and Finance A. Approval of award of RFP (Request for Proposals) #08-16 - Portable Classroom Moving Services	
Motion	X							Motion to approve (<i>award of RFP #08-16 to "R" Little Enterprises in the amount \$32,480.00</i>), passed.	
Second							X		
Ayes	X	X	X	X	X		X		
Nays									
Abstain									

MINUTES
CANUTILLO INDEPENDENT SCHOOL DISTRICT
PUBLIC MEETING OF THE BOARD OF TRUSTEES

MEMBERS

	MR. ARELLANO	MR. CORONADO	MR. FRIETZE	MRS. JORDAN	MR. LERMA	MR. RODRIGUEZ	MRS. SANCHEZ	<p>Special Meeting Board of Trustees</p> <p>Thursday, July 24, 2008 Canutillo ISD Administration Office 7965 Arcraft – El Paso, Texas</p>	
								Item:	Reference:
								<p>Mr. Coronado announced that this would authorize the school district and legal counsel to enter into contract negotiations with the Public Service Board.</p> <p>5. Administration A. Consideration on creation of policy pertaining to video taping and posting of board meetings on the web</p> <p>Mr. Coronado stated that this item had been discussed earlier in a committee meeting. He felt that the Board should direct Administration to draft a policy with additional information pertaining to cost issues and the infrastructure needed for the implementation.</p> <p>Mr. Coronado then polled the Board in order to provide guidance to the Administration. Mr. Arellano, Mr. Rodriguez and Mrs. Sanchez were in favor of the directive provided by Mr. Coronado.</p> <p>6. Adjournment</p> <p>Adjournment of the public meeting at 8:50 p.m. passed by unanimous consent.</p>	<p>Special Bd. Mtg. Minutes Page 2</p>

MINUTES
CANUTILLO INDEPENDENT SCHOOL DISTRICT
PUBLIC MEETING OF THE BOARD OF TRUSTEES

MEMBERS

								Special Meeting Board of Trustees	
								Tuesday, July 29, 2008 Canutillo ISD Administration Office 7965 Arcraft – El Paso, Texas	
								Item:	Reference:
		MR. ARELLANO	MR. CORONADO	MR. FRIETZE	MRS. JORDAN	MR. LERMA	MR. RODRIGUEZ		
							MRS. SANCHEZ		
Present	X	X	X				X	X	
								<p>1. General Functions</p> <p>A. Call to Order at 6:17 p.m.</p> <p>B. Roll Call (Mrs. Jordan and Mr. Lerma were absent.)</p> <p>It was noted that Mrs. Jordan has called to inform the Superintendent's Office that she was unable to attend the meeting.</p> <p>2. Instruction and Student Affairs</p> <p>A. NONE</p> <p>3. Personnel</p> <p>A. Request for a Level III Grievance by Margarita Enriquez</p> <p>Mr. Coronado announced that Administration requested that this item was pulled from the agenda since the issue had been resolved. No formal Board action was taken on this item.</p> <p>B. Approval of recommendation for High School Assistant Principal</p> <p><i>The Board of Trustees adjourned into closed session from 6:18 p.m. through 6:48 p.m. under the authority of Texas Open Meetings Act, Texas Government Code Section 551-074.</i></p>	

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	MR. ARELLANO	MR. CORONADO	MR. FRIETZE	MRS. JORDAN	MR. LERMA	MR. RODRIGUEZ	MRS. SANCHEZ																											
Motion						X		<p>Motion to approve Administration’s recommendation of Janice Sue Massie as High School Assistant Principal, passed.</p> <p style="text-align: center;">C. Approval of recommendation to increase substitute rates and set temporary rates for temporary part-time employment</p> <p>Human Resources Executive Director, Mrs. O’Donnell, presented the following 2008-09 Substitute and Temporary Rates for consideration:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Teacher/Librarian</u></th> <th style="text-align: right;"><u>Proposed Daily Rate</u></th> </tr> </thead> <tbody> <tr> <td colspan="2"><u>Non-degreed</u></td> </tr> <tr> <td>Diploma/GED</td> <td style="text-align: right;">\$ 50</td> </tr> <tr> <td>0-45 College Hours</td> <td style="text-align: right;">\$ 58</td> </tr> <tr> <td>46-59 College Hours</td> <td style="text-align: right;">\$ 60</td> </tr> <tr> <td>60+ College Hours</td> <td style="text-align: right;">\$ 63</td> </tr> <tr> <td>Student Teacher</td> <td style="text-align: right;">\$ 65</td> </tr> <tr> <td colspan="2"><u>Degreed</u></td> </tr> <tr> <td>Non-Certified</td> <td style="text-align: right;">\$ 65</td> </tr> <tr> <td>TX Certified for Absent Teacher</td> <td style="text-align: right;">\$ 70</td> </tr> <tr> <td>TX Certified for Vacant Position</td> <td style="text-align: right;">\$ 100</td> </tr> <tr> <td colspan="2">*Extra \$10 per day for ten consecutive days or more in a continuous assignment</td> </tr> <tr> <td colspan="2">**Must be certified in the specific content area of vacancy</td> </tr> </tbody> </table>	<u>Teacher/Librarian</u>	<u>Proposed Daily Rate</u>	<u>Non-degreed</u>		Diploma/GED	\$ 50	0-45 College Hours	\$ 58	46-59 College Hours	\$ 60	60+ College Hours	\$ 63	Student Teacher	\$ 65	<u>Degreed</u>		Non-Certified	\$ 65	TX Certified for Absent Teacher	\$ 70	TX Certified for Vacant Position	\$ 100	*Extra \$10 per day for ten consecutive days or more in a continuous assignment		**Must be certified in the specific content area of vacancy	
<u>Teacher/Librarian</u>	<u>Proposed Daily Rate</u>																																	
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Second						X																												
Ayes	X	X	X			X	X																											
Nays																																		
Abstain																																		

Special Bd.
Mtg. Minutes
Page 2

MINUTES
CANUTILLO INDEPENDENT SCHOOL DISTRICT
PUBLIC MEETING OF THE BOARD OF TRUSTEES

MEMBERS

								Special Meeting Board of Trustees	
								Tuesday, July 29, 2008 Canutillo ISD Administration Office 7965 Arcraft – El Paso, Texas	
								Item:	Reference:
	MR. ARELLANO	MR. CORONADO	MR. FRIETZE	MRS. JORDAN	MR. LERMA	MR. RODRIGUEZ	MRS. SANCHEZ		
Motion	X								
Second						X			
Ayes	X	X	X			X	X		
Nays									
Abstain									
								<p>Motion to approve the recommendation to increase substitute rates and set temporary rates for temporary part-time employment, passed.</p> <p style="text-align: center;">D. Preliminary Stipend List Update (information item - no Board action required)</p> <p>Mrs. O'Donnell stated that at the present time Administration will not be presenting increases to any of the stipends due primarily to the budget constraints. Mrs. O'Donnell stated that the district is currently searching for additional areas to cut back in order to balance the budget. She further stated that Administration is in the process of reducing or eliminating stipends with input from principals and/or directors. The final stipend list will be presented to the Board in August for approval. No formal Board action was taken on this item.</p> <p>4. Business and Finance</p> <p style="padding-left: 20px;">A. Review of Preliminary Budget for Fiscal Year 2008~09</p> <p>Mr. Reza made a short presentation on the preliminary budget for 2008~2009. No formal Board action was taken on this item.</p>	<p>Special Board Mtg. Minutes Page 4</p>

MINUTES
CANUTILLO INDEPENDENT SCHOOL DISTRICT
PUBLIC MEETING OF THE BOARD OF TRUSTEES

MEMBERS

								Special Meeting Board of Trustees	
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								Item:	Reference:
		MR. ARELLANO	MR. CORONADO	MR. FRIETZE	MRS. JORDAN	MR. LERMA	MR. RODRIGUEZ		
							MRS. SANCHEZ		
Motion	X							B. Approval of Budget Amendments	4
Second						X		Motion to approve the budget amendments in order to purchase a piano studio system for DDE and to reallocate funds in order to remodel the portables for a kitchen at NECHS (pages 4-9), passed.	
Ayes	X	X	X			X	X		
Nays									
Abstain									
Motion						X		C. Approval of purchase over \$25,000 - Online Courseware - Tweedie Enterprises	10
Second	X							Motion to approve the purchase of online courseware from Tweedie Enterprises in the amount \$124,353.00, passed.	
Ayes	X	X	X			X	X		
Nays									
Abstain									
								5. Administration	
								A. NONE	
								6. Adjournment	
								Adjournment of the public meeting at 7:55 p.m. passed by unanimous consent.	Special Bd. Mtg. Minutes Page 6

From: Sandra Valdez
Sent: Wednesday, July 23, 2008 5:53 PM
To: Patsy Mendoza
Cc: Marta Strobach; Tony Reza
Subject: Davenport Donation

August

Good afternoon Patsy,

Davenport recieved a \$2,500 donation from:

Bath Engineering Corporation

4410 Rio Bravo, Suite 102

El Paso, TX 79902

We'd like to thank Mr. Phillip Rothstein, P.E and Bath Engineering Corp. for their generous donation to Davenport Elementary at the next available board meeting. The donation will be used to purchase items to recognize student success, provide a stimulating learning environment, and enrich our learning community.

Please let us know when we can invite Mr. Rothstein or a representative from Bath Engineering to have the board thank them for their donation. If possible, can they be schedule first on the agenda?

Thanks,

Sandra Valdez
Assistant Principal
Deanna Davenport Elementary
svaldez@canutillo-isd.org
(915)886-6404

**CANUTILLO ISD
BOARD OF TRUSTEES
ANTICIPATED AGENDA ITEMS
2008-2009**

STANDARD AGENDA ITEMS-----

Minutes	Financial Statements
District Recognition/ Appreciation	School Enrollment/Attendance Report
Budget Amendments	Board Committee Reports
Thirty Minute Open Forum	Closed Session
Superintendent's Report	

AUGUST-----

Action Items

Adoption of Budget/Public Hearing
Setting of Tax Rate
Calling of School Board Election

Other Items

Annual Review of Investment Policy
Budget Workshops

Important Dates

Texas Parents Day (Aug. 10)
Women Equality Day (Aug. 26)
Lyndon B. Johnson's Birthday (Aug. 27)

Events

Publish Required Notice to Public on Intent to Adopt Budget and Set Tax Rate



Ysleta Independent School District

9600 Sims Drive
El Paso, Texas 79925
915/434-0033
Fax: 915/591-4144

Board of Trustees

July 28, 2008

Ms. Patricia Mendoza
Board Secretary
Canutillo ISD
Canutillo, TX

Facsimile Transmission: 877-7414

Dear Ms. ~~Mendoza~~ *Patsy*,

Per TASB requirements please post the following on your next August Board Meeting Agenda:

Consider and act to endorse the re-election of Martha 'Marty' Reyes in the Region 19, Position B, on the Texas Association of School Board (TASB) Board of Directors for Region 19, Position B.

I have enclosed the Endorsement Form which is to be faxed to TASB once approval by the board has been voted on.

Thank you very much.

Martha 'Marty' Reyes
YISD Trustee

Ysleta ISD Vision Statement:

All students who enroll in our schools will graduate from high school, fluent in two or more languages, prepared and inspired to continue their education in a four-year college, university or institution of higher education so that they become successful citizens in their community.

TASB Nominations Committee
P. O. Box 400
Austin, Texas 78767-0400

received in the TASB Austin office on or before AUGUST 29, 2008

Dear Mr. Ash:

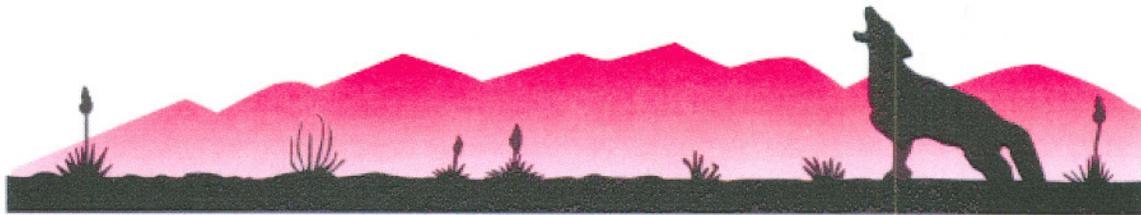
Our school board endorses the candidacy of the following individual nominated to fill a position on the TASB Board of Directors.

CANDIDATE INFORMATION

NAME: Martha 'Marty' Reyes
SCHOOL DISTRICT: Ysleta ISD
MAILING ADDRESS: 9600 Sims Drive
CITY: El Paso, TEXAS ZIP 79925

This endorsement was approved by our school district's board of trustees at a duly called meeting on

(Date) _____



TORNILLO INDEPENDENT SCHOOL DISTRICT

July 16, 2008

Coronado Sergio - President
PO Box 100
Canutillo, Texas 79835

Coronado:

Please accept this letter as our request for your support of our colleague, Ofelia Bosquez, in her quest to earn your votes to elect her as the "Small Schools" (Region 19B) representative to the Texas Association of School Boards (TASB) Board of Directors. We are aware that the incumbent for this position is seeking re-election so we wanted to share some pertinent information about Ofelia as to why we are of the opinion that she would be the best choice for the job.

Ofelia is the senior member of this Board; having served continuously since her election in May of 1989. She is a graduate of Tornillo High School and, as a life-long resident, knows our community and the entire area quite well. She also knows many of the Trustees of area Boards – again due to her long tenure. As such she can provide not only representation for our region; she can do it with a personal touch.

It should also be noted that Ofelia will not face an election until November of 2010. It should also be noted that she rarely draws an opponent; decisively winning the last election in which she was contested. If you support Ofelia for this role as TASB Director, you will likely have stable representation for our Region.

For the last several years our Board has experienced a tremendous feeling of unity and togetherness. We had some problems as a group before that and we took strong, proactive steps to correct those problems. We have a great relationship with our superintendent yet demand the highest ethical conduct on his part. This Board does not tolerate self-serving, ego-driven behavior by anyone on the "Team of Eight." Ofelia will bring these high standards and expectations to her service as a TASB Director.

You may be aware that Tornillo ISD was to be put under the control of a TEA-appointed Conservator back in the Fall of 2002. You may also be aware that we have made significant improvements since then and now enjoy some of the best ratings in the Region. Such a dramatic turnaround could not have taken place without the cooperative

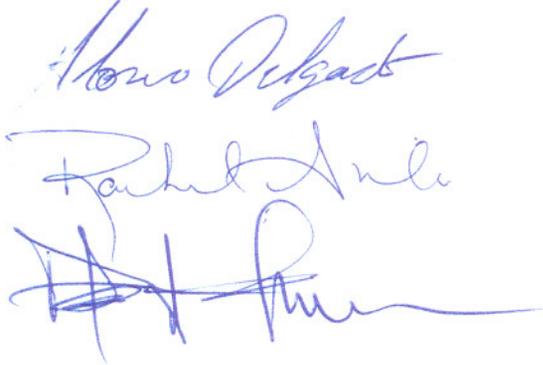
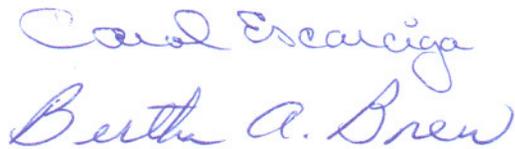
Region. Such a dramatic turnaround could not have taken place without the cooperative effort of many, including the members of this Board. Ofelia has seen the bad times in Tornillo ISD and she has seen the good times as well. What makes her such a strong Trustee is that she knows what it takes to be successful and what common characteristics of poor performance are. This insight will also be a valuable attribute in her role as a TASB Director. She knows what is possible when expectations are high.

In closing, we again ask for your support of Ofelia for TASB Director – 19B. We truly appreciate the short service of Marty Reyes from Ysleta ISD – the incumbent. But we feel very strongly that it isn't logical to have a Trustee from a 45,000-plus student district representing "small schools." It is our hope that you will direct your support to Ofelia as she is truly from a small school paradigm. We can guarantee she will do you proud!

Sincerely yours,



Joe Tittle – President
Tornillo ISD Board of Trustees



NOTICE OF ELECTION
(AVISO DE ELECCION GENERAL)

To the Registered Voters of Canutillo, Texas

Notice is hereby given that the polling places listed below will be open from 7:00 a.m. to 7:00 p.m. on Tuesday, November 4, 2008, for voting in a General Election, to elect 4 (four) School Board Members at Large (each position is a 4 year term).

Positions presently held by Margarito Arellano, Carl Fietze, Frank Lerma and Armando Rodriguez.

(A los votantes registrados de Canutillo, Texas)

(Se les notifica, que las casillas electorales citadas abajo se abrirán desde las 7:00 a.m. hasta las 7:00 p.m., el martes, 4 de noviembre de 2008 para votar en la Elección de 4 (cuatro) Miembros Generales de la Mesa Directiva del Distrito Escolar (cada puesto es por un período de cuatro (4) años).

Puestos ocupados por Margarito Arellano, Carl Fietze, Frank Lerma y Armando Rodríguez.

LOCATION OF POLLING PLACES FOR ELECTION DAY VOTING:

1. Vinton Fire Station, 510 E. Vinton Rd., Vinton, Texas – For voters residing in the portion of County Voting Precinct No. 2 located within the Canutillo Independent School District.
2. Canutillo Middle School, 7311 Bosque Rd., Canutillo, Texas – For voters residing in those portions of County Voting Precinct No. 3 located within the Canutillo Independent School District.
3. Canutillo Elementary School, 651 Canutillo Ave., Canutillo, Texas – For voters residing in those portions of County Voting Precinct No. 4 located within the Canutillo Independent School District.
4. Fire Station #2, 111 E. Borderland Rd., El Paso, Texas – For voters residing in those portions of County Voting Precinct No. 5 located within the Canutillo Independent School District.
5. Olga Kohlberg Elementary School, 1445 Nardo Goodman Dr., El Paso, Texas - For voters residing in those portions of County Voting Precincts No. 11-2 & 170 located within the Canutillo Independent School District.

UBICACION DE CENTROS DE VOTACION PARA EL DÍA DE ELECCIONES:

1. *Estación de Bomberos de Vinton, 510 E. Vinton Rd, Vinton, Texas – para votantes residentes en el área del distrito electoral #2, en el Distrito Escolar Independiente de Canutillo.*

2. *Escuela Secundaria Canutillo, 7311 Bosque Rd., Canutillo, Texas – para votantes residentes en el área del distrito electoral #3, en el Distrito Escolar Independiente de Canutillo.*
3. *Escuela Primaria Canutillo, 651 Canutillo Ave., Canutillo, Texas – para votantes residentes en el área del distrito electoral #4, en el Distrito Escolar Independiente de Canutillo.*
4. *Estación de Bomberos #2, 111 E. Borderland Rd, El Paso, Texas – para votantes residentes en el área del distrito electoral #5 en el Distrito Escolar Independiente de Canutillo.*
5. *Escuela Primaria Olga Kohlberg, 1445 Nardo Goodman Dr., El Paso, Texas – para votantes residentes en el área del distrito electoral #11-2 y 170 en el Distrito Escolar Independiente de Canutillo.*

LIST OF POLLING PLACES FOR EARLY VOTING:

1. Early voting by personal appearance will be conducted on each weekday at Canutillo Elementary School, Principal’s Office, 651 Canutillo Ave., Canutillo, Texas, between the hours of 8:30 a.m. and 4:30 p.m. beginning on Monday, October 20, 2008 and ending on Friday, October 24, 2008. On Saturday, October 25, 2008 between the hours of 7:00 a.m. and 7:00 p.m. On Sunday, October 26, 2008 between the hours of 12:00 p.m. and 5:00 p.m. On Monday, October 27, 2008 and ending on Friday, October 31, 2008 between the hours of 7:00 a.m. and 7:00 p.m.
2. Early voting by personal appearance will be conducted on each weekday at Vinton Fire Station, 510 E. Vinton Rd., Vinton, Texas between the hours of 3:00 p.m. and 6:00 p.m. beginning on Monday, October 20, 2008 and ending on Friday, October 24, 2008. On Saturday, October 25, 2008 between the hours of 7:00 a.m. and 7:00 p.m. On Sunday, October 26, 2008 between the hours of 12:00 p.m. and 5:00 p.m. On Monday, October 27, 2008 and ending on Friday, October 31, 2008 between the hours of 7:00 a.m. and 7:00 p.m.
3. Early voting by personal appearance will be conducted at all locations beginning on Monday, October 20, 2008 and ending on Friday, October 31, 2008 within El Paso County, at which Early Voting is conducted by the County Elections Department. The preliminary list of early voting locations is attached as Exhibit A.

UBICACION DE CENTROS PARA VOTACION ANTICIPADA:

1. *Para votar anticipadamente puede acudir en persona durante la semana a la Escuela Primaria Canutillo, Oficina del Director, 651 Canutillo Ave, Canutillo, Texas de 8:30am a 4:30pm del 20 al 24 de octubre de 2008. El sábado 25 de octubre, 2008 de 7:00am a 7:00pm; el domingo 26 de octubre, 2008, de 12:00pm a 5:00pm; y del lunes 27 al 31 de octubre, 2008, de 7:00am a 7:00pm.*

2. *Para votar anticipadamente puede acudir en persona durante la semana a la Estación de Bomberos de Vinton, 510 Vinton Rd, Vinton, Texas, de 3:00 a 6:00 p.m. del 20 al 24 de octubre de 2008. El sábado 25 de octubre, 2008 de 7:00am a 7:00pm; el domingo 26 de octubre, 2008, de 12:00pm a 5:00pm; y del lunes 27 al 31 de octubre, 2008, de 7:00am a 7:00pm.*
3. *Para votar anticipadamente puede acudir en persona del 20 al 31 de octubre, 2008, a cualquier centro de votaciones del Condado de El Paso donde el Departamento de Elecciones del Condado realice votaciones anticipadas. Se agrega el Anexo A que incluye la lista preliminar de centros de votación.*

Applications for ballot by mail should be mailed to:

(Las solicitudes para boletas electorales por correo deberán enviarse a:)

Javier Chacon

(Names of Absentee Voting Clerks)

(Nombres de Secretarios para Votación por Correo)

500 E. San Antonio, Room 402

(Address) *(Dirección)*

El Paso, Texas

(City) *(Ciudad)*

79901

(Zip Code) *(Zona Postal)*

Applications for ballots by mail must be received no later than the close of business on November 4, 2008.

(Las solicitudes para boletas electorales por correo deberán recibirse antes del horario de cierre del 4 de noviembre 2008.)

Issued this the _____ day of _____, 2008
(Expedida el) (día de) (2008)

 Signature of Presiding Officer *(Firma del Oficial que Preside)*

ORDER OF GENERAL ELECTION

An election is hereby ordered to be held Tuesday, November 4, 2008 for the purpose of:

Electing four (4) positions of the School Board (each position is a 4 year term) for the Canutillo Independent School District.

Positions presently held by Margarito Arellano, Carl Fietze, Frank Lerma and Armando Rodriguez.

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AVISO DE ELECCION GENERAL

Por la presente se ordena que se lleve a cabo una elección el martes, 4 de noviembre 2008 con el propósito de:

Elegir cuatro (4) miembros de la mesa directiva del Distrito Escolar Independiente de Canutillo (cada puesto por un período de cuatro (4) años).

Puestos actualmente ocupados por Margarito Arellano, Carl Fietze, Frank Lerma y Armando Rodríguez.

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Javier Chacon

(Names of Absentee Voting Clerks)

(Nombres de Secretarios para Votación por Correo)

500 E. San Antonio, Room 402

(Address) *(Dirección)*

El Paso, Texas

(City) *(Ciudad)*

79901

(Zip Code) *(Zona Postal)*

Applications for ballots by mail must be received no later than the close of business on November 4, 2008.

(Las solicitudes para boletas electorales por correo deberán recibirse antes del horario de cierre del 4 de noviembre 2008.)

Issued this the _____ day of _____, 2008
(Expedida el) (día de) (2008)

 Signature of Presiding Officer *(Firma del Oficial que Preside)*



Canutillo Independent School District

7965 Artcraft Road El Paso, Texas 79932
Mailing Address: P.O. Box 100 Canutillo, Texas 79835

Pam Padilla, Ed.D.
Superintendent

(915) 877-7444
FAX (915) 877-7414
ppadilla@canutillo-isd.org

MEMORANDUM

TO: Sergio Coronado, President and
Members of the Board of Trustees

FROM: Patsy Mendoza, Administrative Assistant

DATE: August 6, 2008

RE: Board Member Continuing Education Hours and Attendance Rate for Board
Members

Annually, at the meeting at which the call for election of board members is scheduled, the president is required to announce the board members' compliance with the training requirements. Enclosed with this memorandum is the school board continuing education record.

It is important to note the following:

Six board members have been designated as "deficient" due to lack of acquiring "*Public Information Act Training*." A special board meeting has been scheduled on Thursday, August 14th, in order to satisfy that requirement. Once this requirement is met, five board members will be designated as "exceeded."

The hours for continuing education for school board members may be reviewed again at the regular meeting in September.

School Board Continuing Education Record

School district: Canutillo

Date last updated: August 6, 2008

Name	Tier One		Tier Two	Tier Three	Open Meetings Training	Public Information Act Training	Status
	Local Orientation* Enter date completed	Education Code Orientation or Update Enter date completed	Team-Building and Assessment Enter date entire team completed	Continuing Education in Assessed Needs Enter hours completed since Nov. 2006	Required of All Elected Public Officials Enter date completed	Required of All Elected Public Officials*** Enter date completed	
Margarito Arellano	N/A	12/6/07	5/6/08	47.25	6/16/07		Deficient
Sergio Coronado	N/A	12/6/07	5/6/08	38.75	2/25/08		Deficient
Carl Fietze	N/A	12/6/07	5/6/08	65.25	6/14/07	9/28/07	Exceeded
Shonda Jordan	11/16/06	12/6/07	5/6/08	83	11/16/06		Deficient
Frank Lerma	N/A	1/17/08	5/6/08	5.5			Deficient
Armando Rodriguez	N/A	1/17/08	5/6/08	40.75	6/16/07		Deficient
Yvonne Sanchez	N/A	12/6/07	5/6/08	63.50	6/16/07		Deficient
Pam Padilla, Ed.D.	N/A	N/A	5/6/08	38.50			

* Applicable for first year board members only

*** Boards may delegate this training to the district's public information coordinator.



**Texas Association of School Boards
Board Member Continuing Education Report**

Printed 08/06/2008

Reporting Period: 11/01/2006 - 08/06/2008

Canutillo ISD

District # 0071907

Margarito Arellano ID# 1016055

2008 Summer Leadership Institute South	San Antonio	F210-School Baord Cafe Conversations (Small-Mid-Size Distric	TIER-3	06/13/2008	9:30 - 10:45 am	1.25
2008 Summer Leadership Institute South	San Antonio	F350-Lessons From the Board Room: Corporate Officials on	TIER-3	06/13/2008	11:00 - 12:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	F515-Good Governance Is Not An Accident	TIER-3	06/13/2008	1:30 - 2:45 pm	1.25
2008 Summer Leadership Institute South	San Antonio	F615-Developing Comprehensive District Goals	TIER-3	06/13/2008	3:00 - 4:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	Friday General Session, Thomas-EI, Salome, speaker	TIER-3	06/13/2008	8:00 - 9:15 am	1.00
2008 Summer Leadership Institute South	San Antonio	ET225-How To Mend a Split Board	TIER-3	06/12/2008	9:30 - 10:45 am	1.25
2008 Summer Leadership Institute South	San Antonio	ET325-Planning To Make Every Dollar Count	TIER-3	06/12/2008	11:00 - 12:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	ET555-Increasing Student Achievement Through Principal Appra	TIER-3	06/12/2008	1:30 - 2:45 pm	1.25
2008 Summer Leadership Institute South	San Antonio	ET640-High Performance Schools Should Not Mean Higher Budget	TIER-3	06/12/2008	3:00 - 4:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	Thursday General Session, Joan Brock, speaker	TIER-3	06/12/2008	8:00 - 9:15 am	1.00
ESC Provided Training - Team Building	El Paso, Texas	Board-Superintendent Relations	TIER-2	05/06/2008		3.00
ESC Provided Training - Board Development	El Paso, Texas	Legal Update/Issues	TIER-3	04/23/2008		2.00
ESC Provided Training - Board Development	El Paso, Texas	ESC Region - Provided Training - Board Development - Tier 3	TIER-3	03/06/2008		2.00
Governmental - Board Development	Fabens, TX	2008 TASB Grassroots Meeting	TIER-3	02/28/2008		2.00
ESC Provided Training - TEC Orientation	El Paso, Texas	Update to Texas Education Code	TIER-1	12/06/2007		3.00
2007 TASB/TASA Annual Convention	Dallas, Texas	Engaging the Public through District Planning	TIER-3	09/29/2007	7:30 - 8:45 am	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	New Responsibilities for Boards and Superintendents from the 80th Legislatu	TIER-3	09/29/2007	9:00 - 10:15 am	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	Second General Session: Point-Counterpoint	TIER-3	09/29/2007	10:30 - 12:00 pm	1.00
2007 TASB/TASA Annual Convention	Dallas, Texas	Federal and State Immunities for School Board Members and District Official	TIER-3	09/28/2007	1:00 - 2:15 pm	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	First General Session: Brown vs. The Board of Education	TIER-3	09/28/2007	4:00 - 5:00 pm	1.00
2007 TASB/TASA Annual Convention	Dallas, Texas	Medically Fragile Children: Understanding the School District's Duties	TIER-3	09/28/2007	10:30 - 11:45 am	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	Playing by the Rules: Legal Issues in Extracurricular Activities	TIER-3	09/28/2007	9:00 - 10:15 am	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	Understanding the Electricity Marketplace and Improving Energy Efficiency	TIER-3	09/28/2007	2:30 - 3:45 pm	1.25
2007 Summer Leadership Institute	San Antonio	S255-An Introduction To the Texas Open Meetings Act (Req Open Govt Training	TIER-3	06/16/2007	8:30 - 9:45 am	1.25
2007 Summer Leadership Institute	San Antonio	F620-Engaging Your Community Without Buying An Expensive Rin	TIER-3	06/15/2007	3:00 - 4:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	F520-Police on Campus	TIER-3	06/15/2007	1:30 - 2:45 pm	1.25





**Texas Association of School Boards
Board Member Continuing Education Report**

Printed 08/06/2008

Reporting Period: 11/01/2006 - 08/06/2008

Canutillo ISD

District # 0071907

Margarito Arellano ID# 1016055

2007 Summer Leadership Institute	San Antonio	F360-The Board's Role in Oversight of District Operations	TIER-3	06/15/2007	11:00 - 12:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	F215-Great Schools Require Great Boards	TIER-3	06/15/2007	9:30 - 10:45 am	1.25
2007 Summer Leadership Institute	San Antonio	Friday General Session - Russell Quaglia	TIER-3	06/15/2007	8:00 - 9:15 am	1.00
2007 Summer Leadership Institute	San Antonio	ET640-The Platinum Rule: a Valuable Tool for Working With Pe	TIER-3	06/14/2007	3:00 - 4:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	ET540-Trustees and Technology: Getting Wired Without Getting	TIER-3	06/14/2007	1:30 - 2:45 pm	1.25
2007 Summer Leadership Institute	San Antonio	ET330-Empowering Young People To Be Safe on the Internet	TIER-3	06/14/2007	11:00 - 12:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	ET250-Leadership: Is It Nature or Nurture? News From Nation'	TIER-3	06/14/2007	9:30 - 10:45 am	1.25
2007 Summer Leadership Institute	San Antonio	Thursday General Session - Tonea Stewart	TIER-3	06/14/2007	8:00 - 9:15 am	1.00
Local District Training - Team Building	El Paso, Texas	Board-Superintendent Relations	TIER-2	05/09/2007		3.00
2007 Spring Workshops	El Paso	Go, TEAM, Go	TIER-3	04/23/2007	8:00 - 9:00 pm	1.00
2007 Spring Workshops	El Paso	Legal Update on Personnel, Student, and Governance Issues	TIER-3	04/23/2007	5:30 - 6:30 pm	1.00
2007 Spring Workshops	El Paso	Legislative Update	TIER-3	04/23/2007	6:50 - 7:50 pm	1.00
Human Resource Services - Board Development	Canutillo, TX	Employee Pay Systems	TIER-3	03/27/2007		1.50
Non TASB Provided Training - Team Building	Corpus Christi, Texas	Non TASB Provided Training - Team Building - Tier 2	TIER-2	01/11/2007		11.00
ESC Provided Training - Board Development	El Paso, Texas	Superintendent Evaluation Training	TIER-3	01/04/2007		2.00
ESC Provided Training - Team Building	El Paso, Texas	Board Self-Assessment	TIER-2	12/02/2006		5.00

Total hours for 11/1/2006 - 8/6/2008: 72.25

Total hours for 11/1/1998 - 8/6/2008 189.00



**Texas Association of School Boards
Board Member Continuing Education Report**

Printed 08/06/2008

Reporting Period: 11/01/2006 - 08/06/2008

Canutillo ISD

District # 0071907

Margarito Arellano ID# 1016055

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3. If non-TASB training took place that is not listed on the report, the recordkeeper should submit the credit on-line.

E-Mail:
cec@tasb.org

Fax:
512-467-3642

TASB Main Number:
800-580-8272 ext. 2219



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Canutillo ISD

District # 0071907

Sergio Coronado ID# 1045920

2008 Summer Leadership Institute South	San Antonio	F210-School Baord Cafe Conversations (Small-Mid-Size Distric	TIER-3	06/13/2008	9:30 - 10:45 am	1.25
2008 Summer Leadership Institute South	San Antonio	F350-Lessons From the Board Room: Corporate Officials on	TIER-3	06/13/2008	11:00 - 12:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	F520-Web 2.0 Tools-Shaping the Future of Ed (Mid To Large)	TIER-3	06/13/2008	1:30 - 2:45 pm	1.25
2008 Summer Leadership Institute South	San Antonio	F655-CSCOPE: Engaging Instruction Through Guaranteed Viable	TIER-3	06/13/2008	3:00 - 4:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	Friday General Session, Thomas-EI, Salome, speaker	TIER-3	06/13/2008	8:00 - 9:15 am	1.00
2008 Summer Leadership Institute South	San Antonio	ET230-High School Reform in Texas: An Update	TIER-3	06/12/2008	9:30 - 10:45 am	1.25
2008 Summer Leadership Institute South	San Antonio	ET255-Collaboration Without Consolidation	TIER-3	06/12/2008	9:30 - 10:45 am	1.25
2008 Summer Leadership Institute South	San Antonio	ET535-Enviornmental Compliance Issues	TIER-3	06/12/2008	1:30 - 2:45 pm	1.25
2008 Summer Leadership Institute South	San Antonio	ET625-What If You Had To Compete for Students?	TIER-3	06/12/2008	3:00 - 4:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	Thursday General Session, Joan Brock, speaker	TIER-3	06/12/2008	8:00 - 9:15 am	1.00
ESC Provided Training - Team Building	El Paso, Texas	Board-Superintendent Relations	TIER-2	05/06/2008		3.00
ESC Provided Training - Board Development	El Paso, Texas	Legal Update/Issues	TIER-3	04/23/2008		2.00
ESC Provided Training - Board Development	El Paso, Texas	ESC Region - Provided Training - Board Development - Tier 3	TIER-3	03/06/2008		2.00
Governmental - Board Development	Fabens, TX	2008 TASB Grassroots Meeting	TIER-3	02/28/2008		2.00
Local District Training - Board Development	El Paso, Texas	Open Meetings Act (Required Open Govt Training)	TIER-3	02/25/2008		3.00
ESC Provided Training - TEC Orientation	El Paso, Texas	Update to Texas Education Code	TIER-1	12/06/2007		3.00
2007 Summer Leadership Institute	San Antonio	S220-Leveraging Capital Investments To Lower M&O	TIER-3	06/16/2007	8:30 - 9:45 am	1.25
2007 Summer Leadership Institute	San Antonio	F645-Using Data To Identify Student Performance Priorities	TIER-3	06/15/2007	3:00 - 4:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	F545-The Board's Role in Improving Student Achievement	TIER-3	06/15/2007	1:30 - 2:45 pm	1.25
2007 Summer Leadership Institute	San Antonio	F340-Improving Mathematics and Reading Achievement Without T	TIER-3	06/15/2007	11:00 - 12:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	F235-Tech Speak: Translating the Terms, Trends, and Research	TIER-3	06/15/2007	9:30 - 10:45 am	1.25
2007 Summer Leadership Institute	San Antonio	Friday General Session - Russell Quaglia	TIER-3	06/15/2007	8:00 - 9:15 am	1.00
2007 Summer Leadership Institute	San Antonio	ET640-The Platinum Rule: a Valuable Tool for Working With Pe	TIER-3	06/14/2007	3:00 - 4:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	ET540-Trustees and Technology: Getting Wired Without Getting	TIER-3	06/14/2007	1:30 - 2:45 pm	1.25
2007 Summer Leadership Institute	San Antonio	ET315-Technology and Academim Integration: Preparing Student	TIER-3	06/14/2007	11:00 - 12:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	ET250-Leadership: Is It Nature or Nurture? News From Nation'	TIER-3	06/14/2007	9:30 - 10:45 am	1.25





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Sergio Coronado ID# 1045920

2007 Summer Leadership Institute	San Antonio	Thursday General Session - Tonea Stewart	TIER-3	06/14/2007	8:00 - 9:15 am	1.00
Local District Training - Team Building	El Paso, Texas	Board-Superintendent Relations	TIER-2	05/09/2007		3.00
2007 Spring Workshops	El Paso	Go, TEAM, Go	TIER-3	04/23/2007	8:00 - 9:00 pm	1.00
2007 Spring Workshops	El Paso	Legal Update on Personnel, Student, and Governance Issues	TIER-3	04/23/2007	5:30 - 6:30 pm	1.00
2007 Spring Workshops	El Paso	Legislative Update	TIER-3	04/23/2007	6:50 - 7:50 pm	1.00
Human Resource Services - Board Development	Canutillo, TX	Employee Pay Systems	TIER-3	03/27/2007		1.50
Non TASB Provided Training - Team Building	Corpus Christi, Texas	Non TASB Provided Training - Team Building - Tier 2	TIER-2	01/11/2007		11.00
ESC Provided Training - Team Building	El Paso, Texas	Board Self-Assessment	TIER-2	12/02/2006		5.00
					<i>Total hours for 11/1/2006 - 8/6/2008:</i>	63.75
					Total hours for 1/1/1998 - 8/6/2008	194.25

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Carl Fietze ID# 1049837

2008 Summer Leadership Institute South	San Antonio	F250-High Performance Schools Should Not Mean Higher Budgets	TIER-3	06/13/2008	9:30 - 10:45 am	1.25
2008 Summer Leadership Institute South	San Antonio	F315-How To Achieve Rapid Academic Improvement Without Break	TIER-3	06/13/2008	11:00 - 12:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	F540-Does It Really Cost That Much? What You Need To Know Ab	TIER-3	06/13/2008	1:30 - 2:45 pm	1.25
2008 Summer Leadership Institute South	San Antonio	F620-It's in Here Somewhere	TIER-3	06/13/2008	3:00 - 4:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	Friday General Session, Thomas-EI, Salome, speaker	TIER-3	06/13/2008	8:00 - 9:15 am	1.00
2008 Summer Leadership Institute South	San Antonio	ET260-Tenure: Does It Matter?	TIER-3	06/12/2008	9:30 - 10:45 am	1.25
2008 Summer Leadership Institute South	San Antonio	ET315-Innovative Schools of Choice--Suzuki Strings, Core Kno	TIER-3	06/12/2008	11:00 - 12:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	ET530-Can't We All Just Get Along? Effectively Handling Empl	TIER-3	06/12/2008	1:30 - 2:45 pm	1.25
2008 Summer Leadership Institute South	San Antonio	ET635-Compensation Trends 2007-08	TIER-3	06/12/2008	3:00 - 4:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	Thursday General Session, Joan Brock, speaker	TIER-3	06/12/2008	8:00 - 9:15 am	1.00
2008 Spring Workshops	El Paso	Accountability	TIER-3	05/22/2008	8:00 - 9:00 pm	1.00
2008 Spring Workshops	El Paso	Legal Update on Personnel, Student and Governance Issues	TIER-3	05/22/2008	6:50 - 7:50 pm	1.00
2008 Spring Workshops	El Paso	School Finance	TIER-3	05/22/2008	5:30 - 6:30 pm	1.00
ESC Provided Training - Team Building	El Paso, Texas	Board-Superintendent Relations	TIER-2	05/06/2008		3.00
ESC Provided Training - Board Development	El Paso, Texas	Legal Update/Issues	TIER-3	04/23/2008		2.00
ESC Provided Training - Board Development	El Paso, Texas	ESC Region - Provided Training - Board Development - Tier 3	TIER-3	03/06/2008		2.00
ESC Provided Training - TEC Orientation	El Paso, Texas	Update to Texas Education Code	TIER-1	12/06/2007		3.00
2007 TASB/TASA Annual Convention	Dallas, Texas	Engaging the Public through District Planning	TIER-3	09/29/2007	7:30 - 8:45 am	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	New Responsibilities for Boards and Superintendents from the 80th Legislatu	TIER-3	09/29/2007	9:00 - 10:15 am	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	Second General Session: Point-Counterpoint	TIER-3	09/29/2007	10:30 - 12:00 pm	1.00
2007 TASB/TASA Annual Convention	Dallas, Texas	Federal and State Immunities for School Board Members and District Official	TIER-3	09/28/2007	1:00 - 2:15 pm	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	First General Session: Brown vs. The Board of Education	TIER-3	09/28/2007	4:00 - 5:00 pm	1.00
2007 TASB/TASA Annual Convention	Dallas, Texas	Fundamentals of the Texas Public Information Act (Required Open Govt Traini	TIER-3	09/28/2007	2:30 - 3:45 pm	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	Public Speaking Techniques for the Hot Seat - TSPRA Strand	TIER-3	09/28/2007	10:30 - 11:45 am	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	Using Salary Stipends and Incentives for Your District Needs	TIER-3	09/28/2007	9:00 - 10:15 am	1.25
2007 Summer Leadership Institute	San Antonio	S330-Test Be Simple, Test Be Quick: It All Comes Down To Sta	TIER-3	06/16/2007	10:00 - 11:15 am	1.25





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2007 Summer Leadership Institute	San Antonio	S210-Honor Your Students and Your Community: Become An Honor	TIER-3	06/16/2007	8:30 - 9:45 am	1.25
2007 Summer Leadership Institute	San Antonio	F640-Incentive Pay in Texas	TIER-3	06/15/2007	3:00 - 4:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	F550-Who Wants To Be a School Board Expert	TIER-3	06/15/2007	1:30 - 2:45 pm	1.25
2007 Summer Leadership Institute	San Antonio	F320-Making Sense of the Texas Accountability System	TIER-3	06/15/2007	11:00 - 12:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	F250-Oversight of Management in Action	TIER-3	06/15/2007	9:30 - 10:45 am	1.25
2007 Summer Leadership Institute	San Antonio	Friday General Session - Russell Quaglia	TIER-3	06/15/2007	8:00 - 9:15 am	1.00
2007 Summer Leadership Institute	San Antonio	ET655-School District Liability and You	TIER-3	06/14/2007	3:00 - 4:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	ET520-The Power of "1"	TIER-3	06/14/2007	1:30 - 2:45 pm	1.25
2007 Summer Leadership Institute	San Antonio	ET335-Closed Meetings Under the Open Meetings Act (Req Open Govt Training)	TIER-3	06/14/2007	11:00 - 12:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	ET130-Board President's Duties They Never Tell You About (BPA)	TIER-3	06/14/2007	9:30 - 10:45 am	1.25
2007 Summer Leadership Institute	San Antonio	Thursday General Session - Toney Stewart	TIER-3	06/14/2007	8:00 - 9:15 am	1.00
Local District Training - Team Building	El Paso, Texas	Board-Superintendent Relations	TIER-2	05/09/2007		3.00
2007 Spring Workshops	El Paso	Go, TEAM, Go	TIER-3	04/23/2007	8:00 - 9:00 pm	1.00
2007 Spring Workshops	El Paso	Legal Update on Personnel, Student, and Governance Issues	TIER-3	04/23/2007	5:30 - 6:30 pm	1.00
2007 Spring Workshops	El Paso	Legislative Update	TIER-3	04/23/2007	6:50 - 7:50 pm	1.00
2007 National School Board Association	San Francisco, CA	Developing a Reflective Model for Supervision/Evaluation That Focuses on Pr	TIER-3	04/15/2007	8:45 - 10:00 am	1.25
2007 National School Board Association	San Francisco, CA	Effective Use of Legal Counsel	TIER-3	04/15/2007	3:15 - 4:30 pm	1.25
2007 National School Board Association	San Francisco, CA	Second General Session: President Bill Clinton, Speaker	TIER-3	04/15/2007	11:00 - 12:30 pm	0.75
2007 National School Board Association	San Francisco, CA	Structures for Improving Student Achievement: From the Boardroom to the Cla	TIER-3	04/15/2007	1:30 - 2:45 pm	1.25
2007 National School Board Association	San Francisco, CA	First General Session: F.W. de Klerk, Speaker	TIER-3	04/14/2007	11:00 - 12:30 pm	0.75
2007 National School Board Association	San Francisco, CA	Foundations of Effective Governance	TIER-3	04/14/2007	8:00 - 9:15 am	1.25
2007 National School Board Association	San Francisco, CA	General Session: Hispanic School Board Members Caucus	TIER-3	04/14/2007	9:00 - 10:30 am	0.75
2007 National School Board Association	San Francisco, CA	School Board Authority and Liability -- Find the Line	TIER-3	04/14/2007	3:15 - 4:30 pm	1.25
2007 National School Board Association	San Francisco, CA	The School Board's Role in Student Achievement: One Board's Journey through	TIER-3	04/14/2007	1:30 - 2:45 pm	1.25
2007 National School Board Association	San Francisco, CA	EB #2 - Setting Direction for the District	TIER-3	04/13/2007	9:00 - 12:00 pm	2.50





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2007 National School Board Association	San Francisco, CA	EB #7 - School Board Members: 20 Questions You Need to Ask to Get Student A	TIER-3	04/13/2007	1:30 - 4:30 pm	2.50
Human Resource Services - Board Development	Canutillo, TX	Employee Pay Systems	TIER-3	03/27/2007		1.50
ESC Provided Training - Team Building	El Paso, Texas	Board Self-Assessment	TIER-2	12/02/2006		5.00
					Total hours for 11/1/2006 - 8/6/2008:	76.25
					Total hours for 11/1/1998 - 8/6/2008	193.00

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Canutillo ISD

District # 0071907

Shonda Jordan ID# 1059219

2008 Summer Leadership Institute South	San Antonio	S220-ETHICS for School Trustees	TIER-3	06/14/2008	8:30 - 9:45 am	1.25
2008 Summer Leadership Institute South	San Antonio	F225-Creating a Culture of Accountability	TIER-3	06/13/2008	9:30 - 10:45 am	1.25
2008 Summer Leadership Institute South	San Antonio	F330-What School Board Members Need To Know About Special Ed	TIER-3	06/13/2008	11:00 - 12:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	F555-Closed Meetings Under the OMA (Required Open Govt Training)	TIER-3	06/13/2008	1:30 - 2:45 pm	1.25
2008 Summer Leadership Institute South	San Antonio	F625-Construction Contracts, From Dirt To Dedication	TIER-3	06/13/2008	3:00 - 4:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	Friday General Session, Thomas-El, Salome, speaker	TIER-3	06/13/2008	8:00 - 9:15 am	1.00
2008 Summer Leadership Institute South	San Antonio	ET240-Municipal Bond Underwriting Process and Bond Proceeds	TIER-3	06/12/2008	9:30 - 10:45 am	1.25
2008 Summer Leadership Institute South	San Antonio	ET310-Board Operating Procedures-One Board's SOS (Saved Our	TIER-3	06/12/2008	11:00 - 12:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	ET530-Can't We All Just Get Along? Effectively Handling Empl	TIER-3	06/12/2008	1:30 - 2:45 pm	1.25
2008 Summer Leadership Institute South	San Antonio	ET630-PR for School Board Members	TIER-3	06/12/2008	3:00 - 4:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	Thursday General Session, Joan Brock, speaker	TIER-3	06/12/2008	8:00 - 9:15 am	1.00
2008 Spring Workshops	El Paso	Accountability	TIER-3	05/22/2008	8:00 - 9:00 pm	1.00
2008 Spring Workshops	El Paso	Legal Update on Personnel, Student and Governance Issues	TIER-3	05/22/2008	6:50 - 7:50 pm	1.00
2008 Spring Workshops	El Paso	School Finance	TIER-3	05/22/2008	5:30 - 6:30 pm	1.00
ESC Provided Training - Team Building	El Paso, Texas	Board-Superintendent Relations	TIER-2	05/06/2008		3.00
ESC Provided Training - Board Development	El Paso, Texas	Legal Update/Issues	TIER-3	04/23/2008		2.00
ESC Provided Training - Board Development	El Paso, Texas	ESC Region - Provided Training - Board Development - Tier 3	TIER-3	03/06/2008		2.00
Governmental - Board Development	Fabens, TX	2008 TASB Grassroots Meeting	TIER-3	02/28/2008		2.00
ESC Provided Training - TEC Orientation	El Paso, Texas	Update to Texas Education Code	TIER-1	12/06/2007		3.00
2007 TASB/TASA Annual Convention	Dallas, Texas	Handling Those Multiple Mad Mamas through the Grievance Process	TIER-3	09/30/2007	7:30 - 8:45 am	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	School Construction 101	TIER-3	09/30/2007	9:00 - 10:15 am	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	"What School Board?" Public Perceptions of Your Work	TIER-3	09/29/2007	7:30 - 8:45 am	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	Second General Session: Point-Counterpoint	TIER-3	09/29/2007	10:30 - 12:00 pm	1.00
2007 TASB/TASA Annual Convention	Dallas, Texas	TASB Delegate Assembly	TIER-3	09/29/2007	2:00 - 4:00 pm	1.00
2007 TASB/TASA Annual Convention	Dallas, Texas	The Parent Chat: How to Hammer Small Town Rumors	TIER-3	09/29/2007	9:00 - 10:15 am	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	What Board Members Should Know about Data	TIER-3	09/29/2007	9:00 - 10:15 am	1.25





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2007 TASB/TASA Annual Convention	Dallas, Texas	Board President's Duties They Never Tell You About (Board Presidents' Acade	TIER-3	09/28/2007	9:00 - 10:15 am	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	Federal and State Immunities for School Board Members and District Official	TIER-3	09/28/2007	1:00 - 2:15 pm	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	HR 101: Top 10 Questions Board Members Ask About Human Resources	TIER-3	09/28/2007	2:30 - 3:45 pm	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	Public Speaking Techniques for the Hot Seat - TSPRA Strand	TIER-3	09/28/2007	10:30 - 11:45 am	1.25
2007 Post-Legislative Seminar	San Antonio	Post-Legislative Seminar - Tier 3 Credit	TIER-3	06/16/2007	11:45 - 3:30 pm	1.50
2007 Summer Leadership Institute	San Antonio	S320-Introduction To Texas School Finance	TIER-3	06/16/2007	10:00 - 11:15 am	1.25
2007 Summer Leadership Institute	San Antonio	S255-An Introduction To the Texas Open Meetings Act (Req Open Govt Training	TIER-3	06/16/2007	8:30 - 9:45 am	1.25
2007 Summer Leadership Institute	San Antonio	F645-Using Data To Identify Student Performance Priorities	TIER-3	06/15/2007	3:00 - 4:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	F530-Minimizing Liability in Grievance and Complaint Hearing	TIER-3	06/15/2007	1:30 - 2:45 pm	1.25
2007 Summer Leadership Institute	San Antonio	F110-District Governance Basics (TASB ISD Level 1)	TIER-3	06/15/2007	9:30 - 12:15 pm	2.50
2007 Summer Leadership Institute	San Antonio	Friday General Session - Russell Quaglia	TIER-3	06/15/2007	8:00 - 9:15 am	1.00
2007 Summer Leadership Institute	San Antonio	ET645-The Board's Role in Building a Positive Work Environme	TIER-3	06/14/2007	3:00 - 4:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	ET520-The Power of "1"	TIER-3	06/14/2007	1:30 - 2:45 pm	1.25
2007 Summer Leadership Institute	San Antonio	ET110-Boardsmanship Basics (TASB ISD Level 1)	TIER-3	06/14/2007	9:30 - 12:30 pm	2.50
2007 Summer Leadership Institute	San Antonio	Thursday General Session - Toney Stewart	TIER-3	06/14/2007	8:00 - 9:15 am	1.00
ESC Provided Training - TEC Orientation	El Paso, Texas	Orientation to Texas Education Code	TIER-1	06/04/2007		3.00
Local District Training - Board Development	El Paso, Texas	Legal Update/Issues	TIER-3	05/22/2007		3.00
Local District Training - Team Building	El Paso, Texas	Board-Superintendent Relations	TIER-2	05/09/2007		3.00
2007 Spring Workshops	El Paso	Go, TEAM, Go	TIER-3	04/23/2007	8:00 - 9:00 pm	1.00
2007 Spring Workshops	El Paso	Legal Update on Personnel, Student, and Governance Issues	TIER-3	04/23/2007	5:30 - 6:30 pm	1.00
2007 Spring Workshops	El Paso	Legislative Update	TIER-3	04/23/2007	6:50 - 7:50 pm	1.00
2007 National School Board Association	San Francisco, CA	Boot Camp Session: Targeting Student Learning: The Key Work of School Board	TIER-3	04/15/2007	1:30 - 2:45 pm	1.25
2007 National School Board Association	San Francisco, CA	Effective Use of Legal Counsel	TIER-3	04/15/2007	3:15 - 4:30 pm	1.25
2007 National School Board Association	San Francisco, CA	Leading Even When You Are NOT in Charge -- How to Get Things Done When Work	TIER-3	04/15/2007	8:45 - 10:00 am	1.25
2007 National School Board Association	San Francisco, CA	Second General Session: President Bill Clinton, Speaker	TIER-3	04/15/2007	11:00 - 12:30 pm	0.75





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Shonda Jordan ID# 1059219

2007 National School Board Association	San Francisco, CA	Boot Camp Session: Board and Superintendent Relationships	TIER-3	04/14/2007	3:15 - 4:30 pm	1.25
2007 National School Board Association	San Francisco, CA	Boot Camp Session: NCLB Basics	TIER-3	04/14/2007	8:00 - 9:15 am	1.25
2007 National School Board Association	San Francisco, CA	Boot Camp Session: Parliamentary Procedure Survival Skills for School Board	TIER-3	04/14/2007	1:30 - 2:45 pm	1.25
2007 National School Board Association	San Francisco, CA	First General Session: F.W. de Klerk, Speaker	TIER-3	04/14/2007	11:00 - 12:30 pm	0.75
2007 National School Board Association	San Francisco, CA	Boot Camp Session: Ethics, Board Meetings, and the Role of a School Board M	TIER-3	04/13/2007	1:30 - 4:30 pm	2.50
2007 National School Board Association	San Francisco, CA	EB #3 - Are You Doing Your Part to Ensure Quality Administrators?	TIER-3	04/13/2007	9:00 - 12:00 pm	2.50
Human Resource Services - Board Development	Canutillo, TX	Employee Pay Systems	TIER-3	03/27/2007		1.50
2007 Winter Legal Seminar	El Paso, TX	Board Member Speech	TIER-3	02/07/2007		1.00
2007 Winter Legal Seminar	El Paso, TX	Meeting Mania	TIER-3	02/07/2007		1.00
2007 Winter Legal Seminar	El Paso, TX	Preparing for Graduation	TIER-3	02/07/2007		1.00
2007 Winter Legal Seminar	El Paso, TX	School Law Year in Review	TIER-3	02/07/2007		1.00
2007 Winter Legal Seminar	El Paso, TX	Understanding Employment Contracts	TIER-3	02/07/2007		1.00
ESC Provided Training - Board Development	El Paso, Texas	Superintendent Evaluation Training	TIER-3	01/04/2007		2.00
ESC Provided Training - Team Building	El Paso, Texas	Board Self-Assessment	TIER-2	12/02/2006		5.00
Local District Training - Orientation	El Paso, Texas	Orientation	TIER-1	11/16/2006		3.00
Local District Training - Board Development	El Paso, Texas	Open Meetings Act (Required Open Govt Training)	TIER-3	11/16/2006		3.00

Total hours for 11/1/2006 - 8/6/2008: 103.00

Total hours for 11/1/1998 - 8/6/2008 103.00





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Canutillo ISD

District # 0071907

Shonda Jordan ID# 1059219

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E-Mail:
cec@tasb.org

Fax:
512-467-3642

TASB Main Number:
800-580-8272 ext. 2219





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Canutillo ISD

District # 0071907

Frank Lerma ID# 1049835

ESC Provided Training - Team Building	El Paso, Texas	Board-Superintendent Relations	TIER-2	05/06/2008	3.00
Governmental - Board Development	Fabens, TX	2008 TASB Grassroots Meeting	TIER-3	02/28/2008	2.00
ESC Provided Training - TEC Orientation	El Paso, Texas	Update to Texas Education Code	TIER-1	01/17/2008	3.00
Local District Training - Team Building	El Paso, Texas	Board-Superintendent Relations	TIER-2	05/09/2007	3.00
Human Resource Services - Board Development	Canutillo, TX	Employee Pay Systems	TIER-3	03/27/2007	1.50
ESC Provided Training - Board Development	El Paso, Texas	Superintendent Evaluation Training	TIER-3	01/04/2007	2.00
ESC Provided Training - Team Building	El Paso, Texas	Board Self-Assessment	TIER-2	12/02/2006	5.00

Total hours for 11/1/2006 - 8/6/2008: 19.50

Total hours for 11/1/1998 - 8/6/2008 72.00

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Canutillo ISD

District # 0071907

Pam Padilla ID# 1015159

2008 Spring Workshops	El Paso	Accountability	TIER-3	05/22/2008	8:00 - 9:00 pm	1.00
2008 Spring Workshops	El Paso	Legal Update on Personnel, Student and Governance Issues	TIER-3	05/22/2008	6:50 - 7:50 pm	1.00
ESC Provided Training - Team Building	El Paso, Texas	Board-Superintendent Relations	TIER-2	05/06/2008		3.00
Governmental - Board Development	Fabens, TX	2008 TASB Grassroots Meeting	TIER-3	02/28/2008		2.00
2007 TASB/TASA Annual Convention	Dallas, Texas	Third General Session: Battling Childhood Obesity in Texas	TIER-3	09/30/2007	10:30 - 12:00 pm	1.00
2007 TASB/TASA Annual Convention	Dallas, Texas	Customizing Your Superintendent Evaluation Instrument	TIER-3	09/29/2007	3:00 - 4:15 pm	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	Distinguished Lecture: Texas Commissioner of Education	TIER-3	09/29/2007	4:30 - 5:30 pm	1.00
2007 TASB/TASA Annual Convention	Dallas, Texas	First General Session: Brown vs. The Board of Education	TIER-3	09/28/2007	4:00 - 5:00 pm	1.00
2007 TASB/TASA Annual Convention	Dallas, Texas	Real Solutions to Real School Finance Problems	TIER-3	09/28/2007	10:30 - 11:45 am	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	Teaching the Technology Application TEKS: It Can Be Done!	TIER-3	09/28/2007	9:00 - 10:15 am	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	The Importance of Texas History in the 21st Century	TIER-3	09/28/2007	1:00 - 2:15 pm	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	Whither School Finance	TIER-3	09/28/2007	2:30 - 3:45 pm	1.25
Local District Training - Team Building	El Paso, Texas	Board-Superintendent Relations	TIER-2	05/09/2007		3.00
2007 Spring Workshops	El Paso	Go, TEAM, Go	TIER-3	04/23/2007	8:00 - 9:00 pm	1.00
2007 Spring Workshops	El Paso	Legal Update on Personnel, Student, and Governance Issues	TIER-3	04/23/2007	5:30 - 6:30 pm	1.00
2007 Spring Workshops	El Paso	Legislative Update	TIER-3	04/23/2007	6:50 - 7:50 pm	1.00
2007 National School Board Association	San Francisco, CA	Building and Sustaining Collaborative Care Teams to Improve Student Achieve	TIER-3	04/16/2007	3:45 - 5:00 pm	1.25
2007 National School Board Association	San Francisco, CA	Focus on Educ: Failure is Not an Option	TIER-3	04/16/2007	11:15 - 12:30 pm	1.25
2007 National School Board Association	San Francisco, CA	International Baccalaureate for Everyone: How IB Principles Can Be Incorpor	TIER-3	04/16/2007	8:00 - 9:15 am	1.25
2007 National School Board Association	San Francisco, CA	Luncheon: Hispanic Caucus, Pedro Noguera, Speaker	TIER-3	04/16/2007	12:45 - 2:00 pm	0.75
2007 National School Board Association	San Francisco, CA	Third General Session: Erin Gruwell & Maria Reyes, Speakers	TIER-3	04/16/2007	9:30 - 11:00 am	1.00
2007 National School Board Association	San Francisco, CA	Aligning Superintendent Evaluation and Board Self-Assessment: An Accountabi	TIER-3	04/15/2007	8:45 - 10:00 am	1.25
2007 National School Board Association	San Francisco, CA	Jaw Dropping Revisited with Ron Crouch	TIER-3	04/15/2007	1:30 - 2:45 pm	1.25
2007 National School Board Association	San Francisco, CA	Second General Session: President Bill Clinton, Speaker	TIER-3	04/15/2007	11:00 - 12:30 pm	0.75
2007 National School Board Association	San Francisco, CA	First General Session: F.W. de Klerk, Speaker	TIER-3	04/14/2007	11:00 - 12:30 pm	0.75



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2007 National School Board Association	San Francisco, CA	Focus on Educ: Focus on Raising Leaders: How to Create a New Generation of	TIER-3	04/14/2007	1:30 - 2:45 pm	1.25
2007 National School Board Association	San Francisco, CA	Foundations of Effective Governance	TIER-3	04/14/2007	8:00 - 9:15 am	1.25
2007 National School Board Association	San Francisco, CA	Student Success Does Not Happen by Chance: A Research-Based Approach for Mi	TIER-3	04/14/2007	3:15 - 4:30 pm	1.25
2007 National School Board Association	San Francisco, CA	EB #3 - Are You Doing Your Part to Ensure Quality Administrators?	TIER-3	04/13/2007	9:00 - 12:00 pm	2.50
Human Resource Services - Board Development	Canutillo, TX	Employee Pay Systems	TIER-3	03/27/2007		1.50
2007 Winter Legal Seminar	El Paso, TX	Board Member Speech	TIER-3	02/07/2007		1.00
2007 Winter Legal Seminar	El Paso, TX	Meeting Mania	TIER-3	02/07/2007		1.00
2007 Winter Legal Seminar	El Paso, TX	Preparing for Graduation	TIER-3	02/07/2007		1.00
2007 Winter Legal Seminar	El Paso, TX	School Law Year in Review	TIER-3	02/07/2007		1.00
2007 Winter Legal Seminar	El Paso, TX	Understanding Employment Contracts	TIER-3	02/07/2007		1.00
ESC Provided Training - Team Building	El Paso, Texas	Board Self-Assessment	TIER-2	12/02/2006		5.00

Total hours for 11/1/2006 - 8/6/2008: 49.50

Total hours for 1/1/1998 - 8/6/2008 58.50

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Canutillo ISD

District # 0071907

Armando Rodriguez ID# 1053343

2008 Spring Workshops	El Paso	Accountability	TIER-3	05/22/2008	8:00 - 9:00 pm	1.00
2008 Spring Workshops	El Paso	Legal Update on Personnel, Student and Governance Issues	TIER-3	05/22/2008	6:50 - 7:50 pm	1.00
2008 Spring Workshops	El Paso	School Finance	TIER-3	05/22/2008	5:30 - 6:30 pm	1.00
ESC Provided Training - Team Building	El Paso, Texas	Board-Superintendent Relations	TIER-2	05/06/2008		3.00
ESC Provided Training - Board Development	El Paso, Texas	Legal Update/Issues	TIER-3	04/23/2008		2.00
ESC Provided Training - Board Development	El Paso, Texas	ESC Region - Provided Training - Board Development - Tier 3	TIER-3	03/06/2008		2.00
Governmental - Board Development	Fabens, TX	2008 TASB Grassroots Meeting	TIER-3	02/28/2008		2.00
ESC Provided Training - TEC Orientation	El Paso, Texas	Update to Texas Education Code	TIER-1	01/17/2008		3.00
2007 TASB/TASA Annual Convention	Dallas, Texas	Monitoring Your District's Financial Position	TIER-3	09/30/2007	9:00 - 10:15 am	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	Third General Session: Battling Childhood Obesity in Texas	TIER-3	09/30/2007	10:30 - 12:00 pm	1.00
2007 TASB/TASA Annual Convention	Dallas, Texas	School Budget and Finance Basics (TASB ISD Level 1)	TIER-3	09/29/2007	7:30 - 10:15 am	2.50
2007 TASB/TASA Annual Convention	Dallas, Texas	Second General Session: Point-Counterpoint	TIER-3	09/29/2007	10:30 - 12:00 pm	1.00
2007 TASB/TASA Annual Convention	Dallas, Texas	Houston ISD's Board Monitoring System	TIER-3	09/28/2007	2:30 - 3:45 pm	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	Importance of Performance and Payment Bonds	TIER-3	09/28/2007	9:00 - 10:15 am	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	Science Facility Standards for Excellence in Science Education	TIER-3	09/28/2007	10:30 - 11:45 am	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	The Importance of Texas History in the 21st Century	TIER-3	09/28/2007	1:00 - 2:15 pm	1.25
2007 TASB/TASA Annual Convention	Dallas, Texas	Understanding the Electricity Marketplace and Improving Energy Efficiency	TIER-3	09/28/2007	2:30 - 3:45 pm	1.25
2007 Summer Leadership Institute	San Antonio	S255-An Introduction To the Texas Open Meetings Act (Req Open Govt Training)	TIER-3	06/16/2007	8:30 - 9:45 am	1.25
2007 Summer Leadership Institute	San Antonio	F430-School Board Members: Reflect, Inspire, Make a Differen	TIER-3	06/15/2007	1:30 - 4:15 pm	2.50
2007 Summer Leadership Institute	San Antonio	F360-The Board's Role in Oversight of District Operations	TIER-3	06/15/2007	11:00 - 12:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	F240-To Pray or Not To Pray: Is It Ever Allowed in Schools?	TIER-3	06/15/2007	9:30 - 10:45 am	1.25
2007 Summer Leadership Institute	San Antonio	Friday General Session - Russell Quaglia	TIER-3	06/15/2007	8:00 - 9:15 am	1.00
2007 Summer Leadership Institute	San Antonio	ET620-The Parent Chat: How To Hammer Small Town Rumors	TIER-3	06/14/2007	3:00 - 4:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	ET650-Getting the Biggest Bang for You Buck	TIER-3	06/14/2007	3:00 - 4:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	ET140-Meeting Preparation Essentials (Board Pres Academy)	TIER-3	06/14/2007	11:00 - 12:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	ET130-Board President's Duties They Never Tell You About (BPA)	TIER-3	06/14/2007	9:30 - 10:45 am	1.25





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District # 0071907

Armando Rodriguez ID# 1053343

2007 Summer Leadership Institute	San Antonio	Thursday General Session - Tonea Stewart	TIER-3	06/14/2007	8:00 - 9:15 am	1.00
Local District Training - Team Building	El Paso, Texas	Board-Superintendent Relations	TIER-2	05/09/2007		3.00
2007 Spring Workshops	El Paso	Go, TEAM, Go	TIER-3	04/23/2007	8:00 - 9:00 pm	1.00
2007 Spring Workshops	El Paso	Legal Update on Personnel, Student, and Governance Issues	TIER-3	04/23/2007	5:30 - 6:30 pm	1.00
2007 Spring Workshops	El Paso	Legislative Update	TIER-3	04/23/2007	6:50 - 7:50 pm	1.00
Human Resource Services - Board Development	Canutillo, TX	Employee Pay Systems	TIER-3	03/27/2007		1.50
Non TASB Provided Training - Team Building	Corpus Christi, Texas	Non TASB Provided Training - Team Building - Tier 2	TIER-2	01/11/2007		11.00
ESC Provided Training - Board Development	El Paso, Texas	Superintendent Evaluation Training	TIER-3	01/04/2007		2.00
ESC Provided Training - Team Building	El Paso, Texas	Board Self-Assessment	TIER-2	12/02/2006		5.00

Total hours for 11/1/2006 - 8/6/2008: 65.75

Total hours for 1/1/1998 - 8/6/2008 126.50

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Canutillo ISD

District # 0071907

Yvonne Sapien Sanchez ID# 1010544

2008 Summer Leadership Institute South	San Antonio	S220-ETHICS for School Trustees	TIER-3	06/14/2008	8:30 - 9:45 am	1.25
2008 Summer Leadership Institute South	San Antonio	F225-Creating a Culture of Accountability	TIER-3	06/13/2008	9:30 - 10:45 am	1.25
2008 Summer Leadership Institute South	San Antonio	F355-Change Is Good, You Go First!	TIER-3	06/13/2008	11:00 - 12:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	F555-Closed Meetings Under the OMA (Required Open Govt Training)	TIER-3	06/13/2008	1:30 - 2:45 pm	1.25
2008 Summer Leadership Institute South	San Antonio	F625-Construction Contracts, From Dirt To Dedication	TIER-3	06/13/2008	3:00 - 4:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	Friday General Session, Thomas-El, Salome, speaker	TIER-3	06/13/2008	8:00 - 9:15 am	1.00
2008 Summer Leadership Institute South	San Antonio	ET225-How To Mend a Split Board	TIER-3	06/12/2008	9:30 - 10:45 am	1.25
2008 Summer Leadership Institute South	San Antonio	ET310-Board Operating Procedures-One Board's SOS (Saved Our	TIER-3	06/12/2008	11:00 - 12:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	ET540-District Emergency Planning: Benchmarks for Evaluating	TIER-3	06/12/2008	1:30 - 2:45 pm	1.25
2008 Summer Leadership Institute South	San Antonio	ET615-If the Glove Fits?	TIER-3	06/12/2008	3:00 - 4:15 pm	1.25
2008 Summer Leadership Institute South	San Antonio	Thursday General Session, Joan Brock, speaker	TIER-3	06/12/2008	8:00 - 9:15 am	1.00
2008 Spring Workshops	El Paso	Accountability	TIER-3	05/22/2008	8:00 - 9:00 pm	1.00
2008 Spring Workshops	El Paso	Legal Update on Personnel, Student and Governance Issues	TIER-3	05/22/2008	6:50 - 7:50 pm	1.00
2008 Spring Workshops	El Paso	School Finance	TIER-3	05/22/2008	5:30 - 6:30 pm	1.00
ESC Provided Training - Team Building	El Paso, Texas	Board-Superintendent Relations	TIER-2	05/06/2008		3.00
ESC Provided Training - Board Development	El Paso, Texas	Legal Update/Issues	TIER-3	04/23/2008		2.00
Governmental - Board Development	Fabens, TX	2008 TASB Grassroots Meeting	TIER-3	02/28/2008		2.00
ESC Provided Training - TEC Orientation	El Paso, Texas	Update to Texas Education Code	TIER-1	12/06/2007		3.00
2007 Post-Legislative Seminar	San Antonio	Post-Legislative Seminar - Tier 1 Credit	TIER-1	06/16/2007	11:45 - 3:30 pm	1.50
2007 Summer Leadership Institute	San Antonio	S325-Effective Practices for Local Orientations	TIER-3	06/16/2007	10:00 - 11:15 am	1.25
2007 Summer Leadership Institute	San Antonio	S255-An Introduction To the Texas Open Meetings Act (Req Open Govt Training	TIER-3	06/16/2007	8:30 - 9:45 am	1.25
2007 Summer Leadership Institute	San Antonio	F430-School Board Members: Reflect, Inspire, Make a Differen	TIER-3	06/15/2007	1:30 - 4:15 pm	2.50
2007 Summer Leadership Institute	San Antonio	F520-Police on Campus	TIER-3	06/15/2007	1:30 - 2:45 pm	1.25
2007 Summer Leadership Institute	San Antonio	F345-Gangs, Violence, and Other Difficult School Issues	TIER-3	06/15/2007	11:00 - 12:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	F215-Great Schools Require Great Boards	TIER-3	06/15/2007	9:30 - 10:45 am	1.25
2007 Summer Leadership Institute	San Antonio	Friday General Session - Russell Quaglia	TIER-3	06/15/2007	8:00 - 9:15 am	1.00





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Yvonne Sapien Sanchez ID# 1010544

2007 Summer Leadership Institute	San Antonio	ET660-Working Together After a Contentious Election	TIER-3	06/14/2007	3:00 - 4:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	ET550-Who Wants To Be a School Board Expert?	TIER-3	06/14/2007	1:30 - 2:45 pm	1.25
2007 Summer Leadership Institute	San Antonio	ET355-Cutting Through Adversity By Understanding Values	TIER-3	06/14/2007	11:00 - 12:15 pm	1.25
2007 Summer Leadership Institute	San Antonio	ET250-Leadership: Is It Nature or Nurture? News From Nation'	TIER-3	06/14/2007	9:30 - 10:45 am	1.25
2007 Summer Leadership Institute	San Antonio	Thursday General Session - Tonea Stewart	TIER-3	06/14/2007	8:00 - 9:15 am	1.00
ESC Provided Training - TEC Orientation	El Paso, Texas	Update to Texas Education Code	TIER-1	05/22/2007		3.00
Local District Training - Team Building	El Paso, Texas	Board-Superintendent Relations	TIER-2	05/09/2007		3.00
2007 Spring Workshops	El Paso	Go, TEAM, Go	TIER-3	04/23/2007	8:00 - 9:00 pm	1.00
2007 Spring Workshops	El Paso	Legal Update on Personnel, Student, and Governance Issues	TIER-3	04/23/2007	5:30 - 6:30 pm	1.00
2007 Spring Workshops	El Paso	Legislative Update	TIER-3	04/23/2007	6:50 - 7:50 pm	1.00
2007 National School Board Association	San Francisco, CA	Effective Use of Legal Counsel	TIER-3	04/15/2007	3:15 - 4:30 pm	1.25
2007 National School Board Association	San Francisco, CA	Leading Even When You Are NOT in Charge -- How to Get Things Done When Work	TIER-3	04/15/2007	8:45 - 10:00 am	1.25
2007 National School Board Association	San Francisco, CA	Second General Session: President Bill Clinton, Speaker	TIER-3	04/15/2007	11:00 - 12:30 pm	0.75
2007 National School Board Association	San Francisco, CA	Self-Assessment and Development for Board Members	TIER-3	04/15/2007	1:30 - 2:45 pm	1.25
2007 National School Board Association	San Francisco, CA	First General Session: F.W. de Klerk, Speaker	TIER-3	04/14/2007	11:00 - 12:30 pm	0.75
2007 National School Board Association	San Francisco, CA	Foundations of Effective Governance	TIER-3	04/14/2007	8:00 - 9:15 am	1.25
2007 National School Board Association	San Francisco, CA	Instrumental Music Pullout Programs and Their Effect on Reading Achievement	TIER-3	04/14/2007	1:30 - 2:45 pm	1.25
2007 National School Board Association	San Francisco, CA	School Board Authority and Liability -- Find the Line	TIER-3	04/14/2007	3:15 - 4:30 pm	1.25
2007 National School Board Association	San Francisco, CA	EB #3 - Are You Doing Your Part to Ensure Quality Administrators?	TIER-3	04/13/2007	9:00 - 12:00 pm	2.50
2007 National School Board Association	San Francisco, CA	EB #6 - The Servant-Leadership of Governing Board Teams	TIER-3	04/13/2007	1:30 - 4:30 pm	2.50
Human Resource Services - Board Development	Canutillo, TX	Employee Pay Systems	TIER-3	03/27/2007		1.50
2007 Winter Legal Seminar	El Paso, TX	Board Member Speech	TIER-3	02/07/2007		1.00
2007 Winter Legal Seminar	El Paso, TX	Meeting Mania	TIER-3	02/07/2007		1.00
2007 Winter Legal Seminar	El Paso, TX	Preparing for Graduation	TIER-3	02/07/2007		1.00
2007 Winter Legal Seminar	El Paso, TX	School Law Year in Review	TIER-3	02/07/2007		1.00



**Texas Association of School Boards
Board Member Continuing Education Report**

Printed 08/06/2008

Reporting Period: 11/01/2006 - 08/06/2008

Canutillo ISD

District # 0071907

Yvonne Sapien Sanchez ID# 1010544

2007 Winter Legal Seminar	El Paso, TX	Understanding Employment Contracts	TIER-3	02/07/2007	1.00
ESC Provided Training - Board Development	El Paso, TX	Superintendent Evaluation Training	TIER-3	01/04/2007	2.00
Local District Training - Board Development	El Paso, Texas	Budget and Finance Training	TIER-3	12/04/2006	2.00
ESC Provided Training - Team Building	El Paso, Texas	Board Self-Assessment	TIER-2	12/02/2006	5.00
				<i>Total hours for 11/1/2006 - 8/6/2008:</i>	82.00
				Total hours for 11/1/1998 - 8/6/2008	409.50

ATTN Board Members: Because your district, not TASB, is the official keeper of record for your continuing education credits, you should report any errors or missing training credits to your superintendent's secretary rather than to TASB.

ATTN District Personnel: If you have revisions or additions to the training detail contained in this report, please follow the instructions below.

1. If information already listed on the report needs to be revised, the district recordkeeper should mark the necessary change on the report itself and fax it to TASB. Please allow 30 days for TASB to post the changes.
2. If TASB training took place that is not listed on the report and it has been at least 30 days since the training, the recordkeeper should fax TASB a copy of the certificate or credit/scantron form provided at the event. If training documentation has been lost, fax TASB the name of the board member, name and date of the event, name of each session attended and the number of credit hours earned for each session. Please allow 30 days for TASB to post the changes.
3. If non-TASB training took place that is not listed on the report, the recordkeeper should submit the credit on-line.

E-Mail:
cec@tasb.org

Fax:
512-467-3642

TASB Main Number:
800-580-8272 ext. 2219



Overview of Continuing Education Requirements for School Board Members

Continuing Education Required of Local School Board Members	Tier	First Year Board Member	Experienced Board Member	Provider
Local District Orientation	1	Required within 60 days of election or appointment (no specified length of time)	Not required	Local district
Orientation to the Texas Education Code	1	3 hours	Not required	Education Service Center
Update to the Texas Education Code	1	Not required	<i>After legislative session:</i> length determined by issues addressed in legislation	Any registered provider
Team-building Session/Assessment of Continuing Education Needs of the Board-Superintendent Team	2	At least 3 hours	At least 3 hours each year	Any registered provider
Additional Continuing Education, based on assessed needs and the Framework for Governance Leadership	3	At least 10 hours	At least 5 hours each year	Any registered provider
Continuing Education Required of All Elected Public Officials— Effective 1/1/2006		First Year Board Member	Experienced Board Member	Provider
Open Meetings Training		1 hour Required within 90 days of election or appointment	1 hour Officials in office before 1/1/2006 have until 1/1/2007 to complete	Attorney General's Office or other approved provider
Public Information Act Training (Boards may delegate this training to the district's public information coordinator)		Check local district policy for any board requirement (BBD Local)	Check local district policy for any board requirement (BBD Local)	Attorney General's Office or other approved provider

If you have questions about continuing education requirements for school board members, please call 800-580-8272, extension 2219 or visit LTS.tasb.org. For information about Leadership Team Services (LTS) and its programs and services, go to LTS.tasb.org, or call 800-580-8272, extension 6161.





Canutillo Independent School District

7965 Arcraft Rd.
El Paso, TX 79932

Mailing Address P.O. Box 100
Canutillo, Texas 79835

Finance

(915) 877-7430

FAX (915) 877-7415

Finance & Audit Committee Meeting Minutes July 24, 2008

Location: Administration Building
Time: 07:12 p.m. – 08:45 p.m.

Board Committee Members Present: Mr. Rodriguez, Mr. Arellano, and Mrs. Sanchez

Others Present: Dr. Padilla, Pauline Dow, Martha Carrasco, Tony Reza, Yusuf Farran, Renee O'Donnell, Pablo Ramirez, Yvonne Sanchez, Alfredo Vasquez, Max Padilla, Sergio Coronado, Isidro Reyes, Art Gallegos, Pablo Ramirez, Ron Gatlin, Dion Dorado, Larry Baskind, Letty Gonzalez and Peggy Gustufson, .

The meeting was called to order at 7:12 p.m.

4.0 Business and Finance

- A. Update on Preliminary Budget for Fiscal Year 2008 - 2009:** Mr. Reza introduced himself and greeted everyone. Mr. Reza gave his report on the budget process that he has placed before them, he went over the preliminary budget by detail, department and by campus. Mr. Reza asked the board members that they take the preliminary budget home, look at it, review it. The budget is about 95% and we are still tweaking it. We are still looking at positions to see what we can do to make the most efficient budget as possible. Mr. Reza went over some of the brief highlights of this budget and he also went over the expenditure targets that was set by the legislature by house bill 1. It directs TEA to establish and publish proposed expenditure targets for each school district annually. These targets are based on budgets not actual expenditures; this is something we have to keep in mind. The budget must be for all funds. Mr. Reza went over his current estimates which is part of our 65% rule. Mr. Reza went over a template, region 13 sent out. Mr. Reza addressed concerns and questions from the committee members.
- B. Consider award of contract to Task Order # 1 for the Alderete Middle School Athletic Sports Improvement Project:** *Agenda Item 4b and 4C were taken into executive session. The Board of Trustees adjourned into closed session from 7:55 p.m. through 8:41 p.m. under the authority of the Texas Open Meetings Act, Texas Government Code Sections 551-071, 551-072, 551-073.* Administration will send information to the committee members at a later time. Administration is not asking for consideration of this item at this time.
- C. Consider granting easement for sewage lines to Public Service Board (PBS) across AMS campus:** *Agenda Item 4b and 4C were taken into executive session. The Board of Trustees adjourned into closed session from 7:55 p.m. through 8:41 p.m. under the authority of the Texas Open Meetings Act, Texas Government Code Sections 551-071, 551-072, 551-073.* There was a recommendation to grant easement for sewage to the full board.
- D. Comments/Input from Community Members on Items Discussed by Finance/Audit Committee:** Mr. Dion Dorado commented on the expenditures to increase the sports

activities. He is not keen on this for one reason, if they are trying to create another self sustaining football stadium in the middle school. This encompasses spending a lot of money from the budget and its not there. Generally, middle schools do not have those amenities in the other districts; they use the high school facilities. Mr. Dorado thinks it would behoove the school board to take a very close look at those monies and instead let them practice in a practice field. Make that practice field and put enough money into it so they can practice there. So when they play their football games they can play their football games in our very expensive, elaborate football field we have at the high school. Mr. Dorado thinks it brings more kudos to a small middle school team to play in a high school football field and we can do something for our middle school team later on when there is more money.

Adjournment: Motion to adjourn by unanimous consensus.

Meeting adjourned at 08:45p.m.

rmq



Policy Committee Meeting Minutes
July 24, 2008

Location: Administration Office Boardroom

Starting time: 6:15 p.m.

Ending Time: 7:10 p.m.

The meeting was called to order at 6:15 p.m.

Board Committee Members present:

Mago Arellano – Chairperson

Yvonne Sanchez

Armando Rodríguez

Others present: Sergio Coronado, Pauline Dow, Dr. Pam Padilla, Tony Reza, Alfredo Vasquez, Christopher Avila, Ron Gatlin, Art Gallegos, Pablo Ramirez, and Dion Dorado.

5. Administration

- A. Discussion on creation of policy pertaining to the video taping and posting of board meetings on the Internet.** Dr. Padilla introduced Christopher Avila, School Resources, who addressed the members of the committee and presented written information from a vendor that included different levels of service for video-taping and video-streaming of board meetings. Mr. Avila stated that with the technology currently available in the district, the district does not have the capacity to record the meetings and to post them on the web. To do this, the district would need to invest in new hardware and software and/or to contract with an outside entity to record and/or post board meetings on the Internet.

Committee members discussed this agenda item, and community members offered input; the board committee agreed to direct administration to continue doing research on this subject and to present a draft policy to the policy committee for consideration.

Mr. Arellano asked for any additional comments from the community, and after receiving comments and input from members of the community, the meeting was adjourned.

Adjournment: Motion to adjourn by unanimous consent.
Meeting adjourned at 7:10 pm.

INSTRUCTION & STUDENT SERVICES
COMMITTEE MEETING
Minutes

Date: Wednesday, July 2, 2008
Location: Canutillo Administration Office
Time: 8:50 p.m. – 10:15 p.m.

Board Committee Members Present:

Yvonne Sanchez Margarito Arellano Armando Rodriguez

Board Members Present:

Sergio Coronado Carl Fietze Shonda Jordan
Frank Lerma

Others Present:

Dr. Pam Padilla Dr. Jim Steinhauser Pauline Dow
Patricia Arellano Elizabeth Coronado Annette Brigham
Rachel Quintana Michelle McMahan Manuela Sanchez
Max Padilla Magdalena Valdez Lilia Martinez

Call to Order

Mrs. Sanchez called the meeting to order at 8:50 p.m. Mr. Fietze arrived at 9:30 p.m., Mrs. Jordan arrived at 9:40 p.m., and Mr. Lerma at 9:50 p.m. during discussion of agenda item. A sign-in sheet was distributed for attendance.

DISCUSSION OF ADDED VALUE IN TEST RESULTS

Mrs. Sanchez noted for the record that the committee member names were posted incorrectly on the Agenda. It listed the previous committee members and the appropriate committee members are Margarito Arellano, Armando Rodriguez, and Chair, Yvonne Sanchez.

Dr. Steinhauser explained that in April it was discussed about coming back as a committee and looking back at some accountability issues with TAKS scores in the classroom. Also discussed was using all four of the core subjects that are tested in TAKS and he said he would start talking with some people on how at least monitor what is going with the teachers. He is going to present some mathematics data because it is the easiest one to work with and the reason for that is because it is tested every year. For example, science is only tested in grades 5, 8, 10, and 11th. He is going to look at now at a “Value Added”.

Looking at the 07/08 TAKS scores by student, TEA puts out a scale score for those and he wanted to know then if the student had a better achievement the second year that they did the previous year.

Mrs. Sanchez also wanted to add why Dr. Steinhauser was making this presentation. Not too long ago there was a report the board had observed and the board had reached a consensus something needed to be done to hold people accountable for results especially when it affects students.

Dr. Steinhauer wanted to share some of the good news and bad news. An explanation of the Value Added for Scale Score instead of percentage, according to what TEA has done. Let's suppose you are 3rd grade student and you got a 68% of the questions right on the TAKS test. We know that 68 is a failing score from 0 to 100. According to TEA and TAKS, a 68 will get you a 2100 Scale Score and on every single TAKS test, no matter what subject grade level, if you get 2100 or better, you met the Standard, you pass.

Dr. Steinhauer provided 20 examples to committee so that they get the sense of the scope. He really liked that they can look at the program evaluation, not only the campus evaluation and teacher evaluation but they know those kids that are GT in Academics and pull out the Added Value in them and see if they are Commended, are they staying commended or are they dropping off. Which teachers is it happening with? What do we need to do with the program from central office to support the program with those students? Same thing happened with special education which just started special education procedures with TAKS Accommodated and TAKS Modified. They look very similar to TAKS test and we can start looking at the data. The same applies for the ALS department, the dual language. How do we work with those teachers and how do we support that. The Interventions, RtI. We have district strategies from our Improvement Plan and then we have campus strategies in their improvement plans and what strategies do we use to get the Added Value.

Dr. Steinhauer summarized the high school Math Department Added Value

Grade 9

409 students

262 (64%) students did not meet added value goal

92 (23%) students did meet added value goal

55 (13%) students scored above 2200 on 07 and 08

Grade 10

309 students

132 (43%) students did not meet added value goal

106 (34%) students did meet added value goal

71 (23%) students scored above 2200 on 07 and 08

Grade 11

273 students

94 (34%) students did not meet added value goal

115 (42%) students did meet added value goal

64 (24%) students scored above 2200 on 07 and 08

Dr. Steinhauer said that they can look at data to look at strategies that are in the Campus Improvement Plans and the District Improvement Plan and looked what the high school did when they were very proactive. They took students that were struggling in 9th grade and scheduled them in 10th grade in a Tutoring Class.

TUTOR CLASS RESULTS

885 students not in a tutoring class

440 (50%) did not meet added value goal

256 (29%) students did meet added value goal

189 (21%) students scored above 2200 on 07 and 08

STRATEGY WHEN PLACED IN TUTORING CLASS

106 students in a tutoring class

48 (45%) did not meet added value goal

57 (54%) students did meet added value goal

1 (1%) student scored above 2200 on 07 and 08

When you compare the 45% and the 50% of did not meet added value goal, it is very similar and you might think that it didn't work until you look at 54% of those students did had an added value where the ones who didn't only had 29%. That is the kind of data where we need to do more analysis and talk to some people about that because one number shows fine and the other one shows that there wasn't really a difference between the two groups.

Dr. Steinhauser also observed and was surprised with his hypothesis. He expected those results to drop dramatically.

Grade 9: 23 of 78 (29%) students went below 2200 scale score from 07 to 08

Grade 10: 21 of 92 (23%) students went below 2200 scale score from 07 to 08

Grade 11: 11 of 75 (15%) students went below 2200 scale score from 07 to 08

Added Value by Teacher results were sent to principals. It is good information for principals to work with where they know which teachers are going to need some more training and some help with this.

Limitations to the Value Added Model

- High school: The divisor very low. We are only dividing by one or two – we need to have some more years built up.
- Example: Grade 9 scale score 2000 or below. Two years to get them to 2300 and it is really tough to do.
- The definition requires more than 100 points each year.
- We would have to have 215 students do that because we have that many students that are 2000 or below.
- Special populations:
 - More time required to analyze data esp. with the dual language program
 - More data required for special education because they just started with that.

The two teachers that have the best added value don't receive a stipend and two of the teachers that did the worse do get a stipend which he thinks it is unfair.

How should value added data be utilized?

- Staff development during teacher's conference.
 - We have good examples of value added and we have poor examples of value added.
 - Teachers that need to improve should be required to attend additional training during their conference period 2 to 4 times each month.
 - The instructional leader on the campus (Principal) should lead or facilitate training and the instructional coordinator should attend.

- Program Directors and Coordinators will make this a priority in their program improvement plans within the Division of School Improvement and ask Principals what support they need to help them with the trainings.

What should the training look like?

1. Teachers will receive historical data by objective for each student.
2. Teachers should improve in motivating students.
3. Teachers should know the weaknesses of the instructional resources which they will do within their trainings.
4. Teachers will create resources that are aligned to the TEKS and TAKS.

Dr. Steinhauser's recommendation for next instructional committee meeting presentation to the committee by the Director for ALS and Director for Special Education to include strategies in their program improvement plans designed to:

- Use the data from the value added model to evaluate their programs
- Support campus administrators in designing training to improve instruction.

They will start seeing student achievement increase within the Division of School Improvement when they bring those presentations before the committee.

Dr. Padilla said that the objectives presented by Dr. Steinhauser is a three year history and have never been available before but because of his ability to blend files he provided a three year history which can tell where a student understands and doesn't understand.

Mr. Coronado said that it was a great tool and application and needs some refinement obviously. He also wanted to know how is this going to be affected when we have Scaled Scores and End of course exams is that going to be their grade and how is that going to be percentage score for actual state mandate. They are now talking about embedding college curriculum factors into the plan. What he sees is basically focusing on our own tests.

Mrs. Sanchez can't explain that maybe there are teachers who end up with students who are very good learners to the worst of learners. There are lots of factors that she can't explain. She thinks, like Mr. Coronado said, this appears to be a valuable tool, and if she were a teacher, who is going to get 16 students, she would like to know how they have been performing in the past not wanting to blame anyone because students learn differently. She thinks this is very valuable and you want to know what you are getting and you want to know what you are going to work with and who you are going to concentrate for the next nine months. On the other hand, she sees a teacher who took students and had 100% success and had 100% added value and she would think that they would need to see what that teacher is doing to make it work because students are going to be evaluated and tested. We will have teachers who will also be evaluated on how they are delivering their methodology whether it is working or not working. For those who have a continued record of less success that would be an alert for them and for those that is working she sees it something great. Mrs. Sanchez asked for feedback from the audience and from teachers present.

Dr. Steinhauser added that when they see those examples of teachers that had very good results, it's because they did three things: (1) they motivated students; (2) gave them confidence; and (3)

taught them math. That would be the one common thing that all those teachers have and we all have teachers that have motivated us before and those are the good teachers that we can learn.

Mrs. Brigham stated that she had been looking at the data from last year to this year. They look at this because they had too many new teachers and it is absolutely useful and helpful. This will be used as a staff development tool to help her come up with her staff development plan.

Mr. Fry stated that data is what data is and you can't argue. This is a tool and a resource for us to be able to take it and examine what we are doing that is working and examine what we are doing is not. What has happened at the district level and at the building level we need to find the way to support those good things that need to happen more often and reproduce them because they are happening. He commends Dr. Steinhauser because this is probably the clearest example of being able to take data and put it into bite size chewable pieces that people can use.

Teddy Martinez referred to page 6 where Dr. Steinhauser said that they are going to make presentations. Teddy commented "That is good" – Janine and her are coming back to make this presentations but she wished it would have said "continue to use the data – maybe not added value because this is the first time that they hear about it but continue to evaluate the program because this is what they have been doing for the last twelve years. *Support campus administrators in designing training to improve instruction* – She just wanted to say that her department, every penny that comes to them with Title III and state funds goes directly to the campuses and it has been for the last ten years also. She just wanted to make sure that they **continue** doing this and she feels that this is a word they are missing here because every penny that they have in their department goes to the campuses and of all the departments she thinks ALS trains the most teachers and funds the most campuses than anybody else and she just wanted to clear that up.

Mrs. Sanchez said that they are seeing this as a tool kind of measuring the success. You can fund programs and you can evaluate and that should be done because any funding for any program has to be measured for success or failure. However, she wanted to know how the improvement or the steps was being measured. It is kind of being evaluated and a lot of people see it as negative. The evaluation is not so much that the evaluation is going to be used as the gotcha. It will be if someone is not caring about what they are doing or the care being about the students which is one of the reasons. When you are striving and you want to know where do you stand and how do you measure, she thinks it is a win-win situation for all involved. This isn't to say that what was just discussed is going to be implemented tomorrow. Mrs. Sanchez is hoping that no one is seeing this is destructive, horrible, or mean because if you keep doing the same old that leads to insanity but rather lead to a better mouse trap.

Mr. Coronado said that this is one aspect of intangibles. We get graded by the state on this and we have to pay attention to this. We see this as a tool that will help us with that component and we need help with that component of the instruction. Mrs. Sanchez said she liked what she saw and is not complicated.

Dr. Padilla said that they are going to keep looking at the draft reports and she thinks that they are much closer now. This will be presented to teachers when school starts and make sure that

principals, assistant principals, instructional coordinators, really understand it well and then use it as a tool to find out what works and make sure that it is shared with others.

Dr. Steinhauser said that they will at the numbers and see where they belong and see what is fair for teachers to work with and then they really need to work with as soon as classrooms are set up, they need to get the teachers set up with all the data without the value added already in there and let them know what the district would like to see for this year and here are where the students are weak by looking at the objectives.

Mrs. Sanchez also mentioned that a lot of times teachers need appropriate tools in order to teach and asked if additional supplementary materials to help teachers but they are not the same and Dr. Steinhauser told her that also needs to be standardized.

COMMENTS/INPUT FROM COMMUNITY MEMBERS ON ITEMS DISCUSSED BY INSTRUCTION/STUDENTS SERVICES COMMITTEE

ADJOURNMENT

10:15 p.m.

CANUTILLO INDEPENDENT SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT
POST OFFICE BOX 100
CANUTILLO, TEXAS

Agenda Item: _____

Date: August 12, 2008

Subject: School Resources – BJE #5511

Presented By: Tony Reza

Consent Agenda X

ACTION

1. BACKGROUND INFORMATION:

The enclosed budget amendment is to reallocate funds from function 53 to function 51 to complete a wireless connection system for the portables at Northwest Early College High.

2. SUPERINTENDENT RECOMMENDATION:

The Superintendent recommends approval of the requested budget amendment.

3. ACTION REQUESTED:

The Board of Trustees approves the requested budget amendment.

MOTION _____ SECOND _____

AYES _____ NAYS _____

TO: Dr. Pam Padilla, Superintendent

THROUGH: Tony Reza, Executive Director Business Services

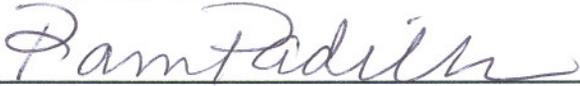
FROM: Kathy Ellis, Assistant Business Manager

SUBJECT: NECHS - BJE # 5511

DATE: August 7, 2008

BUDGET CODE	CURRENT BUDGET	CHANGE	AMENDED BUDGET
199.53.6299.46.728.8.99 Contracted Services	23,647.00	(15,000.00)	8,647.00
199.51.6299.00.003.8.99 Contracted Services	12,523.00	15,000.00	27,523.00

REASON FOR AMENDMENT REQUEST - This budget amendment is to reallocate funds from function 53 to function 51 to provide a wireless connection system to the portables at the Northwest Early College High School.



Superintendent

8-7-08
Date



Executive Director Business Services

8/7/08
Date

JUL BJE 5511 Title: NECHS-FUNDS FOR WIRELESS

Date: 7/31/08

Reason:

FUNDING SOURCE: LOCAL FUNDS

PURPOSE OF THE AMENDMENT: TO PROVIDE FUNDS FOR THE COMPLETION OF A WIRELESS COMPUTER SYSTEM AT THE NORTHWEST EARLY COLLEGE HIGH SCHOOL.

HOW WILL THIS IMPACT EDUCATION: THIS WILL ALLOW THE STUDENTS TO HAVE ACCESS TO LESSON PLANS AND OTHER SCHOOL WORK VIA A WIRELESS CONNECTION.

WHAT DISTRICT GOALS WILL BE MET:

GOAL #5, ALL STUDENTS WILL GRADUATE FROM HIGH SCHOOL.

Mode: **Change**

F3=Exit

F5=Reset

F12=Cancel

Cancel? N

JUL BJE 5511 NECHS-FUNDS FOR WIRELESS
 CMD A C C O U N T

Total: .00
 TO FROM

Position To: _____

BEGIN				
0001.000	199.53.6299.46.728.8.99			15,000.00
0002.000	199.51.6299.00.003.8.99			15,000.00

COMMANDS: A C D L F T # E
F2=Process Transfer

POSITION: +n,n.n,-n, Roll-up, Roll-down

CANUTILLO INDEPENDENT SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT
POST OFFICE BOX 100
CANUTILLO, TEXAS

Agenda Item: _____

Date: August 12, 2008

Subject: Special Education – BJE #5532

Presented By: Tony Reza

Consent Agenda X

ACTION

1. BACKGROUND INFORMATION:

The enclosed budget amendment is to reallocate funds from function 31 to function 21 to provide legal services for the Special Education Department.

2. SUPERINTENDENT RECOMMENDATION:

The Superintendent recommends approval of the requested budget amendment.

3. ACTION REQUESTED:

The Board of Trustees approves the requested budget amendment.

MOTION _____ SECOND _____

AYES _____ NAYS _____

TO: Dr. Pam Padilla, Superintendent

THROUGH: Tony Reza, Executive Director Business Services

FROM: Kathy Ellis, Assistant Business Manager

SUBJECT: Special Education - BJE # 5532

DATE: August 7, 2008

BUDGET CODE	CURRENT BUDGET	CHANGE	AMENDED BUDGET
199.31.6299.00.918.823 Contracted Services	17,411.00	(4,000.00)	13,411.00
199.21.6211.00.918.8.23 Legal Fees	-	4,000.00	4,000.00

REASON FOR AMENDMENT REQUEST - This budget amendment is to reallocate funds from function 31 to function 21 to provide legal services for the Special Education Department.



Superintendent

8-7-08

Date



Executive Director Business Services

8/7/08

Date

Date: 8/04/08

Reason:
FUND SOURCE: GENERAL OPERATING FUND

PURPOSE FO THE AMENDMENT: TO PAY ATTORNEY LEGAL FEES FOR SPECIAL EDUCATION

HOW WILL THIS IMPACT EDUCATION:
THIS ITEM WILL PROVIDE THE PROVIDE THE DISTRICT WITH LEGAL SERVICES NEEDED FOR SPECIAL EDUCATION STUDENTS. WILL BE ALLOW THE DISTRICT TO PROVIDE SPECIAL EDUCATION STUDENTS WITH THE SERVICES THEY NEED.

WHAT DISTRICT GOAL WILL BE MET: GOAL #1, ALL STUDENTS WILL REACH HIGH ACADEMIC STANDARDS, ATTAINING, AT A MINIMUM, PROFICIENCY OR BETTER IN THE FOUNDATION CURRICULUM. OBJECTIVE TO ELIMINATE GAPS IN THE SPECIFIC SUBGROUPS.

Mode: **Change** F3=Exit F5=Reset F12=Cancel Cancel? N

AUG BJE 5532 ATTORNEY LEGAL FEES
 CMD A C C O U N T

Total: .00
 TO FROM

Position To: _____

BEGIN

0001.000	199.31.6299.00.918.8.23	
0002.000	199.21.6211.00.918.8.23	

4,000.00
 4,000.00

COMMANDS: A C D L F T # E

POSITION: +n,n.n,-n, Roll-up, Roll-down

F2=Process Transfer

CANUTILLO INDEPENDENT SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT
POST OFFICE BOX 100
CANUTILLO, TEXAS

Agenda Item: _____

Date: August 12, 2008

Subject: Northwest Early College High School – BJE #5542

Presented By: Tony Reza

Consent Agenda X

ACTION

1. BACKGROUND INFORMATION:

The enclosed budget amendment is to reallocate funds from function 81 to function 51 to pay for overtime expenditures associated with preparing the portables at the Northwest Early High School ready for school.

2. SUPERINTENDENT RECOMMENDATION:

The Superintendent recommends approval of the requested budget amendment.

3. ACTION REQUESTED:

The Board of Trustees approves the requested budget amendment.

MOTION _____ SECOND _____

AYES _____ NAYS _____

TO: Dr. Pam Padilla, Superintendent

THROUGH: Tony Reza, Executive Director Business Services

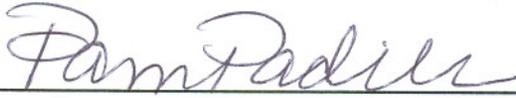
FROM: Kathy Ellis, Assistant Business Manager

SUBJECT: NECHS - BJE # 5542

DATE: August 7, 2008

BUDGET CODE	CURRENT BUDGET	CHANGE	AMENDED BUDGET
199.81.6629.01.003.8.99 Construction-interior	35,000.00	(5,000.00)	30,000.00
199.51.6121.00.003.8.99 Overtime	-	5,000.00	5,000.00

REASON FOR AMENDMENT REQUEST - This budget amendment is to reallocate funds from function 81 to function 51 to pay for staff overtime at the Northwest Early College High School.



Superintendent

8-7-08

Date



Executive Director Business Services

8/7/08

Date

AUG BJE 5542 Title: NORTHWEST EARLY COLLEGE HIGH SCHOOL

Date: 8/05/08

Reason:

FUNDING SOURCE: OPERATING FUND

PURPOSE OF AMENDMENT: TO PAY FOR STAFF OVERTIME TO COMPLETE
THE RENOVATION OF THE PORTABLES AT THE NORTHWEST EARLY COLLEGE HIGH SCHOOL.

WHO WILL THIS IMPACT EDUCATION: THIS AMENDMENT WILL PROVIDE RESTROOM
AND DINING FACILITIES FOR THE STUDENTS AT THE HIGH SCHOOL.

WHAT DISTRICT GOALS WILL BE MET: GOAL 4-ALL STUDENTS WILL BE
EDUCATED IN LEARNING ENVIRONMENTS THAT ARE APPROPRIATE, SAFE, DRUG
AND VIOLENCE FREE, AND CONDUCIVE TO LEARNING.

Mode: **Lookup**

Cancel? N

AUG BJE 5542 NORTHWEST EARLY COLLEGE HIGH SCHOOL Total: .00
 CMD A C C O U N T TO FROM

Position To: _____

Position	To:	TO	FROM
BEGIN			
0001.000	199.81.6629.01.003.8.99		5,000.00
0002.000	199.51.6121.00.003.8.99	5,000.00	
0003.000			
0004.000			

COMMANDS: L F T E POSITION: +n,n.n,-n, Roll-up, Roll-down
 F2=Process Transfer

Instruction Sheet

TASB Localized Policy Manual Update 83

District Canutillo ISD

Code	Action To Be Taken	Note
BBB (LEGAL)	Replace policy	Revised policy
BBG (LEGAL)	Replace policy	Revised policy
CCF (LEGAL)	Replace policy	Revised policy
CCG (LEGAL)	Replace policy	Revised policy
CLB (LEGAL)	Replace policy	Revised policy
CMD (LEGAL)	Replace policy	Revised policy
COB (LEGAL)	Replace policy	Revised policy
CRG (LEGAL)	Replace policy	Revised policy
D (LEGAL)	Replace table of contents	Revised table of contents
DAA (LEGAL)	Replace policy	Revised policy
DAA (LOCAL)	DELETE policy	See explanatory note
DEA (LEGAL)	Replace policy	Revised policy
DEA (LOCAL)	Replace policy	Revised policy
DEC (LEGAL)	Replace policy	Revised policy
DEE (LEGAL)	Replace policy	Revised policy
DF (LEGAL)	Replace policy	Revised policy
DGBA (LOCAL)	Replace policy	Revised policy
DIA (LEGAL)	Replace policy	Revised policy
DIA (LOCAL)	Replace policy	Revised policy
DMA (LEGAL)	Replace policy	Revised policy
DPB (LEGAL)	Replace policy	Revised policy
EFAA (LEGAL)	Replace policy	Revised policy
EFB (LEGAL)	ADD policy	See explanatory note
EHAC (LEGAL)	Replace policy	Revised policy
EHAC (LOCAL)	DELETE policy	See explanatory note
EHBC (LEGAL)	Replace policy	Revised policy
EHBE (LEGAL)	Replace policy	Revised policy
EIC (LEGAL)	Replace policy	Revised policy
EIF (LEGAL)	Replace policy	Revised policy
F (LEGAL)	Replace table of contents	Revised table of contents
FB (LOCAL)	Replace policy	Revised policy
FFH (LOCAL)	Replace policy	Revised policy

Instruction Sheet
TASB Localized Policy Manual Update 83

FFI	(LOCAL)	ADD policy	See explanatory note
FL	(LOCAL)	Replace policy	Revised policy
FM	(LEGAL)	Replace policy	Revised policy
FNC	(LOCAL)	Replace policy	Revised policy
FNCE	(LEGAL)	Replace policy	Revised policy
FNCG	(LEGAL)	Replace policy	Revised policy
FNG	(LOCAL)	Replace policy	Revised policy
FO	(LOCAL)	Replace policy	Revised policy
FOC	(EXHIBIT)	Replace exhibit	Revised exhibit
GBAA	(EXHIBIT)	Replace exhibit	Revised exhibit
GF	(LOCAL)	Replace policy	Revised policy

COMPENSATION AND BENEFITS
SALARIES AND WAGES

DEA
(LOCAL)

The Superintendent shall recommend to the Board for approval compensation plans for all District employees. Compensation plans may include wage and salary structures, stipends, benefits, and incentives.

Compensation plans shall be designed and administered for the purpose of attracting and retaining qualified employees to achieve District goals.

PAY SYSTEMS
DESCRIPTION

The Superintendent shall assign positions to pay ranges that define the minimum and maximum base pay for the positions.

All employees shall be paid within the assigned pay ranges unless exceptions are granted by the Board.

The system shall be designed and administered to accomplish the following:

1. Stay competitive with appropriate labor markets for the various categories of personnel.
2. Recognize the levels of skill, effort, and responsibility required of different jobs.
3. Be fiscally controlled and cost effective.

A copy of the District's pay system shall be available in the administrative offices.

PAY RANGES

Pay ranges for each pay grade shall establish minimum and maximum rates of pay within the range. All pay ranges shall be established by monthly, daily, or hourly base rates to promote consistent treatment of employees who have different work periods. Employees shall be paid within the range of rates established for the position assigned.

The Superintendent shall review pay ranges on an annual basis and recommend adjustments consistent with economic and job market indicators.

PAY ADVANCEMENT

Pay ranges shall be structured to allow the opportunity to increase employee pay within the range for continued service to the District. The Superintendent shall make recommendations regarding employee increases on an annual basis. Recommendations shall be based on consideration of such factors as cost of living indexes, wage increases within competitive job markets, and budget resources. No employee with less than a satisfactory performance evaluation will receive a pay increase.

PAY BUDGET
INCREASE

The Superintendent shall recommend to the Board an amount for employee pay increases as part of the annual budget. Pay in-

COMPENSATION AND BENEFITS
SALARIES AND WAGES

DEA
(LOCAL)

creases beyond the budgeted amount for individuals or positions shall be subject to Board approval.

PAY ADMINISTRATION Employee pay adjustments shall be administered by the Superintendent or designee in accordance with written procedures to promote impartial and consistent treatment of all employees. Administrative procedures shall include hiring guidelines, promotion guidelines, updating pay ranges, method for calculating and applying a general pay increase, and a process for job classification review.

CLASSIFICATION OF POSITIONS Each job in the District shall be assigned to a pay grade based on the level of skill, effort, and responsibility required for the job assignment. The Superintendent shall classify new positions or reclassify existing positions as necessary based on job requirements and comparability to other positions in the District.

The Superintendent or designee shall determine the classification of positions or employees as "exempt" or "nonexempt" for purposes of payment of overtime in compliance with the Fair Labor Standards Act (FLSA).

EXEMPT The District shall pay employees who are exempt from the overtime pay requirements of the Fair Labor Standards Act on a salary basis. The salaries of these employees are intended to cover all hours worked, and the District shall not make deductions that are prohibited under the FLSA.

An employee who believes deductions have been made from his or her salary in violation of this policy should bring the matter to the District's attention, through the District's complaint policy [see DGBA]. If improper deductions are confirmed, the District will reimburse the employee and take steps to ensure future compliance with the FLSA.

NONEXEMPT Nonexempt employees may be compensated on an hourly basis or on a salary basis. Employees who are paid on an hourly basis shall be compensated for all hours worked. Employees who are paid on a salary basis are paid for a 40-hour workweek and do not earn additional pay unless the employee works more than 40 hours.

A nonexempt employee shall have the approval of his or her supervisor before working overtime. An employee who works overtime without prior approval is subject to discipline, up to and including termination, but shall be compensated in accordance with the Fair Labor Standards Act.

COMPENSATION AND BENEFITS
SALARIES AND WAGES

DEA
(LOCAL)

COMPENSATORY TIME	<p>Compensation for overtime hours shall be awarded at one and a half times the employee's regular rate of pay or by time and a half earned in compensatory time. The employee shall be informed in advance if overtime hours will accrue compensatory time rather than pay. Compensatory time earned by nonexempt employees may not accumulate beyond a maximum of 40 hours. If an employee has a balance of more than 40 hours of overtime, the employee will be required to take compensatory time or, at the District's option, will receive overtime pay.</p> <p>Unless the District receives prior written notification, all absences shall be charged against compensatory time before being charged against sick leave or personal leave.</p> <p>Compensatory time shall be used by December of the duty year (July–June) in which it is earned. In January of the duty year, the District shall pay an employee overtime for all unused compensatory time remaining at the end of December of the previous duty year. Use of compensatory time may be at the employee's request or as determined by the employee's supervisor to protect the District's schedules and activities.</p>
WORKWEEK DEFINED	<p>For purposes of FLSA compliance, the workweek for District employees shall be 12:00 a.m. Wednesday until 11:59 p.m. Tuesday.</p>
SUPPLEMENTAL DUTIES	<p>The Superintendent or designee may assign noncontractual supplemental duties to personnel exempt under the Fair Labor Standards Act, as needed. The employee shall be compensated for these assignments according to the supplemental duty pay schedule established by the Board. These assignments may be discontinued at any time for any reason or no reason, by either party. The assignment of these duties shall not create any expectation of continued assignment to that same duty or any other duty.</p> <p>Under the Fair Labor Standards Act, extra duty pay assignments for noncontractual (nonexempt) employees may be assigned if the duties are occasional and sporadic and are not related to the employee's regular duties. Nonexempt employees performing extra-duty assignments are eligible for paid overtime or compensatory time at a rate of time and a half for all work over 40 hours in a workweek. Therefore, the District shall assign a nonexempt employee as a sponsor for a nonacademic/UIIL activity only if an exempt employee is unavailable for the assignment. The Extra Duty Stipend/Supplemental Pay Increment Schedule published by the District contains additional information.</p>
ADVANCED DEGREE	<p>When a professional employee completes a master's or doctorate degree in his or her teaching field or area of work responsibility prior to September 1, a pay increase based on the degree shall</p>

COMPENSATION AND BENEFITS
SALARIES AND WAGES

DEA
(LOCAL)

begin at that time; for degrees completed in December, a prorated pay increase for the employee shall begin in January.

CREDITABLE SERVICE Employees who are receiving workers' compensation wage benefits and who have no available paid leave shall not earn creditable years of service while absent from duty.

In order to accrue a creditable year of service, an employee must be employed for at least 90 full-time days or the equivalent.

ANNUALIZED SALARY REQUIRED The District shall pay all salaried employees over 12 months, regardless of the number of months employed during the school year. A salaried employee shall receive his or her salary in equal monthly or bimonthly payments, beginning with the first pay period of the school year.

EARLY SEPARATION If a salaried employee separates from service before the last day of instruction, the employee shall receive in his or her final paycheck the unpaid amount the employee has actually earned from the beginning of the 12-month pay period until the date of separation. For purposes of this policy, "separation from service" shall be as defined in IRS regulation 26 CFR 1.409A-1(h).

A salaried employee who separates from service on or after the last day of instruction shall be paid as follows:

1. An employee who is retiring under the Texas Teacher Retirement System shall receive in his or her final paycheck the unpaid amount the employee has actually earned from the beginning of the 12-month pay period until the date of separation. If the employee is eligible and elects to continue enrollment in the District's group health coverage for one or more months of the summer, the employee's share of premiums shall be withheld from the final paycheck.
2. All other employees shall be paid according to the annualized salary provisions above.

[For provisions on continuation of coverage after resignation, see CRD(LEGAL).]

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

GUIDING PRINCIPLES	The Board encourages employees to discuss their concerns and complaints through informal conferences with their supervisor, principal, or other appropriate administrator.
INFORMAL PROCESS	Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.
DIRECT COMMUNICATION WITH BOARD MEMBERS	Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.
FORMAL PROCESS	<p>If an informal conference regarding a complaint fails to reach the outcome requested by the employee, he or she may initiate the formal process described below by timely filing a written complaint form.</p> <p>Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.</p> <p>The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.</p>
NOTICE TO EMPLOYEES	The District shall inform employees of this policy.
FREEDOM FROM RETALIATION	Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.
WHISTLEBLOWER COMPLAINTS	Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Two. Time lines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]
COMPLAINTS AGAINST SUPERVISORS	Complaints alleging a violation of law by a supervisor may be made to the Superintendent or designee. Complaints alleging a violation of law by the Superintendent may be made directly to the Board or designee.
COMPLAINTS	In this policy, the terms "complaint" and "grievance" shall have the same meaning. This policy shall apply to all employee complaints, except as provided below.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

EXCEPTIONS	<p>This policy shall not apply to:</p> <ol style="list-style-type: none">1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability). [See DIA]2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violations of Title VII. [See DIA]3. Complaints concerning retaliation relating to discrimination and harassment. [See DIA]4. Complaints concerning instructional materials. [See EFA]5. Complaints concerning a commissioned peace officer who is an employee of the District. [See CKE]6. Complaints arising from the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code. [See DFBB]7. Complaints arising from the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term. [See DFAA, DFBA, or DFCA, respectively]
GENERAL PROVISIONS FILING	<p>Complaint forms and appeal notices may be filed by hand-delivery, fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.</p>
RESPONSE	<p>At Levels One and Two, "response" shall mean a written communication to the employee from the appropriate administrator. Responses may be hand-delivered or sent by U.S. Mail to the employee's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.</p>
DAYS	<p>"Days" shall mean District business days, unless otherwise noted. In calculating time lines under this policy, the day a document is filed is "day zero." The following business day is "day one."</p>

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

REPRESENTATIVE	<p>“Representative” shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent him or her in the complaint process.</p> <p>The employee may designate a representative through written notice to the District at any level of this process. If the employee designates a representative with fewer than three days’ notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.</p>
CONSOLIDATING COMPLAINTS	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.</p> <p>When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.</p>
UNTIMELY FILINGS	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
COSTS INCURRED	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
COMPLAINT FORM	<p>Complaints under this policy shall be submitted in writing on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached to the complaint form. If the employee does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference.</p> <p>A complaint form that is incomplete in any material aspect may be dismissed, but may be refiled with all the required information if the refiled is within the designated time for filing a complaint.</p>

LEVEL ONE

Complaint forms must be filed:

1. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and hold a conference with the employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

The administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

LEVEL TWO

If the employee did not receive the relief requested at Level One or if the time for a response has expired, the employee may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The employee may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the employee at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall hold a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues presented by the employee at Level One and identified in the Level Two appeal notice. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

LEVEL THREE

If the employee did not receive the relief requested at Level Two or if the time for a response has expired, the employee may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the employee of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two complaint. The employee may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.

2. The written response issued at Level Two and any attachments.
3. All other documents relied upon by the administration in reaching the Level Two decision.

If at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Note: This policy addresses discrimination, harassment and retaliation involving District employees. In this policy, the term “employees” includes former employees and applicants for employment. For discrimination, harassment, and retaliation involving students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

STATEMENT OF
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy.

DISCRIMINATION

Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee’s employment.

HARASSMENT

Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee’s race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee’s work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee’s performance, environment or employment opportunities.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other stereotypes; or other types of aggressive conduct such as theft or damage to property.

SEXUAL
HARASSMENT

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

EMPLOYEE WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA
(LOCAL)

1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or
2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

EXAMPLES

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, communication, or contact.

RETALIATION

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.

An employee who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding harassment or discrimination is subject to appropriate discipline.

EXAMPLES

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.

PROHIBITED
CONDUCT

In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

REPORTING
PROCEDURES

An employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.

Alternatively, the employee may report the alleged acts to one of the District officials below.

DEFINITION OF
DISTRICT OFFICIALS

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

TITLE IX
COORDINATOR

Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX coordinator. The District des-

EMPLOYEE WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA
(LOCAL)

ignates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Renee O'Donnell
Position: Executive Director, Human Resources
Address: 7965 Artcraft, El Paso, TX 79932
Telephone: (915) 877-7423

ADA / SECTION 504
COORDINATOR

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973:

Name: Karen Judd
Position: Coordinator
Address: 7965 Artcraft, El Paso, TX 79932
Telephone: (915) 877-7433

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

ALTERNATIVE
REPORTING
PROCEDURES

An employee shall not be required to report prohibited conduct to the person alleged to have committed it. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE OF REPORT

Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

INVESTIGATION OF
THE REPORT

The District may request, but shall not insist upon, a written report. If a report is made orally, the District official shall reduce the report to written form.

EMPLOYEE WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA
(LOCAL)

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal or supervisor shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CONCLUDING THE
INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

DISTRICT ACTION

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

CONFIDENTIALITY

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 and comply with applicable law.

APPEAL

A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.

EMPLOYEE WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA
(LOCAL)

The complainant may have a right to file a complaint with appropriate state or federal agencies.

RECORDS RETENTION Copies of reports alleging prohibited conduct, investigation reports, and related records shall be maintained by the District for a period of at least three years. [See CPC]

ACCESS TO POLICY This policy shall be distributed annually to District employees. Copies of the policy shall be readily available at each campus and the District administrative offices.

TITLE IX
COORDINATOR

The District designates the following employee to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Renee O'Donnell
Position: Executive Director, Human Resources
Address: 7965 Artcraft, El Paso, TX 79932
Telephone: (915) 877-7423

SECTION 504
COORDINATOR

The District designates the following employee to coordinate its efforts to comply with Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Karen Judd
Position: Pupil Services Coordinator
Address: 7965 Artcraft, El Paso, TX 79932
Telephone: (915) 877-7433

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

COMPLAINTS

Allegations of unlawful discrimination, prohibited harassment, including sexual harassment, or retaliation shall be made according to FFH(LOCAL).

RECORDS
RETENTION

Copies of reports alleging discrimination, prohibited harassment, including sexual harassment, and retaliation; investigation reports; and related records shall be maintained by the District for a period of at least three years. If the person alleged to have experienced discrimination, prohibited harassment, or retaliation was a minor, the records shall be maintained until the person reaches the age of 21.

SECTION 504
COMMITTEE

The Section 504 coordinator and members of the Section 504 committee shall receive training in the procedures and requirements for identifying and providing educational and related services to those students who have disabilities, but who are not in need of special education in accordance with the Individuals with Disabilities Education Act (IDEA). [See EHBA]

The Section 504 committee shall be composed of at least two persons, including persons knowledgeable about the student, the meaning of the evaluation data, the placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities.

EQUAL EDUCATIONAL OPPORTUNITY

FB
(LOCAL)

REFERRALS	A student may be referred by parents, teachers, counselors, administrators, or any other District employee for evaluation to determine if the student has disabilities and is in need of special instruction or services.
PARENTAL CONSENT	The Section 504 coordinator shall notify parents prior to any individual evaluation conducted to determine if their child has disabilities or to determine what educational or related services should be provided to the student. Parental consent shall be obtained before the initial student evaluation procedures for the identification, diagnosis, and prescription of specific education services.
NOTICE TO PARENTS	Parents shall be given written notice of the District's refusal to evaluate a student or to provide specific aids and services the parents have requested.
PREPLACEMENT EVALUATION	The results of the evaluation shall be considered before any action is taken to place a student with disabilities or make a significant change in placement in an instructional program. The evaluation shall include consideration of adaptive behavior. Adaptive behavior is the effectiveness with which the individual meets the standards of personal independence and social responsibility expected of his or her age and cultural group.
IMPARTIAL HEARING	Parents shall be given written notice of their due process right to an impartial hearing if they have a concern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with disabilities. The impartial hearing shall be conducted by a person who is knowledgeable about the issues involved in Section 504 and who is not employed by the District or related to a member of the Board in a degree that would be prohibited under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney.
STATE-MANDATED ASSESSMENTS	Modifications in taking the state-mandated assessments may be made for a Section 504 student when the modifications have been determined not to destroy the validity of the test, are necessary for the student to take the test, are consistent with modifications provided the student in the classroom, and are approved by TEA. [See EKB]

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. For provisions regarding bullying, see FFI.

STATEMENT OF
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy.

DISCRIMINATION

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

PROHIBITED
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

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

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

SEXUAL
HARASSMENT

BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

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

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

DATING VIOLENCE Dating violence occurs when one partner in a dating relationship, either past or current, intentionally uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other partner.

Examples of dating violence against a student may include physical or sexual assaults, name-calling, put-downs, threats to hurt the student or 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, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

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

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

RETALIATION The District prohibits retaliation against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, is subject to appropriate discipline.

EXAMPLES Examples of retaliation include threats, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances, such as negative comments that are justified by a student's performance in the classroom.

PROHIBITED CONDUCT In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

REPORTING PROCEDURES Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced pro-

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

hibited conduct should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

Alternatively, a student may report prohibited conduct directly to one of the District officials below:

DEFINITION OF
DISTRICT
OFFICIALS

For the purposes of this policy, District officials are the Title IX coordinator, the Section 504 coordinator, and the Superintendent.

TITLE IX
COORDINATOR

Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX coordinator. The District designates the following employee to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Renee O'Donnell

Position: Executive Director, Human Resources

Address: 7965 Artcraft, El Paso, TX 79932

Telephone: (915) 877-7423

SECTION 504
COORDINATOR

Reports of discrimination based on disability may be directed to the Section 504 coordinator. The District designates the following employee to coordinate its efforts to comply with Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Karen Judd

Position: Pupil Services Coordinator

Address: 7965 Artcraft, El Paso, TX 79932

Telephone: (915) 877-7433

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

ALTERNATIVE
REPORTING
PROCEDURES

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

NOTICE OF REPORT Any District employee who receives notice that a student has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

NOTICE TO PARENTS The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

INVESTIGATION OF THE REPORT The District may request, but shall not insist upon, a written report. If a report is made orally, the District official shall reduce the report to written form.

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CONCLUDING THE INVESTIGATION Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

DISTRICT ACTION If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

- The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.
- CONFIDENTIALITY 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 and comply with applicable law.
- APPEAL A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
- RECORDS RETENTION Retention of records shall be in accordance with FB(LOCAL) and CPC(LOCAL).
- ACCESS TO POLICY Information regarding this policy shall be distributed annually to District employees and included in the student handbook. Copies of the policy shall be readily available at each campus and the District's administrative offices.

Note: This policy addresses bullying of District students. For provisions regarding discrimination, harassment, and retaliation involving District students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression or physical conduct that:

1. 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; or
2. Is sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, and ostracism.

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 promptly report may impair the District's ability to investigate and address the prohibited conduct.

REPORTING
PROCEDURES

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, counselor, principal, or other District employee. A report may be made orally or in writing.

NOTICE OF REPORT

Any District employee who receives notice that a student has or may have experienced bullying shall immediately notify the campus principal or designee.

INVESTIGATION OF
REPORT

If a report is made orally, the campus principal or designee shall reduce the report to written form.

The campus principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, and if so proceed under that policy instead.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	<p>The campus principal or designee shall conduct an appropriate investigation based on the allegations in the report. The campus principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.</p>
CONCLUDING THE INVESTIGATION	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the campus principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The campus principal or designee shall prepare a written report of the investigation, including a determination of whether bullying occurred, and send a copy to the Superintendent or designee.</p>
DISTRICT ACTION	<p>If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct in accordance with the District's Student Code of Conduct. [For information on student transfers due to bullying, see FDB.]</p> <p>The District may take action based on the results of an investigation, even if the District concludes that the conduct did not rise to the level of bullying under this policy.</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	<p>Information regarding this policy shall be distributed annually to District employees and included in the student handbook. Copies of the policy shall be readily available at each campus and the District's administrative offices.</p>

STUDENT RECORDS

FL
(LOCAL)

COMPREHENSIVE
SYSTEM

The Superintendent or designee shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school personnel.

CUMULATIVE RECORD

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See GBA]

CUSTODIAN OF
RECORDS

The principal is custodian of all records for currently enrolled students. The principal is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

TYPES AND
LOCATIONS OF
EDUCATION
RECORDS

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any documentation of discussion or action by a grade placement committee convened for the student.
5. Health services record, including:
 - a. The results of any tuberculin tests required by the District.
 - b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]
 - c. Immunization records. [See FFAB]
6. Attendance records.

STUDENT RECORDS

FL
(LOCAL)

7. Student questionnaires.
8. Records of teacher, counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Other records that may contribute to an understanding of the student.

REQUEST
PROCEDURES

The cumulative record shall be made available to the parent. Records may be reviewed during regular school hours upon written request to the record custodian. The record custodian or designee shall be present to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and the records shall be restricted to use only in the Superintendent's, principal's, or counselor's office, or other restricted area designated by the record custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

STUDENT RIGHTS

Whenever a student has attained 18 years of age or is attending an institution of postsecondary education, the rights accorded to, and consent required of, parents transfer from the parents to the student.

ACCESS BY SCHOOL
OFFICIALS

For the purposes of this policy, "school officials" shall mean any employees, trustees, or agents of the District, of cooperatives of which the District is a member, or of facilities with which the District contracts for placement of students with disabilities. The term also includes attorneys; consultants; independent contractors who are retained by the District, by cooperatives of which the District is a member, or by facilities with which the District contracts for placement of students with disabilities; and parents or students serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

STUDENT RECORDS

FL
(LOCAL)

School officials have a "legitimate educational interest" in a student's records when they are 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 education record to fulfill the official's professional responsibility; or investigating or evaluating programs.

ACCESS BY PARENTS

Parents may be denied copies of records after the student reaches age 18 and is no longer a dependent for tax purposes, when the student is attending an institution of postsecondary education, or if they fail to follow proper procedures and pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record shall be provided at no charge.

FEEES FOR COPIES

Copies of records are available at a per copy cost, payable in advance, as specified in the annual notice to parents of their privacy rights.

TRANSCRIPTS AND
TRANSFERS OF
RECORDS

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

The District shall promptly forward education records upon request to officials of other schools or school systems in which the student intends to enroll.

RECORDS
RESPONSIBILITY FOR
STUDENTS IN
SPECIAL EDUCATION

The official responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education shall be the director of special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at the special education office.

PROCEDURE TO
AMEND RECORDS

Within 15 school days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within ten school days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence, and at their own expense, may be assisted or represented at the hearing.

STUDENT RECORDS

FL
(LOCAL)

The parents shall be notified of the decision in writing within ten school days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 school days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

DIRECTORY
INFORMATION

The District has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT CONDUCT

FNC
(LOCAL)

STUDENT HANDBOOK
— STUDENT CODE OF
CONDUCT

The District's rules of conduct and discipline, maintained in the student handbook and/or the Board-adopted Student Code of Conduct, are established to achieve and maintain order in the schools, and to teach respect toward others and responsible behavior. [See FO series]

EXTRACURRICULAR
ACTIVITIES:
STANDARDS OF
BEHAVIOR

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. [See FO]

PROHIBITED
HARASSMENT

Students shall not engage in prohibited harassment, including sexual harassment, of:

1. Other students, as defined at FFH.
2. District employees, as defined at DIA.

While subject to the disciplinary control of the District, students shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

Students who violate this prohibition are subject to appropriate discipline in accordance with the Student Code of Conduct.

BEHAVIORAL
STANDARDS

The following specific policies address student conduct in the areas of:

1. Attendance — FEC
2. Bullying — FFI
3. School-sponsored publications — FMA
4. Appropriate attire and grooming — FNCA
5. Damage to school property — FNCF
6. Prohibited organizations and hazing — FNCC
7. Tobacco use — FNCD
8. Telecommunications devices — FNCE
9. Drug and alcohol use — FNCF
10. Weapons — FNCG
11. Assault — FNCH
12. Disruptions — FNCI, GKA

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

GUIDING PRINCIPLES	The Board encourages students and parents to discuss their concerns and complaints through informal conferences with the appropriate teacher, principal, or other campus administrator.
INFORMAL PROCESS	Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.
FORMAL PROCESS	<p>If an informal conference regarding a complaint fails to reach the outcome requested by the student or parent, the student or parent may initiate the formal process described below by timely filing a written complaint form.</p> <p>Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.</p> <p>The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.</p>
FREEDOM FROM RETALIATION	Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.
NOTICE TO STUDENTS AND PARENTS	The District shall inform students and parents of this policy.
COMPLAINTS	In this policy, the terms “complaint” and “grievance” shall have the same meaning. This policy shall apply to all student and parent complaints, except as provided below.
EXCEPTIONS	<p>This policy shall not apply to:</p> <ol style="list-style-type: none">1. Complaints alleging discrimination or harassment based on race, color, gender, national origin, disability, or religion. [See FFH]2. Complaints concerning dating violence. [See FFH]3. Complaints concerning retaliation related to discrimination and harassment. [See FFH]4. Complaints concerning bullying. [See FFI]5. Complaints concerning loss of credit on the basis of attendance. [See FEC]6. Complaints concerning removal to a disciplinary alternative education program. [See FOC]

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

7. Complaints concerning expulsion. [See FOD and the Student Code of Conduct]
8. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504. [See FB]
9. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act. [See EHBA, FOF, and the parents' rights handbook provided to parents of all students referred to special education]
10. Complaints concerning instructional materials. [See EFA]
11. Complaints concerning a commissioned peace officer who is an employee of the District. [See CKE]
12. Complaints concerning intradistrict transfers or campus assignments. [See FDB]

GENERAL
PROVISIONS

FILING

Complaint forms and appeal notices may be filed by hand-delivery, fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

RESPONSE

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

DAYS

"Days" shall mean District business days. In calculating time lines under this policy, the day a document is filed is "day zero." The following business day is "day one."

REPRESENTATIVE

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days'

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

	<p>notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.</p>
CONSOLIDATING COMPLAINTS	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.</p>
UNTIMELY FILINGS	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
COSTS INCURRED	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
COMPLAINT FORM	<p>Complaints under this policy shall be submitted in writing on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.</p> <p>A complaint form that is incomplete in any material aspect may be dismissed, but may be refiled with all the required information if the refiling is within the designated time for filing a complaint.</p>
LEVEL ONE	<p>Complaint forms must be filed:</p> <ol style="list-style-type: none">1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and2. With the lowest level administrator who has the authority to remedy the alleged problem. <p>In most circumstances, students and parents shall file Level One complaints with the campus principal.</p>

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and hold a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

The administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any relevant documents or information the administrator believes will help resolve the complaint.

LEVEL TWO

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

The Superintendent or designee shall hold a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues presented by the student or parent at Level One and identified in the Level Two appeal notice. At the conference, the student or parent may provide information concerning any documents or information relied on by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

LEVEL THREE

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two complaint. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The written response issued at Level Two and any attachments.
3. All other documents relied upon by the administration in reaching the Level Two decision.

If, at the Level Three hearing, the administration intends to rely on evidence not included in the records, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

STUDENT DISCIPLINE

FO
(LOCAL)

- GENERAL GUIDELINES District personnel shall adhere to the following general guidelines when imposing discipline:
1. A student shall be disciplined when necessary to improve the student's behavior, to maintain essential order, or to protect other students, school employees, or property.
 2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;
 - b. The student's age;
 - c. The frequency of misconduct;
 - d. The student's attitude;
 - e. The potential effect of the misconduct on the school environment;
 - f. Requirements of Chapter 37 of the Education Code; and
 - g. The Student Code of Conduct adopted by the Board.
- STUDENT CODE OF CONDUCT At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:
1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
 2. Made available on the District's Web site and/or as hard copy to students, parents, teachers, administrators, and to others on request.
- REVISIONS Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.
- 'PARENTS' DEFINED Throughout the Student Code of Conduct and discipline policies, the term "parents" includes a parent, legal guardian, or other person having lawful control of the child.
- DETENTION For violations of the Student Code of Conduct or campus or classroom rules, teachers or administrators may detain students after school hours on one or more days, as provided by the discipline management program and/or Student Code of Conduct. Before being assigned to detention, a student shall be informed of the behavior that allegedly constitutes the violation and shall be given an opportunity to explain his or her version of the incident. The period

STUDENT DISCIPLINE

FO
(LOCAL)

of time for which a student is assigned to detention shall be used for educational purposes.

NOTICE TO
PARENTS

When detention is assigned, notice shall first be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for the necessary transportation. Except in the case of a student who is 18 years of age or older, the detention shall not begin until the parents have been notified. The student's parents, if the student is a minor, may be required to provide transportation when the student has been assigned to detention.

CORPORAL
PUNISHMENT

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or otherwise physically disciplined for violations of the Student Code of Conduct.

PHYSICAL RESTRAINT

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.
4. Control an irrational student.
5. Protect property from serious damage.

EXTRACURRICULAR
STANDARDS OF
BEHAVIOR

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property. Extracurricular behavioral standards shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

Students shall be informed of any extracurricular behavior standards at the beginning of each school year or when the students first begin participation in the activity. Students and their parents shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

STUDENT DISCIPLINE

FO
(LOCAL)

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(EXHIBIT)

The following are felony offenses listed in Title 5 of the Penal Code, Offenses Against the Person.

Section 19.02: Murder

Section 19.03: Capital Murder

Section 19.04: Manslaughter

Section 19.05: Criminally Negligent Homicide

Section 20.02: Unlawful Restraint (if [1] the person restrained was younger than 17 years of age, [2] the actor recklessly exposes the victim to a substantial risk of serious bodily injury, [3] he actor restrains an individual the actor knows is a public servant while the public servant is lawfully discharging an official duty or in retaliation or on account of an exercise of official power or performance of an official duty, or [4] the actor while in custody restrains any other person)

Section 20.03: Kidnapping

Section 20.04: Aggravated Kidnapping

Section 20.05: Unlawful Transport

Section 20A.02: Trafficking of Persons

Section 21.02: Continuous Sexual Abuse of Young Child or Children

Section 21.11: Indecency with a Child

Section 21.12: Improper Relationship between Educator and Student

Section 21.15: Improper Photography or Visual Recording

Section 22.01: Assault (if the actor intentionally, knowingly, or recklessly causes bodily injury to [1] a person the actor knows is a public servant while the public servant is lawfully discharging an official duty, or in retaliation or on account of an exercise of official power or performance of an official duty as a public servant; [2] a person the actor knows is a security officer [see Occupations Code 1702.002, 1702.221] while the person is performing a duty as a security officer; [3] a person the actor knows is emergency services personnel while the person is providing emergency services; [4] a person who contracts with the government to perform a service at a correctional facility [see Penal Code 1.07(a)(14)] or a secure correctional or detention facility for juveniles [see Family Code 51.102(13), (14)]; and [5] under certain circumstances, a family member)

Section 22.011: Sexual Assault

Section 22.015: Coercing, Soliciting, or Inducing Gang Membership

Section 22.02: Aggravated Assault

Section 22.021: Aggravated Sexual Assault

Section 22.04: Injury to a Child, Elderly Individual, or Disabled Individual

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(EXHIBIT)

Section 22.041: Abandoning or Endangering a Child

Section 22.05: Deadly Conduct (if the person knowingly discharges a firearm at or in the direction of one or more individuals or in the direction of a habitation, building, or vehicle and is reckless as to whether the habitation, building, or vehicle is occupied)

Section 22.07: Terroristic Threat (if the actor threatens to commit any offense involving violence to any person or property with intent to: [1] prevent or interrupt the occupation or use of a building, room, place, or conveyance if the prevention or interruption causes pecuniary loss to the owner of \$1,500 or more; [2] cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service; [3] place the public or a substantial group of the public in fear of serious bodily injury; or [4] influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision)

Section 22.08: Aiding Suicide (if the conduct causes suicide or attempted suicide that results in serious bodily injury)

Section 22.09: Tampering with Consumer Product

Section 22.11: Harassment by Persons in Certain Correctional Facilities or of Public Servant

GUIDELINES FOR COPY CHARGES

The charges in this exhibit, to recover costs associated with providing copies of public information, are based on estimated average costs to governmental bodies across the state. When actual costs are 25 percent higher than those used in these rules, governmental bodies other than agencies of the state may request an exemption in accordance with 1 TAC 70.4.

Copy charges are as follows:

1. Standard-paper copy. The charge for standard-paper copies reproduced by means of an office machine copier or a computer printer is \$.10 per page or part of a page. Each side that has recorded information is considered a page.
2. Nonstandard copy. The charges for nonstandard copies are:
 - a. Diskette — \$1.00
 - b. Magnetic tape — actual cost
 - c. Data cartridge — actual cost
 - d. Tape cartridge — actual cost
 - e. Rewritable CD (CD-RW) — \$1.00
 - f. Non-rewritable CD (CD-R) — \$1.00
 - g. Digital video disc (DVD) — \$3.00
 - h. JAZ drive — actual cost
 - i. Other electronic media — actual cost
 - j. VHS video cassette — \$2.50
 - k. Audio cassette — \$1.00
 - l. Oversize paper copy (e.g., 11" x 17", greenbar, bluebar, not including maps and photographs using specialty paper) — \$.50
 - m. Specialty paper (e.g., Mylar, blueprint, blue-line, map, photographic) — actual cost

Personnel charges are as follows:

1. If a particular request requires the services of a programmer in order to execute an existing program or to create a new program so that requested information may be accessed and copied, the District may charge for the programmer's time. The hourly charge for a programmer is \$28.50 an hour. Only programming services shall be charged at this hourly rate. Districts that do not have in-house programming capabilities shall comply with requests in accordance with Government Code 552.231. [See CQ]

INFORMATION ACCESS
REQUESTS FOR INFORMATION

GBAA
(EXHIBIT)

2. The charge for labor costs incurred in processing a request for public information is \$15.00 an hour. The labor charge includes the actual time to locate, compile, manipulate data, and reproduce the requested information.
3. A labor charge shall not be billed in connection with complying with requests that are for 50 or fewer pages of paper records, unless the documents to be copied are located in two or more separate buildings that are not physically connected to each other or a remote storage facility. For purposes of this provision, two buildings connected by a covered or open sidewalk, an elevated or underground passageway, or a similar facility, are not considered to be separate buildings.
4. A labor charge shall not be recovered for any time spent by an attorney, legal assistant, or any other person who reviews the requested information:
 - a. To determine whether the District will raise any exceptions to disclosure of the requested information under Government Code, Subchapter C, Chapter 552; or
 - b. To research or prepare a request for a ruling by the attorney general's office pursuant to section 552.301 of the Government Code. [See CQ]
5. When confidential information pursuant to a mandatory exception of the Act is mixed with public information in the same page, a labor charge may be recovered for time spent to redact, blackout, or otherwise obscure confidential information in order to release the public information. A labor charge shall not be made for redacting confidential information for requests of 50 or fewer pages, unless the request also qualifies as a labor charge pursuant to Government Code 552.261(a)(1) or (2).

Overhead charges are as follows:

1. Whenever any labor charge is applicable to a request, the District may include in the charges direct and indirect costs, in addition to the specific labor charge. This overhead charge would cover such costs as depreciation of capital assets, rent, maintenance and repair, utilities, and administrative overhead. If the District chooses to recover such costs, a charge shall be made in accordance with the methodology described in item 3 below. Although an exact calculation of costs will vary, the use of a standard charge will avoid complication in calculating such costs and will provide uniformity for charges made statewide.
2. An overhead charge shall not be made for requests for copies of 50 or fewer pages of standard paper records unless the request also qualifies for a labor charge pursuant to Government Code 552.261(a)(1) or (2).
3. The overhead charge shall be computed at 20 percent of the charge made to cover any labor costs associated with a particular request. For example, if one hour of labor is used for a particular request, the formula would be as follows: Labor charge for locating, compiling, and reproducing, $\$15.00 \times .20 = \3.00 ; or programming labor charge, $\$28.50 \times .20 = \5.70 . If a request requires one hour of labor charge for locating, compiling, and reproducing information ($\$15.00$ per hour); and one hour of programming labor charge ($\$28.50$ per hour), the combined overhead would be: $\$15.00 + \$28.50 = \$43.50 \times .20 = \8.70 .

INFORMATION ACCESS
REQUESTS FOR INFORMATION

GBAA
(EXHIBIT)

Microfiche and microfilm charges are as follows:

1. If the District already has information that exists on microfiche or microfilm and has copies available for sale or distribution, the charge for a copy must not exceed the cost of its reproduction. If no copies of the requested microfiche or microfilm are available and the information on the fiche or film can be released in its entirety, the District should make a copy of the fiche or film. The charge for a copy shall not exceed the cost of reproduction. Districts that do not have in-house capability to reproduce microfiche or microfilm are encouraged to contact the Texas State Library before having the reproduction made commercially.
2. If only a master copy of information in microform is maintained, the charge is \$.10 per page for standard-size paper copies plus any applicable labor and overhead charge for more than 50 copies.

Remote document retrieval charges are as follows:

1. Due to limited on-site capacity of storage of documents, it is frequently necessary to store information that is not in current use in remote storage locations. Every effort should be made by the District to store current records on-site. To the extent that the retrieval of documents results in a charge to comply with a request, it is permissible to recover costs of such services for requests that qualify for labor charges under current law.
2. If the District has a contract with a commercial records storage company, whereby the private company charges a fee to locate, retrieve, deliver, and return to storage the needed record(s), no additional labor charge shall be factored in for time spent locating documents at the storage location by the private company's personnel. If after delivery to the District, the boxes must still be searched for records that are responsive to the request, a labor charge is allowed in accordance with item 2 under personnel charges, above.

Computer resource charges are as follows:

1. The computer resource charge is a utilization charge for computers based on the amortized cost of acquisition, lease, operation, and maintenance of computer resources, which might include, but is not limited to, some or all of the following: central processing units (CPUs), servers, disk drives, local area networks (LANs), printers, tape drives, other peripheral devices, communications devices, software, and system utilities.
2. These computer resource charges are not intended to substitute for cost recovery methodologies or charges made for purposes other than responding to public information requests.
3. The charges in this section are averages based on a survey of governmental bodies with a broad range of computer capabilities. Each district using this cost recovery charge shall determine which category(ies) of computer system(s) used to fulfill the public information request most closely fits its existing system(s) and set its charge accordingly:

INFORMATION ACCESS
REQUESTS FOR INFORMATION

GBAA
(EXHIBIT)

<u>Type of System</u>	<u>Rate</u>
Mainframe	\$10.00 per CPU minute
Midsized	\$ 1.50 per CPU minute
Client/Server	\$ 2.20 per clock hour
PC or LAN	\$ 1.00 per clock hour

4. The charge made to recover the computer utilization cost is the actual time the computer takes to execute a particular program times the applicable rate. The CPU charge is not meant to apply to programming or printing time; rather, it is solely to recover costs associated with the actual time required by the computer to execute a program. This time, called CPU time, can be read directly from the CPU clock, and most frequently will be a matter of seconds. If programming is required to comply with a particular request, the appropriate charge that may be recovered for programming time is described above, at Personnel Charges. No charge should be made for computer print-out time. For example, if a mainframe computer is used, and the processing time is 20 seconds, the charges would be as follows: $\$10.00 / 3 = \3.33 ; or $\$10.00 / (60 / 20) = \3.33 .

A district that does not have in-house computer capabilities shall comply with requests in accordance with Government Code 552.231. [See CQ]

The actual cost of miscellaneous supplies, such as labels, boxes, and other supplies used to produce the requested information, may be added to the total charge for public information.

Governmental bodies may add any related postal or shipping expenses that are necessary to transmit the reproduced information to the requesting party.

Pursuant to Office of the Comptroller of Public Accounts' rules, sales tax shall not be added on charges for public information. (34 TAC, Part 1, Chapter 3, Subchapter O, Sections 3.341 and 3.342).

A district that accepts payment by credit card for copies of public information and that is charged a transaction fee by the credit card company may recover that fee.

1 TAC 70.3, 70.10

PUBLIC COMPLAINTS

GF
(LOCAL)

GUIDING PRINCIPLES	The Board encourages the public to discuss concerns and complaints through informal conferences with the appropriate administrator.
INFORMAL PROCESS	Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.
FORMAL PROCESS	<p>If an informal conference regarding a complaint fails to reach the outcome requested by an individual, he or she may initiate the formal process described below by timely filing a written complaint form.</p> <p>Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.</p> <p>The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.</p>
FREEDOM FROM RETALIATION	Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.
COMPLAINTS	In this policy, the term “complaint” and “grievance” shall have the same meaning. This policy shall apply to all complaints from the public except as provided below.
EXCEPTIONS	<p>This policy shall not apply to:</p> <ol style="list-style-type: none">1. Complaints concerning instructional materials. [See EFA]2. Complaints concerning a commissioned peace officer who is an employee of the District. [See CKE]
GENERAL PROVISIONS	Complaint forms and appeal notices may be filed by hand-delivery, fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
FILING	
RESPONSE	At Levels One and Two, “response” shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered or sent by U.S. Mail to the individual’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

PUBLIC COMPLAINTS

GF
(LOCAL)

DAYS	<p>“Days” shall mean District business days. In calculating time lines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”</p>
REPRESENTATIVE	<p>“Representative” shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process.</p> <p>The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days’ notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.</p>
CONSOLIDATING COMPLAINTS	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.</p>
UNTIMELY FILINGS	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
COSTS INCURRED	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
COMPLAINT FORM	<p>Complaints under this policy shall be submitted in writing on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference.</p> <p>A complaint form that is incomplete in any material aspect may be dismissed, but may be refiled with all the required information if the refiled is within the designated time for filing a complaint.</p>

PUBLIC COMPLAINTS

GF
(LOCAL)

LEVEL ONE

Complaint forms must be filed:

1. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and hold a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

The administrator shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any relevant documents or information.

LEVEL TWO

If the individual did not receive the relief requested at Level One or if the time for a response has expired, he or she may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The individual may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the individual at Level One.

3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall hold a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues presented by the individual at Level One and identified in the Level Two appeal notice. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis for the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

LEVEL THREE

If the individual did not receive the relief requested at Level Two or if the time for a response has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board with the record of the Level Two complaint. The individual may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The written response issued at Level Two and any attachments.

3. All other documents relied upon by the administration in reaching the Level Two decision.

If at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

INVESTMENT
AUTHORITY

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. The investment officer shall be bonded or shall be covered under a fidelity insurance policy. All investment transactions except investment pool funds and mutual funds shall be executed on a delivery versus payment basis.

APPROVED
INVESTMENT
INSTRUMENTS

From those investments authorized by law and described further in CDA(LEGAL), the Board shall permit investment of District funds in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load money market mutual funds and no-load mutual funds as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

SAFETY AND
INVESTMENT
MANAGEMENT

The main goal of the investment program is to ensure its safety and maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

	<p>The investment policy and investment strategy shall be reviewed by the Board at the end of each fiscal year.</p>
LIQUIDITY AND MATURITY	<p>Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.</p> <p>The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.</p>
DIVERSITY	<p>The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from over concentration of assets in a specific class of investments, specific maturity, or specific issuer.</p>
MONITORING MARKET PRICES	<p>The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant declines in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisors, and representatives/advisors of investment pools or money market funds. Monitoring shall be done at least quarterly, as required by law, and more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.</p>
FUNDS / STRATEGIES	<p>Investments of the following fund categories shall be consistent with this policy and in accordance with the strategy defined below.</p>
OPERATING FUNDS	<p>Investment strategies for operating funds (including any comingled pools containing operating funds) shall have as their primary objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.</p>
AGENCY FUNDS	<p>Investment strategies for agency funds shall have as their objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.</p>
DEBT SERVICE FUNDS	<p>Investment strategies for debt service funds shall have as their objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.</p>
CAPITAL PROJECTS	<p>Investment strategies for capital project funds shall have as their objective sufficient investment liquidity to timely meet capital pro-</p>

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

	<p>ject obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.</p>
SAFEKEEPING AND CUSTODY	<p>The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.</p>
BROKERS / DEALERS	<p>Prior to handling investments on behalf of the District, brokers/dealers must submit required written documents in accordance with law. [See SELLERS OF INVESTMENTS, CDA(LEGAL)] Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC), and be in good standing with the National Association of Securities Dealers.</p>
SOLICITING BIDS FOR CD'S	<p>In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.</p>
INTEREST RATE RISK	<p>To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.</p> <p>The District shall monitor interest rate risk using weighted average maturity and specific identification.</p>
INTERNAL CONTROLS	<p>A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:</p> <ol style="list-style-type: none">1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.2. Avoidance of collusion.3. Custodial safekeeping.4. Clear delegation of authority.5. Written confirmation of telephone transactions.6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.7. Avoidance of bearer-form securities.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

These controls shall be reviewed by the District's independent auditing firm.

PORTFOLIO REPORT

In addition to the quarterly report required by law and signed by the District's investment officer, a comprehensive report on the investment program and investment activity shall be presented annually to the Board. This report shall include a performance evaluation that may include, but not be limited to, comparisons to 91-day U.S. Treasury Bills, six month U.S. Treasury Bills, the Fed Fund rate, the Lehman bond index, and rates from investment pools. The annual report shall include a review of the activities and total yield for the preceding 12 months, suggest policies, strategies, and improvements that might enhance the investment program, and propose an investment plan for the ensuing year.

ANNUAL OPERATING BUDGET

CE
(LOCAL)

FISCAL YEAR	The District shall operate on a fiscal year beginning September 1 and ending August 31.
BUDGET PLANNING	Budget planning shall be an integral part of overall program planning so that the budget effectively reflects the District's programs and activities and provides the resources to implement them. In the planning process, general educational goals, specific program goals, and alternatives for achieving program goals shall be considered. Resource allocation shall be tied to curriculum priorities. Budget planning and evaluation are continuous processes and should be a part of each month's activities.
AD HOC COMMITTEES	The Board may appoint ad hoc committees of representative citizens and District personnel to provide a wider expression of community opinion on financial aspects of the school program. The Board shall define in precise terms the scope of the committee's charge and shall designate the period of time committee members shall serve. The committee shall be dissolved upon completion of its charge or the expiration of the term set by the Board, whichever comes first.
SCHEDULES	The Superintendent or designee shall supervise the development of a budget calendar and a specific plan for budget preparation. The budget schedule shall include time lines for designated individuals or groups to submit their budget proposals.
AVAILABILITY OF PROPOSED BUDGET	After it is presented to the Board and prior to adoption, a copy of the proposed budget shall be available upon request from the business office or Superintendent. The Superintendent or designee shall be available to answer questions arising from inspection of the budget.
BUDGET MEETING	The annual public meeting on the proposed budget shall be conducted as follows: <ol style="list-style-type: none">1. The Board President shall request at the beginning of the meeting that all persons who desire to speak on the budget give their names to the secretary. Only those who sign in with the secretary shall be heard.2. Speakers shall confine their remarks to the appropriation of funds as contained in the proposed budget.3. No officer or employee of the District shall be required to respond to questions from speakers at the meeting.
AUTHORIZED EXPENDITURES	The adopted budget provides authority to expend funds for the purposes indicated and in accordance with state law, Board policy, and the District's approved purchasing procedures. The expenditure of funds shall be under the direction of the Superintendent or

ANNUAL OPERATING BUDGET

CE
(LOCAL)

designee who shall ensure that funds are expended in accordance with the adopted budget.

BUDGET
AMENDMENTS

The budget shall be amended when a change is made increasing any one of the functional spending categories or increasing revenue object accounts and other resources.

FUND BALANCE

To keep the District in a strong financial position, the goal of the Board shall be to maintain the fund balances of the General and Debt Service Funds at an adequate level. The level of adequacy for the General Fund (unreserved) balance shall be not less than one and a half months of operating expenditures. In addition, the fund balance for the Debt Service Fund shall not be lower than 10 percent of the current year debt service requirements for the Debt Service Fund. This level of fund balance will protect the District against potential revenue shortfalls and will provide operating funds until tax revenues are received.

If the Board determines that this level of fund balance is not obtainable in the proposed budget being considered, the goal of the Board shall be to reach the level within a specific period of time, no longer than three years.

The Board shall ensure that the General Fund balance does not exceed 4 months of operating expenditures. The Board shall also ensure that the Debt Service Fund balance does not exceed 25 percent of the current year debt service requirements. If these amounts are exceeded, then steps shall be taken to reduce the balance.



Canutillo Independent School District

7965 Artcraft Rd.
El Paso, TX 79932

Mailing Address P.O. Box 100
Canutillo, Texas 79835

BUSINESS SERVICES

(915) 877-7425

Fax (915) 877-7415

TO: Board of Trustees

August 4, 2008

THROUGH: Tony Reza
Executive Director

FROM: Kathy Ellis

SUBJECT: Approval of Warrant List for June 28, 2008 through July 31, 2008

Enclosed in your packet is the warrant list for June 28, 2008 through July 31, 2008. I recommend its approval in the amount of: **\$ 1,557,114.81.**

The following Board member abstain from voting on individual payment as follows:

Carl Frieze	Reimb. hotel parking - SLI	\$	30.42	Page 40
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Northwest Early College High
School (NECHS)
Charter School



Purpose of Charters

According to the Texas Education Code, the purposes of charter schools are to:

- Improve student learning
- Increase the choice of learning opportunities within the public school system
- Create professional opportunities that will attract new teachers to the public school system
- Establish a new form of accountability for public schools, and
- Encourage different and innovative learning methods



Types of Charters in Texas

- School districts in Texas can operate two types of charter schools:
 1. Internal Charters
 2. External Charters



Types of Charters

- Internal Charters
 - Campus Charters – An entire campus that has applied to the District to become a district charter campus.
 - Program Charters – In which only a portion of an existing traditional school is chartered – “school within a school”
- External Charters
 - Those which an outside entity provides instruction for the ISD students. The delivery of instruction is driven by a Letter of Agreement (contract) between the entity and the ISD. The terms of the contract delineate every aspect of school policy and are subject to annual review.



Internal Charters

- These schools are under the supervision of the District's School Board.
- Are run by District administrators, housed in District facilities, and staffed by District employees. The District pays each principal and teacher directly for their services.
- Internal charter schools have the advantage of all the resources that the District makes available to its other schools, including professional training, instructional materials, and a wealth of information.
- Although ISD charter schools are subject to fewer restrictions than regular ISD schools, they must nevertheless comply with the same requirements for health and safety, the same guidelines for special programs, the same requirements of the Public Education Information Management System for reporting¹⁴⁷ student data, and the same high standards for Texas Assessment of Knowledge and Skills testing.



Charter School Options

- Some of the guidelines that could be eliminated are class size limits, teacher certification requirements, and TEA paperwork. Charter schools can also take part in the Optional Flexible School Day Program from TEA.
- Benefits that teachers now enjoy that are in the Texas Education Code, such as duty free lunch, planning and preparation, and the salary schedules, are all at the discretion of the governing board that will oversee the charter campus.



NECHS Charter School

- Funding Availability
- Other curricular, instructional, and/or programmatic reasons for the charter school:
 - Dean of Students
 - Flexible Schedule
 - Tuition Stipends
 - Teacher Certification
 - Planning and Preparation¹⁴⁹



Application Process

- EL (Legal) & EL (Local)
- Creation without petition
- Application: Submit Charter School application/contract to CISD Board of Trustees



Charter School External Funding

Charter School Start-up Grant

Summary: To increase national understanding of the charter schools model by:

1. Providing financial assistance for planning and initial implementation;
2. Evaluating the effects of charter schools;
3. Expanding the number of charter schools; and
4. Encouraging state to provide support to charter schools for facilities financing

Amount: \$450,000



Charter School External Funding

Early College High School – Expansion Grant

Summary: To create collaborative partnerships between school districts and IHEs to open small high schools that provide students at risk of dropping out of school, including traditionally underserved students, an opportunity to earn a high school diploma and 60 credit hours towards an associate's degree and/or a baccalaureate degree at no cost to the student. The ECHS will provide potential savings for families and taxpayers. Students graduating from an ECHS will be prepared for post-secondary and work success.

Canutillo Independent School District Northwest Early College High School



CHARTER SCHOOL APPLICATION

Charter School Charter School Application

Table of Contents

Introduction

1. Purpose/Need
 - a. Overview of El Paso Community College
 - b. Need Charter School Will Address
 - c. Schools and Target Beneficiaries
2. Distinction Between the Proposed Program and Districts Current Program
 - a. District Initiatives, Leadership Challenges and Changes
 - b. School Design Overview
 - c. Enabling Conditions for the Partnerships to Develop Schools
 - d. Canutillo High School Performance
3. Mission & Goals
4. Curriculum and Instruction Program
 - a. CISD Charter School Curriculum
 - b. EPCC Core Curriculum Offering
5. Measuring Student Achievement
 - a. Evidence of Quality
 - b. Assessment of Student Progress
 - c. Relationship of Outcomes to External Standards
 - d. Outcomes
 - e. EPCC Retention and Graduation
6. Governance and Decision-Making Plan
7. Enrollment and Withdrawal Process (Selecting Students)
8. Maintaining and Reporting PEIMS Data
9. Discipline Procedures
10. Safety and Security Plan
11. Facilities and Transportation Plan
12. Facility and Maintenance Plan

- a. Identifying the School Location/Facility
 - b. Charter School Location
13. Employment Plan
- a. Selecting and Developing Faculty
 - b. Staffing
 - c. Services to Support School Development
14. Role of Chief Operating Officer (Principal)
- a. Selecting Administrators
 - b. Leadership Structure
15. Operational and Financial Plan
16. Calendar, Length of School Day, & Staff Workday Calendar
17. Plan for Special Populations
18. Plan for Student Activities and Counseling Services
19. Indication of Support
20. Contract

**CANUTILLO INDEPENDENT SCHOOL DISTRICT
NORTHWEST EARLY COLLEGE HIGH SCHOOL
CHARTER SCHOOL APPLICATION**

The Canutillo Independent School District (CISD) Northwest Early College High School (Charter School) is pleased to submit this Charter School Application to the CISD Board of Trustees to establish the Northwest Early College High School Charter School (“Charter School”).

1. Purpose/Need

The purposes of opening the NECHS Charter School are to:

- improve student learning;
- increase the choice of learning opportunities within the public school system;
- create professional opportunities that will attract new teachers to the public school system;
- establish a new form of accountability for public schools; and
- encourage different and innovative learning methods.
- Obtain Charter School Funding

The Charter School will be opened with the El Paso Community College as the main partner. The El Paso Community College is a member of the Texas Community College Education Initiative (TCCEI), which was created to extend the work of community colleges for the following purposes:

- 1) To cooperate with the public schools and universities in the articulation of educational programs;**
- 2) To promote, through research and other related methods, the improvement of standards in order to maintain a high quality of instruction and a constantly improving image for the role of community colleges in society; and**
- 3) To provide programs and services which benefit higher education within the State of Texas.**

These purposes fit ideally with the goals of the Charter School for students who may not otherwise seek entry into higher education. Academically acceptable, CISD and EPCC have engaged in the implementation phase to open an early college high school to serve the student population in northwestern El Paso County. This will be the third Early College High School (ECHS) in El Paso to meet the educational needs of a predominantly Hispanic student population (see table below). Many of the students in the program are economically disadvantaged, second language learners, and first generation college goers who will benefit from the opportunity of a partnership of this kind. CISD and EPCC will be able to build on existing groundwork while adapting to address the unique needs of the EPCC District. The students who will attend the Charter School will likely have encountered significant barriers and challenges to achieve educational outcomes that give them the promise and hope for economic and personal success. The school will be designed specifically to overcome past situations, both educational and social, that have been barriers to these students’ advancement.

EPCC has a unique role in higher education. It has been quick to adjust its programs and courses to the needs of the students in our community, and is examining new organizational strategies to meet the needs of struggling learners.

Because EPCC is a nonselective institution of higher education, it is positioned to offer nontraditional approaches for learning for youth and adults. EPCC has historically adapted to population changes and needs. The Charter School will offer students flexibility, convenience and new courses to fit the students' interests and employment requirements. This will be accomplished by modifying current courses, providing remediation and developmental education when necessary, and offering other support for learning, usually within close proximity to the students' homes. Dual enrollment in both college and high school courses as well as articulation of courses is already taking place at Canutillo High School.

Building on their past innovations, EPCC and CISD have worked closely to create the Charter School and will develop a curriculum and courses that allow students to complete high school while simultaneously earning 60 semester credit hours in higher education. The partnership will be challenged to create an early college high school that motivates students to meet goals that are higher than might otherwise be within their reach if they were enrolled in a traditional high school. To do this, faculty and administrators who work at Charter School will design performance-oriented courses and adapt their teaching styles and methods to the needs of their students while simultaneously challenging them to meet higher goals than those expected of other students. Research supports the formation of schools within schools or learning communities that strive to know and appreciate the talents of each student. The norm for the Charter School will be a personalized environment that provides students with more and different opportunities to be successful and to complete the course of study designed for them, and which they helped to design.

Alignment with Texas High School Project (THSP) strategy: This application expands partnerships with EPCC-Northwest Campus and CISD that will result in additional options for students in the El Paso, Texas community. The ECHS model offers an opportunity to target students who will benefit from experiencing a college/university setting, more challenging coursework, and applied learning. By taking courses at the EPCC – Northwest Campus, the Charter School students will graduate with both a high school diploma and Associate's Degree. Attached is an MOU that describes the roles and responsibilities of the partners (Appendix 1).

The Charter School will serve a maximum of 400 students, about 100 students per class, within four years from a target student population of low-income, first generation college-going students who today are not typically completing high school or community college, and are not transferring to four-year universities or gaining meaningful employment.

EPCC offers developmental education courses and has deep expertise in this arena of education. Faculty who are teaching these courses will be called upon to assist faculty from Canutillo High School (CHS) and the academic departments in the college to develop new teaching strategies that can be implemented by all faculty at the Charter School.

To overcome their past experiences, students who will be recruited into the Charter School will receive strong support to achieve success, including one-on-one and small group tutoring, personal counseling, and summer and after school learning opportunities. Innovative practices, including accelerated learning strategies, will be explored to determine if they fit into the Charter School design and have the potential to help students achieve the goal of the program. The Charter School is designed to identify and serve students' needs, to provide multifaceted, multilevel educational experiences for them, and to demonstrate that adolescents can and should be engaged in thought provoking, serious, intellectual work.

**PURPOSE FOR ESTABLISHING THE
NORTHWEST EARLY COLLEGE HIGH SCHOOL**

Working collaboratively with their K-12 partners, community colleges will create schools that provide students an opportunity to earn a high school diploma and two years of collegiate coursework within four years, and, if desired, matriculate to a university to complete a baccalaureate degree.

a. Overview of El Paso Community College

Serving the expanding population of far west El Paso is EPCC’s Northwest Campus, which opened in 1994. It is located at the intersection of IH-10 and Transmountain Road. A full range of courses, academic, technical and non-credit courses are offered and all student services are available including admissions, registration, financial aid, and counseling (Appendix 2). A new library building and a classroom/laboratory building were recently opened. This addition provides the Campus with facilities for mathematics, biology, geology, English as a Second Language, reading and language courses (Appendix 3). The new library building also includes rooms for conferences, orientations, study space and provides an expanded periodical and book selection. The Northwest Campus library also serves the area as a “Community Library” in partnership with the City of El Paso and the El Paso Public Library.

El Paso Community College: Number and percent of credit students enrolled in the fall census by ethnicity. 2006 Fall Student Enrollment: 23,801

EPCC Student Group	Count	Percent	NW Campus Student Group	Count	Percent
White	1,967	8.3%	White	420	18%
African American	494	2.1%	African American	41	1.8%
Hispanic	20,372	85.6%	Hispanic	1,791	76.6%
Asian	193	.8%	Asian	34	1.5%
American Indian	59	.2%	American Indian	10	0.4%
Other	738	2.9%	Other	41	1.8%
Total	25,311	100.0%	Total	2,337	100.0%

(Source: THECB website 2006)

b. Needs Charter School Will Address

Canutillo High School Graduates Enrolled in Higher Education – 1999-2000

Students Enrolled in Texas Public Universities	Students Enrolled in Texas Public 2-year Colleges	Students not Located in Texas Public Higher Education	Total High School Graduates
31	47	140	218

(Source: THECB website)

EPCC has a positive record for supporting efforts to close the gaps in college attendance and completion for students who have not previously had high rates of engagement in higher education. More precisely, our goal is to afford all students an equal educational opportunity and to

provide the support structures they need to achieve their dreams. EPCC has historically enrolled more than 85 percent of Hispanic students per year. The Charter School will be an extension of an existing mission of EPCC, to serve the community needs by providing earlier access to higher education, and particularly training to meet local workforce needs, either through academic degree programs or technical training.

The state has made a concerted effort to enroll more minority students and students from low-income backgrounds in all higher education institutions. Five-year interim goals state that by 2015 enrollment in higher education in Texas will reflect or exceed the population at large of the state. As of 2003, the interim goal to be achieved in 2005 had been met related to the enrollment of African American and Anglo non-Hispanic students. However, the pursuit of the goal to increase the number of Hispanic students is lagging, and much work is needed to meet this goal. Overall, there was a significant increase in the number of persons enrolled in higher education; yet there was no increase in the percent of students who leave high school and immediately enroll in a college or university. The Charter School, described in this application, will target primarily Hispanic students. The current Hispanic enrollment district-wide at EPCC is 85.6 percent.

c. Schools and Target Beneficiaries

An intense period of planning and pre-implementation activities began in April 2007. The opening date of the Charter School will be August 25, 2008. Student selection process for the first classes of students was completed in July 2008 and school-related activities will begin in late summer 2008, culminating with an intensive 2 week student institute. Following is a description of the populations to be served by the Charter School and the readiness of the college to serve these students.

EPCC will enroll students from CISD, Anthony ISD and El Paso ISD. Students for the Charter School will be recruited from middle schools from these three school districts and located on the Westside of El Paso County. However, students transferring from any Texas school and who meet the established criteria will be considered for admission. Overall, 95.1 percent of the students in the Canutillo schools are Hispanic and 36.8 are English learners. In 2006, the high school completion rate was 91.2 percent.

Performance on the TAKS indicates that students in Canutillo are performing between 11 and 13 percent below all students in the state. Of those taking college entrance exams, the most recent average score on the ACT was 16.4 and on the SAT, 863.

The community college and school district are currently studying the degrees to be offered to students and are developing a plan for delivering the program. Preliminarily, the school is planning to offer a general academic course of study. The college will offer to the first class of students the Associate of Arts degree and explore offering the Associate of Applied Science degree. Each incoming cohort will be 100 students per year.

CISD is the fifth largest school district in the El Paso area. It has not had the resources to offer specialized programs and other opportunities that are available to students in the larger school districts. However, the new leadership of the school District including the Superintendent and a supportive Board of Trustees is strong and committed to developing this Charter School that will open doors to higher education for their students. The leadership in both the PreK-12 district and the community college has the potential to develop innovative instructional programs that can be replicated in other schools throughout the El Paso area.

Canutillo High School Performance

Canutillo High School (CHS), the sole high school in CISD, has had particular difficulty responding to the challenge of the TAKS test and in reaching the goal of graduating 100% of its students, on time. Note the change in TAKS performance over time, when TAKS is scored at the same 2005 and later standard (cut scores were initially phased in by the state over a three year period).

CISD TAKS Percent Passing				
	2003	2004	2005	2006
Grade 9 Reading	48	64	72	83
Grade 9 Math	19	23	33	39
Grade 10 English Language Arts	49	55	58	79
Grade 10 Math	11	26	30	39
Grade 10 Science	18	32	29	44
Grade 10 Social Studies	48	67	80	75
Exit Level Grade 11 English Language Arts	39	78	82	80
Exit Level Grade 11 Math	8	33	48	63
Exit Level Grade 11 Science	9	43	53	58
Exit Level Grade 11 Social Studies	46	83	85	89

(Source: Texas Education Agency-AEIS Reports)

CHS Graduation Rates				
	2003	2004	2005	2006
Graduated on time, four or fewer years	48	64	72	83
Completed GED instead of high school diploma	19	23	33	39
Did not graduate on time, but still enrolled	49	55	58	79
Dropped out	11	26	30	39

(Source: Texas Education Agency-AEIS Reports)

When the TAKS was first administered in 2003, the most alarming results were not the scores, for math and science in the single digits, but the realization of the reluctance of students to do their personal best on an academic measure. The class of 2005 was the first class that had to pass the TAKS in order to graduate. Students in grades 9-11 in 2003 and 9-10 in 2004 suffered no personal consequences for failing the TAKS. When the distressingly low scores were received in 2003, the district used focused study groups to examine factors causing poor performance. In talking with the students, the district found that the students felt that the tests did not “count” and therefore they did very poorly, so poorly that the results could not be used even to identify weaknesses in the educational program. This affective factor continues to influence student performance at CHS. Students who have no problem understanding the concept of personal best in athletic and fine arts competitions fail to transfer the concept to academics, in part because, as first time high school graduates and potential first in the family college students, they do not know what *academic* personal best looks like or how it might be measured. They do not know what a good ACT score is or how high an Advanced Placement exam score needs to be to earn college credit.

The school is fighting academic norms of low expectations that too many students share, believing that barely passing classes is acceptable and that even failing a class is acceptable because classes can be repeated, even multiple times.

In subsequent years, when the test did “count” for graduation, performance indicated systemic weaknesses in the curriculum and teaching strategies. There are multiple reasons for these and corresponding initiatives in place to improve student performance at CHS in particular as well as district-wide. First, the district had historically under-resourced secondary campuses in comparison to elementary campuses. In particular, elementary campuses had several supplemental programs and teachers to support struggling students. These programs disappeared as students moved into middle school. In the past three years, the district has implemented several support programs for secondary students, including in-school tutorials, reading improvement software, academic tutors for English learners (University of Texas at El Paso students in a master’s program in math, science, or engineering), software for mathematics and science (Agile Mind, Think Five collaboration with the Dana Center, University of Texas at Austin), and mentoring (Big Brothers, Big Sisters).

Students continuously enrolled in the district and enrolled in CHS for previous years (up to and including those enrolled in grades 11 and 12 this year) did not benefit from a research-based, best practice bilingual education program model. In fact, there was no discernable model. The most consistent experience of these students was an early exit model which both research and the district’s experience have shown to be a very poor preparation for the rigor of secondary coursework. In 1998-99, the district inaugurated the implementation of a research based, additive, bilingual education program model, developmental one-way. In 2001-2002, the district received a five year Title VII grant which allowed the district to fully develop a two-way dual language model. In each subsequent year, these program models have become stronger and stronger. Thus, each year, students’ preparation for the rigor of the course level standards in TEKS has improved. The gradual improvement in TAKS performance at CHS is reflective of this as is the overall improvement in TAKS scores in the district as a whole. This year, the first cohort of students who entered kindergarten able to select from two strong research based programs (one-way and two-way bilingual education) is in grade 11. In each year hereafter, students have been and will continue to be better and better prepared for the rigor of high school and college coursework. In 2005, the district’s two-way dual language program was selected and showcased by the TEA in statewide training as an exemplary program. Many of the students participating in the two-way dual language program have outperformed all other students on the TAKS in both English and Spanish. Building on this foundation, the CISD will continue to cultivate the bilingual/biliterate strengths of the students as they prepare for higher education. Specifically, CISD will continue its commitment to making AVID accessible for middle school English learners and for making the modifications necessary for students to be successful.

CISD could not have designed and delivered its bilingual education programs without significant assistance from the University of Texas at El Paso (UTEP). UTEP provided much of the professional development, consisting primarily of coursework, needed for the district to design and deliver research based programs. This relationship has grown and deepened to the point that several campuses, including one of the middle schools, are professional development schools (PDS). While CHS is not formally a PDS at this time, due to multiple initiatives already being implemented, it is CISD’s and UTEP’s plan that CISD become a professional development district. A formal agreement is expected before the end of this year. This will provide more training and development opportunities for CHS at a time when other initiatives will be phasing out.

As is the case throughout the country, CHS ninth graders have difficulty earning enough credits to move on to grade 10. Reasonably, each grade or class in the district should have about 7.7% of the overall student population.

Grade 9 Students as a Percentage of District Population					
2001	2002	2003	2004	2005	2006
9.6%	9.5%	9.0%	9.3%	9.4%	10.0%

(Source: Texas Education Agency-AEIS Reports)

The district expects that with high quality leadership in a smaller environment, student performance and preparedness for high school work will increase dramatically. Also, more students will be in extra-curricular and co-curricular activities in the middle schools. This should keep a higher proportion of students engaged in school and looking forward to high school.

2. Distinction Between the Proposed Program and District’s Current Program

a. District Initiatives, Leadership Challenges and Changes

As it became clearer and clearer that CHS performance was impacted by systemic issues across the district, the then Assistant Superintendent for Student Performance, who became Superintendent in January 2006, began to identify changes that the district as a whole needed to make to better support all campuses, but most importantly, because it is the ultimate measure of success as a district: CHS. In other words, the capacity of a school district to serve students well is ultimately measured by student performance in high school and whether students are graduating on time prepared to meet the rigor of a college experience. Two initiatives, in particular, illustrate the district’s commitment to systemic, long term improvements. In 2004, the district obtained a grant from the Texas Education Agency to develop and implement a Spanish Advanced Placement Middle School Program. Starting from the students’ strengths, partially as a result of the two-way dual language program, the district began preparing students to take PreAP Spanish I-II in grade 7 and AP Spanish III in grade 8. They entered high school with three high school credits in Spanish, a head start on the Recommended High School Plan (RHSP) and the Distinguished Achievement Plan (DAP), and the possibility of college credit in Spanish. This provided a tremendous boost to the academic program, proving that students, when adequately supported, could meet higher expectations and that both parents and students were eager for the challenge. The following aspects of the program contributed greatly to its success and will be replicated in establishing the Charter School:

- Unwavering dedication to higher standards, especially college level standards;
- Professional development with teachers, both those coming from the grade level environment and those coming from the next level, assuring that curriculum is aligned and of sufficient quality to meet next level standards and that the teaching strategies are of high quality;
- Focused recruitment, with both parents and students, emphasizing the benefits of AP courses;
- Summer Institute for students, preparing them for the rigor of the coursework;
- Smaller classes, initially, ensuring that students who struggle receive the assistance they need to continue instead of being allowed to drop the program;

- Frequent monitoring and parent engagement, to ensure that students are making the expected progress;
- Provision for any and all of the assistance needed, outside of the regular classroom, for struggling students to catch up and keep up.

This program has been very successful in its first two years, with 100% of the students earning high school credit and scoring at least a 3 on the AP examination. During the same period, the district made the decision to extend the two way dual language program into the middle school by providing the opportunity for students to take two core courses (mathematics and science) in Spanish. This opportunity is also available to CHS students in grades 9 and 10 and will be extended to grade 11 in 2008. This allows students to continue to develop academic and linguistic skills and competence in Spanish, thereby, ensuring full bilingualism when students graduate from high school.

In 2005, the district pursued another grant from the TEA, this time to develop and implement a Primary Years Program (PYP) that meets the stringent requirements of the International Baccalaureate Organization (IBO). Recognizing the need for higher expectations and rigor in the district, but also recognizing the apparent rigor of the district's curriculum as actually delivered to students, it was clear that beginning at the elementary level with the PYP and moving, with the students, to a Middle Years Program in the middle schools was the best way to reach the district's goal of providing an IB Diploma Program at the high school. Unfortunately, funding was available only for one of the district's elementary schools. Thus, the district will be challenged in future years to "grow" the PYP to the other elementary schools as well as to the middle and high schools. This will necessarily be a long term process.

With the challenging goals and initiatives already in place, the CISD Board and Superintendent have worked together to reorganize the district to better serve campuses. CHS is identified, along with the two middle schools, as a priority campus. Instead of two assistant superintendents overseeing the academic and operational sides of the district, there are now six Executive Directors who work together with the Associate (Deputy) Superintendent and Superintendent. This Cabinet level group meets each week with the purpose of better supporting the campuses.

One Executive Director is charged with School Improvement; another with Student Support. Because science and mathematics are especially weak, the district first contracted with and then hired as Executive Director for School Improvement an individual who has 11 years of experience as a successful high school math teacher, has a degree in Agricultural Science, and has worked for a large urban district in research and evaluation. He has been in charge of mathematics materials adoptions, coordination of the high school math and science courses with both EPCC and UTEP, and curriculum development in all areas, starting with math and science. The improved curriculum will be fully implemented beginning with the summer programs this year.

The district created the Division of Student Support partially because of the number of families impacted by poverty and substance abuse. In addition, this division is charged with district-wide implementation of Positive Behavior Support (PBSI). Each campus has a PBSI team. This team is especially important at CHS, where student behavior impacts academic performance. PBSI will result in more time on task, in class, as it continues to be implemented, which will in turn improve student performance.

When TAKS first arrived, CHS had been using a 4x4 block schedule, with students taking 4 full courses each semester, for a total of 8 courses each year. One of the reasons given for adopting

this schedule was that in addition to the 24 credits needed to graduate, students would have the opportunity to take up to 8 advanced courses in high school that would better prepare them for college. In reality, what happened was that many students used the extra 8 opportunities to repeat courses that they had failed. A study of the class of 2004 revealed that 12 students had taken Algebra I *five times*. In addition, TAKS results in 2003 and 2004 established that this schedule was especially problematic. Clearly, CHS teachers were not teaching to the level of mastery that prepared students to learn content in one semester and test on that content one or more semesters later. The 4x4 schedule does have some benefits to staff and students that made both groups reluctant to change. After some debate and study, the schedule was changed in the fall of 2004 to an A/B schedule. Also, for the first time that year, the campus scheduled TAKS assistance to students within the school day. Before that, help was available mostly outside of the school day. Surveys of our graduating classes for the past two years have indicated that about 60% of our students report working during high school. This affects the potential for them to get assistance after school.

During the time that the schedule was being changed and new leadership secured, the district continued securing additional resources to assist the high school campus. First, the campus was made a priority campus for all funding, especially state compensatory and Title I. The dollar amount of these supplemental funds per student was increased dramatically, at least doubling the amount per student at other campuses. Four full-time counselors were assigned to serve CHS, for a ratio of 300 students per counselor. The counseling program was re-engineered to assign responsibility for post-secondary counseling. Academic tutors were hired, software purchased, and significant investment was made in professional development. Second, the district aggressively pursued and was awarded a Comprehensive School Reform Grant (CSR) through the Texas Education Agency. Both EPCC and UTEP were partners in the development and implementation of the grant application. Additional assistance came from the TEA through the award of a Texas High School Success and Completion Grant. For the CSR Grant, the reform model that was selected was High Schools that Work (HSTW), from the Southern Regional Education Board (SREB). Teams were formed to address each of the ten elements in the HSTW model.

Beginning the summer of 2006, the principal and staff at CHS redesigned summer school, making coursework available all summer and all day, going into the evening. As a result, many more students recovered credits, especially in math and science. The Board made a change in policy to award credit by semesters, thus encouraging students to make use of the flexibility of the summer program to catch up and get ahead.

In addition, the district implemented the AVID (Advancement Via Individual Determination) program in 2004-05. This first class of AVID students are in grade 12 this year. Due to the encouraging results and enthusiastic response to AVID at CHS, the district began implementing AVID at its middle schools in 2005-06 and has doubled AVID enrollment at CHS each year. AVID has been enthusiastically received by both students and parents. For both, it has become an avenue to learn about college, what college requires of students and what benefits accrue from going to college. The district has prioritized sending teams of teachers and staff to AVID training each summer since the summer of 2004.

As late as the 2001-02 school year, CHS offered few PreAP and AP courses while offering many "honors" courses. The honors courses met no outside standard, were of very uneven quality and rigor, and were not valued by post-secondary admissions officers. All honors courses were phased out over a two year period and are being replaced with PreAP and AP courses. This has required a substantial investment in teacher training at AP summer institutes.

Because CHS has had relatively few teachers with master's degrees or coursework necessary to teach a dual credit course, the new CHS campus, which opened in January 2006, is located next to the EPCC Northwest Campus, so that EPCC instructors can come to CHS or CHS students can go to EPCC for dual credit. The district has also increased the number of teachers with master's degrees through attrition and hiring priorities.

Although the DAP had been a graduation plan option for Texas students since the class of 2002 entered ninth grade in 1999, the district graduated its first and at that time only DAP student in 2005. In 2006, it graduated two DAP students. In 2007, it expects to graduate seven. This has been accomplished by recruiting students, one on one, in the same way that the athletic coaches recruit students for their sports or the fine arts and Career and Technology Education (CATE) teachers recruit students for their programs.

In addition to slightly more coursework than the RHSP, the DAP requires four advanced measures selected from the following (19 Texas Administrative Code (TAC) 74.44, 74.54):

- Original research/projects (may not be used for more than two of the four advanced measures) that focus on demonstrated student performance at the college or professional level, assessed through an external review process. The project must be judged by a panel of professionals in the field that is the focus of the project; or conducted under the direction of mentor(s) and reported to an appropriate audience; and must be related to the required curriculum set forth in 19 TAC 74.1 (relating to essential knowledge and skills).
- Test data in which a student receives:
 - A score of three or above on the College Board Advanced Placement examination;
 - A score of four or above on an International Baccalaureate examination; or
 - A score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of the College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.
- A grade of 3.0 or higher in courses that count for college academic credit (dual credit) and in tech-prep articulated college courses.

College Board Advanced Placement and International Baccalaureate courses may be substituted for requirements in appropriate academic areas. Credit may also be awarded without prior instruction through credit by examination. 19 TAC 74.41(g), 74.24, 74.44(e), 74.54(e)

Because CHS students have had such difficulty with AP and Preliminary Scholastic Aptitude Test (PSAT) tests and because improving the overall rigor and expectations in the curriculum and concomitant teaching strategies is necessarily a slow process, the district has had to groom students for the DAP by concentrating their efforts on original research and dual credit/articulated courses. Thus, for CHS students, dual/articulated credit is enormously important and the best path to college enrollment and success.

The most important measure of the District's effectiveness is high school and subsequent post-secondary performance. No college recruiter or prospective employer will ever ask a district graduate how they did on the third grade TAKS. The district must continue to improve Exit level TAKS scores as well as ACCUPLACER, PSAT, SAT and ACT, and other college preparation performance measures. To do so, the district continues to implement and improve the programs described above, and they have resulted in significant improvement. However, the district also acknowledges that more needs to be done for the generation of students now in middle and high

school. While all of the initiatives described above are clearly bearing fruit, as indicated by improving TAKS scores and completion rates, they are by nature systemic and incremental. The enthusiastic response to the AVID program by both parents and students indicate that there are a significant number of students who have a more clearly defined college dream and are more ready than their peers to work **now** toward that dream. These students still have relatively few AP courses to choose from, taught by teachers still learning how to prepare students to score a 3 or higher on AP exams. Even with the preparation for SAT and ACT embedded in the AVID electives, students still struggle with these exams and score relatively low. CISD students that have succeeded in earning college credit fall into three categories. The first category is passing the advanced placement Spanish test. The second is dual enrollment with EPCC thru career and technology courses and the third is a small group of students with dual enrollment in English. The current dual enrollment program at CISD is minimal. The best path to support these students' dreams is dual credit courses. However, these students also often score below the 2200 TAKS scale score needed to enroll in dual credit and similarly, often do not meet the ACCUPLACER standards for EPCC enrollment the first time they take the test. This year, CHS has teamed with UTEP and EPCC to conduct a focused campaign to prepare students to take and pass the ACCUPLACER. Appendix 4 illustrates the campaign, which began with a focused recruitment effort.

Until now, CISD has identified and begun using dual/articulated credit as the major tool in the toolbox to prepare students for the rigor of college coursework, give them a "taste" of college, and encourage them to continue. And until now, this is the best that the district could do because, ironically, the fact that the district had been awarded a Comprehensive School Reform (CSR) grant for CHS rendered the district ineligible to participate in a TEA grant-funded program to support beginning the Charter School. Contrary to the scarcity mentality implied in the TEA grant eligibility requirements, CISD believes in an abundance mentality. CISD is proud of and will continue its efforts to improve CHS. However, the Charter School represents an opportunity for even greater accomplishments at a much faster pace. For those students willing to forego the regular high school experience, the NECHS Charter School represents a stunning opportunity. Because of our experience developing two bilingual education program models and helping parents to choose a model for their children, we know that when there is choice, parental support and student performance improvements follow. The district leadership is confident that providing the additional option of the Early College High School will produce similar effects. CISD is not worried in the least about what will happen to student performance at CHS once some incoming freshmen, ranging from 10% to perhaps as many as 20% of the 456 student cohort, opt to go to the Charter School. CISD is confident that the initiatives, programs and staff that remain at CHS will ensure that the remaining students will step up to fill the shoes of those who have left. The first consequence of the loss of the Charter School students will be a corresponding decrease in the numbers of grade nine students earning less than the required number of credits to move on to grade 10. Thus, the district is confident that the performance of the entire cohort, both those at CHS and those at Charter School, will greatly improve. The Charter School is exactly what is needed to continue to raise expectations in the district and at CHS in particular.

School Design Overview

The Northwest Early College High School (Charter School) will be developed within a community that has long-standing expectations for educating its students. Those expectations must be honored and advanced beyond what is currently accepted practice. The first efforts to develop

support for the Charter School will be within the public school community, particularly with parents and teachers. Open discussions about the goals of the new school; the process for creating the school, including their involvement; meetings with local school board members and key community leaders are all essential to achieve a good start and support for the new school. In addition, there will be frank dialogue, particularly between members of both the school district trustees and those of the community college, about the initial and on-going cost of accelerating instruction in the manner prescribed by the early college high school initiative. Because the expectations for these students are higher than they have previously experienced in the education system, everyone –teachers, administrators, and parents – must recognize the stress that will result from the ambitious goals for each student. In some special cases students, especially English learners, will be provided with the support necessary to complete the program in five years. The reality is that there are extenuating circumstances out of the students’ control including jobs, family illnesses, etc. that sometimes keep students from graduating in four years. However, every effort will be made for students to complete the program in four years.

Enabling Conditions for the Partnerships to Develop Schools

EPCC is currently performing very well, and is prepared to open the Charter School. EPCC is the fastest growing community college in the State of Texas and the largest grantor of associate degrees to Hispanic students in the nation. EPCC offers more than 130 academic programs and more than 350 personal enrichment/ continuing education courses. EPCC also offers cutting-edge technology, ultra-modern training facilities, and innovative learning options. In addition to services that are now expected in community colleges, such as online and dual credit courses, EPCC offers unique learning opportunities including Student Technology Services (a student run technology training program), and a new state-of-the-art model for delivering K-Gray education (including a 3-D holographic projection laboratory). Among these opportunities is the ECHS. Strong community partnerships, customized employer training, and other workforce development initiatives make EPCC the leading provider of training for local area business and industry. With 5 campuses, EPCC students never have to go far to achieve their dreams. And with more than 25,000 credit students and 8,000 non-credit students, the faculty and staff are committed to make EPCC “The Best Place to Start.” Partners are making contact with UTEP/NMSU/UNM to commit scholarships to students who successfully complete the NECHS Charter School program.

Support Structures and Evidence of Quality

As with established early college high schools, the Charter School will not allow students or staff members to experience failure in the early college high school. That expectation will be repeated often and embraced fully by the student body and the staff. Where cognitive, or even social development, is delayed, the school will have appropriate interventions to ensure that each student advances. Utilizing local and partner resources, CISD will ensure each participating student is provided a laptop computer. CISD will also utilize the services of the CISD Student Support Division, that have staff expertise in the following areas: workforce development, family leadership, family literacy, counseling, health services, positive behavioral support, drug prevention, School Resource Officers, character development, community service, student mentoring, summer programs, family relations, and community art programs.

CISD currently has Parent Liaisons at each campus, and holds regular Parent Action Council meetings. The Charter School will institute and utilize a Parent Action Council specifically for students enrolled in the Charter School. This council will work closely with

Charter School work groups, and will provide input regarding the effectiveness of the program and suggestions for program improvement.

Criteria will be identified and communicated to Charter School that clearly describes the expectations for the school. The Charter School will be required annually to show how these expectations are being met. Data that are already collected by the state of Texas, including test performance, will be used to examine the progress of the students. However, other data that address implementation strategies may be collected. In addition, the Communities Foundation of Texas (CFT) Intermediary has established communication networks with EPCC and CISD that will offer the Charter School the opportunity to share their successes and solve problems together. EPCC and CISD have begun the process of examining the Attributes of High Achieving Schools defined by Jobs for the Future. The fact that the student bodies of these schools are different from the high school population at-large is the most important factor in designing the Charter School. Not only are the curriculum decisions that must be made important, other factors contribute equally to the success of the school. These include the background and experience of the faculty and administrator, the facility/location of the school, the relationship between the school personnel and the parents or guardians of the students, and the length of the school year and day. These and other factors will affect the willingness of students to attend the new school and their success at Charter School. EPCC and the CISD will create the Charter School, and will have the obligation to meet students where they are in their learning and develop their potential for success at an accelerated rate. The Charter School will ensure participating students are ready for college using various tools. Initially, all students will be required to take the ACCUPLACER placement exam. Other determining factors will include commended performance on the TAKS, course grades, end of course exam scores, formative locally developed assessments, and student attitudinal surveys. Additionally, students will participate in mostly dual credit courses.

Well implemented, dual enrollment programs prepare students for college-level work by adding rigor to high school curricula, which is the most important predictor of college readiness and completion. Research shows that dual enrollment programs may raise the motivation and achievement levels of students who are bored, uninterested, and unengaged in the senior year of high school.

The Charter School, created by EPCC and CISD will do the following:

- Change the structure of the high school years to give students the opportunity to participate in higher education coursework much earlier than would otherwise occur;
- Merge preparation for college readiness and career preparation so that students have multiple options;
- Develop fast-track education strategies so that students not only master the core curriculum, but gain a deeper understanding of the subject matter than might be the case in other high school or college courses;
- Create learning environments that allow students to apply knowledge in real world contexts;
- Structure the Charter School so that students who have the potential to succeed academically but who have not realized that potential to advance to a technical degree, an associates degree, or a baccalaureate degree;
- Establish learning communities that foster support and simultaneously challenge students to achieve at higher levels;
- Contribute to research that will change state policy related to the high school experience as it has been delivered in the past;

- Develop courses of study that maintain options for students yet respond to local job market needs;

EPCC and CISD have had a long history of partnering with each other. EPCC and CISD have partnered to implement programs including: dual credit courses, opening a new library on the EPCC NW Campus, GEAR UP, opening a sports complex, participating in the College Readiness Consortium, providing tutoring to CISD students by EPCC faculty and staff, conducting mathematics workshops, and science fairs. EPCC will work to gain a deep understanding of the CISD student populations, including the students' past school experiences. EPCC and CISD will plan and implement a school design that gives every student an opportunity to achieve his or her academic and/or employment goals. CISD, with PreK-12 campuses has developed specialized programs and provides extensive professional development for their faculties and administrators. EPCC also has extensive professional development opportunities available for faculty and staff. The experiences of the partners will be evaluated to determine the factors that have previously had a positive impact on student performance and use this information to plan the curriculum and schedules for the Charter School. The professional development will build upon the past experiences of the teachers and administrators, as well as assessments of the teachers' current instructional practices.

The first years of high school set the stage for successful completion of high school and similarly the first two years of postsecondary education set the stage for further education and work. Nonetheless, many students drop out of high school or leave school during the first semesters of college. The problem is particularly acute for students who are highly motivated but have not received the academic preparation necessary to meet high school standards, students who are English learners, students whose family obligations keep them home, and students for whom the cost of college is prohibitive (*Source: Bill & Melinda Gates Foundation, Early College High Schools Initiative*). This is especially true in CISD with primarily Hispanic and economically disadvantaged students.

The Charter School will, by design, help to reverse this situation. Through the strong partnership between EPCC and CISD, the Charter School implementation will provide students with an educational identity as participating cohorts, continuous support, caring relationships, a challenging environment, learning spaces conducive to learning, constructing knowledge, and widespread and intense commitment (*Source: Texas High School Project, Designing Early College High Schools*). The Charter School will be implemented focusing on the students most in need of service, including English learners and migrant and immigrant students and providing them with high quality educational services that include the seven attributes of high achievement schools: common focus, high expectations, personalized, respect and responsibility, time to collaborate, performance based, and technology as a tool.

The partners are committed to creating an innovative research-based structure flexible enough to meet students' present and changing needs. For example, the Charter School will create a master schedule combining the requirements for obtaining a high school diploma and an Associate's degree, and flexible scheduling will ensure that the necessary high school courses and college courses are synchronized to maximize opportunities for students to meet the goals of the Charter School. During the first year of implementation, and while the permanent Charter School.

In addition, the Advancement Via Individual Determination (AVID) program will be modified to assist students in their selected academic pathways. AVID will be utilized for each participating student as an actual course that will: 1) provide one-on-one instruction, and 2) be utilized as a delivery tool for the ACCUPLACER, SAT, ACT, TAKS and other assessments as

necessary. Extended day and extended year learning opportunities will also be provided as appropriate. Partners will make every effort to provide each and every Charter School student with a personal laptop to assist them in their academic programs. College tuition will be waived for all of the students. Textbooks are already provided to students who are in dual enrollment courses and this practice will continue, even if state support is no longer provided.

Student Support Activities

As previously noted in the goals of the Charter School, each partner will be committed to ensure that each and every student within the Charter School program can and will succeed in a positive and supportive academic environment, where failure is not an option. Therefore, in an effort to ensure the success of each student, CISD in collaboration with EPCC will create, develop and implement academic support systems to assist each student throughout their academic progress in attaining and completing a DAP and an Associate's degree.

The members of the Charter School collaborative recognize that for Charter School students to succeed, they will need academic and social support that reach beyond the classroom. These programs and services will be a shared responsibility among all the partners. Some of these have already been identified; others will be developed as the program unfolds and student needs are identified. Proposed support services include:

- A required Academic Supplemental Instruction Period that will be integrated into all Charter School student schedules; to assist students in developing core area skills: English, Math, Social Studies and Science will be emphasized;
- A weekly Counseling Period for all Charter School students that will be incorporated as part of their advisory time;
- Collegiate Supplemental Instruction offered while taking college courses;
- Access to the EPCC tutors;
- After/before school supplemental instruction assistance (academies/institutes);
- Access to the EPCC Academic Advising;
- Access to EPCC Career Services;
- Development of a Student Academic Support Committee to assist fellow students having academic problems;
- Development of an Charter School Student Council Committee;
- Development of a Parent Action Committee.

3. Mission and Goals

NECHS Charter School Mission: To provide a rigorous, focused learning environment through a small personalized approach that graduates confident, ethically responsible learners with a high school diploma and an Associate's Degree who are prepared to pursue a Bachelor's Degree and beyond.

CISD Goals

Goal 1: All students will reach high academic standards, attaining, at a minimum, proficiency or better in the foundation curriculum.

Goal 2: All students will reach high academic standards, attaining, at a minimum, proficiency or better in the foundation curriculum.

Goal 3: All students will be taught by highly qualified teachers and, where applicable, qualified instructional aides, in schools led and supported by highly qualified administrators, able to meet the needs of diverse learners.

Goal 4: All students will be educated in learning environments that are appropriate, safe, drug and violence free, and conducive to learning. Students will be provided with facilities, materials, tools, equipment, etc. needed.

Goal 5: All students will graduate from high school. Students experiencing difficulty will be provided effective and timely assistance and students will successfully transition from program to program, campus to campus, and high school to post-secondary.

Goal 6: Parents and community members will support and contribute to efforts to ensure that all students reach high academic standards.

Goal 7: Staff will provide leadership, products, services, technical assistance, and effective and efficient administration, resulting in the district and all campuses being rated recognized or exemplary and making adequate yearly progress.

NECHS Charter School Goals

Goal 1: Students will participate in an experience that fuses high school and college curriculum instruction in a seamless delivery system from high school to college

Goal 2: Students will participate in an academic experience that promotes high school academic acceleration and early college success.

Goal 3: Charter School and EPCC will share in the formative academic development of young adults in their high school education.

Goal 4: Charter School will provide an early college experience for students who would otherwise not attend college.

Goal 5: Charter School will provide students with the opportunity to graduate from the Distinguished Achievement Program and with an Associate's Degree.

4. Curriculum

The initial concept is to create a master schedule separate and unique from the traditional high school schedule. Student scheduling will be synchronized with CISD and EPCC class schedules. Immediately following notification of award, the Curriculum, Technology and Recruitment Work Group will begin meeting regularly to finalize the year 1 plan.

The ACCUPLACER Test is one of four exams approved by the State of Texas for use in assessing a student's readiness for enrollment in college level courses. The exam covers reading,

writing and math proficiency skills, ranging from basic skills to more advanced skills that demonstrate the student's college readiness. The state sets minimum scores for entrance into college level courses, though colleges and universities can set the scores higher. A continuum of courses from developmental into college level is offered in each of the three skill areas at EPCC.

Initially, as part of the enrollment process, incoming freshmen will be required to take the ACCUPLACER. In order to meet the requirements of both high school and college, students will take dual credit courses, and complete mandated coursework for electives, physical education, and specialized interests (specific career paths). During their first year, in order for students to experience and become integrated into the college culture, students will take at least two courses at the EPCC campus. Our plan is to implement a version of AVID that will integrate into the study course (EDUC 1300) that EPCC currently offers. The idea is to incorporate AVID in a way that allows students to make a smooth transition from a traditional school setting to a college setting. For example, providing students with the opportunity to continue to develop their skills in the use of Cornell Notes, a strategy they are familiar with, will aid in this transition. Because of the strong focus on developing bilingualism and bi-literacy at elementary and middle school in CISD some students may select to extend their knowledge in the core content in Spanish. For students who want this opportunity we will endeavor to support it via online classes with university partners in Mexico. We strongly believe that by making a commitment to focusing on the core content and encouraging students, on a personal case by case basis, to take advantage of the strands and courses available at the Northwest Campus, their needs will be served. The nature of curriculum instruction is not elaborated in this application because we want to ensure that students are full participants in the development of their individual learning plans. We also anticipate that students will thoroughly engage in the core curriculum and simultaneously prepare to take the ACCUPLACER. Our approach will be to place students in the correct course in the high school curriculum, and concurrently implement a plan to prepare students to score high enough on the ACCUPLACER so that they can begin taking college level courses. Our goal is to move students into the college level course work as soon as possible; we are confident that with effective and timely assistance students will achieve this goal.

As has been learned from the first year of operation of the Mission Early College High School (EPCC's first ECHS), it is important to involve students in the discussion of the majors that will be offered to Charter School students. The Curriculum Work Group accomplished this as part of the work undertaken during the summer and fall of 2007. Though the forty-two hour core is established by the state and, therefore, articulation to any other institution within the state is ensured, the identification of the additional eighteen credit hours to earn an Associate degree must be identified through discussions between teachers, students and advisors.

The Charter School will utilize classrooms at the EPCC Northwest Campus during the week in the afternoon. Charter School will then be able to offer EDUC 1300 during the first semester of study. This course provides students with the foundation to successfully transition to the college learning environment. Students will expand their knowledge of academic strategies; develop successful learning habits; identify personal learning styles, personality types and career choices; apply learning strategies in various academic fields; develop critical thinking competencies; and enhance their use of computer technology. These skills will provide the basis for lifelong learning and for making education personally meaningful. Once the students have successfully completed EDUC 1300 (this course is in the college's core curriculum), they will be given options to the courses they want to take for the second semester including, but not limited to: writing, speech, English, government, or fine arts.

The curriculum, technology and recruitment work group is charged with developing the clear and measurable outcomes in the context of the assessment tools noted in the evaluation section of this document. The work group will also plan for a comprehensive student assessment program.

The Charter School research work group will conduct an information analysis to determine causal factors and barriers to student success. From this information the team will identify clear and measurable performance objectives and strategies to be used to achieve those objectives and the resources necessary.

The following actions have been taken by the state and will enable the formation of the Charter School:

- Field of study courses in the core curriculum have been defined to facilitate transfer between institutions and have established the critical knowledge necessary for upper division coursework;
- A common course numbering system was created and is used by all higher education institutions;
- A comprehensive, well-defined data collection system that enables student tracking across and within K-16 institutions was developed to improve long-range planning as well as decision-making about individual students and for accountability.

Preliminary Academic Plan - Year 1:

- Algebra (2)
- Biology (2)
- English (2)
- Social Studies (2)
- P.E./or equivalent (2)
- Mastering Academic Excellence (EDUC 1300) – at EPCC
- Electives for high school graduation requirements
- College Course Options

See Appendix 2 for a list of the courses currently available at the EPCC campus and from which the Charter School students will select.

**El Paso Community College
Northwest Campus
Core Curriculum Offerings**

Institutionally Designated Option	Communication	Math	Natural Sciences	Humanities	Visual and Performing Arts	Social and Behavioral Sciences
Education: Educ 1300	English: Engl 1301, 1302, Speech: Spch 1315, 1321	Math: Math 1314 1324 2412 2413	Biology: Biol 1406 1407 1408 Geology: Geol 1301, 1302 Physics: Phys 1311, 1111	English: Engl 2322 Philosophy: Phil 1301, 2306	Arts: Arts 1301 Drama: Dram 1310, 2366 Music: Musi 1306, 1310	Economics: Econ 2301, 2302 Government: Govt 2305, 2306 History: Hist 1301, 1302 Psychology: Psyc 2314 Sociology: Soci 1301

(Source: El Paso Community College Fall Course Schedule 2007)

5. Measuring Student Achievement

The Charter School will provide a comprehensive educational experience for a diverse group of students. Students selected to participate in the Charter School will engage in thought-provoking, serious, intellectual work at many educational levels. After a rigorous four year experience, students will graduate from high school on the Distinguished Achievement Plan and will have completed 60 hours of college coursework to earn an Associate’s Degree.

Evidence of Quality

To establish the Charter School through collaboration with CISD and the EPCC Northwest Campus:

- A dedicated Charter School site has been identified (Figure 1) and supported through pre-planning meetings and school site grant application processes. The first year, the first cohort of 100 freshmen will be housed in the NECHS Village, located across the street from CHS and on the EPCC NW campus.
- The Charter School will open in fall 2008 with a signed MOU (Appendix 1) that provides for the Charter School to adhere to the THSP/ECHS program design core principals.
- 100% of participating students will graduate from the Charter School within four years and will receive an Associate’s degree.
- Performance on tests, including TAKS and other measures will be higher than those students not enrolled in the Charter School cohort.
- More parents will be directly engaged in their child’s education.

- The Charter School will participate in local, State and national assessments and evaluations to measure the impact of the Charter School.
- The Charter School will promote a college-going culture and increase college readiness.
- The Charter School will create systemic changes that ensure long-term sustainable high school improvements.
- Most Charter School students will graduate through the Distinguished Achievement Plan (DAP). The DAP requires students to complete two years of a foreign language, and write an original research project that will be reviewed by a panel of experts.

The Charter School will utilize a four quadrant information analysis (Appendix 9). CISD has developed and will utilize an internal analysis of the effectiveness of CISD data. The information analysis will provide for comprehensive program monitoring and will provide the structure that will include the collection of required data and other data. The Evaluation of the Charter School will include reviewing information such as: Student Records, State Assessment Records, PEIMS - Texas Public Education Information Management System, Board Policies, Administrative Regulations/Procedures, School Attorney opinions, Meeting Attendance Records, and Classroom Assessments and Other Records. Additional information will be utilized such as: Surveys, Focus Groups, Interviews, Site Visits, Observations, Organizational Culture Profiles, Opinions, and Brainstorming. Some information is mandated by federal and state statute. For this reason, outside hard information will also be utilized to determine effectiveness of the program such as: Civil Rights, NCLB, Texas Education Code, Texas Administrative Code – Commissioner’s Rules, Texas State Board of Educator Certification, Texas State Board of Education and State Attorney General Opinions.

In order to gather the necessary information, CISD developed a state-of-the art computerized student information system: Educáre Pavilion (“Educáre”). Detailed student information may be derived from Educáre, including: general information and history, TAKS scores, grades, EL profile, Special Education information, Advanced Academics Information, Oral Language Proficiency Assessment, and tailored information specifically for the Charter School. Since completion of a postsecondary credential is assumed for all students, the primary project goal is to provide the Charter School participants with the academic, personal, and social skills and tools necessary to complete a four-year degree successfully. Educáre will enable the Charter School to follow students after they have graduated from the Charter School and have entered college. The project’s success will be measured primarily by the number of students who matriculate to a four-year college or university, and graduate.

Assessment of Student Progress

In addition to measuring the overall success of the Charter School, individual student progress will be carefully and frequently monitored. Data to examine progress will be gathered through:

- Three week student progress reports
- Semester student academic reports
- College Course Mid-Term assessments
- TAKS assessment
- PSAT/SAT/ACT
- ACCUPLACER assessment
- AP/Pre-AP assessments

- End of course grades
- Periodic Student/Staff/Parent surveys
- Teacher/Faculty Professional Development records

Relationship of Outcomes to External Standards

All of the 11th grade Charter School students will have to pass the TAKS high school exit examinations in English, mathematics, science, and social studies. In addition, all must complete the ACCUPLACER in order to enroll in college level credit courses. The Charter School students will also be required to register an SAT or ACT score that meets UTEP/NMSU admission standards, although scores can be adapted for this program as they have for others. Charter School outcomes will incorporate successful completion of these “outside” measures as part of their standards.

Outcomes

EPCC Retention and Graduation

As quoted in the March 2007 issue of *The Hispanic Outlook in Higher Education*, EPCC has been declared as the fastest growing community college in 2005, identified as the number one Community College awarding the most Associate's Degrees to Hispanics, enrolling the highest number of Hispanic students in the country, and having the most Hispanic faculty of any other community college in the nation. Along with this, the culture of EPCC is very student-centered where diversity is valued and greatly appreciated.

According to Dr. Richard Rhodes, EPCC President, in the last five years the college has increased its enrollment by 43 %. During the same period, the number of graduates has increased by 71%. The strategies implemented to get more students to graduate have been successful, as the rate of graduates far exceeds the rate of enrollment growth. Since the demographics of CISD students parallel those of EPCC students, it is expected that students in the Northwest Early College High School will perform as well, and clearly much better (due to the ECHS infrastructure), than regular EPCC students.

Academic Progress

Regardless of academic performance all Charter School student academic progress will be monitored on the following levels:

Level 1 – Teacher – all Charter School teachers will review daily, weekly, and nine-week academic performance on standardized benchmark assessments. Monthly meetings with parents will be required.

Level 2 – Parent – all Charter School parents will be asked to review their student’s academic progress on at least a monthly basis.

Level 3 – Counselor/Supplemental Instruction – students will be required to meet weekly with counselors and take supplemental instruction in academic deficiency areas.

If the student is still not making satisfactory academic progress, the Charter School teachers, dean of students, and principal in concert with the student and his/her parent will meet to discuss the implementation of an action plan to assist in the student’s overall academic progress. The Charter School will utilize results from the TAKS, high school class grades, college course grades, surveys and transactional analysis through SPSS (statistical software). The Charter School will be

able to document and analyze student progress and measure effectiveness through the use of Educare.

6. Governance and Decision-Making Plan

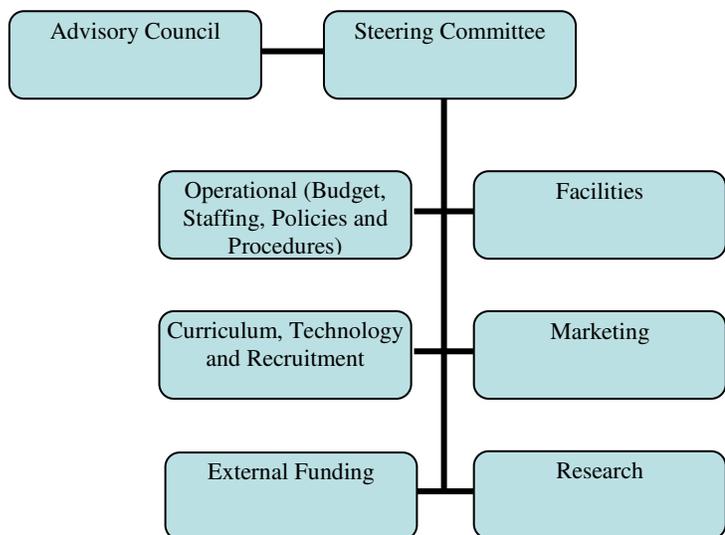
Governance

As with the other CISD campuses, the NECHS Charter School will operate under a well-established governance structure that identifies the roles and responsibilities of the elected boards of trustees and the employees of each organization. Responsibilities, duties, and authority are founded in state statute and administrative rules, as well as locally determined rules. The elected CISD Board of Trustees will remain the governmental entity overseeing the implementation of the NECHS Charter School. Where state or local policies that establish how the law is to be implemented are shown to be in conflict with the goals of the Charter School, appropriate officials will be consulted. In those cases, policy changes may be forthcoming or the policies for the new school adapted to meet current requirements. The Charter School must receive approval from the appropriate executive official(s) of CISD and EPCC and provide evidence of that to the CFT Intermediary before implementing programmatic or policy changes. The parties to be involved in developing and negotiating agreements will be discussed during consultations with representatives of CISD and EPCC. The CFT Intermediary will require evidence that these parties in fact participated in the process as planned. The role of parents and students in these processes will be defined in the governance structure.

Leadership Structure

The leadership capacity of the partners will play a critical role in the successful implementation of the project. Figure 2 provides a visual representation of the leadership teams.

Charter School Leadership Teams (Figure 2)



The Charter School Steering Committee will provide overarching leadership to ensure implementation of the proposed academic plan, and to provide constructive formative feedback as

the plan is revised to meet the varied needs of participating students. The Steering Committee, made up of key decision makers, from EPCC and CISD will meet at least quarterly to review data, strategize, solve problems and make decisions relevant to issues that arise with respect to the conduct of this program including, without limitation: Operational Processes, Curriculum Processes, Technology, Recruitment, External Funding, Facilities, Marketing, and Research. The Steering Committee will make recommendations regarding the effective coordination between EPCC and CISD, and will make reports, at least annually, to their respective boards. Other key members of the Steering Committee will include parent and student representatives. Members of the steering committee will include:

EPCC

- Dr. Richard Rhodes, President
- Dr. Dennis Brown, Vice President of Instruction
- Tim Nugent, Vice President of Student Services
- Fabiola Rubio, Vice President of Information Technology
- Al Lawrence, Director of Grants Management
- Dr. Lydia Tena-Perez, Northwest Campus Dean
- Dr. Timothy Quezada, Education District-wide Instructor/Coordinator
- Dr. Rabab Fares, Associate Vice President of Marketing
- Saul Candelas, Vice President for Research and Development
- Dr. Ernie Roberts, Executive Assistant to the President

CISD

- Dr. Pam Padilla, Superintendent
- Pauline Dow, Associate Superintendent
- Jose Lopez, External Funds Coordinator
- Alfredo Vasquez, Public Information Officer
- Charter School Principal
- Parent TBA
- Parent TBA
- Student TBA
- Student TBA
- Dr. James Steinhauser, Executive Director for School Improvement
- Yusuf Farran, Executive Director for Facilities and Transportation
- Martha Veale, Executive Director for School Resources
- Tony Reza, Executive Director for Business Services
- Renee O'Donnell, Executive Director for Human Resources
- Margarita Armendariz, Executive Director for Student Support

Work Groups will also be formed, and each will be chaired by a member of the Steering Committee, in order to address the various operational aspects of the Charter School (Appendix 8). This will provide for a seamless flow of communication between the Steering Committee and Work Groups throughout implementation. The Operational Work Group will be responsible for budget, overseeing the hiring of qualified instructors, principal and staff, reviewing credentials of instructors, and creating and maintaining policies and procedures. The Curriculum, Technology and Recruitment Work Group will be responsible for reviewing the EPCC/CISD curricula, identifying technology needs and recruitment for the Charter School. The External Funding Work

Group will be responsible for identifying sources of external funding, including district sponsored charter school. The Facilities Work Group will be responsible for all facility aspects to ensure a safe learning environment for the Charter School. EPCC and CISD will address issues that include buildings, wiring, administrative offices (for principal/staff), classrooms, geographic separation of portables, campus integration, support services, labs, testing services, lunch/break room, furniture, and restrooms facilities. The Marketing Work Group will be responsible for internal (EPCC and CISD) and external communication regarding the Charter School, and will work with the Communities Foundation of Texas on the announcement of the Charter School. The Research Work Group will be responsible for collecting and analyzing data relevant to the start-up and operation of the Charter School. This Work Group will also track student performance, including diploma/degree completion, and report data on student test performance. (See attached list of Work Group members)

EPCC and CISD will build on the established relationships with businesses and industries within the El Paso area to create the Advisory Council. The Council will work to leverage existing and foster new relationships that will support the Charter School, both financially and with advice about the educational background students must have to enter the workforce. The Council will be charged with developing and strengthening local, state, and national partnerships, to leverage opportunities for fund development, innovative projects, and overall sustainability. The advisory council shall meet at least twice annually and shall consist of representatives from EPCC, CISD, and the El Paso region.

Council Membership:

- Dr. Richard Rhodes – EPCC President
- Dr. Pam Padilla – CISD Superintendent
- Eliot Shapleigh – Texas Senator
- Woody Hunt – Business/Community Leader
- Paul Foster – Business/Community Leader
- Gerald Ruben – Business/Community Leader
- Dr. Manny de la Rosa – Texas Tech Medical School
- Harriet Myers – CEO GECU
- Dr. Richard Jarvis – Provost UTEP
- Dr. Bill Flores – Provost NMSU

7. Enrollment and Withdrawal Process

Beginning with 100 students in year one and adding a new cohort, of 100 students, each year the Charter School will remain small with no more than 400 students and build its capacity by focusing on a few important goals. The Charter School has developed appropriate criteria for identifying students within the target population who have the most opportunity to succeed in the new school. Prior academic performance will not make a student ineligible. Instead, multiple criteria, all focused on the potential of a student to be successful, will be identified and specific procedures defined. Specifically, the selection of students for the Charter School will be consistent with the expectations of the funding agencies managed through the Communities Foundation of Texas. Students selected will possess one or more of the following characteristics: first generation high school student, first generation college student, economically disadvantaged, English learner, ethnically diverse, and/or AVID student. Approximately 60% of the students will come from CISD and 40% from surrounding school districts. An application process will be used, with consideration

given to the student's willingness to work hard and meet high academic standards, a good discipline and attendance record, a grade point average of 80 during 8th grade in core subjects (English, math, science and social studies), having met the standard for the 7th grade TAKS Test, and a teacher recommendation (See Appendix ___ Enrollment Process).

The Charter School will be an open enrollment institution and students can transfer into the program from anywhere in the region. Because of the EPCC's vision to implement an ECHS in each of the college's campuses and in conjunction with local school districts, students who reside on the far east side such as Tigua del Sur Pueblo students and other native youth in the region will have equal access to ECHS opportunities.

8. Maintaining and Reporting PEIMS Data

9. Discipline Procedures

10. Safety and Security Plan

11. Facilities and Transportation Plan

12. Facility and Maintenance Plan

Identifying the School Location/Facility

EPCC and CISD are committed to locating the Charter School on the Northwest Campus of EPCC. Both educational institutions firmly support the belief that in order for students to become fully committed to the concept of an early college high school, they must experience it and live it.

The cohort will be brought together for a two-week summer experience, for reading fluency development, ACCUPLACER preparation as well as to jump start their orientation to what college

In January, 2008, portable classrooms were moved from a CISD site to the Northwest Campus. The facility is a series of stand alone buildings connected to one another by walkways and landscaping. All Charter School students, teachers and the principal will be located the entire day on the Northwest Campus in what is now known as the NECHS Village. The school will provide a unique and supportive environment for learning.

NECHS Location (Figure 1)



Two additional exciting developments are worth mentioning as it relates to facilities. First, the El Paso City Parks and Recreation Department will be building a large Sports Complex just west of the Northwest Campus. College students, including the NECHS students will have access to these facilities, which include soccer fields. Additional parking will be constructed by the city on college property, which will also be available for use by Northwest Campus and ECHS students. Second, a new housing community will be under construction shortly just north of the college campus. The area will be called "Campus Park," which further demonstrates the community's recognition of this area as an educational complex.

Students qualifying for dual enrollment classes will be able to attend classes at the EPCC Northwest campus starting in the fall of 2007. Each student will receive the same academic counseling that is given to incoming freshmen at EPCC. Each student will participate in the EPCC orientation for incoming students, and will go through the process of receiving an EPCC student identification card.

13. Employment Plan

The Charter School will ensure all teachers are highly qualified and have Master's Degrees in their content area or a master's degree with 18 graduate hours in the content area. In some unique circumstances, employment practices will provide for the hire of educators with appropriate training in their field (including validated credentials from countries other than the U.S.). This flexibility will provide for the opportunity to hire a medical doctor from Mexico, for example, to teach biology and/or other appropriate subject matter. In addition, CISD will leverage its partnership with UTEP as a professional development district to recruit, train, and retain talented teachers and educational leaders.

Selecting and Developing Faculty

CISD has defined qualifications for faculty that include both personal and professional attributes that are important for the success of the students and simultaneously meet all state and accrediting bodies requirements. CISD reviewed the experiences of current and new faculty that may be assigned to the school, including the development of curriculum and instructional strategies that engage students in problem solving, abstract learning, and the understanding of accelerated learning. CISD will ensure the use of practices that require higher order and critical thinking in the classroom, particularly as these relate to literacy, mathematics, science, and technology; knowledge of multiple types of assessment strategies and experience using these; prior history of establishing strong relationships with parents and other stakeholders; prior professional development in areas related to the new assignment; knowledge about learning communities; and setting attainable goals while simultaneously requiring high performance, and developing teaching strategies for students.

The opportunity to work with motivated, focused students is every college faculty member's dream come true. The faculty members at the Northwest Early College High School have already found this to be true and have started communicating this to the colleagues in their disciplines. This has already paved the way for the rest of the faculty in these disciplines to become involved with the Charter School students.

Staffing

The Curriculum, Technology and Recruitment Work Group will develop a professional development plan, consistent with CFT Intermediary expectations, including topics such as restructuring schools, creating learning communities, accelerated learning, aligning curriculum across courses and grades, team-teaching and co-teaching strategies, coaching to improve instructional practice, school scheduling that fosters team teaching and job embedded professional development, including mentoring. In some cases professional development activities will occur via electronic meetings.

To the extent that resources can be identified, the Internet will be used to foster communication. A website that includes both a ListServe and a chat room will facilitate sharing and problem solving between staff and teachers from all of the schools. A special site will be designed to share instructional plans and innovative ideas. In addition, the site might include material for parents and the general public.

The CFT Intermediary will develop a plan to deliver services and monitor the work of the Charter School. The plan will be developed in collaboration with EPCC and CISD. The Intermediary expects to draw on resources within Texas and from around the country to provide

high quality, focused professional development experiences that will be based upon the expressed needs of the administrators and staff of the Charter School.

Services to Support School Development

Professional Development

The partners are committed to providing teachers and administrators with in-depth knowledge of strategies for accelerating and extending the curriculum so that students master both the high school learning standards required for graduation and the course requirements of the first two years of college, i.e. the core curriculum. An important goal is to ensure that all students are engaged in an ambitious and rigorous course of study that is fully supported. All Charter School staff will complete the same professional development as EPCC instructors. This includes orientation to teaching in a college environment, what the NECHS Charter School is and what it could be, and the need to ensure the faculty forms a cohesive group. In creating the Charter School, teachers and staff work collaboratively to develop and refine their skills and plans to meet the needs of all students. Visits to exemplary/model schools and time to plan, is an integral part of the teaching and learning design. In addition teachers will meet regularly to discuss student performance. Using tools such as TEAMS, an online grading book, and e-mail teachers and parents will be able to monitor student academic achievement at any time. The Charter School campus plan will address parent involvement by giving them the tools and training to access their child's grades and progress reports online.

14. Role of Chief Operating Officer (Principal)

CANUTILLO INDEPENDENT SCHOOL DISTRICT JOB DESCRIPTION

Job Title: Early College High School Principal
Reports to: Superintendent or Designee
Dept./School: Assigned Campus

Wage/Hour Status: Exempt
Pay Grade: AP-6
Date Revised: April 1, 2007

Primary Purpose:

Direct and manage instructional program and supervise operations and personnel at the Northwest Early College High School. Provide leadership to ensure high standards of instructional service. Oversee compliance with district and El Paso Community College (EPCC) policies.

Qualifications:

Education/Certification:

Master's Degree in educational administration
Texas principal or other appropriate Texas certificate
Certified Professional Development and Appraisal System (PDAS) appraiser

Special Knowledge/Skills:

Working knowledge of curriculum and instruction, at high school, community college, and university levels
Ability to evaluate instructional program and teaching effectiveness
Ability to manage budget and personnel
Ability to coordinate campus functions

Ability to implement policy and procedures
Ability to collect and analyze information
Strong organizational, communication, public relations, and interpersonal skills

Experience:

Three years experience as a classroom teacher
Three years required, five years preferred, experience in instructional leadership roles

MAJOR DUTIES AND RESPONSIBILITIES:

Instructional Management

1. Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
2. Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.

School or Organization Morale

3. Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
4. Foster collegiality and team building among staff members. Encourage their active involvement in the improvement and decision-making process.
5. Provide for open and continuous communication with superintendent, executive directors, faculty, EPCC staff, students, parents, and community.
6. Communicate and promote expectations for high-level performance to staff and students. Recognize excellence and achievement.
7. Ensure the effective and timely resolution of conflicts.

School or Organization Improvement

8. Build common vision for school improvement with staff. Direct planning activities, develop and implement programs and initiatives, with staff, to ensure attainment of school's mission.
9. Identify, analyze, and by conducting staff development apply research findings to promote school improvement.
10. Develop and set annual campus performance objectives for each of the Academic Excellence Indicators and EPCC metrics, using the campus planning process and site-based decision making committee.
11. Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives and individual student progress toward the goals of graduating on time, under the Distinguished Achievement Plan, with two years of college level coursework.

Personnel Management

12. Interview, select, and orient new staff. Approve all personnel assigned to campus.
13. Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.
14. Observe employee performance, record observations, and conduct evaluation conferences with staff.
15. Assign and promote campus personnel.
16. Make recommendations to superintendent on termination, suspension, or nonrenewal of employees assigned to campus.
17. Work with campus-level planning and decision-making committees to plan professional development activities.
18. Confer with subordinates regarding their professional growth. Work with them to develop and

accomplish improvement goals.

Management of Fiscal, Administrative, and Facilities Functions

19. Comply with district and EPCC policies and state and federal laws and regulations affecting the schools.
20. Develop campus budgets based on documented program needs, estimated enrollment, personnel, and other fiscal needs. Keep programs within budget limits. Maintain fiscal control. Accurately report fiscal information.
21. Compile, maintain, and file all physical and computerized reports, records, and other documents required including accurate and timely reports of attendance and credit accrual.
22. Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly, and safe campus.
23. Direct and manage co-curricular programs including management of activity funds.

Student Management

24. Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate.
25. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct, student handbook, and EPCC policies and procedures.
26. Conduct conferences about student and school issues with parents, students, and teachers.

Professional Growth and Development

27. Develop professional skills appropriate to job assignment.
28. Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all campus staff.

School or Community Relations

29. Articulate the school's mission to the community and solicit its support in realizing the mission.
30. Demonstrate awareness of school and community needs and initiate activities to meet those needs.
31. Use appropriate and effective techniques to encourage community and parent involvement.

Supervisory Responsibilities

Supervise and evaluate the performance of staff assigned to campus including dean of instruction, teachers, counselor, librarian(s), clerical support staff, and custodians.

Working Conditions:

Mental Demands Physical Demands/Environmental Factors:

Maintain emotional control under stress. Occasional district wide and statewide travel; frequent prolonged and irregular hours.

Terms of Employment:

Twelve (12) months, 226 days performing duties beginning July 1 – June 30 as approved by Board of Trustees.

Evaluation:

Performance of this job will be evaluated in accordance with provisions of board policy.

The above statements are intended to describe the general purpose and responsibilities assigned to this job and are not intended to represent an exhaustive list of all responsibilities, duties, and skills required.

Reviewed by

Date

Administrative Approval by

Date

Canutillo Independent School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in its employment practices or in providing education services, activities, and programs, including vocational programs. For additional information regarding Canutillo Independent School District's policy of nondiscrimination contact: Renee O'Donnell, (915) 877-7423, 7965 Artcraft Road, El Paso, Texas 79932.

Selecting Administrators

A job description for the Charter School principal was developed that includes qualities such as a deep knowledge of the target population and the communities in which the students live; excellent communication skills; support from the faculty, district superintendent and board, and college; knowledge of school district and higher education policies pertinent to the student population and school design; willingness to commit time and effort beyond that required in most other schools; and an excellent record for developing innovative practices and budget management (Appendix 5). Specifically, EPCC and CISD are committed to ensuring the success of the Charter School. As stated above, the Charter School is being developed to provide high-quality educational services to meet the varied needs of its students. With this end in mind, the steering committee, work groups, advisory council, principal and participating personnel will monitor the progress of the Charter School and ensure changes, modifications and improvements are made as necessary. The steering committee and work groups have been designed to meet the specific needs of the student population and have the ability to monitor and address problems as they arise. Hiring the Charter School Principal will be a top priority to ensure that person understands the goals, objectives, strategies and activities necessary to successfully open and operate the Charter School. All work groups will then be able to provide the necessary support to ensure a continuous smooth implementation of the Charter School. The Charter School Principal will be the instructional leader of the Charter School campus to ensure successful implementation of the proposed academic plan. In order to maximize the use of grant funds and maximize the use of current resources and partnership opportunities, the Principal will be provided support from the CISD Superintendent's Cabinet and the EPCC President's Cabinet. The Charter School will also be provided support by the Charter School Leadership Teams. Both EPCC and CISD have a structure that will allow for key players to participate in the decision making process, and to openly dialogue during problem solving. (Appendices 6 and 7 organizational charts for CISD and EPCC).

15. Operational and Financial Plan

Financial planning was undertaken immediately, determining ways in which the costs can be handled initially and into the future and include every potential cost for start-up and on-going implementation. CISD will immediately initiate the process for a charter school application for NECHS, which will allow for the leverage of additional funds.

21. Calendar, Length of School Day, & Staff Workday Calendar

22. Plan for Special Populations

23. Plan for Student Activities and Counseling Services

24. Indication of Support

25. Contract

Contract

**Interlocal Agreement
between El Paso County Community College District
and Canutillo Independent School District
For the Operation of the Northwest Early College High School**

This Interlocal Agreement is made and entered into between El Paso County Community College District (EPCC) and Canutillo Independent School District (CANUTILLO ISD) for the purpose of developing the Northwest Early College High School (hereinafter Charter School) effective as of this ____ day of _____, 2006.

1. Recitals.

Whereas, EPCC and CANUTILLO ISD desire to create a small school or learning community so that students graduate high school and complete an associate transfer or technical degree in four years (in some special cases students will be provided support to complete the program in five years); and

Whereas, EPCC and CANUTILLO ISD intend to enroll students in grades 9-12 in the Charter School and to provide the financial support necessary to do so, including all resources allowed by law, including state, local, and federal funds.

Whereas, a grant from Community Foundations of Texas will be used to plan the Charter School and to contribute to its success in years one through four of operation and the sustainability of the Charter School beyond that period will be the responsibility of the parties to this agreement; and

Whereas, Charter School will be located on the EPCC Northwest Campus with approximately 400 to 500 students; and

Whereas, the goals are to reduce dropout rates, attract and better prepare students for higher education, assure students of the support necessary to be successful in college, and provide CANUTILLO ISD students a seamless transition between high school and college; and

Whereas, CANUTILLO ISD and EPCC are authorized to enter into an Interlocal Agreement pursuant to Section 791.001, Texas Government Code; and

Whereas, this Agreement will provide efficiencies and cost savings to both CANUTILLO ISD and EPCC and will benefit the students and taxpayers of both CANUTILLO ISD and EPCC;

Now, therefore, for and in consideration of the recitals, agreements and covenants set forth herein, the parties hereby agree as follows:

2. **Mission Statement.** The Northwest Early College High School will provide a select population of CANUTILLO ISD students a unique educational opportunity to attend both high school and college in a special campus environment that will challenge students to excel in their academic and personal endeavors. Students will have the opportunity to earn a high school diploma and a two year Associates Degree upon graduation.

3. **Term.** The term of this Agreement is for five(5) years commencing on April 1, 2007 and concluding on March 31, 2012, unless terminated earlier pursuant to paragraph 12 hereof.

4. **Academic Plan.** An academic plan has been or will be developed that will enable each student to earn a high school diploma and an Associate of Arts Degree. College credit will be earned through dual credit courses and concurrent enrollment.

5. **General Roles and Responsibilities.**

A. **EPCC.** EPCC will be responsible for:

- (i) Providing the land for portable buildings and site preparation;
- (ii) Preparing the site for portable buildings and providing utility lines and hook-ups
- (iii) Assisting with the development of the dual credit college (high school) curriculum.

B. **CANUTILLO ISD.** CANUTILLO ISD will be responsible for:

- (i) Recruiting students;
- (ii) Hiring and supervising staff;
- (iii) Providing and transporting portable classrooms for installation;
- (iv) Developing the high school curriculum;
- (v) Operating and managing the school;

6. **Staffing.** All Staff for the Charter School shall be employees of CANUTILLO ISD. CANUTILLO ISD shall pay all salaries and provide benefits. EPPC shall have no responsibility to hire, compensate or provide benefits to any of the staff of Charter School. Staff for Charter School will be hired by CANUTILLO ISD over a five (5) year period.

Once it is fully staffed for 400 to 500 students, Charter School will have the following personnel:

Principal
Dean of Students
Twenty-six teachers
Nurse (shared with CHS)

Administrative Assistant
Clerk
Security (jointly EPCC/CANUTILLO ISD)
Custodian

The staffing will allow for a limit of twenty-five students per class. Some staff may need to be on a part-time basis to better accommodate the needs of students.

7. Use of Facilities:

A. **Buildings and Site.** EPCC will provide a site for the Charter School on the Northwest Campus. CANUTILLO ISD will move portable buildings on the site set aside by EPCC at CANUTILLO ISD's expense and will install the buildings for use as classrooms. CANUTILLO ISD shall make improvements, additions, and construction on the portable buildings as may be reasonably necessary for the use of the Charter School program. The portable buildings shall remain the property of CANUTILLO ISD during the term of the Charter School program. The parties agree that the portable buildings moved to the site by CANUTILLO ISD will have only nominal value at the conclusion of the initial term of this Agreement. Accordingly, if this Agreement is terminated at any time after the initial term, the buildings will be left on the EPCC campus and there will be no need for EPCC to reimburse CANUTILLO ISD for any amounts for the value of the buildings. However, if this Agreement is terminated during the initial term of the Agreement, EPCC and CANUTILLO ISD shall meet and mutually agree on the reasonable fair market value of the buildings and CANUTILLO ISD will be reimbursed for that amount.

B. **Use of Facilities.** CANUTILLO ISD shall use the facilities solely for the Charter School, and for no other purpose, without the prior written consent of EPCC.

C. **Maintenance.** EPCC shall provide grounds maintenance at its cost. CANUTILLO ISD shall provide maintenance of all of the Charter School buildings as necessary. CANUTILLO ISD will also provide custodial staff to clean and maintain the buildings. CANUTILLO ISD shall be responsible only for day to day maintenance.

D. **Utilities.** EPCC shall provide and pay for all utilities used by the Charter School including electricity, water, sewer and gas. CANUTILLO ISD shall provide and pay for all communications facilities including telephone, email and computer networks.

E. **Insurance.** CANUTILLO ISD shall insure the portable buildings under its property insurance policies against all casualty loss. In the event of casualty loss of all or any part of the buildings, the owner of the building shall be responsible for rebuilding or repair caused by the casualty loss.

8. Student Services. Except as expressly set forth herein, CANUTILLO ISD shall provide all student services for the students in the Charter School, including, without limitation, health services, counseling services, tutorial services, transportation, food service, and all high school books and teaching materials. CANUTILLO ISD intends to use the Achievement Via Individual Determination (AVID) program. Charter School students will adhere to all the requirements of the CANUTILLO ISD Code of Conduct and state law applicable to public school students. Students will also adhere to any EPCC Code of Conduct. In the event of any inconsistency between the CANUTILLO ISD Code of Conduct and the EPCC Code of Conduct, the CANUTILLO ISD Code of Conduct and applicable provisions of Chapter 37 of the Texas Education Code shall control with respect to the students.

9. Professional Development of Staff. CANUTILLO ISD shall be responsible for professional development of all full-time and part-time staff assigned to Charter School, including, without limitation AVID training, staff development aimed at working with at-risk students and technology. EPCC shall assist in professional development of staff to the extent the staff are teaching college level courses.

10. Enrollment in College Courses. As a prerequisite to enrollment in college courses, each student shall apply for and be admitted to EPCC and shall have successfully completed appropriate placement exams. EPCC shall provide materials, support and guidance to assist students in the application process and taking of placement exams.

11. Fees, Tuition and Books for College Courses. EPCC shall waive tuition and fees for college credit courses for each Charter School student enrolled in such courses. CANUTILLO ISD will provide necessary college textbooks and teaching materials. CANUTILLO ISD will also fund placement testing fees.

12. Renewal; Termination. Upon completion of the initial term of this Agreement, it shall be automatically renewed for successive terms of one (1) year each unless either party shall give notice of nonrenewal at least ninety (90) days prior to the end of the initial term or ninety (90) days prior to the end of any renewal term. Notwithstanding the foregoing, either party shall have the right to terminate this Agreement with or without cause at any time during the initial term upon written notice to the other party. In the event of termination during the initial term of this Agreement, the effective date of termination shall be as of June 30 following the notice. It is the intent of the parties that no termination shall be made during the middle of the school year which will disrupt the academic process for the students of Charter School, unless the parties mutually agree.

13. Recruiting and Selection of Students. CANUTILLO ISD shall be solely responsible for recruiting and selection of students for the Charter School. An attempt will be made to recruit at least 50% of students from each CANUTILLO ISD middle school. Other slots may be granted to out-of district transfers. Remaining unused slots will be granted to under represented groups targeted for recruitment to include, but not limited to Hispanics and African Americas.

14. Steering Committee. CANUTILLO ISD and EPCC will create a Steering Committee to address any issues that arise with respect to the conduct of this program including, without limitation:

- (i) Operational Processes; Curriculum Processes; Curriculum, Technology and Recruitment; External Funding; Facilities; Marketing; Research
- (ii) Problems or concerns;
- (iii) Make recommendations regarding the effective coordination between EPCC and CANUTILLO ISD.

The Steering Committee shall meet at least quarterly and shall consist of an equal number of representatives from both EPCC and CANUTILLO ISD. The Steering Committee shall make reports, at least annually, to their respective boards.

15. Advisory Council. An advisory council will be created for the purpose of establishing local, state, and national partnerships, to leverage opportunities for fund development, innovative projects, and overall sustainability. The advisory council shall meet at least twice annually and shall consist of representatives from EPCC, CANUTILLO ISD, and the El Paso region.

16. Liability of EPCC and CANUTILLO ISD. This Agreement is not intended to alter or reallocate any defense or immunity presently authorized by law, or to create or transfer any liability arising under the law. CANUTILLO ISD and EPCC shall each bear any liability or risk of loss for claims arising from the acts or omissions of their respective employees and agents. Each party agrees that it shall be responsible for its own officers, agents and employees who are performing duties under this Agreement, and neither shall be liable or responsible for the acts or omissions of the other's officers, agents or employees. CANUTILLO ISD shall bear sole responsibility and liability for any claims by its students. CANUTILLO ISD and EPCC expressly maintain all rights of governmental immunity or sovereign immunity from litigation or liability, to the extent provided by applicable law.

17. Miscellaneous.

A. **Integrated Agreement.** This Agreement constitutes the entire agreement of the parties respecting the subject matter hereof and supersedes all prior agreements or understandings, whether written or oral.

B. **Notices.** Any notice authorized or required to be given under this Agreement shall be delivered or sent to the parties at the following addresses:

Canutillo ISD
7965 Artcraft Rd
El Paso, Texas 79932
Attn: Superintendent of
Schools

El Paso County Community College
P.O. Box 10500
El Paso, Texas 79998
Attn: President

C. **Compliance with Law and Regulations.** The parties shall comply with all applicable local, state and federal laws, ordinances, regulations and orders.

D. **Governing Law.** This Agreement shall be governed in all respects in accordance with the laws of the State of Texas, and shall be performable in El Paso County, Texas.

E. **Assignment Prohibited.** This Agreement, its rights, duties and responsibilities, may not be assigned without the prior written agreement of the parties.

F. **Counterparts.** This Agreement is being executed in multiple counterparts, each of which shall constitute an original and all of which together shall constitute but one and the same instrument.

Signed and approved effective as of the date shown above.

EPCC:

EL PASO COMMUNITY COLLEGE DISTRICT

BY: _____ RICHARD M. RHODES, PHD, PRESIDENT

APPROVED AS TO FORM:

EDWARD DUNBAR, GENERAL COUNSEL

CANUTILLO ISD:

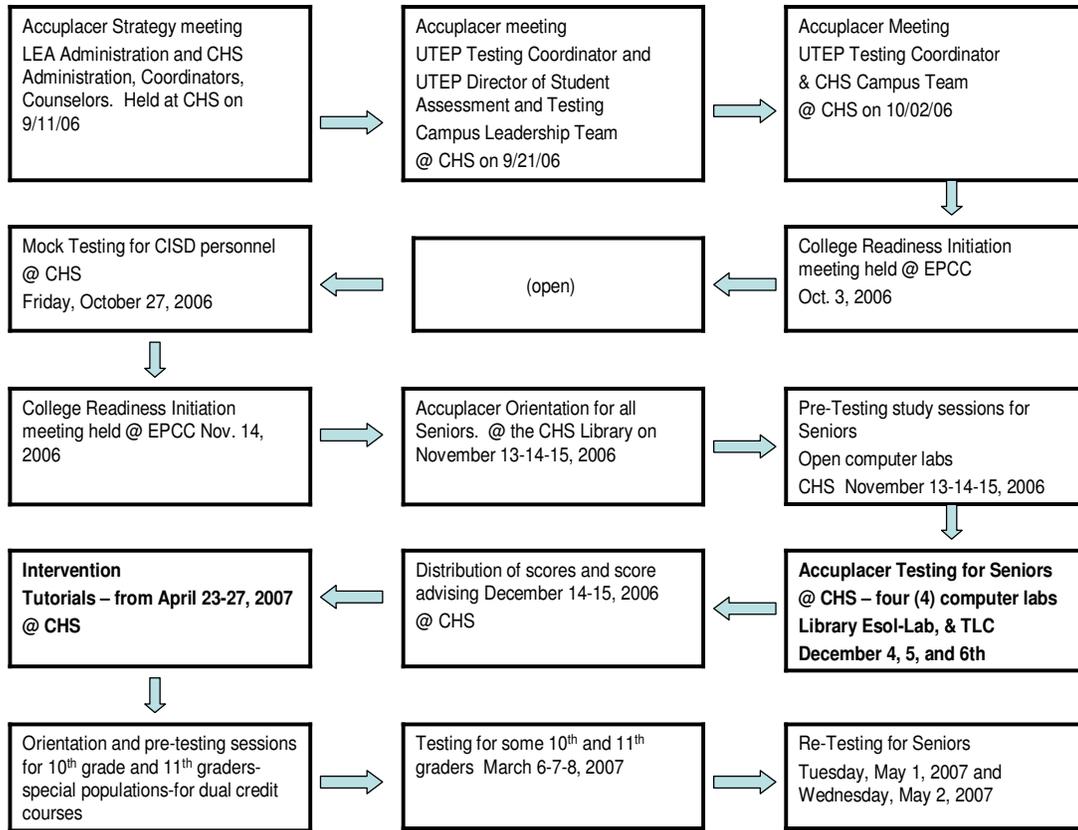
CANUTILLO INDEPENDENT SCHOOL
DISTRICT

BY: _____
Pam Padilla, Ed.D., SUPERINTENDENT

APPROVED AS TO FORM:

LARRY A. BASKIND, GENERAL COUNSEL

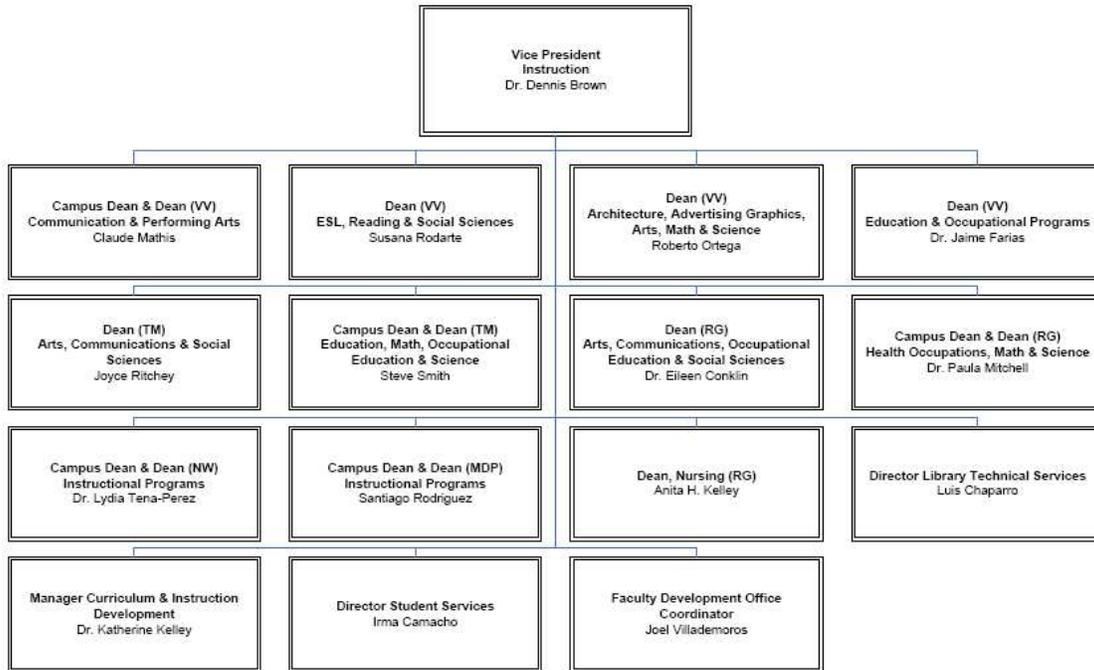
Canutillo Independent Schools
 Canutillo High School 2006-2007
 Accuplacer Timeline



APPENDIX 6

EL PASO COMMUNITY COLLEGE

VICE PRESIDENT OF INSTRUCTION



(Source: www.epcc.edu/sites/departments/instruction/vp.html)

APPENDIX 7

Canutillo ISD
Organization
By Responsibilities
Canutillo ISD

Elementary Schools	Middle Schools	Superintendent	Internal Auditing	Public Information
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	High School	Associate Superintendent Major Responsibilities	Early College High School	
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Five Year Plan

School Improvement Major Responsibilities	School Resources Major Responsibilities	Student Support Major Responsibilities	Improvement Planning SBDM - DAC	Business Services Major Responsibilities	Facilities & Transportation Major Responsibilities	Human Resources Major Responsibilities
Curriculum Development TEKS, TAKS, SDAA	Technology Equipment Network	Adult Education Workforce Development	Policy Development Regulations Development	Food Service Accounting	New Construction Security Monitoring	Recruitment & Hiring Health Benefits Employee Development Policies
Personal Grad Plans Child Study Teams Accel Instruction Plans State Compensatory Section 504/ARI/AMI	External Funding E-Rate Federal Programs Warehouse Energy Management	Family Leadership Family Literacy Elementary Counseling Health Services SHAC	Hearings Community Relations Governmental Relations Growth & Trend Analysis Student Enrollment	Accounts Payable Budgeting Payroll PEIMS Supervision Purchasing	Developer Relations Renovations Bond Oversight Transportation Maintenance Waste Water Operations	Professional Employees Title II Management PDAS Induction Mentoring
Bilingual/ESOL	Inventory	Community Service Positive Behavior Support	Student Transfers	Travel Emergency Plan / Safety		First Year Teachers
Migrant Education CATE	Property Appraisal Shipping/Receiving	Prevention	School Boundaries Land Acquisition	Development		Employees New to District National Board Certif Leadership Academy Auxiliary Employees
Advanced Academics International Baccal	Records Management Textbooks	Truancy Justice of the Peace School Resource Officers				
Special Education DAEP	Admin & Edu Software Libraries	School Resource Officers				Substitutes
Graduate Follow-up Service Learning	Technology Integration Telephony	Character Development Daycare, PEP & PRS Student Mentoring				Employee Assistance Title IX Compliance Wellness Program
Secondary Counseling Academic Advising Testing	Educare Development Prof Dev Center	Big Brothers/Big Sisters Mother/Daughter/F/S				Emergency Plan / Safety Training / Follow-up Risk Management
Community Scholars	Professional Library Webmastery Security System	Community Arts Summer Programs Family Relations AVANCE Early Childhood				Workers Compensation

APPENDIX 8

Northwest Early College High School Leadership Teams

Steering Committee: CISD and EPCC will create a Steering Committee to address any issues that arise with respect to the conduct of this program including, without limitation:

- (iv) Operational Processes; Curriculum Processes; Curriculum, Technology and Recruitment; External Funding; Facilities; Marketing; Research
- (v) Problems or concerns;
- (vi) Make recommendations regarding the effective coordination between EPCC and CISD.

The Steering Committee shall meet at least quarterly and shall consist of an equal number of representatives from both EPCC and CISD. The Steering Committee shall make reports, at least annually, to their respective boards.

Committee Membership:

EPCC - Dr. Richard Rhodes, President
Dr. Dennis Brown, Vice President of Instruction
Mr. Tim Nugent, Vice President of Student Services
Mrs. Fabiola Rubio, Vice President of Information Technology
Mr. Al Lawrence, Director of Grants Management
Dr. Lydia Tena-Perez, Northwest Campus Dean
Dr. Timothy Quezada, Education District-wide

Instructor/Coordinator

Dr. Rabab Fares, Associate Vice President of Marketing
Mr. Saul Candelas, Vice President for Research and Development
Dr. Ernie Roberts, Executive Assistant to the President

CISD - Dr. Pam Padilla, Superintendent
Pauline Dow, Associate Superintendent
Jose Lopez, External Funds Coordinator
Alfredo Vasquez, Public Information Officer
Charter School Principal
Dr. James Steinhauser, Executive Director for School Improvement
Yusuf Farran, Executive Director for Facilities and Transportation
Martha Veale, Executive Director for School Resources
Tony Reza, Executive Director for Business Services

Renee O'Donnell, Executive Director for Human Resources
Margarita Armendariz, Executive Director for Student Support

Advisory Council: An advisory council will be created for the purpose of establishing local, state, and national partnerships, to leverage opportunities for fund development, innovative projects, and overall sustainability. The advisory council shall meet at least twice annually and shall consist of representatives from EPCC, CISD, and the El Paso region.

Council Membership:

Dr. Richard Rhodes – EPCC President
Dr. Pam Padilla – CISD Superintendent
Eliot Shapleigh – Texas Senator
Woody Hunt – Business/Community Leader
Paul Foster – Business/Community Leader
Gerald Ruben – Business/Community Leader
Dr. Manny de la Rosa – Texas Tech Medical School
James Valenti – Thomason Hospital
Dr. Richard Jarvis – Provost UTEP
Dr. Bill Flores – Provost NMSU

Work Groups

1. **Operational (Budget, Staffing, Policies and Procedures)**

EPCC - Josette Shaugnessy, Associate Vice President for Finance
Dr. Lydia Tena-Perez, Northwest Campus Dean
Dr. Dennis Brown, Vice President for Instruction
Al Lawrence, Grants Management Director

CISD - Renee O'Donnell, Executive Director for Human Resources
Charter School Principal
Tony Reza, Executive Director for Business Services
Pauline Dow, Associate Superintendent

Responsible for budget, overseeing the hiring of qualified instructors, principal and staff, reviewing credentials of instructors, and policies and procedures.

2. Curriculum, Technology and Recruitment

EPCC - Dr. Tim Quezada, Education District-wide Instructor/Coordinator
Gary Chacon, Instructional Technology Manager
Dr. Lydia Tena-Perez, Northwest Campus Dean
Dr. Katherine Kelley, Curriculum Manager
Carolyn Buntyn, Interim Testing Director
Counselor

CISD - Dr. Jim Steinhauser, Executive Director for School Improvement
Martha Veale, Executive Director for School Resources
Alfredo Vasquez, Public Information Coordinator
Charter School Principal

Responsible for reviewing the EPCC/CISD curriculums, identifying technology needs and recruitment for the Early College High School.

3. External Funding

EPCC - Dr. Lydia Tena-Perez, Northwest Campus Dean
Al Lawrence, Grants Management Director

CISD - Jose Lopez, External Funds Coordinator
Charter School Principal

Responsible for identifying sources of external funding, including district sponsored charter school.

4. Facilities

EPCC - Tim Nugent, Vice President of Student Services
Gary Chacon, Instructional Technology Manager
J. R. Grijalva, Police Chief
David Mena, Construction Manager
Dr. Lydia Tena-Perez, Northwest Campus Dean

CISD - Yusuf Farran, Executive Director for Facilities and Transportation
Charter School Principal
Martha Veale, Executive Director for School Resources
Pauline Dow, Associate Superintendent
Sgt. Medina, El Paso County Sheriff's Office

Responsible for all facility aspects to ensure a safe learning environment for ECHS. EPCC and CISD will address issues that include buildings, wiring, administrative offices (for principal/staff), classrooms, geographic separation of portables, campus integration, support services, labs, testing services, lunch/break room, furniture, and restrooms facilities.

5. Marketing

EPCC - Dr. Rabab Fares, Associate Vice President of Marketing
Dr. Lydia Tena-Perez, Northwest Campus Dean

CISD - Charter School Principal
Alfredo Vasquez, Public Information Coordinator

Responsible for internal (EPCC and CISD) and external communication regarding the Early College High School (ECHS). Work with Gates Foundation on announcement of the ECHS.

6. Research

EPCC - Carolyn Buntyn, Interim Testing Director
Dr. Lydia Tena-Perez, Northwest Campus Dean
Dr. Carol Kay, Institutional Research Director

CISD - Charter School Principal
Pauline Dow, Associate Superintendent

Collect and analyze data relevant to the start-up and operation of the Early College High School. Track student performance, including diploma/degree completion. Report data on student test performance.

**CANUTILLO INDEPENDENT SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT
POST OFFICE BOX 100
CANUTILLO, TEXAS**

Subject: Administrative Personnel Actions for Date: August 12, 2008
Board of Trustee Information Only

Presented by: Renée O'Donnell Consent Agenda: _____

ACTION

1. **BACKGROUND INFORMATION**

Superintendent approved employment of personnel:

Jaime Bailleres	FT Driver, Effective 8/11/08
Linda Bordier	5th (B) Teacher, DDE, Effective 8/18/08
Chris Driskill	Athletic Trainer, CHS, Effective 7/28/08
Martin Espino	Custodian, AMS, Effective 8/1/08
John Foster	English Teacher, CHS, Effective 8/18/08
Lupita García	2 (M) Teacher, GES, Effective 8/18/08
Kristina Guzman	Nurse, BCE, Effective 8/15/08
Carolina Isela Hernandez	Social Studies Teacher, CHS, Effective 8/18/08
Karla Herrera	Bus Monitor, Effective 8/21/08
Kirsten Jedamczik	Special Ed. BIC Teacher, CMS, Effective 8/18/08
Bertha Lugo	Custodian, BCE, Effective 7/15/08
María Mares	FS Helper, Test Kitchen, Effective 8/20/08
Noe Medina	Custodian, DDE, Effective 7/16/08
Carlos Arturo Ochoa	Bus Monitor, Effective 8/21/08
Bertha Ortiz	Custodian, CHS, Effective 6/16/08

Superintendent approved employment of personnel (cont.):

Camila Peña	Science Teacher, CHS, Effective 8/18/08
Beverly Richardson	English Teacher, CHS, Effective 8/18/08
Rosaelia Salcido	FS Helper, Test Kitchen, 8/20/08
Anna Weaver Guerra	1 (M) Teacher, GES, Effective 8/18/08

Superintendent approved position changes for personnel:

Marc Abeyta	PE Teacher, CMS to CES, Effective 8/18/08
Rosemary Alvarado	Special Ed. Asst., CES to AMS, Effective 8/20/08
Jesica Arellano	Computer Maint. Teacher, CHS, to Math Teacher, NECHS, Effective 8/18/08
Ana Arreola	Special Ed. Teacher, CHS to CES, Effective 8/18/08
Mary Ann Babenco	EL Facilitator to Science Teacher, CHS, Effective 8/18/08
Alejandra Cooper	DAEP Asst., to Special Ed., Asst., JDE, Effective 8/20/08
Kenneth Cooper	PE Teacher, CES to CMS, Effective 8/18/08
Lourdes V. García	Special Ed. Asst., AMS to JDE, Effective 8/20/08
Christine Hernandez	Interim Admin. Asst. to Data Entry Clerk, Effective 6/30/08
Sarah Jaramillo	Special Ed. Teacher, CMS to AMS, Effective 8/18/08
Sonja Kurlowicz	Special Ed. Asst., BCE to CES, Effective 8/20/08
David Longoria	Science Teacher, CHS, to School Improvement Division, Effective 8/18/08

Superintendent approved position changes for personnel (cont.):

Bertha Lugo	PT FS Worker DDE, to Custodian, BCE, Effective 7/15/08
Lorraine McWhorter	Athletic Trainer, CMS to CHS, Effective 7/28/08
Leticia Ochoa	Special Ed. Asst., JDE to GES, Effective 8/20/08
Oscar Orrantia	Custodian, AMS, to Asst. Lead Custodian, AMS, Effective 6/19/08
Patricia Padilla	7th ESL Teacher, AMS, to 6th Grade Teacher, GES, Effective 8/18/08
Elizabeth S. Perez	Special Ed. Asst., BCE to CES, Effective 8/20/08
Rachel Quintana	Interim Admin. Asst., Supt's Office, to Admin. Asst., School Resources, Effective 6/30/08
Regino Ramos	Band Teacher, AMS, to Band Teacher, CHS, Effective 8/18/08
Patricia Rivera	Special Ed. Asst., CES to JDE, Effective 8/20/08
Yvonne Rivera	Special Ed. Teacher, CHS to BCE. Effective 8/18/08
Esther Rocha	Special Ed. Asst., AMS to CES, Effective 8/20/08
Roberto Ruiz	Special Ed. Asst., CES to AMS, Effective 8/20/08
Shawn Seifers	2 (M) Dual Teacher, BCE, to K (M) Dual Teacher, GES, Effective 8/18/08
Carlos Simpson	Test Kitchen Chef to Test Kitchen Chef/Culinary Arts Teacher, CHS, Effective 8/18/08
Carlos Ulloa	Special Ed. Asst., DDE to CHS, Effective 8/20/08

Superintendent approved position changes for personnel (cont.):

Sandra Weston-Honts	Special Ed. Teacher, AMS to JDE, Effective 8/18/08
Joseph Williams	4 (M) Teacher, BCE, to 4 (M) Dual Teacher, JDE, Effective 8/18/08

Superintendent approved resignations:

Julian Britton	CATE Teacher, CHS, Effective 6/5/08
Diane Grado	2 (M) Dual Teacher, JDE, Effective 6/5/08
Roberto Guerrero	3 (M) Dual Teacher, BCE, Effective 6/5/08
Maricela Lerma	Migrant Asst., CHS, Effective 6/4/08
Blanca Luna	ESL Teacher, CMS, Effective 6/5/08
Ernest Medina	Band, CHS, Effective 6/5/08
Sofia Mendez	1 (M) Teacher, GES, Effective 6/5/08
Dora Meraz	5 (B) Teacher, DDE, Effective 6/5/08
Joe Messinger	Athletic Trainer, CHS, Effective 6/5/08
Micha Seeburg	Social Studies Teacher, CHS, Effective 6/5/08
Viviana Serrano	GT Teacher, BCE, Effective 6/5/08

Superintendent approved retirements:

None

Termination of Support Personnel

See under separate cover.

2. **BOARD ACTION REQUESTED**

No action required.



The Canutillo Independent School District

Board Resolution No. 20083

Whereas: The Canutillo Independent School District is committed to sustainable, environmentally responsible energy policies; recognizes our region's potential for serving as a model for the benefits of using renewable resources to meet its energy needs; desires to take advantage of renewable resource technology that can save taxpayer money and protect the environment; and

Whereas: The Canutillo Independent School District acknowledges the opportunity for economic growth presented by the emerging "green" economy and the looming threat of peak oil; and seeks partnerships with other local governmental entities to encourage the adoption of such sensible policies throughout the region;

Whereas: On February 11th, 2008 the El Paso County Commissioners Court unanimously approved a Resolution proclaiming the goal of establishing El Paso County as the Solar Energy Capital of the Southwest; and

Whereas: El Paso County seeks to implement solar energy and passive solar technology in County-owned facilities, structures, and other properties and has prioritized renewable energy technology as part of its economic development and business recruitment strategies; and

Whereas: The Canutillo Independent School District strives to establish and uphold a policy of carbon neutral operations; and agrees to take advantage of the opportunity to purchase clean, commercial-grade energy produced from renewable sources whenever it is readily available; and

Whereas: The Canutillo Independent School District seeks to partner with El Paso County to further mutual goals; be it

Resolved that the Canutillo Independent School District declares its support for transforming El Paso into the Solar Capital of the Southwest, and the energy initiatives taken by the County of El Paso; and invites wide-ranging community support to help our region achieve energy self-sufficiency.

Coronado

President, Board of Trustees

I hereby certify that the above
Resolution was adopted _____.

Secretary, Board of Trustees

THE STATE OF TEXAS)
)
COUNTY OF EL PASO)

CONTRACT FOR ELECTION SERVICES

*This Contract, made this 1st day of August 2008 by and between the **CANUTILLO INDEPENDENT SCHOOL DISTRICT**, hereinafter called **CISD** and **JAVIER CHACON**, County Elections Administrator of El Paso County, Texas hereinafter called **CONTRACTING OFFICER**, pursuant to V.A.T.S., Election Code, Sec. 31.091, witnesseth:*

1. **RECITALS.** *The Contracting Officer is the County Elections Administrator of El Paso County, Texas and is the County Officer in charge of election duties. The **CISD** is a political subdivision situated wholly within El Paso County, Texas. The **CISD** and the Contracting Officer have determined that it is in the public interest of the inhabitants of the **CISD** that the following contract be made and entered into for the purpose of having the Contracting Officer furnish to **CISD** certain election services and equipment needed by **CISD** on **November 4, 2008**, in connection with the holding of a **CANUTILLO INDEPENDENT SCHOOL DISTRICT ELECTION**. Electronic voting equipment (Touch Screen) is to be used.*

2. **DUTIES AND SERVICES OF CONTRACTING OFFICER.** *The Contracting Officer shall be responsible for performing the following duties and shall furnish the following services and equipment:*

(a) *Prepare lists of persons to recommend for appointment as presiding election judges, alternate judges and the judge of the Central Counting Station; recruit and train the judges and clerks; and arrange for the use of polling places.*

(b) *Procure and distribute election supplies, and distribution of ballots, including*

distribution of ballots for early voting mail.

(c) *Assemble and edit lists of registered voters to be used in conducting the election.*

(d) *Procure, prepare, and distribute election equipment, transport equipment to and from the polling places, and issue election supplies to the precinct judges.*

(e) *Conduct Early Voting and supply personnel to serve as deputy early voting clerks.*

(f) *Provide for the storage of election records as provided by law.*

(g) *Supervise the handling and disposition of election returns, voted ballots, etc., and tabulate unofficial returns and assist in preparing the tabulation for the official canvass.*

(h) *Provide information services for voters and election officers.*

(i) *Assist in providing general overall supervision of the election and provide advisory services in connection with the decisions to be made and actions to be taken by officers of the **CISD** who are responsible for holding the election.*

3. **DUTIES AND SERVICES OF CISD.** *The **CISD** shall:*

(a) *Prepare appropriate documents for establishing the precincts and polling places.*

(b) *Prepare all election orders, resolutions, notices, and other pertinent documents for adoption for execution by the appropriate **CISD** officer or body, and take all actions necessary under law for calling the election, appointing the presiding judge, alternate judge, judge of the central counting station, and other election of officers, establishing precincts and polling*

places, handling contests, canvassing the returns and declaring the results.

(c) *Approve the tabulating supervisor and assistants and central counting station manager (recommended by the Contracting Officer).*

(d) *Prepare and publish in the official City newspaper or post all required election notices.*

(e) *Deliver to the Contracting Officer as soon as possible, the names that are to be printed on the ballot or ballot labels with the exact form and spelling that is to be used.*

(f) *Provide the services necessary to translate any election documents, into Spanish.*

(g) *Return all surplus election supplies to the Contracting Officer.*

(h) *Prepare any submission on voting changes to be submitted to the U. S. Department of Justice under the Federal Voting Rights Act of 1965, as amended.*

(i) *Pay 75% of estimated cost before election day (as per County Commissioners Court Order) thirty days from the date of billing.*

4. **COST OF SERVICES.** *The CISD shall pay for the above services, supplies and equipment in accordance with the following estimated cost schedule (EXHIBIT A) which is mutually agreed upon.*

5. **GENERAL CONDITION.**

(a) *A total of (5) five voting precincts plus (2) two permanent early voting stations will be used for the election. In addition there will be early voting locations and Mobile Voting designated by the Elections Department. Expenses will be shared with the **County of El Paso.***

(b) The **Canutillo I.S.D.** election will be held as a joint election with the **County of El Paso**. El Paso County Elections Dept. has contracted with four entities, which will be programmed into one touch screen system. During early voting a voter will be eligible to vote at any one of the early voting or mobile voting locations. **Canutillo I.S.D.** will be billed for areas within its jurisdiction and share with the **EL PASO COUNTY** and with entities accordingly, any other locations to be determined at a later date.

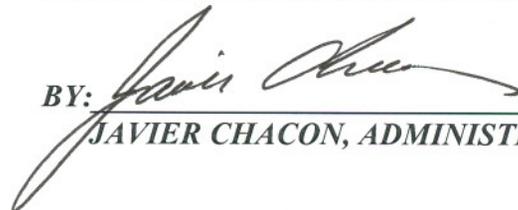
(c) Nothing contained in this contract shall authorize or permit a change in the officer with whom or the place at which any document or record relating to the election is to be filed.

(d) The **Contracting Officer** shall file copies of this contract with the County Judge and the County Auditor of El Paso County.

CANUTILLO INDEPENDENT SCHOOL DISTRICT:

BY: _____
PRESIDENT

COUNTY ELECTIONS DEPARTMENT:

BY:  _____
JAVIER CHACON, ADMINISTRATOR

ELECTIONS DEPARTMENT
500 E. SAN ANTONIO # 402
EL PASO, TEXAS 79901



PHONE: 915.546.2154
FAX: 915.546.2220
www.epcounty.com

August 4, 2008

EXHIBIT "A"

CANUTILLO INDEPENDENT SCHOOL DISTRICT ELECTION
NOVEMBER 4, 2008

PAYROLL:

EARLY VOTING	\$ 3,800.00
COUNTING STATION	\$ 400.00
ELECTION DAY PAYROLL	\$ 1,344.00
DELIVERY TO CENTRAL COUNTING STATION.....	\$ 56.00

OTHER EXPENSES:

PRINTING OF BALLOT (SAMPLE, PROVISIONAL, MAIL)	\$ 148.00
PUBLICATION OF NOTICES	\$ 32.00
AUTO/TABULATING EQUIP. SOFTWARE/SUPPLIES	\$ 1,000.00
EARLY VOTING KIT	\$ 68.00
PRECINCT KITS/ELECTION DAY.....	\$ 72.00
PRECINCT BAGS/ELECTION DAY/EARLY	\$ 8.00
PRECINCT CARDS/ELECTION DAY.....	\$ 120.00
TOUCH SCREEN VOTING MACHINES/EV & ELECTION DAY.....	\$ 425.00
PICKUP & DELIVERY OF TOUCH SCREENS	\$ 119.00
TOUCH SCREEN ENCODERS.....	\$ 32.00
PARKING GARAGE CHARGE FOR JUDGES & CLERKS	\$ 15.00
POSTAGE/STATIONERY/CHECKS.....	\$ 35.00
SUB TOTAL	\$ 7,674.00
ADMINISTRATIVE FEE 10 %	\$ 767.40
TOTAL	\$ 8,441.40

Pay 75% of estimated cost before Election Day (as per County Commissioners Court Order)

Canutillo I.S.D. Judges List
November 4, 2008

Pct. #

2
Judge
Alt.

Polling Place/Judge/Alt.

West Valley Fire Department
Robert S. Marshall (D)
Emesias Garcia (R)

Address

510 Vinton Rd.
420 Rancho Estancias Anthony, Texas 79821 886-2566
1301 Banker Rd. Canutillo, Texas 79835 886-2865

3

Judge
Alt.

Canutillo Middle School

Jose Medina (D)
Claudia Lopez (R)

7311 Bosque Rd.

7272 Sixth St. Canutillo, Texas 79835 877-3948
E-10 Bosque Rd. Canutillo, Texas 79835 422-8276

4

Judge
Alt.

Canutillo Elementary School

Chita Alderete (D)

651 Canutillo Ave.

6061 Isabella St. El Paso, Texas 79912 584-0532

5

Judge
Alt.

Fire Station #2

John Jamison (D)

111 E. Borderland Rd.

826 Mamie Rd. El Paso, Texas 79932 584-2591

11-2 & 170

Judge
Alt.

Olga Kohlberg Elementary School

Martin Ramos (D)

1445 Nardo Goodman Dr.

7305 Desierto Maiz El Paso, Texas 79912 833-1481

The County of El Paso

Elections Department
500 E San Antonio # 402
El Paso, Texas 79901

Phone: 915 546-2154
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www.epcounty.com



Javier Chacon
Elections Administrator

November 4, 2008

RECOMMENED PERSONNEL

Central Counting Station Manager Javier Chacon

Central Counting Station Judge Veronica Roman

Early Voting Ballot Board Chairman Rosa O'Keefe

Tabulating Supervisor Tony Rivera

Last day to receive a request for a ballot by mail October 28, 2008

STUDENT ACTIVITIES
COMMENCEMENT

FMH
(LOCAL)

COMMENCEMENT
EXERCISES

Students shall meet all state and local graduation requirements, including all applicable exit-level testing, to be eligible to participate in commencement activities and ceremonies. [See EI, EIF]