

# Agenda of Regular Meeting

## The Board of Trustees Canutillo ISD

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A Regular meeting of the Board of Trustees of Canutillo ISD will be held November 17, 2009, 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. CALL TO ORDER
  2. ROLL CALL
  3. NEW BUSINESS
    - A. Review and recommendation of TASB Localized Update 86 2  
**Presenter:** Mrs. O'Donnell
    - B. Review and possible revision to EIF(Local) Academic Achievement: 17  
Graduation  
**Presenter:** Ms. Gonzalez & Mr. Fry
    - C. CSCOPE Presentation and Report 25  
**Presenter:** Ms. Gonzalez
    - D. Concerns regarding CSCOPE 30  
**Presenter:** District Teachers
  4. COMMUNITY INPUT
  5. ADJOURNMENT
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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.

# Policy Update 86 and Local District Update

Personnel/Policy Committee  
November 17, 2009

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## CFD (LOCAL)

ACCOUNTING:

ACTIVITY FUNDS MANAGEMENT

- **At DISTRICT AND CAMPUS ACTIVITY FUNDS directs the superintendent to establish regulations governing the expenditure of activity funds requiring the expenditure to meet the**
  1. **District's educational purpose;**
  2. **Provide a commensurate benefit to district or its students; and**

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## CFD (LOCAL)

(continued)

### **3. Must comply with prohibitions on the gift of public funds.**

- **Activity funds applies to district and campus activity funds and includes the superintendent as one of the district employees responsible for administering such funds.**
- **These are funds generated from vending machines, rentals, gate receipts, concessions, and other local funds over which the district has control.**

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## CLB (LOCAL)

~~BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT:~~

Maintenance

- **At INTEGRATED PEST MANAGEMENT PROGRAM is a new statement committing the district to follow its IPM (integrated pest management program) guidelines.**
- **At DEFINITION, the definition of IPM now coincides with definition included in the Administrative Code at 19 TAC 7-114.**

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## CLB (LOCAL)

(continued)

- **At STANDARDS, relevant portions of the Administrative Code and Occupations Code are cited for easy reference.**
- **At IPM COORDINATOR, the superintendent is directed to designate an IPM Coordinator requiring the coordinator be registered with the Texas Department of Agriculture (TDA).**

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## CV (Local)

Facilities Construction

- Superintendent will establish procedures that ensure all school facilities comply with applicable laws and local building codes.
- At CONSTRUCTION CONTRACTS, the Board shall determine the project delivery method to be used for each construction contract valued at or above \$50,000.

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## DGBA (LOCAL)

Personnel-Management Relations:

Employee Complaints/Grievances

- **Policy now requires district to permit an employee who files a grievance to make an audio recording of any meeting or proceeding at which the substance of the grievance is investigated or discussed.**
- **Employee is required to inform others that an audio recording is being made.**

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## EIA (LOCAL)

Academic Achievement:

Grading/Progress Reports to Parents

- **Local policy establishes grading guidelines and recommends their annual review ensuring that grading reflects a student's relative mastery of an assignment.**
- **New at GUIDELINES FOR GRADING allows a student to redo a class assignment or retake a test for which a student has received a failing grade. *Suggest adding at #2, "Student must produce a product to determine mastery and assign a grade".***
- **RECORDING FINAL GRADES has been removed from local policy requiring the recording of a 50 in the permanent record when the student's average is less than a 50.**

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## EIE (LOCAL)

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- Policy includes recommended language referencing the factors to consider when promoting students.
- Language has been deleted referencing requirement to pass 3<sup>rd</sup> TAKS for promotion to the 4<sup>th</sup> grade.
- Policy also reflects new accelerated instruction requirements for students whom the grade placement committee promotes.

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## EIF (LOCAL)

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Academic Achievement: Graduation

- Language has been deleted specifying the number of required number of physical education credits listed in the section regarding P.E. substitutions.
- P.E. credit requirements now depend on which graduation program the student is enrolled in.
- Sylvia Gonzalez and Jim Fry will present on recommendations concerning health and technology credits as required local credits for graduation.

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## FDD (LOCAL)

School Safety Transfers

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- **Local policy has been deleted here and moved to FDE Local policy.**

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## FDE (LOCAL)

School Safety Transfers

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- **Policy adds aggravated robbery as one of the violent criminal offenses for which a student who is a victim must be offered a transfer.**

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## FEA (LOCAL)

Attendance:

Compulsory Attendance

- **At HIGHER EDUCATION VISITS, new provision permits an excused absence for up to two days during a student's junior year and up to two days during the student's senior year for visits to an institution of higher learning, the maximum allowed by law.**
- **Requires students to submit verification of the visit according to administrative regulations.**

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## FEC (LOCAL)

Attendance:

Attendance for Credit

- **Expands list of reasons for which a student's absence may be counted as a day of attendance for compulsory attendance purposes.**
- **Additional reasons are absences related to student obtaining U.S. citizenship, serving as an election judge, and visiting an institution of higher education.**
- **Added that students may receive credit for attendance by attending a flexible school day program.**

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## FFAD (LOCAL)

Wellness and Health Services:  
Communicable Diseases

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- **Policy has been deleted.**
- **Information on exclusion and readmittance of students due to communicable diseases is available at FFAD Legal.**

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**End of Update 86**

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## LEGAL POLICIES – UPDATE 86

### CANUTILLO INDEPENDENT SCHOOL DISTRICT

#### Responsibility Grid with Timelines

Policy	Requirement	Responsible Person	Effective Date
BBB	Changes in election procedure: Cancelling an election Posting for an election Election Order	Board of Trustees/Superintendent Toni Blaes	9.1.09
BBBB	Defines misuse of public funds for political advertising	CFO Patricia Tidwell	9.1.2009
BDF	<b>BOD must appoint at least 5 members to the SHAC and SHAC must submit a written report to the BOD on health education curriculum recommendations</b>	Margarita Armendariz	9.1.2009  <b>Written report due to BOD by 4.1.2010</b>
BQ	<b>Elementary and Middle School CIPS are required to include goals and objectives for the coordinated health program</b>	Margarita Armendariz Sylvia Gonzalez	6.19.2009
CBA	Academically Acceptable is now renamed to Acceptable	Sylvia Gonzalez	6.19.09
CFD	<b>Superintendent to ensure the expenditure of activity funds meets educational purpose, provide commensurate benefit to district or its students, and not be a gift of public funds through regulation development</b>	Superintendent	9.1.2009  Superintendent must write regulations governing expenditure of activity funds
CH	<b>Board delegates to Superintendent to contract for replacement of school equipment in case of an emergency. Also raises dollar amt. from \$25K to \$50 K before requiring district to go out for bid; also allows electronic bids</b>	BOD/Superintendent Ron Gatlin	6.19.09
CJA	<b>Contractor criminal history</b>	Ron Gatlin	9.1.2009

## LEGAL POLICIES – UPDATE 86

### CANUTILLO INDEPENDENT SCHOOL DISTRICT

#### Responsibility Grid with Timelines

	changes	Renee O'Donnell	
CL	District must establish long-range energy reduction plan that annually reduces energy use by 5% beginning in 2008 fiscal year	CFO	6.19.2009
CLB	District must have an Integrated Pest Management (IPM) Plan. District must name an IPM Coordinator and report name to Dept. of Agriculture	Superintendent Executive Director for Facilities and Transportation Pablo Ramirez	7.7.2009
CMD	Provides funding method for purchase of electronic textbook; it is a criminal offense to receive fits related to textbook purchases	Ernie Ortiz	6.19.2009
CNC	Requirement for buses to have a three-point seat belt. Prohibits use of wireless device in school zone	Juan Miranda	9.1.2009  Seat belt requirement effective 9.1.2010
COA	Deletes policy on produce purchases	Adele Balesh	6.19.2009
CS	Requirements of playgrounds, LP-Gas Systems, and portable buildings; metal surfaces must be shielded from the sun	Executive Director of Facilities and Transportation Pablo Ramirez	9.1.2009
CV	BOD delegates authority to Superintendent to repair, rebuild schools in case of an emergency	BOD/Superintendent	6.19.2009
DAA	Individual may not claim reverse discrimination if they lack a disability	Renee O'Donnell	9.1.2009
DBA	New guidelines on bus drivers and record checks	Juan Miranda Renee O'Donnell Mike Gonzales Laurie Ramirez	6.19.2009
DBAA	New confidentiality /destruction requirements	Renee O'Donnell HR Staff	9.1.2009

## LEGAL POLICIES – UPDATE 86

### CANUTILLO INDEPENDENT SCHOOL DISTRICT

#### Responsibility Grid with Timelines

	regarding criminal history checks; requires destruction of CHRI at the end of 1 year		
DBB	Drivers of school activity buses must be medically screened	Juan Miranda Renee O'Donnell Mike Gonzales Laurie Ramirez	?
DC	Districts may post vacancies only on web	Renee O'Donnell	6.19.2009
DEA	Employees on the state minimum salary schedule and SLP's must receive a salary increase. Salary cannot be reduced from its 2010 amount. District must provide NOTICE REGARDING EARNED TAX CREDIT (9.1.2009)	CFO Kathy Ellis	6.19.2009
DEAA	Districts required to inform teachers and principals of the criteria for DATE. Provides guidance on mentors	Renee O'Donnell Judy Jimenez Sylvia Gonzalez	9.1.2009
DEC	Can not restrict order of leave taken. Assault leave must be explained in employee handbook	Renee O'Donnell	5.12.2009
DG	Employees have immunity when sheltering people in an emergency	Renee O'Donnell Mike Gonzales	9.1.2009
DGBA	Employees may record grievance proceedings at all levels	Renee O'Donnell Judy Jimenez District Supervisors	9.1.2009
EEB	Allows exception to state class size for a year instead of a semester in the case of hardship	Renee O'Donnell	6.19.2009
EFAA	Guidance on Open-Source Textbooks creates electronic textbook and instructional materials list. District now required to purchase a classroom set of textbooks for each foundation/enrichment	Ernie Ortiz	6.19.2009

## LEGAL POLICIES – UPDATE 86

### CANUTILLO INDEPENDENT SCHOOL DISTRICT

#### Responsibility Grid with Timelines

	subject		
EHAA	District must define PE goals and objectives including student-pupil ratios. District must inform parents at the start of each year whether human sexuality will be taught.	Margarita Armendariz Renee O'Donnell	6.19.2009
EHAC	Beginning 2010-2011, middle schools must require a fine arts credit. PAPA must be included in the high school health curriculum. District required to choose an alcohol awareness program from TEA list	Margarita Armendariz Sylvia Gonzalez	6.19.2009  Fine Arts credit effective 2010-2011 school year
EHBAB	IEP will initially match military child's IEP from sending district	Janine Hammock	5.5.2009
EHBC	PK student whose parent wants student retained is not considered at-risk	Sylvia Gonzalez Principals	6.19.2009
EHBG	For PK eligibility, stepchild is the same as child, step parent is the same as parent; district required to report to TEA the strategies it uses to inform community of PK programs; full-time PK students required to take PE	Associate's office Sylvia Gonzalez	6.19.2009
EHBK	October is Hydrocephalus Month and must be observed	Janine Hammock	9.1.2009
EHDD	District not required to pay tuition costs of student taking college credit courses at district. District may count attendance in these courses for ADA purposes.	Sylvia Gonzalez High school principals	9.1.2009
EHDE	Information on the STATE VIRTUAL SCHOOL	Annette Brigham	9.1.2009

## LEGAL POLICIES – UPDATE 86

### CANUTILLO INDEPENDENT SCHOOL DISTRICT

#### Responsibility Grid with Timelines

	NETWORK		
EIA	District must adopt a grading policy before each year. Students' first report card must include the school's rating designation; district must provide parents with comparisons of student performance and information about online resources if parent's child failed an assessment instrument	Sylvia Gonzalez Annette Brigham Principals	6.19.2009
EIC	Beginning 2011-2012, UT may cap the number of students it admits under the top 10% law. Schools are tasked to inform students of the law change.	Sylvia Gonzalez Secondary principals Secondary counselors	6.19.2009
EIE	Effective 2009-2010, district must annually give notice of its promotion standards; 3 <sup>rd</sup> grade students no longer required to pass a state assessment in order to be promoted; students who do not pass the state assessments must be provided accelerated instruction.	Sylvia Gonzalez Annette Brigham Principals	Effective 2009=2010
EIF	Allows high school students to enroll in the Minimum High School Program if they meet certain guidelines; district must explain benefits of the Recommended HS Program to parents	Sylvia Gonzalez High school principals High school counselors	Effective 2009=2010
EJ	Requires high school counselors to explain the requirements of AUTOMATIC ADMISSION to 10 <sup>th</sup> and 11 <sup>th</sup> graders	Sylvia Gonzalez High school principals High school counselors	6.19.2009

## LEGAL POLICIES – UPDATE 86

### CANUTILLO INDEPENDENT SCHOOL DISTRICT

#### Responsibility Grid with Timelines

	who are in the top 25% of their class		
EK	Campus CIC may limit administration of local assessment tests in preparation for the state assessment tests to 10% or fewer instructional days in the school year	Sylvia Gonzalez Campus principals Campus CIC's	Effective 2009-2010
EKB	Effective 2009-2010, special education students are no longer exempt from state assessments; policy provides guidance for MILITARY DEPENDENTS' plan to graduate on time	Sylvia Gonzalez Janine Hammock High school principals High school counselors	5.5.2009
EKBA	LEP students may be administered an accommodated or alternative assessment, may be exempted, or may receive a postponement from testing during their first year of enrollment	Sylvia Gonzalez Antonio Del Campo Campus principals	Effective 2009-2010
FEA	Policy now groups together absences that districts must excuse and absences districts may excuse for compulsory attendance purposes	School principals Attendance committees Attendance clerks	6.19.2009
FEB	District's ADA may be adjusted if all or part of the district is declared a disaster area by the governor; adjustment will last 2 years	Superintendent CFO	
FNCG	Student not to be expelled if in possession of a firearm at an approved off-campus target range	High school principal	6.19.2009
FO	District will consider self-defense, intent, disciplinary history, and disability when making decisions concerning out-	Principals	6.19.2009

## LEGAL POLICIES – UPDATE 86

### CANUTILLO INDEPENDENT SCHOOL DISTRICT

#### Responsibility Grid with Timelines

	of-school suspension, DAEP placement		
FFG	Failure to report Child Abuse is now a class A misdemeanor instead of a class B	Associate Superintendent Campus principals	6.1.2009
FFAB	Students in grades 7-12 must have the meningococcal vaccine	Margarita Armendariz School nurses	3.1.2009
FM	Guidelines for students participating in rodeos	School principals	1.1.2010
GBA,GBAA	District may redact certain personal information of an employee or board member without first seeking opinion from attorney general but district must inform requestor regarding the redaction; policy also expands list of information excepted from public disclosure	Patricia Tidwell Renee O'Donnell	6.4.2009

Canutillo ISD  
071907

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LOCAL)

2004-05 2007-2008  
SCHOOL YEAR AND  
THEREAFTER

The following graduation requirements apply to students who entered grade 9 in the 2004-05 2007-2008 school year and thereafter.

MINIMUM  
PROGRAM

The District requires no additional credits for graduation under the Minimum Program beyond those mandated by the state.

RECOMMENDED  
PROGRAM

The Board has declared that the Recommended Program shall be the minimum requirement for graduation from the District. ~~The District requires no additional credits for graduation under the Recommended Program beyond those mandated by the state.~~ The District requires additional credits for graduation under the Recommended Program beyond those mandated by the state. The District publishes a District graduation guide that lists specific courses that must be completed. Transfer students who have earned 12 or more credits toward graduation and have followed a graduation plan that is less than the Recommended Program shall be permitted to graduate under the Minimum Program.

ADVANCED /  
DISTINGUISHED  
ACHIEVEMENT  
PROGRAM

The District requires no additional credits for graduation under the Advanced/Distinguished Achievement Program beyond those mandated by the state.

HEALTH CREDIT

The school district shall require a half credit course in Health Education for all students in order to meet the high school health requirements of the Parenting and Paternity Awareness (P.A.P.A.) program. The high school health curriculum will integrate health systems such as developmental stages, basic nutrition and health challenges including communicable diseases. The district will provide an alcohol awareness program approved by TEA.

PHYSICAL EDUCATION  
SUBSTITUTIONS

The District shall allow students to substitute certain physical activities for the 4.5 required credits of physical education. Such substitutions shall be based on the physical activity involved in:

1. Drill team, marching band, and cheerleading during the fall semester.
2. Junior Reserve Officer Training Corps (JROTC).
3. Athletics.

DATE ISSUED: 10/3/2007  
LDU 2007.08  
EIF(LOCAL)-X

1 of 2

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Canutillo ISD  
071907

ACADEMIC ACHIEVEMENT  
GRADUATION

EIF  
(LOCAL)

4. Dance I-IV.
5. Two- or three-credit career and technology work-based training courses.

OTHER PHYSICAL  
ACTIVITY PROGRAMS

The District shall award state graduation credit for physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus, upon approval by the Commissioner of Education. [See also EHAC]

READING CREDITS

The District shall offer up to 3 credits of reading for state graduation credit. The Superintendent or designee shall be responsible for establishing procedures to assess individual student needs and evaluate student progress and shall monitor instructional activities to ensure that student needs are met. Students shall be identified as eligible to earn reading credit based on:

1. Recommendation by a teacher or counselor.
2. Scores on assessment instruments and/or achievement tests.

DATE ISSUED: 10/3/2007  
LDU 2007.08  
EIF(LOCAL)-X

ADOPTED:

2 of 2

## New School Health Requirements for the 2009-2010 School Year\*

### School Health Advisory Councils (SHACs)

- Meet 4 times per year, minimally.
- Contain a minimum of 5 members.
- Report directly to the school board at least once annually with detailed account of SHAC activities and recommendations.
- Appoint parent as chair or co-chair.
- Recommend indicators for evaluating effectiveness of Coordinated School Health Programs.

### Coordinated School Health (CSH)

- Develop goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages, the use of success of any method to ensure students are reaching required moderate or vigorous physical activity (MVPA), and any other indicator recommended by SHAC.
- Include in all Campus Improvement Plans (CIPS) for elementary middle and junior high school campuses.

### Physical Activity

- Students enrolled in all full-day prekindergarten must participate in MVPA for a minimum of 30 minutes per day or 135 minutes per week.

### Physical Education

- *“Curriculum must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.”*
- Develop specific district goals and objectives for accomplishing the above, including (to the extent practicable) student/teacher ratios that are small enough to enable the district to carry out the purposes of and requirements for the physical activity requirements in grades prekindergarten-eighth and to ensure of the safety of all students.
- If the student/teacher ratio established in a district is greater than 45 to 1 in a physical education class, the district must identify the manner in which the safety of students will be maintained.

### Health Education

- Written notice must be sent home before each school year indicating whether or not the district will provide human sexuality instruction to students.
- If human sexuality instruction is provided, a summary of its content, the requirements established under state law, a statement of the parent's right to review the materials, the option to remove the student without penalty, and information describing opportunities for parental involvement in the development of the curriculum (SHAC) must be included in the written notice.

### High School Graduation Requirements

- Chart of revised high school graduation requirements may be found on the following TEA websites:
  - a. For students who entered grade 9 before 2007-08  
<http://ritter.tea.state.tx.us/taa/comm070609a.doc>
  - b. For students who entered grade 9 in 2007-08 or later  
<http://ritter.tea.state.tx.us/taa/comm070609b.doc>

**Recommended High School Program**  
for students who entered Grade 9 in 2007-08 or later

	<b>Graduation Requirements Current – 26 credits</b>	<b>Graduation Requirements HB 3 – 26 credits</b>
<b>English Language Arts (4)</b>	English I	English I
	English II	English II
	English III	English III
	English IV	English IV
<b>Social Studies (4)</b>	World Geography	World Geography
	World History	World History
	US History	US History
	US Government / Economics	US Government / Economics
<b>Mathematics (4)</b>	Algebra I	Algebra I
	Geometry	Geometry
	Algebra II	Algebra II
	4 <sup>th</sup> SBOE approved mathematics course (see TAC §74.63 for possible courses)	4 <sup>th</sup> SBOE approved mathematics course (see TAC §74.63 for possible courses)
<b>Science (4)</b>	Biology, AP Biology, or IB Biology	Biology, AP Biology, or IB Biology
	Two credits from two of the following: (A) IPC (B) Chemistry, AP Chemistry, or IB Chemistry (C) Physics, Principles of Technology I, AP Physics, or IB Physics	Two credits from two of the following: (A) IPC (B) Chemistry, AP Chemistry, or IB Chemistry (C) Physics, Principles of Technology I, AP Physics, or IB Physics
	4 <sup>th</sup> SBOE approved science course (see TAC §74.63 for possible courses)	4 <sup>th</sup> SBOE approved science course (see TAC §74.63 for possible courses)
<b>Languages other than English (2)</b>	Any two levels in the same language	Any two levels in the same language
<b>Fine Arts (1)</b>	May be satisfied by any course in Chapter 117, Subchapter C, relating to Texas Essential Knowledge and Skills for Fine Arts	May be satisfied by any course in Chapter 117, Subchapter C, relating to Texas Essential Knowledge and Skills for Fine Arts
<b>Physical Education (1)</b>	1½ required	1 required
<b>Speech</b>	½ required	½ required per current SBOE rule, may count as an elective
<b>Technology Applications</b>	1 required	Not required
<b>Health</b>	½ required	Not required
<b>Electives</b>	3 ½ - May be selected from the list of courses specified in §74.51(g) relating to High School Graduation Requirements	*6 - May be selected from the list of courses specified in §74.51(g) relating to High School Graduation Requirements

**Recommended High School Program**  
for students who entered Grade 9 **before** 2007-08

	<b>Graduation Requirements Current – 24 credits</b>	<b>Graduation Requirements HB 3 - 24 credits</b>
<b>English Language Arts (4)</b>	English I	English I
	English II	English II
	English III	English III
	English IV	English IV
<b>Social Studies (4)</b>	World Geography	World Geography
	World History	World History
	US History	US History
	US Government / Economics	US Government / Economics
<b>Mathematics (3)</b>	Algebra I	Algebra I
	Geometry	Geometry
	Algebra II	Algebra II
<b>Science (3)</b>	Biology, AP Biology, or IB Biology	Biology, AP Biology, or IB Biology
	Two credits from two of the following: (A) IPC (B) Chemistry, AP Chemistry, or IB Chemistry (C) Physics, Principles of Technology I, AP Physics, or IB Physics	Two credits from two of the following: (A) IPC (B) Chemistry, AP Chemistry, or IB Chemistry (C) Physics, Principles of Technology I, AP Physics, or IB Physics
<b>Languages other than English (2)</b>	Any two levels in the same language	Any two levels in the same language
<b>Fine Arts (1)</b>	May be satisfied by any course in TAC Chapter 117, Subchapter C, relating to Texas Essential Knowledge and Skills for Fine Arts	May be satisfied by any course in TAC Chapter 117, Subchapter C, relating to Texas Essential Knowledge and Skills for Fine Arts
<b>Physical Education</b>	1½ required	1 required
<b>Speech</b>	½ required	½ required per current SBOE rule, may count as an elective
<b>Technology Applications</b>	1 required	Not required
<b>Health</b>	½ required	Not required
<b>Electives</b>	3 ½ - May be selected from the list of courses specified in TAC §74.51(g) relating to High School Graduation Requirements	* 6 - May be selected from the list of courses specified in TAC §74.51(g) relating to High School Graduation Requirements

\*Electives are in addition to the required credits in fine arts, physical education and languages other than English



# ATTORNEY GENERAL OF TEXAS GREG ABBOTT

Educators | Students | Parents

## Frequently Asked Questions About p.a.p.a. for Educators

### 1. [What is p.a.p.a.?](#)

p.a.p.a. stands for Parenting and Paternity Awareness program. This curriculum was originally developed by the Office of the Attorney General's Child Support Division and has been in use in Texas public schools since 1995, the year the first version was published. At its initiation, p.a.p.a. was reviewed and endorsed by the Texas PTA and all statewide teacher organizations. A new version was issued in 2003, and more than 2,000 Texas educators and community professionals were trained in using the curriculum. The 2008 edition of the curriculum is being distributed to use in high school health classes beginning in fall, 2008.

### 2. [Is p.a.p.a. required?](#)

The 80th Legislature passed HB 2176, which directs the State Board of Education to work with the OAG to develop a parenting and paternity awareness program that school districts must use in the high school health curriculum, effective the 2008-2009 school year. In collaboration with the Texas Education Agency and the SBOE, the OAG has committed resources to provide the p.a.p.a. curriculum, along with training, to all high school health teachers to ensure full compliance with the statute.

### 3. [What does p.a.p.a. teach?](#)

The learning objectives of p.a.p.a. include: responsible parenting, a basic understanding of paternity and child support laws, skills for healthy relationships, financial implications of becoming a parent, impact of father involvement, benefits of stable family relationships on children, and relationship violence prevention. It should be noted that p.a.p.a. is not a sex education curriculum.

### 4. [What's in p.a.p.a.?](#)

The curriculum contains 14 sessions of approximately one hour. Sessions include a DVD segment of 2-3 minutes, and a lesson supported by group activities, handouts, and workbook exercises that may be done in class or as homework. Health (and other curriculum area) TEKS covered in each session are identified to facilitate incorporation of the p.a.p.a. curriculum into an already full semester of health topics.

### 5. [What do teachers say about p.a.p.a.?](#)

A survey of teachers trained in using the curriculum found that 93 percent thought it easy to use and 100 percent thought it was successful in teaching students the rights and responsibilities of parenthood and helped the students think more seriously about their own future as a parent.

6. [How do teachers receive training on p.a.p.a.?](#)

The OAG provides free training through Education Service Centers, school district in-service, and other community-based organizations. Training can be scheduled by contacting [papa@oag.state.tx.us](mailto:papa@oag.state.tx.us).

7. [What does the training consist of?](#)

The training is one full day (6 hours), and provides an overview of the p.a.p.a. curriculum, explanation of the critical legal issues addressed in the curriculum, and the background training to effectively use it with students. Teachers will receive a free copy of the curriculum as well as other resource materials.

8. [Can teachers other than those in health classes receive training and use the curriculum?](#)

Yes. Although health teachers will be prioritized, other teachers are welcome to receive training along with a free copy of the curriculum.

9. [Can p.a.p.a. be taught to middle-schoolers?](#)

Yes, p.a.p.a. was developed for grades 6 through 12. Middle-schoolers may need some extra vocabulary assistance. School districts are encouraged to inform parents in advance about the curriculum and invite them to visit this website to familiarize themselves with the content of p.a.p.a.

10. [May a school district send a representative to be trained who can then train other teachers within the district?](#)

No. Since a significant part of the p.a.p.a. curriculum training has to do with somewhat complicated legal content, the Office of the Attorney General only distributes the curriculum to individual teachers as part of the training.

11. [May the p.a.p.a. curriculum be purchased?](#)

No, the curriculum is available free to teachers after training. Examination copies are available to institutions by contacting [papa@oag.state.tx.us](mailto:papa@oag.state.tx.us).

12. [If teachers have taken training on the earlier version of p.a.p.a., prior to September 2007, do they need to repeat training?](#)

Probably so, since the revised version has five new chapters, and getting a "refresher" on the legal issues is usually helpful.

13. [What if a teacher has taken the current p.a.p.a. training but still needs more information on p.a.p.a. legal issues?](#)

Check the Child Support FAQs on the OAG website ([link](#)). Another good resource is TXAccess.org, the question and answer section of a website sponsored by the OAG. In addition, teachers can email [papa@oag.state.tx.us](mailto:papa@oag.state.tx.us) with questions that are not answered in the above listed resources.

14. [In regard to HB 2176, are there other parenting and paternity awareness curricula that school districts may use instead of p.a.p.a. that meet the state mandate?](#)

**HB 2176** stated that the State Board of Education and the OAG would work together to develop a program "that a school district shall use in its high school health curriculum," and that program is p.a.p.a. The SBOE further adopted New 19 TAC Chapter 74 Curriculum Requirements **§74.35. Additional Requirements for High School Health Classes**. p.a.p.a. is the only curriculum that meets the requirement.

15. [Our high school already has a family violence prevention skills program for students as part of our district-wide family violence prevention program. <sup>23</sup> we have to duplicate that with Session 13 of p.a.p.a.?](#)

No, you may continue to use the program that you have in place. This is the one exception that HB 2176 makes.

16. Can school nurses get continuing nurse education credits for p.a.p.a. training?

Yes. p.a.p.a. was approved by the Texas Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. This activity, CNE# O-AO-12755-06-08, meets Type 1 criteria for mandatory continuing education requirements toward relicensure as established by the Texas Board of Nursing.

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*Revised: March 10 2009*

CSCOPE Update Report  
School Board of Trustees Request  
November 2009

What is CSCOPE?

CSCOPE is a viable vertical and horizontal curriculum alignment tool meant to ensure that learning occurs when it should, and that no gaps exist between the state’s required learning and the state’s mandated test and college readiness assessments. CSCOPE is a comprehensive curriculum that is a process, not a program. Its effectiveness can be seen in longitudinal measures, and is not meant to be a quick fix.

CSCOPE is built on the most current research-based practices in the field, and is designed specifically for the state of Texas. Teachers are able to provide immediate feedback on corrections needed or provide suggestions to any portion of the curriculum tool by utilizing the feedback button featured in the web-based tool. Regional Consultants within Region 19 and throughout Texas will oversee any local or state level changes, or state level mandates and make any necessary changes to upgrade the curriculum tool, as needed. Teachers are notified of changes under a resource guide in the curriculum tool that they can access anytime.

CSCOPE was developed by the Texas Education Service Center Curriculum Collaborative, which is comprised of 15 of the 20 Texas Service Centers, and is being used by over 600 school districts, reaching 1.5 million students in Texas.

First Year Implementation in Canutillo, ISD

Campuses are experiencing some “growing pains”, which have been discussed at the campus level and at the Region 19 Leadership Training. We are continuously trying to resolve these issues. CSCOPE provides a different approach to instruction, and Canutillo ISD for the first time has embarked in this district-wide curriculum alignment initiative. Some teachers report having difficulty with adjusting to the pacing of the units of teaching, especially when it comes to teaching students who are behind. However, all Directors, Principals, and Instructional Coordinators continue to support and expect for teachers to implement the non-negotiables in the areas of Science and Math. All teachers are expected to utilize the Year at Glance Document, The Vertical Alignment Document, the Instructional Focus Document, and the Unit Assessments (See sample documents attached). Although the lesson plans are negotiable, some teachers as they learn to adjust to CSCOPE, have chosen to follow them because they have expressed to principals that they are very good lessons.

Our district has to sustain the initiative by providing on-going staff development and focusing on the long term gains that will benefit our students, while working through the short-term issues, concerns, and “growing pains” we are experiencing.

For the 2009-2010 school year, all Elementary and Secondary campuses have been implementing the Math and Science portions of the curriculum alignment tool. In 2010-2011, campuses district-wide will expand the curriculum to other content areas, such as, Social Studies, and Language Arts. Canutillo High School, the Northwest Community College and Canutillo Middle School opted to implement CSCOPE in all core areas this year.

Our statistics show that from August 24, 2009 through October 2, 2009 (or during the first 6 weeks) teachers and administrators logged in to the CSCOPE website 4,836 times. However, Regional 19 Consultants, emphasize that we should not use this viewing tool as a sole resource to justify how many teachers are using the CSCOPE curriculum alignment tool, and rightfully so. Principals report that department heads, or particular grade level teachers, are making themselves responsible for logging into the system, downloading the lessons, and using them for all to view. Then teachers collaborate and plan the lesson together. Thus, the teacher logging in to the system will show substantially more log in time, than other teachers.

Over 300 lessons were created using the CSCOPE lesson planner option, and all campuses had teachers administer at least one or more CSCOPE unit assessment during the first six weeks of the instructional period.

Principals have all supported the initiative to implement CSCOPE district-wide and have demonstrated it by:

- Asking for teacher feedback in support of ironing out issues and concerns
- Invited Regional Consultants to their respective campuses to address teacher concerns.
- Attended administrative leadership training and meetings at Region 19 to problem-solve and brainstorm solutions for teacher concerns.

Principals, Instructional Coordinators and District Personnel have had an opportunity to network with other districts within our region.

In November 2009, District Administrators and Instructional Coordinators will attend a State Leadership Conference to meet with other administrators and teachers across Texas to share best practices, extend their knowledge, and provide leadership for the implementation of CSCOPE with continuous success. Despite the new learning curve that takes place with any new initiative, Campus and District Administrators, and most teachers, remain supportive of utilizing CSCOPE to help students achieve higher levels of success in their every day learning and in the long term, as well. Principals report that new teachers are embracing the CSCOPE curriculum, and some more experienced teachers remark that for the first time they don't have to write a lesson, but can

rather concentrate on their teaching. However, overall teachers have been vocal in expressing concerns.

Resolutions to Teacher Concerns

The table below delineates concerns that have been raised by teachers and the resolutions that we have determined will assist to more fully support the implementation of CSCOPE.

Time to Collaborate	Principals will allow teachers to meet at departmental meeting or grade levels and on ½ planning waiver days. Blocking or banking time for teachers will also help.
Additional funds for paper and printing costs	Principals are adjusting budgets and additional funds will be given to campuses as they become available.
Adjusting the rigor and vocabulary of the lessons to students needing differentiated instruction	Offer 5 to 10 minute warm ups for students who need to build vocabulary and background information, and provide extended day instruction.
Adjusting to the pacing of the lessons or the (YAG) document	Don't do an "overkill" of the lesson; only teach what needs to be taught.
The need for upgrades and better technology and accessibility to the system	\$2.5 million of our ARRA and other technology funds will be invested in building our technology infrastructure and equipment. Allow teacher to check out equipment.
Support for teachers making a transition to a new curriculum system.	Teachers need to only follow the YAG, VAD, IFD and Unit Assessments. Provide Hands on training. Monitor the use of CSCOPE and gather continuous feedback from teachers.
Teachers needing clear expectations	-State expectations, write expectations -Campus and Grade Level Planning Discussions -Collaborate closely with Region 19 Coordinators to send the same message to all teachers. - Provide District-wide planning and Summer Institutes.
Instructional materials needed to teach the lessons	Allocate additional funds for supplementary materials through Title I and ARRA Funds.

Summary of District and Campus CSCOPE Support

The table below will provide a summary of District and Campus CSCOPE Professional Development Support that has been offered to Teachers, Instructional Coordinators, Campus and District Administrators:

<b>CSCOPE Professional Development and Planning</b>	<b>Location</b>	<b>Person(s) Responsible</b>	<b>Date Provided</b>
District and Campus Administrators Overview	AMS Campus	Region 19 Consultants	May, 2009- One Day
Campus Team Training	Region 19	Region 19 CSCOPE Program Consultants	May, 2009, Two Full Days
Overview and Navigating the System	At each Campus	Campus Team	May, 2009, 2 Days
Lesson Planner Training	Region 19	Offered to all Teachers and IC's	June 2009
5E-Model Trainer of Trainers Session- 20 Attended	Region 19	Region 19 Consultants	July, 2009
Additional CSCOPE Refresher Teacher Training, New Teacher Training	At each Campus	Region 19 Consultants, IC'S, Curriculum Lead Teacher, Campus Administrators	August, 2009

<b>CSCOPE Professional Development and Planning</b>	<b>Location</b>	<b>Person(s) Responsible</b>	<b>Date Provided</b>
5-E Model Training Offered to Teachers	GES, DDE, JDE, CES, BCE Region 19 for all Campuses	Curriculum Lead Teacher, IC'S, Region 19 Consultants	August, September, October, December and February
Administrators Leadership Training	Region 19	Region 19 Consultants	September, October, and November
5-E Model Training in Core Content Areas for K-12	Region 19	Region 19 Consultants	On-going
English Language Proficiency Standards - Secondary Campuses	Region 19	Region 19 Bilingual Education Consultant	January, and February, 2010
Instructional Coordinators and Campus Consulting	Region 19	Region 19 Consultants	Monthly, or on call
CSCOPE Ongoing Training using TEKS in all Core Areas	Region 19-	Interim S.I.D. Director, Employee Develop Coordinator Region 19 Consultants	On-going
Regional and State CSCOPE Leadership Conferences (Principals, IC'S, CO Support Staff)	Houston,TX	Interim S.I.D. Director, Employee Dev. Coordinator, Texas Regional Consultants	November , 2009 and June, 2010



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## MEMORANDUM

TO: Members of the Board of Trustees

FROM: Rachel Quintana, Chairperson

DATE: November 13, 2009

SUBJECT: CSCOPE Agenda Item

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Some district teachers have expressed concerns regarding CSCOPE and have requested an opportunity to address the Committee.