

A. ADMISSION, REVIEW, AND DISMISSAL (ARD)

1. Critique the minutes of a failure ARD.

The ARD of a particular student in first grade failed because of the parent's lack of attendance at the meeting concerning her child's grades and speech progress with the speech teacher. Also, the teacher did not provide enough documentation on the math grades in order to warrant giving the student a grade below a 70 in math. The speech teacher said that the student must get a grade of 70 due to the lack of documentation.

2. List the etiquette and procedures for the assistant principal chairing the ARD.

The assistant principal is to listen what is being said in the ARD meeting, answer questions concerning the requirements for the child to have a successful IEP to be implemented in the classroom by the teacher, and be a supervisor to the information and minutes being presented in the ARD meeting.

3. List some circumstances involved in tabling an ARD.

The circumstances of tabling an ARD meeting would be that one of the people involved in the meeting must leave and the ARD meeting cannot proceed without this person's presence in the meeting such as the Special education teacher. Other circumstances may be not enough information for the student to proceed in the meeting, confidentiality has been broken amongst the participants of the ARD meeting, or the principal shuts down the meeting for an emergency meeting or situation that happened on campus.

B. ARD MEETING

- 1. Document attendance.**
- 2. Write a brief summary of meeting.**

Attended a meeting on a student who has severe behaviorial problems but is being mainstreamed in regular educational classroom to see if there is any improvement in behavior. The teacher came to the meeting with discipline documentation of repeated behavior incidents that disrupt the instruction in the classroom and put the students as well as the teacher in harms way. The student had been repeatedly been violent toward the teacher and other students requiring the principal or assistant principal to remove the student from the classroom. The special education teacher suggested that the student be observed by on the them in order to proceed in putting the student in an alternative school .

C. MEETING/SPECIAL ASSIGNMENTS/PARENT'S PTA/PTO MEETING.

- 1. Attend a PTA/PTO MEETING. Flyer is attached.**
- 2. Document attendance.**
- 3. Write a brief summary of meeting.**

In celebrating multicultural week at Harris Academy, the parents were invited to see the students present a program in French, German, Spanish, and Music in songs, skits, short presentations of each culture with slide presentation of the holidays celebrated throughout the year at the school by teachers, staff, and students. The PTO volunteers had presented this program in appreciation of the parents participation throughout the year in assisting their children in having the best possible education and at the end of the program, each parent was given a gift certificate to Incredible Pizza as a token gift.

D. SCHOOL BOARD MEETING

1. Attend two school board meeting.s.

School Board Actionline May 15, 2007 Aldine Independent School District

Merlin Griggs , a local businessman and longtime volunteer in Aldine ISD, was appointed to the Board of Education to fill the unexpired term of former board member **A.W. Jones** . Mr. Jones retired in December after 31 years of service as a trustee. Mr. Griggs is a resident of Woodcreek and has been active in Aldine schools for many years. He has served as a S.N.A.P.P (Students Need a Pat and a Push) mentor, the booster club president at Nimitz Senior High School, served as a member of the Nimitz Peer Review Assessment Team and addressed students at various career days. He has also been involved in school board elections and served as chairman of the Needs Assessment Committee for the successful 2007 bond referendum. He and his wife Cathy have two sons, one a graduate of Nimitz Senior High and one who will graduate from Nimitz Senior High on May 25. Mr. Griggs is a commercial underwriting specialist with CNA Insurance with more than 25 years of experience in the field. He holds a bachelor of science degree in business management from the University of Phoenix and is currently enrolled in the MBA program at Prairie View A&M University. Board members Rick Ogden, Rose Avalos, and Dr. Alton Smith served on the selection of new board members committee which recommended Mr. Griggs for the Position 6 seat.

The May 15 board meeting was the last for Superintendent **Nadine Kujawa** , who will retire on May 31, and on the occasion of her final board meeting, Aldine ISD Trustees bid her a fond farewell, as did members of the community. Board Secretary **Dr. Viola M. Garcia** presented Mrs. Kujawa with a beautiful bouquet of flowers on behalf of the entire board. Also on hand to say "thank you" for her 42 years of dedicated service to the students and staff of Aldine ISD were **Reggie Gray** , president of the North Houston Greenspoint Chamber of Commerce, **Sally Bradford** , executive director of the Greater Greenspoint Redevelopment Authority, and **Armando Walle** , who was representing U.S. Congressman Gene Green.

During the May 15 board meeting, trustees approved a number of staff assignments.

Lori Garcia was named principal of Black Elementary after serving as assistant principal at Eckert Intermediate. She received her bachelor's degree in academic studies from Sam Houston State University in 1999 and her master's degree in administration from the University of Houston in 2004. She is certified as a principal. Garcia began her career in education in Aldine ISD in 1996 as a paraprofessional. She began her teaching career in 1999 as a bilingual teacher at Sammons Elementary and in 2003 she transferred to Odom Elementary to serve

as an assistant principal. She moved into her present position at Eckert Intermediate in 2006. Garcia has spent all 11 of her years in education with Aldine ISD.

Terrie Sanchez was named principal at Dunn Elementary after serving as an assistant principal at that same school. Sanchez received her bachelor's degree in education in 1987 from the University of Houston and her master's degree in education from Sam Houston State University in 2001. She is certified as a principal. She began her teaching career in 1989 in Aldine ISD and was assigned to teach fourth-grade at Goodman Elementary. In 1999, she moved to Gray Elementary to serve as an assistant principal. She moved into her present position at Dunn Elementary in 2003. Sanchez has 18 years of experience in the field of education and she has spent all of those years in Aldine ISD.

Lori Wooley was named principal of Odom Elementary after serving as an assistant principal at Odom Elementary. She received her bachelor's degree in elementary education in 1981 from the University of Nebraska and her master's degree in education in 1998 from Sam Houston State University. She is certified as a mid-management administrator. Wooley began her teaching career in Aldine ISD in 1984 and was assigned to teach first-grade at Francis Elementary. In 1994, she transferred to Reed Academy as a fifth-grade reading teacher and she moved into her present position at Stehlik Intermediate in 1996. Wooley has spent all 22 of her years in education with Aldine ISD.

Keena Bradley was named director of human resources (benefits) after serving as a counselor at Nimitz Senior High School. Bradley received her bachelor's degree in English from Northeast Louisiana University in 1994 and her master's degree in counseling in 1999 from Prairie View A&M University. She is certified as a principal. She began her teaching career in the Doyline School District in Doyline, Louisiana in 1994 where she was assigned to teach special education. She joined the Haughton School District in Haughton, Louisiana in 1995 as a special education teacher. Her career in Aldine ISD began in 1996 as an English teacher at Nimitz Senior High School. She moved into her present position as a counselor at that same school in 2000. Bradley has 13 years of experience in the field of education and has spent 11 of those years in Aldine ISD.

Angela Whorton was named program director of career and technology education after serving as a counselor at MacArthur Senior High School. She received her bachelor's degree in personnel management in 1980 and her master's degree in business and occupational education in 1988 from the University of Houston. She is certified as a counselor. She began her teaching career in Aldine ISD in 1985 and was assigned to teach vocational office education at MacArthur Senior High School. In 1992, she became technology specialist at that same school and in 1995, she was named administrative assistant for Magnet Schools. In 1998, she moved into her present position as a counselor at MacArthur Senior High School. Whorton has spent her entire 22 years in education in Aldine ISD.

Thomas Charles was named assistant principal at MacArthur Ninth Grade School after serving as skills specialist at Aldine Middle School. He received his bachelor's degree in general studies from Louisiana State University in 1996 and his master's degree in educational administration in 2003 from Prairie View A&M University. He is certified as a principal. He began his teaching career in 1996 at Worsham Elementary as a computer teacher. In 1997, he transferred to

Hambrick Middle School to serve as a history teacher. He moved into his present position at Aldine Middle School in 2006. Charles has spent all 11 of his years in education in Aldine ISD.

Scott Corrick was named assistant principal at Nimitz Senior High School after serving as an instructional staffing unit assistant principal at that same school. He received his bachelor's degree in elementary education from Iowa State University in 1995 and his master's degree in educational administration from Prairie View A&M University in 2003. He is certified as a principal. Corrick began his teaching career in Aldine ISD in 1996 and was assigned to teach third-grade at Sammons Elementary. He transferred to Parker Intermediate in 1997 to serve as a fifth-grade math teacher and moved into his present position at Nimitz Senior High in 2005. Corrick has spent all 11 of his years in education with Aldine ISD.

Carolyn Washington was named assistant principal at Marcella Intermediate School after serving as a counselor at Hill Intermediate. She received her bachelor's degree in psychology from Texas Southern University in 1994 and her master's degree in counseling from Prairie View A&M University in 1999. She is certified as a principal. She began her teaching career in Houston ISD in 1995 and was assigned to teach sixth-grade English. She joined Klein ISD in 1998 as an eighth-grade reading teacher and a special education counselor. Her career in Aldine ISD began in 2005 as a counselor at Hill Intermediate. Washington has 11 years of experience in the field of education and has one year of experience in Aldine ISD.

Christina Riojas was named assistant principal at Marcella Intermediate after serving as a physical education teacher at Houston Academy. She received her bachelor's degree in education from Stephen F. Austin State University in 1998 and her master's degree in educational leadership from Prairie View A&M University in 2005. She meets district requirements for this position. She began her teaching career in Aldine ISD in 1998 and was assigned to teach physical education and coach at Aldine Ninth Grade School. She transferred to Eisenhower Ninth Grade School to serve as a physical education teacher and coach in 2004 she moved into her present position at Houston Academy. Riojas has spent all nine of her years in education with Aldine ISD.

John Santos was named assistant principal at Parker Intermediate School after serving as a special education teacher at Plummer Middle School. He received his bachelor's degree in business administration in 2002 from Lamar University and his master's degree in educational administration in 2005 from Prairie View A&M University. He meets district requirements for this position. He began his teaching career in Aldine ISD in 2003 and was assigned to teach special education at Caraway Intermediate. He moved into his present position at Plummer Middle School in 2005. Santos has spent all five of his years in education with Aldine ISD.

Belilah St. Julian was named assistant principal at Raymond Academy after serving as the CASE grant coordinator at that same school. She received her bachelor's degree in elementary education in 2001 from the University of Maine and her master's degree in educational administration and supervision in 2007 from the University of Houston. She meets district requirements for this position. She began her teaching career with Houston ISD in 1998 and was assigned to teach language arts. Her career in Aldine ISD began in 2001 as a fourth-grade

math teacher at Raymond Academy. St. Julian has eight years of experience in the field of education, and she has spent six of those years in Aldine ISD.

Christina Gomez was named assistant principal at Stephens Elementary after serving as instructional staffing unit assistant principal at that same school. She received her bachelor's degree in education from the University of Houston in 1996 and her master's degree in educational administration in 1995 from Sam Houston State University. She is certified as a mid-managmeent administrator. She began her teaching career with Houston ISD in 1986 and was assigned to teach fourth-grade. Gomez began her career in Aldine ISD in 1991 as a first-grade bilingual teacher at Johnson Elementary. She transferred to Carroll Academy in 1998 to serve as an assistant principal and in 2000 she was named program director of elementary ESL. She moved into her present position at Stephens Elementary in 2006. Gomez has 21 years of experience in the field of education and she has spent 16 of those years with Aldine ISD.

Ben Wilson , assistant superintendent of community and governmental relations, announced the A+ grant recipients during the May 15 board meeting. The recipients were **Kimberly Bailey** of MacArthur Senior High School, **Nate Kuehl** of Grantham Academy and **Martha Rodriguez** of Hambrick Middle School. Each of the teachers will receive a \$500 grant that will allow them to implement an innovative approach to help students learn.

Dr. Margaret Byrd , area superintendent of magnet schools, announced the Aldine ISD magnet schools that received recognition at the Magnet Schools of America Conference, held recently in Las Vegas. AISD schools that were named Magnet Schools of Distinction were: Reece Academy (principal **Sherrie Batro**), Smith Academy (principal **Katie Washington**), Harris Academy (principal **Pat Wade**), Stovall Academy (principal **Acquenette LeBlanc**), Carter Academy (principal **Robert Graham**), Carroll Academy (principal **Resie Wilson**), Grantham Academy (principal **Ken Hodgkinson**), Carver High School (principal **Willie Pickens**), Bethune Academy (principal **Theresa Craft**), Drew Academy (principal **Dr. Fred Walker**) and Anderson Academy (principal **Stephanie Rhodes**). Schools that were named Magnet Schools of Excellence were: Raymond Academy (principal **Dr. Linda Miller**), Aldine Elementary (principal **Debbie Hagood**) and Hill Intermediate (principal **Donnie King**).

During the May 15 board meeting, **Joey Doyle** , program director of visual arts and elementary creative drama, presented the program. Doyle provided an overview of the visual arts program in Aldine ISD and shared with the board and audience the numerous awards Aldine ISD art students have won over the years. Prior to the board meeting, attendees viewed a number of pieces produced by Aldine students that were on display in the hallway. Doyle presented Board President **Marine Jones** and Superintendent **Nadine Kujawa** a plaque in appreciation of the district's support of the VASE (Visual Arts Scholastic Event) program.

School Board Actionline June 13, 2007 Aldine Independent School District

The June 12 Board of Education meeting was **Dr. Wanda Bamberg's** first to preside over as Aldine ISD's Superintendent of Schools. Dr. Bamberg assumed her new duties on June 1 upon the retirement of former Superintendent Nadine Kujawa. Board Member Rick Ogden and the rest of the board welcomed her aboard. Prior to being named superintendent, Dr. Bamberg served as assistant superintendent of curriculum and instruction.

Ken Hodgkinson was named principal of Carver High School after serving as principal of Grantham Academy. Hodgkinson received his bachelor's degree in marketing from the University of Houston in 1997 and his master's degree in administration and supervision in 2000 from that same university. He is certified as a principal. He began his teaching career in Aldine ISD in 1997 and was assigned to teach math at Shotwell Middle School. In 1999, he was named an assistant principal at Aldine Senior High School and in 2003 he transferred to Carver High School to serve as an assistant principal. He moved into his present position as principal at Grantham Academy in 2005. Hodgkinson has spent all 10 of his years in education with Aldine ISD.

Isaac Carrier was named principal of Plummer Middle School after serving as an assistant principal at Nimitz Ninth Grade School. Carrier received his bachelor's degree in agriculture in 1995 from Stephen F. Austin State University and his master's degree in educational leadership in 2000 from that same university. He is certified as a principal. Carrier began his teaching career in 1995 in the Hardin Jefferson Independent School District as an agriculture science teacher. He began his career in Aldine ISD in 1999 when he was named an assistant principal at Nimitz Ninth Grade School. Carrier has 12 years of experience in the field of

education and he has spent eight of those years in Aldine ISD.

The following staff assignments were approved at a special called meeting on May 25 and the individuals were introduced at the June 12 board meeting.

Johnnie Carter was named director of athletic services after serving as the head basketball coach at Hastings High School. Carter received his bachelor's degree in health and physical education in 1976 from East Texas Baptist University and his master's degree in sports administration from Grambling State University in 1978. He is certified as a mid-management administrator. Carter began his teaching and coaching career in 1976 with Cushing ISD where he was assigned to teach English and coach. He joined the Grambling State University staff in 1977 as a graduate assistant. In 1980, he moved to Texas College as a physical education instruction and head basketball coach. In 1984, he joined North Forest ISD and was assigned to teach English and coach. His career in Aldine ISD began in 1987 at MacArthur Senior High School where he was assigned to teach English and serve as an assistant basketball coach. In 1988, he transferred to Stovall Middle School to serve as an assistant principal and in 1990, he returned to MacArthur Senior High to serve as the head basketball coach. He relocated to Lufkin in 2000 to serve as the head basketball coach and athletic coordinator at Lufkin High School. In 2002, he moved into his present position as head basketball coach and physical education teacher at Alief Hastings High School. Carter has 31 years of experience in the field of education and he has spent 12 of those years with Aldine ISD.

Sandra Mader was named director of athletic services after serving as a principal in Galveston ISD. Mader received her bachelor's degree in

physical education in 1986 from Sam Houston State University and her master's degree in health and physical education from McNeese State University in 1987. She is certified as a mid-management administrator. Mader began her teaching and coaching career in Galena Park ISD in 1987 and was assigned to teach English and coach. She joined Alvin ISD in 1994 as a physical education teacher and in 1995 she was named the district's assistant athletic director. In 1997, she relocated to Galveston ISD to serve as assistant athletic director and moved into her present position at Galveston's Ninth Grade School in 1998. Mader has 20 years of experience in the field of education.

Therese Samperi was named principal of Eisenhower Senior High School after serving as principal at MacArthur Ninth Grade School. Samperi received her bachelor's degree in elementary education from Southwest Texas State University in 1974 and her master's degree in elementary education in 1978 from Sam Houston State University. She is certified as a mid-management administrator. Samperi began her career in Aldine ISD in 1974 as a fifth-grade teacher at Worsham Elementary, then known as Oakwilde Elementary. In 1977, she transferred to Bethune Academy and also served as a fifth-grade teacher. In 1981, she took a counseling position at Bethune and Anderson Academy and in 1982 she transferred to Conley Elementary to also serve as a counselor. In 1989, she was named assistant principal at Stephens Elementary and in 1989 she returned to Conley Elementary to serve as an assistant principal. In 1993, she moved to Escamilla Intermediate to serve as an assistant principal and transferred to MacArthur Senior High in 1994 to also serve as an assistant principal. She moved into her present position as principal at MacArthur Ninth Grade School in 1999. Samperi has spent all 33 of her years in education

with Aldine ISD.

Kimberly Martin was named principal at Gray Elementary after serving as a program director at the Resource Center. Martin received her bachelor's degree in elementary education in 1990 from the University of Houston and her master's degree in administration and supervision in 1995 from that same university. She is certified as a mid-management administrator. She began her teaching career with Houston ISD in 1991 and was assigned to teach kindergarten/ESL at Wainwright Elementary. Her career in Aldine ISD began in 1998 as a kindergarten/ESL teacher at Carmichael Elementary. In December, 1998, she transferred to the Head Start program as an assistant principal. In 1999, she was named assistant principal at Keeble EC/Pre-K Center. She returned to the classroom in 2001 at Reece Academy and in 2003 she transferred to Anderson Academy to serve as a skills specialist. She moved into her present position as program director of Title I in 2005. Martin has 16 years of experience in the field of education and she has spent nine of those years with Aldine ISD.

Refugio Rodriguez was named assistant principal at Hambrick Middle School after serving as instructional staffing unit assistant principal at that same school. Rodriguez received his bachelor's degree in music from Southern Methodist University in 1987 and his master's degree in education from Stephen F. Austin State University in 1999. He meets district requirements for this position. He began his teaching career with Conroe ISD in 1991 as a band director. His career in Aldine ISD began in 1993 as band director at Hambrick Middle School. He moved into his present position at Hambrick in 2006. Rodriguez has 16 years of experience in the field of education and he has spent 14 of those years in Aldine ISD.

James Allison was named assistant principal at Marcella Intermediate School after serving as a math teacher at Escamilla Intermediate School. Allison received his bachelor's degree in public administration from the University of Arizona in 1973 and his master's degree in education from San Diego State University in 2004. He is certified as a principal. Allison began his career in 1991 in the San Diego School District. In 2003, he was named assistant principal with the Nubia Leadership Academy in San Diego. He began his career in Aldine ISD in 2005 as a math teacher at Escamilla Intermediate. Allison has 14 years of experience in the field of education and he has spent two of those years in Aldine ISD.

Juan Carlos Vargas was named assistant principal at Stehlik Intermediate after serving as skills specialist at that same school. Vargas received his bachelor's degree in business administration from Central University in Chile in 1994 and his master's degree in administration from Sam Houston State University in 2003. He is certified as a principal. Vargas began his teaching career in Aldine ISD in 1995 and was assigned to teach third-grade bilingual at Carroll Academy. In 2003, he served as curriculum specialist at Bussey Elementary. He was named program director of bilingual/ESL in 2005, and moved into the position of skills specialist at Stehlik Intermediate in 2007. Vargas has spent all 12 of his years in education with Aldine ISD.

Ladon Ward was named assistant principal at Dunn Elementary after serving as a counselor at Calvert Elementary. Ward received her bachelor's degree in fine arts from Sam Houston State University in 1988 and her master's degree in counseling in 2002 from Prairie View A&M University. She meets district requirements for this position. Ward began her teaching

career in Aldine ISD in 1990 and was assigned to teach fourth-grade at Bethune Academy. In 1992, she transferred to Eckert Intermediate to serve as reading skills specialist. She moved into her present position as a counselor at Calvert Elementary in 2002. Ward has spent all 17 of her years in education with Aldine ISD.

During the June 12 board meeting, trustees adopted the budget for the 2007-08 school year. **Dr. Keith Clark**, assistant superintendent of finance, recommended the budget be set at \$439,196,379, a decrease of \$1,601,326 over the initial budget. This represents an overall decrease of almost 1/2 percent. Dr. Clark said the 2007-08 budget will provide funding for all programs and activities in the district. Dr. Clark also recommended that the board set the 2007-08 tax rate at \$1.233 (\$1.133 for maintenance and operations and \$.10 for the interest and sinking) per \$100 valuation. This represents a 37.1 cent decrease from last year's tax rate. The board will not be able to officially approve the proposed tax rate until the district receives the certified roll from the Harris County Appraisal District in late August. At that time, the district will be able to set a tax rate.

Judy Hoya, program director of resource development, announced three grants during the June 12 board meeting.

Brenda Davis, math specialist at Carmichael Elementary, secured a \$5,000 Lowe's Toolbox for Education Grant that will be used to upgrade the playgrounds at Carmichael.

Board President **Marine Jones** named Board Vice-president **Steve Mead** Aldine ISD's delegate to the Texas Association of School Boards Conference, slated for September in Dallas. Jones also appointed Board Member Merlin Griggs as the alternate delegate to the TASB Conference

Twiana Collier, coordinator of student financial aid, presented the program during the June 12 board meeting. She provided board members and the audience with an overview of the number of scholarships Aldine ISD seniors received during the 2006-07 school year and the plans in place to reach out to more students of all ages to make them aware of scholarship opportunities that are available to them.

2. Document attendance.

3. Write a brief summary of meeting.

In both meetings, there were multiple promotions, awards, and accolades given to staff members across the district including principals, teachers, district board members, and other administrative staff members. Additional staff assignments were recognized and approved for the 2007-2008 school year. The Newly Appointed superintendent presided of her first meeting over the school board meeting introducing herself and thanking everyone the honor of taking over Kujawa's former position.

E. STUDENT GOVERNMENT MEETING

- 1. Attend and participate in a student government meeting.**
- 2. Document attendance.**
- 3. Write a brief summary of meeting.**

The student council conducted a meeting over the spelling bee rules and guidelines for the end of the year contest over all grade level. Each team leader from each grade level was in attendance over the rules and how the spelling bee contest would be conducted. Also, in discussion was to invite the parents to attend offering some refreshments after the contest was over.

- 4. Attach a copy of meeting agenda.**

STUDENT COUNCIL MEETING May 6, 2007 Harris Academy

AGENDA

- 1. Discuss spelling bee contest at the end of the year.**
- 2. Provide guidelines and rules for students to participate.**
- 3. Pass out copy of flyers to give to parents to invite them to the spelling bee contest.**
- 4. Appoint team leaders to meet with their grade level teachers to discuss which students will be selected for the spelling bee contest.**
- 5. Answer questions before dismissal**

F. AMINISTRATIVE TEAM MEETING

- 1. Attend and participate in a student government meeting. Document attendance.**
- 2. Write a brief summary of meeting.**

The meeting consisted of improving overall attendance of campus and to maintain the 97% attendance rate we have so far. For grade level team leaders, the administrator discussed creating plans to increase test scores on benchmark tests and set weekly goals for the students to strive for. Also, every student that is failing must have documentation including a portfolio that shows work samples, grades, special ed. Documentations, intervention logs, and failing test grades from benchmark tests. Additional discussion was about obtaining classroom supplies for the next year, staff training on SMARTBOARD instruction in the classroom, and summer school activities and prodedures.

- 3. Attach a copy of meeting agenda.**

G. PRINCIPAL'S MEETING

- 1. Attend a principal's meeting.**
- 2. Document attendance.**
- 3. Write a brief summary of meeting.**

The meeting concerned next year's school uniforms and the dress code for students next year. The principal said that there will be a dress code policy for all students and that we must provide clothing supplies for the parents to purchase uniforms from the school or suggest places where the parents can buy the shirts, pants, and skirts for students to wear. Each administrative staff member will organize and create parent meetings for information on the uniforms, answer questions about the dress code next year, and provide a list of clothing including actual clothing to show parents as well before school starts.

- 4. Attach a copy of meeting agenda.**

PRINCIPAL MEETING May 20, 2007 Harris Academy

AGENDA

- 1. Readdress the dress code policy for students next year.**
- 2. Assign administrative staff members for jobs on implementing the dress code policy successfully. Pass out copy of flyers to give to parents to invite them to information meeting on uniforms before OPEN HOUSE and school begins.**
- 3. Answer questions before dismissal**

H. SDM MEETING

- 1. Attend a SDM Meeting.**
- 2. Document attendance.**
- 3. Write a brief summary of meeting.**

The meeting was about how to service LEP students next year for the TAKS test and brainstorming additional ideas that each committee could create for activities, after-school workshops, and teacher training for teachers who instruct LEP students.

- 4. Attach a copy of meeting agenda.**

SDM MEETING May 25, 2007 Harris Academy

AGENDA

- 1. Discuss new procedures for instructing LEP students next year.**
- 2. Give out special guidelines for teachers to follow in modifying and accommodating ESL Learners.**
- 3. Create new committee and members to brainstorm ideas for improving ESL students TAKS score for the new school year.**
- 4. Frequently Asked Questions**

I. LPAC MEETING

- 1. Attend a LPAC Meeting.**
- 2. Document attendance.**
- 3. Write a brief summary of meeting.**

The meeting reviewed and addressed student program placements in special education for the next year, instructional levels of students being placed in the special education program and newly revised IEP's for teachers to begin creating lesson plans for. Some of the students had to be reclassified due to their TAKS scores being higher than anticipated and providing an additional opportunity for mainstreaming the students in a regular education classroom.

J. TEACHER OBSERVATION AND CONFERENCE

- 1. Attend a teacher observation and conference.**
- 2. Document attendance.**
- 3. Write a brief summary of the conference.**

The teacher being observed was Ms. Johnson and her map activity with her students where she had the students construct objects found in the classroom to create a model of the classroom. Each of the students were assigned an object in the classroom to make for the model and afterwards the teacher would construct the model for the classroom to see. The conference being observed was with a meeting with a parent concerning the child's grades and possible retention for the next grade level.

L. BUS RIDE

- 1. Ride a school bus.**
- 2. Document the ride.**
- 3. Write a brief summary of the trip.**

The school bus ride was on the last day of school which was half a day and the purpose was to make sure students didn't get severely disruptive which tends to be the case on the last day of school. The students were well-behaved on the bus being rode because there were very few students on the bus that day for many did not attend school that day. The student talked low and had a good time on the bus without any incidents or accidents to occur on the bus.

M. PERSONNEL PACKET

1. Obtain a complete personnel packet of your school district including salary scale. The professional application for teachers, administrators, and specialty staff positions are officially applied through an online application program. The other applications are still retrievable for printing online or offline.

Application Packet

Please complete each of the attached pages and mail them to the following address.

Department of Human Resources
Aldine Independent School District
15010 Aldine Westfield Road
Houston, TX 77032

You will not be considered for employment unless all appropriate forms, the application, and referencing and criminal background checks have been completed. You will also need to interview with a member of the Aldine ISD Human Resources Department.

Application for Paraprofessional Employment

Please complete this application in its entirety.



Aldine Independent School District
15010 Aldine Westfield Road • Houston, Texas 77032-3099 • (281) 985-6310

Section 1 INFORMATION / DOCUMENTATION

Thank you for your interest in the Aldine Independent School District.

An application will be considered only if it is complete with the following documentation and information submitted:

- ☐ Copy of High School Diploma/Transcript or GED certificate
- ☐ Complete listing of references with full mailing addresses, zip codes, and telephone numbers including your three most recent or current supervisors (The references indicated on this application must be the same as on the Support Staff Recommendation forms included with this application.)
- ☐ Three Support Staff Recommendation forms that reflect a good work history (The references on the Support Staff Recommendation forms should be the same as those indicated in the referencing section in this application, and should be returned to Aldine ISD with this application. Aldine ISD will mail them to references.)
- ☐ Completed criminal history background check form
- ☐ If currently employed with the District, a letter of recommendation from current building principal or supervisor, and a signed Transfer Request form that is on file in the Human Resources office.
- ☐ All clerical positions require computer skills and a letter from a most recent or current supervisor verifying a minimum of three years of clerical experience (should be prepared on a company letterhead).

All Teacher Aides are required to become certified by the State of Texas, and be highly qualified under the No Child Left Behind law. The following are the requirements:

- ☐ All Teacher Aide positions require computer skills and a letter from a former or current supervisor verifying a minimum of two years of child-related experience (should be prepared on a company letterhead), and:
 - Copy of High School Diploma/Transcript or GED certificate, and
 - Two years of study from an approved college (48 hours – copy of official transcript required), or
 - Hold an Associate's Degree or higher (copy of official transcript required), or
 - Have met a rigorous standard of quality and can demonstrate it through a formal state or local assessment that includes knowledge of reading, writing, and mathematics, and the ability to assist in reading, writing and mathematics.

Original evaluation and translation of foreign studies must be prepared by a US-based company.

Applicants may be selected for an interview if a vacancy exists and based on qualifications, application information, and District needs.

If hired as a Teacher Aide, an original transcript will be required on hire date.

This application will remain on file for twelve months. At the end of that period, it will be removed from the files.

Aldine Independent School District is an equal opportunity employer that does not discriminate in employment on the basis of age, sex, race, religion, national origin, disabilities, or on the basis of the employee's exercise of constitutional rights.

Pursuant to Board Policy 1410, any employee who has a complaint or grievance may submit it in writing to the Superintendent of Schools at 14910 Aldine Westfield Road, Houston, Texas 77032-3099

Section 4**PERSONAL DATA (CONTINUED)**

1. Have you filed an application with Aldine ISD before? Yes ☐ No ☐
If yes, when and with what department(s)? Date(s) _____ Department(s) _____
2. Have you worked with Aldine ISD before? Yes ☐ No ☐
If yes, when and with what department(s)? Date from _____ to _____ Department(s) _____
Date from _____ to _____ Department(s) _____
3. Are you legally authorized to remain and to work in the U.S.? Yes ☐ No ☐
Proof of an applicant's legal right to work in the U.S. will be required after being hired.
4. Have you ever worked in any capacity with children with special needs? Yes ☐ No ☐
If yes, please explain.

5. Please explain why you want to work in the Aldine Independent School District.

6. Describe the nature of the job for which you are best suited.

7. Do you have a relative who is a member of the Aldine I.S.D. Board of Education or who is employed in any capacity with Aldine I.S.D. ?
Yes ☐ No ☐
If yes, please give the name of the relative, relationship, and position held.

8. Have you ever been terminated or resigned under threat of termination? Yes ☐ No ☐
If yes, specify.

9. Have you ever been charged, or arrested, or pled guilty or nolo contendere (no contest) to, or been convicted of any felony, or misdemeanor, or offense involving moral turpitude, regardless of the disposition (i.e., an actual sentence, suspended sentence, deferred adjudication, probation, etc.)? Moral turpitude is done knowingly contrary to justice, honesty, principle, or good morals. Yes ☐ No ☐
If yes, please explain.

I authorize Aldine Independent School District to contact any listed references and release them from any liability and responsibility arising from their doing so. I am willing that a true copy of this authorization be accepted with the same authority as the original. I hereby certify that the above information, to the best of my knowledge, is true, accurate, and complete.

I understand that any falsifications, misrepresentations or willful omission of facts shall be sufficient cause for disqualification or dismissal upon discovery of such facts.

Signature of Applicant

Date

Section 3 WORK EXPERIENCE AND REFERENCES RELATED TO CLERICAL or TEACHER AIDE POSITIONS

Please list below the work history and references as they apply to the position(s) for which you are applying. Include all managers/supervisors at the last three employing organizations who evaluated or supervised your performance. You may also include one co-worker. Addresses must be complete. The references indicated on the Support Staff Recommendation Forms should come from this page. Do not use relatives or personal acquaintances.

(Begin with most recent)

[illegible]

OTHER WORK EXPERIENCE AND REFERENCES

Please list below other work history and references. Include all managers/supervisors at the last three employing organizations who evaluated or supervised your performance. You may also include one co-worker. Addresses must be complete. **The references indicated on the Support Staff Recommendation forms should come from this page.** Do not use relatives or personal acquaintances.

(Begin with most recent)

[illegible]**VOLUNTEER WORK WITH CHILDREN**

Please list below other work history and references. Include all managers/supervisors at the last three organizations who evaluated or supervised your performance. Addresses must be complete. The references indicated on the Support Staff Recommendation Forms should come from this page. Do not use relatives or personal acquaintances.

(Begin with most recent)

[illegible]



ALDINE INDEPENDENT SCHOOL DISTRICT

15010 Aldine Westfield Road, Houston, Texas 77032-3099, (281) 985-6310, www.aldine.k12.tx.us

Support Staff Recommendation (APPLICANT)

Must come from those indicated in referencing area (Section 3) in the application

▼ Reference Information			
Mail to	Reference Name		
	Reference Address		
	City	State	ZIP Code
	Reference Phone Number		
	Reference Secondary Phone Number		
Applicant	Applicant Name		
	Position Desired		
	Applicant's Social Security Number		

IMPORTANT

Applicant: Clearly print the information required on the left, sign and date the bottom of this page, and return it with your application.

Two references should be current or most recent supervisors as listed on the application (Section 3); only one reference may be a co-worker as listed on the application.

Do not use personal acquaintances. _____

Aldine ISD will mail this form to the reference as addressed.

Applicant must sign at the bottom of this page!

Authorization for Release of Employment Information

I hereby authorize Aldine Independent School District and its duly authorized representatives to obtain information concerning or relating to my employment with the School District. This employment information, both oral and written, may include material contained in my personnel file and/or evaluative statements and judgments from my former supervisors. This employment information includes, but is not limited to, academics, salary, achievements, drug tests, safety records, performance, attendance, personal history, disciplinary records, and all employment information.

I hereby release the Employer and any individuals providing references or employment information under the Authorization, including record custodians, from any and all liability for damages of whatever kind or nature that may at any time result to me on account of compliance, or any attempts to comply, with this Authorization.

Signed: _____ Date: _____

SUPPORT STAFF RECOMMENDATION FORM (Reference)

▼ Reference Information	Applicant Name:
Indicate your relationship to the applicant: <input type="checkbox"/> Current Supervisor <input type="checkbox"/> Former Supervisor <input type="checkbox"/> Co-Worker	
Has the applicant been recommended for non-renewal or non-extension? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Was the applicant terminated or did he/she resign under threat of termination? <input type="checkbox"/> Yes <input type="checkbox"/> No	
How long have you known the applicant? _____	
If considering the applicant for a position, please indicate if you would: <input type="checkbox"/> Employ without looking further <input type="checkbox"/> Rehire <input type="checkbox"/> Consider Strongly <input type="checkbox"/> Not Consider for Employment	
Do you know any reason why this applicant should not be employed by a school district? <input type="checkbox"/> Yes <input type="checkbox"/> No If the answer is "Yes", please explain: _____	

▼ The above named applicant has applied for a position with the Aldine Independent School District. Please place an X in the allotted space indicating your evaluation of the applicant: (5) Clearly Outstanding (4) Above Average (3) Average (2) Below Average (1) Unsatisfactory (0) No Opportunity to Observe.	5	4	3	2	1	0
Response to Supervision: Accepts suggestions willingly; profits from help; adjusts to new and changing situations; exhibits self-control.						
Rapport with Peers: Works in harmony with others as a team member.						
Faithfulness in Duties: Assumes responsibility in work activities; accomplishes desired actions with minimum supervision; punctual.						
Qualities of Leadership: Commands confidence and respect; assumes responsibility; initiates appropriate action.						
Ability to Express Thoughts: Communicates in a clear manner; chooses words skillfully; structures ideas effectively.						
Knowledge of Craft/Skills: Possesses necessary skills for position.						
Success or Probable Success Working in an Educational Environment: Exhibits a positive attitude with youngsters.						
Attendance: Displays good attendance; arrives to work in a timely manner.						

▼ Additional Comments:

Signed: _____ Date: _____ Position: _____
Please return in the enclosed envelope.



ALDINE INDEPENDENT SCHOOL DISTRICT

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CONSENT TO PERFORM CRIMINAL HISTORY BACKGROUND CHECK AND ADVISING OF RIGHTS UNDER THE FAIR CREDIT REPORTING ACT

I, (print) _____, am an applicant for employment with the Aldine Independent School District. I have been advised that, as part of the application process, the district conducts a criminal history background check. I understand that if I am successful in gaining employment with this district that criminal background checks will be conducted on an annual basis. I also understand that certain criminal charges could lead to termination of employment.

I, (print) _____, do hereby consent to the district use of any information provided during the application process in performing the criminal history background check. I also understand that failure to disclose any information related to any criminal activities could result in disqualification for employment.

I have been informed by the district that I have the right to review and challenge any negative information that would adversely impact the district's decision to offer employment. I have also been advised that the district will give me a reasonable opportunity to clear up any mistaken information reported. However, I do understand that time is of the essence and reasonableness of time is within the sole discretion of the district.

The district has informed me that under the Fair Credit Reporting Act, I have certain rights concerning my review of the information reported. I will be provided the name, address, and telephone number of the reporting agency as well as the nature and substance of all information and the source.

Signed this _____ day of _____ in the year _____
Date Month Year

Applicant Signature _____

District Representative

Please complete the reverse side

HR - CRS
10-26-2006

▼ Personal Information (Print or Type)			
Last Name	First Name		Middle Name
Maiden and/or Other Names Used	Address (as it appears on your application)		
City	State	ZIP Code	County
Date of Birth	Social Security Number		

Gender	Citizenship	Ethnicity	Position Applying For
<input type="checkbox"/> Female	<input type="checkbox"/> Citizen	<input type="checkbox"/> Asian	<input type="checkbox"/> Teacher
<input type="checkbox"/> Male	<input type="checkbox"/> Naturalized Citizen	<input type="checkbox"/> African American	<input type="checkbox"/> Substitute
	<input type="checkbox"/> Alien	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Paraprofessional
		<input type="checkbox"/> Caucasian	<input type="checkbox"/> Auxiliary
		<input type="checkbox"/> Other	<input type="checkbox"/> Other

▼ List All Previous Home and Work Addresses (Print or Type)				
City / Town	County	State	From	To

This information will not be used to determine eligibility for employment but will be used solely for the purpose of obtaining criminal history record information.

3. Describe the complete contents of the personnel packet.

The first part of the packet asks about the applicant's address, phone number, personal experience, position being applied for, and work experience with children. Also, the other parts of the application asks the applicant about his or her criminal background, professional background, and any relatives working in the district at this time. The applicant must sign the document that requires a criminal background check of the individual. Along with that the applicant must have references with a recommendation form that has been filled out and mailed back to the district.

N. ORGANIZATIONAL CHARTS

1. Provide a district organizational chart.



2. Provide a school organizational chart and indicate by an asterisk your location.



Earl & Hazel Harris Academy



Administration

Calendar

<u>Kindergarten</u>	<u>1st Grade</u>	<u>2nd Grade</u>	<u>3rd Grade</u>
<u>4th Grade</u>	<u>Extra Curricular Staff</u>	<u>Special Ed</u>	<u>Skills</u>
<u>Teaching Assistants</u>	<u>Office Staff</u>	<u>Food Service</u>	<u>Custodians</u>

Mission

The mission of Harris Academy for Leadership, Citizenship, and Multi-Language is to create a community of highly successful students who understand the relationship between the academic skills that are acquiring and their application. Students will have an opportunity to develop literacy in a foreign language and to acquire basic communication skills that relate to everyday life.

Special Features

**Multi-Language Instruction-Spanish, French, German
State of the Art Language Lab Environment
Student Banking Software
Market Days
Entrepreneurships
Student-Led Courtroom, Bank, Post Office, Restaurant, and Newspaper
Extended Day and Saturday Programs**

Harrisville.....

Tomorrow's leaders are today's citizens in Harrisville - the township built into the heart of Harris Academy. Classroom skills are enhanced and applied in this unique township as students work in public and private enterprises as entrepreneurs, city council members, bankers, reporters, finance officers, and postal agents. Students learn civic responsibility, community pride, and self-discipline through interactive participation.

O. CURRICULUM

- 1. What is the process at your school for adapting and/or modifying curriculum and/or instruction to meet the needs of special education students?**

The first thing that happens is that there is an ARD/ MEETING conducted with special educators, administrators, and teachers in order to discuss the student's need for assistance in order to draft up a IEP to be implemented in the classroom by the teacher who must document on lesson plans and keep accurate documentation of modifications done for the student based on what is designated on the IEP plan.

- 2. What is the procedure at your school for selecting textbooks?**

The school district designates and purchases textbooks to be used throughout the schools which the school uses and assigns textbooks for each grade level based on need and the curriculum being involved. The assistant principal assigns textbooks to each teacher and the teacher signs off how many textbooks he or she has for record-keeping when books have to be turned in at the end of the year for inventory.

- 3. Describe the District's process for developing curriculum at the elementary and secondary levels. How is the curriculum evaluated and updated? What recommendations do you have?**

The district has curriculum writers from each school come to meetings to revised, update, and improve on the curriculum which is based on the TEKS curriculum. The curriculum is updated and evaluated based on the benchmark percentage scores of tests by the schools overall and the need to work on particular aspects of the curriculum to improve student performance on curriculum tests. I recommend that teachers

are allowed to evaluate, observe and critique the creation of benchmark testing in order to make sure it is matching the curriculum in terms of student performance for the each grade level.

4. Discuss inservice program planning and implementation procedures in your school.

The administrator and administrative staff team create inservice programs based on need and necessary information that the entire staff on the campus needs to know in order to be compliant with district policies and procedures. Also, inservices can be created at any moment's notice to inform staff immediately of changes in procedures, routines and policies on the school campus. The implementation procedures is by informing the entire staff by e-mail, announcing on the intercom and through notices in the employees lounge.

P. PLANNING

1. Discuss your school's plan and develop a plan for the collection of funds and/or fees. List step by step procedures and show forms where appropriate.

The school is under the Title I district funding in which all resources, supplies and fees for students and teachers are received by campus based on the academic needs of the school. Additional funding occurs when test scores are academically recognized which brings more funds to the school to use for educational means. Other funds make come from fundraisers, PTO sponsored activities, and volunteer donations for the campuses. The first step procedures is to talk with the Title I Skills Specialist about what is needed for the students in terms of resources and educational sources for academic improvement and remediations. The next step is for the Title I Skills Specialist to check to see if the resource is already on campus and if not will go to the administrator to request funds to obtain the necessary resources for staff members at the school. The last step is for the administrator to see if they have the funding or call allocate funds within the budget to accommodate obtaining the educational resources.

2. Conduct a space needs assessment and record your findings.

After conducting a space needs assessment, there seem to need more room for the administrative team members for additional housing for additional resources being delivered to the school for the next school year. There is more than enough space in the facility to house all students on campus. There is additional space for activities in the cafeteria, Harrisville town, and gymnasium that can be used throughout the year.

3. Discuss the procedures for preparing a schedule of classes in the elementary and secondary school.

The procedures for preparing schedule of classes is based on the number of students, teachers, and staff support to determine first the time of lunch for each class and the time for special rotation activities. Once those have been assigned, the teachers can work with their grade level team to create a schedule that covers the required number of hours for each subject content area.

4. How often are faculty meetings called? For what purpose? Evaluate the effectiveness.

Faculty meetings are called once every week for numerous of reasons such as to receive additional training for new district policies and school procedures, special meetings about concerns on campus, or to reprimand the staff on behavior inappropriate on campus amongst teachers and students. They are effective only to point that the staff is compliant and realize that consequences will occur if one misses too many faculty meetings. Also, this also affects one's PDAS evaluations at the end of the year so most of the staff members attend for that reason alone.

5. Assume that you going to be the principal for your school next year. List at least three objectives for your school, describe how you are going to implement the objectives, and specify how you plan to evaluate the objectives.

My first objective would be to build a relationship with all stake holders that will ensure equity and quality education for all students. The next objective would be to develop a reading program that fosters critical thinking skills through real-life interaction. The last objective would be to construct a team that provides learning for self as well as others to excel beyond expectations. I would implement the objectives by sharing my vision with all stakeholders and empowering them to illuminate

the vision into reality. The evaluative stance will be on-going through observations, constructive feedback, and adjust as needed.

6. Describe how you would involve the faculty and district personnel in preparing and fulfilling your objectives. If any additional budget expenditures will be necessary in the implementation phase, specify items and estimated costs.

I would develop a campus plan that would be in aligned with the district plan. Through site-based management decision team, I would collaborate with them the guidelines that are set by the district with the plans that the site-based management team will use to fulfill the objectives. If there are additional budget expenditures, I will monitored all other budget entities to verify the cost and need of that portion of the implementation phase.

Q. Administration of Auxiliary Services

1. Describe the Execution of a work order through to completion.

It has to be filed with the secretary and the secretary calls the district to report work order. The secretary monitors and follows through to make sure the work order is completed.

2. What are the regulations for community use of the buildings?

Everything is done through the district and they must adhere to the district guidelines.

3. Describe the procedure for handling bus discipline?

The bus driver writes the student up on a disciplinary form and gives it to the assistant principal. The assistant principal calls in the student to question the accusation, parent is contacted, and depending on the severity of the offense the student can be suspended from the bus temporarily or permanently.

- 4. What is the supervisory role of the principal for support personnel? Do custodians, cafeteria workers, maintenance personnel, or others report to the principals? What other special arrangements may exist in these supervisory relationships?**

The principal is the leader and sole responsibility of all personnel in the campus building. The custodians, cafeteria workers, maintenance personnel, and others must report to the principal for work orders, repairs, teacher concerns and complaints. Special arrangements may exist in which other administrative staff may take over principal duties of disciplining students, observing teacher instructions, and answering necessary questions to visitors and parents.

- 5. Tour the building with the principal and noted needed repairs.** No needed repairs in the building.

R. PUPIL PERSONNEL

1. What is the role of the school nurse in the school?

The school nurse offers services such as individual health services, population-focused health services, health education, and promotion of health environment. The school nurse provides children their parents, teachers, and administrators with health information.

2. What is the role of the guidance counselor in the school?

School counselors help children and youth succeed academically, socially, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy and supportive learning environments for all students that strengthen connections between home and school.

3. Discuss the procedure for the orientation of new students to the school.

First the parent must enroll their child in the school filling out the necessary forms to create a cumulative folder to be used to housed past academic information, test scores, home language surveys