



THE GREASEWOOD



The News in COUGAR COUNTRY

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HONORING VETERANS AT THE DELL CITY SCHOOL



Hudspeth County commissioner, and Dell City veteran, Sonny Berry was the keynote speaker at the Dell City School Veterans Program, held Nov. 8 in Cougar Gym.



Veterans Day is a time to thank and to celebrate all those, past and present, who have served this nation in our military. The Dell City School was closed Veterans Day in recognition of the holiday – but the school community came together in Cougar Gym Friday, Nov. 8, to honor area veterans. It was a moving event. There was a stirring keynote address from Sonny Berry, Dell City veteran. Dell City School students and staff shared speeches and recitations of poetry. Attendees watched a film, produced by teacher Melanie Gentry and her media tech students, that featured reflections on the meaning of military service, and the Veterans Day holiday, from school staffer and veteran Chris Czubinski and from students. And Dell City elementary students performed Lee Greenwood’s “I’m Proud To Be An American.”

Thank you to our many area veterans – and to veterans elsewhere – for the life-and-death commitment you’ve made to this country. And thank you for sharing your example, and your stories and experience, with our students! We’re honored that you joined us, and we’re honored to have you in our community.

FOR MORE VETERANS DAY PROGRAM PHOTOS, SEE PAGES 6 & 7

Meet the Staff at Dell City ISD Oscar Guerrero – Special-Education Teacher

Oscar Guerrero, Dell City ISD’s new special-education teacher, has had a variety of roles in his five years as an educator – from teaching science and math in rural communities to administering testing and federal programs at a large El Paso charter school. But in working with Dell City’s special-education students, he’s finding a particular satisfaction.

“You get emotionally attached with any student,” Guerrero said, “but I find I get more emotionally attached with these students. It’s fun to see them grow – because we don’t know what they are capable of. They have surprises for us.”

Dell City ISD is small, of course, with fewer than 70 students, pre-K through 12th grade. But that doesn’t mean there’s not a wide range of special needs – from students with cognitive challenges to those who need physical or speech therapy, Guerrero said.



continued on page 6

Conoce al Personal del Dell City ISD Oscar Guerrero – Profesor de Educación Especial

Oscar Guerrero, el nuevo maestro de educación especial de Dell City ISD, ha tenido una variedad de roles en sus cinco años como educador, desde la enseñanza de ciencias y matemáticas en comunidades rurales hasta la administración de pruebas y programas federales en una escuela de El Paso. Pero al trabajar con los estudiantes de educación especial de Dell City, está encontrando una satisfacción particular.


“Te pegas emocionalmente con cualquier estudiante”, dijo Guerrero, “pero me parece que me asocio más emocionalmente con estos estudiantes. Es divertido verlos crecer, porque no sabemos de lo que son capaces. Son sorprendentes.”

Dell City ISD es pequeño, por supuesto, con menos de 70 estudiantes de pre-K hasta 12 grado. Pero eso no significa que no haya una amplia gama de necesidades especiales, desde estudiantes con desafíos cognitivos hasta aquellos que necesitan terapia física o del habla, dijo Guerrero.

“Se podría pensar que en un pueblo pequeño no tendríamos eso,” dijo. “Pero lo hay. Es una diversidad de cosas que tenemos que proveer para ellos”.

Es trabajo de Guerrero conectar a esos estudiantes con los servicios que necesitan. Guerrero trabaja uno a uno con algunos estudiantes, y el distrito trae especialistas – en el habla y la fisioterapia, por ejemplo – para trabajar con otros.

continúa en la página 7

PARENTS, FAMILIES, COMMUNITY MEMBERS –
JOIN US FOR A THANKSGIVING FEAST

WEDNESDAY, NOV. 20 – LOOK FOR DETAILS SOON!

“Linda” the Video Camera Adds to Professional Development at the Dell City School

“Linda” la cámara de vídeo se suma al desarrollo profesional en la Dell City School

There is no higher calling than teaching, and like skilled practitioners of any vocation, good teachers know that the effort to grow and improve in their profession never ends.

Principal Carlos A. Contreras has made teacher professional development a priority at the Dell City School. Teachers meet in “professional learning communities” for 50 minutes three times each week. They work on lesson planning together, review data on student performance and explore specific themes and techniques to improve their craft.

And, this fall, they’ve been engaging with a new presence on campus, by the name of “Linda.”

“Some teachers were understandably a little nervous about it,” Contreras said. “But it gives them the chance to see themselves teach, which gives you perspective. I think it’s opened up their eyes a little bit – both to the good things they’ve been doing, and to the areas where they can improve.”

Contreras bought the video camera at the beginning of the school year. Calling the camera Linda “just came to [him] one day,” Contreras said – perhaps as a way to make the process less intimidating.

Each teacher has been filmed at work in the classroom. Contreras and teachers then view the footage together, to “dissect what we see,” Contreras said.

It’s like an athlete watching game tape. In this first round of filming, Contreras said he “didn’t want to be too prescriptive, but left it up to teachers to glean whatever they wanted out of the video.” Like most people who aren’t performers, some teachers felt self-conscious about their own mannerisms, the sounds of their voices. But Contreras said teachers also had valuable “eye-opening” moments.

“Some teachers noticed they were talking more than they thought they were,” Contreras said, “and not allowing as much time for students to talk as they’d thought. Silence is a little intimidating, so teachers sometimes fill the silence, instead of giving students time to think, to struggle, to discuss, to make mistakes, and then find the solutions on their own.”

Teaching has changed in recent decades – the emphasis has shifted from lecturing and rote memorization to encouraging critical thinking, student engagement and collaboration. Viewing the film helps teachers see how much they’re allowing the classroom conversation to be “student-led.”

Contreras said some teachers also noticed that the questions they were asking their students weren’t challenging enough – or that they weren’t requiring students to answer questions in complete sentences. The school stresses that students give answers in complete sentences – as a way to make students more rigorous thinkers, and better writers.

Teachers can check the camera out, film themselves and view the footage on their own. As the year progresses, teachers may share footage from their classrooms with their colleagues.

Contreras said he’d thought about introducing the filming technique last year, his first at Dell City ISD, but that he wanted to get settled in at the district. The approach connects to a statewide initiative called “Lesson Study.” And it ties in to other professional development initiatives at the district, including “instructional rounds.”

No hay vocación más alta que la enseñanza y como los profesionales cualificados de cualquier vocación, los buenos maestros saben que el esfuerzo por crecer y mejorar en su profesión nunca termina.

El director Carlos A. Contreras ha hecho del desarrollo profesional de los profesores una prioridad en la Escuela Dell City. Los maestros se reúnen en “comunidades de aprendizaje profesional” durante 50 minutos tres veces por semana. Trabajan juntos en la planificación de lecciones, revisan los datos sobre el rendimiento de los estudiantes y exploran temas y técnicas específicas para mejorar su arte.

Este otoño, han estado participando con una nueva presencia en el campus, con el nombre de “Linda”.

“Algunos maestros estaban comprensiblemente poco nerviosos al respecto”, dijo Contreras. “Pero les da la oportunidad de verse enseñando, lo que les da perspectiva. Creo que les ha abierto los ojos un poco, tanto a las cosas buenas que han estado haciendo, como a las áreas donde pueden mejorar”.

Contreras compró la cámara de video al comienzo del año escolar, nombrar a la cámara Linda “sólo llegó a el un día” dijo Contreras, tal vez como una manera de hacer que el proceso sea menos intimidante.

Cada profesor ha sido filmado en el trabajo en el aula. Contreras y los maestros luego ven las imágenes juntas, para “diseccionar lo que vemos”, dijo Contreras.

Es como un atleta viendo cinta de sus juegos. En esta primera ronda de rodaje, Contreras dijo que “no quería ser demasiado prescriptivo, pero dejó en el caso de los maestros que recogieran lo que quisieran del video”. Como la mayoría de las personas que no son intérpretes, algunos maestros se sintieron conscientes de sus propios manierismos, los sonidos de sus voces. Pero Contreras dijo que los maestros también tuvieron valiosos momentos de “apertura de ojos”.

“Algunos maestros notaron que hablaban más de lo que pensaban” dijo Contreras “y no permitiendo tanto tiempo para que los estudiantes hablaran como pensaban. El silencio es un poco intimidante, por lo que los maestros a veces llenan el silencio, en lugar de darles tiempo a los estudiantes para pensar, luchar, discutir, cometer errores y luego encontrar las soluciones por sí mismos”.

La enseñanza ha cambiado en las últimas décadas: el énfasis ha pasado de la conferencia y la memorización a fomentar el pensamiento crítico, el compromiso de los estudiantes y la colaboración. Ver la película ayuda a los maestros a ver cuánto están permitiendo que la conversación en el salón de clases sea “dirigida por los estudiantes”.

Contreras dijo que algunos maestros también notaron que las preguntas que estaban haciendo a sus estudiantes no eran lo suficientemente desafiantes, o que no requerían que los estudiantes respondieran preguntas en oraciones completas. La escuela hace hincapié en que los estudiantes dan respuestas en oraciones completas, como una manera de hacer que los estudiantes sean pensadores más rigurosos y mejores escritores.

Los profesores pueden revisar la cámara, filmarse a sí mismos y ver el metraje por su cuenta. A medida que avanza el año, los maestros pueden compartir imágenes de sus aulas con sus colegas.

Professional development, continued from page 2

In instructional rounds, teachers watch one another in action in the classroom – in the company of Contreras and sometimes a consultant from the Education Service Center in El Paso – and then share feedback. It’s another example of the collaborative approach to teacher growth. The school had the year’s first series of instructional rounds last month.

The inclusion of professional development in the school day is part of broader changes to the school schedule this year. With the exception of one class, all core subjects are taught in the morning, during the first five periods of the day – the afternoon is for electives. This helps insure that students are fresh when core academic subjects are being studied. Students are also less likely to miss instruction in core subjects if they have to leave campus early for athletics or other extracurricular activities.

Contreras said all the changes are designed to make sure “we’re not only working harder, but working smarter” in the cause of student success.

Desarrollo profesional, continuación de la página 2

Contreras dijo que había pensado en introducir la técnica de filmación el año pasado, la primera en Dell City ISD, pero que quería instalarse en el distrito. El enfoque se conecta con una iniciativa estatal llamada “Estudio de lección”. Y se vincula con otras iniciativas de desarrollo profesional en el distrito, incluyendo “rondas instructivas”.

En las rondas de instrucción, los maestros se observan unos a otros en acción en el aula – en compañía de Contreras y a veces un consultor del Centro de Servicios Educativos en El Paso – y luego comparten retroalimentación. Es otro ejemplo del enfoque colaborativo para el crecimiento de los profesores. La escuela tuvo la primera serie de rondas de instrucción del año el mes pasado.

La inclusión del desarrollo profesional en el día escolar es parte de cambios más amplios en el horario escolar de este año. Con la excepción de una clase, todas las asignaturas básicas se enseñan por la mañana, durante los primeros cinco períodos del día – la tarde es para las optativas. Esto ayuda a asegurar que los estudiantes estén frescos cuando se están estudiando las asignaturas académicas básicas. Los estudiantes también son menos propensos a perder la instrucción en las materias básicas si tienen que salir del campus temprano para el atletismo u otras actividades extracurriculares.

Contreras dijo que todos los cambios están diseñados para asegurarnos de que “no solo estamos trabajando más duro, sino que trabajamos de manera más inteligente” en la causa del éxito de los estudiantes.

Mr. Contreras Honored During National Principals Month



Dell City ISD Supt. Ruben Cervantes, left, presented Principal Carlos A. Contreras with a plaque at an Oct. 24 meeting of the DCISD school board.

It was an emotional moment at the October meeting of the Dell City ISD school board, when Principal Carlos A. Contreras rose to be recognized for his contributions to the Dell City School community.

Contreras received a plaque from Supt. Ruben Cervantes at the Oct. 24 meeting, inscribed with a message of appreciation for Contreras’ “dedication, support and commitment to the students, parents and staff of Dell City ISD.” Cervantes noted that he and Contreras had joined the district at the same time – just in advance of the 2018-2019 school year – and that they have been finding their footing together. Cervantes said he has been grateful to make that journey side-by-side with Contreras.

“He’s working really hard,” Cervantes said, “and I’m just really glad that he’s here.” October is National Principals Month, and Cervantes said he wanted to take the opportunity to recognize Contreras’ efforts. He highlighted the new measures Contreras has implemented to improve the quality of instruction at the school – including “instructional rounds,” in which teachers visit one another’s classrooms and learn from one other, and a rigorous schedule of professional development for Dell City School faculty. Cervantes said those measures are paving the way for improved student outcomes.

Contreras was initially at a loss for words, but later in the meeting, he told school board he feels “blessed” to be working in Dell City. He said he’s thankful to have the support of Cervantes and the school board in the work he does.

“All those projects that I want to do, he says yes,” Contreras said of Cervantes, “and in turn you approve those things, and I want to thank you for the support.

“It’s not work,” he said. “It really has been a big pleasure, and a blessing, to be here and to be able to do those things.”

Contreras also praised the faculty – and expressed confidence that the efforts of teachers and administrators are bearing fruit.

“We are working hard,” he said. “We are working harder than last year, and I think we are working smarter than last year as well. I think you should be proud of the crew that you helped assemble.”

Dell City ISD’s New Evening Meal Program is Thriving School Board Hears Proposals on “Stakeholders Committee,” Livestock Pens

Dell City ISD is poised to get federal grant funding, to support a new school initiative that is providing free evening meals to students, and to other youth in the community.

The Dell City school board voted Oct. 24 to approve the district’s participation in the Child and Adult Care Food Program. Administered by the U.S. Department of Agriculture, the program will reimburse the school for meals served to children and youth participating in after-school programs.

The school began serving evening meals on Oct. 1. Supper is served Mondays through Thursdays, from the end of the school day until 5:45 p.m., and supper menus are available in the school’s main office and on the district’s website.

Supt. Ruben Cervantes told school board members the program has been a big success.

“Out of 67 students, every day we have between 30 and 36 students coming for supper,” Cervantes said. “So about half of our students are having supper at school.”

Principal Carlos A. Contreras told school board members that the free meals are available not only to students, but to all local youth, “from newborns to 18 year olds,” and that “everyone in the community is welcome.” Adults can purchase meals for a modest price.

Cervantes said the expansion of meal services at the school began before the current school year – when the cafeteria began serving breakfast and lunch to students attending summer school. Then, Cervantes said, Contreras suggested the district expand cafeteria offerings further. The school then identified the grant funding, which would cover expenses for evening meals and for a staff person to prepare and serve them.

DELL CITY HALLOWEEN

There was spooky fun in Dell City Oct. 31, as the community came together for the Halloween parade, and for Trunk or Treat at the school afterwards! Superheroes and fairy tale characters, ghouls and witches – there was an impressive cast among Cougar students, staff and community members in the annual Chamber of Commerce parade. The Trunk or Treat street party that followed was great fun, as school staffers and others passed out treats from vehicles decorated with Halloween themes, and the Dell City PTO had a successful fundraiser with “Cow Patty Bingo.” Congratulations to the winners of the Chamber’s costume contest – who included, in the ages zero to 5 category: Michael Radunz in first place; Morgan Crabb, second; and Mackenzie Alvord, third; for ages 6 to 12: Grayson O’Leary, first; Eli Campos, second; and Aurora Bell, third; in ages 12 to 18: Iris Ayala, first place; Kaysie Burford, second; and Orlando Fuentes, third; and, among adults: Kelli Alvord, first; Angelica Galvan, second; and Brandy Rector, third.



School board, continued from page 3

“Mr. Contreras said, ‘Why can’t we have supper?’” Cervantes said. “We decided to try it. Everything is paid for out of the grant – and it won’t cost us anything.”

Supper service helps meet the needs of students who stay late at school, for tutoring, athletics or extracurriculars. But administrators want to make sure the meals are available to all students. The school is now beginning to prepare “sack” meals in the evening – so students who ride the bus can take meals with them. Contreras said that could increase participation to about 75 percent of Dell City students.

In other business at the Oct. 24 meeting, Chuck Wilson, coach and Ag teacher, presented two items for discussion and future consideration to school board members.

Wilson is completing a master’s degree to be certified as a school principal, and as the “capstone project” for that degree, he is proposing creating a “stakeholders committee” for the district. The purpose of the committee would be to develop a “collaborative community,” Wilson said. Individuals representing different aspects of the school and community – administrators, teachers and parents, local business owners and others – would develop a shared vision for the school and its future.

Wilson said his inspiration for the project came from one of the books he encountered in his master’s program – called “Breakthrough Principals.” Wilson said the book includes compelling data that school success depends not just on what happens in the classroom or on campus, but on broader “buy-in” and investment from the community.

The group would not be a “decision-making committee,” Wilson said, “but would be collaborating to try to make this the best school district it can be.”

Wilson said he would like the committee to include one or two school board members, administrators, at least one teacher from both the high-school and elementary levels, business leaders and perhaps one or more students. The committee could meet monthly. The school board will likely revisit the proposal at a subsequent meeting.

As Ag teacher, Wilson is working to increasing participation by Dell City School students in the county stockshow, and other stockshow events.

Wilson said that, in his efforts to “renew interest, one of the things that keeps popping up in conversation with students and parents is that our students have a lack of facilities to feed out a stockshow animal.”

The Dell Valley fair board is allowing students to keep animals at the fairgrounds this year, but Wilson said that, in the long run, it might benefit students for the school to construct its own pens. He noted that the school’s old practice field, which is not currently used, has access to both water and electricity, and that Ag mechanics students could build pens there, in a way that would further their learning. The school board could revisit the matter in the future, as well.

“I just want to start discussion,” Wilson said. “I think it would pique students’ interest in stockshow. We don’t want not having a place to feed an animal to be the only reason a kid doesn’t take on that responsibility.”

BASKETBALL IS BACK!

The Cougar basketball season is underway as of this month. Be sure to come out and support your teams – below are schedules as they stand now, for both junior-high and varsity teams.

Go Cougars – let’s make it a great season!

Junior-High Schedule

Date	Opponent	Location	Time (Girls/ Boys”
Nov. 14	Ft. Davis	Ft. Davis	4:00/ 5:00 pm
Nov. 18	Sierra Blanca	Dell City	4:00/ 5:00 pm
Dec. 5	Valentine	Dell City	4:00pm - Boys Only
Dec. 9	Balmorhea	Dell City	4:00/ 5:00 pm
Dec. 16	Marfa	Marfa	4:00/ 5:00 pm
Jan. 9	Ft. Davis	Dell City	4:00/ 5:00 pm
Jan. 13	Sierra Blanca	Sierra Blanca	4:00/ 5:00 pm
Jan. 20	Valentine	Valentine	4:00 pm - Boys Only
Jan. 27	Balmorhea	Balmorhea	4:00/ 5:00 pm
Feb. 3	Marfa	Dell City	4:00/ 5:00 pm
Feb. 8	District 9-1A Tournament	Ft. Davis	TBA



Dell Citian *Norma Morning Song Arthur* came to the Dell City School Library Oct. 25, to introduce our students to drumming, singing, stories & crafts from her Native American heritage. School Librarian Carolina Coto made the connection with Arthur this summer, & invited her to present to Coto’s first-through fourth-grade music class. Dell City preschoolers, and the fifth- and sixth-grade classes, also attended. Norma is enrolled with the Blackfoot tribe, and the Seneca tribe, Turtle clan. She led students in traditional singing, drumming and dancing, told stories from Native traditions and answered students’ questions. Students also had the opportunity to appreciate Norma’s regalia – a deerskin dress, with beadwork – & her porcupine-quill earrings. Thanks to *Norma Morning Song* & to Ms. Coto, for this special event!



Varsity Schedule

*District Games

Date	Opponent	Location	Time (Girls/Boys)
Nov. 8	Immanuel	El Paso	5:00pm (Girls Only)
Nov. 15	Jesus Chapel	El Paso	5:00/ 6:30 pm
Nov. 18	Immanuel	Dell City	5:00/ 6:30pm
Nov. 22	Immanuel	El Paso	5:00/ 6:30pm
Dec. 2	Jesus Chapel	Dell City	5:00/ 6:30pm
Dec. 5-7	Immanuel Tournament	El Paso	TBA (Girls and Boys)
Dec. 10	Sanderson	TBD	5:00/6:30pm
Dec. 12-14	Van Horn Tournament	Van Horn	TBA (Girls and Boys)
Dec. 17	OPEN	TBA	(Girls and Boys)
Jan. 3*	Fort Davis	Fort Davis	5:00pm (Girls Only)
Jan. 7*	Sierra Blanca	Dell City	5:00/6:30pm
Jan. 10*	OPEN		
Jan. 14*	Balmorhea	Dell City	5:00/6:30pm
Jan. 17*	Marfa	Marfa	5:00/6:30pm
Jan. 21*	Fort Davis	Dell City	5:00/6:30pm
Jan. 24*	Sierra Blanca	Sierra Blanca	5:00/6:30pm
Jan. 28*	OPEN		
Jan. 31*	Balmorhea	Balmorhea	5:00/6:30pm
Feb. 4*	Marfa	Dell City	5:00/6:30pm
Feb. 7*	Fort Davis	Fort Davis	5:00pm (Boys only)

Mr. Guerrero, continued from page 1

“You might think that in a small town we wouldn’t have that,” he said. “But we do. It’s a really a diversity of things we have to provide for them.”

It’s Guerrero’s job to connect those students with the services they need. Guerrero works one-on-one with some students, and the district brings in specialists – in speech and physical therapy, for example – to work with others.

Guerrero must organize what’s called an “ARD meeting” for each prospective special-education student. A group of people – including Guerrero, Principal Carlos A. Contreras, a diagnostician and the student’s parent or guardian – come together to determine whether a student is eligible for special education and, if so, to develop the student’s “Individualized Education Program.” That program lays out a plan for providing the student with specially designed instruction and other services.

There are “accommodations,” supports in the classroom to enable a student to meet the expectations for their grade level. There are “functional services,” to improve the capabilities of students with disabilities. And Guerrero coordinates “transition services,” to insure that special-education students can successfully make the move from high school to post-secondary education, vocational training or employment.

Guerrero work with 10 students, but there’s one he accompanies through most of the school day. Guerrero said their time together has led to a special bond – and that it’s been gratifying to see the progress the student has made just in the initial weeks of the school year.

One of Guerrero’s fundamental aims is to guide students toward self-sufficiency. He said there can be a tension between that goal, and the desire to be there for students.

“The goal is independence,” he said. “We want to protect the children, but we have to let them be independent. And students want to be independent.”

Guerrero’s own journey has been a varied and adventurous one, taking him from Ciudad Juarez to graduate studies in the U.S., to rural West Texas schools.

Guerrero grew up in Juarez, and finished his bachelor’s degree in his native city, at the Autonomous University of Ciudad Juarez. He was accepted for graduate studies in physics at UTEP, and in 2008 he moved to El Paso and became a U.S. resident. He would go on to become a U.S. citizen in 2013.

He finished his master’s degree in physics in 2010. His graduate work was technical, focused on developing “computer simulations on the properties of materials, and how they change under temperature and pressure,” Guerrero said. Guerrero initially thought he’d become a scientist, but he was drawn to the opportunities in education.

He took his first teaching job at Buena Vista ISD, in Imperial, teaching physics and math. He then moved on to another small West Texas community, teaching science in Balmorhea. Guerrero said he enjoyed teaching subjects he knew and loved, but that “classroom management was the challenge” in his first years in education.

Next, Guerrero returned to El Paso – and worked for charter schools, including Premier High School and Harmony Public Schools.

At these jobs, Guerrero moved into administrative roles. He was the coordinator for “Title 1” programs – Title 1 is a federal initiative that provides funding to low-income schools, to ensure that students in those schools have the chance to obtain a high-quality education.

He also became the testing coordinator for a large campus, and was responsible for administering a wide range of exams, from STAAR and military-qualification tests, to the PSAT, SAT and ACT.

“Making a schedule for testing when you have a thousand students is tough,” he said. “It was a lot of pressure – and a lot of logistics.”

Like Title 1 programs, special education receives federal funding, and is subject to federal rules and oversight. Guerrero’s previous experience helped prepare him for the significant amount of paperwork involved in his job in Dell City.

As his career unfolded, Guerrero continued to pursue his own education – he became certified not only as a special-education teacher, but in gifted-and-talented education and as a school counselor and principal. He said he ultimately wants to work as a school administrator.

But for now, he said, he’s focused on his students in Dell City, and in making an impact in their lives. Guerrero is committed to progress for all his students, whatever challenges they face.

“You can see the students grow,” he said. “Starting out, one might think they’re not capable of something – but they show you that they are.”

VETERANS PROGRAM





Sr. Guerrero, continuación de la página 1

Guerrero debe organizar lo que se llama una “reunión DE ARD” para cada posible estudiante de educación especial. Un grupo de personas, entre ellas Guerrero, el director Carlos A. Contreras, un diagnóstico y el padre o tutor del estudiante, se reúnen para determinar si un estudiante es elegible para la educación especial y, si es así, para desarrollar el “Programa de Educación Individual.” Ese programa establece un plan para proporcionar al estudiante instrucción especialmente diseñada y otros servicios.

Hay “adaptaciones”, apoyos en el salón de clases para permitir que un estudiante cumpla con las expectativas de su nivel de grado. Hay “servicios funcionales”, para mejorar las capacidades de los estudiantes con discapacidades. Y Guerrero coordina los “servicios de transición”, para asegurar que los estudiantes de educación especial puedan pasar con éxito de la escuela secundaria a la educación postsecundaria, la formación profesional o el empleo.

Guerrero trabaja con 10 estudiantes, pero hay uno que acompaña durante la mayor parte del día escolar. Guerrero dijo que su tiempo juntos ha llevado a un vínculo especial, y que ha sido gratificante ver el progreso que el estudiante ha hecho justo en las primeras semanas del año escolar.

Uno de los objetivos fundamentales de Guerrero es guiar a los estudiantes hacia la autosuficiencia. Dijo que puede haber una tensión entre esa meta y el deseo de estar allí para los estudiantes.

“El objetivo es la independencia”, dijo. “Queremos proteger a los niños, pero tenemos que dejar que sean independientes. Y los estudiantes quieren ser independientes.”

El propio viaje de Guerrero ha sido variado y aventurero, llevándolo de Ciudad Juárez a estudios de posgrado en los Estados Unidos, a las escuelas rurales del oeste de Texas.

Guerrero creció en Juárez, y terminó su licenciatura en su ciudad natal, en la Universidad Autónoma de Ciudad Juárez. Fue aceptado para estudios de posgrado en física en UTEP, y en 2008 se mudó a El Paso y se convirtió en residente de los Estados Unidos. Se convertiría en ciudadano estadounidense en 2013.

Terminó su maestría en física en 2010. Su trabajo de posgrado fue técnico, enfocado en el desarrollo de “simulaciones computarizadas sobre las propiedades de los materiales, y cómo cambian bajo temperatura y presión”, dijo Guerrero. Guerrero inicialmente pensó que se había convertido en un científico, pero se sintió atraído por las oportunidades en la educación.

Tomó su primer trabajo como profesor en Buena Vista ISD, en Imperial, enseñando física y matemáticas. Luego se trasladó a otra pequeña comunidad del oeste de Texas, enseñando ciencias en Balmorhea. Guerrero dijo que le gustaba enseñar materias que conocía y amaba, pero que “la gestión del aula fue el desafío” en sus primeros años de educación.

A continuación, Guerrero regresó a El Paso y trabajó para escuelas chárter, incluyendo Premier High School y Harmony Public Schools.

En estos trabajos, Guerrero pasó a funciones administrativas. Fue el coordinador de los programas “Título 1” – Título 1 es una iniciativa federal que proporciona fondos a las escuelas de bajos ingresos, para asegurar que los estudiantes en esas escuelas tengan la oportunidad de obtener una educación de alta calidad.

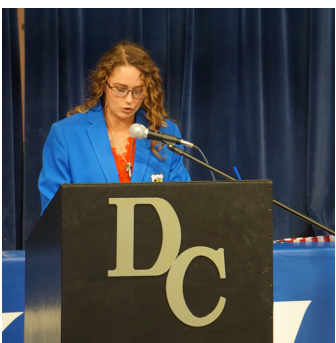
También se convirtió en el coordinador de pruebas para un gran campus, y fue responsable de administrar una amplia gama de exámenes, desde STAAR y pruebas de calificación militar, hasta el PSAT, SAT y ACT.

“Hacer un horario para las pruebas cuando tienes mil estudiantes es difícil”, dijo. “Fue mucha presión, y mucha logística.”

Al igual que los programas del Título 1, la educación especial recibe fondos federales y está sujeta a las reglas federales y la supervisión. La experiencia previa de Guerrero le ayudó a prepararse para la importante cantidad de papeleo involucrado en su trabajo en Dell City.

A medida que su carrera se desarrollaba, Guerrero continuó su propia educación – se certificó no sólo como maestro de educación especial, sino en educación dotada y talentosa y como consejero escolar y director. Dijo que al final quiere trabajar como administrador de la escuela.

Pero por ahora, dijo, está concentrado en sus estudiantes en Dell City, y en hacer un impacto en sus vidas. Guerrero está comprometido con el progreso para todos sus estudiantes, cualesquiera que sean los desafíos que enfrentan.



Cougar Scholars Recognized at Second Six-Weeks Awards Ceremony

The Cougar community came together Wednesday, Nov. 6, to recognize student academic and classroom achievement, at the second Six-Weeks Awards Ceremony.

Winners included, in kindergarten, pre-K and pre-pre-K: Christian Medina, the “Best Manners” award; Luna McCray, the “Happy Go Lucky” award; Elisa Rodriguez, for perfect attendance and the “Helping Hand” award; Jax Cruz, “Neatest Worker” award; Michael Radunz, for perfect attendance and the “Most Dependable” award; Russell Rakes, the “Mister Manners” award; Allison Rodriguez, the “Best Laugh” award; Magdalena Coto, the “Curiosity Queen” award; Leonardo Segura, for perfect attendance and the “Most Improved” award; Makenzie Alvord, the “Good Friend” award; Matthew Rangel, the “Most Energetic” award; Amari Estrada, for perfect attendance and the “Easygoing Friend” award; and Rickayla Hanshaw, the “Most Playful” award.

In first and second grades, award recipients included: Eliseo Campos, AB Honor Roll and “Best Speller” award; Mia Garcia, AB Honor Roll and “Best Mathematician” award; Jaydan Perez, A Honor Roll and “Best Reader” award; Nicholas Radunz, for perfect attendance and the “Best Mathematician” award; Jose McCray, for A Honor Roll, perfect attendance and the “Best Reader” award; Jesus Rodriguez, A Honor Roll and the “Best Mathematician” award; Dana Segura, for A Honor Roll, perfect attendance and the “Best Mathematician” award; and Gabriela Velarde, for perfect attendance and the “Citizenship” award.

Third- and fourth-grade award winners were: Violeta Solis, AB Honor Roll and “Best Reader” award; Rachel Medina, AB Honor Roll, perfect attendance and the “Best Reader Award”; Emmett Muise, A Honor Roll, perfect attendance and the “Best Mathematician” award; Aurora Bell, A Honor Roll, perfect attendance and the “Best Mathematician” award; Zachary Mendoza, A Honor Roll and the “Science Smarts” award; Texana Scarbrough, A Honor Roll and the “Science Smarts” award; Grayson O’Leary, the “Social Studies Smarty” award; and Anthony Galvan, AB Honor Roll and the “Social Studies Smarty” award.

Among fifth- and sixth-graders, awards recipients included: Samanta Espinoza, with the “Friendliest” award; Dustin Neely, with the “Most Improved” award; Cassidy Hale, with the “Ray of Sunshine” award; Rhannon Muise, A Honor Roll; McKenna Crabb, A Honor Roll; Axel Sotelo, AB Honor Roll and perfect attendance; Nicole Martos, AB Honor Roll; and Brandon Crabb, AB Honor Roll.

In junior high and high school, the award winners were: Esteban Morales, AB Honor Roll; Kaysie Burford, AB Honor Roll; Vanessa Galvan, perfect attendance; Kassandra Acosta, perfect attendance; Liza Coto, perfect attendance; and Luis Guillen, perfect attendance.

Congratulations to these hardworking Cougar scholars, and thanks to all the parents, families and community members who joined us at the awards ceremony!

