

PROGRAM DESIGN DOCUMENT
New Mexico Professional Judgment Panels
Pay Now or Pay Later!
Yellow 2 Task 1C – P.M 4/20/7

Task 1: The Base Model Instructional Program Design

General Instructions

Imagine you are no longer at your current school and district, but are charged with creating an instructional design for a new school along with the colleagues joining you in this exercise. This program should be designed to meet the expectations of the Goals Statement.

Please use the boxes below to enter your deliberations and decisions surrounding the base model instructional program. Remember to include your rationale behind these decisions. If desired, the data entry assistant will identify and group the instructional design inputs into the themes listed above.

General Programmatic Issues that Cut across grade levels (e.g. degree of inclusion, etc.)

Please enter description and rationale below (the box will automatically expand to fit your narrative).

Ideas/Discussion

- Staff PD/collaboration time in the school day
Flexible scheduling of the time? Built into each day? Weekly? Leave it up to individual sites (a.m.; Sat.)? Funding? Collaboration should be designed and driven by teachers; PD is not necessarily teacher-designed (We point out the difference in the two because professional development is very often “top-down,” while collaboration time allows staff to set their own goals and share their skills and experiences with one another in ways that consultants are unable to duplicate.)
Consider culture and personalities of the school and staff – district has a culture as well
- Work big then move to details? Other way?
- Elementary first?
- Class size
- Extended day for students? All? Some?

PD/Collaboration/Department-Level time should be outside of time with students
How to structure that? How much time? Daily, monthly, added hours or added days?

Again, start with elementary?

Do schools have common time now? Some do – collaboration time is different than common planning time

Level III does not necessarily mean that’s the best teacher (We are currently in a situation in which a number of Level III teachers who were “grandfathered in” without going through the existing process for advancement are nearing retirement and will gradually be replaced by teachers who have successfully completed the rigors of the review process. So in time the Level III will carry more significance. We also recognize the enthusiasm and passion of many great Level I teachers who are just entering the profession.)
The idea of looping

Per Jay – think reasonable, 5 to 10 year time span – given the goals that have come out from the stakeholders, what do you think is needed to achieve those goals? What is a little bit better or different from what you’re doing?

Please enter description and rationale below (the box will automatically expand to fit your narrative).

Our elementary program design base model: (Jeanne's group)

Our vision and overall rationale: *Students need to be heavily supported in the early years to assure reading and math proficiency by 3rd grade and to support all students who can be in an inclusive and/or general education population. This support in the elementary years maximizes tax payer dollars by supplying the foundation for academic success in secondary school, leading to successful employment and citizens ready to participate in our democracy. We believe educating the whole child, including music, art, and PE in the elementary curriculum, and heritage language/ culture activities in communities that support their place in the day-to-day school program.*

Add five days to teacher contract for professional development; add 2.5 hours a week to contract for collaboration.

Rationale: In most existing daily schedules there is inadequate time beyond the time teachers spend with students for teachers to share with each other, coordinate lessons and projects, review student progress data, discuss best practices, etc. Professional development time is frequently scheduled at the district level for district-wide needs and typically utilizes consultants from outside the school community. Teachers need more time for collaboration and coordination of instruction among themselves. We discussed flexible scheduling of this time. Options include building it into each day or weekly or weekends. In the end we chose to recommend the scheduling be left up to individual sites. We noted that much of the collaboration should be designed and driven by teachers because PD is not necessarily teacher-designed. Professional development is very often "top-down," while collaboration time allows staff to set their own goals and share their skills and experiences with one another in ways that consultants are unable to duplicate. In addition, we think it is important to consider the culture and personalities of individual schools and staffs, and noted that each district has a culture as well. One final benefit of this increased collaboration time would be to facilitate communication of modifications and learning needs between Special Ed and general ed teachers by providing time for all staff involved.

Class Size:

Rationale: The teacher is the single most important factor in impacting achievement. Small class sizes addresses safety and climate issues. Smaller numbers in the early years provides a strong math and literacy foundation. Smaller class sizes will reduce the need for extended day or year services by more effectively accomplishing learning in the "regular" school year.

No averaging – add a teacher if you go over these limits. This eliminates the need for EA's in classrooms.

(Discussion was divided on this plan, but the majority felt that a strong teacher with fewer students was more effective than more students with a teacher and an EA)

K - (full day) 15

1st - 18

2nd - 20

3rd - 22

4th - 24

5th - 24

Special Populations

Rationale: All kids should be included as much as possible with their peers. This follows the Least Restrictive Environment (LRE) mode of dealing with special needs students. Special aids, supports, and services should be brought to the general education classroom as much as possible. Small class sizes facilitate this. Special needs students require extra attention from the staff. We have lowered the A and B Level case loads to facilitate quality services being delivered to these students, working hard towards reintegrating these students into the general ed population during their elementary years. Some EA allocation is needed to support these students and to move towards reintegration into general ed.

Create teacher teams – one general and one special – who share duties equally of teaching, grading, doing IEP paperwork, etc.

Weight the needs of IEP students to reduce the number of general ed students in a class if a high-needs IEP student is included.

A- 27

B- 22

C- 15

D- 8

ED- 8

General education teachers need support when they have IEP students in their classes.

Students with medical, emotional, or some 8:1 kids need to have intense services.

Psychological services will be provided as needed.

Facilitate communication of modifications and learning needs between Special Ed and general ed teachers by building in collaboration time for all staff involved.

School-Wide Programs

Rationale: Early interventions reduce the referral rate to Special Education and also provide a foundation for reading success.

- Have a school-wide **behavior** support program and person (in addition to the counselor) to support all students.
- Half-day Pre-School program for 3 and 4 year olds for children who have been identified with special needs or are at risk, and have peer models in the program, as well. The peer models pay tuition and/or their parents agree to participate in a parent involvement program. Teachers would be certified.
- ELL services are vital to those student's academic success

Structure of Day/Year

Rationale: Teachers MUST have time to discuss individual student's learning and plan in order to effectively help students learn. Quality professional development is critical to continuous improvement. All teachers at this level could use ELL and LRE training as well as effective instructional strategies to improve reading and math skills.

Special note: EA's should be stipended on a volunteer basis to attend PD and collaboration on a volunteer basis since often EA's are aspiring to become teachers.)

Ongoing, embedded time by adding 2.5 hours a week to teachers' (and instructional support staff's) contracts for teachers outside of the time spent with students for:

Rationale: Our instructional coaches will deliver the bulk of our professional development. Teachers in general need to be supported in keeping current in national trends and research.

- Mentoring
- Professional development
- Team/collaboration time
- Planning/preparation time (this should be daily)
- Communicating needs of individual students among staff

Extended Day:

Rationale: At-risk students particularly benefit from extra academic, social, and activity support. At-risk students are given priority for participation, but all students will be considered. (We are aiming for 70% Special Ed participation, %100 ELL, %30 of general ed, for 180 days per year) After school support achieving 100% reading and math proficiency by 3rd grade, AND supports health, wellness, and safety AND increases English proficiency in ELL students.

An extended day program for all/some kids supported by transportation. Staffed by teachers and EA's. Our program would have approximately 30 minutes of intensive academic work, as well as 1 ½ hours of snack, activity, and physical engagement.

- PE/activity
- Academic interventions
- Snack
- Fieldtrips
- Second language activities

Kindergarten is full day

Pre-School is half day

Summer school for enrichment and for remediation supported by transportation

Culture/Climate

Rationale: a positive, safe climate of a school is essential to quality learning and staff retention.

Teacher collaboration and teaming

Staffing

Rationale: Instructional coaches are imperative to the development and growth of teachers AND to the effective delivery of aligned quality instruction. As academic "programs" come into schools or as local curricula are developed, the coach's role is vital to ensure fidelity to the program or curriculum. The extra PE staff is needed to support state health and wellness standards, to provide after school activities, and to provide daily planning time for teachers. The art and music teachers are needed as supported by research that proves students who engage in art and music perform better in academics than those who don't. TESOL endorsements are an expectation at some time for all teachers to possess and our budget provides for this support since TESOL teaching strategies are good for ALL students. Counseling, social work, and nursing services are vital to health and wellness of students and to support quality learning.

Staffing would be made with some element of staff input and involvement – 23 classroom teachers

Two instructional coaches FTE to –

- Provide PD in math, literacy, and other areas to all teachers
- Manage the mentoring component for new teachers

One FTE each for art and music

Two PE teachers

One FTE if needed to address issues of language and culture if requested by the community

Have a mix of Level I-II-III teachers (15%-50%-35% respectively and approximately)

Educational Assistants – help with instruction but also aid in flexible use of day (I.e., providing for the release of teachers to participate in IEPs or other critical conferences)

Provide a stipend for teachers who have special ed or TESOL endorsements

Hire a .5 Eng Lang Devel/ TESOL teacher to deliver ongoing embedded training AND support current teachers in pursuing TESOL endorsements

Tech support person

1.5 teachers for Spec Ed Gifted students

Special ed staffing projections: A .5, B .5, C .5, D 1.5, EA's 2.0

Summer Programs:

Rationale: Our summer program will run in two three week sessions, one in June and one in July, mornings only, four days (3.5 hours) a week. Students may attend one or both sessions. Teachers will be paid 4 hours a day. Our program will serve 100% Special Ed, 100% ELL, and %30 of other students. Transportation must be provided to ensure equal opportunity and access for ALL students.

Students: 160 students (33 are Special Ed)

Teachers: 13 teachers

Scheduling

Rationale: School professionals are best suited to place students with teachers.

Assign students to teachers based on matching strengths, needs, and resources

Curriculum

Rationale: Related arts are critical to a quality, well-rounded, academic program. Research supports that fact that students who participate in art and music achieve in math and reading at higher levels than those who do not. PE is vital to ensuring compliance with state health and wellness standards AND to academic success.

Art, music, PE, language – services provided by licensed instructors

- PE/activity every day

Technology supports the curriculum

Web accessible grade books (Parent Connect type thing)

Technology

Rationale: Today's students MUST be proficient in computer use to survive in any work setting of the future, and teachers who can effectively utilize multimedia in the delivery of instruction keep students more deeply engaged in content instruction. The use of some existing technologies also has the potential to decrease paper costs if used strategically.

Computers in every classroom

Each teacher have a laptop and utilizes a web based gradebook accessible to parents and kids

A permanent lab and two mobile labs

A tech support person

Good internet service throughout the school with appropriate infrastructure – some areas of the state need fiber optic service still!

One smart board per classroom

Support Services

Rationale: Teachers need support by quality staff in order to maximize student learning.

One principal

One counselor

One licensed nurse

One librarian

Tech person

Two secretaries (bookkeeper, payroll, financials, attendance, receptionist, answering phone)

Two custodians

One special education Head Teacher (administrative)

Half-time social worker

Textbooks, Library Materials, Supplies, Equipment

Rationale: utilize technology; quality materials are vital to student learning

Have CD/online texts as reasonable

Adequate yearly funds available so supplement/replace/renew library materials

Middle School Program

Please enter description and rationale below (the box will automatically expand to fit your narrative).

Our base model middle school:

Overarching vision and rationale: *Students need to be heavily supported in the early years to assure reading and math proficiency by 3rd grade. We also support placing all special needs students into an inclusive and/or general education population whenever and wherever feasible to do so. Support in the elementary years maximizes tax payer dollars by supplying the foundation for academic success in secondary school, leading to successful employment and citizens ready to participate in our democracy. The middle school model we recommend uses the team model of instructional organization so that each cohort of students is taught by a small group of teachers who share their understanding of students' social and academic development and work to connect learning across the disciplines.*

Structure of Day/Year:

Rationale:

Add five days to teacher contract for professional development; add 2.5 hours a week to contract for collaboration.

Teachers need time in their school day or week to meet together when students are not present to plan AND to receive PD.

Ongoing, embedded time 90 minutes a day for teachers outside of the time spent with students for:

- Mentoring
- Professional development
- Team/collaboration time
- Planning/preparation time (this should be daily)
- Communicating needs of individual students among staff

Individual prep time and a team collaboration time

Advisory time for all students – each student has an adult mentor

Curriculum:

Rationale: We are including a reading teacher in our "related arts" budget section in order to provide short-term intensive intervention

Interdisciplinary teaming model for core subjects – teachers plan and integrate learning across disciplines

Provide a range of interventions for student not succeeding in core courses:

- Provide after-school tutoring in small groups.
- For students substantially behind in math or reading, pull them out for 2 to 6 weeks to work in a scientifically research-based intervention program (be flexible as needed) at lunch – they gain "rejoin" lunch recess when grades come back up
- Replace one elective with a math or reading "lab" for four to six week periods.
- Extend school day for at risk students to provide reading or math instruction in small groups or 1:1

Provide Pre-AP training for half the core teachers (teams of teachers) to assist in developing a vertical team AP program as advocated by AP Central

Provide Algebra I in program for high school credit

School-Wide Programs:

Rationale: Research shows time and time again that the engagement of at least one meaningful adult in a middle school student's life can make or break that student's academic success.

- Advisory/Mentoring
- In-School Suspension
- After School athletics and extracurricular (art club, etc.) activities – run by stipended teachers
- Have a school-wide **behavior** support program to support all students.

Summer School:

Rationale: Academic opportunity is provided for all students in the summer, but students who are at-risk or performing below grade level in math or reading are encouraged to take advantage of extended summer support.

Three and a half hours a day, two three week sessions. Emphasis on math and reading only. Transportation must be provided to assure equal access and opportunity.

Language learners:

Rationale: Our students deserve quality ELL instruction Our school has 17 ELL students at present. This does not justify an entire FTE and we want to put those resources to helping ALL our students.

ELL students will receive their services from an ESL endorsed teacher who is paid above the duty day to teach one section of ELL language arts.

Class Size:

Rationale: Class sizes of 25 have been shown in research to provide effective instruction for most middle school students.

Average size around 25 students for all classes (except band, PE, etc.)

Special populations:

Rationale: All kids should be included as much as possible with their peers. Special aids, supports, and services should be brought to the general education classroom as much as possible. Small class sizes facilitate this. Special needs students require extra attention from the staff.

Create teacher teams – one general and one special – who share duties equally of teaching, grading, doing IEP paperwork, etc.

Weight the needs of IEP students to reduce the number of general ed students in a class if a high-needs IEP student is included.

General education teachers need support when they have IEP students in their classes.

Students with medical, emotional, or some 8:1 kids need to have intense services.

Psychological services will be provided as needed.

Facilitate communication of modifications and learning needs between Special Ed and general ed teachers by building in collaboration time for all staff involved.

One or two teacher teams may have only a few teachers and team with one or more special education teachers to provide a supportive, inclusive setting for general ed and IEP students.

Educational Assistants are provided based on student needs and IEP's

Technology:

Rationale: Today's mid school student is computer savvy and demands high technological engagement. The jobs we are preparing them for do not exist today as they will in the future. Technology use should be daily for middle school students. Any career these students will enter will demand technology literacy.

One mobile lab per team (10)

Four permanent labs

Computers in every classroom

Each teacher have a laptop and utilizes a web based gradebook accessible to parents and kids

Two tech support persons as part of a district-supported team)

Good internet service throughout the school with appropriate infrastructure – some areas of the state need fiber optic service still!

One smart board per classroom

Textbooks/Materials/Supplies/Equipment:

Rationale: save on wear and tear/cost of texts in the end saving taxpayer dollars.

Textbooks available for each student to keep at home for each core subject and work from class sets at school.

Have CD/online texts as reasonable

Yearly funds available so supplement/replace/renew library materials

Support Services:

Rationale: All students deserve comprehensive services to provide for the whole person. We must provide counseling, social work, security, nursing, and technology services to our students. Cutting back on these services in the middle school years will cost taxpayers MORE in the long run in order to pay for incarceration, residential treatment, and other costs.

One principal

Two Assistant Principal

Two Instructional Coaches

Two counselors
 One registrar
 One licensed nurse
 One Health Assistant
 One librarian
 2 Tech persons
 Secretary
 Attendance Clerk/Receptionist/Asst. Prin. Secretary
 Five custodians
 One special education Head Teacher (administrative)
 Social worker
 SRO/Security
 Truancy Officer
 2 permanent subs – *provides instructional consistency and supports quality instruction, and provides for teacher release to participate in IEPs and other critical conferences that occur on an irregular basis*

High School Program

Please enter description and rationale below (the box will automatically expand to fit your narrative).

Our base model High School:

Overarching vision and rationale: We believe an effective high school is structured around flexible career pathways, grouping students into Academies. We will emphasize technology to increase engagement and prepare for the workplace. Students need to be heavily supported in the early years to assure reading and math proficiency by 3rd grade and to support all students who can be in an inclusive and/or general education population. This support in the elementary years maximizes tax payer dollars by supplying the foundation for academic success in secondary school, leading to successful employment and citizens ready to participate in our democracy

How it looks different from our Middle School:

Rationale:

9th grade “families,” “academies,” or “advisories” to facilitate staying in school

Flexible scheduling to allow for remediation and study skills

There are career pathways. There are school-within-a-school options, for example:

- Fine arts/ Humanities
- Math/science/health
- Services/education
- Business/Career-Technical Education

These groupings involve collaboration within the departments AND across disciplines

One planning period a day for teachers.

Extend the day (2.5 hours per week) for ongoing, embedded staff time (flexibly applied by individual sites) for teachers outside of the time spent with students for:

- Mentoring
- Professional development
- Team/collaboration time
- Planning/preparation time (this should be daily)
- Communicating needs of individual students among staff

Redesign the time so that it best fits your school – 90 to 120 minutes a week – accrued by adding days to the teacher contract.

This time will also support vertical teaming K-12, with regular meetings provided for 6-12 collaboration.

Curriculum:

Rationale: Open access to Pre-AP and AP programs. Career Pathways focus assists in employment preparation.

Offer Pre-AP and AP classes and provide training for teachers to develop AP teaching strategies

Encourage as many students as possible to take math at least through Algebra II but all math classes stress development of critical thinking and problem solving skills appropriate to their career path

Stress service learning and demonstration projects/performance portfolios tied to their chosen career pathway

Interventions for At-Risk Students:

Rationale: having them repeat the same thing they already failed is not productive

- Credit recovery
- On-going common assessments
- Web-based courses
- Tutoring
- Night school
- Resource room
- Student academic coaching
- Extended school day
- Concurrent enrollment at community college, etc.
- Summer school
- Early graduation
- Correspondence courses
- Advisory
- Peer mentoring
- Support groups for personal, medical and social services
- Program for teen parents

Class size:

25 per class on average

Special populations:

Rationale: All kids should be included as much as possible with their peers. Special aids, supports, and services should be brought to the general education classroom as much as possible. Small class sizes facilitate this. Special needs students require extra attention from the staff.

Create teacher teams within each academy/career path – one general and one special – who share duties equally of teaching, grading, doing IEP paperwork, etc.

Weight the needs of IEP students to reduce the number of general ed students in a class if a high-needs IEP student is included.

General education teachers need support when they have IEP students in their classes.

Students with medical, emotional, or some 8:1 kids need to have intense services.

Psychological services will be provided as needed.

Facilitate communication of modifications and learning needs between Special Ed and general ed teachers by building in collaboration time for all staff involved.

One or two teacher teams may have only a few teachers and team with one or more special education teachers to provide a supportive, inclusive setting for general ed and IEP students.

Educational Assistants are provided based on student needs and IEP's

Technology:

Rationale: there's not a job today out there where you don't need to know how to use computers. We're preparing students today for jobs that do not yet exist. Open labs must be available for independent and group academic work.

Four mobile lab per academy

Two permanent labs per academy (one used for teaching, one free for working) open before, after school, and at lunch

Computers in every classroom

Each teacher have a laptop and utilizes a web based gradebook accessible to parents and kids

Two tech support persons as part of a district-supported team)

Good internet service throughout the school with appropriate infrastructure – some areas of the state need fiber optic service still!

One smart board per classroom

Textbooks/Materials/Supplies/Equipment:

Rationale: save on wear and tear/cost of texts

Textbooks available for each student to keep at home for each core subject and work from class sets at school.

Have CD/online texts as reasonable

Adequate yearly funds available so supplement/replace/renew library materials

Support Staff:

Rationale:

One principal

Three Assistant Principals – one in charge of Special Services

Activities Director

Athletic Director

Special Education Head Teacher

Academy/Career path heads, one per path – teach one block a day – assist with curriculum, instructional coaching

Two Academic counselors

Four Mental health counselors

Truancy Officer

SRO

Security Aides

Secretaries – 5

1 registrar to *schedule*

School-Wide Programs:

Rationale:

- Advisory/Mentoring
- In-School Suspension
- After School athletics and extracurricular (art club, etc.) activities – run by stipended teachers
- Have a school-wide **behavior** program to support all students.
- School based clinic
- No summer school in budget – pays for itself with tuition fee

General Questions and Concerns

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PROGRAM DESIGN DOCUMENT

New Mexico Professional Judgment Panels

Task 2: The High Poverty Model Instructional Program Design

Elementary School Program

A change from low to high poverty

Would a change in student poverty from the level in the *Base Model* (Task 1) to the **high poverty** level (in Task 2) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Rationale: High poverty families need more social supports. Parents need to be made welcome in the school as they can sometimes feel out of place there, and families may need ordinary classroom materials in order for their students to be prepared for school each day. Even a food bank may be needed in order to insure basic needs are met. Summer programs for both literacy and enrichment activities can help close the achievement gap. Health services for students need to be more comprehensive than in more economically developed communities. Many more books need to be made available, both on an individual and school basis, as we know that literacy develops more readily in text-rich environments. Opportunities for Adult Basic Education should also be made available to parents and older siblings.

- Home Liaison
- Lower class size at first grade to 15 and add one teacher
- Parent Room or Center
- School supplies and clothing provided
- Food Bank
- Change from half day to full day pre-school
- Expand summer program to full day rather than half day – academics in a.m., enrichment in p.m. (with transportation)
- Link with social services – Medicaid
- School base Health Clinic
- More books per student per year
- More library materials
- Textbooks to take home and leave there
- Open Computer Lab and Library after school and evening
- EA in evening lab and EA in evening library
- Snacks during day
- Extra social work services
- Adult learning at night with daycare
- Security EA 3pm – 10pm
- Add EA's to kinder and increase the number of students in pre-school
- Add money to PD funds

Middle School Program

A change from low to high poverty

Would a change in student poverty from the level in the *Base Model* (Task 1) to the **high poverty** level (in Task 2) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

- Home Liaison
- Parent Room or Center
- School supplies and clothing provided
- Add a mentoring program

- Request SRO and GREAT program
- Food Bank
- Link with social services – Medicaid
- School base Health Clinic
- More books per student per year
- More library materials
- Textbooks to take home and leave there
- Open Computer Lab and Library after school and evening
- EA in evening lab and EA in evening library
- Snacks during day
- Extra counseling services
- Extra social work services
- Adult learning at night with daycare
- Security EA 3pm – 10pm
- Add money to PD funds

High School Program

A change from low to high poverty

Would a change in student poverty from the level in the *Base Model* (Task 1) to the **high poverty** level (in Task 2) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

- 2 Home Liaisons
- Parent Room or Center
- Homework support room
- Funded summer school - a mix enrichment programs (e.g. AP Camp, CSI Camp) and credit recovery
- School supplies and clothing provided
- Add a mentoring program run by counseling
- Request SRO and GREAT program
- Food Bank
- Link with social services – Medicaid
- Textbooks to take home and leave there
- Open Computer Lab and Library after school and evening
- EA in evening lab and EA in evening library
- Snacks during day
- Adult learning at night with daycare
- Some classes offered at night (added stipend money to extended day)
- Teen parenting program with daycare on site
- Extra truancy person
- Security EA 3pm – 10pm
- Add money to PD funds

PROGRAM DESIGN DOCUMENT

New Mexico Professional Judgment Panels

Yellow 2 – April 20, 2007 A.M.

Tasks 3-7: Modifications to the High Poverty and Base Model Programs

Task 3: A change from High Poverty to a High Poverty, High EL Model

Elementary School Program

A change from High Poverty to a High Poverty, High EL model

Would a change in the number of ELs from the level in the High Poverty model (Task 2) to the **High Poverty, High EL** model (in Task 3) affect the high poverty program designed to achieve the outcome goals? Yes

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

***Rationale:** We believe that native/heritage languages must be honored and encouraged, and that children should have the opportunity to be fluent in multiple languages. Research shows that fluency in two or more languages leads to higher academic achievement. It also makes our students more competitive in a global economy. The restoration of Native language fluency could contribute to the development of the economies and social structures of Native communities throughout New Mexico. And we want all students to become fluent in English. Research shows that lower class size assists in achieving these aims. Professional development for ALL staff to assist in appreciation, understanding, and respect of community cultures should be provided in an ongoing, embedded manner. We wish to create bridges between the community and the school staff on a regular, ongoing basis. Professional development should be delivered in a significant amount from experts within the local community. We also tried to provide greater funding for bilingual materials throughout the school as well as support services to serve the families of the students who wish to engage in adult and parent education.*

We shifted the mix of Tier I, II, and III teachers to 35% I, 45% II, and 20% III, acknowledging the need for many high ELL communities to “grow their own” teachers. We recognize that in many multi-lingual communities, especially in remote Native American communities, there has been an historic lack of qualified local teachers, bilingual and otherwise. This has resulted in many Tier III teachers nearing or at retirement from neighboring communities coming to work in these districts for short periods of time and then leaving. We wish to encourage these communities to grow their own teachers, but we note that in doing so, for the foreseeable future, this will result in higher numbers of Tier I and II teachers. We believe that local teachers who have a vested long-term stake in their schools and communities will increase both the stability and the cultural sensitivity of the teaching force. We believe this approach will contribute to greater academic achievement for ELL students.

We also believe that ELL training must become a standard element of teacher training programs.

Note: the term “bilingual” is used with the assumption of the second language being Spanish, a Native language, or whatever language is appropriate to the local community. “Bilingual” and “dual language” are used interchangeably.

No averaging – add a teacher if you go over these limits. Bilingual teachers will receive A \$5,000 stipend; TESOL teachers will each receive \$2500 stipend (this money is added in the Non-personnel Expenditures” section in the “English Learner Program” category: \$50,000)

We are also adding \$30,000 to the PD section under the “Tuition and Fees” section of the Non-Personnel PD Cost.

K, 1, 2, 3 – will each have 3 bilingual/dual language teachers, and 2 TESOL teachers

K - (full day) 15 (5 teachers, 5 EA’s – who are all bilingual)

1st – 15 (5 teachers)

2nd – 15 (5 teachers)

3rd – 15 (5 teachers)

4 & 5 will each have 2 bilingual/dual language teachers, and 2 TESOL teachers

4th – 20 (4 teachers)

5th – 20 (4 teachers)

We feel these services should be added to our high poverty school model: (**bold** = changes)

- Home Liaison (bilingual) – **this person is a bridge** from the school to home and will facilitate cultural activity development with resource teachers AND be a communication link to homes
- Stipend local **cultural experts** to provide Prof. Devel. to staff and students (add \$5000 to non-

personnel PD costs/Contracted Svcs. For On-Site Training)

- **Lower class size in all grades to 15 or 20 and add one teacher**
- Parent Room or Center
- At least one **dual language Special Ed teacher**
- School supplies and clothing provided
- Food Bank
- Change from half day to full day pre-school
- Expand summer program to full day rather than half day – academics in a.m., enrichment in p.m. (with transportation)
- Link with social services – Medicaid
- School base Health Clinic
- More books per student per year, including appropriate languages (**more than high poverty model**) - money is put in Non-personnel Expenditures section, in both “Core Instruction” categories
- More library materials available in appropriate languages (**more than high poverty model**)
- Textbooks in **languages as appropriate** to take home and leave there
- Open Computer Lab and Library after school and evening
- EA in evening lab and EA in evening library
- Snacks during day
- Extra social work services
- Adult learning at night with daycare
- Security EA 3pm – 10pm
- Add **bilingual** EA’s to kinder and **Special Ed**
- Increase the percentage of students in pre-school
- As regards the **mix of Tier I, II, and III** teachers, we acknowledge the need for the community to “grow our own” teachers and wish to encourage this. Our mix is recommended to be 35% I, 45% II, and 20% III.

Middle School Program

A change from High Poverty to a High Poverty, High EL model

Would a change in the number of ELs from the level in the High Poverty model (Task 2) to the **High Poverty, High EL** model (in Task 3) affect the high poverty program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

***Rationale:** We believe that native/heritage languages must be honored and encouraged, and that children should have the opportunity to be fluent in multiple languages. Research shows that fluency in two or more languages leads to higher academic achievement. It also makes our students more competitive in a global economy. The restoration of Native language fluency could contribute to the development of the economies and social structures of Native communities throughout New Mexico. And we want all students to become fluent in English. Research shows that lower class size assists in achieving these aims. Professional development for ALL staff to assist in appreciation, understanding, and respect of community cultures should be provided in an ongoing, embedded manner. We wish to create bridges between the community and the school staff on a regular, ongoing basis. Professional development should be delivered in a significant amount from experts within the local community. We also tried to provide greater funding for bilingual materials throughout the school as well as support services to serve the families of the students who wish to engage in adult and parent education.*

We shifted the mix of Tier I, II, and III teachers to 35% I, 45% II, and 20% III, acknowledging the need for many high ELL communities to “grow their own” teachers. We recognize that in many multi-lingual communities, especially in remote Native American communities, there has been an historic lack of qualified local teachers, bilingual and otherwise. This has resulted in many Tier III teachers nearing or at retirement from neighboring communities coming to work in these districts for short periods of time and then leaving. We wish to encourage these communities to grow their own teachers, but we note that in doing so, for the foreseeable future, this will result in higher numbers of Tier I and II teachers. We believe that local teachers who have a vested long-term stake in their schools and communities will increase both the stability and the cultural sensitivity of the teaching force. We believe this approach will contribute to greater academic achievement for ELL students. We also believe that ELL training must become a standard element of teacher training programs.

The budget is based on the high poverty model but with some changes.

Note: the term “bilingual” is used with the assumption of the second language being Spanish, a Native language, or whatever language is appropriate to the local community. “Bilingual” and “dual language” are used interchangeably.

Class Sizes:

No averaging – add a teacher if you go over these limit.

Class sizes are generally 25 students per class. The school has four content teachers to a team. There are ten teams total; three of them will be dual language team (Level I, II and II teams, with I being the highest level of need, multi-grade, flexibly scheduled – half the teachers on these three teams will be bilingually certified, the other half TESOL endorsed); the other 7 teams will be made of 14 teachers with TESOL endorsement, and the other 14 will be receiving TESOL training..

Bilingual teachers will receive A \$5,000 stipend (\$60,000 total); TESOL teachers will each receive \$2500 stipend (\$40,000 total.) This money is added in the Non-personnel Expenditures” section in the “English Learner Program” category: \$100,000.)

We are also adding \$30,000 to the PD section under the “Tuition and Fees” section of the Non-Personnel PD Costs.

We feel these services should be added to our low need base school model:

- Home Liaison (bilingual) – **this person is a bridge** from the school to home and will facilitate cultural activity development with resource teachers AND be a communication link to homes
- Stipend local **cultural experts** to provide Prof. Devel. to staff and students (add \$5000 to non-personnel PD costs/Contracted Svcs. For On-Site Training)
- Parent Room or Center
- **NOTE:** *In the middle school, we are adding a test/intake coordinator and EA to free up the classroom teachers to teach, not test.* Increased staff in ELL category from .01 to 1.0 teacher and 1.0 EA
- At least two **dual language Special Ed teachers**
- School supplies and clothing provided
- Food Bank
- Extended day and summer staff include some bilingual TESOL personnel
- Link with social services – Medicaid
- School base Health Clinic
- Expand bilingual material selection in library and text - money is put in Non-personnel Expenditures section, in both “Core Instruction” categories
- Textbooks in **languages as appropriate** to take home and leave there
- Open Computer Lab and Library after school and evening
- EA in evening lab and EA in evening library – at least one is bilingual
- Snacks during day
- Extra social work services
- Adult learning at night with daycare
- Security EA 3pm – 10pm (preferably bilingual)
- As regards the **mix of Tier I, II, and III** teachers, we acknowledge the need for the community to “grow our own” teachers and wish to encourage this. Our mix is recommended to be 35% I, 45% II, and 20% III.

High School Program

A change from High Poverty to a High Poverty, High EL model

Would a change in the number of ELs from the level in the High Poverty model (Task 2) to the **High Poverty, High EL** model (in Task 3) affect the high poverty program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Rationale: *We believe that native/heritage languages must be honored and encouraged, and that children should have the opportunity to be fluent in multiple languages. Research shows that fluency in two or more languages leads to higher academic achievement. It also makes our students more competitive in a global economy. The restoration of Native language fluency could contribute to the development of the economies and social structures of Native communities throughout New Mexico. And we want all students to become fluent in English. Research shows that lower class size assists in achieving these aims. Professional development for ALL staff to assist in appreciation, understanding, and respect of community cultures should be provided in an ongoing, embedded manner. We wish to create bridges between the community and the school staff on a regular, ongoing basis. Professional development should be delivered in a significant amount from experts within the local community. We also tried to provide greater funding for bilingual materials throughout the school as well as support services to serve the families of the students who wish to engage in adult and parent education.*

We shifted the mix of Tier I, II, and III teachers to 35% I, 45% II, and 20% III, acknowledging the need for many high ELL communities to “grow their own” teachers. We recognize that in many multi-lingual communities, especially in remote Native American communities, there has been an historic lack of qualified local teachers, bilingual and otherwise. This has resulted in many Tier III teachers nearing or at retirement from neighboring communities coming to work in these districts for short periods of time and then leaving. We wish to encourage these communities to grow their own teachers, but we note that in doing so, for the foreseeable future, this will result in higher numbers of Tier I and II teachers. We believe that local teachers who have a vested long-term stake in their schools and communities will increase both the stability and the cultural sensitivity of the teaching force. We believe this approach will contribute to greater academic achievement for ELL students. We also believe that ELL training must become a standard element of teacher training programs.

Note: the term “bilingual” is used with the assumption of the second language being Spanish, a Native language, or whatever language is appropriate to the local community. “Bilingual” and “dual language” are used interchangeably.

Note: Our model is based on assuming that ELL high school students are becoming more proficient in English as they progress to the upper grades. Intense services are provided at elementary, with continuing support through the secondary years.

No averaging – add a teacher if you go over these limit.

Class sizes are generally 25 students per class. The school has five academies – one 9th grade and four career academies. All English teachers are TESOL endorsed; all other teachers are TESOL endorsed or are undergoing training that the school is paying for (see PD category.)

Bilingual teachers will receive A \$5,000 stipend (\$50,000 total); TESOL teachers will each receive \$2500 stipend (\$25,000 total.) This money is added in the Non-personnel Expenditures” section in the “English Learner Program” category: \$75,000.)

We are also adding \$30,000 to the PD section under the “Tuition and Fees” section of the Non-Personnel PD Costs.

We feel these services should be added to our low need base school model:

- Home Liaison (bilingual) – **this person is a bridge** from the school to home and will facilitate cultural activity development with resource teachers AND be a communication link to homes
- Stipend local **cultural experts** to provide Prof. Devel. to staff and students (add \$5000 to non-personnel PD costs/Contracted Svcs. for On-Site Training)
- Parent Room or Center
- **NOTE:** *In the middle school, we are adding a test/intake coordinator to free up the classroom teachers to teach, not test.* Increased staff in ELL category from .01 to 1.0 teacher
- At least five of the ten SE teachers should have **dual language, with at least three of the 6 EA’s bilingual**
- School supplies and clothing provided
- Food Bank
- Extended day and summer staff include some bilingual TESOL personnel
- Link with social services – Medicaid
- School base Health Clinic
- Expand bilingual material selection in library and text - money is put in Non-personnel Expenditures

section, in both “Core Instruction” categories

- Textbooks in **languages as appropriate** to take home and leave there
- Open Computer Lab and Library after school and evening
- EA in evening lab and EA in evening library – at least one is bilingual
- Snacks during day
- Extra social work services – one preferred bilingual
- Adult learning at night with daycare
- Security EA 3pm – 10pm (preferably bilingual)

As regards the **mix of Tier I, II, and III** teachers, we acknowledge the need for the community to “grow our own” teachers and wish to encourage this. Our mix is recommended to be 35% I, 45% II, and 20% III.

Task 4: A change from the Base Model to a High Mobility Model

Elementary School Program

A change from the Base Model to High Mobility model

Would a change in student mobility from the level in the *Base Model* (Task 2) to the **high mobility** model (in Task 4) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Rationale: High mobility families have different needs. While some families may be moving to where their employment takes them, others may be in a situation that has left them temporarily homeless and mobile. This group needs assistance with access to community-based services as well as educational services. Educational and health records are often missing, IEPs are incomplete, discipline issues and communication challenges are present. The effective school will have a Family Resource Liaison to work closely with the students and their families to assure a smooth and effective transition into the new school.

The school uses the same budget as our Base Low Need Model, except:

(One position was added to the Core Instructional- Resource Teachers category in the elementary Mobility budget.)

- Family Resource Liaison
 - Perform intake with the parent
 - Coordinate a temporary IEP if needed
 - Determine if the student is in the SAT process
 - Assess student for
 - ELL
 - Academic standing via Short Cycle Assessments
 - Vision, hearing and health screening
 - Assign student to short intervention programs, tutoring, after school program or summer program for academics
 - Refer family to community resources, i.e. HUD, Medicaid
 - Assign new student a student mentor
 - Follow up with families periodically
 - Coordinate with other district Elementary, Middle School and High School Family Resource Liaisons
 - Connect students to school based services, i.e. School Based Health Clinics, GRADS Program, counseling, etc.
 - Coordinate transportation if needed
 - Coordinate McKinney-Vento services
 - Outreach to area motels, food banks, homeless shelters and other local services
 - Establish communication method with parent and follow up with parent periodically
 - Communicate with receiving school/district when students dis-enroll

Develop a School Orientation Program for new students and families that will eventually be student led (no additional funding added to base model)

Middle School Program

A change from the Base Model to High Mobility model

Would a change in student mobility from the level in the *Base Model* (Task 2) to the **high mobility** model (in Task 4) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Rationale: *High mobility families have different needs. While some families may be moving to where their employment takes them, others may be in a situation that has left them temporarily homeless and mobile. This group needs assistance with access to community-based services as well as educational services. Educational and health records are often missing, IEPs are incomplete, discipline issues and communication challenges are present. The effective school will have a Family Resource Liaison to work closely with the students and their families to assure a smooth and effective transition into the new school.*

(One position was added to the Core Instructional- Resource Teachers category in the Mid School Mobility budget.)

- Family Resource Liaison
 - Perform intake with the parent
 - Coordinate a temporary IEP if needed
 - Determine if the student is in the SAT process
 - Assess student for
 - ELL
 - Academic standing via Short Cycle Assessments
 - Vision, hearing and health screening
 - Assign student to short intervention programs, tutoring, after school program or summer program for academics
 - Refer family to community resources, i.e. HUD, Medicaid
 - Assign new student a student mentor
 - Follow up with families periodically
 - Coordinate with other district Elementary, Middle School and High School Family Resource Liaisons
 - Connect students to school based services, i.e. School Based Health Clinics, GRADS Program, counseling, etc.
 - Coordinate transportation if needed
 - Coordinate McKinney-Vento services
 - Outreach to area motels, food banks, homeless shelters and other local services
 - Establish communication method with parent and follow up with parent periodically
 - Communicate with receiving school/district when students dis-enroll
- Develop a School Orientation Program for new students and families that will eventually be student led

High School Program

A change from the Base Model to High Mobility model

Would a change in student mobility from the level in the *Base Model* (Task 2) to the **high mobility** model (in Task 4) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Rationale: *High mobility families have different needs. While some families may be moving to where their employment takes them, others may be in a situation that has left them temporarily homeless and mobile. This group needs assistance with access to community-based services as well as educational services. Educational and health records are often missing, IEPs are incomplete, discipline issues and communication challenges are present. The effective school will have a Family Resource Liaison to work closely with the students and their families to assure a smooth and effective transition into the new school.*

(One position was added to the Core Instructional- Resource Teachers category in the High School Mobility budget.)

- Family Resource Liaison
 - Perform intake with the parent
 - Coordinate a temporary IEP if needed
 - Determine if the student is in the SAT process
 - Assess student for
 - ELL
 - Academic standing via Short Cycle Assessments
 - Vision, hearing and health screening
 - Assign student to short intervention programs, tutoring, after school program or summer program for academics
 - Refer family to community resources, i.e. HUD, Medicaid
 - Assign new student a student mentor
 - Follow up with families periodically
 - Coordinate with other district Elementary, Middle School and High School Family Resource Liaisons
 - Connect students to school based services, i.e. School Based Health Clinics, GRADS Program, counseling, etc.
 - Coordinate transportation if needed
 - Coordinate McKinney-Vento services
 - Outreach to area motels, food banks, homeless shelters and other local services
 - Establish communication method with parent and follow up with parent periodically
 - Communicate with receiving school/district when students disenroll
- Develop a School Orientation Program for new students and families that will eventually be student led

Task 5A: A change from the Base Model to a High SE Model

Elementary School Program

A change from the Base Model to High SE model

Would a change in student mobility from the level in the *Base Model* (Task 2) to the **high SE** model (in Task 5A) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Elementary – High SE Rationale:

The Base Model has Inclusion Classroom weighting. As SE students are added to classes, the class size is reduced based on the needs of the SE students that are added.

Extended time for remediation - Every effort will be made to keep SE students in inclusion classrooms to maximize exposure to the General Ed curriculum and peers. Any pull-out settings will be used to support the GE curriculum but not during core curriculum times

If there are segregated small group classes, it is necessary that they have many opportunities for inclusion in GE classroom.

A pull-out program results in the SE students missing the GE curriculum, thus, the students are not keeping up with their peers and fall further behind.

Curriculum --

Scientific research-based intervention programs for Reading and Math are needed to help SE students get the needed instruction that they may have missed and to help them catch up to their GE peers so that they can be exited from SE. This is based on the widespread understanding that, nationally, students are over-identified for SE based on a lack of reading instruction rather than a disability. (\$10,000 for reading programs – put \$5,000 in Non-personnel Expenditures section A/B Special Ed, and \$5000).

Staffing

Site Specialist or Head SE Teacher should not have a caseload so they can get into classrooms and be available for IEP's but still be considered part of the instructional staff rather than administrative staff. Instructional coach for Math and Literacy for SE (added this under Core Instructional – Resource Teachers)

Professional Development for all staff should include differentiated instruction techniques, Least Restrictive Environment practices, special ed law, co-teaching, teaming, etc. (add \$10,000 to PD category)

Full time SW (up from .5)

Additional EA's to help in the inclusion classrooms (possibly 5 – depends on IEP's) (added to Core Instructional – one per grade level)

Reduced case loads for ancillary so they can “push in” to classrooms rather than “pull out” students. (done in District SSE budget sheet)

Scheduling

Emphasize inclusive model as much as possible.

Planning time for GE and SE teachers for curriculum and accommodations must include the ancillary staff.

Full-time preschool will increase SE student skills and help to reduce the impact of disabilities on educational endeavors.

Flexible scheduling for ancillary staff so that students that do require 1:1 pull-out services can receive them before or after school rather than being pulled out during the school day, missing curriculum and class time.

Busing is needed as part of services required for extended day interventions, summer programs, or pre-school.

Middle School Program

A change from the Base Model to High SE model

Would a change in student mobility from the level in the *Base Model* (Task 2) to the **high SE** model (in Task 5A) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Middle School – High SE Rationale:

The Base Model has Inclusion Classroom weighting. As SE students are added to classes, the class size is reduced based on the needs of the SE students that are added.

Extended time for remediation - Every effort will be made to keep SE students in inclusion classrooms to maximize exposure to the General Ed curriculum and peers. Any pull-out settings will be used to support the GE curriculum but not during core curriculum times

If there are segregated small group classes, it is necessary that they have many opportunities for inclusion in GE classroom.

A pull-out program results in the SE students missing the GE curriculum, thus, the students are not keeping up with their peers and fall further behind.

Curriculum --

Scientific research-based intervention programs for Reading and Math are needed to help SE students get the needed instruction that they may have missed and to help them catch up to their GE peers so that they can be exited from SE. This is based on the widespread understanding that, nationally, students are over-identified for SE based on a lack of reading instruction rather than a disability. (\$10,000 for reading programs – put \$5,000 in Non-personnel Expenditures section A/B Special Ed, and \$5000).

Staffing

Site Specialist or Head SE Teacher should not have a caseload so they can get into classrooms and be available for IEP's but still be considered part of the instructional staff rather than administrative staff. An additional Assistant Principal or Site Specialist to help with the additional IEP's and/or SE discipline (added a Site Spec to Instructional & Pupil Support Services – last line)

An additional (for a total of 3) instructional coach for Math and Literacy for SE (Put in Core Instruction/Resource teachers)

An additional Social Worker over base model (added in spreadsheet)

Additional EA's to help in the inclusion classrooms (possibly 6 – depends on IEP's)

Reduced case loads for ancillary so they can “push in” to classrooms rather than “pull out” students. (in district model)

Professional Development for all staff in differentiated instruction techniques, Least Restrictive Environment practices, special ed law, co-teaching, teaming, etc.

Scheduling

Emphasize inclusive model as much as possible.

Planning time for GE and SE teachers for curriculum and accommodations must include the ancillary staff

Flexible scheduling for ancillary staff so that students that do require 1:1 pull out services can receive them before or after school rather than being pulled out during the school day, missing curriculum and class time.

Busing is needed as part of services required for extended day interventions and summer programs.

High School Program

A change from the Base Model to High SE model

Would a change in student mobility from the level in the *Base Model* (Task 2) to the **high SE** model (in Task 5A) affect the base instructional program designed to achieve the outcome goals? ____ (Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

High School – High SE Rationale:

If there are segregated small group classes, it is necessary that they have many opportunities for inclusion in GE classroom.

A pull-out program results in the SE students missing the GE curriculum, thus, the students are not keeping up with their peers and fall further behind.

Curriculum --

Scientific research-based intervention programs for Reading and Math are needed to help SE students get the needed instruction that they may have missed and to help them catch up to their GE peers so that they can be exited from SE. This is based on the widespread understanding that, nationally, students are over-identified for SE based on a lack of reading instruction rather than a disability. (\$10,000 for reading programs – put \$5,000 in Non-personnel Expenditures section A/B Special Ed, and \$5000).

Staffing

Site Specialist or Head SE Teacher should not have a caseload so they can get into classrooms and be available for IEP's but still be considered part of the instructional staff rather than administrative staff. (Put in Instructional & Pupil Support last line "other")

An additional Assistant Principal or Site Specialist to help with the additional IEP's and/or SE discipline (added an SE asst principal to make 4)

Instructional coach for Math and Literacy for SE (put in Instructional & Pupil Support – last line)

2 Reading Specialists to provide direct services to students

An additional SW over base model (1 additional FTE)

Additional EA's to help in the inclusion classrooms (possibly 10 – 10 added to the 6 already there in C/D Spec Ed area to make 16)

Professional Development for all staff in differentiated instruction techniques, Least Restrictive Environment practices, special ed law, co-teaching, teaming, etc.

Reduced case loads for ancillary so they can "push in" to classrooms rather than "pull out" students.(in district model)

Scheduling

Emphasize inclusive model as much as possible.

Planning time for GE and SE teachers for curriculum and accommodations must include the ancillary staff

Flexible scheduling for ancillary staff so that students that do require 1:1 pull out services can receive them before or after school rather than being pulled out during the school day and missing curriculum and class time.

Reduced service needs at the secondary level with effective intervention at early grades.

Buses needed for extended and summer programs.

Task 5B: District and Regional SE Services and Resources

Activity 1: Program Design Modification

Using the questions below, each panel should describe district and/or regional level services provided for SE students. Please remember that these resources and services should compliment school level instructional programs. In addition, panels will have the opportunity to review the work completed in the Base Model when the panels reconvene.

What staff and non-personnel expenditures are needed to provide related services not already captured in your school prototypes for all SE students (e.g., those served in neighborhood schools, district programs, or special school placements) and how will these services be delivered?

Please assume that these are related services that may be required by only a relatively small percentage of students in any given school and would therefore likely be more efficiently provided out of the central district office.

Please enter description and rationale below (the box will automatically expand to fit your narrative).

District and Regional SE Services and resources

It is important to remember that districts that have inclusive philosophies spend more money on teachers due to the need to keep class sizes smaller.

Intervention for GE students – Requirements by law suggest that we provide more interventions prior to evaluation. More money is required for these interventions in the General Ed setting to help students.

Diagnostician – student evaluation is time-consuming and very expensive. The process of evaluating a student for SE services takes a long time even if it is completed within the 60 days required by law. The SAT process recommends students for evaluation, and usually more than 50% of students still do not qualify for SE services.

Psychologist is a district level service.

OT, PT, RT – These ancillary are mostly itinerate staff and require lower case load numbers needing services so that they can travel between the site.

SLP staffed at every school

SW for IEP related issues

Ancillary contracting companies are able/allowed to pay their staff better than school districts are able/allowed to pay ancillary staff. Ancillary staff are better paid to do the equivalent job in a hospital and very often do not want to work for school systems or they leave the school system and work for a contracting agency to do the very same job they left but for more money. **The state needs to enact legislation** that makes it easier for school districts to find and hire the needed ancillary staff.

Categorical funding for Gifted education especially since NM requires services be provided through the IEP/SE process, while 80% of the other states do not.

Added school psychologist to spreadsheet – we feel this is a district service, not a school site assignment.

Activity 2: Resource Specifications

Once you have completed your PROGRAM DESIGN narrative for these district-level elements, please specify the resources necessary to deliver each of these programs and services using the district-level worksheet (DISTRICT_SP_ED) in the COST MODEL. The COST MODEL also asks sub-panelists to identify and describe the desired caseloads for these personnel.

Task 6: A change from the Base Model to a Smaller School

Elementary School Program

A change from an average to a small school (Task 6)

Would changing to a small school require a change in the program design and/or resources specifications?
___(Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Rationale: The elementary program will change very little with a school size of 271, other than a reduction of the number of classes per grade level. There are positive features of an elementary school this size: staff, students and parents know each other personally and there tends to be more of a family atmosphere at the school.

Several staff members may be shared with another school, such as Music, Physical Education, Special Education and Art teachers. Dual licensed teachers will need to be actively recruited and existing staff asked to obtain a second endorsement.

The amount of time individual teachers can spend out of the building on professional development is limited because of the finite number of substitutes.

More busing will be needed because smaller schools tend to be in more rural areas. After school programs will be shortened because of the time it takes to transport students home at the end of the day. Extended year programs will be preferred.

Technology is critical to students at all levels because of the limited number of “real life” opportunities present in small towns. High speed internet access is critical so students can view live events online.

Instructional coaches may be shared with other schools or one instructional coach may take both literacy and numeracy responsibilities.

We recommend reducing the number of the following staff, commensurate with the reduction in the number of students, not in the amount of services offered:

- *Counseling*
- *Administration*
- *General Education Teachers*
- *Special Education Teachers*
- *Clerical*
- *Instructional Coach*

Middle School Program

A change from an average to a small school (Task 6)

Would changing to a small school require a change in the program design and/or resources specifications?
___(Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Rationale: The middle program will change very little with a school size of 548, other than a reduction of the number of classes per grade level. There are positive features of an elementary school this size: staff, students and parents know each other personally and there tends to be more of a family atmosphere at the school.

Several staff members may be shared with another school, such as Music, Physical Education, Special Education and Art teachers. Dual licensed teachers will need to be actively recruited and existing staff asked to obtain a second endorsement.

The amount of time individual teachers can spend out of the building on professional development is limited because of the finite number of substitutes.

More busing will be needed because smaller schools tend to be in more rural areas. After school programs will be shortened because of the time it takes to transport students home at the end of the day. Extended year programs will be preferred.

Technology is critical to students at all levels because of the limited number of “real life” opportunities present in small towns. High speed internet access is critical so students can view live events online.

Instructional coaches may be shared with other schools or one instructional coach may take both literacy and numeracy responsibilities.

We recommend reducing the number of the following staff, commensurate with the reduction in the number of students, not in the amount of services offered:

- *Counseling*
- *Administration*
- *General Education Teachers*
- *Special Education Teachers*
- *Clerical*
- *Instructional Coach*

High School Program

A change from an average to a small school (Task 6)

Would changing to a small school require a change in the program design and/or resources specifications?

___(Yes or No)

If yes, please enter modifications and rationale below (the box will automatically expand to fit your narrative).

Rationale: The high program will change very little with a school size of 696, other than a reduction of the number of classes per grade level. There are positive features of an elementary school this size: staff, students and parents know each other personally and there tends to be more of a family atmosphere at the school.

Several staff members may be shared with another school, such as Music, Physical Education, Special Education and Art teachers. Dual licensed teachers will need to be actively recruited and existing staff asked to obtain a second endorsement.

The amount of time individual teachers can spend out of the building on professional development is limited because of the finite number of substitutes.

More busing will be needed because smaller schools tend to be in more rural areas. After school programs will be shortened because of the time it takes to transport students home at the end of the day. Extended year programs will be preferred.

Technology is critical to students at all levels because of the limited number of “real life”

opportunities present in small towns. High speed internet access is critical so students can view live events online.

Instructional coaches may be shared with other schools or one instructional coach may take both literacy and numeracy responsibilities.

We recommend reducing the number of the following staff, commensurate with the reduction in the number of students, not in the amount of services offered:

- *Counseling*
- *Administration*
- *General Education Teachers*
- *Special Education Teachers*
- *Clerical*
- *Instructional Coach*

Task 7: Programmatic Priorities Task

Activity 1: Program Design Modification

Use the questions below to guide your deliberations for this task. For this task, each panel should describe modifications to their base elementary, middle and high school instructional programs in light of a budget cut.

Elementary School Program

How would a budget decrease of approximately 10% affect your instructional elementary school program?

Please enter modifications and rationale below (the box will automatically expand to fit your narrative).

One of the core values that emerged from the Public Engagement was the importance of local control. We have built Base Models that we believe are necessary for us to meet our educational goals. We were highly conservative in constructing our Base Models and do not find any excess to cut. Therefore, if a ten percent cut is necessary, it is our recommendation that each school district is charged with cutting the 10% at the local level. This will enable each community to keep in place those components most important to meet their education goals.

Middle School Program

How would a budget decrease of approximately 10% affect your instructional middle school program?

Please enter modifications and rationale below (the box will automatically expand to fit your narrative).

One of the core values that emerged from the Public Engagement was the importance of local control. We have built Base Models that we believe are necessary for us to meet our educational goals. We were highly conservative in constructing our Base Models and do not find any excess to cut. Therefore, if a ten percent cut is necessary, it is our recommendation that each school district is charged with cutting the 10% at the local level. This will enable each community to keep in place those components most important to meet their education goals.

High School Program

How would a budget decrease of approximately 10% affect your instructional high school program?

Please enter modifications and rationale below (the box will automatically expand to fit your narrative).

One of the core values that emerged from the Public Engagement was the importance of local control. We have built Base Models that we believe are necessary for us to meet our educational goals. We were highly conservative in constructing our Base Models and do not find any excess to cut. Therefore, if a ten percent cut is necessary, it is our recommendation that each school district is charged with cutting the 10% at the local level. This will enable each community to keep in place those components most important to meet their education goals.

