

# PROGRAM DESIGN DOCUMENT

## New Mexico Professional Judgment Panels

### 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).

- **This program will be aligned with the goals of the Educational Plan for Student Success (EPSS) at the school and District level.**
- **We believe that all schools should be designed as community schools open to partnerships to serve the needs of students, their families and the community at large. These structures will differ based on the local community needs (i.e. – a site-based health clinic in the high schools, additional after-school enrichment programs, etc.).**
- In terms of capital outlay needs, with an increase in services, staff, and programs along with decreased class sizes, additional classrooms and facilities will be needed to accommodate these changes.
- We assume that qualified teachers are available. These teachers could be attracted and retained through a quality mentorship program, revisiting the T and E, attraction of new teachers to the field, etc.
- Inclusion of special need students is expected at all levels. Schools should be provided with the appropriate/adequate staffing to accomplish this goal.
- Special education programs should be staffed and supplied appropriately to meet S needs.
- Intervention for students who aren't identified as at risk students (not EL, SE, reduced lunch) is critical.
- Working with diverse and varied learning abilities and learning styles
- Dual language programs should be the goal when the population is large enough to accommodate this population.
- Support for monolingual Ss should be provided at all levels
- Best practices/models to meet the programmatic needs of bilingual students should be provided at all levels.
- How to provide adequate time for professional development
- Extended school day/school year: Enough time to accommodate all that needs to be covered
- Need for adequate technological resources and instructors/support
- Need to ensure that resources serve students (i.e. extraneous staff who don't directly assist students, or can be obstacles to classroom instruction)
- Level 3 teachers with extra planning periods to provide specialized support – instructional coaches
- Meaningful professional development and school-based support for teachers in their content area
- Tutoring/Mentoring programs should be available at all levels for all Ss.
- Art/Music/PE are considered part of a basic program
- Uninterrupted planning time for teachers is essential for providing a quality program.
- Move the testing window for the SBA to late April instead of March and return results in a timely fashion to allow additional instructional time prior to testing.
- Gifted FTE allocations are based on national norms of 4-5% of the population. The figures provided by the Demographic Worksheets are inflated and unrealistic.
- Maximum class sizes should not be exceeded due to inclusion of SE students, unless it is a team teaching, co-teaching inclusion model. FTEs should be adjusted as necessary.

## Elementary School Program

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

- A. Extended school day/school year. An increase in the school day in order to allow for more planning and instructional time. An increase in the school year to allow for more in-depth professional development time.
- B. For Students: No instructional time added per day. Currently 6 ½ hours per day. Regarding the extended year, add 5 days (or comparable minutes). This will allow for students to better meet the standards, make up for lost instructional time due to testing, expanded instruction.
- C. For Teachers: An 8-hour work day. Longer contract year – add 9 days (5 instructional days and 4 professional development days). This will allow teachers the time to collaborate, plan, share best practices and receive formal, consistent and systematic differentiated professional development.
- D. There should be a balance of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Tier teachers in order to provide a wide range of experiences for collaboration and mentorship. Tier 3 teachers are expected to assume instructional leadership roles such as modeling, mentoring fellow teachers, etc.
- E. English Language Learner resource person(s) to provide the necessary support based on students' need. This person will provide support in teaching strategies, direct instruction, testing, and screening. This will accommodate multiple languages, the variety of needs, and provide support to all teachers.
- F. A multifaceted before and/or after school program to address academic, social, cultural and emotional needs of all students. This program is based on student needs and interests and may include tutoring, enrichment courses, community service activities, service learning, etc, to address academic needs and build personal qualities. This program would be all year long for up to 10 hours per week as per the school calendar. This program will be available to all students. Each school will receive funding to either provide the services directly or partner with community-based organizations. The resources needed for this program are 5 teachers and 4 EA's at an hourly rate for 2 hours per day. This will also require an increase in custodial and classroom supplies. (in the Cost Model, this is entered into the general education column)
- G. Tier 2 research-based/evidence-based Interventions for reading, math, written language, and behavior for all students not meeting performance targets and/or students that have an Academic Improvement Plan (AIP). This includes biweekly progress monitoring showing effectiveness of intervention.
- H. Instructional Coach will provide school-based professional development based on teacher needs. This person will model lessons, help develop curriculum and coach teachers using best practices models. This is not an administrative position.
- I. The Counselor assists in teaching positive behavior skills, conflict resolution skills, respect for self and others and other emotional intelligence skills necessary for school/life success.
- J. Nurse needed to provide wellness, health plans and programs, and to support medically fragile students.
- K. Special Education: To provide a continuum of services from full inclusion to self-contained classrooms in order to accommodate the individual needs of the students (IEP)
- L. The Extended School Year program will be offered at the school level for special education students in order to meet federal IDEA requirements and maintain skills. This will be a 6-week program, 4 half days per week during the summer.
- M. Integrated Standards-based Instruction: 90-minute uninterrupted literacy block; 60-minute math block; 60-minute science block and 60-minute social studies block which may be integrated
- N. 60 minutes of instruction per week in physical education, art, music, library, technology. Specific skill-oriented instruction which will be integrated into content areas.
- O. Non-personnel needs
  - Textbooks, supplemental materials and manipulatives
  - Science equipment and consumables
  - Fully supplied art classroom
  - Fully supplied music classroom
  - Fully supplied PE program
  - Fully equipped, functional and up-to-date technology/media lab adequate to the population, including software
  - Updated and sufficient library materials
  - Tier 2 and Tier 3 intervention and progress monitoring materials
  - Instructional supplies
  - ELL support materials and space

- P. Professional Development funds: sub-time, stipends, conference fees, travel expenses, guest speakers, materials. This will help provide quality, standards-based, cutting edge, research-based instruction. Increasing teacher knowledge and skills will help to meet the ultimate goal of ensuring student success and teacher retention.
- Q. Full-day pre-school/early childhood will be available to all low income students – approximately 40 three-year olds and 40 four-year olds. Pre-school must be made available to all special education students.
- R. Addition of 1 gifted teacher to deliver IEP services and support classroom Ts in providing acceleration options.
- S. Addition of a .25 FTE for a Head SE teacher in order to monitor programs, scheduling IEPs, facilitating re-evaluation referral process, serving on SATs and provide on-going, quality PD around legal, regulatory issues.
- T. Staffing Needs
  - 2 administrators: Principal and Assistant Principal (to allow for the sharing of managerial/non-instructional roles and the ability to serve as instructional leaders)
  - 1 FTE Teacher for every 20 students
  - 1 EA for every kindergarten teacher
  - 4 FTE Teachers for Special Education
  - .25 FTE for Head SE teacher
  - 2 EA's for Special Education
  - 2 FTE Teachers for ELL
  - 2 FTE Teachers for Tier 2 Interventions (these are entered in the Cost Model as Reading and Math Specialists)
  - 2 EA's for Tier 2 Interventions (same as above)
  - 1 FTE Teacher for Art
  - 1 FTE Teacher for PE
  - 1 FTE Teacher for Music
  - 1 FTE Teacher for Technology (this is included in the “Other” category)
  - 1 FTE for Librarian
  - 1 FTE for Nurse
  - 1 FTE for Counselor
  - 1 FTE for Instructional Coach/Content Leader
  - Support personnel based on need (OT, PT, SLP, diagnosticians, social worker, psychologist, APE)
  - 1 secretary/bookkeeper. Assists in all duties needing coverage.
  - 1 clerk in order to assist with data entry, inventory, requisitions, etc.
  - 3 custodians

- Class Sizes  
Average class size is 20, maximum is 22 for all elementary  
Average class size for kindergarten is 15, maximum of 18

### Middle School Program

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

- A. Extended school day/school year. An increase in the school day in order to allow for more planning and instructional time. An increase in the school year to allow for more in-depth professional development time.
- B. For Students: No instructional time added per day. Currently 6 ½ hours per day. Regarding the extended year, add 5 days (or comparable minutes). This will allow for students to better meet the standards, make up for lost instructional time due to testing, expanded instruction.
- C. For Teachers: An 8-hour work day. Longer contract year – add 9 days (5 instructional days and 4 professional development days). This will allow teachers the time to collaborate, plan, share best practices and receive formal, consistent and systematic differentiated professional development.
- D. There should be a balance of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Tier teachers in order to provide a wide range of experiences for collaboration and mentorship. Tier 3 teachers are expected to assume instructional leadership roles such as modeling, mentoring fellow teachers, etc.
- E. A multifaceted before and/or after school program to address academic, social, cultural and

emotional needs of all students. This program is based on student needs and interests and may include tutoring, enrichment courses, community service activities, service learning, etc, to address academic needs and build personal qualities. This program would be all year long for up to 10 hours per week as per the school calendar. This program will be available to all students. Each school will receive funding to either provide the services directly or partner with community-based organizations. The resources needed for this program are 10 teachers and 8 EA's at an hourly rate for 2 hours per day. This will also require an increase in custodial and classroom supplies.

- F. Athletic programs will be offered based on students' needs/interests. Sports programs will be offered to boys and girls, with 3 sports at the 6/7 and 7/8 grade levels. This will require 12 coaches and 12 assistants. The stipend is paid per sport at the stipend rate per season, which is approximately \$1000 for the coach and \$750 for the assistant coach.
- G. Bilingual-endorsed core content area teachers for all grade levels. In addition to providing direct instruction, these teachers will also provide support in teaching strategies, testing, and screening. This will accommodate multiple languages and the variety of needs.
- H. Tier 2 research-based/evidence-based Interventions for reading, math, written language, and behavior for all students not meeting performance targets and/or students that have an Academic Improvement Plan (AIP). This includes biweekly progress monitoring showing effectiveness of intervention.
- I. Instructional Coaches will provide school-based professional development based on teacher needs in literacy and math/science. These persons will model lessons, help develop curriculum and coach teachers using best practices models. These are not administrative positions.
- J. The Counselors assist in teaching positive behavior skills, conflict resolution skills, respect for self and others, other emotional intelligence skills necessary for school/life success, scheduling/registration, and career counseling (Next Step Plan).
- K. Nurses and Health Assistants needed to provide wellness, health plans and programs, and to support medically fragile students.
- L. In-School Suspension program to allow students to continue learning while being accountable for their actions.
- M. Testing coordinator/data analyst who will be responsible for test security and training of test administrators, ordering, scheduling, coordination and accountability of tests. This position will also include the analysis of test scores in order to improve instruction.
- N. Campus Security Officers to ensure the safety of faculty, staff and students.
- O. Special Education: To provide a continuum of services from full inclusion to self-contained classrooms in order to accommodate the individual needs of the students (IEP)
- P. The Extended School Year program will be offered at the school level for special education students in order to meet federal IDEA requirements and maintain skills. This will be a 6-week program, 4 half days per week during the summer.
- Q. Adequate FTE to provide/maintain elective and core academic programs in order to meet the various learning and interest levels and needs of students (intervention programs, accelerated programs, pre-AP programs, honors) based on school/teacher availability and student interests.
- R. Creation of small learning communities in core content areas at all grade levels (where a team of core content teachers share a common group of students). This will increase student achievement, create a sense of belonging, safety, prevention of drop-outs while allowing for collaboration among teachers and the alignment of instruction.
- S. Two teacher prep periods per day – one team prep and one personal prep in order to facilitate the implementation of the above in letter "M."
- T. Addition of a .50 FTE for a Head SE teacher in order to monitor programs, scheduling IEPs, facilitating re-evaluation referral process, serving on SATs and provide on-going, quality PD around legal, regulatory issues.
- U. Non-personnel needs
  - a. Textbooks, supplemental materials and manipulatives
  - b. Science equipment and consumables
  - c. Fully supplied art classroom
  - d. Fully supplied music classroom
  - e. Fully supplied PE program
  - f. Fully equipped, functional and up-to-date technology/media lab adequate to the population, including software
  - g. Updated and sufficient library materials
  - h. Tier 2 and Tier 3 intervention and progress monitoring materials
  - i. Instructional supplies

<p>j. ELL support materials and space</p> <p>V. Professional Development funds: sub-time, stipends, conference fees, travel expenses, guest speakers, materials. This will help provide quality, standards-based, cutting edge, research-based instruction. Increasing teacher knowledge and skills will help to meet the ultimate goal of ensuring student success and teacher retention.</p> <p>W. Staffing Needs</p> <ul style="list-style-type: none"> <li>• 3 administrators: Principal, Assistant Principal (to allow for the sharing of managerial/non-instructional roles and the ability to serve as instructional leaders) and Dean of Students (to handle student discipline and other duties as assigned).</li> <li>• Core content classes shall not exceed 25 students</li> <li>• 28 FTE Teachers for core content/elective classes, 12 of whom are bilingual-certified. Career and technical education teachers are also included in this number.</li> <li>• 9 FTE Teachers for Special Education. These will not necessarily be category specific, but are entered that way into the Cost Model because of limitations of the rows.</li> <li>• 0.5 FTE for Head SE teacher.</li> <li>• 5 EA's for Special Education. These will not necessarily be category specific, but are entered that way into the Cost Model because of limitations of the rows.</li> <li>• 6 FTE Teachers for Tier 2 Interventions. In the Cost Model, the 6 teachers are divided between the English/Language arts and the "Other" category. These "Others" include math intervention specialists.</li> <li>• 3 EA's for Tier 2 Interventions</li> <li>• 1 FTE Teacher for In-School Suspension Program (entered into the "Other" category)</li> <li>• 1 FTE Teacher for Technology (entered into the "Technologist" category)</li> <li>• 1 FTE for Librarian</li> <li>• 1 FTE for Nurse</li> <li>• 1 FTE for Health Assistant</li> <li>• 2 FTE's for Counselors</li> <li>• 2 FTE's for Campus Security</li> <li>• .5 FTE for Testing Coordinator/Data Analyst (entered into the "Other" category)</li> <li>• 2 FTE for Instructional Coaches</li> <li>• 0.5 FTE for Drug, Behavior, Intervention specialist. (entered in the "Other" category)</li> <li>• Support personnel <u>based on need</u> (OT, PT, SLP, diagnosticians, social worker, psychologist, APE)</li> <li>• 2 secretary/bookkeeper. Assists in all duties needing coverage.</li> <li>• 1 clerk in order to assist with data entry, inventory, requisitions, etc.</li> <li>• 4 custodians</li> </ul>	
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**High School Program**

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

<ol style="list-style-type: none"> <li>a. Extended school day/school year. An increase in the school day in order to allow for more planning and instructional time. An increase in the school year to allow for more in-depth professional development time.</li> <li>b. For Students: No instructional time added per day. Currently 6 ½ hours per day. Regarding the extended year, add 5 days (or comparable minutes). This will allow for students to better meet the standards, make up for lost instructional time due to testing, expanded instruction.</li> <li>c. For Teachers: An 8-hour work day. Longer contract year – add 9 days (5 instructional days and 4 professional development days). This will allow teachers the time to collaborate, plan, share best practices and receive formal, consistent and systematic differentiated professional development.</li> <li>d. There should be a balance of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Tier teachers in order to provide a wide range of experiences for collaboration and mentorship. Tier 3 teachers are expected to assume instructional leadership roles such as modeling, mentoring fellow teachers, etc.</li> <li>e. Bilingual-endorsed core content area teachers for all grade levels. In addition to providing direct instruction, these teachers will also provide support in teaching strategies, testing, and screening. This will accommodate multiple languages and the variety of needs.</li> <li>f. Tier 2 research-based/evidence-based Interventions for reading, math, written language, and</li> </ol>
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behavior for all students not meeting performance targets. This includes biweekly progress monitoring showing effectiveness of intervention.

- g. Instructional Coaches will provide school-based professional development based on teacher needs in literacy and math/science. These persons will model lessons, help develop curriculum and coach teachers using best practices models. These are not administrative positions.
- h. The Counselors assist in teaching positive behavior skills, conflict resolution skills, respect for self and others, other emotional intelligence skills necessary for school/life success, scheduling/registration, and career counseling, college advising and monitoring of the The Next Step Plan.
- i. A substance abuse prevention and intervention specialist to provide supports to Ss for alcohol, tobacco, drugs. (entered as "Other" in the Cost Model)
- j. Nurses and Health Assistants needed to provide wellness, health plans and programs, and to support medically fragile students.
- k. In-School Suspension program to allow students to continue learning while being accountable for their actions.
- l. Testing coordinator/data analyst who will be responsible for test security and training of test administrators, ordering, scheduling, coordination and accountability of tests. This position will also include the analysis of test scores in order to improve instruction.
- m. Campus Security Officers to ensure the safety of faculty, staff and students.
- n. Special Education: To provide a continuum of services from full inclusion to self-contained classrooms in order to accommodate the individual needs of the students (IEP)
- o. The Extended School Year program will be offered at the school level for special education students in order to meet federal IDEA requirements and maintain skills. This will be a 6-week program, 4 half days per week during the summer.
- p. A multifaceted before and/or after school program to address academic, social, cultural and emotional needs of all students. This program is based on student needs and interests and may include tutoring, enrichment courses, community service activities, service learning, etc, to address academic needs and build personal qualities. This program would be all year long for up to 10 hours per week as per the school calendar. This program will be available to all students. Each school will receive funding to either provide the services directly or partner with community-based organizations. This will also require an increase in custodial and classroom supplies. This will require stipends for approximately 25 sponsors.
- q. After school credit recovery/remediation and tutoring program for all core content areas. Approximately 13 sections of credit recovery classes, with 13 teachers will be provided for 5 hours per week. This will ensure graduation requirements are met and will reduce the drop-out rate. Tutoring should be available in all core content areas approximately 5 hours per week. This will require 4 tutors overall.
- r. A school-based summer school program may be provided in order to allow for credit recovery.
- s. Adequate FTE to provide/maintain elective and core academic programs in order to meet the various learning and interest levels and needs of students (intervention programs, accelerated programs, pre-AP programs, honors) based on school/teacher availability and student interests.
- t. The structure of the day: Scheduling will allow for flexibility to meet student needs. There are several different ways to do this and the discretion will be up to the individual school. Scheduling will include longer instructional blocks of time and will move away from 8 classes per day.
- u. Creation of small learning communities and career academies (where a team of core content teachers share a common group of students) in a career pathway structure. The programs of study within the career pathway structure will lead to the preparation for post-secondary pursuits and the world of work. This will also increase student achievement, create a sense of belonging, safety, prevention of drop-outs while allowing for collaboration among teachers and the alignment of instruction.
- v. The creation of a Ninth Grade Academy/small learning community (where a team of core content teachers share a common group of students with a PTR of 22 in core classes). Best practice in helping students transition from middle to high school with more individual attention.
- w. Two teacher prep periods per day – one team prep and one personal prep in order to facilitate the implementation of the above in letters "o and p."
- x. Attendance Liaison to make home visits, help with attendance accountability and help prevent drop-outs and improve matriculation from one grade level to the next.
- y. Athletic Director to oversee all athletic programs at a large, comprehensive high school.
- z. Activities Director to oversee all extracurricular activities at a large, comprehensive high school.
- aa. For athletic programs, high schools will offer a complete program for both males and females. The fully funded school-level athletic program will provide personnel and non-personnel resources for

approximately 14 sports. Personnel needs include coaches for these sports, which total approximately 60. Stipends will be provided for these coaches. The fully funded program includes equipment/supplies, transportation and travel expenses, etc. The average stipend for coaches and assistants is approximately \$4000.

- bb. Clerical support to be shared by the Athletic and Activities Directors to assist in all planning, paperwork and preparation for all school-related events.
- cc. Clerical support to assist the Assistant Principals, bookroom clerk, bookkeeper, counseling office, attendance, reception, registrar, data entry.
- dd. Addition of a 1.0 FTE for a Head SE teacher in order to monitor programs, scheduling IEPs, facilitating re-evaluation referral process, serving on SAT's and provide on-going, quality PD around legal, regulatory issues.

ee. Non-personnel needs

- a. Textbooks, supplemental materials and manipulatives
  - b. Fully equipped Science labs/equipment and consumables
  - c. Fully supplied elective classrooms including fine and performing arts, music, band, foreign language
  - d. Fully supplied career and technical education classroom
  - e. Fully supplied athletic and extra-curricular programs
  - f. Fully equipped, functional and up-to-date technology/media lab adequate to the population, including software
  - g. Updated and sufficient library materials
  - h. Tier 2 and Tier 3 intervention and progress monitoring materials
  - i. Instructional supplies
  - j. ELL support materials and space
  - k. Fully equipped security program to include radios, cameras, bicycles, uniforms, etc.
- X. Professional Development funds: sub-time, stipends, conference fees, travel expenses, guest speakers, materials. This will help provide quality, standards-based, cutting edge, research-based instruction. Increasing teacher knowledge and skills will help to meet the ultimate goal of ensuring student success and teacher retention.

Y. Staffing Needs

- 5 administrators: Principal and 4 grade-level Assistant Principals (to allow for the sharing of managerial/non-instructional roles and the ability to serve as instructional leaders and address grade-level specific needs including discipline, evaluation, curriculum, and other administrative duties)
- Core content classes shall not exceed 25 students, except for 22 in the Freshman Academy
- 93 FTE Teachers for core content/elective classes, 20 of whom are bilingual-certified (to be divided up between the content areas and the grade levels)
- 34 FTE Teachers for Special Education (see above rationale for middle school)
- 1 FTE for a Head SE teacher
- 10 EA's for Special Education (same as above)
- 8 FTE Teachers for Tier 2 Interventions (4 are considered in the "Other" category)
- 4 EA's for Tier 2 Interventions
- 1.2 FTE Teacher for In-School Suspension Program (also included in the "Other" category)
- 1 FTE Teacher for Technology (entered into the Technologist category)
- 1.2 FTE for Athletic Director (entered into the "Other" category in the pupil support)
- 1.2 FTE for Activities Director (entered into the "Other" category in the pupil support)
- 1 FTE for Librarian
- 2 FTE Library Assistants
- 1 FTE for Nurse
- 1 FTE for Health Assistant
- 6 FTE's for Counselors
- 6 FTE's for Campus Security
- 1 FTE for Testing Coordinator/Data Analyst
- 2 FTE for Instructional Coaches
- 0.5 FTE for School Psychologist
- Support personnel based on need (OT, PT, SLP, diagnosticians, social worker, psychologist, APE)
- 2 secretary/bookkeeper. Assists in all duties needing coverage.

- 1 clerk in order to assist with data entry, inventory, requisitions, etc.
- 11 custodians

**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

Task 2 has three distinct activities (one for each school level) and focuses on the changes in instructional program design that might be associated with higher levels of student poverty. For this and the remaining tasks, panels should not work to recreate the entire instructional program. Instead, panels should **focus primarily on any changes** in the program design necessary to meet the needs of a student poverty level that is higher than the level of student poverty in the base model.

#### 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** (Yes or No)

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

- A. Using federal guidelines, reduce class sizes in grades 1-3 to a maximum of 18 in order to provide more individualized instruction.
- B. Extend the school year by 10 days in order for teachers to address the academic, cultural, social and emotional needs of students.
- C. Social worker to help children and families connect with needed community resources.
- D. "Family Support" will be provided including a parent academy with resource room, GED and ESL classes (increased Instructional and Pupil Support by \$5K)
- E. Field trips will be conducted on a regular basis in order to provide opportunities for cultural, social and academic enrichment. – as well as to make connections meaningful and relevant to life experience. (increased Instructional and Pupil Support by \$20K)
- F. Preschool will be available to all students due to population needs.
- G. Add 1 instructional coach in order to provide on-site professional development to ensure consistency of curriculum.
- H. Increase the percentage of Tier 3 teachers in order to ensure curriculum delivery by Master teachers.
- I. Attendance clerk/family liaison that will contact and engage the families regarding school involvement. (added to the "Other" category)

#### 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** (Yes or No)

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

- A. Using federal guidelines, reduce class sizes in core classes to a maximum of 20 in order to provide more individualized instruction.
- B. Extend the school year by 10 days in order for teachers to address the academic, cultural, social and emotional needs of students.
- C. Add one social worker and one school psychologist to help children and families connect with needed community resources and provide an opportunity for counseling for students
- D. "Family Support" will be provided including a parent academy with resource room, GED and ESL classes (added \$5K to the non-personnel)
- E. Field trips will be conducted on a regular basis in order to provide opportunities for cultural, social and academic enrichment. – as well as to make connections meaningful and relevant to life experience. (added \$30K to the non-personnel)
- F. Add one instructional coach in order to provide on-site professional development to ensure consistency of curriculum and differentiation of instruction to meet all student needs.
- G. Increase the percentage of Tier 3 teachers in order to ensure curriculum delivery by Master teachers.
- H. Attendance clerk/family liaison that will contact and engage the families regarding school

involvement. (added into the “Other” category)

- I. Increase to one full-time alcohol and substance abuse Intervention and Prevention Specialist. (added additional .5 to “Other” category)

### **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** (Yes or No)

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

- A. Provide a rigorous academic program and the supports necessary for all students to be successful in courses such as Honors and AP.
- B. Increase tutoring services made available to 60% of the student population.
- C. Add one social worker and .5 school psychologist to help children and families connect with needed community resources and provide an opportunity for counseling for students
- D. “Family Support” will be provided including a parent academy with resource room, GED and ESL classes (added \$10K to non-personnel)
- E. Provide on-site childcare/preschool in order to provide support for teenage parents to meet graduation requirements and reduce drop outs. This will also provide elective credit for students interested in a career path in early childhood development. (added 1 FTE Teacher and 3 EA’s, added \$10K to non-personnel)
- F. Provide the opportunities for mentorships, internships and job shadowing.
- G. Add two instructional coaches in order to provide on-site professional development to ensure consistency of curriculum and differentiation of instruction to meet all student needs.
- H. Increase the percentage of Tier 3 teachers in order to ensure curriculum delivery by Master teachers.
- I. Add one Family liaison that will contact and engage the families regarding school involvement. (added to “Other” category)
- J. Increase summer school availability to 30% of the student population.

# PROGRAM DESIGN DOCUMENT

## New Mexico Professional Judgment Panels

### 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 (Yes or No)

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

- Dual language model which begins in kindergarten with 90% Spanish instruction and 10% English. First grade will be 80%/ 20%, 2<sup>nd</sup> grade will be 70%/ 30%; 3<sup>rd</sup> grade will be 60/40, and 4<sup>th</sup> and 5<sup>th</sup> grades will be 50/50. Research shows that this model is most effective. While it does not produce the highest test scores in elementary school, by high school, students who have been in dual language will outperform their English only peers.
- All teachers will need to be bilingually certified.
- One bilingual teacher from the high poverty model along with one bilingual Ea will provide support in teaching strategies, testing, and screening. Bilingual students require additional screening and testing. Bilingual students require additional screening and testing in English and home language proficiency.
- Robust and relevant professional development including conferences and observations in order to ensure most effective implementation of best practices in dual language instruction.
- Family/ school liaison that will direct a community outreach program. This will provide an environment to help families understand and feel comfortable with the educational system and help with the transition into American culture and education. This person will also do home visits in the community and develop a volunteer program to involve parents at the school level. (This is under other student support services in the cost model.)
- One bilingual resource teacher will be available to support students with a second language other than Spanish. This teacher will provide ESL services and support instruction in the classroom.
- To attract qualified bilingual teachers, we will provide a bilingual stipend of \$2000 in addition to the current state increment of \$3000 (in non-personnel/ instructional support in the cost model.)

#### 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 (Yes or No)

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

- Continuation of the dual language model in order to both establish proficiency in English and continue to develop proficiency in Spanish/home language in order to have fully bilingual adults.
- Increase in bilingually certified teachers from 12 to 18. There is a serious concern about the lack of qualified bilingually certified teachers who are certified in core content areas. This will need to be addressed through university preparation programs and teacher incentives.
- To attract qualified bilingual teachers, we will provide a bilingual stipend of \$2000 in addition to the current state increment of \$3000. (This is in non-personnel/ instructional support in the cost model.)
- Family/ school liaison that will direct a community outreach program. This will provide an environment to help families understand and feel comfortable with the educational system and help with the transition into American culture and education. This person will also do home visits in the community and develop a volunteer program to involve parents at the school level. (This is under other student support services in the cost model.)

- Robust and relevant professional development to meet needs of the community, including sheltered instruction, academic support and use of materials.

### **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 (Yes or No)

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

- One bilingually certified teacher in each core content area in each grade level- at least 20 bilingually certified teachers.
- To attract qualified bilingual teachers, we will provide a bilingual stipend of \$2000 in addition to the current state increment of \$3000. (This is in non-personnel/ instructional support in the cost model.)
- Family/ school liaison that will direct a community outreach program. This will provide an environment to help families understand and feel comfortable with the educational system and help with the transition into American culture and education. This person will also do home visits in the community and develop a volunteer program to involve parents at the school level. (This is under other student support services in the cost model.)
- Within existing FTEs, provide a course for newcomers which will include intensive ESL instruction and orientation to both American culture and the educational system. This will support academic, social, and emotional needs of students making a difficult transition.
- Robust and relevant professional development to meet needs of the community, including sheltered instruction, academic support and use of materials.

## 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 (Yes or No)

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

- A. This model is using the high poverty cost model because there appears to be a correlation between high poverty and high mobility.
- B. Using federal guidelines, reduce class sizes in grades 1-3 to a maximum of 18 in order to provide more individualized instruction.
- C. Extend the school year by 10 days in order for teachers to address the academic, cultural, social and emotional needs of students.
- D. Add 1.5 Social worker to help children and families connect with needed community resources.
- E. "Family Support" will be provided including a parent academy with resource room, GED and ESL classes (increased Instructional and Pupil Support by \$5K)
- F. Field trips will be conducted on a regular basis in order to provide opportunities for cultural, social and academic enrichment. – as well as to make connections meaningful and relevant to life experience. (increased Instructional and Pupil Support by \$20K)
- G. Preschool will be available to all students due to population needs.
- H. Add 1 instructional coach in order to provide on-site professional development to ensure consistency of curriculum.
- I. Increase the percentage of Tier 3 teachers in order to ensure curriculum delivery by Master teachers.
- J. Add 1.5 Attendance clerk/family liaison that will contact and engage the families regarding school involvement. (added to the "Other" category)
- K. Additional professional development for curriculum alignment and continuity across the district.
- L. Additional transportation will be provided among the high mobility schools in order to provide stability in the educational lives of the students by ensuring that they remain in school. Districts will develop a policy to provide transportation outside of their zone in order to reduce mobility.

### 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 (Yes or No)

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

- A. This model is using the high poverty cost model because there appears to be a correlation between high poverty and high mobility.
- B. Using federal guidelines, reduce class sizes in core classes to a maximum of 20 in order to provide more individualized instruction.
- C. Extend the school year by 10 days in order for teachers to address the academic, cultural, social and emotional needs of students.
- D. Add 1.5 social worker and one school psychologist to help children and families connect with needed community resources and provide an opportunity for counseling for students
- E. "Family Support" will be provided including a parent academy with resource room, GED and ESL classes (added \$5K to the non-personnel)
- F. Field trips will be conducted on a regular basis in order to provide opportunities for cultural, social and academic enrichment. – as well as to make connections meaningful and relevant to life experience. (added \$30K to the non-personnel)
- G. Add one instructional coach in order to provide on-site professional development to ensure consistency of curriculum and differentiation of instruction to meet all student needs.
- H. Increase the percentage of Tier 3 teachers in order to ensure curriculum delivery by Master teachers.

- I. Attendance clerk/family liaison that will contact and engage the families regarding school involvement. (added into the “Other” category)
- J. Increase to one full-time alcohol and substance abuse Intervention and Prevention Specialist. (added additional .5 to “Other” category)
- K. Increase the percentage of Tier 3 teachers in order to ensure curriculum delivery by Master teachers.
- L. Add 2 Attendance clerks/family liaisons that will contact and engage the families regarding school involvement. (added to the “Other” category)
- M. Additional professional development for curriculum alignment and continuity across the district.
- N. Additional transportation will be provided among the high mobility schools in order to provide stability in the educational lives of the students by ensuring that they remain in school. Districts will develop a policy to provide transportation outside of their zone in order to reduce mobility

### **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).

- A. This model is using the high poverty cost model because there appears to be a correlation between high poverty and high mobility.
- B. Provide a rigorous academic program and the supports necessary for all students to be successful in courses such as Honors and AP.
- C. Increase tutoring services made available to 60% of the student population.
- D. Add one social worker and .5 school psychologist to help children and families connect with needed community resources and provide an opportunity for counseling for students
- E. “Family Support” will be provided including a parent academy with resource room, GED and ESL classes (added \$10K to non-personnel)
- F. Provide on-site childcare/preschool in order to provide support for teenage parents to meet graduation requirements and reduce drop outs. This will also provide elective credit for students interested in a career path in early childhood development. (added 1 FTE Teacher and 3 EA’s, added \$10K to non-personnel)
- G. Provide the opportunities for mentorships, internships and job shadowing.
- H. Add two instructional coaches in order to provide on-site professional development to ensure consistency of curriculum and differentiation of instruction to meet all student needs.
- I. Increase the percentage of Tier 3 teachers in order to ensure curriculum delivery by Master teachers.
- J. Add one Family liaison that will contact and engage the families regarding school involvement. (added to “Other” category)
- K. Increase summer school availability to 30% of the student population.
- L. Add 1 Registrar in order to process the paperwork needed for the highly mobile student population. (added under “Clerical” in Cost Model).

## 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 (Yes or No)

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

-Added SE Ts and SE EAs in order to accommodate a larger number of SE Ss.  
- With Ts, went from 4 to 8 teachers and 2 to 4 EAs

### 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 (Yes or No)

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

-Added SE Ts and SE EAs in order to accommodate a larger number of SE Ss.  
- 9 to 11 teachers  
- 5 to 6 EAs  
- Increased the head SE T to .75 FTE

### 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).

-Added SE Ts and SE EAs in order to accommodate a larger number of SE Ss.  
-The Base Model needs to change from 23 to 34.  
- For the SE task, increased the 23 to 35 Ts  
- For the SE task, increased from 10 to 12 EAs  
- Also added one clerk for clerical support in tracking paperwork and data entry

## 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).

In an average-sized district in NM of 35,000 students, related service allocations will be provided and managed at the district level. This enables resources to be allocated based on student-driven/documented IEP services. For example, IEPs document the need for related services and the amount of time these services are required.

Related-service allocations are determined by documented IEP needs. The rule-of-thumb caseloads below are based on best practices **and** nationally recommended standards (such as ASHA).

If services are documented in a student's IEP, under IDEA, the district/school is obligated to provide these services.

Depending on the size of the district and the distance between locations, FTEs/caseloads may be adjusted. Also, travel expenses depends on the size of the district.

Felt that the titles were self-explanatory and that they did not

- Social Worker – 30 students/caseload
- Physical therapist assistant – not applicable
- COTA – 30 students/caseload, under the supervision of a certified OT
- Audiologist – approximately 1/6000 students in the district = 6 FTEs
- Diagnostician – 1/750 students = 47 FTEs
- Interpreter for the Deaf – caseload varies depending on severity, site location – 1 to 5 students per caseload
- C-Print Captionist – 1 FTE
  - Used in-lieu of an interpreter, mostly at the secondary level
  - Added
- Occupational Therapist – 30 students/caseload
- Orientation and Mobility Trainer – 1 FTE
- “Braille” Specialist – 1 FTE (or \$\$\$ for contracting services)
  - Added, can be very expensive
- Physical Therapist – 23 students/caseload
- School Psychologist – 12 FTEs – not caseload driven – driven by student needs
- Speech/Language Pathologist – 1/40 students
- Recreation Therapist
  - Defined as Adaptive PE, not related service, but a direct service)
  - 1/24
- Rehabilitation Counselor – not applicable
- Transition Specialist – 1 FTE
  - Help with 5/6 to 8/9 to post-secondary transitions

- Assistive Technology
  - Added
  - Total of 2.5 FTEs
    - 1.0 FTE technology specialist
    - .5 FTE OT (1/25)
    - 1.0 SLP

### **Specialized Instruction**

Home hospital is for Ss that are sick whereas homebound is often a behavioral intervention

- Homebound – 1/5 students/day
- EAs – 1/10 students/day

Home hospital teacher

- 1/5 students/day
- EAs – 1/10 students/day

Expenditures for Non-public Special Education Programs

Any private school student suspected of having a disability and/or in need of evaluation as well as students who already have an identified special education disability are entitled to services provided by the LEA (local education agency). IDEA requires that LEAs dedicate a proportionate amount of funding from their IDEA budget to meet this need (as per the formula outlined in IDEA).

All districts have an obligation to provide Child Find services in order to provide interventions for children suspected of having a disability. This would require a cadre of specialists including, but not limited to, nurses, audiologists, diagnosticians, and any other evaluation personnel.

### **Questions and Concerns:**

For district personnel, need a budget director, 2 data entry and a bookkeeper. Also in a district this size, you would need an overall director, secretary/clerk and coordinators. In addition, resource Ts to support year 1 and 2 teachers are needed in a district this size.

Also needed:

- Behavioral Modification Specialists (around 4 BMS). Includes building plans for Ss demonstrating behavioral issues, modeling for Ts, best practice strategies, etc.
- An ED Specialist. Helps training on behavior assessments and intervention plans.
- More information on Interim Alternative Education Services (IAES). Also need, 1 Teacher FTE and one EA FTE as well as 1 Campus Security Aide to provide these services.
- Curriculum Specialist in literacy and math are needed (2 for each area). These are Master level teachers who train in research-based interventions.
- 1 additional Teacher FTE for support to intensive support teachers (these are severely disabled students).
- District must provide services (teachers, EA's and materials) to incarcerated students.
- There should be a district records room staffed with 2 records clerks.

## 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 (Yes or No)

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

- A. FTE SE and general education Ts would reduce proportionally
- B. Would only need 1 ELL resource person
- C. The personnel required for the after-school program would be reduced proportionally
- D. There would be one FTE to be divided between Intervention and Academic Coach positions
- E. Professional development would be reduced proportionally
- F. Would reduce the full-time music and art from 1.0 FTE and 0.5 FTEs
- G. Keep the nurse and counselor at full-time

Reduction in personnel is proportional to the decline in enrollment.

### 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 (Yes or No)

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

- A. FTE SE and general education Ts would reduce proportionally
- B. Would only need 1 ELL resource person
- C. The personnel required for the after-school program would be reduced proportionally
- D. Professional development would be reduced proportionally
- E. Keep the nurse and counselor at full-time
- F. Would only need 2 administrators in a school this size
- G. Would still need the 2 instructional coaches and clerical support for program infrastructure.
- H. Would reduce the number of Intervention Ts and EAs to 3 and 3 respectively.

### 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 (Yes or No)

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

- A. FTE SE and general education Ts would reduce proportionally
- B. For counselors, would want 5 instead of 6. Still keep a career/college counselor but then reduce the others to reflect previous caseload specifications.
- C. For interventions, 4 Ts and 2 EAs
- D. Reduce campus security to 4 FTEs
- E. Reduce to 8 custodians
- F. For administration, need 1 principal and 3 assistant principals.
- G. Still maintain the structure of the SLCs, but the assistant principals would share the responsibilities
- H. Reduce the number of clerks by 1
- I. Would only need 1 ELL resource person
- J. The personnel required for the after-school program would be reduced proportionally
- K. Professional development would be reduced proportionally
- L. Keep the nurse and counselor at full-time
- M. Would only need 2 administrators in a school this size
- N. Would still need the 2 instructional coaches and clerical support for program infrastructure.

O. Would reduce the number of Intervention Ts and EAs to 3 and 3 respectively.

## 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).

This panel is particularly mindful of both the impact on New Mexico taxpayers and our responsibilities as educators to the students entrusted to our care. This panel carefully worked out a realistic, effective and efficient cost model in order to provide an adequate and appropriate education for all students. Any budget decrease from this model would continue to perpetuate the inadequacy in the current state of the educational system.

#### 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).

This panel is particularly mindful of both the impact on New Mexico taxpayers and our responsibilities as educators to the students entrusted to our care. This panel carefully worked out a realistic, effective and efficient cost model in order to provide an adequate and appropriate education for all students. Any budget decrease from this model would continue to perpetuate the inadequacy in the current state of the educational system.

#### 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).

This panel is particularly mindful of both the impact on New Mexico taxpayers and our responsibilities as educators to the students entrusted to our care. This panel carefully worked out a realistic, effective and efficient cost model in order to provide an adequate and appropriate education for all students. Any budget decrease from this model would continue to perpetuate the inadequacy in the current state of the educational system.