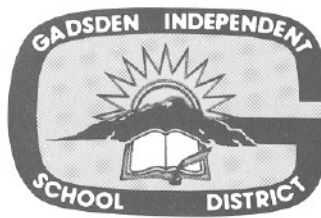


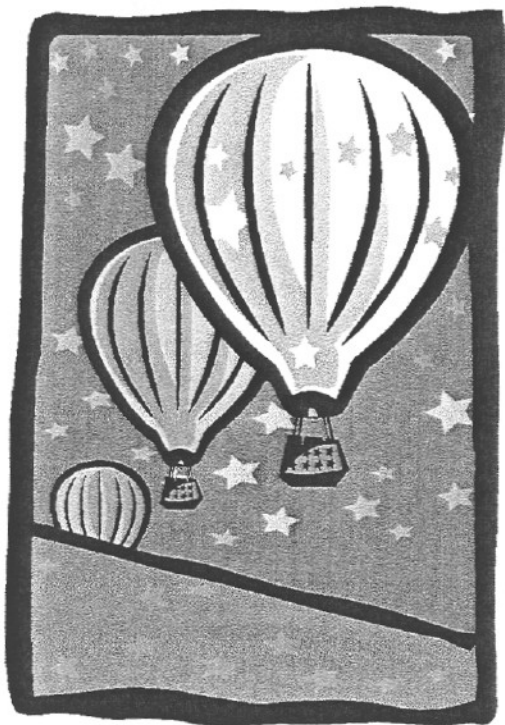
SUPERINTENDENT
RON HAUGEN



1325 W. WASHINGTON ST.
P.O. DRAWER 70
ANTHONY, N.M. 88021
PHONE (505) 882-6200

SUPERINTENDENTS REPORT THURSDAY, JANUARY 22, 2004

- 1. Thank you to Mr. Yturralde and Ms. Aguilar and staff for hosting the meeting**
- 2. Student musical presentation**
- 3. Recognition of Walden University Masters Graduates—Ann Steinhoff**
- 4. Recognition of Rita Grusenmeyer, STMS Science Teacher—Dr. Harder**
- 5. Ninth Grade Academies Article**
- 6. Fullbright Administrators Exchange Programs at San Miguel and Desert View**
- 7. 2004 NMSBA Legislative Program Flyer**
- 8. NMSBA Leadership Development Program Flyer**
- 9. Chaparral High Project Status**



*The Federal Programs Department
of
Gadsden Independent School District
invites you
to celebrate
with its recent
Walden University Master's Graduates
at a reception on
Thursday evening, January
twenty-second
Two Thousand Four
six o'clock
Santa Teresa Elementary School*

Graduates will be recognized at the board meeting scheduled to begin at seven o'clock

Ninth-grade academies help students adjust to high school

By Carol Chmelynski

Because the ninth grade is such a tough year for many students, some districts have created special academies or other programs to provide special attention to students in the first year of high school.

Studies have shown that students in the ninth grade have the highest number of discipline incidents and retentions and are most likely to drop out.

Houston County (Ga.) High School created a special program for ninth graders six years ago to help them succeed in making the transition from middle school to high school, says Principal Mike Hall.

At the time, more than 60 percent of the discipline referrals at the 2,200-student were for ninth graders. Since the school was created six years ago, Hall says, discipline incidents are down 55 percent and retentions decreased 46 percent.

For the first five years, the academy was housed in a separate wing of the high school. This year, it's in a separate building.

The school offers an elective class called High School 101, which covers time management, decision-making skills, study skills, test-taking strategies, learning styles, social tolerance, computer research skills, and career alignment.

Most ninth graders move to a larger school where they are expected to adapt to a variety of instructional styles and conform to a different set of rules and expectations, including a tougher grading standard.

Ninth graders often get overwhelmed by all the changes in a large, anonymous—and sometimes alienating—high school. At the same time, parents tend to become less involved in their children's education.

Some school leaders hope to shelter students from some of these changes by offering a more nurturing ninth-grade academy where they can gain self-confidence and important social and academic skills.

"Educators have used ninth-grade academies for about a decade to focus on the unique problems facing freshmen," says Wesley Pugh, formerly a senior program director for the Talent Development High School reform model in Philadelphia.

The Philadelphia school system began using freshmen academies in several schools about three years ago as part of the Talent Development initiative. Since then, suspensions have decreased by 41 percent, and arrests have been cut in half at those schools, according to a Talent Development report.

This is the first year that all of Philadelphia's 54 high schools have ninth-grade academies, says district spokesperson Amy Guerin. "These students receive a double dose of English and math instruction and get extra help on how to study on the high school level and how to digest material."

The objective is to prepare these kids to succeed in high school, she says. "When you look at when kids tend to drop out of school, it's the end of ninth grade."

Chattanooga Central High School in Harrison, Tenn., be-

gan a ninth-grade academy last year to create "a nurturing program that would enable ninth graders to acclimate to high school with less pressure from older students," says ninth-grade counselor Nancy Prince.

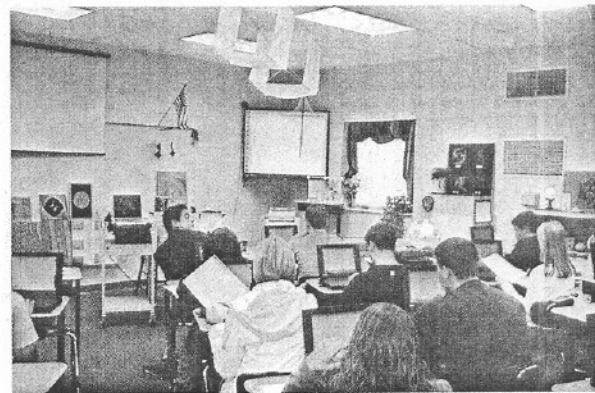
The program also was aimed at providing opportunities for teachers to interact more with students to identify their needs and help them learn.

"Suspensions dropped significantly from 29.4 percent to

says Academy Principal Anthony Clement.

Dudley High School in Greensboro, N.C., first experimented with a ninth-grade academy in the 1999-2000 school year with 100 students who were deemed most in need of extra help.

Retention and discipline problems decreased while academic achievement improved, so the school expanded the program to the entire ninth grade,



These students are in the ninth-grade academy at Houston County High School in Warner Robins, Ga.

Houston County High School

17.8 percent during the first year of the academy," Prince says. And because of a focus on reading, "a significant number of students have been brought up to grade level in reading."

Also in its second year is the ninth-grade academy at Albany (N.Y.) High School. Here, freshmen have the entire third floor to themselves.

"In a comprehensive high school this large—2,600 students—kids can get lost in the shuffle. Keeping the freshmen together helps kids from becoming lost and helps teachers better know their students,"

says curriculum coordinator Francine Scott. The only ninth graders exempt are those enrolled in the school's early college program.

Teachers at Dudley's ninth-grade academy get special training at North Carolina A&T State University. Teachers collaborate with one another regularly, conferring on student problems and progress.

Students receive double classes of English and math and learn study skills and other tips for surviving ninth grade. Tutors are available for math and reading.

Ninth graders are physically separated from upperclassmen in their own wing. "Being a little more restrictive in a smaller learning community is helpful to some ninth graders," Scott says. "They have limited movement, less distractions, and they're far more focused."

"Ninth-grade academies are increasing, but my concern is that it's sometimes done for the wrong reasons, such as overcrowding" or because there's an old school available, says Jay Hertzog, dean of education at Slippery Rock University in Pennsylvania.

A study on the issue co-authored by Hertzog concluded that "transition is a process, not an event."

"Ninth-grade academies are absolutely a good idea, but they have to be done right," Hertzog says. "They are most successful when ninth graders attend school in a separate part of their future high school with a team of teachers dedicated to working with ninth graders only."

He says a key element in a successful ninth-grade academy is a transition committee of parents of eighth and ninth graders, teachers, administrators, and students. "You can't template a successful transition—what works for one group, might not work for another."

"Data is out there that shows if we can get kids to the 10th grade, they will probably graduate from high school," he says. "Ninth grade is the critical year. The academy approach seems to be working in the schools that have tried it. And the beauty of it is the cost is minimal." ■

National Association of Geoscience Teachers

Ms. Rita Grusenmeyer, Science Teacher at Santa Teresa Middle School, has been awarded the 2003 Outstanding Earth Science Teaching (OEST) award for the Southwest Section of the NAGT. NAGT was established in 1938 for the purpose of fostering improvement in the teaching of earth sciences at all levels of formal and informal instruction, to emphasize the cultural significance of the earth sciences and to disseminate knowledge in this field to the general public.

OEST awards are given for “exceptional contributions to the stimulation of interest in the Earth Sciences at the secondary level”. Each recipient receives:

- A plaque

- 2 year complimentary membership in NAGT

- 3 year complimentary membership in GSA

- \$500 travel allowance to a GSA meeting

- \$500 classroom improvement fund from GSA and additional classroom materials

Mrs. Grusenmeyer attended the national meeting of the Geological Society of America in early November. While there she attended a teaching workshop, met with a director from the National Science Foundation and the Education Director of the U.S. Geological Survey, was a recognized guest at the NAGT luncheon and Association of Women Geologists breakfast. Along with Dr. Vicki Harder, Mrs. Grusenmeyer presented a paper entitled “Lessons Learned: A Year spent as a Volunteer in the Classroom”.

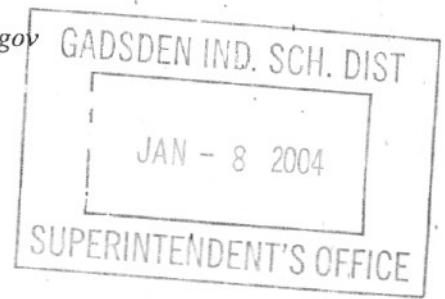


United States Department of State

Bureau of Educational and Cultural Affairs
Washington, D.C. 20547

COPY

December 17, 2003 www.state.gov



Ms. Sharon Duncan
San Miguel School
2160 Highway 190
San Miguel NM 88058-

Dear Ms. Duncan:

Congratulations! You have been selected to host Ms. Julia Martinez Olaondo of Uruguay, a participant in the Fulbright Teacher and Administrator Exchange Special Initiative Program with Uruguay. Ms. Martinez Olaondo will visit San Miguel School February 6 – 23, 2004. The U.S. participants will help Uruguayan educators strengthen local school systems with particular attention to dual language and language immersion programs, through observation of classes, schools and community activities with regard to school administration, input of teachers in school management, curriculum development, active learning, classroom management, technology in the classroom, parental involvement, volunteerism and civic responsibility.

U.S. participants are expected to:

- support the guest educator to the fullest extent setting up visits, meetings, shadowing and other professional activities;
- secure home-stay, cultural activities and local transportation for guest educator;
- prepare a plan for future collaboration.

Please use the following enclosed materials to help you prepare for the exchange:

- Application of the Uruguayan educator (s)
- About Your Hosting Experience
- Hosting Tips
- Participant Lists

Please review and return the following enclosed documents as soon as possible to avoid any delays:

- Acceptance or Declination of Assignment Form
- Host Stipend Form

By accepting this proposal, you agree to host the incoming educator for the duration of the program.

Sincerely,

Ralph Ruedy
Acting Chief
Teacher Exchange Branch
Office of Global Educational Programs

CC: Mr. Ronald Haugen



COPY

United States Department of State

Bureau of Educational and Cultural Affairs
Washington, D.C. 20547

December 17, 2003 www.state.gov

Mrs. Susan Yturralde
Desert View Elementary
425 Valle Vista/ P.O. Box 450
Sunland Park NM 88063-

Dear Mrs. Yturralde:

Congratulations! You have been selected to host Ms. Nelly Arballo of Uruguay, a participant in the Fulbright Teacher and Administrator Exchange Special Initiative Program with Uruguay. Ms. Arballo will visit Desert View Elementary February 6 – 23, 2004. The U.S. participants will help Uruguayan educators strengthen local school systems with particular attention to dual language and language immersion programs, through observation of classes, schools and community activities with regard to school administration, input of teachers in school management, curriculum development, active learning, classroom management, technology in the classroom, parental involvement, volunteerism and civic responsibility.

U.S. participants are expected to:

- support the guest educator to the fullest extent setting up visits, meetings, shadowing and other professional activities;
- secure home-stay, cultural activities and local transportation for guest educator;
- prepare a plan for future collaboration.

Please use the following enclosed materials to help you prepare for the exchange:

- Application of the Uruguayan educator (s)
- About Your Hosting Experience
- Hosting Tips
- Participant Lists

Please review and return the following enclosed documents as soon as possible to avoid any delays:

- Acceptance or Declination of Assignment Form
- Host Stipend Form

By accepting this proposal, you agree to host the incoming educator for the duration of the program.

Sincerely,

Ralph Ruedy
Acting Chief
Teacher Exchange Branch
Office of Global Educational Programs

CC: Mr. Ronald Haugen

Staff Retention

NMSBA supports legislation that promotes programs for retention of educational staff in New Mexico schools.

NMSBA supports legislation to improve educational retirement by moving it towards parity with PERA.

Student Achievement

NMSBA maintains that student achievement is the number one priority of local school boards.

Technology

NMSBA supports a continued effort to fully implement and maintain approved local district technology plans; support multi-district distance learning efforts; provide for a statewide network between districts and centers for teacher preparation and in-service.

Testing of NM Students

NMSBA supports development of a criterion referenced test that aligns with New Mexico Standards and Benchmarks to accurately assess New Mexico student performance in relation to New Mexico curricula expectations.

Tobacco Use

NMSBA supports extending the law to prohibit the use and possession of tobacco products on a school campus or at the school-sponsored activity for those individuals under eighteen years of age.

Transportation/Bus Safety

NMSBA supports added funding for local district transportation budgets that would allow districts to promote safety programs for school buses and to maintain safe levels of school bus operation, provide for replacement buses (due to condition of routes and the mileage of the bus), and provide buses to accommodate enrollment growth.

Unfunded Mandates

NMSBA opposes any state or federal mandates that do not include adequate funding, including any related to the provision of services to home school children and parents.

NMSBA

RESOLUTIONS COMMITTEE

2004

Vicki Smith, *Cobre*, Chairperson

Donna Archuleta, *Cimarron*

Jim Bignell, *Roswell*

Frank Cordova, *Cobre*

Lisa Cour, *Rio Rancho*

Chuck Davis, *Las Cruces*

Lloyd Felipe, *Grants-Cibola*

Marlon Maloy, *Bloomfield*

Virgil McDonald, *Tucumcari*

Beth O'Donnell, *Reserve*

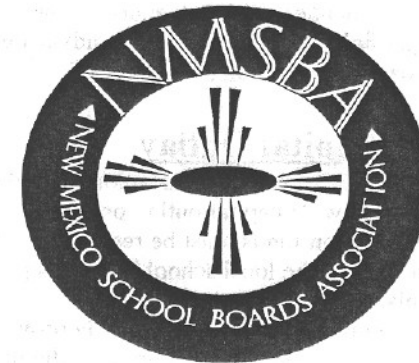
Robert Sainz, *Tularosa*

Donna Sterrett, *Dexter*

Bernadette Todacheene, *Central*

Clyde Vicenti, *Dulce*

2004



LEGISLATIVE

PROGRAM

New Mexico School Boards Association
300 Galisteo Street, Suite 204
Santa Fe NM 87501

phone: (505) 983-5041

fax: (505) 983-2450

webpage: www.nmsba.org

e-mail: nmsba@nm.net

Accountability Program

NMSBA supports *immediate* services and staff be provided by Public Education Department to 'probationary' schools upon request by the local district.

At-Risk

NMSBA supports the New Mexico Legislature enacting changes to the at-risk formula to ensure reasonable consistency in funding from year to year and to preserve funding for programs that have proved successful in reducing risk factors for students. In the absence of major changes, NMSBA endorses passage of the three-year hold harmless provisions advocated by the State Board of Education and the LESC.

Capital Outlay

NMSBA supports the continued development of a comprehensive statewide capital outlay process. Control of construction funds must be retained at, and under, the direction of the local school boards as part of the resulting plan.

NMSBA supports a plan that consistently provides adequate funding on an annual basis to meet the needs identified as being beyond the capacity of the local districts on a priority basis through the criteria currently set forth in the Public School Capital Outlay Act and the Public School Capital Improvements Act.

NMSBA supports the findings of the Capital Outlay Task Force and supports efforts by the legislature to approve other sources of revenue for capital outlay.

NMSBA supports reducing capital outlay expenditures by amending the Public Works Minimum Wage Act to exempt public schools, or at least increase the \$20,000 minimum eligibility project cost to \$25,000.

NMSBA supports legislation exempting public schools from impact fees by other governmental entities.

Cash Balances

New Mexico school districts make yearly efforts to be prudent with their budgets in planning for long-range improvement projects and operating monies in case of a crisis. Therefore, NMSBA urges the 2004 Legislature to reimburse school districts all monies that were taken from operational and cash balance funds in 2003.

Charter Schools

NMSBA requests that the New Mexico Legislature review the charter school law and revise the law to specifically state that under no conditions can the Public Education Commission or the Secretary of Education overturn a local board's decision, and clarify financial and legal liability responsibilities.

Compulsory Attendance

NMSBA supports additional funding from the legislature to those state agencies responsible for the enforcement of the Compulsory Attendance Law in order to assist the statewide efforts to educate all children. Funding is to be used only for the expressed purpose of enforcement of the compulsory attendance laws.

Full Day Kindergarten

NMSBA supports continuation of the Public Education Commission's initiative of full funding, including capital outlay needs, for full day kindergarten.

Government Collaboration

NMSBA encourages passage of legislation requiring that municipalities and other government entities, include school districts as part of the process when discussing long-range master plans and when it considers approval of new business and residential development.

Gross Receipts Tax

NMSBA supports amending the state laws to exempt all New Mexico school districts from paying gross receipt tax on school construction projects, thereby increasing the ability of the New Mexico school district's boards of education to fund construction of more facilities to the benefit of all New Mexicans.

NMSBA supports the implementation of appropriate legislation to allow purchases of clothing and school supplies to be exempted from state gross receipts tax during a specified period of time prior to the beginning of each school year.

Hiring Personnel

NMSBA supports revision of the law to give the local school boards and superintendents joint authority to hire school personnel, at the superintendent's recommendation, and to participate fully in establishing the educational direction and policies of the local districts.

Lengthening School Year

NMSBA supports fully funded legislation to increase the number of minimum instructional days to 185 days or its equivalent.

Permanent School Fund

NMSBA believes the Permanent School Fund increased distribution shall be included in the public school education as additional funds, and that progress to increase the General Fund allocation for public education continue.

Professional Development

NMSBA shall support any legislation fully funded by the State to add five (5) days to the minimum school year for the purpose of providing professional staff development.

Public School Support

NMSBA supports appropriations by the New Mexico Legislature of at least 51% of all available general fund revenues to the public schools and that such funds be distributed in an equalized manner that allows local districts the flexibility to meet their respective educational goals.

NMSBA supports continuation of the efforts made by the Legislature to increase the "unit value" of the funding formula to permit school districts increased flexibility to address local needs.

NMSBA opposes vouchers, tuition tax credits, tuition tax subsidies, tuition tax deductions, or any other such program which diverts public monies from public schools.

Social Promotion

NMSBA supports a change in the existing law concerning social promotion to allow schools to decide promotion or retention of students in grades K-3.

NMSBA/NSBA Activities that Qualify for Awards

NMSBA Annual State Convention
NMSBA Board Member Institute
NMSBA Leader's Retreat
NMSBA School Law Conference
NMSBA Spring/Fall Region Meetings
National School Board Association Conferences
On-line Learning Classes

Qualified Organizational and Board Meetings:

Executive Board Meetings
Board of Directors Meetings
Resolutions Committee Meetings
Nominations Committee Meetings
Policy Committee Meetings
Other NMSBA and NSBA Committee Meetings,
as approved by the Board of Directors

Qualified National/Regional Meetings:

Celebrating Educational Opportunities
for Hispanic Students Conference
Western Region Meeting
NSBA Federal Relations Network
NSBA Leadership Conference
NSBA President's Retreat
Others as approved by NMSBA Board of Directors

Approved by Board of Directors December 4, 2003

Leadership Development Program

The NMSBA Leadership Development Program is a multi-level training and recognition program designed to assist local school board members effectively address their increasingly complex demands and changing roles.

Conducted in conjunction with regular NMSBA conferences, Region meetings, and other designated NMSBA activities it offers:

- A dynamic curriculum that focuses upon current issues, needs and trends.
- Certification as a Master Board Member and interim achievement levels all possible within two (2) years.
- An opportunity for trained experienced board members to assist new board members or local boards in gaining constructive and productive leadership skills.
- A way to promote the highest level of knowledge and skills among local school board members in New Mexico.

**New Mexico School Boards Association
300 Galisteo St, Suite 204
Santa Fe NM 87501**

(505)983-5041
Fax (505) 983-2450
webpage: www.nmsba.org
e-mail: nmsba@nm.net



LEADERSHIP DEVELOPMENT PROGRAM

School Board Training and Recognition

Leadership Development Program Award Recognitions

Award Points are awarded for attendance at: Local Board Meetings (90% Attendance), General Session(s), Workshops, Regional meetings, National Association Meetings, and NMSBA and NSBA Committees.

These award are presented to a board member one time. The recipient of the Leadership Achievement, Outstanding Leadership and Master Board Member will be awarded a lapel pin and a certificate. The board member's name will also be placed in the Annual Convention program booklet as an LDP award recipient for as long as that board member serves on the local board.

Leadership Achievement Award

Requirement: 24 points

One point will be awarded for each hour or session of workshops attended.

A maximum of 12 points for other attendance components can also be counted as a part of the 24 points. Such as, 2 points for 90% attendance at regular board meetings (superintendents will be asked to report attendance in November), 1 point for attendance at each fall or spring regional meeting, 1 point for serving on a NMSBA or NSBA Committee, and 3 points will be awarded for attending the NSBA convention.

Outstanding Leadership Award

Requirement: 36 points

This award requires the board member to attain the Leadership Achievement Award plus 12 points of more intensive workshops and clinics. Six (6) points for this award may be gained by attendance at NMSBA Executive Board and Board of Directors meetings and serving on NMSBA or NSBA committees. Committee meetings will be worth one (1) point.

Master Board Member Certification

Requirement: 44 points +presentations

This award will be given *only* to those board members who express a desire to be part of this program.

The requirement for becoming a Master Board Member will be 8 more points after attainment of the Leadership Achievement Award and the Outstanding Leadership Award. To attain this level, the board member must complete the following:

Master Board Member Certification Workshops provided by NMSBA. This workshop will focus on presentation skills and team-building exercises. Candidates who miss more than 15 minutes of this workshop will not be given credit and must take the workshop again.
Credit: four (4) points

Participation in:
Leadership Assistance Team Activities (instruction, consultation, etc. for other local boards and presentations at NMSBA conferences or NSBA national conferences) four (4) points. To be considered for points, the candidate must be the **lead presenter** (does not include being a moderator) in a session where the presenter is working for approximately forty-five minutes or more. Beginning July 11, 2002, presentations of less than 45 minutes, but more than 25 minutes will be awarded .5 point. No more than 50% of the presentation points may be accumulated in .5 point increments. Presentations must be made to other board members or candidates. Conference programs should be turned in with the *Master Board Member Presentation Form* as proof of session presentation. No points will be awarded when a candidate only presents to his/her own board. The Executive Board will decide which points are valid for certification. Board members will be reimbursed for their travel expenses for in-state workshops presented for individual local boards if NMSBA requested that they present. No other compensation will be paid.

The recipient of the Master Board Member Certification will be awarded a lapel pin and a blazer with an embroidered patch. You cannot apply for Master Board Member Certification until you have completed the Outstanding Leadership Award. As appropriate, recipients of the Master Board Member Certification may be used for presentations and service after they have left service as a local board member.

Exemplary Award

This section covers the process for recognition and the regulations for training required by state statute 22-5-13. Board members are required to attend five (5) hours of training a year which will be monitored by NMSBA.

New Mexico State Board of Education approved that the following types of training receive credit for the state mandated training statute:

1. Public Education Department (PED) Workshops
 - a. Workshop for newly elected or newly appointed board members will be held at the Board Institute in February or March (defined as having been on the board for fewer than 6 months)
 - b. Workshops such as the Spring Budget Workshop
2. NMSBA Conference Sessions (Breakouts and Approved General Training Sessions) to include Celebrating Educational Opportunities for Hispanic Students Conference.
3. Region Meetings (one hour training component)
4. Individual Board Trainings Sanctioned or Sponsored by NMSBA. Examples of Workshops that WOULD Count: Training on Roles and Responsibilities of Board Members, Superintendent Evaluation Workshop, Goals Development Sessions, Board Self-Evaluation Workshop, and Strategic Planning Sessions.
5. Other types of training approved by the Public Education Department and New Mexico School Boards Association. (To inquire about training approval, please call the NMSBA at (505) 983-5041.)

*Training conducted by the National School Boards Association will not count due to the problems of tracking the credit.

As board members complete this training, NMSBA will be responsible for reporting to districts how many hours of training each board member has completed. NMSBA will encourage school superintendents to report ALL of their board members recognitions in the School District Report Card even though it may not be required.

Board members who attend the required number of hours (5) will be reported as "Meeting Standards". Those who received ten (10) hours or more, will be reported as "Exemplary". As per state law, those board members who fail to attend five (5) hours will be reported to school districts as having "Failed to Meet Standards".

Those board members who reach Exemplary status, will be honored at the Annual Convention with an NMSBA Exemplary Award lapel pin.