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Albuquerque Public Schools

An employee newsletter

Dec. 13, 2002

Roosevelt hosts visit from Australian educators



Matachines dancers enthrall Australian visitors

Matachines dancers from Chilili, Carnuel and Sandia Park performed for Roosevelt's visitors from Australia. These traditional dances are very old and have been performed for generations. The students provide their own costumes complete with veils, tassels and flowing robes. The musicians are family members who volunteered their time to perform for the school's special guests.

Diana Barela, who teaches P.E. and Spanish at Roosevelt helped to organize the Nov. 11 performance. Barela also chairs Roosevelt's Instructional Council.

In July, **Roosevelt MS Principal David Bower** participated in an international middle school conference in Adelaide, South Australia, intended to promote middle school concepts and practices. That stimulating exchange prompted Bower to invite the

Australian educators to Roosevelt for a reciprocal look at the middle school concept in New Mexico.

In mid-November a small group of middle school educators came to Roosevelt to see the American model.

Mike Hudson, superintendent of the

Fleurieu district outside Adelaide, said the group wanted to visit New Mexico because of the similar challenges present in his district in South Australia.

The concept of middle school contrasts with a junior high concept where students are perceived as high school students, only younger. The middle school concept is a fairly new one in South Australia, with most redesign taking place in the last decade.

The genesis for these changes can often be traced to a single position paper, 'This We Believe,' published by the National Middle School Association in 1982, which has had a resounding impact on some middle schools in this country. Making middle schools 'developmentally responsive' to the needs of young adolescents ages 10-15 is the heart of the publication.

"Australian schools are generally modeled on the British education system," relates Bower, who has been principal at Roosevelt for the past four years. "Grades 1-7 are primary schools and grades 8-12 are secondary. Some variations in the system are developing, including 'purpose-built' schools which are middle schools located within larger secondary campuses."

One such 'purpose-built' school is the Seaford 6-12 School in the Fleurieu district, which embraces the 'developmentally responsive' approach to middle schools.

The Tingara Sub School is a school within a school at Seaford 6-12, offering students a closer, more intimate environment in which teachers and students know each other well because teachers teach four 'learning areas,' or core sub-

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jects, and spend all three years with the same student group. There are five classes per sub school with 120 students, and students attend class in a separate part of the campus.

Seaford 6-12 and some other Australian schools strongly emphasize 'enterprise education' and vocational education, bringing a hands-on focus to learning. Tingara students work at 'The Farm,' a school-run enterprise where students make products from farm-raised fruit and vegetables, which are then sold to the community. At Willunga High School, students work in conjunction with the Bleasdale Winery at Langhorne Creek, learning about wine production and marketing. In other schools, students do the shopping for class recipes for their home economics classes.

Bower says schools are aware that, "Enterprise education and hands-on learning must be grounded in academic standards. This type of learning usually engages kids more and can be a meaningful entry into working on writing, speaking, math, and so on by putting the skills into real life situations. Again, research shows that students who can use their minds well, think, solve problems, and transfer learning from one setting to another also will test well.

Fleurieu district Supt. Mike Hudson says research shows the biggest mistake some middle schools make is, "the striking mismatch between the student trying to become someone and the school's agenda to do it our way because we know best. Students want to become an adult but discipline policies can be barri-

ers. Students are always up against these issues."

Fleurieu schools take a constructivist view that looks at where the student is and works with the student to construct their learning, to connect with the student and build in relevance. All students, regardless of academic standing, are encouraged to take an active role in their own learning.

"If you don't engage the students who are mucking things up, what are

"Curriculum is a tool and we're seeing the things we need to bring into their lives to make education relevant."

you going to do to get all the kids involved?" asks Hudson. "We're aiming to get as many students as we can into student government and all kinds of things. That's part of feeling connected to your school. Basically, real middle schooling is a real paradigm shift."

Mary Asikas, principal of Seaford 6-12, says the work done by David Langford has helped guide their efforts.

"Langford has helped outline what the relevant areas are that need to emerge," she says. "Curriculum is a tool and we're seeing the things we need to bring into their lives to make education relevant."

In many Australian schools, enterprise education and even vocational education starts at the primary level, grades 1-7, so parent acceptance is high. Because the students enjoy the hands-on learning more than traditional learning, the parents are happier, say the Australian educators.

Sandia cluster grant project manager **Jeanne Forrester**, Ed.D., who is also executive secretary of the New Mexico Middle Level Educators, relates that, "While great strides have been made in increasing general awareness of the developmental needs of early adolescents, many schools and districts are still challenged in focusing decisions, policies and procedures around those developmental needs. Finances, tradition, lack of training and the nature of non-progressive elementary and high schools in feeder systems are a few of the major

barriers to progress."

How do schools get started on the change to a developmentally responsive approach?

"The best start is with a focus on students," Bower feels. "When students come first, adults must adjust and respond. This may force some changes with adults, but I think that is okay. Roosevelt is finding that by making the school a healthy and responsive place for kids, the work culture for adults improves as well. I think this is because we focus on productive responses. Research of organizations suggests that if you get the relationships right, everything else will follow."

Forrester agrees.

"It's encouraging for the middle school effort that there is now accompanying work in the elementary and high school levels to identify students' developmental needs at all levels and to create decisions and policies based on those needs. Best practices are student-focused. Many incremental changes can be implemented almost immediately, once a faculty and community becomes informed and gains an adjusted perspective on the children they serve."

That emphasis on strengthening relationships with students was evident in a special presentation that Roosevelt's Health and Wellness Team gave to their Australian guests last month.

"About five years ago, we began to renew our health and wellness approach," says **Carl Sanchez**, school counselor. "It was an inefficient model because the social worker, the counselor, the nurse, would react to situations as they arose. Now, we meet regularly and plan. When we work as a cluster all our site administrators understand what we are trying to do and they will allow us to have a day so we can meet some other team in other schools and we set goals; it's team building."

That kind of integration of roles within a school seems to foster a better school spirit overall.

"We have a very high level of trust and openness and a sense of humor which helps defuse many tense times—we help each other if one of us is stressed out or burned out," Sanchez says.

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Judith Ludwig, speech and language pathologist, says she really enjoys being part of the mainstream school life there, “off the island of special education. We meet every week to discuss students who aren’t making it. The perception here is that the student has needs, not the student has problems. This approach gives us core knowledge about the student—all those issues would be addressed now through our support team.”

Sending clear messages to students about expectations for their behavior is part of a school’s developmental responsiveness. Kids need to feel safe so they can focus on learning. Every year Roosevelt staff make sure every student hears the message that bullying and other negative behaviors won’t be tolerated.

Elizabeth Dolan, school counselor, says that in addition to bully-proofing for students, teachers were trained at the first in-service. Teachers reinforce the message that students need to stand up for what’s right, and to speak up on behalf of others.

After two years of bully-proofing, 8th grade students wanted something different, so the school developed a ‘caring community’ theme as another effective

intervention. Students can participate in peer mediation too, and anger management. Parents read articles in monthly newsletters so they can talk to their kids at home.

Creating a student-focused school has brought some innovations—there’s a ‘grief garden’ at the school for students who have lost someone they care about. Under consideration is a canteen where kids can hang out, play cards, play music or shoot pool during their free time.

The net effect of all these elements is that staff do a lot more intervention now than crisis management.

“Last spring we had an in-service on suicide ideation and we presented vignettes of students to teachers. We focused on how to talk to students and how to spot trouble signs they hadn’t been aware of,” Carl Sanchez says. “We’re coming up with a curriculum plan right now that discusses depression and that will tie into bully-proofing so students will be more sensitive.”

Dolan adds, “It’s very helpful to understand what a middle-school can look like. Two years ago, we did a study on the ways the middle school approach changed the numbers and types of referrals. Now, we are dealing with problems

more systemically, and that has helped everyone.”

The middle school approach is not one adopted by every U.S. school.

As Bower sees it, “I think APS middle schools are on a continuum of movement toward middle school concepts. There is no ‘one size fits all’ direction—each school must decide on actions based on student and community needs. The Middle School Redesign initiative is helping schools to see the directions in which to move. ‘This We Believe’ has been a focus of our work for several years.”

The New Mexico Middle Level Educators organization is solidly behind the middle school concept. “Roosevelt Middle School has been out front, leading in middle school work for a solid decade,” Forrester says. “David Bower is an amazing leader with the skills and knowledge and sensitivities that foster and support the work that has to be done for any change. He and his staff are student-focused and their decisions are definitely based on young adolescents’ developmental needs. They are inspirational...even to those of us who have been in this field for a number of years!”



Sally Hrymak Hunter, RN, NCSN

March of Dimes honors Eisenhower school nurse

The March of Dimes honored 18 nurses from clinics, hospitals and other healthcare facilities throughout New Mexico on Saturday, Nov. 9, at its Nurse of the Year Awards 2002 Celebration. The event took place at the Sheraton Old Town in Albuquerque.

Sally Hrymak Hunter, RN, NCSN, a school nurse at **Eisenhower MS**, was honored in the category of Community/Public Health.

“Sally is the epitome of what a nurse should be, going ‘beyond the call of duty’ when providing services to our student body, our staff, and our community,” says Eisenhower principal **Debra Hamilton**. “Her involvement at Eisenhower goes beyond just her office, as she is active in many different areas of the school. Her smiling face, as well as her warmth and caring, are a welcome sight, not only in the Health Office, but around the school as well. Eisenhower is a better place because of people like Sally Hunter!”

Some 116 nominations from around the state were submitted for awards in 18 categories.

Peddler's cart

S-10 4X4 truck, 4" lift, big tires, V-6 2-8, 145,000 miles, \$1,350 OBO, 873-2658.

1991 Toyota Camry, 104,000 miles, one owner, \$3,500; Nordic Track Sequoia \$250, 266-3240.

Chevrolet truck 2001 S10, LS auto, AC, CD player, cruise, \$10,000, call 873-4567.

1984 Bronco II, 4X4, great condition, dependable, \$2,000 Blue Book value, 873-0989 between 3:30 & 7:30 p.m.

Dodge Grand Caravan, LE, 1996, great shape, priced well below Blue Book price, 822-6369.

1999 Cadillac Catera, excellent condition, fully loaded, V-6, leather, AM/FM/CD, \$16,000, 27,000 miles, 352-6249.

2000 Mazda 626, \$11,500, AM/FM/CD, low mileage, electric, 4 cyl, 30 mpg/hwy, white, 4 door, 228-6039, 792-3691.

Beautiful 1998 Plymouth Breeze, AT, AC, CC, 70,000k, excellent condition all around, asking \$65,000, 877-5451.

2002 Dodge Intrepid, 8,300 miles, extended warranty, take over payments of \$504. Sharp car! 821-4450.

96 Taurus GL: excellent condition, automatic, AM/FM/Cass, A/C, P/win, P/lock, P/steer, ABS, R-Defr, cruise, \$5,300 OBO, 286-9119, 269-1077.

1997 Harley Davidson, 5,800 miles, custom paint, windshield, backrest and warranty included. Garaged. Stephen, 839-2176

1986 Honda Prelude Si, 143k miles, loaded, runs and looks good, \$1400, 323-5590.

1996 Dodge Intrepid, PB,AC,Auto, new engine and tires, cruise control, excellent condition, \$3,200 OBO, 280-8992.

1992 Yamaha Seca II, 600cc, original owner, black, perfect condition, 9,800 miles, \$1,950 OBO, 293-7233.

FSBO, 930 sq. ft, new roof, windows, remodeled, 3 BR, 1 BA, view lot, Sandia district, all appliances, 341-0640.

For Lease: two bdrm, adobe house, Knobhill area, fenced, fireplace, dining room, hardwood floors. \$800 + DD, 255-2100.

Lease three bedrooms, one bath \$800 mo. plus utilities, San Mateo/Indian School, lg. yard, 255-2055.

Vacation: rent my 2br, condo, at Fairfield Pagosa, Colo., \$150/2 nights, Paula, 884-4883 (new #).

Condo suit, Wolf Creek, Pagosa Springs, hot tub, four guests, \$195 night, Dec 20 - Dec 24, 255-6589, 249-5898.

www.loanrealestate.com, zero-down, FHA/VA/Conv, bankruptcy, helping everyone purchase, refinance, invest, residential, commercial, APS discount, 321-0776

Homes for sale, Albuquerque and surrounding areas, rent, buy, invest, easily qualify, great time, 321-0776

Nice 1989 vaulted ceiling, 14'x17' mobile

home for sale, \$11,000, call 792-3086 or 345-7115.

Affordable foothills home, 3br, 2ba, upgraded kitchen, Prego, new carpet, paint, views, 480-2787.

Beautiful wedding cakes, great tasting, reasonable prices, free delivery, 899-9374 or 505-7773.

Professional wedding photography, special rates for APS employees. For info call 352-1752 or 319-8286.

Kid Country Play House Daycare, 20 years experience, fully staffed, hot meals, Yvonne Romero, Kathy Jaramillo, 869-4939.

Hypnosis works for self-esteem, smoking and motivation, insurance accepted. John Kail, LISW, lic. # I-3697. 720-9394.

Cabinets, counter-tops, refacing, 341-0640.

Licensed daycare provider, 24 years, references available, breakfast, lunch and snacks, lg. fenced-in backyard, 18 months and older. Lomas/Juan Tabo area, 294-2912.

Tutoring: study strategies/organizational skills, Anita Shenkman, MS/NM certification, 30+years experience, call 265-1659.

Special teacher programs for purchasing homes, 0-down, first time homebuyers, Robert, 459-7542.

V & V Lawn and Yard Maintenance, trimming, mowing, landscaping, house painting, hauling, Vince 688-6296, Victor 319-7708.

Couch, loveseat, 25" TV, \$95 each; mattress, box spring, heater, fireplace screen, \$25 each, 299-6870.

Large, comfortable, beige, pillow couch, Southwest design in pillows, \$200 OBO, 292-8428.

Roll top desk, \$75; 2 end tables, coffee table, all with drawers, \$75, call 247-2133 or 321-2393.

Tuffed couch, 7 1/2' long, slight curve, beautiful ivory fabric, excellent condition, \$400, 873-5851.

Ethan Allen American Impressions sleigh bed, king size, and mattress set; car speakers, 452-0087, Pat.

Old western books, Zane Grey and Will James, 296-2017.

Mazeart thematic resource books, \$5 each, Rainforest, Ocean, Arctic, Desert, call Louise, 296-2858.

Xerox copier, in good working condition, well maintained, great for home or school, \$200, 268-8170.

Two dance dance revolution pads for sale, one hard, one soft, call 246-0947 for details.

Roller blades, 3 pair, \$30 each; trumpet with hard case, \$140, call before 9 p.m., 299-1596.

Chess/backgammon board, gorgeous gift, for display or play, inlaid woods, hand-crafted, \$120, 489-1543.

Air hockey table, professional size,

Sears, excellent condition, \$150; white mink fur coat, \$650, 922-9025.

Two pairs of brand new dress shoes, size 7 ?, worn only once, Jennifer, 866-1968.

Snowboard boots: size 6, \$15; size 8, \$20, Paula, 884-4883.

Authentic Emmitt Smith autographs, football, \$145; mini helmet, \$125, 8X10, \$65, coats, call 877-4940.

Christmas trees, 71/2', \$75, 5' tree, \$30; Playnix swingset, \$375; microwave, \$45, 262-1029.

Roper dryer for sale, \$75 firm, runs well, must pick up, 268-1748.

Sierra wood stove with glass front, like new, must see, \$500, call 873-3912 after 4:30 p.m.

APHA registered Quarter horse, gelding, age 6, 17 hands, Tobiano paint, \$2,800 OBO, 237-9039, 362-1871.

Computers: holiday specials on new and reconditioned systems, monitors included; repairs, upgrades, same-day service, 266-3507.

Looking for washer that is inexpensive, under \$100, please call 296-0295.

Wanted: big screen TV, to buy, 831-5508, evenings.

Needed for a CBI class, electric stove and refrigerator, any help is appreciated, 722-6106.

Worthy news

Fourth and fifth grade music classes at Whittier ES will perform at 6:30 p.m., Dec. 17, in the school gym. The public is cordially invited to attend.

Eisenhower MS students raised a whopping \$3,000 for a women's shelter in Albuquerque, relates Amy McCarty. The 'Turkey Teacher' fundraiser sold colored feathers, each with a teacher's name on it, to students and staff to dress a rather bald turkey, badly in need of plumage.

Literacy Volunteers at T-VI Community College is in need of additional tutors to help individuals with basic literacy needs, and also English as a Second Language. In order to become certified, an 18-hour training session is required for all volunteer tutors. The next training session is scheduled for Saturday, Jan. 18 and 25. Information nights about the program are scheduled for Jan. 9 at Starbucks, 1624 Juan Tabo NE and Jan. 10 at Starbucks, 910 Rio Grande NW. Both nights are 5:30-7:30 p.m. Call Donna Aragon, program supervisor, 224-4313 or 224-4305, for more information.

Wherry principal returns from Fulbright visit to Argentina

Rita R. Martinez, Ph.D, principal at Wherry ES, who recently returned from a three-week Fulbright Administrator Exchange in Argentina, said the visit was “very interesting and a great way to appreciate our differences.

“Argentina is a country suffering from recent hardships surrounding political corruption, which has greatly affected all aspects of life in Argentina, especially the lack of funding for school programs,” said Martinez.

She visited schools in the Argentine capital of Cordova, and the villages in and around Viamonte, the small village where she visited for three weeks with Raquel Alvarez, principal at Centro Educativo Nicolas Avellaneda, who spent three weeks at Wherry in March.

Among the differences in education in the two countries that Martinez noted was that elementary students in Argentina attend school only half a day.

“Raquel was very excited to hear that teachers here are hired by an interview committee and the principal. Teachers and principals in Argentina are appointed by the governor of the province and principals have no say in who the teachers will be at their schools,” Martinez said. She added that teachers must attend a program of studies lasting about two years before they can begin teaching. “Teachers continue to study to improve their practice and earn points for higher pay, which is similar to our system,” said Martinez, who has

been principal at Wherry since 1999 and holds a doctorate in administration from UNM.

As for school uniforms, Martinez noted that both students and teachers wear a sort of uniform, a “guardapolvo” or smock designed to keep clothes clean. “It is a tradition in all schools,” Martinez said.

She remarked that the accommodating nature and warmth of the Argentine people impressed her.

“They are a very social people who love to gather together as families or “peñas” to have dinner and celebrate life,” Martinez said, adding that she was invited to dine with them many times throughout her stay.

Martinez was one of about 2,000 J. William Fulbright Foreign Scholarship Board grantees from the United State who traveled abroad during the 2001-02 academic year through the program.

The Fulbright Program, America’s flagship international exchange program, is sponsored by the Bureau of Educational and Cultural Affairs in the State Department.

Over the past 55 years, Fulbright programs have exchanged nearly a quarter of a million people—88,000 Americans, who have studied, taught or researched abroad and more than 146,000 students, scholars and professionals from other countries who have engaged in similar activities in the United States.



Principal Raquel Alvarez and Rita Martinez, Ed.D., Wherry principal, met again, this time in Argentina when Martinez visited the Centro Educativo Nicolas Avellaneda through the Fulbright Administrator Exchange. Principal Alvarez visited Wherry in March this year.

‘One Friday Night’ aims to prevent teen drinking deaths

A half-hour documentary on teenage drinking, ‘One Friday Night’ is part of a comprehensive campaign to affect change in New Mexico. Emmy-award-winning local producer Chris Schueler involved students in the creation of the documentary, which airs statewide at 8:30 p.m., Dec. 17 on CBS, NBC, Fox and PBS stations. Mark your calendars! A free curriculum guide for teachers and other materials are available online at www.christopher-productions.org. In the past few months in New Mexico:

- a 14 year old girl died of alcohol poisoning during a slumber party
- a 15 year old boy shot and killed himself after a night of drinking and a

car accident

- a 16 year old boy and a 15 year old boy, in separate incidents, became drunk, posed a threat and were shot by police after each had shot and injured officers.

“Our hope is to support teens in taking a leading role in that change, because we are determined to make a change in the way our communities perceive and deal with teen drinking and its horrific consequences,” states Schueler.

“We hope to encourage community leaders to make teen drinking and its consequences a top priority by making this documentary and accompanying town hall meetings a major media event.”

Myths vs Facts about breaking up APS

Myth: APS spends too much money on administration.

Fact: APS only spends 1.6 percent of its budget on administration which is the second lowest percentage in the state and one of the lowest in the country.



Teaching & Learning Systems leads professional development



TLS co-director Virginia Duran-Ginn (left) and TLS instructional coordinator Darlene Vigil-Scott

Darlene Vigil Scott, is an instructional coordinator for literacy in Teaching & Learning Systems (TLS) and is also responsible for helping implement professional development pertaining to literacy and also that mandated by the Office for Civil Rights, and for teaching Limited English Proficient students.

Professional development was formerly coordinated by Strategic Professional Development, which has been integrated into TLS. Vigil-Scott explains the major shift in professional development that was developed with the creation of TLS.

What role does TLS have in the district?

The biggest shift is that professional development has moved from the district level to the school level. We want to move away from the 'one-shot' workshops to a more sustained professional development plan. This is our second year focused on school-centered professional development whereby resources are at the schools.

TLS works with school experts such as instructional coaches, literacy and math leaders, early childhood leaders and educational assistant leaders. Specific audiences receive professional

development and they then work at their school sites in study groups with their colleagues. At the clusters, staff developers also provide training for schools.

This year was the first year that our schools began using a differentiated funding proposal that outlines their collaboration and building capacity in advance, and the resources they require to accomplish their goals. Not easy to do, because it requires so much advance planning.

How has professional development in APS changed?

We previously had teachers come to workshops for professional development or we would broker experts to go out to schools. Now the emphasis is on clusters and the schools with assistance from staff developers who design and implement professional development for their schools and then train their school teams. These teams from schools come for workshops so they can then support and collaborate on the delivery of professional development at their school sites. We offer professional development in balanced literacy, 4-block, six-trait writing literacy models and more. Professional development is very much focused on literacy.

What role do staff developers play?

Every cluster has a staff developer (see list below) who works within their cluster to design their cluster in-service days. Schools are more focused on their EPSS and many schools are incorporating the Strengthening Quality in Schools or Baldrige training during in-service days.

What do teachers need to know about TLS?

TLS can assist teachers with accessing resources, obtaining assistance with curriculum and their own professional development. TLS provides systemic professional development for target audiences of teachers and principals in all areas of curriculum and instruction. Staff developers are the link between this system and the clusters and schools. TLS has also assigned a coordinator to each cluster as a delegate to systemic professional development and instructional services.

Call 880-8249, then the extension, to reach coordinators.

- **Albuquerque**, Julie Ambrogi, ext.123
- **Alternative**, Leah Gutierrez-Wier, ext. 189
- **Cibola**, Kathleen Yarbrough, ext.112
- **Del Norte**, Darlene Vigil-Scott, ext.109
- **Eldorado**, Franny Dever, ext. 115
- **Highland**, Laurie Everhart, ext. 127
- **La Cueva**, Sandra Henson, ext. 107
- **Manzano**, DeDe Arwood, ext. 188
- **Rio Grande**, Vicki Kay, ext. 235
- **Sandia**, Trish Wagner, ext. 129
- **Valley**, Janet Dunham, ext. 122
- **West Mesa**, Sara Miranda Sanchez, ext. 116

Staff developers for each cluster are:
AHS- Jyl Warner, jylnm@yahoo.com; CHS-Joyce Robertson, Robertson_j@aps.edu; DNH-Laura Williams, Williams_La@aps.edu; EHS-Kathy Richter-Sand, Sand_K@aps.edu; HHS-Mark Langner, Langner@aps.edu; LCH-Janet Malta, Malta@aps.edu; MHS-Judy Pinto, Pinto@aps.edu; RGHS-Charlotte Lindahl, Lindahl@aps.edu; SHS-Gerry Schneider, Schneider_g@aps.edu; WMHS-Jan Garrett, Garrett_jl@aps.edu; Alternative-Sherie McCarty, McCarty_s@aps.edu.

Lawson financial system update

The new Lawson financial system at APS will 'go-live' on Jan. 6 with all modules (Accounts Payable, General Ledger, Purchase Order, Accounts Receivable, Activity Management, Budgeting, Asset Management, and Inventory Control). Requisitions will initially go-live at only three pilot schools on Jan. 6 and on Jan. 13 all schools and departments will go-live with Requisitions. When the Lawson system goes live, the FIS system will not be available to enter orders. Users will not have access to FIS so all financial transactions must be performed in Lawson.

Requisition training is now occurring throughout the month of December with morning and afternoon sessions. Additional classes will also be offered in January. Current FIS Requisition users should plan to attend Lawson training. Please use the APS Intranet Course Wizard for Lawson Requisition Training Sign Up at <http://cwizard.aps.edu/html/> or via the Course Wizard link from the intranet homepage if you have not signed up for training yet. You should contact the APS Help Desk if you need help registering, but they will be unable to register you for training over the phone.

When do I have to stop using UNISYS for purchases?

In order to reduce the number of open orders that will have to be converted into Lawson, and reduce the number of Unisys-

generated orders that will have to be re-verified and validated once in Lawson, we have established new deadlines for purchases, which are listed below. It is important to plan for these purchasing deadlines in order to fulfil your orders in a timely manner and to reduce the number of open orders after Unisys is turned "off." As always, should your school or department have an emergency need during this time frame, requests can be forwarded to your budget analyst.

- Budget Transfer Requests – Dec. 13, 2002
- Out-of-District Purchase Orders – Dec.13, 2002
- In-District Purchase Orders – Dec. 13, 2002
- Instructional Materials (all accounts) – Dec. 13, 2002
- Warehouse Requisitions (entered AND approved) – Dec. 12, 2002
- Last Requisition Processing Run by Warehouse – Dec. 13, 2002
- Last Scheduled Delivery Date by Warehouse – Dec. 16, 2002
- SPO's, BPO's, and Check Requests – December 13, 2002

For more information about the Lawson project and to submit questions, please visit the APS intranet website at <http://intranet.aps.edu/Intranet/news.html>.

'No Child Left Behind'-Reading First funding in eligible schools

The federal reauthorization of the Elementary and Secondary School Act (ESEA)—the 'No Child Left Behind'—legislation signed by President George W. Bush on Jan.8, established Reading First as an initiative that builds on the findings of years of scientific research in reading. The purpose of Reading First is to ensure that all children in America learn to read well by the end of third grade. The act will specifically impact reading instruction for grades K-3 and special education K-12 at qualifying schools.

Federal funds are provided to states to help local school districts establish scientifically-based, comprehensive approaches to reading instruction for those students in kindergarten through third grade (and for special education students in kindergarten through twelfth grade) that are reading below grade level. APS intends to apply for Reading First funds through the state Dept. of Education to provide additional resources for reading instruction.

New Mexico Model

The state plan, New Mexico Reading First, targets those students that are most in need of reading

improvement. It provides guidelines for school districts to develop and establish a comprehensive approach to teaching reading that reflects the needs of New Mexico's students and includes four major program components:

1. A Comprehensive Approach to teaching reading includes valid and reliable assessment.

Explicit and systematic instruction must be provided in the five essential components of effective reading instruction that were identified by the National Reading Panel Report in 2000. The five components are:

- Phonemic Awareness
- Phonics
- Vocabulary Development
- Reading Fluency
- Reading Comprehension Strategies.

In addition, New Mexico Reading First recognizes the unique language needs of children and includes the development of oral language for English Language Learners through:

Professional development.
Leadership and management
Evaluation.

Certain APS schools may qualify

for New Mexico Reading First funds. Teaching and Learning Systems has convened a leadership team of representatives from APS schools and departments, the College of Education at UNM, and reading consultants to review the requirements for school participation that are set forth in the state Department of Education New Mexico Reading First Request for Proposals. When the criteria are clearly understood, the Reading First leadership team will inform schools of the process that will be used to select schools to participate in the Reading First initiative.

Tomorrow is the most important thing in life. It comes to us at midnight very clean. It's perfect when it arrives, and it puts itself in our hands and hopes we've learned something from yesterday.

—John Wayne

Applications accepted for Excellence Fund Grants

Albuquerque Public Schools employees are asked to nominate their co-workers to receive a cash award from the APS Excellence Fund, which was established earlier this year by Superintendents Joseph Vigil, Michael Vigil and Beth Everitt.

Funding for the awards comes from the lump sum payments received by the

three superintendents and Liz Shipley, executive director of communications.

The award winners will be selected based on how the employee has worked to enhance academic achievement within the district.

“The APS Excellence Award is a three-year program to honor employees who enhance the classroom learning

environment and academic achievement through their employment with the Albuquerque Public Schools,” said Supt. for Advancement Tom Garrity.

All APS employees qualify for nominations. Nominations are due to Beth Everitt’s Office by Jan. 17, 2003, and the awards will be announced on Jan. 31.

APS Excellence Award Nomination Form

Employee’s Name (First, Last) _____

Location Name _____

Location Address _____

Zip Code _____ Location Phone Number _____

Supervisor’s Name (First, Last) _____

Your Name (First, Last) _____

Your Address _____

Zip Code _____ Your Phone Number _____

Your relationship to the employee: _____

With regards to how the employee enhances academic achievement, please describe the most important reason you think this person should be honored (attach one page if necessary):

The APS Excellence Award winners will be selected by Joey Vigil, Dr. Beth Everitt, Michael Vigil and Liz Shipley. The APS Excellence Award is a three year program to honor employees who enhance the classroom learning environment and academic achievement through their employment with the Albuquerque Public Schools. All APS employees qualify for nominations.

All nominations need to be delivered to APS Excellence Award c/o Dr. Beth Everitt, Superintendent for Education, Albuquerque Public Schools, Post Office Box 25704, Albuquerque, NM 87125-0704.

The deadline for nominations to be received is Jan. 17, 2003. Awards will be presented on Jan. 31, 2003.

Only one nomination per employee is necessary. You may not nominate yourself.