GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM – SPECIAL EDUCATION

Syllabus for EDSE 702: Managing Resources for Special Education Programs
(3 credits)
Summer, 2011
EDSE 702 - Section 6E6
Thursdays, May 12, 2011 through June 30, 2011
4:30 to 9:00 p.m.
Loudoun County Public Schools Administration Building

Instructor:
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COURSE DESCRIPTION:
EDSE 702: Managing Resources for Special Education Programs. Examines development and delivery of specialized programs for exceptional learners. Topics include implementation of Individualized Education Plans via Universal Design, financial and human resource allocation and management, effective supervision and evaluation, and student outcome documentation.

Note: It is recommended that students seeking either the Certificate in Special Education Leadership or the M.Ed. in Education Leadership with a Concentration in Special Education Leadership complete courses in a specific order. Please refer to your Program of Studies for the recommended sequence of courses.

NATURE OF COURSE DELIVERY:
Learning activities include the following:
* Discussion of material read in preparation for course sessions.
* Student participation in small group and cooperative learning activities, including analysis of readings as applied to case-based scenarios and role playing.
* Student self-assessment of progress throughout the course.
* Access and analyze materials and resources using a variety of medium, including Blackboard, web-based resources, and professional peer-reviewed journal articles.
* Application activities in support of course concepts.
* Instructor-student dialogue and interactions during and outside of class sessions that bring relevance and heightened skills, knowledge, and insights to the students and Instructor, with a focus on strengthening lifelong learning skills in the professional and ethical practice of special education.

LEARNER OUTCOMES:
This course is designed to enable students to:

1. Identify current issues in special education administration by analyzing and synthesizing the integral elements of effective policies in special education, including the role of economics, families, federal and state agencies, professional organizations and legislative/regulatory action.
2. Display an awareness of and apply best practices to facilitate the development, implementation and evaluation of special education programs in the context of curriculum and instruction.
3. Create a school site budget that promotes the school vision and mission and supports exceptional learners.
4. Allocate human resources efficiently and effectively and support exceptional learners in the process.
5. Evaluate the effectiveness of simulated teacher interviews that are consistent with legal guidelines.
6. Demonstrate the ability to utilize a variety of problem solving, conflict resolution and decision-making processes.
7. Understand development and management of special education budgets
8. Understand how to engage in activities that result in acquisition of federal, state and local grant monies and management of facilities, equipment and services necessary for effective special education service delivery.
9. Articulate a plan for managing a system-wide program for learner's with special needs.

PROFESSIONAL STANDARDS:
Course's Relationship to Program Goals and Professional Organization
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program. This program complies with the standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization.

The CEC Standards are listed on the following web site: http://www.cec.sped.org . Look in the second column on the left, and click on "Professional Standards." On this page, to the right, there is a red book PDF document titled "What Every Special Educator Must Know." The CEC Standards for all beginning special education administrators are located in this document. The primary CEC standards that will be addressed in this class are Standards 3, 7 and 8, which are stated as follows:

Special Education Content Standard 3: Individual Learning Differences

Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Special Education Content Standard 7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Special Education Content Standard 8:   Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs.

COURSE TEXTS AND MATERIALS:
Required Texts:
Bateman, D., Bright, K. L., O'Shea, D.J., & Algozzine, B. (2007*) The Special Education
     Program Administrator's Handbook*. Boston: Pearson, Allyn and Bacon.
American Psychological Association (2001). *Publication manual (5th ed.).* Washington, DC:
     Author.
Supplemental Readings (Available via Blackboard) as assigned

Required Access to Course Blackboard Site: Cohort Blackboard Site Blackboard (**http://mymason.gmu.edu**) will be used to post important information for this course. Plan to

access the site several times per week; announcements and resources are posted on the site in between class sessions (e.g., in response to queries or information requested by students). There will also be materials and websites on the Bb site for supplemental resources (choices for these resources may vary from student to student, depending on interest and focus during the semester).

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

The College of Education and Human Development expects all students to abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See http://www.gse.gmu.edu/ for a listing of these dispositions.
- Students must know and follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full Honor Code.
- Students are expected to use APA Guidelines for written work and provide credit when using the work of others. GMU currently subscribes to www.turnitin.com and the instructor may submit student work to that site for to determine originality of work.
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities to seek accommodations in a course must be registered with the GMU Office of Disability Service and inform the instructor, in writing, at the beginning of the semester. See http://www.gmu.edu/student/drc or call 703-993-2474 to access the ODS.

Keep Products from This Course for Future Use in Your Professional Portfolio!
Retain electronic copies of all course products to document their progress through the GSE Special Education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that document your satisfactory progress through the GSE program and the CEC performance based standards. As the program moves towards electronic portfolios, it will be even more important to have artifacts (i.e., scored assignments) saved electronically.

COURSE EXPECTATIONS:
***George Mason University Email:* http://masonlive.gmu.edu .**
From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts.

***George Mason Blackboard*:** http://mymason.gmu.edu Cohort Blackboard Site will be used to post important information for this course (and others) and in completing some course assignments. Materials, resources, dialogues, notes, and other types of information will be housed on this course's Blackboard web site.

George Mason Patriot Web: http://masonlive.gmu.edu .
This is a self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

George Mason University Honor Code: http://www.gmu.edu/facstaff/handbook/aD.html
This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing. In an effort to maintain trust in the classroom as well as provide a prerequisite for deterring plagiarism, *Turnitin,* a plagiarism detection service, may be used to evaluate materials submitted by students for evaluation.

Advising:
Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Emily Gibson, egibson5@gmu.edu at afulcher@gmu.edu or 703.993.2387. Please be prepared with your G number when you contact her.

Writing Resources and Support:
APA Formatting Guidelines are also available at http://www.psywww.com/resource/apacrib.htm
This website is offered as a companion to the APA style manual. *However, it should not be considered a substitute for directly consulting the APA manual, 5th edition for standard of procedures for applying APA style.* Additional APA help URLs are available on the GSE library URL. Caution with using web sites or resources other than the APA manual because some may have erroneous information on them.

Another type of writing support during this course is available via the George Mason University Writing Center for support in writing (support needs will vary among students). The web site for the Writing Center is: http://writingcenter.gmu.edu/. Many resources are available both on site and on the web, and students can now conveniently register online for appointments.

Absences:
Students are expected to arrive on time for class sessions and remain for the entire session for full attendance and participation credit. Individuals who are enrolled in this class have made the intellectual and financial commitment to regularly attend class sessions for their entirety. Understandably, there may be an instance when you are not able to attend. Should such an unlikely event occur, it is your responsibility to:

1. notify me in advance by telephone or email, in advance or within 24 hours after and absence, and
2. make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have two colleagues in the course for this).

Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you. Be aware that <u>any points available for participation in class activities, during a time of absence, will not be earned and cannot be made up</u>.

Participation:
Regular, meaningful participation is vital to the successful completion of this course. A large proportion of your work in the class will be done in small groups. Participation includes:

- Sharing experiences from work or observation;
- Bringing pertinent media and academic articles and web sites to the attention of the instructor;
- Professional behavior and presentation;
- Willingness to volunteer for a class activity;
- Thoughtful and meaningful contribution to class discussion;
- Active involvement in group work;
- Sticking to the topic at hand;
- Respect for others in your oral responses and demeanor;
- Use of appropriate problem solving techniques;
- Appropriate use of allotted time;
- Coming to class prepared;
- Listening, taking notes, and commenting respectfully to invited speakers and the instructor;
- Maintaining flexibility regarding modifications in class procedures, requirements, assignments due dates, and schedules.

Class Breaks/Telephone use, etc.:
A determination regarding the schedule and length of class breaks, as well as whether food and/or drinks will be permitted (if so, these may not be come a distraction to instructor or students).will be made at the first class meeting. Breaks will be used to take care of personal needs, including taking/making phone calls and text messages.

Telephones will be turned off during class. Phone calls, emailing, internet surfing and text messaging during class are not permitted. If you are using your computer during class, it must be for the purpose of taking notes of referencing assignments.

Assignments and Readings and Due Dates:
For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at http://www.gse.gmu.edu for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed.

Late Work:
Students are expected to submit their work on time. Papers due on a day when you are absent must be submitted to me via email by the due date. Late assignments will not receive full credit. No credit will be given for assignments submitted later than 48 hours after the due.

Revising and resubmitting work:
Students cannot revise and resubmit graded work to improve their performance. Each student is expected to submit work of the highest quality upon its first submission. Information about assignments is provided early at the first class session and opportunities for clarification are available at all subsequent class meetings. Student questions are welcome at each class and via email. Students may wish to scheduled time to discuss questions with the instructor during office hours. Students may seek clarification at any time during the course.
Requirements:

Task Stream

TaskStream (www.taskstream.com) is a customizable, electronic portfolio, assessment management and performance based instruction tool. For National Council of Accreditation of Teacher Education (NCATE) college accreditation, as well as Special Education Student Portfolio evaluation purposes, specific student assignments (Signature Assignments) are to be evaluated based on a faculty developed rubric associated with the CEC Standard(s) addressed by each assignment.

The electronic submission of the Signature Assignments to TaskStream serves two purposes. First, it serves as a college accreditation data collection and storage site, as instructors evaluate each student's Signature Assignment in connection with the NCATE performance based outcomes. The NCATE outcomes incorporate the CEC standards for special education teachers. George Mason University's College of Education and Human Development (CEHD) must collect this data every semester.

Therefore, EVERY student taking an EDSE course IS REQUIRED to upload and submit their assignment to TaskStream for evaluation (even if only one or two courses is being taken for professional recertification, as an elective, or part of an undergraduate minor). Second, it provides a platform for those Special Education students seeking their MEd degree and/or licensure to build an electronic portfolio for EDSE 791 (Midpoint Portfolio) and EDSE 792 (Final Portfolio).

After each student submits their Signature Assignments to TaskStream, instructional faculty will use a 3 point rubric, separate from their individual grading rubrics (viewable on TaskStream), to jury individual electronic submissions.

Any student taking an EDSE course during the current semester is required to submit their Signature Assignment to that course's instructor via TaskStream for evaluation.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

Grades: A=94-100 A-=90-93 B+=86-89 B=80-85 C=79-70 F=<70

Attendance and Participation	20 points*
Budget / Staffing Allocation memo	10 points
Budget / Staffing Report	20 points
PowerPoint Presentation	10 points
Oral Presentation accompanying PowerPoint	20 points
Completion of Annual Plan	20 points
* an additional 2 points will be awarded to participants for attending all sessions for the purpose of supporting final grade Total	100 points

<u>Tentative Class Schedule</u> **– The following schedule may change at the discretion of the instructor.**

Date	Topic	Readings and Assignments for the following week's class
Week 1 5/12/2011	• Introductions • Review/Discussion of Syllabus, Framework of Course and assignments • Chapter Reporters-read/discuss • Create Teams for Budget/Staffing assignments-identify school with team partner **Discussion Topics:** • **Leadership in Administration and Change** • **Role of Special Ed. Administrator/Case Studies** • **Overview of Budget Process and Schedule** **Activity** • **Complete the KWL Grid** • **Ask the Administrator**	• Chapter 20, Bateman • Attend the Superintendent's FY11Budget Presentation-January 12 • Locate and bring to next class the LCPS Board Vision, Mission and Goals (priorities) • For your selected school, examine its profile data for enrollment, population, SOL results from the school's web site. Bring all data to class and be ready to share. • Search the web for ideas on "Education as a Public Good" and be ready to share. • Go to VADOE website and download SOQ • Team #1 – read Chapter 1, 3, Bateman and be ready to report to class next session

Week 2	- Team #1 – Report on Ch. 1,3 **Components of the Budget Process** - Establishing Vision, Mission and Goals-links to staffing and budgeting-elements - Build VMG in teams - Education as a "Public Good" - Examine SOQ for Budget-Staff-related items Class Activities Role Play – LCPS Budget Issues and Priorities	- Identify the VMG of the school your team has targeted??? - Go VADOE website and download SOA - Team #2 – read Ch. 12, 13 , Bateman and report to class next session - Come to class prepared to discuss UDL, RtI
Week 3	- Team #2 – Report on Ch. 12, 13 **Special Education Programming: Staffing and Program Development** <u>Class Activities</u> - Examine SOQ for Budget/Staff-related items - State sped. ratios-handout - Personnel and Resources - Role Play Staffing Issues	- Obtain School Report Card and all related data on VADOE website - Locate/obtain the Annual Imp. Plan for the school - Schedule appointment with school administrator and interview regarding budget and staffing issues. Sample questions available - Team #3 – read Ch. 2, 6 , Bateman and report to class on February 4th session
Week 4	**American Recovery and Reinvestment Act** **Principles** **Requirements** **Projects Funded** **Accountability** **Activity** - Team #3 – Report on Ch. 2, 6	- Be prepared to present the salient points of your observation to class - Team #4 – read Ch. 4, 5, Bateman and report to class on February 5th session

Week 5	• Team #4 – Report on Ch. 4, 5 Topics / Class Activities **Federal and State Funding Systems** • Special Education Annual Plan/Title VI-B • Early Intervening Services • Preschool Special Education (619) **Conflict Resolution and Mediation** • Role play : mediation session	• Team #5 – read Ch. 7, 8, Bateman • Teams study Title VI-B scenarios • Go to NCREST website and download and read on the topic of "disproportionality"-come to class ready to discuss at length
Week 6	• Team #5 – Report of Ch. 7,8 **State and Local Accountability Systems** **Class Activities:** • State Performance Plan and Monitoring-examine indicators and LCPS outcomes in class • Examine local assessment data for students with disabilities • Classroom work session on Budget and staffing assignment/VI-B assignment	• Team #6 – Read Ch. 15, 16, Bateman • Begin to finalize 2 assignments for presentation
Week 7	• Team #6 – Report on Ch. 15, 16 **Special Education Personnel Shortages: Policies and Issues** Class activities**:** • **HQT requirements and resource analysis**	• Team #7 – Read Ch. 9, 11

Week 8	Team #7– Report on Ch. 9, 11 **Supervision of Personnel** Title VI-B Grant presentations	
Week 9	Team #8 – Report on Ch. 10, 14 **Budget/Staffing Presentations**	Wrap up Course

- Participation (20 %): Before each class: Read the assigned readings to facilitate informed participation in discussions and case study activities. Students are expected to attend all class sessions on time. In case an emergency prevents a student from attending class, please call or e-mail the instructor in advance.

SIGNATURE ASSIGNMENT # 1—BUDGET ALLOCATION
(Required Performance for EDSE 702)
15 points

Rationale:

Budget allocations must be prepared in a fashion that is both comprehensive and clearly understood by school personnel, central office administrators, and parents. The primary goal of this assignment is to help students learn how to take a site budget dollar amount; allocate it among needs at the school site consistent with the school's vision, mission, and goals; and present the allocation in a brief written statement, in detail using numbers, and orally to multiple constituents. (Note: The oral portion is not part of this assignment sheet, but will occur during class.)

Product:

Students are required to submit two written pieces for this assignment:
1. A brief, verbal overview of the budget that includes a clear rationale for the allocation of funds—this may not be longer than one single-spaced page and **must be in memo format.** It serves as a cover memo for #2 below. There will be one cover memo for each school.
2. A spreadsheet that shows the dollar amount allocated to each relevant budget category and the fact that the budget balances

Suggestions:

1. Your cover memo should be as brief as possible, but it also needs to be clear. It should be written with the person who misses your budget meeting in mind. In other words, you want to state all the important thinking that went into the budget to avoid future arguments as much as possible.
2. Be certain your cover memo has a clear thesis—"My rationale for this budget allocation is ___ ___ because _____." Support your thesis with strong reasoning in the rest of the statement.

3. Your spreadsheet should be simple enough for your grandmother to be able to understand it. Teachers are most concerned about who gets what relative to their own budgets, so you need to make certain that comparisons are easily made.
4. Remember, this is a group project. Before you begin, be certain to get clear agreements and understanding regarding the following:
   - How and when will you communicate and/or meet with one another while working on the project?
   - What work will be divided up and how?
   - What work requires approval from the whole group before going forward?
   - What deadlines will you need to meet along the way to insure that your assignment is ready on time?

BUDGET ALLOCATION
ASSESSMENT RUBRIC

	4 **Exceeds Expectations**	3 **Meets Expectations**	2 **Approaching Expectations**	1 **Falls Below Expectations**
Cover Memo—School Factors (ELCC 3.1) (20%) The cover memo communicates the rationale for and highlights of the budget. It communicates a connection to student achievement.	The cover memo conveys a clear, persuasive, and comprehensive plan of action for an efficient and effective allocation of resources. It persuades the reader that this particular allocation of resources has a high probability of improving student achievement.	The cover memo conveys a plan of action for efficient allocation of resources. Effectiveness may not be as compelling. The cover memo clearly communicates the rationale behind resource allocation to improve student achievement.	The cover memo leaves open questions of effectiveness and efficiency, but intent is communicated. The connection to student achievement is ambiguous.	The cover memo lacks a clear direction and the rationale for resource allocation is not clear. No connection between the budget and student achievement is evident.
Cover Memo—Context (ELCC 6.1) (5%) The cover memo communicates the larger context in which the budget was developed.	The cover memo provides clear and persuasive analysis about economic factors impacting the site budget.	The cover memo discusses important factors impacting the site budget.	The cover memo mentions one or two economic factors in the general school environment, but does not relate them directly to the site budget.	The cover memo fails to mention anything about economic factors impacting the site.

	4 **Exceeds Expectations**	3 **Meets Expectations**	2 **Approaching Expectations**	1 **Falls Below Expectations**
Spreadsheet **(ELCC 3.1)** **(65%)** The spreadsheet contains all pertinent budget information and demonstrates equity, effectiveness, and efficiency.	The spreadsheet persuasively supports the cover memo and demonstrates an equitable, effective, and efficient allocation of resources. It is clearly laid out in a way that allows the reader to understand it quickly. Formatting is used effectively to convey meaning.	The spreadsheet is consistent with the cover memo and all required data can be easily understood. The deficit or surplus is clearly indicated. Equity, effectiveness, and efficiency may not all be readily apparent.	The spreadsheet has some positive features, but it does not indicate an equitable, effective, and/or efficient allocation of resources. Inconsistencies are apparent and formatting may impede understanding.	The spreadsheet does not appear to relate to the cover memo. It is difficult to follow and does not make proper use of the software.
Mechanics and accuracy **(10%)** Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.	The assignment is **free** of errors—both verbal and numerical.	The assignment has one or two errors.	The assignment has several errors.	The assignment has numerous errors.

SIGNATURE ASSIGNMENT # 2—STAFFING ALLOCATION
(Required Performance for EDSE 702)
15 points

Rationale:

This assignment is very similar in format and requirements to the budget allocation assignment. The reason for this is that the needs are essentially the same—to present somewhat complicated data in a fashion that others can easily grasp. The focus, however, is very different and more complex.

Product:

Students are required to submit two written pieces for this assignment:
1. A brief, verbal overview of the staffing allocation that includes a clear rationale explaining how the staffing allocation serves the vision, mission, and goals of the school
2. A spreadsheet that shows staff FTE allocated to each course or grade level and the fact that the school has not exceeded its staffing allotment (any "understaffing" must be indicated)

Suggestions:

1. See the budget allocation assignment.