

# THE ADVOCATE

## Hurricane Effects on Students

### Hurricane Resources on the Web for Schools

Health-related hurricane information for schools from the Centers for Disease Control (It says “Katrina” but the info is applicable to the hurricane of your choice.)  
[www.bt.cdc.gov/disasters/hurricanes/katrina/schools.asp](http://www.bt.cdc.gov/disasters/hurricanes/katrina/schools.asp)

A site that provides immunization guidance for schools hosting displaced students.  
[www.cdc.gov/HeathyYouth/crisis/hurricane.htm](http://www.cdc.gov/HeathyYouth/crisis/hurricane.htm)

The Center for Disease Control’s site for disaster mental health resources has important information as well at [www.bt.cdc.gov/mentalhealth](http://www.bt.cdc.gov/mentalhealth).

And finally, there is the U.S. Department of Education “Hurricane Help for Schools” site, <http://hurricanehelpforschools.gov/schools/index.html> which includes a link to the “What Schools Need” page, with each school in the affected areas having its own page to list specific needs.

Browsing through the list of schools and school districts reveals many tales. Galveston Independent School District in Texas reports that as of September 15, it was hunting for supplies to assist 440 students recently enrolled who were displaced as a result of Hurricane Katrina. This, of course, is before that entire city was emptied in advance of Hurricane Rita. That district and others also list needs such as clothing and personal care items. Plenty of high-ticket items such as computers and printers are needed by schools in flood-zone areas. The site lists e-mail addresses, U.S. mail addresses, and phone numbers for each school. Now is a great time to adopt one.

● Source: NSBA Boardbuzz

### White House Plans To Use Public Tax Dollars To Pay For Private Schooling

President Bush wants Congress to approve up to \$1.9 billion to cover 90 percent of the tab for educating nearly 372,000 displaced students, an unprecedented federal share. Typically, the federal government contributes less than 10 percent of education spending despite an increasingly hands-on role. The Bush proposal has drawn fire from some educators and Democratic lawmakers because it would allow public money to flow to private schools. Secretary Spellings said that up to \$7,500 would go to each displaced student — regardless of what type of school students want to attend or whether they were in a private school before the storm. A disproportionately high number of affected children attended private schools. “This was a hurricane that affected every family, including those in private schools,” she said. “And the president believes, as do I, that we should not penalize those families because they chose to select private schools.” The voucher provision could delay a massive hurricane relief package that’s still being shaped. Sen. Edward Kennedy commented: “We are committed to helping displaced school children wherever they are. But instead of reopening ideological battles, we should be focused on reopening schools and getting people the help that they need.” Spellings, who also wants Congress to expand her power to waive federal requirements on schools, said the aid for private schools is not meant to be a national voucher program. “This is a temporary situation,” Spellings said. “This is a one-year relief aid package.”

●Source: PEN News Weekly, September 2005



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# DIRECTOR'S PERSPECTIVE

By Joe Mack Mitchell

Just a note as I start. It seems that we have been talking a lot lately about reduction in local school board authority. I hope we can get all these issues resolved and move on to some other important issues. As long as there is any type of movement to reduced authority, it is the Association's intent, to curb it where possible.

I think it is important that we point out, once again, the meeting in October of the Legislative Education Study Committee. This is the meeting where legislators, most of whom serve on the House or Senate Education Committees, will listen to the thoughts of local board members, community members and superintendents concerning the governance of the public schools. Initially, we thought there would be a number of these public meetings around the state, but instead the Committee decided to hold one hearing in Albuquerque. **The meeting date has been changed and will be held at the Explora Museum, 1701 Mountain Road, NW in**



**Albuquerque at 9 AM on Thursday, October 20, 2005.** *The Explora Museum is next to (east of) the Natural History Museum. Mountain Road is south of the Sheraton Old Town. Mountain Road is the street that separates the Sheraton Old Town (the new name of this hotel is the Hotel Albuquerque at Old Town) from Old Town. They are located nearly behind and a bit south of the Hotel Albuquerque at Old Town.*

If you have concerns about what is happening with the governance of public schools, now is your chance to be heard by those people who can make a difference in the future outcome. I'm sure there will be some constraints placed on the number of speakers, but it will be important if you can come. We are hoping, in the very least, we will have one board member from every board. **NOW IS THE TIME** that you should be calling your legislator about these issues. If you have a member on this committee, you need to speak to them personally, if possible. If you have questions about the issues and want to be briefed, call me at 983-5041 and I will visit with you before you talk to your legislator.

Main issue at hand: Whether or not to remove local boards from the hearing process when a staff member is being terminated. Some staff members, according to law, have the right to an appeal and local boards currently serve as the hearing body. The conflict in the 2005 legislature came over an attempt to remove local boards from the hearing process. First of all, it tried to give the hearing to the superintendent who had made the original decision. Then, in the second attempt, the hearing went to an arbitrator instead of the board. The Association's position is the superintendent should not be the hearing officer for his own decision, and it will cost in the vicinity of \$6000 minimum for an arbitrator to hear the appeal. Why pay that when you have the board there which is willing and able to hear the appeal? Why not let the **locally elected officials** who have been given the responsibility to make sure the schools are run properly do the hearing. Its not like we have so much money that paying an arbitrator won't be another unnecessary expense. **PLEASE BE THERE!**

## THE ADVOCATE

The mission of *The Advocate* is to provide information to the members of the New Mexico School Boards Association.

Articles published in *The Advocate* represent the ideas or beliefs of the respective writers and are not necessarily the views of the NMSBA unless otherwise noted.

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Spring Issue - March 10th  
Summer Issue - June 10th  
Fall Issue - September 10th

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# PRESIDENT'S COMMENTS

By Vicki Smith

## WHY A DISTRICT SHOULD BE THE SINGLE CHARTERING AUTHORITY

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### **Dual Chartering Authorities vs. A Single Authority**

Recently I testified at the August meeting of the Legislative Education Study Committee (LESC) on behalf of the NMSBA. Based on the following information and studies, I stated to the committee that the New Mexico School Boards oppose dual chartering authorities. When the district stands on valid reasons to delay or deny the charter approval, and the Public Education Department overturns the decision of the local board of education, this sends mixed signals to that community: (1) the local board and superintendent made a bad decision; (2) the board and administration are not to be trusted with the welfare of all children within the district; and/or (3) the PED does not respect the representative governance structure because they do not support the decision of the local board and the superintendent. Of course, this charts a course to erode confidence in the board of education and the administration and sends the message that the board's and superintendent's integrity should be questioned for perhaps there is deception by the board members and/or the administration

Due to the distance from Santa Fe to the districts, it is next to impossible for the Public Education Department to effectively monitor the schools they are chartering, which, by default, makes the local district the responsible party. If the local board is not the only chartering authority, and their decision is overturned, the PED should assume the responsibility for the school, including the financial aspects involved. Whoever charters a school must have full oversight and responsibility for that school. Does it not make more sense to work with a district and a charter agency to find solutions to a problem rather than to split the communities around New Mexico?

As local board members who are dedicated to the welfare of our state's children, we are advocating for greater accountability in exchange for the charter schools' autonomy. There must be mechanisms in place for charter schools and traditional schools to learn from each other. We need to share information; and, if deregulation is productive in the charters, then why not waiver the same rules/regulations for other public schools. It is time to leave the corporate metaphor to business and focus the educational policy lens on equal opportunities and the very difficult work of teaching all students well.

### **What We Know and What We Do Not Know About Charter Schools:**

I have reviewed the evaluations of charter schools in seven (7) states: Arizona, California, Michigan, Ohio, Illinois, North Carolina and Texas, as well as several national evaluations. These reviews all show that charters have not lived up to their promise to increase achievement. This is surprising given that charter schools are small (most have fewer than 200 students) with small classes—the two factors known to increase achievement. It becomes even harder to understand given the advantages that charters enjoy in their freedom from the rules, regulations, and contracts that are said to bureaucratically burden conventional public schools.

Charter supporters have turned increasingly to parental satisfaction as a justification for continued support of charter schools. This data is suspect because it rests solely on simple attitude surveys. I have to mention, and we must take into account, the impact of "cognitive dissonance" a theory which was formally put forward in 1957 by the psychologist Leon Festinger.<sup>2</sup> He stated that once a choice is made people avoid and resist information that might induce the conclusion that the choice had been a bad one. They seek information that affirms that they made the right decision. In the case of charters, the parents have chosen the schools. For them to then hold the idea that they have relegated their children to a bad school or even that they are less than fully satisfied with the chosen school would create considerable dissonance. It would be difficult for a parent to contend with the internal conflict that would be created by the thoughts, "This is a bad school and I have chosen to send my children to this school." By the same token, information from conventional schools must also be weighed against this "cognitive dissonance". For even in a positive-positive or a win-win situation those involved will tend to read and hear only information that supports their thinking. One must be extremely critical in basing any conclusions strictly on surveys or anecdotal information.



*Continued on page 4...*

## Summary and Conclusions from National Studies:

Thus far, there is no strong or consistent evidence that charter schools have improved student achievement or that they are being held more accountable for academic outcomes than regular public schools. Aside from anecdotal reports from individual schools, none of the methodologically sound state-level reports show significant increases in overall achievement of charter school students, and many show decreases. For a movement that promised to be so much more than merely a deregulatory reform, deregulation appears to be an end in itself.

Following is a chart released this past December 2004 by the Department of Education showing its own analysis of the NAEP charter school assessment. The Department report shows that the longer the charter school had been open, the lower its scores.

Only the scores for charters open from 0 to one year are above the average for public schools (which was 234 in reading and 217 in math).

### Average NAEP Scores for All Charter Schools

<u>Years of Instruction</u>	<u>Reading</u>	<u>Math</u>
0 to 1 Year	235	225
2 to 3 Years	232	214
4 to 5 Years	227	212
6 or More Years	228	210

● Source: *National Center for Education Statistics, U.S. Department of Education. (2004, December). America's Charter Schools: Results from the NAEP Pilot Study.*

And, even in light of this, the No Child Left Behind Act authorizes failing schools to convert to charter status.

Other concerns from these studies:

- There is an extremely high attrition rate of the lower scoring students in charter schools returning to the public schools.
- Charter schools have an attrition rate twice that of public schools.
- Teacher attrition in charter schools is also an issue. In Texas, over a five year period, charter schools have a teacher attrition rate between 40% and 55% per year. For the other Texas schools, their teacher turnover was only 14% or less. As members of public schools' boards or education, we know that any school that loses a third or more of its teachers bears serious scrutiny.
- In California, the Los Angeles Times reported the sudden closure of 60 charter schools; that left hundreds of teachers and administrators with no jobs and left 10,000 students with no school three weeks prior to the start of the school year. This reflected the charters' lack of concern about their students' welfare.
- Many charter schools are still a long way from creating strong internal financial accountability arrangements and stable working relationships.
- Sometimes the lack of taking any action is due to a lack of manpower by the oversight agency, a lack of data provided by the charter schools, and a lack of political will.

## Duties of the Chartering Authority:

For those of you faced with chartering a school, utilizing the following may help you in taking a proactive stance rather than a reactive one.

1. Identify at least one central office staff member as a contact person for the charter school (especially in the accounting department).
2. Visit each charter school at least four (4) times during the school year.

3. Ensure that each charter school complies with all reports required of charter schools by federal and state laws and the Public Education Department.
4. Monitor the fiscal condition of each charter school under the district's authority and regularly check accounting procedures.
5. Because of many charter schools operating independent study programs, or establishing facilities in communities hundreds of miles away from the chartering entity, there must be restrictions on the geographic location of charter schools.
6. A charter should be revoked by the authority that granted the charter if the authority finds that the charter school did any of the following:
  - a. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
  - b. Failed to meet or pursue any of the pupil outcomes identified in the charter.
  - c. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
  - d. Violated any provision of law.

The charter petition must contain detailed, credible evidence addressing each of the statutory requirements for the charter and the chartering authority; in reviewing the charter petition, special attention must be paid to:

- The credentials, experience, and qualifications of staff
- The proposed budget, and whether income and expenditures are reasonably estimated
- The governance structure of the charter, and what provisions there are to inhibit or prevent conflicts of interest between the operators of the charter school and vendors who serve the charter school
- The thoroughness of established measures for pupil progress and remedial assistance available when progress is insufficient
- The fiscal procedures, including oversight, audits and systemic checks and balances, by which the charter school will operate, including whether it will be authorized to seek or accept loans, and, if so, from which entities
- Whether the charter school intends to operate primarily as an independent study or distance learning institution, both of which have a high potential for fraud

Districts or the chartering authority must closely monitor the operation of the charter school in order to claim the immunity from liability offered by New Mexico Statute 22-8B-4.M. Also, the chartering authority must approach requests for renewal as though the school(s) are submitting new petitions.

Obviously, for the preceding reasons and studies, the New Mexico School Boards oppose dual chartering authorities. Again, whoever charters a school must have full oversight and responsibility for that school.

## NSBA ANNUAL CONVENTION

The National School Boards Association's April 8-11, 2006 Annual Conference was scheduled to take place in New Orleans, LA. However, as officials deal with the aftermath of Hurricane Katrina, the convention plans may change. Conference registration, which was scheduled to open September 12, has been delayed. Conference housing reservations, scheduled to open October 14, will also be delayed. Please check NSBA's website at [www.nsba.org](http://www.nsba.org) for frequent updates on new conference registration dates and other details.

# NMSBA NEWS

## CALL FOR CEOHS MODEL PROGRAMS

NMSBA will be asking for model programs from school districts in for the **April 28-30, 2006 Celebrating Opportunities Conference to be held in Tempe, Arizona at the Hyatt Regency Hotel.** The call for programs will be sent out in October and due by the end of November. Plan now to consider submitting programs that are:

- the result of appropriate board involvement and collaboration with others
- successful in view of the program's primary objectives
- important in promoting the district's mission and advancing student learning
- capable of being replicated by other school boards with similar conditions and resources

NMSBA is responsible for providing a minimum of four programs for this collaborative Southwest conference with Arizona, California and Texas. Those chosen to present have historically been given up to two complimentary registrations per district. Arizona has set the registration cost at \$295 per attendee. So consider sharing your success and save some money, too!

During CEOHS there is a Student Panel presentation with a representative student from each of the four states who discusses how they have overcome obstacles and achieved educational success. **New Mexico is responsible for a Male College Student in a Baccalaureate program.** NMSBA will send out a call for nominations for this student representative. The student chosen will receive a \$500 stipend, paid travel, paid hotel for one evening and a complimentary registration to the conference. Start thinking about some of your school alumni that would meet these qualifications.

## NEW MEXICO CONVENTION TO RECOGNIZE MEMBERS

Registration information will soon be sent out to districts for the NM Annual Convention to be held **December 9-10, 2005 at the Marriott Hotel on Louisiana Blvd in Albuquerque, NM.**

It is at this conference that the Delegate Assembly meets to approve the Legislative Positions of the association as well as to elect new Executive Officers. All school board members are members of the Delegate Assembly and have voting rights. The Delegate packets will be mailed first-class at the end of October with reports and information for your review.

Also at this conference, those participating in the Leadership Development Program are recognized. See pages 6-7 for a listing of those who will be formally recognized at the Awards Banquet on Friday evening.

## NMSBA ONLINE LEARNING CENTER

NMSBA offers online courses to fulfill the mandated training requirement of New Mexico school board members. Each class is worth one credit hour and costs \$75. Please note, however, that only two hours per year may be from independent training such as online courses.

Courses available for the 2005-2006 training year include:

- Compliance with the New Mexico Open Meetings Act
- Constructive Superintendent Evaluation
- Keywork of School Boards
- Leaders for Student Learning
- Introduction to Parliamentary Procedure
- Media Relations

To access a course you just go to the NMSBA website homepage, [www.nmsba.org](http://www.nmsba.org), and click on the Online Learning logo midway down the page. Create a username and password (write this down for future reference) and review the courses overviews to see which course would be best for you. If you decide on a course, then you fill out the billing information. Each course cost \$75 and is payable via credit card or school district purchase order. Each course offers one hour of training credit. For more information call Elizabeth at NMSBA (505) 983-5041.

## NMSBA REGIONS & 2005 FALL MEETINGS

### Region I

**Wednesday, Sept. 28\* in Bloomfield\***

Aztec, Bloomfield, Central, Dulce,  
Farmington, Gallup, Zuni

### Region II

**Thursday, Sept. 22\* in Penasco\***

Chama Valley, Espanola, Jemez Mountain,  
Los Alamos, Mesa Vista, Pecos, Penasco,  
Pojoaque Valley, Questa, Santa Fe, Taos

### Region III

**Monday, Oct. 17 in Santa Rosa**

Cimarron, Clayton, Des Moines, Las  
Vegas City, Las Vegas West, Maxwell,  
Mora, Mosquero, Raton, Roy, Santa Rosa,  
Springer, Wagon Mound

### Region IV

**Wednesday, Oct. 12 in Albuquerque**

Albuquerque, Belen, Bernalillo, Grants-  
Cibola, Cuba, Estancia, Jemez Valley, Los  
Lunas, Magdalena, Moriarty, Mountainair,  
Quemado, Rio Rancho, Socorro, Vaughn

### Region V

**Tuesday, Sept. 20 in Melrose**

Clovis, Dora, Elida, Floyd, Fort Sumner,  
Grady, House, Logan, Melrose, Portales,  
San Jon, Texico, Tucumcari

### Region VI

**Monday, Sept. 26 in Artesia\***

Artesia, Carlsbad, Dexter, Eunice,  
Hagerman, Hobbs, Jal, Lake Arthur,  
Loving, Lovington, Roswell, Tatum

### Region VII

**Tuesday, Oct. 25 in Alamogordo**

Alamogordo, Capitan, Carrizozo,  
Cloudcroft, Corona, Gadsden, Hatch  
Valley, Hondo Valley, Las Cruces,  
Ruidoso, T or C, Tularosa

### Region VIII

**Wednesday, Nov. 2 in Deming**

Animas, Cobre, Deming, Lordsburg,  
Reserve, Silver City

*\*Indicates a change from previously published information*

# 2005 Exemplary Training Awards

School Board Members earning 10+ hours of training Sept. 1, 2004 – August 31, 2005. The list is organized by district, then last name. Those listed will receive an “Exemplary” certificate of recognition and a lapel pin Friday, December 9, 2005 at the Awards Banquet.

## 2005

Harry Bloom – Alamogordo	Anne Keeler - Deming	Lonnie Briseno – Las Cruces	Michael Candelaria – Quemado
Mark Engeman – Alamogordo	Robert Orosco – Deming	Chuck Davis – Las Cruces	Denny Carver – Quemado
Sue Medina – Alamogordo	Tony Sayre - Deming	Gene Gant – Las Cruces	Elana Farr – Quemado
Miguel Acosta – Albuquerque	Ruben Torres – Deming	John Schwabke – Las Cruces	Margaret Marshall – Quemado
Berna Facio – Albuquerque	Gerard Karr – Des Moines	Phillip Leger – Las Vegas City	Polly Pierson – Quemado
Mary Lee Martin – Albuquerque	Donna Sterrett – Dexter	Elaine Luna – Las Vegas City	Larry Cisneros – Questa
Rosanne Carbine – Animas	Michael Massey – Dora	Ramon Montano – Las Vegas City	Nancy Gonzales – Questa
David Johnson – Animas	Steve Cata – Dulce	Patrick Romero – Las Vegas City	Bernie Torres - Questa
Levi Klump – Animas	Joanna Dykehouse - Dulce	Ralph Garcia – Las Vegas West	David Zimmerman – Questa
Margaret Aguilar – Artesia	David Montoya – Dulce	Christine Ludi – Las Vegas West	Douglas Baird – Reserve
Jeff Bowman – Artesia	Victoria Paquin - Dulce	Michael Vigil – Las Vegas West	Henry Martinez – Reserve
Lowell Irby – Artesia	Clyde Vicenti – Dulce	Cinda Barber - Logan	Joan McCargish - Reserve
Carolyn Shearman – Artesia	Joe Guillen – Espanola	Bill Cone - Logan	Cathy Sohrenszen – Reserve
Roger Collins – Aztec	Ralph Medina - Espanola	Guy Mitchell - Logan	Lisa Cour – Rio Rancho
Christina Lillywhite - Aztec	Marco Banales - Estancia	Clint Usrey – Logan	Katherine Jackson – Rio Rancho
Joe Price – Aztec	Lacy Daniel – Estancia	Chris Clem - Lordsburg	Marty Scharfglass – Rio Rancho
E. Wayne Ritter – Aztec	Mary Garcia – Estancia	Patty Worthan – Lordsburg	Albertina Silva – Roswell
Mitch Waggoner – Aztec	Joseph Montoya - Estancia	Alison Beckman – Los Alamos	James Waldrip – Roswell
Evelyn Benny - Bloomfield	Randol Riley – Estancia	Louise Janecky – Los Alamos	Sacramento Baca, Jr. – Roy
Marlon Maloy – Bloomfield	David Gallegos – Eunice	Art Castillo – Los Lunas	Sinfiorosa Lovato - Roy
Patrick Montoya - Bloomfield	Natalie Meyers – Eunice	Delfido Conroy – Los Lunas	Angela Taylor – Roy
Karen Ransom - Bloomfield	Don Jones – Eunice	Maria Marez – Los Lunas	Rafael Salas - Ruidoso
Rudy Chavez – Capitan	Rod Conover - Farmington	Armando Chavez – Loving	Frank Sayner – Ruidoso
Danny Haynes – Capitan	Janet King – Farmington	Randy Martinez - Loving	Danny Sisson – Ruidoso
Robin Parks – Capitan	Dean Pecotte - Farmington	Olga Onsurez – Loving	Roger Bowe – San Jon
Angela Campos - Carlsbad	Sandy Schumacher - Farmington	Enrique Contreras - Lovington	Tim Foster – San Jon
Noel Clark – Carlsbad	Jim Chandler - Floyd	Thurman Duncan - Lovington	Frank Gibson – San Jon
James Williams - Carlsbad	Mark Dunlap – Floyd	Lynda McGinnes – Lovington	Frank Rusk – San Jon
Lisa Crenshaw - Carrizozo	Jeff Essary - Floyd	Roger Adams – Magdalena	Art White – San Jon
Matt Ferguson - Carrizozo	Leon Nall – Floyd	Herman Ganodonegro - Magdalena	Mary Ellen Gonzales – Santa Fe
Steve Harkey – Carrizozo	Cheryl Butterfield – Fort Sumner	Colleen Grayson – Magdalena	Frank Montano – Santa Fe
Denise Hill – Carrizozo	Dino Anastasia - Gadsden	David Montoya - Magdalena	Pablita Abeyta – Santa Rosa
Rozana Clah - Central	Gregg Martinez - Gadsden	Eliza Galli - Maxwell	Antonio Bachicha – Santa Rosa
Glenn Duncan - Central	Maria Saez - Gadsden	Mary Lou Kern – Maxwell	Gilda Gonzales – Santa Rosa
Stanley King - Central	Luz Vargas – Gadsden	Steve Archuleta – Mesa Vista	Alvin Maestas – Santa Rosa
Randy Manning – Central	Joe Delao - Gallup	Ronald Duran – Mora	Barry Rimmel – Silver
Bernadette Todacheene – Central	Mavis Price – Gallup	Alex Montoya - Mora	Anthony Ortiz – Socorro
Silviano Atencio – Chama	Andreanne Sloan - Gallup	Joe Olivas – Mora	Mary Duran – Springer
Arthur Espinoza - Chama	Bruce Tempest – Gallup	Robert Romero – Mora	Bill Gonzales – Springer
Gary Salazar - Chama	Johnny Thompson - Gallup	George Trujillo - Mora	Ed Montoya - Springer
Mark Anderson - Cimarron	Bill Page - Grady	Terry Mitchell – Mosquero	Robert Portillos – Springer
Donna Archuleta – Cimarron	Danny Wilson – Grady	Theresa Trujillo – Mosquero	Mary Ward – Springer
Thane Hascall – Cimarron	Earl Chavez - Grants	Catherine Wheeler – Mosquero	Forest Hill – T or C
Gayanne Jeffers - Cimarron	Lloyd Felipe – Grants	Linda Shovelin – Mountainair	Louis Schwab – T or C
Sally Torres - Cimarron	Les Gaines - Grants	Ray Zamora – Mountainair	Paul Tooley – T or C
Jacqueline Cates - Cloudcroft	Dion Sandoval – Grants	Dorothy Armijo – Pecos	Cathy Vickers – T or C
Tom McLaughlin - Cloudcroft	Rufe Dunnahoo – Hagerman	Jose Ortega - Pecos	Wanda Quintana – Taos
Neil Mitchell – Cloudcroft	Nellie Bouvet – Hatch	Victor Ortiz - Pecos	Michael Torrez – Taos
Terry Winkles – Cloudcroft	Joseph Calderon - Hobbs	Lenore Roybal – Pecos	Ben Powell – Tatum
Max Best - Clovis	Joseph Puckett – Hobbs	Vincent Abeyta – Penasco	Albert Mitchell – Tucumcari
Lola Bryant – Clovis	Tejay Simpson – Hobbs	Edwin Atencio – Penasco	Vivian Lueras - Tularosa
Lora Harlan - Clovis	Lance Wiseman – Hobbs	Juliet Garcia-Gonzales - Penasco	Pat Martin - Tularosa
Mark Lansford - Clovis	Joseph Torrez – Hondo	Audrey Medina-Dominguez - Penasco	Robert Sainz – Tularosa
Terry Martin – Clovis	Vernon Aucutt - House	Jerry Rodriguez – Penasco	Margie Trujillo - Tularosa
Richard Abalos - Cobre	Richard Elworth – House	Roland Rodriguez - Penasco	Jimmie Tucker – Tularosa
Frank Cordova - Cobre	Gary Hickman – House	David Ortiz – Pojoaque	Lilia Gallegos - Vaughn
Ralph Sepulveda – Cobre	Bill Noland – House	Lilliemaie Ortiz – Pojoaque	Louis Gauna – Vaughn
Vicki Smith – Cobre	Rhonda Watson – Jal	Eugene Pino – Pojoaque	Brahaim Hindi - Vaughn
Shad Cox - Corona	Jackie Ford – Jal	Reuben Roybal - Pojoaque	Floraida Tapia - Vaughn
Jeanene Gibbs - Corona	Cornelio Salazar – Jemez Mt	Paula Roybal-Sanchez – Pojoaque	Camille Cornell – Wagon Mound
Bill Hignight – Corona	Eddie Salazar – Jemez Mt	David Brooks – Portales	J.D. Schmidt – Wagon Mound
Danny Pitts – Cuba	Wendell Tixier – Jemez Mt	Dr. Alan Garrett - Portales	Pamelia Chimoni - Zuni
Wally Toledo – Cuba	Anthony Delgarito – Jemez Valley	Inez Rodriguez – Portales	Ruby Wolf – Zuni
	Christopher Montoya – Jemez Valley	Rod Savage – Portales	

# NMSBA Leadership Development Program - 2005 Recognitions

Those listed will receive a certificate of recognition and a lapel Friday, December 9, 2005 at the Awards Banquet.

## LEADERSHIP ACHIEVEMENT (24+ points)

Roger Adams - *Magdalena*  
Mark Anderson - *Cimarron*  
Steve Archuleta - *Mesa Vista*  
Douglas Baird - *Reserve*  
Marco Banales - *Estancia*  
Jeff Bowman - *Artesia*  
Lola Bryant - *Clovis*  
Terry Buttram - *Cloudcroft*  
Angela Campos - *Carlsbad*  
Art Castillo - *Los Lunas*  
Steve Cata - *Dulce*  
Jim Chandler - *Floyd*  
Jack Chatfield - *Mosquero*  
Roger Collins - *Aztec*  
Delfido Conroy - *Los Lunas*  
Lisa Crenshaw - *Carrizozo*  
Carmichael Dominguez - *Santa Fe*  
Glenn Duncan - *Central*  
Thurman Duncan - *Lovington*  
Mark Dunlap - *Floyd*  
Mary Duran - *Springer*  
Richard Elworth - *House*  
Matt Ferguson - *Carrizozo*  
Les Gaines - *Grants*  
Ralph Garcia - *Las Vegas West*  
Bill Gonzales - *Springer*  
Mary Ellen Gonzales - *Santa Fe*  
Richard Hadley - *Texico*  
Danny Haynes - *Capitan*  
Forest Hill - *T or C*

David Johnson - *Animas*  
Gerald Karr - *Des Moines*  
Mary Lou Kern - *Maxwell*  
Levi Klump - *Animas*  
Marcy Litzenberg - *Santa Fe*  
Andy Lopez - *Mesa Vista*  
Vivian Lueras - *Tularosa*  
Martin Lujan - *Santa Fe*  
Elaine Luna - *Las Vegas City*  
Julian Luna - *Belen*  
Alvin Maestas - *Santa Rosa*  
Maria Marez - *Los Lunas*  
Margaret Marshall - *Quemado*  
Bruce Mayfield - *Texico*  
Joan McCargish - *Reserve*  
Robert Medina - *Questa*  
Sue Medina - *Alamogordo*  
Guy Mitchell - *Logan*  
Neil Mitchell - *Cloudcroft*  
Frank Montano - *Santa Fe*  
Christopher Montoya - *Jemez Valley*  
Ed Montoya - *Springer*  
Joseph Montoya - *Estancia*  
Patrick Montoya - *Bloomfield*  
Leon Nall - *Floyd*  
Steve Nelson - *Farmington*  
Bill Noland - *House*  
Joe Olivas - *Mora*  
Victoria Paquin - *Dulce*

Polly Pierson - *Quemado*  
Dean Pecotte - *Farmington*  
Eugene Pino - *Pojoaque*  
Mavis Price - *Gallup*  
Delores Quintana - *Belen*  
Patty Reed - *Silver*  
Jerry Rodriguez - *Penasco*  
John Schwebke - *Las Cruces*  
Carolyn Shearman - *Artesia*  
Ann Shiells-Leviner - *Socorro*  
Andreanne Sloan - *Gallup*  
Cathy Sohrenszen - *Reserve*  
Pam Sorenson - *Des Moines*  
Marianne Stewart - *Lordsburg*  
Angela Taylor - *Roy*  
Wally Toledo - *Cuba*  
Sally Torres - *Cimarron*  
Joseph Torrez - *Hondo*  
Clint Usrey - *Logan*  
Mark Valdez - *Jemez Mt*  
Cathy Vickers - *T or C*  
Ernest Vigil - *Chama*  
Michael Vigil - *Las Vegas West*  
James Waldrip - *Roswell*  
AJ Williams - *Tucumcari*  
Mary Ward - *Springer*  
Danny Wilson - *Grady*  
Terry Winkles - *Cloudcroft*  
Ruby Wolf - *Zuni*  
Ray Zamora - *Mountainair*

## OUTSTANDING LEADERSHIP (36+ points)

Miguel Acosta - *Albuquerque*  
Roger Adams - *Magdalena*  
Bill Anderson - *Eunice*  
Steve Archuleta - *Mesa Vista*  
Silviano Atencio - *Chama*  
Douglas Baird - *Reserve*  
Marco Banales - *Estancia*  
Nellie Bouvet - *Hatch*  
Roger Bowe - *San Jon*  
Jeff Bowman - *Artesia*  
Lonnie Briseno - *Las Cruces*  
Michael Candelaria - *Quemado*  
Denny Carver - *Quemado*  
Steve Cata - *Dulce*  
Larry Cisneros - *Questa*  
Roger Collins - *Aztec*  
Rod Conover - *Farmington*  
Camille Cornell - *Wagon Mound*  
Lisa Crenshaw - *Carrizozo*  
Rufe Dunahoo - *Hagerman*  
Elena Farr - *Quemado*  
Lloyd Felipe - *Grant*  
Matt Ferguson - *Carrizozo*  
Tim Foster - *San Jon*  
James French - *Alamogordo*  
Rick Gage - *Corona*  
Lilia Gallegos - *Vaughn*

Mary Garcia - *Estancia*  
Mary Ellen Gonzales - *Santa Fe*  
Nancy Gonzales - *Questa*  
Thane Hascall - *Cimarron*  
Forest Hill - *T or C*  
Brahaim Hindi - *Vaughn*  
John Jackson - *Lake Arthur*  
Katherine Jackson - *Rio Rancho*  
David Johnson - *Animas*  
Mary Lou Kern - *Maxwell*  
Stanley King - *Central*  
Levi Klump - *Animas*  
Mark Lansford - *Clovis*  
Ernest Mackel - *Zuni*  
Pat Martin - *Tularosa*  
Terry Martin - *Clovis*  
Lynda McGinnes - *Lovington*  
Ralph Medina - *Espanola*  
Sue Medina - *Alamogordo*  
Guy Mitchell - *Logan*  
Neil Mitchell - *Cloudcroft*  
Ramon Montona - *Las Vegas City*  
Alex Montoya - *Mora*  
Christopher Montoya - *Jemez Valley*  
David Montoya - *Magdalena*  
Joseph Montoya - *Estancia*

Patrick Montoya - *Bloomfield*  
Victoria Paquin - *Dulce*  
Robin Parks - *Capitan*  
Mavis Price - *Gallup*  
Wanda Quintana - *Taos*  
Randol Riley - *Estancia*  
Inez Rodriguez - *Portales*  
Maria Saenz - *Gadsden*  
Cornelio Salazar - *Jemez Mt*  
Elias Sanchez - *Vaughn*  
Dion Sandoval - *Grants*  
Marty Scharfglass - *Rio Rancho*  
Don Schlichte - *Rio Rancho*  
John Schwebke - *Las Cruces*  
Danny Sisson - *Ruidoso*  
Cathy Sohrenszen - *Reserve*  
Floraida Tapia - *Vaughn*  
Wendell Tixier - *Jemez Mt*  
Bernadette Todacheene - *Central*  
Christine Trujillo - *Mosquero*  
Margie Trujillo - *Tularosa*  
Clint Usrey - *Logan*  
Alan Weingarten - *Moriarty*  
Catherine Wheeler - *Mosquero*  
Art White - *San Jon*  
Sharon Wooden - *Las Cruces*  
Ray Zamora - *Mountainair*

### High School Survey of Student Achievement Finds “Appalling Results”

Almost half of U.S. high school students feel unsafe in their schools, a new survey finds. It also reports that students believe their schools care more about athletic achievement than academic excellence. The *High School Survey of Student Engagement* finds that only 55% of students feel safe in school; those in cities are more likely to feel unsafe than those in rural areas, suburbs and small towns.

Survey director Martha McCarthy, a professor of education at Indiana University, calls the results from almost 81,000 students “appalling. Students who do not feel secure are not attending to what we want them to: education.” Gerald Tirozzi, executive director of the National Association of Secondary School Principals, says national studies show that schools are increasingly safe. Still, he says, if students feel unsafe, “we have to figure out why.” When asked about their schools’ priorities, 41% of the students say there is “very much” emphasis on athletics, compared with 27% who say academic excellence is heavily emphasized. Tirozzi acknowledges that in “certain parts of the country, athletics rule supreme.” But he says that in general, schools are putting greater emphasis on academics.

The survey, based on responses from students at 87 high schools in 19 states, finds that girls are far more engaged in their studies than boys. On average, girls spend two hours more a week preparing for school. They are more likely to come to class with assignments completed, take pride in schoolwork, discuss ideas outside class, use the Internet to complete an assignment and feel it is important to get good grades. The gender differences cut across racial and ethnic groups. “We need to look at what we can do to make male students feel more involved,” McCarthy says. One result of this disengagement: an increasing proportion of college students are women, and some institutions are now well over 60% female.

The survey finds that school safety is only one of several areas in which there are significant differences among racial and ethnic groups. Black and Asian students are the most likely to voice pride in their schoolwork and say that they devote a great deal of effort to it. They and Latino students are more likely than whites to say they work harder than they expected. This year’s survey, like the one in 2004, paints a picture of students not being challenged academically and having unrealistic expectations about what it takes to get ready for college. Half the students spend four hours or less a week preparing for class, yet four-fifths say they frequently come to class with assignments completed. Almost three-fourths of students expect to complete at least a four-year college degree, yet only 30% are on a college prep track or taking college-level courses. Those who are on track for college study more and value learning more than their classmates.

Additionally, despite growing emphasis on student volunteerism, more than half the students spend no time in volunteer work. But almost one in four seniors say they spend more than 20 hours a week in a job.

To read the report in its entirety, go to the website at [www.indiana.edu/~nsse/hssse](http://www.indiana.edu/~nsse/hssse)

● Source: Alvin P. Sanoff, *USA Today*, August 2005

### Policies to Promote Student Leaders in Education Recommended by NASBE

The results of the first national survey of student leadership in education show that students on boards of education and their adult colleagues who serve with them value their participation and contributions to the board’s work. The report findings are the basis for the National Association of State Boards of Education (NASBE) recommendation that “all state boards consider including a student representative and establishing a comprehensive statewide system that encourages student representation on local school boards.”

Among the major findings and policy recommendations:

- Students consistently advocated the benefits of a two-year term for their participation. Based on this finding, a representative from both junior and senior years should be appointed to allow for a growth process and mentoring system for the junior representative.
- Interaction with peers was a major concern among the students. Boards need to consider the communication needs of students to disseminate information and solicit feedback on board policy and practice from their peers.
- Equitable access for student service is a concern. Boards need to consider mechanisms to ensure all students have the opportunity to serve in leadership capacities.
- The voting status on boards varies considerably, and students are equally divided in their support of an advisory role. Boards are encouraged to review their governance structures frequently to ensure student voice is appropriately used.

The report is available from the NASBE website in PDF format at [www.nasbe.org](http://www.nasbe.org).

### Separate But Equal? Schooling of Katrina Evacuees Spurs Debate

The 372,000 school children displaced by Hurricane Katrina are stirring an old debate about whether separate education can really be equal. A number of states, including Utah and Texas, want to teach some of the dispersed Gulf Coast students in shelters instead of in local public schools, a stance supported by the Bush administration and some private education providers. But advocates for homeless families and civil rights oppose that approach, reports Daniel Golden. At the center of the dispute is whether the McKinney-Vento Act, a landmark federal law banning educational segregation of homeless children, should apply to the evacuees.

In addition, because many of the stranded students are black, holding classes for them at military bases, convention centers or other emergency housing sites could run afoul of racial desegregation plans still operating in some school districts. Separate education for the evacuees is “unconscionable,” says Barbara Duffield, policy director for the National Association for the Education of Homeless Children and Youth. “Many states have worked extremely hard to comply with the law and give these kids a regular school experience. The federal Department of Education is seeking to undermine the law at a time when it is most needed.”

● Source: NSBA

**Successful Strategic Planning Tips**

Remember some of these tips when beginning your district strategic planning...

- 1) Be committed to the endeavor. Make sure the full board and administration buy into the planning process.
- 2) Appoint a “driver”. One person should oversee planning efforts.
- 3) Consider getting outside help. An outside facilitator can allow the district’s leader to participate in the process on a level plane with other stakeholders.
- 4) Find the right methods. Every school district is unique, and various methods for planning have different merits in different situations. Explore several options.
- 5) Involve a variety of people in the planning process. Include staff, community members, students, business leaders and others, but keep the group a manageable size.
- 6) Be patient.
- 7) Develop an effective mission statement.
- 8) Find out what is in the minds of the staff and citizens.
- 9) Adopt goals that are strategic, measurable, attainable, results oriented and timebound.
- 10) Adopt a reasonable number of goals.
- 11) Communicate with parents and the public about the planning process.
- 12) Communicate with staff.
- 13) Conduct annual evaluations.
- 14) Be positive.
- 15) Learn from the experiences of others.

● Source: Bruce Miles, *Big River Consulting Group*. Excerpts from *Wisconsin School News* magazine, April 2005



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focuses on school’s technological strategies.  
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**Secretary García Demands Better Accountability**

New Mexico’s Secretary of Public Education, Dr. Veronica C. García, unveiled results of a new system that will increase accountability for graduation rate reporting. The new system fast tracks an interim reporting procedure.

Beginning in fall of 2005, incoming tenth grade classes will be the subject of a *graduation progress report*, which will be released to the media and the public. For the first time, New Mexico’s individual student identifier can account statewide for the location of any student in a public school beginning with the 2004-05 school year.

“We need the most accurate possible picture of how many students are staying in school if we are going to truly hold schools accountable for improving,” said Dr. García. The new student identification system fixes a long-standing situation of not being able to follow our students throughout the state. However, because it will not fully track all our graduates until 2008, I have fast-tracked this interim reporting process.”

Beginning with the *graduation progress report* for incoming 2005-06 tenth graders, communities will be assured of accuracy in the reporting. This process looks at these former ninth graders and identifies students who left between ninth and tenth grades. The group will be followed throughout their high school years with their progression towards graduation reported annually.

“For the 2008 graduating class,” Dr. Garcia said, “New Mexico will have a graduation rate that is based on four years of accurately tracked student enrollment.”

Communities will be able to watch the graduation progress reporting and are encouraged to work with their schools in supporting the importance of staying in school.

● Source: *NM PED*

**Florida Mandates Fingerprinting Everybody**

A new Florida law requires fingerprinting of all vendors and contractors who work at public schools when students are present. The *Miami Herald* reports that school districts are only now realizing the full potential sweep of the mandate. This involves big bucks - FBI and state reviews are required. The law may apply even to UPS drivers and people who stock soda machines. It could have an impact on school construction or repair projects. Umpires, referees, and the like will have to cough up the fees.

Even better, the law’s sponsor says he does not remember writing or even discussing such a rule. Rep. Dick Kravitz thinks maybe some staffer cooked up the idea, although he supports it with the emotionally appealing rationale we always hear in such situations: “I see where people think you go overboard in an effort to be safe, but if it happens one time that somebody’s little boy or girl gets lifted by one of these [school] contractors, then we’ll all wring our hands and say, ‘How could this happen?’ They’ve got to get beyond the inconvenience and cost. What’s more precious than one little kid?”

● Source: *NSBA BoardBuzz*

## CAREFUL AND CANDID REFERENCE CHECKS SERVE EVERYONE'S INTERESTS

By John F. Kennedy, Cuddy Law Firm

A series of articles and editorials within the last month published in the *Albuquerque Journal* once again highlights the problem created by the pattern of licensed educators jumping from district to district after allegations of misconduct have been made. While the primary target of the *Journal's* series appears to be the failure of the New Mexico Public Education Department to suspend or revoke licenses until criminal proceedings have run their course, the *Journal's* criticism of PED is not exclusive. An editorial on September 7 states:

*"School districts, also fearing lawsuits, are loathe to tell other districts that the teacher they are about to hire is a serious threat. Some districts even sign non-disclosure agreements if the teacher will simply go away. The end result: Bad-even dangerous-teachers bounce from district to district inflicting damage to a continuous string of students. . . Revised laws already on the books should be sufficient to banish bad teachers from state schools. What seems to be lacking is the fortitude to use them."*

This article is intended as a refresher on the tools which your School Boards Association has made available to you to prevent this pattern from continuing.

The first two tools in your toolbox are statutory. NMSA 1978 Section 50-12-1 is entitled "Employer immunity from liability for references on former employee." The text of the statute reads, "When requested to provide a reference on a former or current employee, an employer acting in good faith is immune from liability for comments about the former employee's job performance. The immunity shall not apply when the reference information supplied was knowingly false or deliberately misleading, was rendered for malicious purpose or violated any civil rights of the former employee." As a result, school districts enjoy statutory immunity from claims raised by former employees so long as you give a good faith reference. Superintendents and school staff who participate in interview or search committees, as well as those who receive requests for references or job recommendations, should be heartened by this statutory protection and should not shy away from the sometimes uncomfortable task of giving a complete and candid reference on a former employee.

The second statutory tool is the criminal background check law, NMSA 1978 Section 22-10A-5. Since 1997, school districts have been authorized to conduct criminal records checks to assure that those with prior criminal histories are identified during the hiring process. In fact, subsection D of the statute reads, "A local superintendent shall report to the [public education] department any known conviction of a felony or a misdemeanor involving moral turpitude of a licensed school employee that results in any type of action against the licensed school employee."

It is incumbent upon superintendents and others involved in the hiring process to use these tools to your advantage to assure that you discover and deal with adverse criminal history, as well as previous conduct or performance problems, in order to forestall the accusation that school districts simply "pass the trash."

The Cuddy Law Firm has developed and distributed widely a model policy on criminal background investigations and a form of "agreement, authorization, waiver and release" which all applicants should sign authorizing the District to conduct not only the statutory background check, but also comprehensive reference checks. The form authorizes the prospective employer to obtain complete reference information, waives any claim of confidentiality and releases the former employer and prospective employer from liability arising from anything said in good faith in this process. The firm has also distributed a criminal history affidavit which requires the prospective employee to disclose not only criminal convictions but also personnel actions in the past based upon employee misconduct. These forms also provide that job offers are conditioned upon satisfactory completion of the criminal records and reference check process.

Finally, the Cuddy Firm has developed a model policy on employment recommendations for current or former employees of the district which provides guidance to those who are authorized to perform the reference check process, as well as those who give employment references or recommendations on former employees. Should your district need copies of any of the statutes, model policies or forms discussed in this article, please email me at [jkennedy@cuddylaw.com](mailto:jkennedy@cuddylaw.com), and I will forward them to you.

The desired result from use of such tools is a more reliable workforce which will provide more effective services to your students, and, hopefully, assure a safe working and learning environment. The down side if you fail to do so is potential liability from failing to adequately discover or disclose a former employee's potentially dangerous behavior. At least one New Mexico case in the last few years has found a public employer liable for failing to provide a complete and candid reference for a former employee who had engaged in sexual misconduct. See *Davis v. Board of County Commissioners of Dona Ana County*, 127 N.M. 785 (Ct.App. 1999).

The bottom line here is that you are more likely to be at risk of liability from claims that the school district failed to take action to protect students or coworkers from an employee whom the school district either knew or should have known had previously engaged in serious instances of misconduct or dangerous, sexually-oriented behaviors. Our firm sees far fewer claims or threatened claims from former employees who have received an unfavorable reference or recommendation than we do from attorneys for employees or students claiming that the school district failed to adequately check references and screen out potential bad apples. Conducting careful reference and criminal background checks and giving comprehensive and candid references or recommendations as to former employees is simply in everyone's interest to assure that your work force is competent, safe and reliable.

## Pre-K Expulsions Show Need for Tools to Teach Readiness

By T. Berry Brazelton, M.D.

More than 5,000 pre-kindergartners were left behind last year, expelled from their preschools, according to a new survey by the Yale Child Study Center. These children were expelled at a rate more than three times higher than students in K-12. There were more than four times as many boys as girls, twice as many African-American as European-American children and twice as many 4-year-olds as younger preschoolers.

Why were they kicked out? Tantrums? Fighting? Biting? Swearing? Not listening? Not sitting quietly in a row? The study didn't track the reasons but raises the concern that children in pre-K programs may not be getting the help they need to learn to control themselves so that they'll be ready for kindergarten. Academic success at any age doesn't simply depend on testable rote learning and memorization. Preschoolers must also work on other school-readiness skills like how to control their impulses and emotions, and how to behave in social settings. If the expelled students need more help than others, are we missing an early opportunity to prevent later school failure by kicking them out rather than transferring to special programs that can help? This study recorded only the teachers' behavior, whether and how many children they expelled. The study didn't tell us about the children's families, except what might be inferred from the different pre-K settings: public, private-for-profit, faith-affiliated

and Head Start. Public school and Head Start programs expelled at significantly lower rates than faith-based and private ones. Faith-affiliated programs' expulsion rate was twice as high as for public schools. The study doesn't explain why, though Head Start recognizes that young children can only be educated when their families are explicitly included in that process.

Many in the media reacted by pointing fingers at out-of-control children, permissive parents, working mothers, the usual suspects. "It's the parents' job to teach them self-control," some said. Of course it is. But not exclusively. Children need help learning this important task all day long. Parents need help to see that discipline comes second only to love, and that without discipline a child will not learn self-control.

The problem with finger-pointing is that it pits potential allies against each other: Teachers and parents could work closely together to help children learn self-control. Why are teachers expelling children from pre-K at higher rates than from K-12? Perhaps because they can. Unlike pre-kindergartens, public schools are required to provide adequate educational services for K-12th graders. Perhaps, too, because more children than ever are enrolled in pre-K programs. Some programs may not yet know how to offer young children educational opportunities that correspond to their developmental readiness. Children often respond to demands that exceed their capacities with frustration and the "bad behavior" that expresses it. Much is now known about how young children learn. What's missing is the means to implement it.

Though the Yale study did not address this issue, the deceptively titled No Child Left Behind Act's one-sided push for academic standards may also be part of the problem. An unhelpful tension has been set up between cognitive and emotional development, when each is necessary to the other. It is the job of 3- and 4-year-olds to begin to learn about their world, but also to control themselves.

The "teaching to the test" that has resulted can distract teachers from teaching skills - self-control, self-regulation, social understanding - that any child will need to succeed academically. No Child's emphasis on standards and testing has also distracted us from facing the underlying inadequacy of funding for educational resources across the nation. Aren't we asking children to control themselves without teaching them how? Aren't we asking schools to educate them without the means to do so? The expulsion of a child may teach a child that he is "unacceptable" or "bad" but won't give him the skills to behave acceptably. Similarly, de-funding failing school systems won't help the children they struggle to educate. Is it merely coincidence that both are punitive but ineffective approaches?

*Dr. Joshua Sparrow contributed to this column. Send questions to Dr. T. Berry Brazelton and Dr. Joshua Sparrow, care of The New York Times Syndication Sales Corp., 609 Greenwich St., 6th Floor, New York, N.Y. 10014-3610. E-mail: nytsyn-families@nytimes.com.*

● Source: *The Times Union*, June 2005

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# MARK YOUR CALENDAR!

**LESC Meeting-9AM**  
**October 20, 2005**  
**Explora Museum**  
**Albuquerque, NM**

**Annual Convention**  
**December 9-10, 2005**  
**ABQ Marriott Hotel**  
**Albuquerque, NM**

**Board Institute**  
**February 10-11, 2006**  
**Eldorado Hotel**  
**Santa Fe, NM**

Information will be available on the NMSBA website.  
Go to [www.nmsba.org](http://www.nmsba.org), and from the homepage choose "Conferences"

## Tidbits...

### NCLB FUNDING SHORTFALL STUDIES

In the Summer 2005 issue of *The Advocate* it was reported that New Mexico NCLB Shortfall Studies from the NM PED claimed a \$26 million gap between federal funding and spending to meet the federal requirements. Other states have recently released reports as well. Virginia is reporting a \$61 million funding gap and Connecticut is reporting a \$41.6 million funding gap. Stay tuned for more state's reports.

### NOT YOUR GRANDPA'S 4-H

Many associate 4-H with farmers, but that isn't necessarily so anymore. The 4 H's stand for Head, Heart, Hands and Health. It was founded in 1902 with a mission to help children from 8 to 18 years old develop skills for living. In 2002, as part of the 4-H centennial in a letter to then-U.S. Secretary of Agriculture, Ann M. Veneman, the organization's leaders pledged a greater focus on mentoring, education, diversity and civic engagement. In recent years the 4-H has seen more ethnic diversity as well as more urban interest. The 4-H helps children who want to know about animals, sustainable living and eating nutritiously.

**Note to school districts: The 4-H offers youth project curriculum on a variety of topics which are aligned with New Mexico Curriculum Standards and Benchmarks.** Projects include: ANIMAL SCIENCE - raising tropical fish, pocket pets, goats, pigs or birds; CREATIVE ARTS - leathercraft, braiding, crochet, needlepoint, and photography; ENGINEERING SCIENCE - electricity, welding, model rocketry, wood and tools; FAMILY LIFE - generation celebration and child development; HOME ECONOMICS - sewing, baking, clothing construction, food and nutrition; HORTICULTURE AND AGRONOMY - plants and soil science, flowers and gardening, trees, forestry, entomology, wildlife, fishing and aquatic resources; PERSONAL GROWTH and DEVELOPMENT - safety, sports fitness, leadership, citizenship, and cultural education. There is also curriculum for 5 to 8 year olds.

Check out this resource. It may be something your schools could use to expand teacher curriculum or aftercare programs. For more information, go to the New Mexico 4-H website at [www.cahe.nmsu.edu/4h](http://www.cahe.nmsu.edu/4h).

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