

THE ADVOCATE

2006 Legislative Update

Prepared by Mack Mitchell, NMSBA From LESC Information -Updated 3/10/2006 - ere



*List may not be complete. Does not include Memorials or Resolutions. This is a list of education-related bills that have passed both houses as of the above date.

H 2 GENERAL APPROPRIATION ACT OF 2006 (PASSED/BOTH) (Gov Signed), *Saavedra*—CS/H 2a appropriates \$2.3 billion in Public School Support and related recurring appropriations et al. from the General Fund; and approximately \$48.6 million in non-recurring appropriations; among its other provisions, provides funding for an average of 5.0 percent salary increase for all school personnel and a 9.5 percent salary increase for educational assistants, effective the first full pay period after July 1, 2006; provides funding to implement a \$45,000 minimum salary for Level 3-A teachers, provides funding for a 1.50 percent increase in the employer contribution to the Educational Retirement Fund includes several special appropriations to PED, and provides funding to the Legislative Council Service for a study of the Public School Funding Formula. (CS/H 2, 3, 4, 5, 6, & 78)

H 42a EXTEND FUNDING FORMULA TASK FORCE (PASSED/BOTH) (Gov Signed), *Stewart*—amends statute to extend the life of the Funding Formula Task Force until December 15, 2007 and to add a new member from a statewide teacher organization appointed by the Legislative Council. (For the LESC)

***H 43a EXTEND KINDERGARTEN PLUS PILOT PROJECT (PASSED/BOTH)** (Gov Signed), *Stewart*—amends statute to extend the Kindergarten Plus pilot project to a six-year study and to expand the project beyond the original four school districts to any other school district with high-poverty schools. (For the LESC)

H 82 NAVAJO NATION ELECTRIC GENERATION TAX CREDIT (PASSED/BOTH)(Gov. pocket vetoed), *Taylor*— CS/H 82a among other, amends statute to provide a deduction from the gasoline tax for gas used in et al. school buses. (CS/H 82, 128, 144, 295, 380, 390, 395, 424, 440, 441, 448, 455, 465, 501, 603, & 674)

H 179a METHAMPHETAMINE TRAFFICKING PENALTIES (PASSED/BOTH) (Gov Signed), *Cervantes*—amends the Controlled Substances Act to include private and parochial schools and to remove an exclusion for private residential property in the definition of a “drug-free school zone” wherein drug crimes are subject to enhanced penalties; and classifies methamphetamines with narcotics, whose trafficking and distribution are subject to the most severe criminal penalties under the act.

***H 180 AMEND GOVERNMENTAL CONDUCT ACT (PASSED/BOTH)** (Gov. pocket vetoed), *Cervantes*—amends CS/H 180a the Governmental Conduct Act to impose new restrictions upon contracts, business dealings, and political activities involving public officers and employees and their families; and to define a local public body as every political subdivision of the state and the agencies, instrumentalities, and institutions of the state, including two-year postsecondary educational institutions. (May affect members of the PEC)

***H 212a STATE RETIREMENT SYSTEM OVERSIGHT COMMITTEE (PASSED/BOTH)** (Gov. Vetoed), *Heaton*—creates the State Investment and Retirement Systems Oversight Committee, comprising 10 voting members (five representatives and five senators) and five nonvoting members, including the Investment Director of the PERA and the Director of the ERB; defines duties of the committee; and appropriates \$150,000 from the legislative cash balances to the LCS for FY 06 and FY 07 for technical and legal assistance and actuarial and other outside consultants, among other expenses.

H 225a FUND FOR SCIENTIFIC READING MATERIALS (PASSED/BOTH) (Gov Signed), *Stewart*—adds a new section to the Instructional Material Law to create the Reading Materials Fund, to be administered by PED, to assist public schools that want to change their reading programs from the current adoption.

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***H 233a NMFA PUBLIC PROJECT REVOLVING FUND PROJECTS (PASSED/BOTH)** (Gov Signed), *Varela*— authorizes the New Mexico Finance Authority to make loans for public projects from the Public Project Revolving Fund, including projects in public school districts throughout the state.

***H 290a NMFA PUBLIC PROJECT REVOLVING FUND CHANGES (PASSED/BOTH)** (Gov Signed), *Gonzales*— amends the New Mexico Finance Authority Act to authorize the authority to use the Public Project Revolving Fund to capitalize programs authorized by law and to finance projects of support organizations affiliated with higher education institutions. (May affect public schools) [Identical to *S 360a]

H 331a EXPAND TEMPORARY LICENSURE & RECIPROCITY (PASSED/BOTH) (Gov Signed), *Larrañaga*— amends the Counseling and Therapy Practice Act to expand provisions for temporary licensure and to clarify provisions for licensure reciprocity. (May affect public schools)

H 341 CHANGE PROFESSIONAL LICENSURE RENEWAL CYCLE (PASSED/BOTH) (Gov Signed), *Salazar*— CS/H 341a amends the Professional Psychologist Act regarding the renewal cycle and examination requirements, among other provisions. (May affect public schools)

H 381 SCHOOL BUS SPECIAL FUEL TAX REFUND (PASSED/BOTH) (Gov Signed), *Arnold-Jones*— amends statute to make school buses authorized by contract with a school district eligible for the refund of special fuel excises taxes.

***H 462a TAX INCREMENT FOR DEVELOPMENT ACT (PASSED/BOTH)** (Gov Signed), *Lujan,B*— enacts the Tax *CS/H 462a Increment for Development Act; provides for tax increment development plans by municipalities and counties; prescribes contents of the plan; and provides for elections to form new tax increment development districts. (May affect public schools) (Similar to *CS/ S 495)

H 478 WORKERS' COMP TAX REFUND INTERCEPT PROGRAM (PASSED/BOTH) (Gov Signed), *Lujan,B*— amends the Tax Refund Intercept Program Act to include certain debts by employees incurred under the Workers' Compensation Act or the Workers' Compensation Administration Act. (May affect public schools)

S 61a SCHOOL DISTRICT 40-YEAR WATER PLANS (PASSED/BOTH) (Gov Signed), *Nava*— amends statute to include public school districts among the entities that are allowed to implement a 40-year water use plan. (For the LESC)

S 100a SUPPLEMENTAL SERVICES FOR PUBLIC SCHOOLS (PASSED/BOTH) (Gov Signed), *Nava*— amends the Assessment and Accountability Act to require school districts to provide supplemental educational services to Title I eligible students in schools that fail to make AYP for three or more consecutive years to make the requirement consistent with NCLB; to require PED to adopt rules to include the adoption of a sliding-fee schedule based on the educational level of tutors; and to require PED to approve a pre- and post-assessment instrument to measure the gains that students achieve through these services. (For the LESC) [Similar to H 682]

S 155 DEFINE HIGHER EDUCATION TUITION & FEES (PASSED/BOTH) (Gov Signed), *Sanchez,M*— amends statute to define the terms "tuition" and "general fees" as applicable to Lottery Tuition Scholarships. [Identical to H 187]

S 158a COLLEGE AFFORDABILITY GRANT ELIGIBILITY (PASSED/BOTH) (Gov. pocket vetoed), *Sanchez,M*— amends the College Affordability Act to increase eligibility for and duration of grants; to provide an extended eligibility period for students with disabilities, under certain conditions; and to clarify that recipients of Lottery Tuition Scholarships are not eligible for college affordability grants.

S 199 BIENNIAL BUDGET PILOT PROJECT (PASSED/BOTH) (Gov Vetoed), *Campos*— adds a new section of statute to provide for a biennial budget pilot project to determine the efficacy of biennial budgeting. [Identical to H 300]

***S 301 2006 CAPITAL PROJECTS G.O. BOND ACT (PASSED/BOTH)** (Gov Signed), *Fidel*— enacts the 2006 *CS/S 301 Capital Projects General Obligation Bond Act; authorizes the issuance and sale of capital projects general obligation bonds for several purposes, including \$3.0 million to acquire library books, equipment, and library resource for eligible public school and juvenile detention libraries.

S 344a CONTRIBUTIONS BY PROCUREMENT CONTRACTORS (PASSED/BOTH) (Gov Signed), *Feldman*— adds a new section to the Procurement Code to prohibit certain campaign contributions from contractors and their family members to public officials, including appointees to the State Board of Finance, and to require disclosure of certain other contributions. (May affect members of local school boards and PEC)

S 415 STATE AGENCY EXPENDITURES (PASSED/BOTH) (Gov Signed), *Fidel*— authorizes CS/S 415a expenditures by state agencies and makes general appropriations for numerous

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.

The Advocate is the official publication of the NMSBA and is published quarterly. *The Advocate* is supported by membership dues and is sent to all school board members and superintendents of its member districts as well as education stakeholders. Non-profit postage paid in Santa Fe, NM.

Letters to the Editor are welcome. The editorial staff reserves the right to edit article submissions for clarity and length. Deadlines falling on a holiday or weekend will be extended to the next business day. The deadline for submissions is 4 PM:

Winter Issue - December 10th

Spring Issue - March 10th

Summer Issue - June 10th

Fall Issue - September 10th

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projects funded through a variety of state agencies, including appropriations to PED, among them \$250,000 to establish a math and science bureau, \$100,000 to the Reading Materials Fund, and numerous separate appropriations for specific programs at specific schools.

S 449a PHASED MINIMUM WAGE INCREASE (PASSED/BOTH)(Gov. pocket vetoed), *Altamirano*— amends statute to increase the state minimum wage incrementally over a three-year period, to provide for increases in the minimum wage for employees who are continuously employed with the same employer, and to prohibit local governments from adopting or maintaining a minimum wage higher than \$9.50.

***S 450 PUBLIC SCHOOL CAPITAL OUTLAY OMNIBUS BILL (PASSED/BOTH)** (Gov Signed), *Nava*— amends *CS/S 450 statute to require a facilities master plan for all school districts; to allow expenditures for *CS/CS/S 450a certain abandoned facilities, five-year facilities plans, and correction of deficiencies at the New Mexico School for the Blind and Visually Impaired and the New Mexico School for the Deaf; to change the limitations on expenditures for certain lease payments and to provide, under certain circumstances, a local match provision for qualified high-priority projects; to increase the state guarantee from \$60 to \$90 per MEM per unit in the Public School Capital Improvements Act (2 mill levy); to exempt PSFA employees from the Personnel Act; to ease restrictions on cash balances of school districts; to provide start-up costs for new schools; to provide funding to improve the indoor air quality of public schools; to provide for studies of certain local government actions on school revenue and of additional chartering authorities for charter schools; to allow the PSFA to be a central purchasing officer; to provide for an on-going facility information management system; and makes several appropriations of varying amounts to support these measures. [Similar to *CS/H 432]

S 600a EDUCATION DEPT. CHARTER SCHOOLS DIVISION (PASSED/BOTH) (Gov Signed), *Nava*— effective CS/S 600 July 1, 2007, amends several sections of statute related to charter schools; makes the PEC FL/CS/S 600 a chartering authority in addition to local school boards; applies some provisions to locally chartered charter schools, others to state-chartered charter schools, and still others to charter schools chartered by both entities; creates the Charter Schools Division in PED and prescribes its duties; amends the Public School Finance Act to require state-chartered schools to be their own boards of finance and to use the same program cost calculation for locally chartered and state-chartered schools; amends transportation statutes as they apply to charter schools; amends the Public School Capital Outlay Act to include state-chartered schools in the definition of "school district"; creates the charter school activities program unit, payable to the district in which it is generated; makes charter schools responsible for special education services; imposes enrollment limits; requires that, in the case of termination of a charter, the assets of a locally chartered school revert to the district and those of a state chartered school revert to the state; allows a charter applicant to appeal a decision of the PEC to the Secretary and to appeal the Secretary's decision to district court; allows either the governing body or head administrator of a charter school to make employment decisions; amends the deadline for submitting a renewal application; includes an anti-nepotism provision; allows the chartering authority to withhold 2.0 percent of the school-generated program cost; requires the PSCOOTF, in consultation with the PSCOC, PED, and the PSFA, to study the provisions in statute governing the funding of charter school capital outlay facilities, transportation costs, and other capital outlay issues concerning charter schools and to report to the LESC, the LFC, and the Governor by November 1, 2006; and amends the Compulsory School Attendance Law, the Instructional Material Law, the School Library Material Act, the Fine Arts Education Act, the Bilingual Multicultural Education Act, the Literacy for Children at Risk Act, and other sections of the Public School Code relating to school construction and sales to schools or school districts to make their provisions generally apply to charter schools as they do to school districts. [Similar to H 630a]

S 639a CAPITAL OUTLAY PROJECT REAUTHORIZATIONS (PASSED/BOTH) (Gov Signed), *Fidel*— CS/S 639 reauthorizes and changes the purposes of certain capital outlay projects, including projects at Nuestros Valores Charter School and Alameda Elementary School in APS and schools and facilities in Dexter Consolidated Schools, among others.

To learn more about the 2006 legislative session, go to <http://legis.state.nm.us>.

To learn how the changes in law affect your district, attend the 2006 School Law Conference, to be held June 9-10, 2006 at the Hotel Albuquerque at Old Town (Formerly the Sheraton Old Town). Registration will be posted in April on the NMSBA website, www.nmsba.org, look under "conferences".

Director's Perspective and President's Message should return in the next issue.

Public Schools are Hotbeds of Democracy

Democracies don't materialize out of thin air. They are created — and maintained and deepened — by citizens. If citizens are to safeguard civil liberties, elect wise officials, become wise officials themselves, make sense of the news and negotiate public policy with other citizens in an ever more diverse society, “their minds,” as Thomas Jefferson said, “need to be improved to a certain degree.”

Public schools are ideal sites for this work. They are public places, so they possess the essential assets for cultivating democratic citizens: a diverse student body, shared problems and a curriculum.

Boys and girls are both there. Jews, Protestants, Catholics, Muslims, Buddhists and atheists are there. African Americans, European Americans, Latin Americans, Asian Americans, Native Americans and more are together in the same space. This buzzing variety does not exist at home, nor at church, temple, or mosque. But it does exist in public places where different groups of people are thrown together — places where individuals who come from numerous private worlds congregate.

But to seize the opportunity schools afford, school leaders need to stir the pot. Three actions are key.

First, increase the variety and frequency of interaction among students who are culturally, linguistically and racially different from one another. If the school itself is homogenous, or if the school is diverse but curriculum tracks keep students apart, this first key is all the more difficult to turn.

Second, orchestrate those contacts so that not only interaction but also decision making about common problems — deliberation — is fostered. This is the basic labor of democracy. In deliberation, alternatives are weighed in discussion with others and a decision is made. Diversity aids deliberation directly in several ways: It brings different problems to the table, it expands the number of understandings of a problem and it widens the range of alternatives that are considered.

In schools, this meeting of minds needs to be about two kinds of problems — social and academic. Social problems include disrespect and bullying, stealing, dress codes and school policies of all sorts. These are best deliberated in homeroom meetings and in a thoughtful system of student councils that reach all students. Academic problems (Why have so many democracies failed? How do organisms learn?) are at the core of each subject area. They are best deliberated in the classrooms where those subjects are taught.

Third, clarify the distinction between discussion and blather and between open and closed discussion. In other words, expect, teach and model competent, inclusive deliberation. Marginalized voices are encouraged to speak, listening is generous, students have studied the alternatives they are weighing, claims are supported with evidence and reasoning, and a rich inventory of historical, scientific and literary knowledge is brought to bear.

When aimed at democratic ends and supported by democratic means, schools can help children enter the public consciousness needed for citizenship, or what the ancient Greeks called puberty. This includes the habits of reasoning and caring necessary for public life: the cosmopolitan respect, the insistence on fair play, and the knack for forging public policy with others whether one likes them or not. The opposite is what the Greeks called idiocy — absorption in one's private affairs.

Public schools are good places to help young people grow from idiocy to puberty. Schools can't do it alone, to be sure; families and faith communities must do their part. But schools have the key ingredients that make them the most fertile sites in society for this work. Aren't the stakes too high to let the opportunity pass?

● *Source: By Walter Parker - a professor of education at the University of Washington and the author of "Teaching Democracy: Unity and Diversity in Public Life." Seattle Post-Intelligencer, March 2006.*

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NMSBA NEWS

BOARD BOOK OFFERS DISTRICTS PAPERLESS MEETINGS

This tutorial link is available from the NMSBA homepage at www.nmsba.org. BoardBook is an electronic means to have Paperless Board Meetings and is now being offered through a partnership between NMSBA and Texas Association of School Boards (TASB) to New Mexico school districts. Some NMSBA districts that are using Board Book in their Paperless Board Meetings include Gallup, Reserve and Roswell. Please call Elizabeth at NMSBA for more information or to register for a demonstration.

ONLINE LEARNING AVAILABLE TO MEET TRAINING REQUIREMENT

NMSBA offers online courses to supplement meeting the mandated training requirements of New Mexico school board members. Each class is worth one credit hour. The fee is \$75 per class and is paid to NSBA by credit card or purchase order. Please note, however, that only two hours per program year can be counted from independent training means. Courses currently available for the 2005-2006 training year include:

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

To access a course you go to the NMSBA website homepage, 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 course overviews to see which course would be best for you. If you decide on a course, then you fill out the billing information. For additional information, contact Elizabeth at the NMSBA office (505) 983-5041.

SUBSCRIPTION POLICY SERVICE

NMSBA now offers districts the option of a Subscription Policy Service. This service offers policy development by a consultant/lawyer and provides up-to-date Policy Service Advisories. For further information or clarification, contact Mack Mitchell, Executive Director of NMSBA via e-mail at mmitch@nm.net or by phone at (505) 983-5041. Districts that have signed up for this feature include Albuquerque, Aztec, Central, Cloudcroft, Espanola, Lovington, Mosquero, Santa Rosa, Tucumcari, and West Las Vegas. This is different from the NMSBA Policy Bank.

FALL REGION MEETING DATES

The tentative dates of the Fall Region Meetings are:

- Region I - (1st Wed. in Oct.) - Wednesday, October 4
- Region II - (2nd Thurs. in Sept.) - Thursday, September 14
- Region III - (3rd Mon. in Oct.) - Monday, October 16 in Santa Rosa
- Region IV - (2nd Wed. in Oct.) - Wednesday, October 11
- Region V - (3rd Tues. in Sept.) - Tuesday, September 19
- Region VI - (4th Mon. in Sept.) - Monday, September 25 in Roswell
- Region VII - (4th Tues. in Oct.) - Tuesday, October 24
- Region VIII - (1st Wed. in Nov.) - Wednesday, November 1

*All Spring Region Meetings had not happened by publication date and hosts were not available for all regions.

NMSBA REGIONS & 2006 SPRING MEETINGS

Region I

Wednesday, April 5 in Aztec*

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

Region II

Thursday, March 23* in Pojoaque

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

Region III

Monday, March 6* in Las Vegas West

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

Region IV

Wednesday, May 10* in Los Lunas

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

Region V

Tuesday, March 21 in Floyd

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

Region VI

Monday, February 27* in Dexter

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

Region VII

Tuesday, April 25 in Corona

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

Region VIII

Wednesday, May 3 in Lordsburg

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

**Indicates a change from previously published information*

The Effects of High School Exit Exams on Our Children’s Education

Currently, state high school exit exams are required for graduation in 19 states. By 2009 the exams will be mandatory for seven in 10 high school students nationwide. A new report from the Center on Education Policy (CEP), “How Have High School Exit Exams Changed Our Schools: Some Perspectives from Virginia and Maryland,” found that exit exams have led to significant changes in instructional content and methods, allocation of resources, staffing patterns, and school climate. The report is based on extensive confidential interviews with students, teachers, and administrators in two anonymous school districts—one in Maryland and one in Virginia. Below are some key findings from the report.

Benefits of the exams include

- Greater focus on student performance,
- Increased teacher cooperation, and
- Closer ties between instruction and curriculum.

Drawbacks of the exams include

- A decreased emphasis on higher-level skills,
- Less time for subjects not covered on the exams, and
- A push to cover more content with less depth.

The report also found that

- While students are generally aware of the exam requirements and remediation options, some did not know about key aspects, including the content likely to be covered on the tests.
- Schools have changed staffing patterns to assign some of their strongest teachers to teach tested subjects and to make staff available for remediation.
- Districts devote the most time and energy to in-school remediation and test prep classes, rather than after-school or summer school programs.
- Districts emphasized the need for more resources to cover additional costs related to exit exams.

To read the report, go to <http://www.cep-dc.org/highschoolsexit/change>. The CEP will release its annual report on the status of high school exit exams across the nation, focusing this year on the exams’ impact on English language learners, in August. For additional CEP reports on high school exit exams, visit <http://www.cep-dc.org/highschoolsexit>.

Scholarships Available!

The NSBA offers five scholarships to graduating hispanic students, one from each NSBA Region. New Mexico’s region is “Western”. Call (703) 838-6157 for more information. NSBA offers scholarships from the Black Caucus and Indian Caucus as well.

New Mexico School Board Members Urge Congress to Support Public Schools

New Mexico School Board Members joined more than 800 fellow school board members from around the nation in urging Congress to support public schools this year. The board members were in Washington D.C. to take part in the National School Board Association’s (NSBA) annual Federal Relations Network (FRN) Conference, February 5-7, 2006.

As part of FRN, a national grassroots advocacy network, the New Mexico board members met with their members of Congress to urge them to increase federal funding for public schools, make improvements in the No Child Left Behind law and reject private school vouchers.

Local school board leaders called on Congress to live up to its promise to increase funding for programs that help disadvantaged children and children with disabilities.

School board members also urged Congress to improve the No Child Left Behind law to more accurately reflect how our schools are doing by expanding student progress measurements. In addition, board members urged Congress to reject vouchers that divert scarce dollars to private schools.

Those representing New Mexico were: Lora Harlan, NMSBA President-Elect (Clovis Municipal Schools); Donna Archuleta, Vice-President (Cimarron Municipal Schools); Joe Price, Secretary-Treasurer (Aztec Municipal Schools); Vicki Smith, Past-President (Cobre Consolidated Schools); Randy Manning, Past-President and NSBA Board Member (Central Consolidated Schools); Joe Guillen, Past-President and Past-President of NSBA Hispanic Caucus (Espanola Public Schools); Mary Ellen Gonzales, Board of Directors (Santa Fe Public Schools) and Mack Mitchell, NMSBA Executive Director.

Student Health

Clarification on Existing Contracts Regarding Nutrition Competitive Food Rule

Many of you have asked for clarification concerning existing contracts and the Public Education Department’s new nutrition: competitive food sales rule (6.12.5 NMAC). For those few school districts that have vending contracts inconsistent with the Public Education Department’s (PED) new nutrition: competitive food sales rule (6.12.5 NMAC), we urge dialogue with those vendors in an effort to obtain voluntary compliance with the rule on at least a phase-in timetable. The PED will, of course, respect the New Mexico Constitution, Article II, Section 19 of which prohibits the Legislature from enacting a law that impairs the obligation of contract. However, the PED is confident that those districts with non-complying contracts will comply with the PED’s new rule when they renew those contracts.

● Source: Kristine Meurer, NM PED

2006 Student Achievement Award Recipients

Fifty of the 89 New Mexico School Districts chose to recognize a specific person in their district in recognition for helping improve student achievement at the local level. Some are administrators or staff, some are parent volunteers, some are organizations that have made lasting contributions to the district. Each will be recognized with an engraved clock to be presented at the May board of education meeting in each district. Those participating in the 2006 Excellence for Student Achievement Awards were:

District - Recipient

Animas - Debbie Callahan
Artesia – Dennis Maupin of Yates Petroleum Corp.
Aztec – Alan Grace
Belen – Katrina Sanchez
Bloomfield – Angela Gutierrez
Capitan – Staci Stanbrough
Carrizozo – Becky Borowski
Central – Mary Whipple
Chama - Matthew Gallegos
Cimarron – CARE Team, Cimarron Aid & Relief Effort
Clayton – Lloyd Coulter
Cloudcroft – Belinda (Be) Little
Clovis – Lynn Birch
Cobre – Joyce Barela
Corona – Janell Kane
Deming – Janean Garney
Des Moines – Cathy Kennedy
Dexter – Amy Deutsch
Dora – Charlie Carmichael
Espanola – Gloria Lopez
Estancia – Bob Lutrick
Farmington – Rae Lynn Dearen
Floyd – The New Mexico Christian Children’s Home
Gadsden – D’illa Deerman
Gallup-McKinley – Phyllis Casuse
Grady – Colt Grau
Hagerman – Steven R. Starkey, Supt.
House – Joe Ben Snipes
Jal – Jack & Minnie Hedgpeh
Las Cruces – Norman Todd
Loving – Juan Dorado
Magdalena – Cindy Ross
Maxwell – Loretta Joy Cummings
Mesa Vista – Erica Gallegos
Moriarty – John Michael & Marion Richardson
Mosquero – Thomas Trujillo
Mountainair – Robert W. Chavez
Pecos – Beatriz Vigil
Penasco – Dennis Dominguez
Pojoaque – Gerald Castaneda
Quemado – Valerie Brea
Rio Rancho – Miguel Lozano
Roy – Richard Hazen, Supt.
Santa Rosa – Andrea Campos
Socorro – Cody M. Benavidez
Springer – Frank Rael
Taos – Rebecca Trujillo, Registrar Taos HS
Tularosa – Larry Berry
Vaughn – Diana White
Wagon Mound – Amanda Lovato

New Mexico Well-Represented at Celebrating Opportunities Conference

Arizona, California, New Mexico and Texas participate in an annual conference entitled, Celebrating Opportunities for Hispanic Students (CEOHS). The conference rotates among the four host states. This year it will be held in Tempe, AZ. New Mexico will host the conference March 23-25, 2007 at the Hotel Albuquerque (formerly known as the Sheraton Old Town).

A call for nominations went out to all districts for a male undergraduate student to represent New Mexico for the student panel discussion held during the conference luncheon.

Daniel Acosta from Socorro was chosen to represent New Mexico at the conference. He is currently a freshman at New Mexico State University majoring in Biology. An extraordinary young man, Daniel has overcome many obstacles and always rises to create a positive environment for himself and his fellow students. His high school counselor noted his “confidence, integrity, honesty, trustworthiness, as well as a kind nature” in dealing with others.

Daniel’s parents both died when he was about ten. His mother battled a long illness with cancer. Speaking very little English, he took on responsibilities that most adults would have run away from. He cared for both his mother and sister and was the “man of the house” while in third grade. After the death of his mother, Daniel went to live with his aunt and uncle. Daniel always kept a watchful eye out for his sister while also being involved in academics and extracurricular activities.

In high school he was a well-rounded student, athlete and musician. He earned a 4.38 GPA, lettered in track and field, and participated in Jazz and marching band. He used his bilingual abilities to help others by translating web pages into Spanish. He was student body President, and a member of student council for four years, a member of the National Honor Society, a member of the Boys State Program, a student representative on the Board of Education, and was chosen to “job shadow” the Governor of New Mexico since he aspired to “make a difference in our society”. He was a Science Fair winner his junior year. And, in his spare time he was active as a leader in his church youth group.

Upon his graduation from high school, Daniel received scholarships from the UNM Regents, Scope, Briar Cliff, Edward E. Torres, US Marines Excellence Award, NM Tech, and was recipient of The Gates Millennium Scholar Award. In preparation for college studies in the field of science, Daniel served as a Lab Tech for two years helping to compile research on antibiotics.

Also representing New Mexico by presenting Model Program break-out sessions will be the **Pecos Independent Schools (Dorothy Armijo, Grady Barrens, and Victor Ortiz)**, **Cobre Consolidated Schools (Superintendent Candelario Jauregui)**, **Deming Public Schools and Clovis Municipal Schools**.

There is still time to register for the 2006 CEOH conference in Arizona. Three hours of training credit can be earned by attending. To register, go to the Arizona school boards association website at www.azsba.org.

A call-for-model programs for the 2007 CEOHS in New Mexico will be sent in September - so plan now to attend!

High School Dropouts Cost the U.S. Billions in Lost Wages and Taxes, According to the Alliance for Excellent Education

More than 1.2 million students didn't graduate from U.S. high schools in 2004, costing the nation more than \$325 billion in lost wages, taxes, and productivity over their lifetimes, reports the Alliance for Excellent Education. (A chart showing the losses over a lifetime to each state and the District of Columbia can be found below). "This is a very conservative estimate," said Alliance president and former governor of West Virginia Bob Wise. "There's so much that it doesn't include - like the much higher earnings that would be realized if some of the kids not only got their high school diploma but also went on to college. Nor does it take into account the losses related to dropouts from previous or future years." Students who don't graduate earn less than their classmates who get at least a high school diploma, and considerably less than those with a college degree. Said Wise: "These losses in earnings are bad for the individual, obviously, but they also have a tremendously negative impact on the nation's economy." Although states regularly report higher graduation rates, reliable research has shown that nationally, only about two-thirds of the students who enter 9th grade will graduate with a regular diploma four or five years later.

The Alliance's analysis is based on a recent report by Princeton University researcher Cecilia Rouse, which noted that "those who do not complete high school are less likely to be employed and have significantly lower annual earnings than those with at least a high school degree, (and) they also contribute significantly less to tax revenues." Rouse estimates that the lifetime difference in income between a high school graduate and a dropout is about \$260,000. To calculate the figures for each state, the Alliance multiplied the number of students reported by the Urban Institute as not having graduated on time in 2004 (the last year for which figures are available) by \$260,000. The Alliance for Excellent Education is a Washington-based policy, research, and advocacy organization that works to make every child a graduate, prepared for postsecondary education and success in life. It is funded by the Leeds Family, the Bill & Melinda Gates Foundation, Carnegie Corporation of New York, the Daniels Fund, and the New York Community Trust, as well as by concerned individuals.

Lost Earnings for Dropouts

State	9th Grade (2000-01) All Students	Graduation Rate (%)	Non-Graduates in 2004	Lost Lifetime Earnings (\$260,000 per dropout)*
AL	60,245	61.4	23,255	\$6,046,300,000
AK	11,348	64.2	4,063	\$1,056,380,000
AZ	70,124	67.3	22,931	\$5,962,060,000
AR	36,055	70.5	10,636	\$2,765,360,000
CA	476,142	68.9	148,080	\$38,500,800,000
CO	61,097	69.0	18,940	\$4,924,400,000
CT	40,423	77.0	9,297	\$2,417,220,000
DE	10,366	64.3	3,701	\$962,260,000
DC	4,207	65.2	1,464	\$380,640,000
FL	238,161	53.0	111,936	\$29,103,360,000
GA	126,793	55.5	56,423	\$14,669,980,000
HI	15,915	66.0	5,411	\$1,406,860,000
ID	19,471	79.6	3,972	\$1,032,720,000
IL	163,806	75.0	40,952	\$10,647,520,000
IN	79,825	72.4	22,032	\$5,728,320,000
IA	40,660	78.2	8,864	\$2,304,640,000
KS	38,780	74.1	10,044	\$2,611,440,000
KY	54,187	65.3	18,803	\$4,888,780,000
LA	53,879	64.5	19,127	\$4,973,020,000
ME	17,134	72.1	4,780	\$1,242,800,000
MD	71,705	75.3	17,711	\$4,604,860,000
MA	59,213	71.0	17,172	\$4,464,720,000
MI	142,663	74.0	37,092	\$9,643,920,000
MN	70,236	78.9	14,820	\$3,853,200,000
MS	39,386	58.0	16,542	\$4,300,920,000
MO	75,173	72.9	20,372	\$5,296,720,000
MT	13,321	77.1	3,051	\$793,260,000
NE	24,122	77.3	5,476	\$1,423,760,000
NV	29,972	54.7	13,577	\$3,530,020,000
NH	17,578	73.9	4,588	\$1,192,880,000
NJ	95,228	86.3	13,046	\$3,391,960,000
NM	28,944	61.2	11,230	\$2,919,800,000
NY	245,311	61.4	94,690	\$24,619,400,000
NC	111,745	63.5	40,787	\$10,604,620,000
ND	9,204	79.5	1,887	\$490,620,000
OH	159,724	70.7	46,799	\$12,167,740,000
OK	49,667	69.8	14,999	\$3,899,740,000
OR	44,574	73.6	11,768	\$3,059,680,000
PA	153,523	75.5	37,613	\$9,779,380,000
RI	12,557	73.5	3,328	\$865,280,000
SC	63,776	50.7	31,442	\$8,174,920,000
SD	10,920	79.4	2,250	\$585,000,000
TN	73,141	57.5	31,085	\$8,082,100,000
TX	355,019	65.0	124,257	\$32,306,820,000
UT	35,538	78.3	7,712	\$2,005,120,000
VT	8,594	77.9	1,899	\$493,740,000
VA	98,062	73.8	25,692	\$6,679,920,000
WA	87,238	62.6	32,627	\$8,483,020,000
WV	23,592	70.7	6,912	\$1,797,120,000
WI	77,683	78.2	16,935	\$4,403,100,000
WY	7,711	72.4	2,218	\$553,280,000
National	3,913,738	68.0	1,252,396	\$325,622,960,000

● Source: Projections of 2003-04 High School Graduates: Supplemental Analyses based on findings from *Who Graduates? Who Doesn't? A Statistical Portrait of Public High School Graduation* (Table 1) Washington, D.C.: The Urban Institute, 2004. Available at <http://www.urban.org/url.cfm?ID=411019>.

*Earnings estimation based on calculations in "Labor Market Consequences of an Inadequate Education" by Rouse, Cecilia E. (2005) Paper prepared for the symposium on The Social Costs of Inadequate Education, Teachers College Columbia University, Oct. 2005

iPod as an Educational Tool

For today's students, GameBoys, MP3 players, and other high-tech gadgets are a way of life. So why not energize student learning by incorporating some of these trendy devices – such as, say, the iPod – into classroom lessons? That is exactly what teachers are doing at Jamestown Elementary School in Arlington, VA, where students are producing “podcasts” – online radio shows named after Apple Computer Inc.'s hugely popular portable audio player.

Adding a microphone to the iPod, students record poems, jokes, essays, and stories, which are then organized on a computer into an audio report, says Camilla Gagliolo, the school's instructional technology coordinator. The podcasts can be put online or downloaded to an iPod so students and parents can listen in. “This is the GameBoy generation, so these devices really are simple for them to understand and adopt,” she says. “Students really like them. They're excited about them. They forget they're learning because learning becomes so fun.”

Teachers at a number of schools using iPods echo that perspective. And Apple has happily jumped on the bandwagon, supporting pilot projects and developing a website devoted to the iPod's educational uses. (See www.apple.com/education/ipod/.)

In Texas, the Carrollton-Farmer's Branch School District is using 116 iPods in a pilot program at a number of schools. Kindergarten teachers download songs and stories to the devices to help English Language Learners (ELLs) practice their phonemic awareness and vocabulary skills at school and at home, says Angela Shelley, the district's media specialist. Older students also use the iPods to help them improve their English skills. “This week, [high school students] are studying *The Odyssey*, and we read a chapter into the iPod,” she says. ELL students “listen, read along, and practice saying those words – seeing and comprehending them better. They can listen to it over and over, take it home, and refer to it again.”

Other devices such as Palm handhelds, are also entering classrooms in greater numbers as a handy device to store photos, audio books, video, calendars, notes and more. But teachers say the well-designed iPod, with its sleek design and easy-to-use software, has a “cool factor” with kids that makes a difference. Universities were the first to embrace the iPod in a big way, with some handing out iPods to freshmen and making podcasts of lectures. The devices are also used to download online classroom material and as portable hard drives.

At the K-12 level, teachers are just beginning to explore the potential of the technology. The TRECA Digital Academy, a statewide online K-12 school in Ohio, has handed out 1,000 iPods to its students to augment its technology-based approach to learning. One teacher is turning Powerpoint presentations into podcasts, while another intends to use an iPod to organize frequently asked questions and provide detailed audio explanations of complex scientific principles. “We're looking at what tools and ways we can engage students, and the iPod seems like a natural fit,” says Academy Director Josie Drushal.

● Source: by Del Stover, *NSBA School Board News*, November, 2005

Board Institute Offers Many Training Opportunities

The NMSBA Board Institute was held February 10-11, 2006 at the El Dorado Hotel in Santa Fe, NM. Almost 300 school board members and superintendents attended. The Institute offered “whole board training” where board members were able to hear Joseph Villani, Association Executive Director of the NSBA, speak about the “Key Work of School Boards”. Boards were able to sit together and work on the key elements of leadership in small groups.

An update on Legislative action was provided and board members were bussed over to the Roundhouse to lobby their legislators on behalf of school funding issues.

Breakout sessions were also offered on Saturday morning of the conference. Some topics included PED training to newly appointed board members, school district budget training, and getting young men involved and taking responsibility for their actions.



Governor Richardson met with NSBA Associate Director Joseph Villani, NMSBA Past President and Past-President of the NSBA Hispanic Caucus, and Lora Harlan, NMSBA President-Elect during the legislative visits Friday afternoon at Board Institute in Santa Fe, NM.



NMSBA Past Presidents Joe Guillen and Vicki Smith present the Board Member of the Year Award, a silver Nambe engraved plaque, to Randy Manning of Central Consolidated School District. Also pictured is Lora Harlan, President-Elect. Randy was unable to attend the Annual Convention in December because he was in Washington D.C. at an NSBA Board of Directors meeting. Randy represents the Western Region on the NSBA Board.

Special Education Case to be Heard by Supreme Court

The National School Boards Association urged the U.S. Supreme Court to uphold Congress' intent in the fee-shifting provision of the Individuals with Disabilities Education Act (IDEA) to ensure that school districts are not required to reimburse parents for the costs associated with expert witnesses.

In February, NSBA submitted an amicus brief in the case of *Arlington v. Murphy*, which is scheduled to be heard this term.

The parents of a student with disabilities, Joseph Murphy, petitioned the court for reimbursement of nearly \$30,000 in fees paid to an educational consultant who assisted them during the IEP process.

"Reimbursing parents for the expense of hiring an expert witness will divert a school district's already limited resources away from where the money belongs, which is funding educational programs for all students," said Anne L. Byant, NSBA Executive Director.

According to NSBA, should the Supreme Court agree with the parents, school districts could be required to pay hundreds of thousands of dollars in expert fees that have not been permitted as costs under a traditional reading of the law.

The amicus brief points out that a ruling upholding a strict interpretation of the IDEA will limit the ability of self-styled advocates and experts to seek out parents of special education students and encourage litigation with the sole idea of pursuing school district dollars.

"This practice does not encourage settlement or collaboration, which are critical components of IDEA. Instead, both sides will become more entrenched in their positions," NSBA legal counsel Francisco Negron said.

Federal Suit Over NCLB Funding Rejected, Appeal Due

A federal judge has thrown out a lawsuit that challenged whether the No Child Left Behind Act of 2001 (NCLB) was adequately funded.

The National Education Association (NEA) had argued in its suit that states should not have to meet federal law's requirement because the federal government has not provided adequate funding to enable schools to meet the law's demands.

Chief U.S. District Judge Bernard Friedman of Eastern Michigan disagreed, stating that the government has "appropriated significant funding" and therefore has the authority to require states to set educational standards in exchange.

Reg Weaver, President of the NEA, which is the nation's largest teacher organization, said the group would appeal.

The lawsuit accused Congress of shortchanging school districts and states to the tune of \$27 billion over the past four years. To meet NCLB requirements, therefore, schools have had to dip into state and local money, which the suit contends is illegal under NCLB.

Senate Restores Education Funding

The Senate has voted to approve the amendment to the FY2007 budget resolution that will **add \$7 billion to the budget for education and healthcare, and restore program cuts in Title I and IDEA**. The amendment, co-sponsored by Senators Arlen Specter (R-Penn.) and Tom Harkin (D-Iowa), **restores funding back to the FY2005 levels**. In his remarks, Sen. Specter noted that funding for education and other programs under the Departments of Health and Human Services and Labor "has been decimated since 2005. Health and education are the two major capital assets of the country. We have gone beneath the muscle, beneath the bone, and into the marrow" with these cuts. Finally, a voice of reason on Capitol Hill.

● *Source: NSBA Board Buzz, March 16, 2006*

Church Groups Raise NCLB 'Moral Concerns'

A committee of the National Council of Churches issued a statement warning that the No Child Left Behind Act "is leaving more children behind than it is saving, especially children of color and poor children." Instead of treating children "as unique human beings to be nurtured and educated," the statement says, NCLB has encouraged school districts to regard children as "products to be tested and managed". The Council's Committee for Public Education has raised ten "moral concerns" about NCLB, including the following:

- By setting "an impossibly high bar – that every single student will be proficient in reading and math by 2014 – we fear that this law will discredit public education when it becomes clear that schools cannot possibly realize such an ideal."
- NCLB "blames schools and teachers for many challenges that are neither of their making nor within their capacity to change."
- "The relentless focus on testing basic skills... obscures the role of the humanities, the arts, and child and adolescent development."
- NCLB "makes demands on states and school districts without fully funding reforms that would build capacity to close achievement gaps."

Among the groups represented by the committee are the Disciples of Christ, the Episcopal Church, the Evangelical Lutheran Church of America, and the Presbyterian Church (USA).

● *Source: NSBA School Board News, December 6, 2006*

Grants Available to New Mexico Schools

**More than half of the following Grants were provided by “Grant Winner,” published periodically in School Board News to help school board members, school district administrators, and grant writers learn about new funding opportunities. Judy Liberson, Writer/Consultant.
**Other grant information from the “Grant Station e-zine”*

Bank of the West

Purpose: Support non-profit organizations that provide after-school tutoring and mentoring programs; literacy and library programs for youth and adults; and education programs in the arts and sciences.

Amount available: Varies

Deadline: None

Contact: Contributions Manager, Administration – Charitable Contributions Program, Bank of the West, 300 S. Grand Ave, MSN #SC-CAL-06-B, Los Angeles, CA 90071 or www.bankofthewest.com/in_contributions.htm

Barnes & Noble

Purpose: Supports K-12 literacy programs in Barnes & Noble communities.

Amount available: Amounts vary

Deadline: None

Contact: Grant applications should be sent to local store managers. www.barnesandnobleinc.com

Christensen Fund – Geographic Bio-Cultural Focus

Purpose: Supports geographic diversity education programs.

Amounts available: Awards range from \$50,000 to \$100,000

Eligible applicants: Southern schools and school districts

Contact: The Christensen Fund, 349 University Ave., Palo Alto, CA 94301; www.christensen-fund.org

Frost Foundation

Purpose: Supports education programs.

Eligible applicants: Schools and school districts in New Mexico and Louisiana

Deadline: December

Contact: Mary Amelia Whited-Howell, President, The Frost-Foundation Ltd., 511 Armijo St, Santa Fe, NM 87501; (505) 222-9046; www.frostfound.org

General Mills Foundation

Purpose: Aims to improve K-12 educational programs

Amount Available: Awards range from \$5,000 to \$50,000

Deadline: None

Contact: Reatha Clark King, Executive Director, General Mills Foundation, P.O. Box 1113, Minneapolis, MN 55440; (612) 540-7891; www.generalmills.com

History Channel – Save Our History

Purpose: Funds programs that integrate local history into classroom instruction.

Eligible applicants: Schools and school districts working in collaboration with other organizations, such as libraries or museums.

Deadline: June 2

Contact: info@saveourhistory.com; www.saveourhistory.com

NASA – Achievement of Excellence in Science, Technology, Engineering, and Mathematics Diversity Outreach

Purpose: Supports science, technology, engineering, and mathematics education programs in schools with an identified underserved population.

Amount available: Up to \$50,000

Eligible applicants: K-12 schools

Deadline: See website for details

Contact: Go to www.nasa.gov for specific information

National Council for the Social Studies – CiviConnections Grants for Service Learning Projects

Purpose: Funds programs that engage students in in-depth social studies projects that directly benefit community needs and interests.

Amount available: \$7,500 award packages

Eligible applicants: Teams including teachers and community organizations

Contact: National Council for the Social Studies, 8555 16th Street, Silver Spring, MD 20910; www.civiconnections.org

National Council of Teachers of Mathematics – Clarence Olander Grants

Purpose: Supports in-service education programs for elementary school teachers.

Amount available: Award will not exceed \$2,000

Eligible applicants: Elementary Schools and School Districts

Deadline: December

Contact: Mathematics Education Trust, NCTM, 1906 Association Drive, Reston, VA 20191; www.nctm.org

Nickelodeon “Let’s Just Play” Giveaway

Purpose: Supports after-school community-based K-9 education programs.

Amounts available: \$5,000

Deadline: May 31

Contact: Nickelodeon’s “Let’s Just Play” Giveaway, P.O. Box 10850, Rochester, N.Y. 14610; www.nick.com

Target – Arts & Reading Grants

Purpose: Supports programs that help school-age children foster a love of reading.

Amount available: Awards range from \$1,000 to \$3,000

Eligible applicants: Schools

Deadline: May 31

Contact: Go to www.trage.com for local contact information.

Vulcan Materials Company Foundation

Purpose: Support public education authorities’ efforts to improve educational systems in Vulcan communities.

Eligible applicants: New Mexico schools are eligible – they are within Vulcan’s Western Division

Amount available: Varies

Deadlines: None

Contact: www.vulcanmaterials.com/social.asp?content=guidelines#education

MARK YOUR CALENDAR!

**Celebrating Opportunities
for Hispanic Students**
April 28-30, 2006
Wyndham Buttes Resort
Tempe, AZ

School Law Conference
June 9-10, 2005
Sheraton Old Town
Albuquerque, NM

Leader's Retreat
July 21-22, 2006
Sagebrush Inn
Taos, NM

Information will be available on the NMSBA website.
Go to www.nmsba.org, and from the homepage choose "Conferences"

Tidbits...

L.A. School Board Candidates Asked to Do the Math

After a recent *Los Angeles Times* series found that many students drop out of school because of their inability to pass algebra, a *Times* reporter asked four candidates for the Los Angeles Unified School Board and one current board member to solve simple algebra problems, such as: Solve for X: $2X - 14 = 7 - X$ with a stopwatch ticking as they worked the problem. Among the four candidates: One answered incorrectly, two correctly, and a fourth declined to try. The current board member answered his algebra problem correctly. The mayor said he thought the test was a "bit of a cheap shot," the *Times* reports. The Board member refusing to try stated that she didn't need algebraic math in her everyday life... What do you think? (The answer to the problem above is: $X = 7$.)

• Source: NMSBA Boardbuzz weblog

Bill Would Allow Administrators to Carry Firearms

Legislation has been proposed in Oklahoma to allow superintendents and principals to carry firearms. State Representative Bud Smithson (D-Saslaw), a retired firearm safety instructor and retired police officer, introduced the bill because, "Our school administrators, especially in rural areas, need to be able to protect their students when violence erupts in the schools." He introduced the measure at the request of Lucky McCrary, superintendent of the Belfonte School District, who says his district is 17 miles from the nearest police station. Noting that it could take police half an hour to arrive, he says, "I am the first line of protection for my students, staff and property."

The bill would allow administrators to carry firearms if they have a "valid concealed handgun license" and a letter of approval from a majority of school board members. The Oklahoma State School Boards Association opposes the bill "because of the potential liability issues and because none of the school shootings we've studied could have been prevented if administrators were armed," says Julie Miller, general counsel and director of policy services. A final decision will be available the last day in May when Oklahoma's legislative session ends.

• Source: NSBA School Board News, February 2006

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