New Mexico School Boards Association
2026 Fall Region Meetings

450 Strong!

NMSBA Update

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Serving New Mexico's School Boards since 1958

AB



Vision

The New Mexico School Boards Association aspires to be recognized as the premier source of development and support for local boards of education in New Mexico. The NMSBA will be known as the leading advocate for local boards in their role of insuring that all students will graduate from New Mexico high schools prepared for a quality life and committed to improving society.

Mission

The New Mexico School Boards Association is the member organization for all of New Mexico's school boards to support their efforts in providing a quality education for all students of New Mexico. The NMSBA serves its members through:

- Commitment to local autonomy
- Advocacy at the state and federal level for commonly held needs
- Leadership development services and training for local school boards
- Encourage collaboration with community, elected officials and other educational organizations in areas of common interest.

New Mexico School Boards Association

2026 Board of Directors

Executive Board	President	Marvyn Jaramillo	(Mesa Vista)
	President-Elect	Terry O'Brain	(Hobbs)
	Vice President	Toby Willis	(Logan)
	Secretary-Treasurer	Patrick Cohn	(Silver)
	Immediate Past-President	Pauline Jaramillo	(Socorro)
Region I	President	Gary Montoya	(Central)
	Vice-President	Priscilla Benally	(Gallup-McKinley)
	Secretary	Christina Aspaas	(Central)
Region II	President	Toby Velasquez	(Pojoaque)
	Vice-President	Adan Delgado	(Cuba)
	Secretary	Cynthia Spray	(Taos)
Region III	President	Linda Montoya	(West Las Vegas)
	Vice-President	Monica Aragon	(Mora)
	Secretary	Tony Rubin	(Wagon Mound)
Region IV	President	Christopher Matson	(Vaughn)
	Vice-President	Pauline Jaramillo	(Socorro)
	Secretary	Albert Chavez	(Moriarty-Edgewood)
Region V	President	Inez Rodriguez	(Portales)
	Vice-President	Toby Willis	(Logan)
	Secretary	Kene Terry	(Logan)
Region VI	President	Travis Glenn	(Tatum)
	Vice-President	Patti Ann Ancell	(Lovington)
	Secretary	Mona Kirk	(Roswell)
Region VII	President	Lance Wright	(Cloudcroft)
	Vice-President	Luther Light	(Ruidoso)
	Secretary	Teresa Tenorio	(Las Cruces)
Region VIII	President	Patrick Cohn	(Silver)
	Vice-President	Alyssa Esquivel	(Lordsburg)
	Secretary	Brandy Johnson	(Deming)

Large District Representatives

Ronalda Tome-Warito (Albuquerque) Claudia Rodriguez (Gadsden)
Pamela Cort (Las Cruces) Kevin Mitchell (Gallup-McKinley)
Michael Berry (Rio Rancho) Lisa Maxwell (Farmington)
Carmen Gonzales (Santa Fe) Kerry Romine (Hobbs)

Past State Presidents

Terry Martin (Clovis) Dymorie Maker (Lovington)
Christine Ludi (West Las Vegas)

Ex-Officio Non-Voting Members

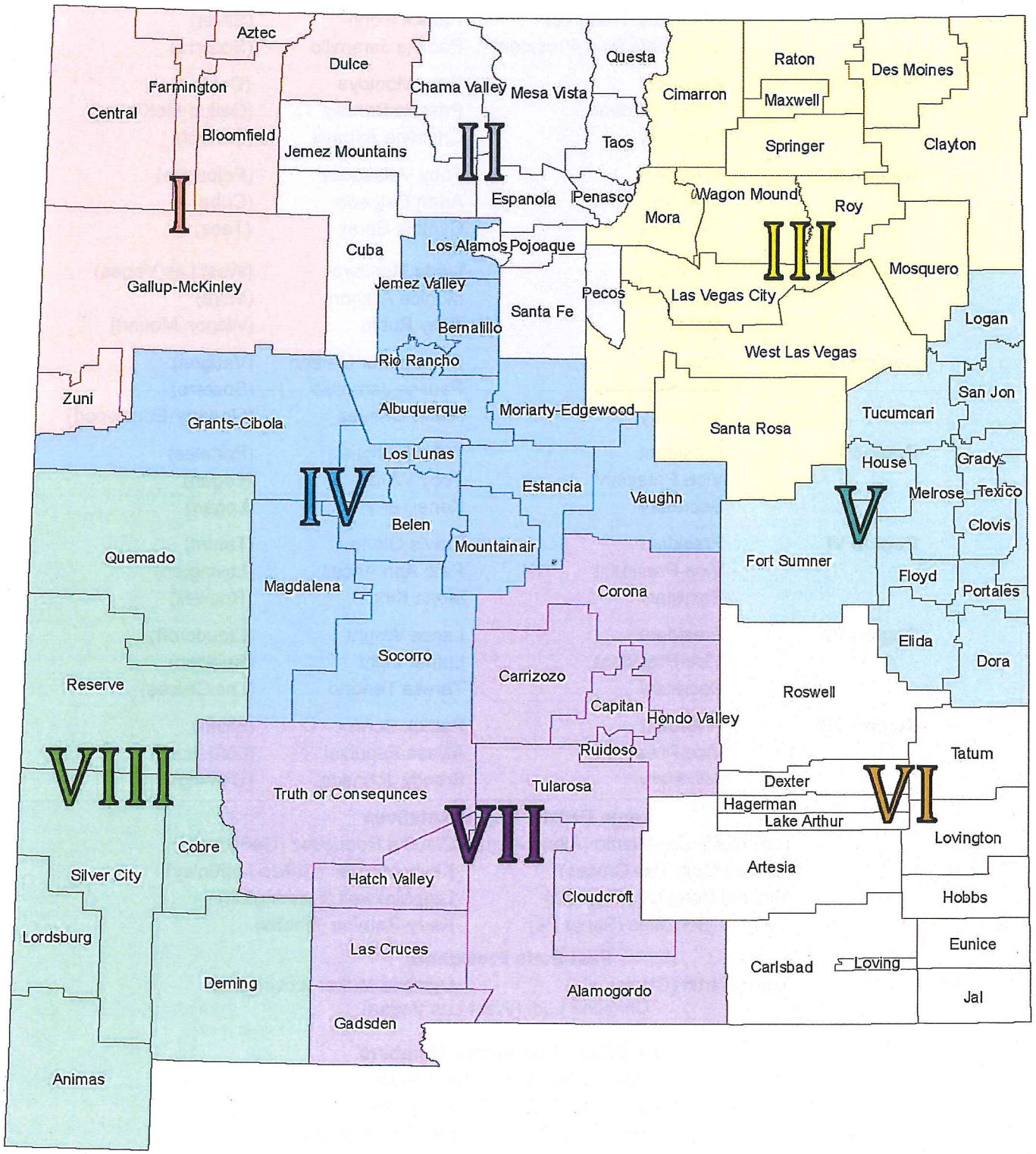
Joe Guillen, Executive Director
Carlos Padilla, Cuddy McCarthy Law Firm
Steven Carrillo, NM Public Education Commission

Association Staff

Joe Guillen, Executive Director
Carolyn Mole, Finance Director ◆ Elizabeth Egelhoff, Program Director

4/29/26

New Mexico School Board Association Region Map



Created 7/20/17
By AM PSFA
Sources: NMSBA & PSFA

New Mexico School Boards Association
Region Membership

REGION I	REGION II	REGION III	REGION IV
Aztec	Chama Valley	Cimarron	*Albuquerque
Bloomfield	Cuba	Clayton	Belen
Central	Espanola	Des Moines	Bernalillo
Dulce	Jemez Mountain	Las Vegas City	Grants/Cibola
Farmington	Los Alamos	Maxwell	Estancia
Gallup/McKinley	Mesa Vista	Mora	Jemez Valley
Zuni	Pecos	Mosquero	Los Lunas
	Penasco	Raton	Magdalena
	Pojoaque	Roy	Moriarty/Edgewood
	Questa	Santa Rosa	Mountainair
	Santa Fe	Springer	Rio Rancho
	Taos	Wagon Mound	Socorro
		West Las Vegas	Vaughn

REGION V	REGION VI	REGION VII	REGION VIII
Clovis	Artesia	Alamogordo	Animas
Dora	Carlsbad	Capitan	Cobre
Elida	Dexter	Carrizozo	Deming
Floyd	Eunice	Cloudcroft	Lordsburg
Ft. Sumner	Hagerman	Corona	Quemado
Grady	Hobbs	Gadsden	Reserve
House	Jal	Hatch	Silver
Logan	Lake Arthur	Hondo	
Melrose	Loving	Las Cruces	
Portales	Lovington	Ruidoso	
San Jon	Roswell	T or C	
Texico	Tatum	Tularosa	
Tucumcari			

* Seven Member Board

New Mexico School Boards Association

ARTICLE CXI - REGION ORGANIZATION

Section 1. Eight Geographic Regions
The State of New Mexico shall be divided into eight (8) geographic regions.

The member local school boards shall be placed in the region determined by the Board of Directors. Membership in a region organization may be changed upon petition of a local board of education and approval by the Board of Directors.

Section 2. Region Officers
The region officers shall be the President, Vice-President, and Secretary.

a. Term of Office

Term of office shall be two years. The election shall be held at the spring region meeting of even numbered years. If extenuating circumstances do not permit an election to be held, current officers shall serve until the next regular region meeting, at which time the election will be held to fill the offices for the remainder of the term. Region officers are elected by the membership and are eligible for re-election to office. Region officers shall assume their duties immediately.

b. Duties

1. Region President.
   a. Plan region meeting program in concert with NMSBA office and host school district.
   b. Appoint representative to NMSBA Resolutions/Legislative Committee.
   c. Serve on Nominating Committee.
   d. Serve on NMSBA Board of Directors.
2. Region Vice President.
   a. Assume the duties of the Region President in the absence of the Region President.
   b. Serve on the NMSBA Board of Directors.
3. Region Secretary.
   Serve on the NMSBA Board of Directors.

*

c. Vacancies

A vacancy occurring at the region level may be filled by the Region President. The Vice-President shall assume the office of President in case of a vacancy in the office of President. The Secretary shall assume the office of Vice President in case of a vacancy in the office of Vice-President. The appointed officers shall fill vacancies until the next regular election.

Section 3. Meetings
Region meetings shall be held in the fall and spring of each year. The Executive Director, with the aid of the host school districts, shall prepare a schedule of region meetings.

***Article BV Section 1. Resolutions/Legislative Committee**

Members of the Resolutions/Legislative Committee shall be appointed as follows: **Each region shall elect one member, each region president appoints one member, and the State President appoints one member from each region. Elected members and those appointed by the Region President shall serve two (2) year terms.** Members appointed by the State President shall serve a one (1) year term. The President-Elect shall serve as Chairman of the Resolutions /Legislative Committee.

Congressional Update

Senate May Follow House Lead and Adjourn Until After the Midterm Elections

Senate Majority Leader John Thune (R-SD) has not yet decided if the September session will be cut short to allow lawmakers to return early to the campaign trail. Thune is weighing a return to the campaign trail against the need to address voter unease with inflation and gas prices. The upcoming schedule will be discussed during a closed-door meeting this week. Learn more here. Should the Senate follow the House's lead and leave Washington earlier than anticipated, Congress is not expected to reconvene until after the midterm elections, when federal leaders will have only a short window to complete work on the fiscal year 2027 appropriations process and other year-end priorities.

Sen. Sanders Unveils Bill to Ban AI and Create Department of AI

Sen. Bernie Sanders (D-VT) and Rep. Greg Casar (D-TX) introduced legislation that would permanently prohibit the development of "artificial superintelligence," defined as artificial intelligence (AI) exceeding human cognitive abilities or capable of enabling humanity's destruction or disempowerment. The measure would also pause development of the most advanced AI systems until a proposed federal Department of Artificial Intelligence establishes safety standards and approves their deployment. Violators could face substantial penalties, including prison sentences of up to 20 years in some circumstances. Sanders argued that society should not create systems able to operate beyond human control. The proposal has drawn support from some employees and researchers at major AI companies. Learn more here.

Selected New Education-Related Legislation

S.5456 — 119th Congress (2025-2026) A bill to prohibit the Secretary of Education from garnishing social security payments from individuals in default on their Federal student loans. **Sponsor:** Sanders, Bernard [Sen.-I-VT]

S.5451 — 119th Congress (2025-2026) A bill to amend the Higher Education Act of 1965 to require that recipients of Pell Grants be citizens or nationals of the United States. **Sponsor:** Banks, Jim [Sen.-R-IN]

H.R.10528 — 119th Congress (2025-2026) To amend the Financial Literacy and Education Improvement Act to include secondary schools in best practices for teaching financial literacy, and for other purposes. **Sponsor:** Valadao, David G. [Rep.-R-CA-22]

H.R.10515 — 119th Congress (2025-2026) To establish a human-centered Federal framework for artificial intelligence in education and the workforce, promote the ethical and responsible teaching and learning of artificial intelligence, provide for equitable access to artificial intelligence-ready workforce development, safeguard student and worker data privacy, and for other purposes. **Sponsor:** Bonamici, Suzanne [Rep.-D-OR-1]

Administration Update

NSBA Joins More Than 30 Organization in Urging ED to Protect Federally Funded Research and Development

On Sept. 23, NSBA joined a letter from the Alliance for Learning Innovation (ALI) and its member organizations addressing the U.S. Department of Education's (ED) proposed revisions to the Education Department General Administrative Regulations (EDGAR) under Docket ID ED-2026-OPEPD-2542. The coalition warns that several proposed provisions—such as eliminating Federal Register notices, introducing competitive preferences for lower indirect cost rates, expanding termination authorities, altering multi-year funding structures, and revising evidence definitions—would introduce unnecessary funding uncertainty, limit the applicant pool, and jeopardize the integrity and objectivity of federally funded education research and development. The letter urges ED to reconsider these provisions, protect multi-year research projects from disruption, maintain clear and transparent merit-based standards, and engage closely with stakeholders to ensure federal investments continue to foster evidence-based innovations that support students and educators. Read the letter.

Education Secretary Visits West Virginia

On Sept. 17, Education Secretary Linda McMahon visited West Virginia as part of her 50-state "Returning Education to the States" tour. She met with students, educators, and community leaders to discuss literacy, science, career and technical education, and workforce preparation; the tour aims to gather practices to share with states nationwide.

ED Approves Workforce Pell Programs in Texas

The U.S. Department of Education (ED) approved six new Workforce Pell Grant programs in Texas. Texas is now the fourth state to receive program approvals. Approved programs at the selected Texas community colleges include electrical power lineman, phlebotomy technician, pharmacy technician, HVAC, basic machining, and advanced machining. Learn more here.

Education Department Rolls Out FAFSA Form

The U.S. Department of Education released the 2027-28 FAFSA. The agency says that the redesigned application uses clearer language, reduces jargon, permits students to invite required contributors by text or email, and takes about 15 minutes on average to complete. Learn more here.

GAO Reviews Chronic Absenteeism Data, Suggests Improved Oversight for ESEA Funds

The Government Accountability Office (GAO) published a report regarding K-12 chronic absenteeism and the potential for waste, fraud, and abuse of Title I ESEA funds given the U.S. Department of Education's (ED) changes in monitoring data reported from states. The GAO was asked to review federal oversight related to chronic absenteeism, examine how states incorporated it into their statewide accountability systems, and how ED is monitoring the federal requirements. GAO utilized data on chronic absenteeism from the 2022-2023 school year, which is the most recent data available. GAO reported that, since ED suspended most of its monitoring of K-12 education programs, this puts ESEA funding at "heightened risk for undetected fraud, waste, and abuse." The report can be found here.

Judge Blocks Trump's $600 Million Cuts to DEI Grant Funding for Teachers

On Sept. 17, a federal judge in Massachusetts permanently blocked the Trump administration's directive cutting roughly $600 million in federal teacher training grants that it associated with diversity, equity, and inclusion initiatives. Judge Angel Kelley held that the Education Department acted arbitrarily and capriciously because it did not adequately define "DEI" or explain why the affected programs were discriminatory, leaving grantees and agency official without workable standards. The case was brought by eight Democratic-led states, which argued that the cuts threatened congressionally authorized programs designed to recruit and prepare teachers for high-need rural and urban schools. Read more.

NSBA Update

WEBINAR THIS WEDNESDAY: What Board Members Need to Know About the Federal Education Freedom Tax Credit

The U.S. Treasury Department is expected to release regulations Sept. 30th on the Federal Education Freedom Tax Credit passed by Congress in the One Big Beautiful Bill. The Federal Education Freedom Tax Credit will take effect on Jan. 1, 2027, creating a new opportunity for taxpayers to direct up to $1,700 in federal tax liability to Scholarship Granting Organizations that support K–12 students through scholarships, tutoring, and other educational services.

Join NSBA on Sept. 30 at 6 p.m. ET for a timely discussion examining how the new regulations may affect students, families, school districts, and local governance. School board members will leave with a clear understanding of the program, implementation timeline, and key considerations for district leadership. Register for the webinar.

NSBA Reaffirms Support for the IDEA 40 by 40 Campaign
NSBA is proud to reaffirm its support for the IDEA 40 by 40 Campaign, a national effort lead by state school boards association staffers focused on fulfilling the federal government's longstanding commitment to fully fund the Individuals with Disabilities Education Act (IDEA).

NSBA was among the early reviewers and adopters of the campaign and recognizes the importance of ensuring that students with disabilities receive the resources, services, and educational opportunities they deserve. For decades, school districts have carried the burden of a significant federal funding shortfall, requiring local communities to make difficult budget decisions to meet federally mandated obligations.

The 40 by 40 Campaign seeks to build momentum around achieving Congress's original commitment to provide up to 40 percent of the excess cost of educating students with disabilities. Fully funding IDEA would provide meaningful financial relief to local school districts and help ensure continued access to high-quality special education services for millions of students nationwide.

As part of our commitment to this effort, NSBA will dedicate time and space during the 2027 Advocacy Institute, Jan. 31-Feb. 2, 2027, in Washington, DC, for members to engage in substantive discussions about the campaign. This dedicated forum will provide an opportunity for school board leaders, state association representatives, and advocacy professionals to share strategies, discuss policy developments, and develop coordinated advocacy plans to advance the campaign's goals.

NSBA encourages all members to join the campaign, engage with their federal policymakers, and join NSBA in advocating for the federal government's full commitment to students with disabilities and the public schools that serve them. Click here to visit the campaign website. Click here to download the toolkit.

October 2026 Issue of ASBJ Now Available

The October 2026 cover story of NSBA's *American School Board Journal* (*ASBJ*) examines the district and school board role in encouraging and cultivating student leadership. The issue also focuses on the importance of solidifying reading skills in first grade for students' long-term success; student-led Individualized Education Program (IEP) meetings as another opportunity to help students find their voice and succeed; and public microschools, among the latest additions to the education choice landscape.

Plus, why school boards must sunset programs that don't work; guidance on crafting a competitive 2027 Magna Awards application; interviews with Danielle Crankfield, the National School Counselor of the Year, and literacy advocate Kareem Weaver, a keynote speaker at this year's Council of Urban Boards of Education Annual Conference. Read the issue.

Video Available: Leading the School Safety Conversation in Your District

The National School Boards Association, Make Our Schools Safe, and CENTEGIX recently hosted a webinar focused on the role school boards and school communities play in advancing safer schools.

By watching the webinar, viewers will learn how to:

- Recognize the board's role in school safety leadership, including governance, policy, funding, and advocacy.
- Ask better questions about emergency preparedness and district readiness.
- Evaluate school safety priorities in context, including Alyssa's Law, funding, emergency response practices, and modern safety technologies.
- Move from education to action using practical resources to engage superintendents, district leaders, and fellow board members.

Watch the webinar.

Navigating the Unthinkable: A Practical Blueprint for School Crisis Recovery

Navigating the aftermath of a school shooting or major tragedy is a reality no educational leader wants to face, yet one that demands immediate, compassionate, and experienced leadership. Published by the National Association of Secondary School Principals (NASSP) and its Principal Recovery Network—a group of current and former school leaders who have lived through these tragedies—the *Guide to Recovery* offers a vital collection of real-world best practices. Built from the collective wisdom of educators who have walked this path, the resource serves as an invaluable roadmap for managing everything from immediate crisis response to long-term community healing. Download the report.

Building School-Community Trust Through Everyday Interactions

A new national research report from the National School Public Relations Association (NSPRA) and Qualtrics, *Strengthening Trust Through a Better K-12 Customer Experience*, reveals that public trust in schools is built or broken in the everyday details. While major district decisions and crisis responses matter, the study shows that 75% of school communication professionals believe positive, routine interactions—such as calling the main office, navigating a website, or completing registration—significantly strengthen community trust. Among districts rated highly effective at delivering consistent experiences, that figure jumps to 94%, emphasizing that customer experience is fundamentally a trust issue.

However, the report also highlights a notable gap between priority and practice: while nearly two-thirds of respondents (63%) say intentionally shaping positive external experiences is a high priority, only 38% feel their district executes them consistently. Respondents cited operational hurdles—including limited staff capacity, unclear ownership, and decentralized school-level autonomy—as primary barriers. To bridge this gap, district leaders and communicators must look beyond isolated messaging and focus on establishing clear, documented expectations and shared processes that ensure every family receives a welcoming, reliable experience across every school and department. Read the report.

In Case You Missed It

NSBA 2027 Registration and Housing Are Open

Register now to save and secure your first-choice hotel before availability becomes limited. This is your opportunity to get a head start on planning for one of the premier gatherings of school board members, education leaders, and public K-12 decision-makers from across the country.

Join thousands of your peers for inspiring keynote speakers, timely breakout sessions, unmatched networking, engaging site visits, and more at the NSBA 2027 Annual Conference, **April 2–4, in Washington, D.C.**

Registration Now Open for NSBA's 2027 Leadership Seminar

Registration for the **2027 NSBA Leadership Seminar**, Jan. 29–30, in Washington, D.C., is open! Designed for state association leaders, this professional learning experience explores essential leadership competencies through skill-building, self-reflection, and peer collaboration. Join colleagues from across the country to strengthen your leadership, expand your network, and gain practical strategies to advance organizational collaboration, shared vision, and innovation.

If you are registering for both Leadership Seminar and Advocacy Institute, we have made it easier to register for both meetings. Please register for the Leadership Seminar first and select the BUNDLE: NSBA Leadership Seminar and Advocacy Institute option. Click here to learn more.

Registration Now Open for NSBA's 2027 Advocacy Institute

Be among the first to secure your spot for the **2027 NSBA Advocacy Institute**, Jan. 31–Feb. 2, in Washington, D.C. The Advocacy Institute will explore the latest developments in education policy and legislation to empower school board members and education leaders with the knowledge, tools, and strategies needed to navigate policy conversations, influence decision-makers, and lead on behalf of their students and communities. Register today and save!

NSBA Endorses Bipartisan NEED Act to Fuel Classroom Innovation and Modernize Data

NSBA has officially endorsed the New Essential Education Discoveries (NEED) Act, a bipartisan bill reintroduced by Senators Michael Bennet (D-CO), Chris Van Hollen (D-MD), and Thom Tillis (R-NC) to drive evidence-based innovation and research in America's schools.

Supported by nearly 65 national organizations, the legislation creates a dedicated federal engine for education research and modernizes state data systems to give educators the tools they need to meet the challenges of a 21st-century economy. The legislation would create a national center within the U.S. Department of Education that advances high-risk, high-reward education research projects, similar to the model employed by the Defense Advanced Research Projects Agency (DARPA). It would also upgrade Statewide Longitudinal Data Systems (SLDS) to help states securely track student progress from K-12 into the workforce, providing transparent insights while protecting student privacy.

For school board members, superintendents, and local education leaders, the NEED Act represents a vital shift toward proactive federal support. Rather than navigating complex modern challenges in isolation, districts would gain a unified pipeline for scalable, evidence-backed tools and reliable data. This infrastructure would ensure that local educational agencies have the resources and research required to evaluate interventions, close achievement gaps, and effectively prepare students for the future. Learn more.

NSBA CEO on "Empowering Careers" Podcast on Expanding Pathways for Students

The latest episode of the DeBruce Foundation's *Empowering Careers* podcast features a conversation between host Dr. Leigh Anne Taylor Knight and Verjeana McCotter-Jacobs, Executive Director and CEO of the National School Boards Association. Drawing on a career that spans corrections, law, and public education, McCotter-Jacobs shares candid insights into why "college readiness" and "career readiness" shouldn't be treated as separate paths, how school boards — often seen as far removed from the classroom — actually shape whether students have real options for their futures, and what true educational equity looks like in practice: giving every child what *they* specifically need to thrive.

Along the way, the conversation touches on leading through uncertainty, building confidence in young people, and the power of cross-sector partnerships to expand opportunity. It's a powerful listen for educators, board members, and anyone invested in preparing students for multiple possible futures. Access the podcast here.



NEW MEXICO SCHOOL BOARDS ASSOCIATION

SCHOOL BOARD LEGISLATIVE ADVOCACY TOOLKIT

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ADOPT-A-LEGISLATOR

The Adopt-a-Legislator program is a proven strategy to help New Mexico school board members become effective advocates for their school districts. The goal of the program is to help each board member develop a meaningful relationship with one of the policymakers who represents your school district. Below are steps for implementing the Adopt-a-Legislator program in your school district:

(1) **Each board member adopts a legislator.** The board president asks members to volunteer to "adopt" one of the legislators who represent the school district. A board member assumes responsibility for adopting only *one* legislator, so that the advocacy responsibility is not overly burdensome.

(2) **Board members initiate a relationship with his/her adopted legislators:**
- Meet with the adopted legislator at the district offices to get to know one another, without discussing too many education issues;
- Provide the legislator and his/her staff with basic facts about your school district, preferably in written format which the legislator's staff could retain for future reference; and,
- Send a short thank you note, offering to serve as a resource to the legislator and his/her staff.

(3) **Board members continue to build a relationship with the adopted legislators:**
- Invite the adopted legislator to attend the hearing on the district's budget;
- Invite the adopted legislator to back-to-school events; allow the legislator to address the audience;
- Arrange briefings for the legislator by key district staff (e.g., business manager, personnel director, superintendent and assistant superintendents, principals, and teachers);
- Meet regularly with the adopted legislator to discuss how various laws are affecting your district and challenges your district faces that could be remedied through legislation; and,
- Share with the adopted legislator NMSBA's Legislative Program when it is published in early January and discuss additional legislative issues that your district may have identified.

(4) **Board members share personal contact information with their adopted legislators.** Each board member should share his/her e-mail address, cell phone number and home phone number with the adopted legislator so that the legislator can contact the member for guidance about the local impact of pending legislation.

(5) **Board members communicate with their adopted legislators on a timely basis.** Before the legislator votes on pending legislation/ rules, the member responsible for that legislator should make contact via telephone, e- mail, or fax to explain the impact legislation/rules would have on the school district and request that the adopted legislator vote for/against the legislation.

(6) **Board Members recognize and thank their adopted legislators.** Periodically, members should recognize and thank their adopted legislators with a personal letter, an article in the district's newsletter, or a small reception for the work he/she has done on behalf of their school district.

Please call Joe Guillen, NMSBA Executive Director, with any questions regarding the Adopt-a-Legislator Program at (505) 983-5041.



GETTING READY FOR THE SESSION
(Suggested Tasks and Timeline for Boards)

The 2027 New Mexico Legislature will convene in Santa Fe on January 19, 2027. What happens in Santa Fe for the next 60 days will inevitably affect your school district and your decisions as a school board member. Is your board ready to promote the interests of your students during the legislative session?

Below are suggested tasks and timelines to help your board *impact* and *monitor* the legislative process to ensur e that the laws that pass will *help* your district educate its students:

A. Late November: Determine the District's legislative priorities

In anticipation of the upcoming legislative session, the board should focus on what needs to be accomplished legislatively on behalf of the district. The district may create its own legislative agenda and help promote the NMSBA Legislative Program which reflects the legislative priorities of New Mexico's school districts. This year's legislative resolutions are already available at www.nmsba.org, along with an explanation of the process through which the legislative program will be developed.

B. Early December: Create Legislative Subcommittee

The board should decide whether all members want to be active advocates during the session or whether to designate a "legislative subcommittee" composed of board members who would be willing to:

a. *Contact legislators* about the local impact of pending legislation throughout the session
b. *Testify before the legislature* on behalf of the district (as necessary)
c. *Ensure that other board members are aware* of pending or passed legislation and regulatory rules. NMSBA provides regular legislative updates to school all school board members and superintendents.

C. Early December: Learn about the "hot" issues

Board members may want to learn about the issues that will likely be addressed in legislation during the session. Issue papers provide background information and explain the pro/con arguments surrounding the "hot issues." Issue papers are available from many sources, including on the NMSBA.

D. Early December: Designate the district's "on-call representatives"

Designate a person or group of persons to be the district's "on call representatives" during the session to answer questions from legislators and legislative staff about the impact of pending legislation on your district. The "on-call representatives" should include both board members (i.e., the board's legislative subcommittee) and key district administrators, as legislators need to hear both perspectives.

E. Mid-December: Host a luncheon for your district's legislators

Schedule a luncheon with the delegation of legislators who represent your school district and/or region. At the luncheon, provide each legislator with contact information for your district's "on-call representatives."

F. Early January: Meet with individual legislators

The board or the board's legislative subcommittee should meet with each of the state legislators who represent your school district and/or region to discuss issues important to your district and/or the local impact of pending legislation.

G. January – February: Frequent legislative briefings

Every week (or more frequently as the session progresses), the board's legislative subcommittee and key district administrators should discuss the progress of the district's legislative priorities and/or key legislation and strategize about how to help the district's legislators move that legislation through the process. Open Meetings Act procedures should be followed, as necessary. NMSBA can provide written legislative updates, as well as bill summaries, to help board members monitor the progress of legislation that will affect New Mexico school districts. Legislative updates are e-mailed to all board members throughout the session.

H. Ongoing Throughout Session: Contact district's association partners

Throughout the session, the board's legislative subcommittee should contact the NMSBA Executive Director or Legislative Liaison at (505) 983-5041 and the district's other association partners regarding the sharing of information and the education of decision-makers and staff.



LEGISLATOR VISITS AND ENSUING DISCUSSION

There is a real need to help our legislators to be knowledgeable about our local school districts so that they can make informed decisions. Schools are changing and the media is often unaware because of a strong public relations campaign and media policy. The following pointers are suggested to help you to be more effective in communicating to your legislators:

• Show legislators how schools have changed. Many things legislators hear that people want are already happening, let them know it. Share your school's innovative problem solving ideas and how your Board has been diligent with the resources available.

• Show legislators how the current accountability process is working. They need to see how parents are involved, how goals are being used, and how progress is being assessed.

• Show the effects of inadequate funding. Usually, board members don't like to admit they are having problems. We take visitors to our newest, best buildings and show off the glitzy programs and equipments. While successes do need to be seen, so do the problems - such as the things we want to change, but can't because of inadequate funding.

In short, the sensitivity level of lawmakers must be increased if we expect them to act on our behalf from an informed point of view. Right now, they may have an unfounded perception of the public schools, teachers, administrators and school boards. If their actions are to be changed, they need more information from you.

COMMUNICATING WITH YOUR LEGISLATOR

NMSBA may need to call on board members to present testimony to legislators or legislative committees on issues that concern local districts. Legislators appreciate testimony and input from people in the field. They hear from lobbyists all the time. Here are some effective methods for presenting your views to your legislators or legislative committees:

• Be brief and to-the-point. It is better to make just a few key points than to confuse the legislators with too much detail.

• Know what you want to say. It is much more convincing to present your ideas verbally rather than reading directly from a printed page. Make an outline of key points and practice speaking before you testify.

• Use examples to illustrate. Education testimony can often be complicated and hard to follow. Illustrate your points with stories about how bills would actually affect students.

• Keep your goal in mind. Remember the reason you are discussing or testifying and continue to drive your point home. Don't let legislators questions get you off track.

• Put key points in priority order. If you don't get all the time you need, you'll at least have gotten your main points across.

• Prepare a written summary. You will want to pass this on to legislators or committee members, the staff and the press. This way there is a reference for them later. Put your name and contact information on it for follow-up questions if they have any.

• Get your facts straight. .. and attribute them. Giving credit to the source of your information makes you more credible ... and protects your credibility if the information turns out to be incorrect.

• If you don't know, say so. If you are afraid you'll look foolish by not knowing an answer to a question, just think how foolish you'll feel if you give the wrong answer! If asked a question you cannot answer, say so. Offer to promptly get the information to the legislators, committee and/or staff.

• Tell the truth. Misleading legislators or a legislative committee can come back to haunt you

• Be yourself. Try to relax. You may be nervous the first few times you testify, but you will do a lot more to influence the legislative process if you speak from the heart.

COMMUNICATING BY TELEPHONE

Telephoning a legislator is a legitimate form of lobbying, especially when the legislature is in session. If you are new to this form of persuasion, you may want to follow these tips:

• Call the legislator at his/her office. Identify yourself by name and home town. Identify the bill you wish to speak about by its name and number (example: HB 212).

• Briefly state your position on the bill and how you would like the legislator to vote.

• Ask for your legislator's position on the bill, if the legislator requires further information, supply it as quickly as possible.

• Thank the legislator for past votes. It is important not to be abusive or to threaten the legislator, even if he/she has an unfavorable position on the bill.

• If the legislator is not committed to a position, you may wish to intensify your efforts to have the legislator see you side.

• If the legislature is in session, your legislator could be on the floor of the chamber. When talking to a secretary or legislative aide, identify yourself by name and home town; identify the bill by name and number; and state how you would like your legislator to vote. Leave phone numbers where you can be reached if the legislator has any questions.

COMMUNICATING BY A VISIT

Nothing is more effective than communicating your position face-to-face with a legislator. Here are some ideas for how to do it well:

• If legislators know you have traveled to the Capitol, they will usually try to find some way to meet with you. It's a good idea to drop a note to your legislator ahead of time stating your position and your hope for speaking with the legislator.

• The legislator may neither have read the bill nor have an understanding of it. Your main job is to inform him/her about its impact.

• Attempt to relate to the legislator in a personal way so the legislator will have a frame of reference when the bill is called for vote. For example, if you have social, political or business ties, common church affiliations or a shared community activity, they may serve as identification when your point of view is considered.

• Let your legislators know if you are working with others on the issue, if you are active in the community or if you are representing you school board.

• It is best for board members to visit with legislators in a small group - three is optimum - and to keep the visit as brief as possible. One person should be the main spokesperson.

• A concise, one-page fact sheet on an issue or bill is helpful. Leave it with the legislator as a reminder of the issue and of the visit.

• Don't allow a disagreement over a position to end in harsh words or remarks. For one thing, it will be easier for the legislator to discredit you. Second, you may need to communicate with the legislator on future issues.

NMSBA Virtual Training - Fall 2026 Sessions

Monday, October 26th at 4 PM
Wednesday, October 28th at 4 PM
Thursday, October 29th at 4 PM
Monday, November 2nd at 4 PM
Wednesday, November 4th at 4 PM

Join Zoom NMSBA Virtual Training Modules
https://us06web.zoom.us/j/82418617715?pwd=1q8H2tEk49Xsib09EtjWk0dxC3YriW.1
Meeting ID: 824 1861 7715
Passcode: 657940
Phone: 1-253-215-8782

Lead Facilitator: LeAnne Gandy, Director of Leadership Development, CES

Session Length: 1 hour – Virtual Training via Zoom

Cost: Online Training Module sponsored by the New Mexico School Boards Association and made available on a no cost basis to all NMSBA member districts.

****

Date: **Monday, October 26th at 4 PM**

Title: **Reflect, Refine, Succeed: School Board Self-Evaluation for Effective Governance**

Category: A - Laws, Department Policies, Ethics, Personnel and Equity Practices

Description: This virtual training empowers New Mexico School Board Members to assess and improve their own performance. Participants will explore the legal and ethical foundations of board service, learn how to use self-evaluation tools, and engage in collaborative activities that foster transparency, accountability and continuous improvement. The session blends practical guidance, real-world scenarios and hands-on exercises to help boards strengthen their governance and better serve their communities.

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Date: **Wednesday, October 28th at 4 PM**

Title: **School Finance Fundamentals and Fiscal Oversight**

Category: B - Finance, Budgeting and Fiduciary Responsibilities and Performance-Based Budgeting

Description: This dynamic session takes you beyond the numbers, showing how budgeting can be a powerful tool for driving student success. You'll discover how to make every dollar count, safeguard your district's resources and champion transparency. Through real-world scenarios and interactive discussions, you'll learn how performance-based budgeting empowers school boards to invest in what works – and build trust with your community. Step into your role as a financial steward and leave with practical strategies to ensure your district's resources fuel meaningful results.

NMSBA Virtual Training - Fall 2026 Sessions

Date: **Thursday, October 29th**

Title: **Demystifying Legal Concepts**

Category: C - Legal Concepts

Description: Step into the world of school board legal essentials with this interactive session! You will demystify the rules that keep your board accountable – from protecting student privacy (FERPA), to handling public records requests (IPRA), to running open, transparent meetings. Through practical scenarios and real-life examples, you will gain the confidence to navigate legal requirements, foster community trust and ensure your board's actions are always above board.

****

Date: **Monday, November 2nd**

Title: **Driving Excellence: Evaluating Your Superintendent for District Success**

Category: D - Effective Governance Practices, Superintendent Supervision and Support

Description: This interactive virtual training empowers New Mexico School Board Members to conduct meaningful, fair and effective superintendent evaluations. Participants will learn best practices for setting clear expectations, using objective criteria and fostering a supportive board-superintendent relationship. Through real-world scenarios, collaborative activities and practical tools, board members will gain confidence in guiding their superintendent-and their district-toward continuous improvement.

****

Date: **Wednesday, November 4th**

Title: **Strategic Planning for School Board Members: Navigating Future Success for Student Outcomes**

Category: E - Student Achievement, Support, and Safe Learning Environments

Description: This engaging virtual training empowers New Mexico School Board Members to lead effective strategic planning that drives distinct improvement and student success. Participants will learn how to develop, implement, and monitor strategic plans aligned with their district's vision, mission and goals. Through interactive activities, real-world scenarios, and collaborative discussion, board members will gain practical tools to set priorities, engage stakeholders and ensure accountability.

New Mexico School Boards Association
Upcoming Meetings & Conferences

NMSBA Meetings 2026

Board Institute, February 5-7, 2026, Santa Fe

School Law Conference, June 4-6, 2026, Albuquerque

Leadership Retreat, July 16-18, 2026, Taos

Annual Convention, December 3-5, 2026, Albuquerque

NMSBA Fall Region Meetings 2026

Region II	Monday, September 14, 2026	Los Alamos
Region V	Tuesday, September 15, 2026	Portales
Region VI	Monday, September 21, 2026	Eunice
Region VIII	Tuesday, September 22, 2026	Silver
Region I	Monday, September 28, 2026	Dulce
Region IV	Tuesday, September 29, 2026	Socorro
Region III	Monday, October 5, 2026	Las Vegas City
Region VII	Tuesday, October 6, 2026	Alamogordo

National School Board Association Meetings 2026

NSBA Leadership Conference, January 30, 2026, Wahington, D.C.

NSBA Equity & Advocacy Institute, February 1-3, 2026, Washington, D.C.

NSBA Annual Conference April 10-13, 2026, San Antonio, Texas

National Executive Director's Summer Institute, July 27-30, 2026, Key West, Florida

Western Region State Officers Conference, September 17-20, 2026, Wichita, Kansas

4/23/26

New Mexico NMCEL COALITION of Educational Leaders

Affiliates

Association of Bilingual Educators of New Mexico

Albuquerque Public Schools Principal's Association

Cooperative Educational Services

Coalition of State Supported Schools

Eastern New Mexico Educational Resource Center

New Mexico Activities Association

New Mexico Association of Educational Retirees

New Mexico Association of Elementary School Principals

New Mexico Association of School Business Officials

New Mexico Principals Association

New Mexico Council of Administrators of Special Education

New Mexico Public School Facility Managers Association

New Mexico Regional Educational Cooperatives Association

New Mexico Retired Superintendents Association

New Mexico School Personnel Association

New Mexico School Superintendents Association

Public Charter Schools of New Mexico

Southeastern New Mexico Educational Resource Center

New Mexico School Superintendents Association
New Mexico Coalition of Educational Leaders
FY 27 Legislative Platform

Issue 1: Robust Funding, Protections & School Safety

- **Equitable Programming:** Secure recurring funds for continued **bilingual programming** and targeted **math and literacy grants**, including funds to adequately support staff professional development, to close the achievement gap.
- **Operational Essentials:** Ensure full funding for **transportation needs**, specifically adjusting for fluctuating fuel costs, increase in district costs, rural distance requirements and activity transportation costs.
- **Qualitative Student Outcome Data:** Consistent funding to support the continuous analytical scope using Lexile/Quantile data representing student outcomes, highlighted by the Evress Analytics Whitepaper study.
- **Universal Meals:** Ensure full funding for the **healthy universal meal program** to prevent the need for additional district operational money to supplement a state provided program.
- **Instructional Materials:** Ensure full funding for **instructional materials**, recognizing that stagnant funding does not acknowledge inflationary costs, administrative rule or HQIM professional development requirements. Thus, district operational funding is required to supplement costs.
- **Comprehensive School Safety:** Allocate additional dedicated funds for **infrastructure hardening** (secure entryways), the hiring of **School Security Officers (SROs)**, and allowing districts to use certified **armed guards** in place of SRO's due to issues or lack thereof.
- **Fiscal Autonomy:** Protect **district cash balances** from state "sweeps," allowing schools to maintain such funds for local emergencies and multi-year future project planning.

  Key Reasons for Maintaining Cash Balances

  - **Cash Flow Management:** School district revenue (state and local) is often cyclical, while expenditures (salaries, supplies) are consistent throughout the year. Cash balances act as a buffer, particularly during the summer months when tax revenue is low.
  - **Emergency Reserves:** Reserves provide a safety net for unforeseen costs or revenue shortfalls without requiring immediate, drastic cuts to academic programs or staffing.
  - **Financial Stability & Credit Ratings:** A strong, healthy, or "adequate" balance—often recommended to be 20%–25% of annual expenditures—improves credit ratings, which reduces interest costs on debt for long-term projects.
  - **Operational Contingencies:** They allow districts to cover immediate needs, such as unexpected increases in special education costs or enrollment spikes.

  Generally, these balances are crucial for ensuring the continuity of education and fiscal responsibility, preventing districts from falling into financial distress.

🎓 Issue 2: Empowering Local Innovation via Educational Programming, including Virtual Programs

- **Retain District Flexibility:** Protect the right of local school districts to design and manage their own educational programs rather than being forced into centralized or outsourced state models.
- **Quality Instruction Standards:** Implement rigorous state-approved quality metrics for virtual learning that prioritize student engagement, credentialed local teaching staff, and interactive multimedia curricula.
- **Instructional Delivery:** Grant districts the autonomy to use virtual tools for "inclement weather" days or elective courses that are otherwise unavailable, ensuring learning never stops.

🏛 Issue 3: Transition to a Stable State Board of Education

- **Consistent Leadership:** Legislate a shift from an **appointed Education Secretary** to a **State Board of Education** model to prevent the "revolving door" of leadership often seen with executive appointments.
- **Non-Partisan Governance:** Ensure the board is composed of staggered-term members to maintain institutional knowledge and insulate educational policy from shifting political winds.
- **Accountability:** Establish the Board as the primary body for setting long-term curriculum standards, educational policy and teacher certification, providing a clear and stable vision for the state's schools.

NMAA Update

Presented by:

Dusty Young, Executive Director

Scott Owen, Deputy Director

Gary Allison, Associate Director

J.P. Murrieta, Sports Information Director

Matt Moyer, Board Member

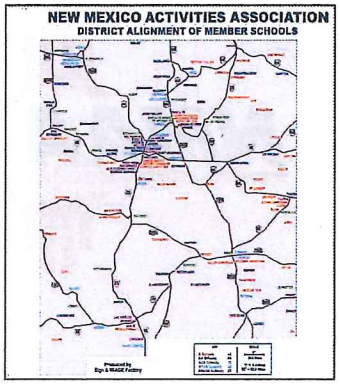


Eligibility Update

- **First Transfer – Immediate eligibility afforded to students making their first "transfer" into an NMAA member school.**
  A transfer student is defined as anyone who changes school after their initial open enrollment choice.
- **Second/Subsequent Transfers** – Students who transfer a second or subsequent time are ineligible for varsity participation in all sports for 365 calendar days from the date of enrollment at the new school unless they qualify for an exception.
- **Initial Observations** – Increased petitions, fewer appeals, non-traditional student issues, transfer timelines, recruitment/following a coach, mass transfers and "super" teams not seen thus far

Classification & Alignment Update

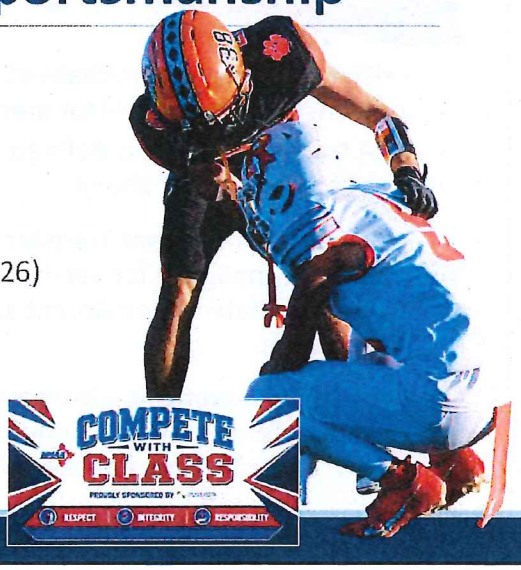
- 2028-2030 Block will be voted on by the Board of Directors in December of 2027.
- Bylaws Committee will discuss new ways of classifying and aligning schools and at least one "new" proposal will be discussed with the membership in 2027.



Compete with Class / Sportsmanship

- Strike Policy
- 9 Total in 25-26 School Year

  **same as 24-25; down from 19 in 23-24*
- Fall Ejections / Incidents (as of 9/10/26)
  - Football – 53 (97 last year) / 3 Strikes
  - Soccer – 40 (99 last year)
- Local Support



Officials' Update

- NMAA's Commitment to Officials' Services
  - New Position – Manager of Officiating Affairs
  - Two Full Time & One Part Time Dedicated to Officials
  - More Training / Educational Resources
  - State Tournament Selection Requirements
  - Recruitment & Retention Still a Priority



NMAA Foundation

Raises funds for student scholarships, school grants/support, & other initiatives

- Distributed $93,000 in scholarships and $20,800 in school grants/support during 2025-2026
- Will distribute $80,000+ in scholarships, up to $23,000 in school grants/support, and up to $15,000 in other initiatives throughout the 2026-2027 school year



Importance of the Athletic Director Role

- Resources for the athletic department are vital for its success – not just funding but human resources via a strong AD/AC as well
- Very difficult to do the job of an AD/AC and assume many other roles (Time)



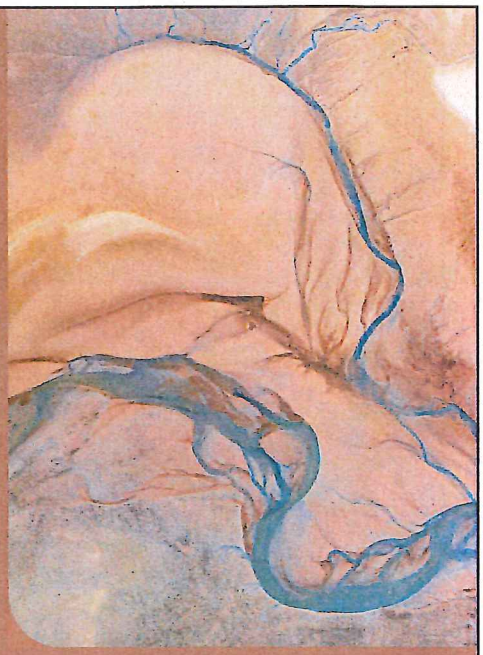
NMAA™
NEW MEXICO ACTIVITIES ASSOCIATION



Questions?

CES NMSBA REGIONAL MEETING PRESENTATION 2026-2027

Presentation subtitle



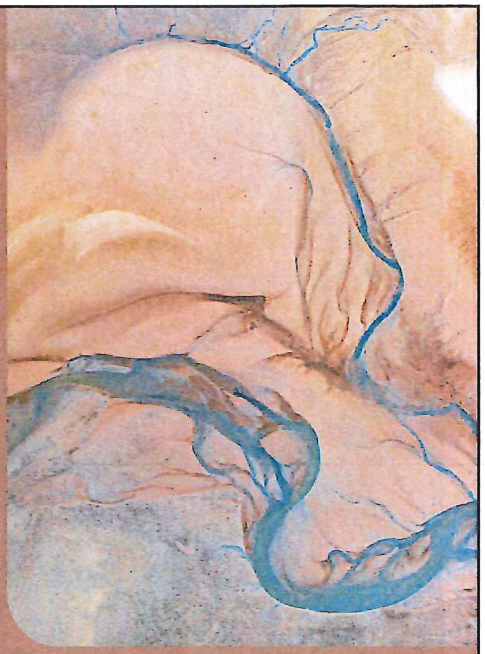
CES/NMSBA TRAINING PROGRAM

Four Training Sessions for 2026-2027

- ❑ December Annual Conference (December 3-5)
  - ❑ Roles and Responsibilities of Board Members
- ❑ February Board Member Institute
  - ❑ Budget and Finance
- ❑ June School Law Conference
  - ❑ Board Superintendent Relationships
- ❑ July Leadership Conference
  - ❑ Strategic Planning

CES NMSBA REGIONAL MEETING PRESENTATION 2026-2027

Presentation subtitle



SIX-YEAR STUDY

Year Four of the Study

1. Fourth Year of the Study
   - Systems are in place
   - Seeing growth in Literacy and Mathematics
2. Refresh of the Strategic Plans
   - Revisited district vision, mission, core values and goals
   - Revised action plans, strategies and key performance indicators
3. Continued Mathematics Professional Development
   - AAIS contractor working with all thirteen districts
4. Disaggregation of Data
   - To the student level
5. Mathematics and Literacy Audits

New Mexico Public Schools Insurance Authority

Created 1986 - Statutes 22-29-2 and 22-29-4

NMSBA Fall 2026 Region Meetings

PATRICK SANDOVAL
EXECUTIVE DIRECTOR
PATRICK.SANDOVAL@PSIA.NM.GOV

MARTHA QUINTANA
DEPUTY DIRECTOR
MARTHA.QUINTANA@PSIA.NM.GOV

PHILLIP GONZALES
CHIEF FINANCIAL OFFICER
PHILLIP.GONZALES@PSIA.NM.GOV

New Mexico Public Schools Insurance Authority

NMPSIA Update

- HB47 School Employee Insurance Programs
  - Reference-Based Pricing
  - 80/20 Benefits Contributions
  - School District Definition Change
  - Consolidation Study
  - Benefits Participation Waivers Elimination
- Pharmacy Benefits Manager
  - Implementation
  - New Wellness Programs
- Open Enrollment
- Premium Credit Questionnaire

2

New Mexico Public Schools Insurance Authority

HB47 School Employee Insurance Programs

1. Referenced Based Pricing Implementation Requirement Effective July 1, 2026
2. 80/20 Benefits Contribution for Employees of School Districts and Charter Schools Effective July 1, 2026
3. Consolidation Study of NMPSIA/APS/HCA due October 1, 2026
4. School District Definition Change: Removed Exception for School Districts with a Student Enrollment Exceeding 60,000 Effective July 1, 2027
5. Benefits Participation Waiver Option Removed for School Districts and Charter Schools Effective July 1, 2027

3

New Mexico Public Schools Insurance Authority

NMPSIA Compliance
HB47 School Employee Insurance Programs

- Referenced Based Pricing Implementation Requirement effective July 1, 2026
  - NMPSIA implemented Referenced Based Pricing effective February 2026
  - NMPSIA aligned with the framework established by the New Mexico Health Care Authority
    - Outlined in SB376, State Employee Health Benefits Contributions (2025 Legislative Session)
- 80/20 Benefits Contribution for Employees of School Districts and Charter Schools effective July 1, 2026
  - 80/20 contribution is established for NMPSIA group health insurance, defined as:
    - "coverage that includes life insurance, accidental death and dismemberment, medical care and treatment, dental care, eye care and other coverages as determined by the authority."
    - Includes Long-Term Disability.
- Consolidation Study of NMPSIA/APS/HCA due October 1, 2026
  - Requires a "comprehensive study and a final report regarding the sustainability of insurance programs for public school employees."
  - Due to the Governor, the Legislative Finance Committee, and the Public Education Department by October 1, 2026.
- School District Definition Change: Removed Exclusion of School Districts with a Student Enrollment Exceeding 60,000, Effective July 1, 2027

4

New Mexico Public Schools Insurance Authority

Benefits Participation Waiver Option Removed for School Districts and Charter Schools Effective July 1, 2027

- Benefits Participation Waiver Option Removed for School Districts and Charter Schools Effective July 1, 2027
  - Communications were sent July 31st with reminders sent on August 18th and August 21st
  - The letter outlined the changes, considerations, and enrollment periods for School Districts and Charters
    - Enrollment Periods
      - October 1-30, 2026 (NMPSIA yearly open enrollment) effective January 1, 2027
      - March 1-31, 2027 (Special Enrollment Period) effective July 1, 2027
- Communications included a NMPSIA Waiver Elimination Coverage and Impact Form
  - Needed for enrollment planning and amendments to carrier policies
  - Form was initially due back to NMPSIA by August 21, 2026
  - Extending the deadline for the Waiver Elimination Coverage and Impact Form to September 18, 2026, at 12:00 p.m.
- Assistance to Districts and Charters has been readily available

5

New Mexico Public Schools Insurance Authority

Pharmacy Benefits Manager

- Express Scripts is the new PBM Effective July 1, 2026
  - A Request for Proposal (RFP) was completed with the Interagency Benefits Advisory Committee (IBAC)
  - IBAC complied with the intent of SB14 Health Care Authority
    - Requiring consolidated purchasing and contracting
- New Wellness Programs
  - Professional Health Coaching, Connected Devices, and Interactive Lessons
  - Cardiometabolic Solutions offered through Omada Health, Effective August 1, 2026
    - Prevention and Weight Health
    - Diabetes
    - Hypertension
    - Diabetes with Hypertension
  - Musculoskeletal Health Solutions offered through Sword, Effective September 1, 2026
    - Physical Therapy
    - Women's Pelvic Health Support
    - Healthy Habits & Prevention Movement

6

New Mexico Public Schools Insurance Authority

Benefits Annual Open Enrollment

When is the Open Enrollment Period?

- Open Enrollment starts on October 1, 2026, through October 30, 2026
- Employees must make changes online no later than October 30, 2026

What is Open Enrollment?

- Allows an eligible employee to add medical, dental, or vision coverage if not currently enrolled in these coverages
- Allows an employee to add eligible family members not currently enrolled in any employee-enrolled medical, dental or vision coverage
- Allows an employee who is currently enrolled in a medical plan to switch between medical carriers (Blue Cross Blue Shield NM or Presbyterian) or switch between medical plan options (High or Low)
- Allows an employee who is currently enrolled in a dental plan to switch between dental carriers (Blue Cross Blue Shield NM, Delta Dental, or United Concordia Dental) or switch between dental plan options (High or Low)

What is the Effective Date of an Open Enrollment Request?

- Any coverage or added dependents will be effective January 1, 2027
- Any medical or dental carrier or medical and dental option changes will be effective January 1, 2027

7

New Mexico Public Schools Insurance Authority

Risk Premium Credit Questionnaire

- Ongoing efforts to eliminate sexual misconduct in schools
  - Protecting children
  - Protecting schools
- NMPSIA Board approved premium discounts for NMPSIA Members who comply with Sexual Misconduct Legislation, required, or similar NMPSIA programs
- Discount first applied in the 2026/27 General Liability policy period
- 2027/28 policy period requires verification to continue receiving the discount
- Poms & Associates will gather, compile, and verify compliance information
- Focus on helping Members meet compliance requirements
- Poms & Associates will provide training, documents, and support

8

NMSBA

Regional Meeting

NMASBO Update • Fall 2026

Terry Dean
Executive Director • NMASBO

Training • Workforce • Planning • Student Well-Being

PROFESSIONAL DEVELOPMENT

Training opportunities through June 2027

Major Events

Fall Conference
Sep. 16–18, 2026

Boot Camp
Oct. 27–30, 2026

Winter Conference
Feb. 17–19, 2027

Spring Budget Workshop
Apr. 7–8, 2027

Regional Connects

Cuba • Sep. 29
Roswell • Nov. 2
Hatch • Nov. 17

Focused, regional training with lunch + 2 CEUs

Monthly Webinars

Sep. 2026–Jun. 2027

Topics include membership projections, TCI, payroll deductions, year-end practices, legislative update, wellness/mental health and p-Card.

Targeted Learning

Budget Prep
Jan. 28, 2027

Payroll Badge Program
Coming soon

LMS on-demand learning

NMASBO's goal: practical training that school leaders can use immediately.

SBO LICENSING PROJECT

Building a stronger SBO pipeline

The challenge

- Recruiting and retaining qualified School Business Officers is increasingly difficult.
- The challenge is more acute for rural districts and charter schools.
- When a qualified SBO cannot be hired, contracting out the function can be significantly more expensive.
- Many districts have no deliberate succession plan for this critical position.

SHIFT THE MODEL

Hire for capability. Train for mastery.

Lower the barrier to entry while raising the expectation for continuing education.

The proposal

- Make it more practical to bring capable people into the profession.
- Increase continuing-education expectations so new SBOs receive structured, ongoing training.
- Build SBO succession planning into district internal-control policies.

Planned LESC presentation • Rio Rancho • Oct. 14–16, 2026

LONG-RANGE PLANNING

From disconnected reports to one planning system

NMASBO is working with LESC, school leaders and PED staff to rethink both reporting and long-range financial planning.

Strategic Plan — Where are we going?

Educational Program Plan — What must we deliver?

Facilities Master Plan — What must we maintain/build?

Annual Budget — How do we fund it?

MULTI-YEAR FINANCIAL PLAN

The work also includes identifying duplicative and outdated PED reporting requirements. This is a significant overhaul—not a quick rewrite—and full implementation may take several years.

SOCIAL RESPONSIBILITY

Student well-being is part of the work

School business is ultimately about creating the conditions in which students can succeed.

NMASBO

Using our statewide network to elevate student mental-health and suicide-prevention work.

PARTNERSHIP

Future Focused Education

Partnering with NMASBO to support a framework that connects students with counseling and suicide-prevention resources.

The objective is straightforward: strengthen prevention, improve access to support, and help schools intervene before a crisis.

What ties these projects together?

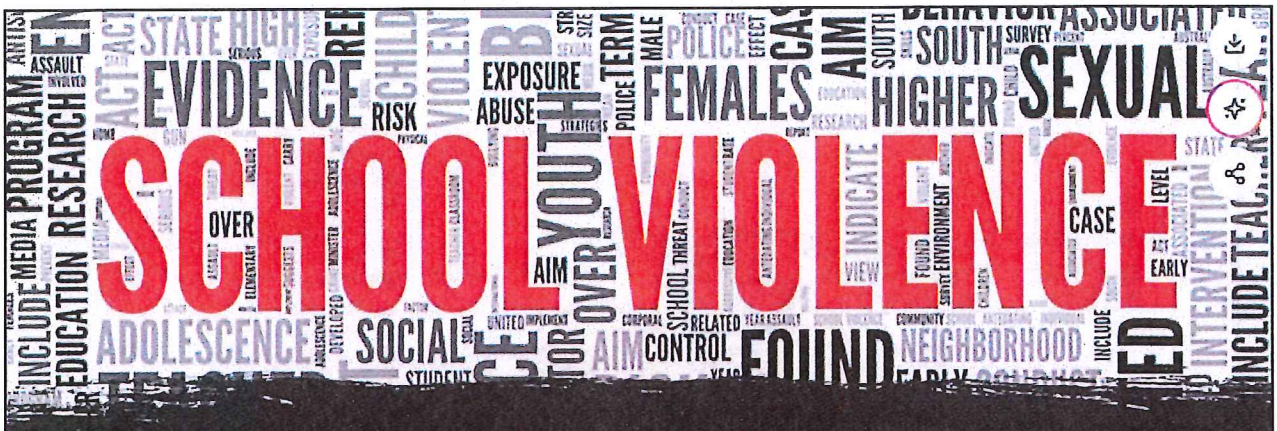
Capacity.

- **People** — Build a deeper pipeline of trained School Business Officers.
- **Systems** — Replace duplicative reporting with integrated, useful planning.
- **Students** — Use our network and partnerships to support student well-being.

NMASBO is focused on practical changes that make school operations stronger, more sustainable and more effective.

Terry Dean • Executive Director, NMASBO





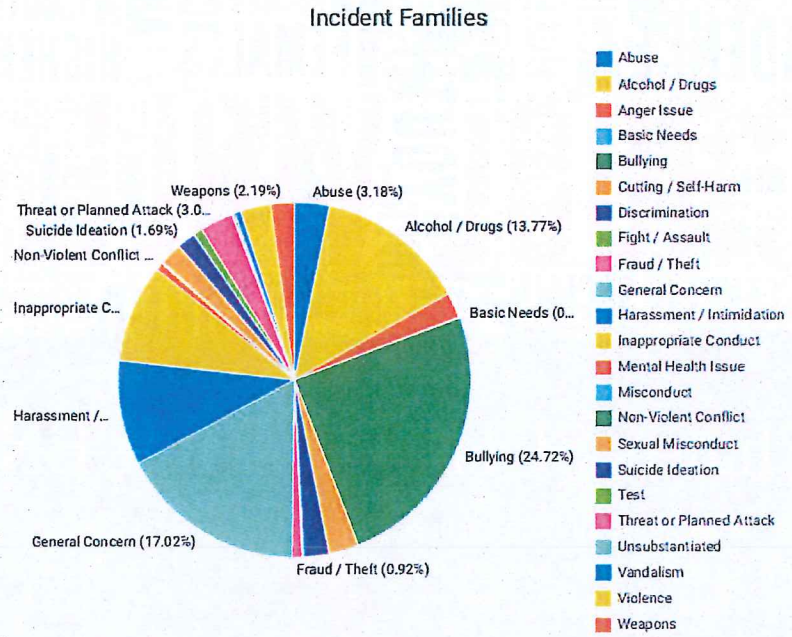
What is SCHOOL VIOLENCE?

In terms of definition, school violence is violent, unruly, immoral, offensive behavior causing mental and physical harm for someone that takes place within a school.

Guns Seized in NM Schools – 2025/26

Incident Date	City/County	Business/Location Name	Victims Killed	Victims Injured	Suspects Killed	Suspects Injured	Guns Seized	Suspects Arrested	Remarks	
4/8/26	Gallup	Rehoboth Christian	0	0	0	0	1	1	Adult (Avery Curley) made a suicide threat and drove onto school property with a rifle. Curley fled and later arrested.	Adult
2/27/26	Albuquerque	Mitchell Elem.	0	0	0	0	1	1	9 y/o brought loaded gun to school (Dad charged w/Negligent Availability of Firearm to a minor).	
11/19/25	Socorro	NM Tech	1	0	0	0	1	1	Campus parking lot dispute (non-students-after hrs)	H/Ed - Adult
11/5/25	Albuquerque	Valley HS	0	0	0	0	1	1	18 yo in possession of a gun in a car on campus	
10/7/25	Los Lunas	Los Lunas HS	0	0	0	0	1	1	Cafeteria staff in possession of a pistol at school.	Adult
10/6/25	Los Lunas	Valencia HS	0	0	0	0	1	1	Student in possession of a pistol at school.	
10/3/25	Albuquerque	Albuquerque HS	0	0	0	0	1	1	Student in possession of a pistol at school.	
9/26/25	Albuquerque	Manzano High School	0	0	0	0	1	1	Student in possession (BP) of a pistol at school.	
9/3/25	Belen	Belen High School	0	0	0	0	1	1	Student in possession of a pistol at school	
8/27/25	Albuquerque	Jackson MS	0	0	0	0	1	1	17 yo threatened school crossing guard w/a gun	Outsider Threat
8/22/25	Portales	Portales JH	0	0	0	0	1	1	Fanny pack lost during a school volleyball game - later claim by an adult female	Adult
8/20/25	Albuquerque	Albuquerque HS	0	0	0	0	1	1	Student in possession of a pistol at school - Unrelated	
8/20/25	Albuquerque	Albuquerque HS	0	0	0	0	1	1	Student in possession of a pistol at school - Unrelated	
8/20/25	Albuquerque	West Mesa HS	0	0	0	0	1	1	Student in possession of a pistol at school - Unrelated	
8/20/25	Albuquerque	West Mesa HS	0	0	0	0	1	1	Student in possession of a pistol at school - Unrelated	
7/25/25	Albuquerque	Univ. of NM	1	1	0	0	0	1	Non-student shoots 2 in dorm room (after-hours)	H/Ed - Adult
		TOTALS	2	1	0	0	15	16	10 Insider Threats	5 Adults 11 Kids 2 High Eds 14 K-12s

Stop-It Anonymous Reporting – 2025/26



Stop-It Anonymous Reporting – 2025/26

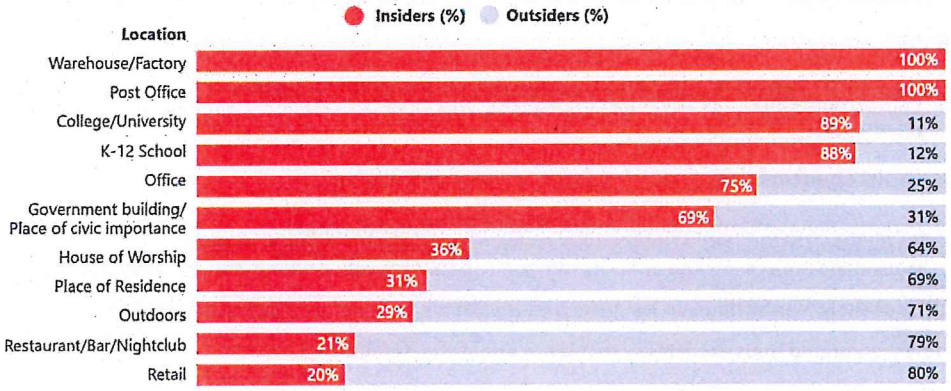
(Top 10 Incident Profiles by Incident Family)

Incident Family	Total Incidents	Concerning Flag	Emergency Escalations
Abuse	45	18	5
Alcohol/Drugs	195	5	2
Anger Issue	33	43	2
Bullying	350	36	0
Cutting/Self-Harm	39	3	26
Discrimination	33	22	0
General Concern	241	25	5
Harassment/Intimidation	135	31	5
Inappropriate Conduct	127	43	3
Threat or Planned Attack	43	18	23
Violence	39	253	4
Grand Total:	**1280**		

Most Public Mass Shooters are Insider Threats

(Public Mass Shooter Study – TVP 2026)

1966 - 2025: 198 Incidents – 202 Shooters – 1,410 Killed/2,189 Injured



Source: Jillian Peterson and James Densley, *The Mass Shooter Database*, Violence Prevention Project, 2026, https://www.theviolenceproject.org.

ACES – Kaiser Permanente and the Centers for Disease Control and Prevention

Links childhood trauma to long-term health risks.

10 questions –

- ABUSE,
- NEGLECT AND
- HOUSEHOLD TRAUMA

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ACES - QUESTIONS

- **ABUSE**
  - **1.Emotional Abuse:** Involves verbal insults, humiliation, or causing fear of physical hurt.
  - **2. Physical Abuse:** Involves being pushed, grabbed, slapped, or physically injured.
  - **3. Sexual Abuse:** Involves unwanted sexual touching or intercourse by an adult or older person.

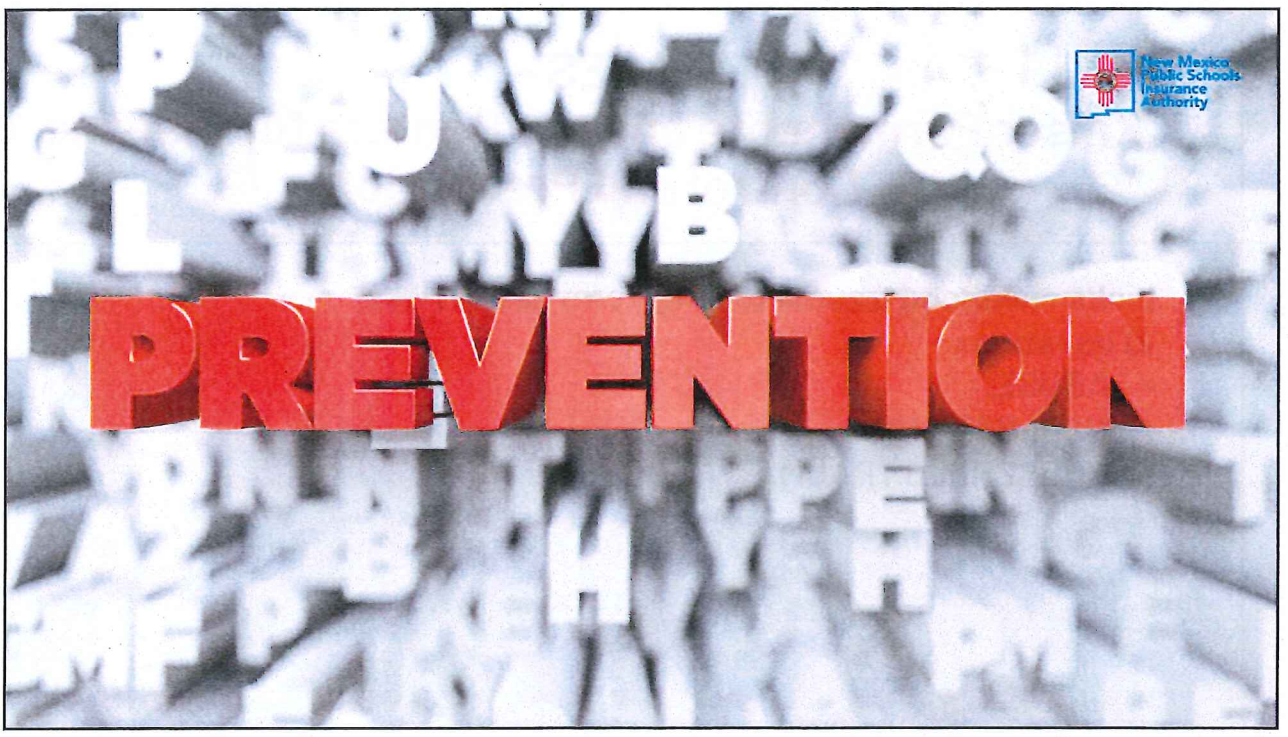
⑩Neglect

- **4. Emotional Neglect:** Feeling unloved, unimportant, or lacking family support.
- **5. Physical Neglect:** Lacking basic needs like food, clean clothes, protection, or proper care due to parental impairment.

⑩Household Dysfunction

- **6. Parental Separation or Divorce:** Parents being separated or divorced.
- **7. Domestic Violence:** The mother or stepmother being physically abused or threatened.
- **8. Household Substance Abuse:** Living with someone dealing with problem drinking, alcoholism, or street drug use.
- **9. Household Mental Illness:** Living with a household member who was depressed, mentally ill, or attempted suicide.
- **10. Incarcerated Household Member:** Having a household member go to prison

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How Do We Prevent The Violence?

New Mexico Public Schools Insurance Authority

- **School Climate?** (Safety/Security Mindset? Staff/Student Trust?)
- **Muti-Level Systems of Support (MLSS)?**
- **Bullying Prevention?** (Policy, and Student Curriculum?)
  New Jersey School District Settles Student Bullying Death Lawsuit for $9.1 Million (2023)
- **Youth Gang Prevention/Intervention?**
- **Restorative Practices Programs?** (Training and coaching for staff?)
- **Threat Assessment Process?** (Training for TA teams, staff, students?)
- **Suicide Awareness/Prevention?** (QPR Gatekeeper Training?)
- **Anonymous Reporting Systems?** (Stop-It – Sandy Hook)
- **Physical Security Features?** (Fences, Cameras, Comms, Staff)

New Mexico Public Schools Insurance Authority

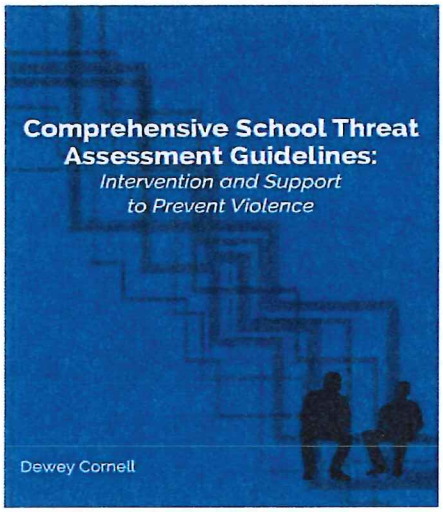
Building Culture

Adults shape the environment in which students interact. Their level of awareness, authority, and engagement directly influences how safe a place feels.





Virginia Model of School Threat Assessment

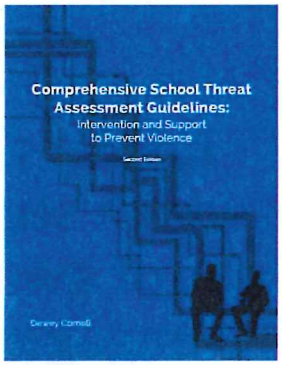


2024 Manual

- Developed in 2001 by Dr. Dewey Cornell at the University of Virginia.
- School-based Teams gather information.
- Follow decision tree to determine whether threat is transient or substantive.
- Take protective action if threat is substantive.
- Attempt to resolve the problem underlying the threat.

CSTAG Forms

- Guidelines for Use
- 1-Threat Report (Intake/Triage)
- 2-Interview (POI)
- 3-Key Observations/Threat classification
- 4-Observations Suggesting Intervention
- 5-Threat Response – Case Plan



THEY'RE FREE

https://www.schoolta.com/

- Additional Interview Forms (Target/Witness, Teacher/Staff, Parent/Guardian)
- Safety Planning Interview (POI)
- Behavior Intervention Plan (Sample)
- Threat Outcome Summary

KEY POINT

The CSTAG evaluations are ***not designed to PREDICT*** violence.

Teams try to determine ***why*** a threat was made ***find ways to PREVENT*** the threat from being carried out.

KEY POINT

The CSTAG system classifies the threat – which determines the process used by the team.

It ***does not*** rate or classify the student or the level of a student's Risk of Violence.

Threat Assessment should not stigmatize a student.

Poms Security & Vulnerability Assessment

1. Exterior Site Observations

- Property Ingress/Egress Points
- Perimeter Fencing/Gates (Defined Boundaries-CPTED)
- Grounds Access Control Measures
- Identified/Secured Parking Areas
- Standoff and Vehicle Intrusion Ability
- Landscaping (Maintenance, Visibility-CPTED)
- Perimeter Lighting

2. Building Design

- Building Access Control (primary and secondary entry)
- Identified Primary Building Entry and Visitor Reception
- Secondary building doors
- Exterior Visibility (parking areas, building approach, and perimeter fencing)
- Interior/exterior window design (visibility to exterior areas-CPTED)
- Critical utility access control
- Interior/Exterior door design
- Interior/Exterior roof access points
- Building Lighting
- Signage

3. Current Security Measures

- Emergency Notifications Systems and Redundancy
- Existing Security Features (Physical & Human)
- Visitor Management Systems (Badging)
- Intrusion Detection (Aggressive Hospitality)

4. Current Policy/Procedures

- Emergency Operations Planning
- Review of business-critical policies

5. Staff Development

- Review of all required staff training
- Suggested best-practice training recommendations

We also test campus/building vulnerabilities and employee awareness by overtly compromising existing access control measures to compare policy enforcement with the current security "practice".

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Components of Physical Security

- **Physical Structures**
  - Fencing, Gates, Buildings, Doors, Locks, etc. Culture of Safety/Security?
- **Electronic Security Systems**
  - Cameras, Access Control Systems, Intrusion Detection Systems, Communications Systems
- **People**
  - Overall Culture, Badging, Security Staff (SRO), Situational Awareness, Behavior Threat Assessment/Management, Anonymous Reporting, Training/Practice

Restorative Practices/Justice

Assistance and coaching available at no charge through NMPSIA

- **Restorative Culture seeks to address the missing piece of teaching necessary to reduce conflict**
  - social–emotional and
  - conflict-resolution
- Brings Victims, offenders, and supporters together to address wrongdoing.
- Instead of punishment students are encouraged to reflect on and take responsibility for their action and come up with plans to repair.
- Using peace circlers, conferencing and peer led mediation get to the root cause of student behavior which often relates to adult behavior.

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ANONYMOUS REPORTING

"Stop it" available at no charge through NMPSIA

- Empowering Students to safely report concerns from including but not limited to
  - Bullying,
  - Sexual molestation
  - Potential threats
  - Suicide ideation
  - And much ,more
- This is an excellent resource and an excellent measure of culture.

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