

NMSSA Legislative Platform

Aligned to the NMSSA Strategic Plan

1. Adequate/Stable Funding to support Profile of a NM Graduate

Ensure sustainable funding is provided to cover present salaries and any future increases.

Provide state funding to both expand CTE opportunities and enhance existing programs, with the local flexibility to allocate funding for facilities, materials, and/or staffing.

Allow local districts to determine what will satisfy each individual student's required 4th year of math, and revise 22-13-1.1(J)2 to codify this change.

2. Improve educator recruitment & retention

Research the national standard to determine the "break in service" necessary to satisfy IRS regulations for retiring educators wishing to Return to Work.

Create a new tax credit (modeled after the Rural Health Care Practitioner Tax Credit) to incentivize licensed educators to consider serving in rural and/or tribal schools.

Increase the ERB pension multiplier to achieve consistency of retirement benefits between ERB & PERA.

Support increasing the employee & employer contributions to the NM Retiree Health Care Fund.

3. Maintain a "safe school" environment that values all students

Compare statute and practice regarding the ongoing submission and evaluation of safe school plans, wellness policies, anti-bullying policies, etc.

Further clarify emergency drill requirements in 22-13-14 to differentiate the purpose of and procedures used in implementing "evacuation" and "fire" drills.

4. Create an equity of opportunity

Remove the arbitrary limits on students enrolling in dual credit coursework... empower local school staff to identify those students with potential to be successful in a dual credit program.

Foster growth in CTE coursework and programs to prepare students for careers beyond high school, as well as post-secondary training and studies.

Allow CTE co-curricular programming to qualify as Extended Learning Time

5. Reconsider use of the term "at-risk" and the services provided to eligible students

Modify the term "at risk" which appears in 22-8-23.3(B) to acknowledge that students themselves are not "at risk" but may have been "placed at risk" by virtue of their membership in subgroups which have statistically higher incidence of challenges.

Request more guidance from PED's fiscal bureau about how to record and report expenditures of "at risk" funding to better ensure that funds are spent on those students most needing assistance.

Request specific formula/categorical funding to increase student access to ancillary service providers.