2025-26 5-Hour Training Syllabus PED Course Number: __

Public Charter Schools of New Mexico

Friday, November 14, 2025 12:00-4:30

CNM Workforce Training Center 5600 Eagle Rock Ave NE 87113 - NO ACTION WILL BE TAKEN AT THIS TRAINING

| Topic(s) | Content/Activities | Resource/Documents | Competencies | Indicators Covered |
|---|--|---|---|--|
| Introduction School improvement is the ability to talk together about hard to talk about things. | PowerPoint Presentation Icebreaker What does effective governance look like? Review GB Competencies and Indicators What are the implications of the GB training competencies/indicators for governing bodies? | PPT Handout 1 2025-26 Charter School Governance Competencies/Indicators Discussion questions and prompts | All competencies as outlined in the "Charter School Governance Competencies/ Indicators" document. | All-inclusive from the "Charter School Governance Competencies/ Indicators" document. |
| Module 1 Strategic Planning- Effective Governance Practices Individual Schools | GB Into Action GB Self-Assessment Is strategic planning a part of our GB Bylaws? If not, discuss what the GB needs to do to amend the bylaws. GB Self-Assessment How do we measure up for best practices as a governing board? How do we determine the GB "Focused Priorities"? What is a "focused priority"? Where does the GB need to focus? Executing "SMART-ly" Setting the GB Strategic Plan Strategic Plan Template "SMART" FP/Goal Action steps Resources needed Person responsible Timeline Deliverables/Outcomes | Discussion questions and prompts Assessment GB Self-Assessment (Individual School Google Form) Handout 2 Sample Strategic Planning Process Handout 3 Strategic Planning Template The GB will work together using the Strategic Planning Template to begin planning their focused priorities and next steps. | 5 – Effective governance practices, supporting and supervising the school leader 3 - Laws and PED policies and procedures affecting governing boards or charter schools, including ethics and school personnel 4 - Legal Concepts for governing boards and charter schools, OMA, and IPRA | The board and administrator develop a Strategic Plan, with attainable goals. The strategic plan is approved by the governing board; reviewed regularly and updated annually. 5 The board has established the required committees and utilizes a well-functioning committee structure, as appropriate. 5 Hold effective and productive board meetings. 5 The board knows and understands the Performance Contract and Frameworks. 5 The governing board makes its decisions based on all laws, regulations, and policies keeping the educational welfare of the students at the forefront of all decision making. 3 The board operates in accordance with the board's by-laws and reviews them annually. 4 |

⁻PEC Charter Performance Framework; 2023

⁻Charter School Act Statutes and New Mexico Administrative Code; Title 6

⁻Charter Board Partners. Governance Best Practices for Highly Effective Charter School Boards; 2012.

⁻ Charter School Governance Competencies and Indicators; July 2025.

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| Module 2 Policies and Procedures-Ethical-Legal Responsibilities Individual Schools | Bylaws Review Sample Bylaws Required elements Bylaws Assessment Best practice discussion about Bylaws review process Use your school's GB website to evaluate the school's compliance with OMA and website/broadcasting requirements. How is our charter school meeting the requirements of OMA and webcasting? What changes/improvements do we need to make based on the assessment results? What Next? | Handout 4: Sample Bylaws Handout 5: Governing Body-OMA/Transparency Practices Assessment Review the school's website and assess the level of compliance using the assessment tool. Discussion questions and prompts | 5 – Effective governance practices, supporting and supervising the school leader 3 - Laws and PED policies and procedures affecting governing boards or charter schools, including ethics and school personnel 4 - Legal Concepts for governing boards and charter schools, OMA, and IPRA | The board has a clear understanding of what is "board work" and what is "administrator work." 5 Policy Development-The governing board establishes policies and supports practices that ensure a safe learning environment for the school conducive to improving student outcomes. 3 The board adheres faithfully to the legal and ethical duties of loyalty, obedience, and care/oversight. 3 The board protects the rights of students to receive a high quality free public education by ensuring school operations fulfill all legal standards. 4 All board meetings meet the requirements for live webcasting and archive recordings for three years. 4 The board complies with the Open Meetings Act, Inspection of Public Records Act, Federal Education Rights and Privacy Act as it applies to charter school governing boards. 4 |

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| Academic and Performance Accountability Mixed groups | Board role in oversight of school academic outcomes What academic data does the GB review every meeting? What data is not currently shared but needs to be? How does the GB hold the Head Administrator accountable? How can the board and school leader align around a set of key metrics to measure student success? What is the GB's current definition of student success? What are the performance indicators in the Performance Framework for which the school is accountable? How does our agenda reflect accountability for student academic/mission-specific performance? What needs to change? How does the GB assess non-academic performance? (Attendance, SEL, Wellness) How does the GB hold the HA accountable to the PF? What needs to be changed on the current GB agenda and in the HA report to adequately provide the GB data for academic performance oversight? | PPT Discussion questions and prompts Handout 6: APS/PEC Performance Framework Handout 7: Sample GB Agenda Review the APS and/or PEC Performance Framework and discuss the school's academic accountability measures. Review the Agenda template and discuss possible changes to the current GB agenda. | 1 – Evaluating and improving student achievement, using data to set school goals. 3 - Laws and PED policies and procedures affecting governing boards or charter schools, including ethics and school personnel 5 – Effective governance practices, supporting and supervising the school leader | The board is actively engaged in its oversight role on issues that affect the school's success. 1 The board understands how student achievement is measured at the school. 1 The board ensures the goals support the school's mission and vision through effective monitoring. 1 The board and administrator and administrator employ a system for regular review of data to evaluate overall student performance and how to improve school effectiveness. 1 Board members can speak knowledgeably about school goals and performance outcomes. 1 The governing board makes its decisions based on all laws, regulations, and policies keeping the educational welfare of the students at the forefront of all decision making 3 Policy Development-The governing board establishes policies and supports practices that ensure a safe learning environment for the school conducive to improving student outcomes. 3 The board knows and understands the Performance Contract and Frameworks. 5 |

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| Module 4 Financial Fiduciary Responsibility Mixed Groups | Understanding Internal Controls \$22-8-1 et seq. requirements Internal Controls-Required components-The ICs are a GB policy. Did the school have findings from the audit citing "Internal Control deficiencies?" If yes, how were they rectified? Required GB financial reports from the administration **Budget to Actual - revenues, expenditures by fund **Cash Balance by fund **Cash Balance **Vouchers, warrants, or check listing **Budget Adjustment Requests (BAR) Bank reconciliation to general ledger **Required by NMSA 22-8-13.2. (Says on a "quarterly basis" but charter authorizers and auditors are expecting these monthly reports from charters.) GB Responsibility for Audit Findings-Review school's audit findings How will our GB use the audit report/CAP? Are there policy implications from the audit? What steps does the board need to take? | Discussion questions and prompts Discuss the school's audit findings with the table and what the GB oversight roles are in CAP. | 2 - School finance, budgeting, fiduciary responsibilities 3 - Laws and PED policies and procedures affecting governing boards or charter schools, including ethics and school personnel 5 - Effective governance practices, supporting and supervising the school leader | The board understands its fiduciary responsibility to oversee the finances of the school to ensure that the school is in a sound financial position. 2 The board understands school finances and participates in regular training with school business officials 2 The board reviews financial reports regularly and with fidelity. 2 Board members understand financial "red flags" may be indicators of potential waste, fraud, and abuse. 2 The board follows all state and federal laws and practices financial oversight by evaluating the Generally Accepted Accounting Procedures (GAAP) of the school. 2 The board makes sound financial decisions that protect the school's short and long-term sustainability 2 The board approves a budget that allocates resources strategically and aligns to the student performance goals of the school 2 The board understands and acts to guard the public trust 3 The governing board makes its decisions based on all laws, regulations, and policies keeping the educational welfare |

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| | What role does our board play in any CAP action required by the school? | | | of the students at the forefront of all decision making 3 The board knows and understands the Performance Contract and Frameworks. 5 |
|--|--|--|---|---|
| Topics | Content/Activities PowerPoint Presentation | Resource/Documents | Competencies | Indicators Covered |
| Putting It All Together Effective Governance Individual Schools | What does effective governance look like? Are we fulfilling our Promises? Performance Framework/Contract Obligations Are we meeting the competencies as a GB? How does our GB move forward? | PPT Handout 1 Charter School Governance Competencies/Indicators | 1 – Evaluating and improving student achievement, using data to set school goals. 2 - School finance, budgeting, fiduciary responsibilities Outcomes | Review the Charter School Governance Competencies and Indicators to check for understanding/mastery/next steps. |
| | Course Evaluation Participants will answer "What Now?" questions | What now? Name 3 things you will use from this training to immediately improve the practice of our GB. How will I make this a priority? | 3 - Laws and PED policies and procedures affecting governing boards or charter schools, including ethics and school personnel 4 - Legal Concepts for governing boards and charter schools, OMA, and IPRA 5 - Effective governance practices, supporting | |

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| | and supervising the school leader | |
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GB Self-Evaluation Links

Amy Biehl High School GB Self-Evaluation Link: https://forms.gle/YcuGg3TnoquqHu1c9

East Mountain High School GB Self-Evaluation Link: https://forms.gle/GzxW2utVwmPnF6vaA

NAS-NM GB Self-Evaluation Link: https://forms.gle/M9jRTKRPcEERzhLr6

TANM GB Self-Evaluation Link: https://forms.gle/VBWGAk6Gjkhso58Z6

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Resources: -Carpenter, Brian. Governing for Greatness-Ten Fundamentals Every Charter School Board Member Needs to Know; National Charter Schools Institute; 2018.

-PEC Charter Performance Framework; 2023

-Charter School Act Statutes and New Mexico Administrative Code; Title 6

-Charter Board Partners. Governance Best Practices for Highly Effective Charter School Boards; 2012.

- Charter School Governance Competencies and Indicators; July 2025.