



# EAST MOUNTAIN HIGH SCHOOL

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## AGENDA

### EAST MOUNTAIN HIGH SCHOOL GOVERNING COUNCIL

November 14, 2025

#### I. GC Training with PCSNM

Effective Charter School Governance- Integrated Governing Board Training  
**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 PowerPoint Presentation	Resource/Documents	Competencies	Indicators Covered
Introduction  <i>School improvement is the ability to talk together about hard to talk about things.</i>	<ul style="list-style-type: none"> <li>• Icebreaker</li> <li>• What does effective governance look like?</li> <li>• Review GB Competencies and Indicators                             <ul style="list-style-type: none"> <li>○ <i>What are the implications of the GB training competencies/indicators for governing bodies?</i></li> </ul> </li> </ul>	PPT  <b>Handout 1</b> 2025-26 <i>Charter School Governance Competencies/Indicators</i>  Discussion questions and prompts	<i>All competencies as outlined in the “Charter School Governance Competencies/ Indicators” document.</i>	<ul style="list-style-type: none"> <li>• All-inclusive from the “Charter School Governance Competencies/ Indicators” document.</li> </ul>
Module 1  <b>Strategic Planning- Effective Governance Practices</b>  <b>Individual Schools</b>	<ul style="list-style-type: none"> <li>• GB Into Action                             <ul style="list-style-type: none"> <li>○ GB Self-Assessment</li> <li>○ Is strategic planning a part of our GB Bylaws? If not, discuss what the GB needs to do to amend the bylaws.</li> </ul> </li> <li>• GB Self-Assessment                             <ul style="list-style-type: none"> <li>○ How do we measure up for best practices as a governing board?</li> </ul> </li> <li>• How do we determine the GB “Focused Priorities”?                             <ul style="list-style-type: none"> <li>○ What is a “focused priority”?</li> <li>○ Where does the GB need to focus?</li> <li>○ Executing “SMART-ly”</li> </ul> </li> <li>• Setting the GB Strategic Plan                             <ul style="list-style-type: none"> <li>○ Strategic Plan Template                                     <ul style="list-style-type: none"> <li>▪ “SMART” FP/Goal</li> <li>▪ Action steps</li> <li>▪ Resources needed</li> <li>▪ Person responsible</li> <li>▪ Timeline</li> <li>▪ Deliverables/Outcomes</li> </ul> </li> </ul> </li> </ul>	PPT  Discussion questions and prompts  <b>Assessment</b> GB Self-Assessment (Individual School <i>Google Form</i> )  <b>Handout 2</b> <i>Sample Strategic Planning Process</i>  <b>Handout 3</b> <i>Strategic Planning Template</i>  The GB will work together using the Strategic Planning Template to begin planning their focused priorities and next steps.	5 – <i>Effective governance practices, supporting and supervising the school leader</i>  3 - <i>Laws and PED policies and procedures affecting governing boards or charter schools, including ethics and school personnel</i>  4 - <i>Legal Concepts for governing boards and charter schools, OMA, and IPRA</i>	<ul style="list-style-type: none"> <li>• The board and administrator develop a <b>Strategic Plan</b>, with attainable goals. The strategic plan is approved by the governing board; reviewed regularly and updated annually. 5</li> <li>• The board has established the required committees and utilizes a well-functioning committee structure, as appropriate. 5</li> <li>• Hold effective and productive board meetings. 5</li> <li>• The board knows and understands the Performance Contract and Frameworks. 5</li> <li>• 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</li> <li>• The board operates in accordance with the board’s by-laws and reviews them annually. 4</li> </ul>

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  
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Module 2  <b>Policies and Procedures-Ethical-Legal Responsibilities</b>  Individual Schools	<ul style="list-style-type: none"> <li>• Bylaws                             <ul style="list-style-type: none"> <li>○ Review Sample Bylaws</li> <li>○ Required elements</li> <li>○ Bylaws Assessment</li> <li>○ Best practice discussion about Bylaws review process</li> </ul> </li>   <li>• Use your school’s GB website to evaluate the school’s compliance with OMA and website/broadcasting requirements.                             <ul style="list-style-type: none"> <li>○ How is our charter school meeting the requirements of OMA and webcasting?</li> <li>○ What changes/improvements do we need to make based on the assessment results?</li> </ul> </li>   <p>What Next?</p> </ul>	<p><i>PPT</i></p> <p><b>Handout 4: Sample Bylaws</b></p> <p><b>Handout 5: Governing Body-OMA/Transparency Practices Assessment</b></p> <p>Review the school’s website and assess the level of compliance using the assessment tool.</p> <p>Discussion questions and prompts</p>	<p><i>5 – Effective governance practices, supporting and supervising the school leader</i></p> <p><i>3 - Laws and PED policies and procedures affecting governing boards or charter schools, including ethics and school personnel</i></p> <p><i>4 - Legal Concepts for governing boards and charter schools, OMA, and IPRA</i></p>	<ul style="list-style-type: none"> <li>• The board has a clear understanding of what is “board work” and what is “administrator work.” 5</li> <li>• 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</li> <li>• The board adheres faithfully to the legal and ethical duties of loyalty, obedience, and care/oversight. 3</li> <li>• The board protects the rights of students to receive a high quality free public education by ensuring school operations fulfill all legal standards. 4</li> <li>• All board meetings meet the requirements for live webcasting and archive recordings for three years. 4</li> <li>• 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</li> </ul>

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Module 3  <b>Academic and Performance Accountability</b>  Mixed groups	<ul style="list-style-type: none"> <li>Board role in oversight of school academic outcomes                             <ul style="list-style-type: none"> <li>What academic data does the GB review every meeting?</li> <li>What data is not currently shared but needs to be?</li> <li>How does the GB hold the Head Administrator accountable?</li> </ul> </li> <li>How can the board and school leader align around a set of key metrics to measure student success?                             <ul style="list-style-type: none"> <li>What is the GB's current definition of student success?</li> <li>What are the performance indicators in the Performance Framework for which the school is accountable?</li> <li>How does our agenda reflect accountability for student academic/mission-specific performance? What needs to change?</li> <li>How does the GB assess non-academic performance? (Attendance, SEL, Wellness)</li> <li>How does the GB hold the HA accountable to the PF?</li> </ul> </li> </ul> <p>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?</p>	PPT  Discussion questions and prompts  <b>Handout 6: APS/PEC Performance Framework</b>  <b>Handout 7: Sample GB Agenda</b>  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 – <i>Evaluating and improving student achievement, using data to set school goals.</i>  3 - <i>Laws and PED policies and procedures affecting governing boards or charter schools, including ethics and school personnel</i>  5 – <i>Effective governance practices, supporting and supervising the school leader</i>	<ul style="list-style-type: none"> <li>The board is actively engaged in its oversight role on issues that affect the school's success. 1</li> <li>The board understands how student achievement is measured at the school. 1</li> <li>The board ensures the goals support the school's mission and vision through effective monitoring. 1</li> <li>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</li> <li>Board members can speak knowledgeably about school goals and performance outcomes. 1</li> <li>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</li> <li>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</li> <li>The board knows and understands the Performance Contract and Frameworks. 5</li> </ul>

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Module 4  <b>Financial Fiduciary Responsibility</b>  Mixed Groups	<ul style="list-style-type: none"> <li>• Understanding <i>Internal Controls</i> <ul style="list-style-type: none"> <li>○ §22-8-1 <i>et seq.</i> requirements                             <ul style="list-style-type: none"> <li>▪ Internal Controls-Required components-The ICs are a GB policy.</li> <li>▪ Did the school have findings from the audit citing “Internal Control deficiencies?”</li> <li>▪ If yes, how were they rectified?</li> </ul> </li> <li>○ <i>Required GB financial reports from the administration</i> <ul style="list-style-type: none"> <li>▪ <b>**Budget to Actual - revenues, expenditures by fund</b></li> <li>▪ <b>**Cash Balance by fund</b></li> <li>▪ <b>Trial Balance</b></li> <li>▪ <b>**Vouchers, warrants, or check listing</b></li> <li>▪ <b>**Budget Adjustment Requests (BAR)</b></li> <li>▪ <b>Bank reconciliation to general ledger</b></li> </ul> </li> </ul> </li> </ul> <p>**Required by NMSA 22-8-13.2. (Says on a “quarterly basis” but charter authorizers and auditors are expecting these monthly reports from charters.)</p> <ul style="list-style-type: none"> <li>• GB Responsibility for Audit Findings- Review school’s audit findings                     <ul style="list-style-type: none"> <li>○ How will our GB use the audit report/CAP?</li> <li>○ Are there policy implications from the audit? What steps does the board need to take?</li> </ul> </li> </ul>	PPT  Discussion questions and prompts	2 - <i>School finance, budgeting, fiduciary responsibilities</i>  3 - <i>Laws and PED policies and procedures affecting governing boards or charter schools, including ethics and school personnel</i>  5 – <i>Effective governance practices, supporting and supervising the school leader</i>	<ul style="list-style-type: none"> <li>• 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</li> <li>• The board understands school finances and participates in regular training with school business officials 2</li> <li>• The board reviews financial reports regularly and with fidelity. 2</li> <li>• Board members understand financial “red flags” may be indicators of potential waste, fraud, and abuse. 2</li> <li>• The board follows all state and federal laws and practices financial oversight by evaluating the Generally Accepted Accounting Procedures (GAAP) of the school. 2</li> <li>• The board makes sound financial decisions that protect the school’s short and long-term sustainability 2</li> <li>• The board approves a budget that allocates resources strategically and aligns to the student performance goals of the school 2</li> <li>• The board understands and acts to guard the public trust 3</li> <li>• The governing board makes its decisions based on all laws, regulations, and policies keeping the educational welfare</li> </ul>

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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 <ul style="list-style-type: none"> <li>The board knows and understands the Performance Contract and Frameworks. 5</li> </ul>
Topics	Content/Activities PowerPoint Presentation	Resource/Documents	Competencies	Indicators Covered
Putting It All Together  <b>Effective Governance</b>  Individual Schools	<ul style="list-style-type: none"> <li>What does <i>effective</i> governance look like?                         <ul style="list-style-type: none"> <li>Are we fulfilling our Promises? Performance Framework/Contract Obligations</li> <li>Are we meeting the competencies as a GB?</li> <li>How does our GB move forward?</li> </ul> </li> </ul> <p><b>Course Evaluation</b></p> <ul style="list-style-type: none"> <li>Participants will answer “What Now?” questions</li> </ul>	PPT  <b>Handout 1 Charter School Governance Competencies/Indicators</b>  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?	1 – <i>Evaluating and improving student achievement, using data to set school goals.</i>  2 - <i>School finance, budgeting, fiduciary responsibilities Outcomes</i>  3 - <i>Laws and PED policies and procedures affecting governing boards or charter schools, including ethics and school personnel</i>  4 - <i>Legal Concepts for governing boards and charter schools, OMA, and IPRA</i>  5 – <i>Effective governance practices, supporting</i>	Review the <i>Charter School Governance Competencies and Indicators</i> to check for understanding/mastery/next steps.

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			<i>and supervising the school leader</i>	
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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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