

Ten Ways the Board can Impact Student Outcomes

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Improve Student Outcome

- Goal of every Board Member
 - Only question is HOW?
- Goal of the NM Public Education Department
 - Improve evaluation efforts for student achievement
 - Identify high-impact strategies that improve outcomes
 - Support Literacy Programs, STEM initiative and Career Technical Education

You are not alone.



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1. Become an Effective Board

- ❑ According to NSBA, effective school boards:
 - ❑ Commit to a vision of high expectations for student achievement.
 - ❑ Have strong shared beliefs and values about students' ability to learn and of the system and its ability to teach all children at high levels.
 - ❑ Are accountability driven.
 - ❑ Have a collaborative relationship with staff and the community.
 - ❑ Are data-savvy.
 - ❑ Align and sustain resources to meet district goals.
 - ❑ Lead as a united team with the superintendent.
 - ❑ Take part in team development and training.

<https://www.nsba.org/About/Public-Education-FAQ>

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Individual Ethical Conduct for Ensuring an Effective Board

- ❑ I will...
 - ❑ Attend all scheduled board meetings insofar as possible.
 - ❑ Upgrade my performance as a board member by informing myself about current educational issues by individual study and through participation in programs provided by the local school district and by the state and national school boards associations.

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Individual Ethical Conduct for Ensuring an Effective Board (continued)

- ❑ I will...
 - ❑ Recognize that I have no legal authority outside the board meetings, and that all decisions of the board will be made at a public meeting where a quorum of the board is present and only after a thorough review of the available information.
 - ❑ Work in harmony with the rest of the board members to always promote and preserve the integrity of the board.
 - ❑ Avoid speaking on behalf of the board except at those times when the board, by official action authorizes me to do so, and respect the confidentiality of information that is privileged under applicable law.

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2. Educational Policies

- ❑ Board Role:
 - ❑ Develop **educational policies** for the district;
 - ❑ Review annually;
 - ❑ revise as needed.
 - ❑ NMSA 1978, § 22-5-4(A); 6.29.1.9(A)(6) NMAC.

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Educational Policies (Continued)

- NMSBA Policy Service, Section I, Instructional Program
- I-0050 IA, Instructional Goals and Objectives:
 - All parts of the curriculum are interrelated and important to the development of the student. The physical, emotional, social, aesthetic, and cognitive development of the student are all elements of importance within the school program.
 - The District will provide basic communication and computational skills, an experience-based curriculum, and exploration of different disciplines and decision-making techniques to enable the student to choose between alternatives.
 - Specifically, the District instructional program will be designed and implemented to provide for at least the minimum instructional areas required by statute and shall include:

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Educational Policies (Continued)

- I-0900 through I-1111: Curriculum Development, Adoption and Guidelines
- I-1250 IHA Basic Instructional Program Policy
 - NM PED sets the minimum (reflected in most policies)
 - Do you want to set a higher standard?
- I-5800 IJJ Textbook/Supplementary Selection and Adoption
 - Selection and Removal of Textbooks and Supplementary Materials
- Do these policies reflect what you think your District needs?
 - If not, modify the policy. This is your power.

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3. Review Student Disciplinary Code

- ❑ Ensure suitable rules of student conduct and appropriate disciplinary processes are established within their school districts. 6.11.2.8(D) NMAC.
 - ❑ Policy J-2300 JIC Student Conduct
 - ❑ Policy J-2550 JICD Student Harassment/Bullying/Cyberbullying Prevention
 - ❑ Policy J-4600 JK Student Discipline



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Review Student Discipline

- ❑ Review student handbook and associated disciplinary matrix

❑

STUDENT DISCIPLINE MATRIX			
Level 1 (Parent Notification by teacher recommended for 1st offense; required for 2nd and 3rd offense) *If consequence is suspension or greater, parent notification will be made by principal or lead teacher			
Behavior/Definition	1st Offense	2nd Offense	3rd Offense
Rudeness (When someone says or does something unintentionally hurtful and does it once)	Conference/Warning	Conference to Detention Parent Notification	Detention to ISS Parent Notification
Meanness (When someone says or does something intentionally hurtful and does it once)	Conference to Detention Parent Notification	Multiple days of Detention to 1 day ISS Parent Notification	1-3 Days ISS Parent Notification
Horseplay (Any student conduct or action that, based upon the reasonable judgment of school staff, 1.) Threatens or risks physical safety of staff, students, or visitors, 2.) May damage school materials or property, 3.) Disrupts the learning process or the learning environment.)	Conference to 1-2 days detention Parent Notification	Multiple days of Detention to 1 day ISS Parent Notification	1-3 Days ISS Parent Notification
Ditching (Failure to report to class without prior permission, knowledge, or excuse by the school or parent, but still present within school, ex-hanging out in hall)	Detention or Up to 1 Day ISS Teacher Interventions Parent Notification	Up to 2 Days ISS Teacher Interventions Parent Notification	3 Days ISS Parent Notification Teacher Interventions Behavior Contract
Dress Code Violation (Dressing or grooming in a manner which disrupts the teaching and learning of others and does not conform to the standards of the school handbook)	Parent Notification Conference/Warning Options: Change into other clothing they have or Clothing provided by school Go next home	Parent Notification Conference/Warning Options (Same as 1st offense) up to 1 Day ISS	Parent Notification Up to 2 Days ISS Same as 1st Offense 4th Offense could result in OSS



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Review Student Discipline (Continued)

Level 3 (**Parent Notification required by principal/lead teacher for each offense; Law enforcement referral may be filed on all Level 3 Infractions**)			
Behavior/Definition	1st Offense	2nd Offense	3rd Offense
Arson (Intentionally starting any fire or combustion on school property.)	10 Days OSS Pending Hearing	10 Days OSS to Expulsion	Expulsion
Assault/Battery (Physical) of a Staff Member (specific intentional physical harm without consent)	10 Days OSS Pending Hearing	10 Days OSS to Expulsion	Expulsion
Assault (Verbal) of a Staff Member and/or Visitors (including intimidating or threatening remarks and/or directed profanity (Directing written statements, verbal comments, or physical gestures at staff or school visitors that convey profane, grossly offensive, harassing, intimidating, obscene, inappropriate, or sexually suggestive messages; if stated or displayed at any school related function)	2-4 Days ISS or 1-2 Days OSS	2-4 Days OSS	4-10 Days OSS Possible Hearing
Bullying/Cyberbullying/Harassment (When someone says or does something <i>intentionally</i> hurtful and does it <i>more than once</i> , even when you tell them to stop or show them you're upset, to someone who is less powerful (Deliberate, Repeated, Targeted) Cyberbullying is the same, done via internet/electronic devices/social media/etc.)	Elementary: Detention to 1 day ISS Secondary (MS/HS): 2-4 Days ISS or 1-2 Days OSS Admin will share policy with the victim.	Elementary: 2-4 Days ISS or 1-2 Days OSS Secondary (MS/HS): 2-4 Days OSS Admin will share policy with the victim.	Elementary: 2-4 Days OSS Secondary (MS/HS): 4-10 Days OSS Admin will share policy with the victim.



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4. Hire the Right Person for the Job

- Employ and evaluate the **superintendent**. NMSA 1978, § 22-5-4(B); 6.29.1.9(A)(2) NMAC.
- Delegate administrative and supervisory functions to the superintendent. 6.29.1.9(A)(4) NMAC.
- Refrain from involvement in delegated administrative functions. 6.29.1.9(A)(5) NMAC.



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Superintendent Selection

- ❑ Before you start a Superintendent Search:
 - ❑ Identify goals and key leadership strengths your District needs
- ❑ Superintendent Search Company?
 - ❑ Nationwide or Statewide Search
- ❑ Time
 - ❑ Urgency v. optimizing pool of candidates

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Superintendent Evaluation

- ❑ Complete the evaluation!
- ❑ Review the evaluation tool before you use it.
 - ❑ Does it reflect the Board's priorities?
 - ❑ If not – change it!
- ❑ Add regular performance check-in during executive session.
- ❑ Be clear with Superintendent.
 - ❑ Honest with what you like.
 - ❑ Honest with what you don't like.

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Ensure the Superintendent Knows Their Role

- ❑ NMSA 1978, § 22-5-14(B)
 - ❑ “The local superintendent shall:
 - (1) carry out the **educational policies** and rules of the state board [department] and local school board;
 - (2) administer and supervise the school district; ...
 - (4) prepare the school district budget based on public schools' recommendations for review and approval by the local school board and the department. The local superintendent shall tell each school principal the approximate amount of money that may be available for his school and provide a school budget template to use in making school budget recommendations; and
 - (5) perform other duties as required by law, the department or the local school board.”

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5. Advocate!

- ❑ Adopt resolutions including in Support of or Opposition to Legislation
- ❑ Establish committees including Advisory Committees to study issues
- ❑ Enter contracts, MOUs and MOAs
- ❑ Issue Press Releases

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An Example of Board Advocacy —From the Albuquerque Journal (7/20/18)

- ❑ New Mexico loses education lawsuit
 - ❑ “New Mexico is violating the constitutional rights of at-risk students by failing to provide them with a sufficient education, a state judge ruled Friday in a blistering, landmark decision.”
 - ❑ “This consolidated lawsuit, filed by the New Mexico Center on Law and Poverty and the Mexican American Legal Defense and Education Fund, argued that the state’s schools are inadequately funded.”
 - ❑ Plaintiffs included Gallup-McKinley County School District, Santa Fe Public School Board of Education, Moriarty-Edgewood School District Board of Education, Rio Rancho Public School District Board of Education, Lake Arthur Municipal School’s Board of Education, and Cuba Independent School’s Board of Education.

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6. Use Committees

- ❑ True or False:
 - ❑ The Board President appoints committee members
 - ❑ All committee meetings are subject to OMA
 - ❑ Only audit and finance committee meetings are subject to OMA
 - ❑ Committee meetings are never subject to OMA



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Finance Committee

- ❑ Each local school board shall appoint at least two members of the board as a finance subcommittee to assist the board in carrying out its budget and finance duties. See NMSA 1978, § 22-8-12.3(B).
- ❑ The finance subcommittee shall:
 - ❑ Make recommendations to the board in the following areas:
 - ❑ Financial planning, including reviews of the district's revenue and expenditure projections;
 - ❑ Review of financial statements and periodic monitoring of revenues and expenses;
 - ❑ Annual budget preparation and oversight; and
 - ❑ Procurement; and
 - ❑ Serve as an external monitoring committee on budget and other financial matters.
 - ❑ See NMSA 1978, § 22-8-12.3(C).
- ❑ Make sure the Board Members on the Finance Committee are committed to ensuring the Board's Priorities are reflected in the Budget.

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Other Possible Committees and Subcommittees?

- ❑ Examples:
 - ❑ Superintendent Evaluation Instrument Subcommittee
 - ❑ Policy Subcommittee
 - ❑ Redistricting Advisory Committee
 - ❑ Student Discipline Committee
 - ❑ Curriculum Committee

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7. Budget

- ❑ Review and approve the annual school district budget. NMSA 1978, § 22-5-4(C).
- ❑ Except for expenditures for salaries, contract for the expenditure of money according to the provisions of the Procurement Code. NMSA 1978, § 22-5-4(J).
- ❑ Provide oversight of revenue and expenditures within the district budget. 6.29.1.9(A)(11) NMAC.
- ❑ Ensure that district funds are appropriately managed and disbursed in accordance with laws, regulations and terms of grants. 6.29.1.9(A)(9) NMAC.

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Put Your Money Where Your Priorities Are!

- ❑ Superintendent and Finance Committee prepare the budget.
- ❑ Be aware of what parts of the budget are discretionary and which are mandatory.
 - ❑ Mandatory = salaries, benefits, insurance.
 - ❑ Discretionary = additional raises, new curriculum, technology upgrades.
- ❑ Use discretionary items to reflect Board Priorities.
 - ❑ Can take several cycles to have funds for the Priorities – stick to it.
 - ❑ Means making some tough choices.

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8. Property Maintenance

- ❑ Provide for the repair of and maintain all property belonging to the school district. NMSA 1978, § 22-5-4(H).
- ❑ 5 ways School Facilities Affect Learning Outcomes:
 - ❑ Acoustics and noise
 - ❑ "Research shows that classrooms that reduce external noise have more engaged and higher achieving students compared to those in noisier school environments."
 - ❑ Air quality
 - ❑ "Research also indicates that some schools suffer from what has been dubbed "sick building syndrome," a collection of symptoms that includes lethargy, dry skin, and headaches. It affects the absenteeism and performance of both students and teachers."

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Property Maintenance (Continued)

- ❑ Lighting
 - ❑ "Research shows that natural lighting boosts the morale of teachers and students. It also reduces off-task behavior and improves test scores. Environments with little natural light have been shown to produce less than desirable results."
- ❑ Temperature control
- ❑ Classroom size and space
- ❑ <https://www.tasb.org/news-insights/school-facilities-impact-student-achievement#:~:text=Research%20shows%20that%20classrooms%20that,demographic%20factors%2C%E2%80%9D%20said%20Clemmons.>

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9. Select Board Leadership

- ❑ "From among its members, a local school board shall elect a president, a vice-president and a secretary." NMSA 1978, § 22-5-7(A).
- ❑ **Select your Board Leadership based on individuals that you know are committed to Board Priorities.**
- ❑ Sample NMSBA Policies BDA:
 - ❑ The officers of the Board shall consist of a president, vice president and secretary, all of whom shall hold office for two (2) years or less or until their successors are elected and have been qualified but they may not succeed themselves.

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Types of Officer Duties

- ❑ See NMSBA B-0950.
- ❑ President:
 - ❑ Preside over and maintain order at meetings.
 - ❑ Conduct meetings in accordance with New Mexico law, Secretary of Public Education rules, and policies of the District.
 - ❑ Call special or emergency meetings.
 - ❑ Participate in agenda setting.
 - ❑ Perform other duties as assigned by the Board or required by law.

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Types of Officer Duties (Continued)

- ❑ See NMSBA B-0950.
- ❑ Vice President:
 - ❑ Perform the duties of the President in the absence of the President and shall perform other duties as assigned by the Board.

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Types of Officer Duties (Continued)

- ❑ See NMSBA B-0950.
- ❑ Secretary:
 - ❑ All duties as required by law and perform other duties assigned by the Board.
 - ❑ Be responsible for all records of Board meetings and shall assist the Superintendent, custodian of public records for the District, in providing access to these documents as required by law.

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10. Know Where To Get the Right Information

- ❑ Ask your Superintendent to have reports formatted in Open Session that address the Board's goals.
- ❑ Don't depend on your Superintendent – Find your information.
 - ❑ STARS Reports = Student, Teacher, Accountability Reporting System.
 - ❑ NM VISTAS <https://nmvistas.org/>
 - ❑ NM PED Achievement Data by Year.



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