

NIM
CCS
New Mexico
Coalition *for*
Charter Schools

Legislative Education Study Committee

September 18, 2013

1. Governing Board Succession Policies-Samples
2. Governing Board Standards-Draft
3. Governing Boards Training Framework-Draft
4. Conflict of Interest Flowchart-Draft
5. NMCCS Conference Breakout Schedule-Draft

Bruce Hegwer, Ed. D.

Executive Director

SUCCESSION PLANNING FOR GOVERNING COUNCIL MEMBERS

Charter School Application

Every Charter School, in its Application, must have a plan for recruiting, selecting, and replacing Governing Council Members.

A.(3) Describe how future governing body members will be selected as vacancies arise

Enumerate the qualifications desired for members that will assure your school's governance is competent to operate a public school.

Examples from Current Charter Applicants

Application 1.

Selection of Members

An ad hoc nominating committee shall solicit applications, recruit potential candidates, and screen applicants and recruits for each of the positions on the board to be filled. In addition, any person who desires to be considered for one of the elected positions on the board shall submit a letter of interest to the board. At the next meeting of the board, the board must review the qualifications of the candidate(s) to affirm that candidate(s) meets board policies, charter requirements, and all state and federal statutes and regulations. If the board is satisfied that the candidate(s) meets all requirements, it will officially approve, by majority vote, the candidates. Those members whose positions expire shall serve until their positions are filled. If there is more than one candidate for any elected position, then the board shall interview and appoint members to the board. The term of the "appointed seat" shall be for one year or until filled during a regularly scheduled election. If the seat is subsequently filled by an election, the position shall only be for the duration of the term for that position.

The candidates for positions on the Governing Board must demonstrate collaborative and problem-solving skills and attitudes, as well as an ability and willingness to devote substantial time and energy to serving on the board, including orienting and training events. The candidate must be willing to chair and regularly participate in the activities of at least one board committee and show a willingness and ability to devote their time and energy to acting in the best interests of CCS as a whole, rather than the interests of any particular interest group. As much as possible, Governing Board members shall reflect the ethnic diversity that makes up the school community.

Application 2.

1. When a vacancy arises a temporary Search Committee will be formed. This committee will be made up of one current Board Member, the school's lead administrator, and one community representative. The Search Committee will identify individuals who possess the specific experience and expertise needed to fill the vacancy (qualifications outlined in section A.(1)), in order to maintain an effective Governing Board. (Note: Per state statute, no Governing Board member can receive funding from the school, as either a contract worker or in any other capacity, therefore a school employee selected to become a Board member must resign from any paid position or contract).

2. The Governing Board President will meet one-on-one with identified individuals, assess their leadership experience, time constraints, their level of commitment, their experiences, and their goals and expectations as a potential member of Dream Dine's Governing Board. The Governing Board President will then nominate those individuals to the Governing Board who seem capable and willing to take up the challenge. *As the nominating party, the Governing Board President will abstain from voting for new members.

3. Nominated individuals will be expected to attend a monthly Governing Board meeting to better understand the scope of the Board's work and to have an opportunity to meet the other members. The Governing Board President may choose to ask for their input regarding Board business in order to assess their strategic approach, philosophical positions and professional fit.

4. After attending the Board Meeting, nominated individuals will write a letter of interest outlining the skills and expertise they possess which make them a strong fit for Dream Dine'. This letter will be submitted to the Governing Board and Dream Dine' lead administrator.5. The Governing Board and lead administrator will then consult and select the candidate most appropriate for the vacant position.

Application 3.

In the event of member vacancy, the Council will use the school's newsletter system, website, and other community communication methods to notify the public of current vacancies as well as to provide member expectations and responsibilities for potential applicants. Those individuals who apply for a Governance Council position shall be selected based on the following criteria. Such an individual must:

- Be willing to commit attendance to all Council meetings.
- Understand the educational system with the Explore Academy
- Have a firm commitment and loyalty to the philosophy of the Explore Academy as described in its charter
- Possess a strong character and a willingness to abide by all laws, regulations, and policies that govern any staff member or the general populace
- Be willing to participate in state-require governing board/school board training and basic Governance Council orientation.

The Council will dictate the period for which applicants will be allowed to submit their requests. Individuals interested in becoming a member of the Governance Council shall submit to the secretary, in writing, their intention to apply for a position, including personal and professional qualifications, within the window specified. Governance Council members will review these submissions and will vote at the next regular scheduled meeting. For in-term vacancies, the term length shall consist of only the unexpired portion of the term of the member being replaced.

The Council will require at least one member with extensive financial experience. If only one such member exists, when a vacancy in that member's position arises, the individual who fulfills that position will be required to have financial experience in addition to the requirements mentioned above.

Application 4.

Selection of Members -

As stated in Article I, Section 3, (c) of the Governing Board Bylaws, "Letters of Interest from interested and eligible candidates will be taken until the position is filled." HSA has begun to develop a pool of prospective candidates for the Governing Board should a vacancy of the seven current members occur.

Application 5.

Governing board members will be selected through the subcommittee process of the board. The work of the board is done through a subcommittee process and each subcommittee is responsible for recruiting members from the public to participate in their deliberations. These public members learn about and contribute to the work of the committees. Ultimately, these individuals should transition into board roles as terms expire or if a member must leave for an unexpected reason.

Governing Council Selections-Two Categories

A. Recruitment/Invitation

Samples of GC Recruitment and Selections Activities

School 1:

Annually, the board will solicit applications and nominations for the parent member of the board at the beginning of the school year. Applications will be accompanied by a resume. The parent board member must have a degree and have had a child attending the school for at least three years. The board will interview applicants and will choose one by a majority vote of current board members. At the beginning of the school year, the board will request that the principal forward the name of three potential student board members. The board will interview the nominees and will choose one by majority vote of the current board members.

The election process for all other board members will begin with a call for nominations and applications for vacant board positions at a board meeting. All applications will be accompanied by a current resume. After reviewing the applications and interviewing the candidates, the board will elect new board members by a majority vote of current board members. Board terms will be staggered to ensure continuity on the board.

Board members are expected to attend all scheduled meetings of the board. Board members with more than two unexcused absences in an academic year will be replaced according to the normal board election procedures.

School 2:

Candidates for positions on the GC shall be considered based upon commitment to the school and its mission, and professional skills and areas of expertise relevant to the school and its mission, including but not limited to, legal, financial, real estate, education, business and workforce development. Potential members must also demonstrate collaborative and problem solving skills, and attitudes and an ability and willingness to devote substantial time and energy to serving on the GC. School employees and relatives of school employees may not serve on the GC, but may serve on committees and are encouraged to attend GC meetings and advise the Council on relevant matters.

School 3:

Governance council member recruitment is the task of all current council members as well as the school staff and other members of the community who might be willing to help. Referrals are made to the council president, who then makes initial contact with the interested person, sharing information about the school and extending an invitation to attend a regular council meeting. As a guest, the prospective member meets the council members, introduces himself or herself, and

observes the meeting. During the meeting, if the person is still interested, a folder of information about the duties and responsibilities of membership is presented. At the end of the meeting the visitor may ask questions, and then, if appropriate, or at a later date, the prospective member indicates whether an invitation to join is desired. The council reviews the applicant's qualifications and if appropriate, invites him or her to the next meeting with an action item on the agenda to vote on the applicant. Orientation begins with a visit to the school and a conversation with the principal and/or council president to provide detailed information and an introductory overview to the uniqueness of the school. Each new member is given a binder with information pertaining to the functions of the council and documents such as the by-laws and member responsibilities. The binder also serves as a file for documentation received in meetings.

School 4:

New Council Members will be invited to apply by standing Council members, or past Council Members in good standing as vacancies on the Council occur through term limits, vacancies or resignations. Persons who are the spouse, father, mother, in-law, son, or daughter of a current School staff member are not eligible to serve on the Governing Council while the relative holds a position at the school.

School 5:

Procedure for Electing Directors

- 1. Election of Council Members.** Governing Council members shall be elected by a majority vote of the existing council and selected from the nominations. The nomination process is described in paragraph A.3., below.
- 3. Nomination of Council Members.** The Governing Council members shall be nominated as follows:
 - a. Nominees Council Members.** The Council Development Committee (See, Section VI. A below) shall select the council members for the vacant positions. The committee shall obtain nominations by notifying community, business, and/or education leaders of regular elections and/or vacancies on the council along with a description of the responsibilities of serving as a member and the date and time of the Governing Council meeting at which the position will be voted on by the Governing Council (whether new elections or vacancies). Interested individuals will be asked to submit their name and qualifications and reasons for wanting to serve on the Governing Council or to submit the names of other individuals who they believe would be an asset to the Governing Council. Nominations shall be given to the secretary of the Governing Council, by no later than ten (10) working days before the date of the regular board meeting at which the vote of the Governing Council shall be made.
- 6. Vacancies.** A vacancy on the Governing Council shall be filled by the Governing Council after the nomination process described in paragraph 3 above has been completed. Once the vacancy is filled, the term shall only be for the unexpired portion of the term of the member being replaced.

B. Elections

Samples of Recruitment and Election Activities

School 1.

Council Members shall be elected by eligible voters at ATC who shall consist of the parents and legal guardians of students enrolled at ATC and ATC teachers and administration. Elections shall be conducted using secret ballot. Under the direction of the Council, the ATC administration shall prepare all necessary materials for the election, including a roster of voters of persons eligible to vote and shall prepare the ballot. Proxy voting is not allowed. The ATC administration shall tally the votes. In the event of a tie vote, the winner shall be determined by a flip of the coin with the person whose last names is earliest in the alphabet and who is available calling eh coin side. The ATC administration may enlist the assistance of a state or local election government department to assist in the conduct of the election.

School 2.

Election Process:

- i) On or before the first Governing Council meeting in March, the Council shall appoint a Nominating Committee, which shall consist of: (a) at least one member of the Governing Council who will not serve on the Council the following year; (b) two members of the faculty who will not serve on the Council the following year (one faculty member will facilitate the committee and report to the Governing Council); (c) at least one parent or community member who is not currently on the Governing Council, not employed by PAPA in any capacity, and will not serve on the Council the following year.
- ii) The Nominating Committee shall meet thereafter and solicit applications, recruit potential candidates, and screen applicants and recruits for each of the Parent Member and Community Member positions on the Council to be filled.
- iii) The Nominating Committee shall generally recommend candidates based upon their professional skills, demonstrated collaborative and problem-solving skills and attitudes, their ability and willingness to devote substantial time and energy to serving on the Council (including chairing and regularly participating in the activities of at least one Council or school committee), and their willingness and ability to devote their time and energy to acting for the best interests of PAPA as a whole, rather than the interests of any particular interest group.
- iv) The Nominating Committee's slate of recommended candidates shall be submitted to the Council and publicly announced during the April Governing Council Meeting.
- v) If there is more than one candidate for any Parent Member or Community Member Position, either by virtue of the Nominating Committee recommending more than one candidate for a particular position or because a nominating petition has been submitted in accordance with vi) below, the Council shall arrange for an election to be held with respect to the contested position(s) Before the Council meeting in May.
- vi) Any person who desires to be considered for one of the Parent Member or community Member Positions on the Council, and who has not been included on the Nominating Committee's slate, shall be placed on the ballot if a petition, signed by at least 50 (fifty) PAPA families is presented to the Executive Director no later than one week after the first Council meeting in April.
- vii) With respect to each of the Parent Member and Community Member Positions, families shall be entitled to cast one (1) vote. A general election will be held the week before the May meeting with voting to occur for two (2) days. The election will be facilitated by the nominating

committee chair. It will consist of a secret, written ballot. Voters must be present (sign in) in order for their vote to be counted. The vote will be presented to the Governing Council at the May meeting.

- viii) During the May Governing Council meeting, the Council shall vote to approve or disapprove, as a whole, the uncontested candidates recommended by the Nominating Committee and the candidates elected (if any). If approved, all such candidates shall be seated as members of the Council for the relevant terms. If such candidates are disapproved by the Council as a whole, the Council shall reconvene the Nominating Committee to develop a new slate of candidates for the uncontested positions.
- ix) The Council members who will end their terms will remain through the August meeting to assist the new members in transition.
- x) The High School Student Council President will be included on the Governing Council as a non-voting member acting in an advisory role.

Charter School Governance Standards

- I. **Mission/Vision-** *The governing board articulates a clear mission and vision for the school that commits to high expectations for student performance and an effective school.*

Indicators

- Communicates the mission and vision to build and maintain stakeholder understanding and support.
- Ensures the goals support the school's mission and vision through effective monitoring. (See *V Mission Outcomes*)
- Board reviews the school's mission systematically and revises them when appropriate.
 - Following §22-8B-9 NMSA Performance Contract statute
- All school programs and services are aligned with the mission and vision.

- II. **Governing Board Relations with Administration-** *The governing board ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.*

Indicators

- The board clearly defines the roles and responsibilities of the school administrator.
 - Accurate job descriptions for both the board and the school administrator
- The board and the school administrator have open communication.
- There is a conflict resolution process in place if an issue develops between the board and the school administrator.
- The board has developed an evaluation for the school administrator that is fair and meaningful.
 - Based on clear expectations
 - Aligned to the school's mission, vision, and goals
 - Clear criteria for evaluation
- Administration evaluation based on quantitative and qualitative data from a variety of sources (observations, surveys, school data reports, etc.)
- The board uses the school administrator evaluation to focus on:
 - Areas of strength to motivate and validate
 - Areas of weakness used to develop professional development plan and goals
- The board and school administrator have clear "agenda-setting" processes in place

- III. **Strategic Planning-** *The governing board sets strategic direction through strategic planning, organizational alignment, and implementation.*

Indicators

- Board members can articulate the mission and vision and evaluate the strategic plan in this light.
- A strategic plan, with attainable goals, has been developed and approved by the governing board; reviewed and updated annually.
- The plan is a working document that is reviewed and updated periodically to adjust for progress, changes in environment, and new opportunities.
- Board members can speak knowledgeably about program goals, outcomes, and needs for the school.

Charter School Governance Standards

- The board monitors and supports continuous improvement that focuses on student performance and sustainability.

IV. *Governing Board Operations- The governing board operates in a manner that promotes and supports student performance and school effectiveness beyond minimum compliance.*

Indicators

- Policy Development-The governing board establishes policies and support practices that ensure effective administration of the school.
- Fiduciary Responsibility- The governing board operates responsibly and functions effectively and understands its fiduciary responsibilities.
 - (a) The board has clear understanding of what is "Board Work" and what is "Administrative Work"
 - (b) Fundraising, if applicable
 - (c) The board has established a well-functioning committee structure
- Financial Oversight-The governing board understands the fidelity of oversight for the financial well being of the school.
- Ethics-The governing board makes its decisions based on all laws, regulations, and policies keeping the educational welfare of the students at the forefront.
- Organizational Evaluation of Board-The governing board uses self assessment as a means to continually improve board operations and service.

V. *Mission Outcomes-The governing board has identified specific outcomes to measure programmatic success based on the schools goals.*

Indicators

- The board is actively engaged in its oversight role on issues that affect the school's success.
- The board employs a system for regular review of student performance and school effectiveness in conjunction with the school administration.
- The board receives regular progress reports from the school administration.
- Board members can speak knowledgeably about school goals and performance outcomes.
- When appropriate, board members visit the school and participate in programs.

VI. *Communication- The governing board promotes effective communications and relationships with and among its stakeholders*

Indicators

- The board ensures that the school utilizes a range of media and information resources to support the school.
- The board ensures the staff communicates information about student achievement and school performance in relation to the goals to stakeholders that is meaningful and useful.
- Keeps communications open and transparent with the charter school authorizer.
- Board members advocate for the charter school in the public arena whenever possible.
- Conduct outreach to stakeholders to support school advocacy efforts.

Charter School Governance Standards

- The board has a communication strategy to publicize its message compellingly and attract support from the community and its leaders.
- The Board is prepared to manage crises responsibly. A designated team and communication strategy are in place for major public relations needs.
- The board allows for communication to "flow upward" as well as "downward."

VII. Parent and Community Relations-*The governing board responds to the interests, needs, and concerns of the parents and community of the school.*

Indicators

- The board ensures the inclusion of diverse viewpoints and representation.
- The board and the school have mechanisms in place to facilitate input from stakeholders.
- The board fosters collaboration with stakeholders to support student learning.
- Board members network to create meaningful community outreach in support of the school.

**NEW MEXICO COALITION FOR CHARTER SCHOOLS
GOVERNING COUNCIL TRAINING FRAMEWORK**

Draft 7-16-13

Time in Service	Focus	Recommended	Hours	Suggested	Hours
0-2 Years	<ul style="list-style-type: none"> Compliance Culture External Relations/Recruitment Facilities Leadership Operations Program Development 	<ul style="list-style-type: none"> GC Roles and Responsibilities Finance 101 NM Open Meetings Act GC Code of Ethics/Conflicts of Interest 	<ul style="list-style-type: none"> 2 1 2 1 	<ul style="list-style-type: none"> Finance 102 Human Resources Legal Issues SB 446 and Performance Contracts NM Charter Schools Act 	<ul style="list-style-type: none"> 2 2 2 2
		<ul style="list-style-type: none"> Achievement Results Leadership Board Evolution Facilities Charter Renewal 	<ul style="list-style-type: none"> Strategic Planning Evaluating Your Director Board Self-Evaluation Fulfilling your Mission or Being Mission Driven Running Effective Meetings Role of the President Developing Policy Preparing for Reauthorization 	<ul style="list-style-type: none"> 2 2 2 1 1 1 2 	<ul style="list-style-type: none"> Students Rights and Responsibilities Program Assessment Paperless Board Meetings Special Education/504 Capital Planning Facilities
7+ Years	<ul style="list-style-type: none"> Advocacy Continuous Improvement Dissemination Leadership Strategy/Replication 	<ul style="list-style-type: none"> Succession Planning Advocating for your School Creating a Foundation Communicating with Legislators 	<ul style="list-style-type: none"> 2 1 2 1 	<ul style="list-style-type: none"> Charter School Best Practices, Simulations, Models, 	<ul style="list-style-type: none"> Various

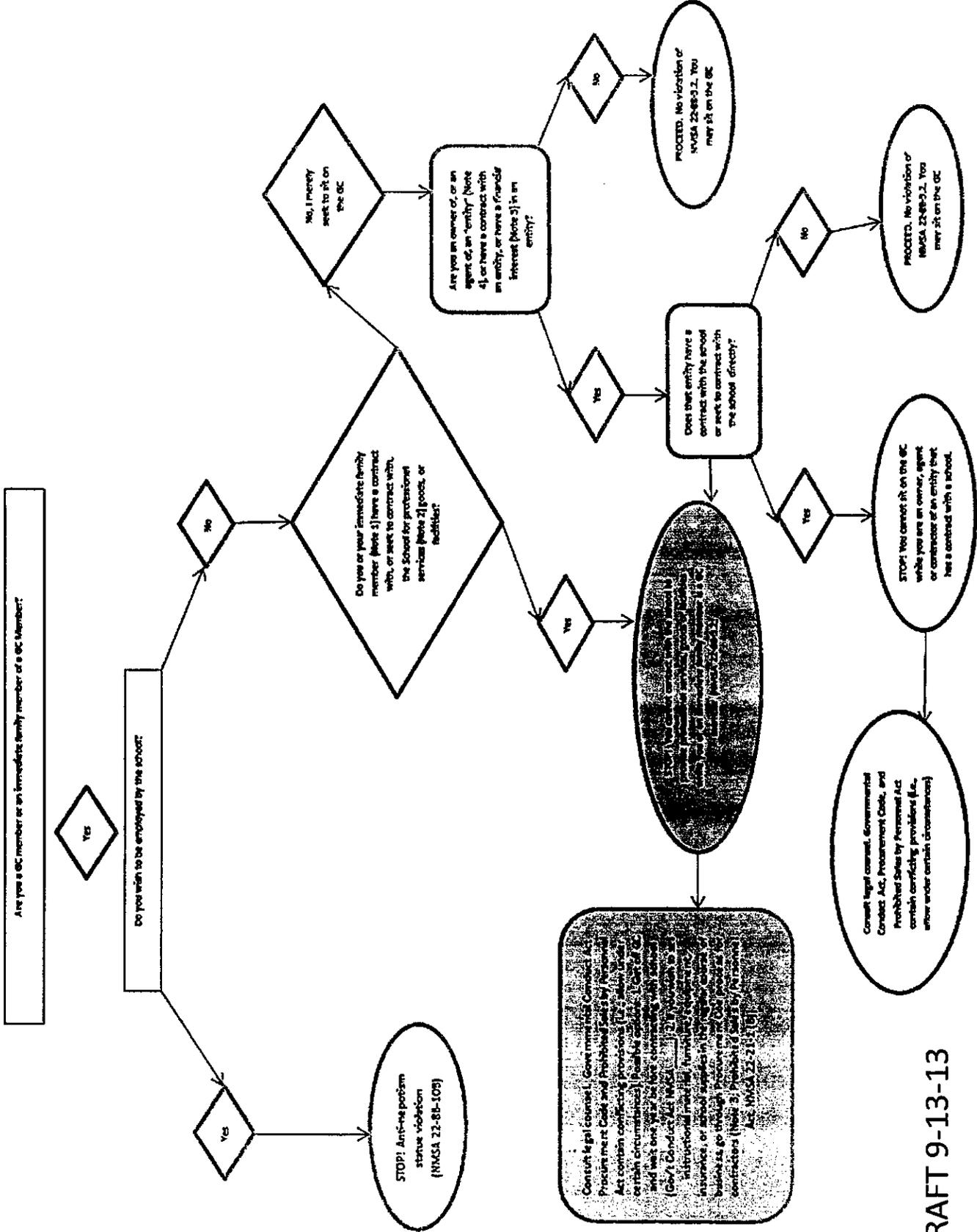
Governing Council Member Recognition Program (All Trainings Must be Certified by NMCCS)

Silver Status—completion of 12 hours of Recommended/Suggested training-Certificate

Gold Status—completion of 24 hours of Recommended/Suggested training-Lapel Pin

Platinum Status—Completion of 36 hours of Recommended/Suggested training. Qualifies CG Member to be a trainer. Black Jacket.

FLOWCHART for Perspective GC Members, Employees, & Contractors Seeking to Contract with a NM Charter School



Consult legal counsel. Government Contract Act, Procurement Code, and Prohibited Sales by Personnel Act contain contracting provisions that, under certain circumstances, prohibit individuals from contracting with the State and with one or more governmental entities. Consult the Government Contract Act, Procurement Code, and Prohibited Sales by Personnel Act for more information. If you are a contractor, you may be required to register with the State. If you are an individual, you may be required to register with the State. If you are a business, you may be required to register with the State. If you are a contractor, you may be required to register with the State. If you are an individual, you may be required to register with the State. If you are a business, you may be required to register with the State.

Consult legal counsel. Government Contract Act, Procurement Code, and Prohibited Sales by Personnel Act contain contracting provisions that, under certain circumstances, prohibit individuals from contracting with the State and with one or more governmental entities.

Are you a GC member or an immediate family member of a GC Member?

No

Are you an employee, officer or agent (Note 3) of the school?

Yes

Are you a school employee?

PROCEED. Follow NY Procurement Code.

No

Are you an agent (Note 3) or officer of the school?

Do you or an immediate family member (Note 3) have a financial interest (Note 3) in an entity (Note 4) or do you (person(s)) seek to sell something to the school?

No

PROCEED. No PPA, no conflict of interest.

Do you seek to sell or do you sell instructional material, furniture, equipment, insurance, school supplies, or do you seek to work under contract for the school?

Yes

STOP! Conflicts of Interest Violation.

No

PROCEED. No conflict of interest violation.

No

PROCEED. No conflict of interest violation.

CONFLICT OF INTEREST FLOWCHART – NOTES

1. “Immediate Family Member” = means spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law or any other relative who is financially supported. (NMSA 1978 22-8B-5.2(D))
2. “Professional Services” is undefined in Section 22-8B-5.2 and the Charter Schools Act. The NM Procurement Code defines “Professional Services” as “the services of architects, archeologists, engineers, surveyors, landscape architects, medical arts practitioners, scientists, management and systems analysts, certified public accountants, registered public accountants, lawyers, psychologists, planners, researchers, construction managers and other persons or businesses providing similar professional services, which may be designated as such by a determination issued by the state purchasing agent or a central purchasing office.” (NMSA 1978 13-1-76)
3. Note discrepancy between Prohibited Sales by Personnel Act, which limits prohibited sales only to certain listed goods/services, and Section 5.2 of the Charter Schools Act, which does not define “goods”, and limits prohibition on services to “professional services” (see Note 2).
4. “Entity” is not defined in the Charter Schools Act and is variously applied throughout the New Mexico statutes, depending on context. The Merriam-Webster Dictionary defines “entity” very broadly: something that exists by itself : something that is separate from other things; the existence of a thing as contrasted with its attributes; something that has separate and distinct existence and objective or conceptual reality; an organization (as a business or governmental unit) that has an identity separate from those of its members.
5. “Financial interest” is not defined in the Charter Schools Act. “Financial interest” is variously defined in the New Mexico statutes. For example, the NM Procurement Code defines “financial interest” as “A. holding a position in a business as officer, director, trustee or partner or holding any position in management; or B. ownership of more than five percent interest in a business.” (NMSA 1978 13-1-57) (thus, non-managerial employees who do not own more than 5% of a business would not have a financial interest under this definition). By contrast, the Governmental Conduct Act defines “financial interest” as: “an interest held by an individual or the individual's family that is: (1) an ownership interest in business or property; or (2) any employment or prospective employment for which negotiations have already begun.” (NMSA 1978 10-16-2(F)) (arguably encompasses employee relationship).
6. “Agent” is undefined in the Charter Schools Act and the Public Schools Code. New Mexico Uniform Jury Instructions defines an ‘agent’ as: “NMUJI 13-401. Agent; principal; definition. An agent is a person who, by agreement with another called the principal, represents the principal in dealings with third persons or transacts some other business, manages some affair or does some service for the principal, with or without compensation.

The agreement may be oral or written, and may be either expressed or implied by a course of conduct showing an intention that the relationship exists.”

7. The nature/degree of participation intended here is not set forth or defined, and is ambiguous.
8. The definition of ‘administer’ remains undefined and ambiguous.
9. (Note 10 in flow chart) The definition of ‘profit’ remains undefined and ambiguous.

DRAFT

Friday, October 25, 2013

Session	1	2	3	4	5	6	7
10:00-10:50	EMBER/JUNGE						
11:00-11:50	DR. DIEGO GALLEGOS/MIKE SILVA/NANCY KILPATRICK-Strategic Planning for Charter Schools	KAREN MOULTON-Starting a Foundation to Support a Charter School	KARINA VANDERBILT/RACHEL STOFICK-CCSS/PARCC Updates	SUSAN FOX-Conflicts of Interests	MARTICA CASIAS/BOB GORRELL- Charter School Lease, Locating an Adequate Facility and Maintenance Matters	JENNIFER JENNINGS-Transforming Charter Schools from Good to Great!	EDDIE QUISPE-Technology in the Classroom: iPad vs. Chromebook
1:30-2:20	ANDREW SANCHEZ-Cyberbullying from a Legal Perspective	ALFREDO DIAZ-Finance and Internal Controls	CARLOS REY ROMERO-Your Job as a Governing Council Member and How To Do It Well	TONY GERLICZ/CSD STAFF-What are True Indicators That Lead to Success in the World?	Charter Leader's Meeting-DR. BRUCE HEGWER	DR. HUGH PRATHER/DR. ELSY DIAZ -Evaluating your Head of School: A Practical, Policy Driven Approach	DR. DIEGO GALLEGOS/NANCY KILPATRICK-Developing Professional School Cultures
2:30-3:20	JOHN KENNEDY-The Relationship between the Governing Board and Charter School Chief Administrator	JIM LEDYARD-Succession Planning In Charter Schools: Searching for Leaders				TWILA WELCH/CASEY ANDREWS HEDGE-Medical+IEP's=Funds for Your School Program	JOHN WOLFE-Procurement 101
3:30-4:20	RAMON VIGIL-School Law Boot Camp for Governing Board Members and Charter School Administrators	TORI SHAUGER-New Mexico Performance Assessment Network	BOBB DARNELL-Seven Not-So-Secret Things Underachievers Want Teachers to Know and Do	SUSAN LUMLEY-How to Conquer Tasks and Structure Success – A Life Line for Principals	LORNA WIGGINS-Employment Issues Facing Charter Schools	MIKE OGAS/WILLIAM DAVIS-Planning Design and Development of Charter School Facilities by 2015	Arðham-Cloud Computing

Saturday

DR. BOBB DARNELL-KEYNOTE							
9:00-9:50	JOE FRATONI-Parental Involvement	LEE BALDWIN, CPA, CGFM; JASON KUGLER, CPA-Financial Audits and the Role of the GC Finance and Audit Committees	PATTY MATTHEWS-Conflicts of Interests	MARLENE SCHWALJE-Standing on Firm Ground: Are your personnel decisions for Just Cause or "just because"?	DAN ROSEVEARE/STAN ALBRYCHT/TOMMY HUGHES-Securing Facilities Outside of Leasing	PAUL REEVES-Best Instructional Practices for School Improvement	DR. YANN LUSSIEZ-Empathy and Leadership: Building a Culture of Excellence
10:00-10:50	ANN SALZMAN-Early College Charter School: What We Have Learned	MARTICA CASIAS/BOB GORRELL- Charter School Lease, Locating an Adequate Facility and Maintenance Matters	PATTY MATTHEWS-Open Meetings Act	MARLENE SCHWALJE- The No-Bull(y) Workplace: Do We Practice What We Teach?	CARLOS REY ROMERO-Governing Council Officers Training and Discussion	SANDY BEERY-H. WARREN KELLY-Case Study in School Culture: A Collaborative & Conscious Approach	ALFREDO DIAZ-Finance and Internal Controls
11:00-11:50	BOBB DARNELL-Seven Not-So-Secret Things Underachievers Want Teachers to Know and Do	CHRISTINE BECKNER-Common Core Standards for Staff and Parents	Mission Graduate-Dr. Angelo Gonzales	MARLENE SCHWALJE-An Ounce of Prevention: Designing a Dispute Resolution Process for Your School	Andrew Garrison- School Wellness	JOHN WOLFE-Special Education Maintenance of Effort	CARLOS REY ROMERO-Governing Council Officers Training and Discussion
AWARDS PRESENTATION							
1:30-2:20	RAY BARTON-If You Don't Know Where You are Going...You Will Probably End Up Somewhere Else	KAREN KINSMAN-So...What's REALLY In it for Us? The Benefits of Administrative/Board Support for Participation In STEM Competitions and Engagement In Inquiry-Based Research	TONY GERLICZ/CSD STAFF- Using Design Thinking to document Innovation in charter schools.	DR. HUGH PRATHER/DR. ELSY DIAZ -Evaluating your Head of School: A Practical, Policy Driven Approach	COURTNEY ANGERMEIR-Comics in the Charter School Classroom		JIM LEDYARD-Succession Planning In Charter Schools: Searching for Leaders
2:30-3:20	Dr. BRUCE HEGWER/JOSH ROSEN/DEBORAH TORZA-NMCCS Legislative Package	STEVEN MORIARTY-Virtual CIO and Strategic Technology Planning	JENNIFER JENNINGS-Transforming Charter Schools from Good to Great!		MIKE OGAS/WILLIAM DAVIS-Planning Design and Development of Charter School Facilities by 2015	SUSAN LUMLEY-How to Conquer Tasks and Structure Success – A Life Line for Principals	Mission Graduate-Dr. Angelo Gonzales