NEW MEXICO
Public Education Department

School Board Training Update

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Strategic Initiatives

Presentation for the
Legislative Education Study Committee

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Vision

When school board members have access to clear, meaningful training, we help create schools where students are better supported, policies make more sense, and everyone has a stronger chance to succeed.

Roles of School Boards

What school board members do	What school board members do not do
Set policies and vision	Manage the daily operations of individual schools or classrooms
Hire and evaluate the superintendent	Evaluate staff other than the superintendent
Oversee the budget	
Manage property and resources	
Ensure legal and ethical compliance	
Represent the public	

Why School Board Training Matters

Benefit	Impact
Improved Governance	Stronger decision-making, policy, accountability
Enhanced Student Outcomes	Correlation between training and improved district performance
Better Board Mindset	More confidence and optimistic thinking
Capacity to Handle Complex Issues	Budget oversight, data use, legal responsibilities
Public Trust & Accountability	Greater voter confidence among constituency
Relevant to All Board Types	Applies to local and charter boards alike

School Board Training Requirements from SB137

- First-term members must complete **at least 10 hours** of training in their first year, while all others must complete **at least 5 hours** annually.

- Training hours completed by each school board member, along with whether they met statutory requirements, must be publicly available.

School Board Mandatory Training and Reporting

Statute requires the Public Education Department (PED) to accredit public schools

- Section 22-5-13 NMSA 1978

New Mexico Administrative Code

- Rule 6.29.1 NMAC, General Provisions
- Rule 6.19.4, Accreditation Procedures

Accreditation

- School board training is one of the ten components of the accreditation rule.
- Training hours are reported to PED by the New Mexico School Board Association or other organizations.

Reporting of Training Hours (NM Vistas)

First year of first term	Number of hours of training completed in the calendar year	Met required hours of training	Met required categories of training
No	53	Yes	N/A
Yes	36	Yes	Yes
Yes	43	Yes	Yes
Yes	37.5	Yes	Yes
Yes	47.5	Yes	Yes

Two-Year Implementation Timeline

Year 1 (Current)

- Develop approval process for providers and courses
- Align with accreditation rule
- Measure training effectiveness
- Continue tracking board member training completion hours
- Canvas-based courses developed by PED to expand accessibility for rural school districts and provide a broader range of training content
- Get into the field and observe school boards in action

Two-Year Implementation Timeline

Year 2 (Planned)

- Continue monitoring presentations for content and quality
- Require select PED courses for all new board members
- Continue to develop Canvas training suite
- Build school district leadership capacity and support

Partnership Framework

- **Internal PED Planning Team.** Bureau leads; approved requirements and forms.
- **External Partner Planning Team.** NMSBA, other external partners, and LEA-aligned processes and tools.
- **PED Canvas Training Series.** Canvas training with two hours of PED-developed content in each category.

PED Presenter and Course Approvals

Ensure Quality Through Approval

- **School Board Training Chart.** Alignment of required training categories and topics.
- **Presenter Approval.** Screen organizations for qualifications, accountability, and content integrity.
- **Course Approval.** Verify training meets quality standards, equity goals, and participant engagement.
- **Accountability**. Annual renewals, attendance tracking, and feedback reporting.

Quality Assurance

- **Quality Standards.** Screen for qualifications, experience, and instructional quality before approval.
- **Content Integrity.** Ensure materials are pre-approved, accurate, engaging, and compliant with statutory requirements.
- **Safeguard Public Trust**. Confirm trainers are vetted and supervised, building confidence in the training system.

Next Steps

- Launch of School Board Training Guidance website (9-30-25)
- Pilot attendance tracking at NMSBA regional meeting (9-15-25)
- PED-developed Canvas courses ready for school district use
- PED and external partner work together to co-design conferences and workshops
- Expand training network with focus on rural areas
- Funding Request

Recognition and Thanks

- Thank you to all New Mexico school board members.
- Thank you to New Mexico School Board Association and other organizations who provide training and support to our school boards.

Thank You!

For Questions

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Governance vs. Operations (Landscape)

Distinguishing the roles of the School Board (Governance) and the Superintendent (Operations)

Area	School Board – Governance	Superintendent – Operations
Primary Focus	Sets vision, policy, and direction for the district	Executes policies and manages daily operations
Leadership	Hires and evaluates the superintendent	Leads district staff, manages personnel, ensures accountability
Policy & Planning	Establishes educational policies and approves strategic plans	Implements policies, develops and carries out the Education Plan
Finance	Reviews and approves the annual budget, bonds, and contracts	Manages expenditures, monitors budget, ensures compliance
Facilities	Authorizes property acquisition, leasing, disposal, and major repairs	Oversees planning, maintenance, and safe use of facilities
Legal & Compliance	Ensures district adheres to laws; may sue/be sued; accepts gifts	Ensures compliance with state and federal law in daily practice
Student Success	Sets academic expectations and district-wide priorities	Directly responsible for student achievement and safety
Community Engagement	Engages public in governance decisions; approves outside programs	Communicates with parents, staff, and community; provides notifications
Decision Level	Big-picture, long-term, policy-driven	Day-to-day, detail-oriented, operational execution

SCHOOL BOARD MEMBER TRAINING REQUIREMENTS		
Category	**First-Term Members (at least 10 hours)**	**Returning Members (5 hours annually)**
A. Laws, Department Policies, Ethics, Personnel, and Equity Practices (includes 6.29.1.9 NMAC requirement)	**At least 2 hours on:** (suggested, but not limited to topics below) • Accreditation • Bilingual Multicultural Education Act (22-23-1 NMSA) • Black Education Act (22-23C-1 NMSA) • Hispanic Education Act (22-23B-1 NMSA) • Indian Education Act (22-23A-1 NMSA) • Tribal consultation • Tribal regalia at school events • Every Student Succeeds Act (ESSA) • Ethics for board members and personnel • Food services • Individuals with Disabilities Education Act (IDEA) • Martinez/Yazzie Lawsuit • Public School Code and Title 6 NMAC • Personnel policies • Student rights/discipline • Teacher/staff effectiveness and retention • Transportation • **Equity and culturally and linguistically responsive practices (6.29.1.9 NMAC)**: – Culturally and Linguistically Responsive Governance – Identifying and addressing educational inequities – Creating inclusive and supportive school climates	Same content as First-Term Members

B. Finance, Budgeting and Fiduciary responsibilities, and Performance-based Budgeting	**At least 2 hours on:** (suggested, but not limited to topics below) • Budget development • Facility financing • GAAP (6.20.2 NMAC) • Financial red flags • Fiscal oversight and transparency • Performance-based budgeting • Procurement/contracts • Public School Finance Act (22-8-42 NMSA) • Risk management • School audits • School calendar • School finance laws	Same content as First-Term Members
C. Legal Concepts	**At least 2 hours on:** (suggested, but not limited to topics below) • Board policies and procedures • FERPA • IPRA (14-2-1 NMSA) • Open Meetings Act (10-15-1 NMSA)	Same content as First-Term Members
D. Effective Governance Practices, Superintendent Supervision and Support	**At least 2 hours on:** (suggested, but not limited to topics below) • Board-superintendent relations • Stakeholder engagement • Crisis management • Fiscal oversight • Governmental Conduct Act (10-16-1 NMSA) • Board roles/responsibilities • Superintendent evaluation • Superintendent recruitment/retention	Same content as First-Term Members

E. Student Achievement, Support, and Safe Learning Environments	**At least 2 hours on:** (suggested, but not limited to topics below) • Graduation Requirements • NM VISTAS (22-2F-1 NMSA) • State and Federal Testing Requirements (22-2C-4 NMSA) •Role in evaluating and improving student academic achievement • Set school goals for student academic achievement • Safe learning environments • Student support services • Multi-Layered System of Support (MLSS)	• Attendance and engagement • Interventions and outcomes • Role in evaluating and improving student academic achievement • Set school goals for student academic achievement • Safe learning environments: – Health and wellness programs – Inclusive practices – Legal/ethical safety duties – Digital safety – Discipline policies – Student mental health
F. Other Requirements	Other requirements deemed necessary by the department	