



J. Paul Taylor Academy

Recapturing the Joy of Learning - Recapturar la Alegria de Aprender



J. Paul Taylor Academy Charter School
Work Session GC Retreat Day 2
Saturday, June 9, 2018 8:00 AM (MDT)
1274 Golf Club Rd Las Cruces New Mexico 88011
Sunset Grill

This agenda may be revised up to seventy-two (72) hours prior to the meeting.



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- I. Opening Items
 - A. Call the Meeting to Order
- II. 8:00-8:30 am Warm Up Activity with GC Self Evaluation - Robyn Rehbein - 30 minutes
- III. 8:30-8:45 am Review of Charter Contract - Stephanie Haan-Amato - 15 minutes
- IV. 8:45 - 9:15 am Review of Proposed By-Laws - Stephanie Haan-Amato - 30 minutes
- V. 9:15 - 9:30 am Review of Open Meetings Act and Annual Notice - Robyn Rehbein - 15 minutes
- VI. 9:30 - 10:30 am Committee Membership and Chairs - Stephanie Haan-Amato - 60 minutes
- VII. 10:30 - 10:45 am Desired Reporting from Executive Director - Stephanie Haan-Amato - 15 minutes
- VIII. 10:45 am - 12:00 pm Calendar of Meeting Topics - Stephanie Haan-Amato - 75 minutes
- IX. 12:00 - 1:00 pm Lunch
- X. 1:00 - 1:30 pm Intro to the JPTA Foundation - Rebecca Berkson - 30 minutes
- XI. 1:30 - 2:00 pm Results of Teacher Satisfaction Survey - Stephanie Haan-Amato - 30 minutes
- XII. 2:00 - 2:30 pm Communication with Staff and Families - Stephanie Haan-Amato - 30 minutes
- XIII. 2:30 - 4:30 pm Strategic Planning - Arthur Berkson - 120 minutes
SWOT / TOWS
- XIV. 4:30-5:00 Other Topics - 30 minutes
- XV. Closing Items
 - A. Adjourn - 1 minutes
Roll Call Vote

J. Paul Taylor Academy Governance Council Self Assessment 2017-18

5 responses

Your Name: (Required)

5 responses

Carrie Hamblen

Robyn Rehbein

Stephanie Haan-Amato

Arthur Berkson

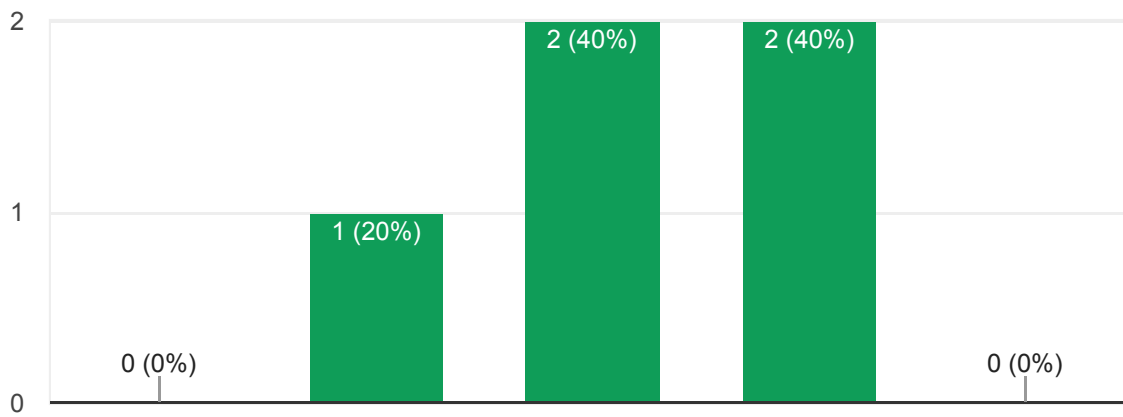
Suzan Martinez de Gonzales

Part 1. Board Governance



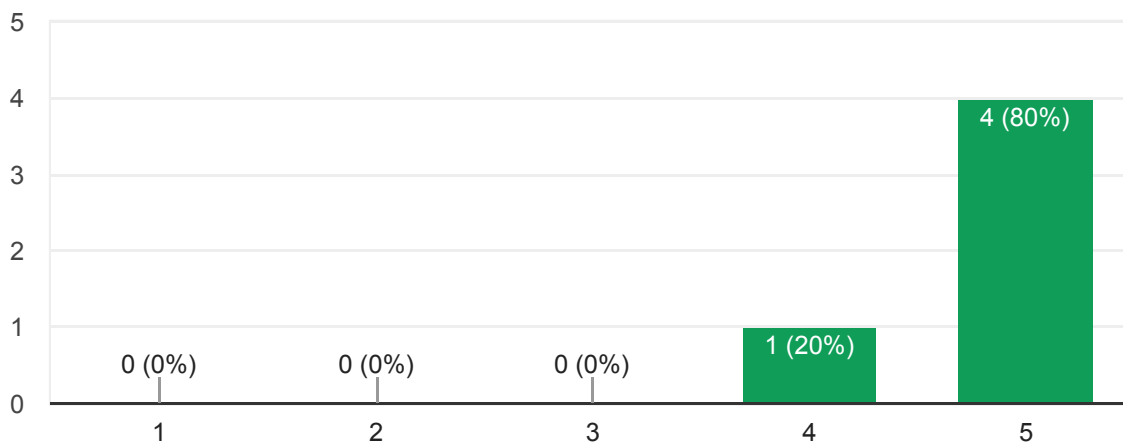
New GC members are oriented and fully briefed prior to being seated.

5 responses



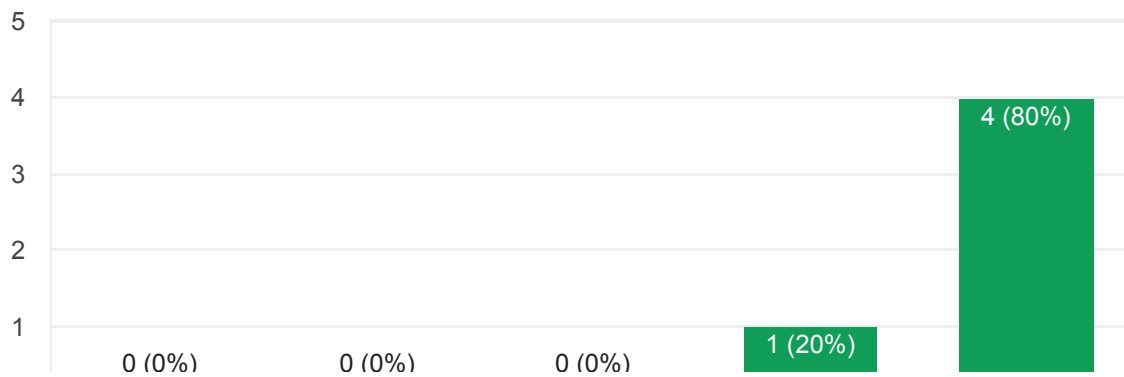
The GC is composed of individuals with a broad and appropriate range of expertise and experience.

5 responses



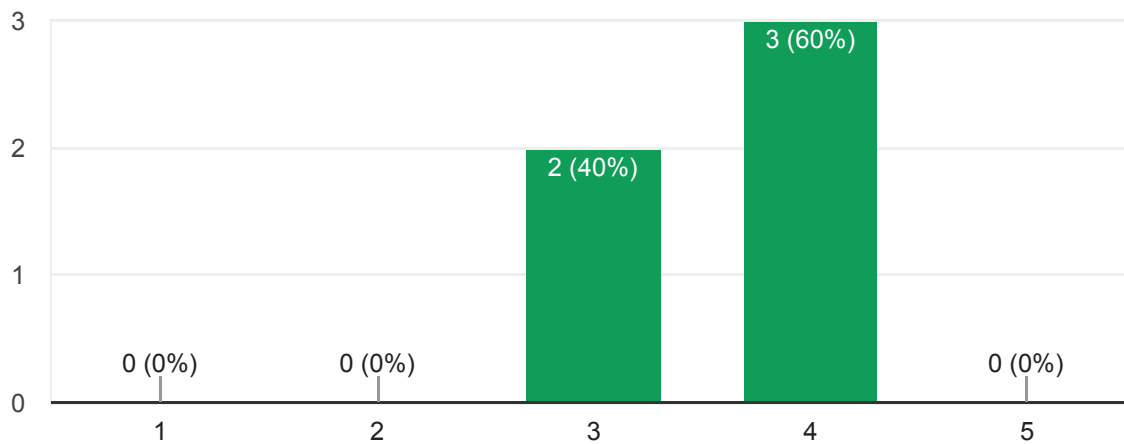
The GC seeks outside counsel for matters beyond its expertise.

5 responses



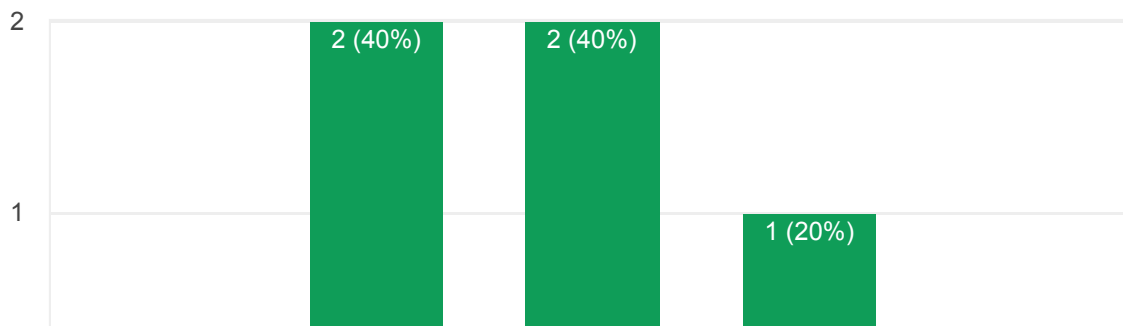
The GC sets annual goals and regularly assess progress towards those goals.

5 responses



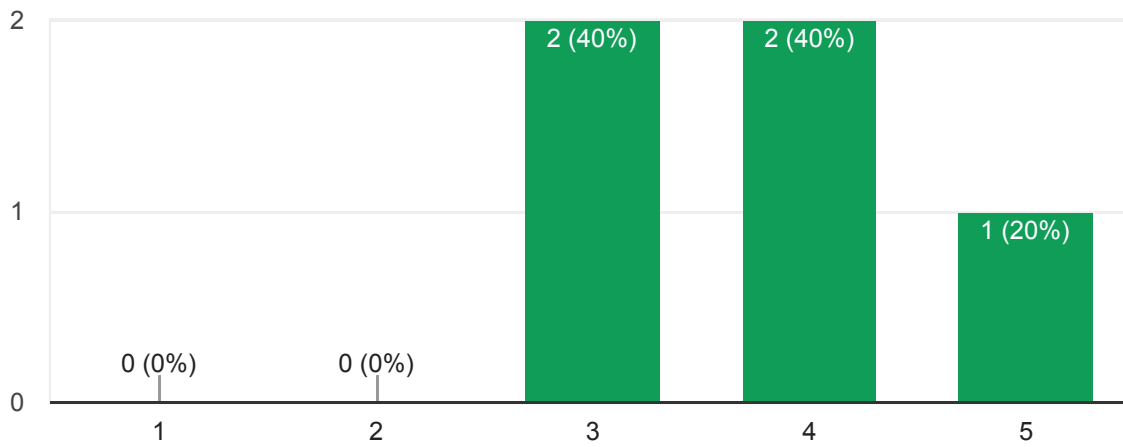
The school has an effective public relations and marketing strategy.

5 responses



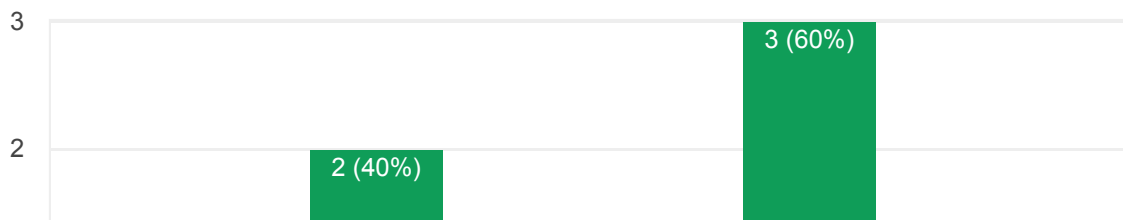
The GC committee structure enhances the GC's productivity.

5 responses



Each GC committee has a written purpose and plan of work.

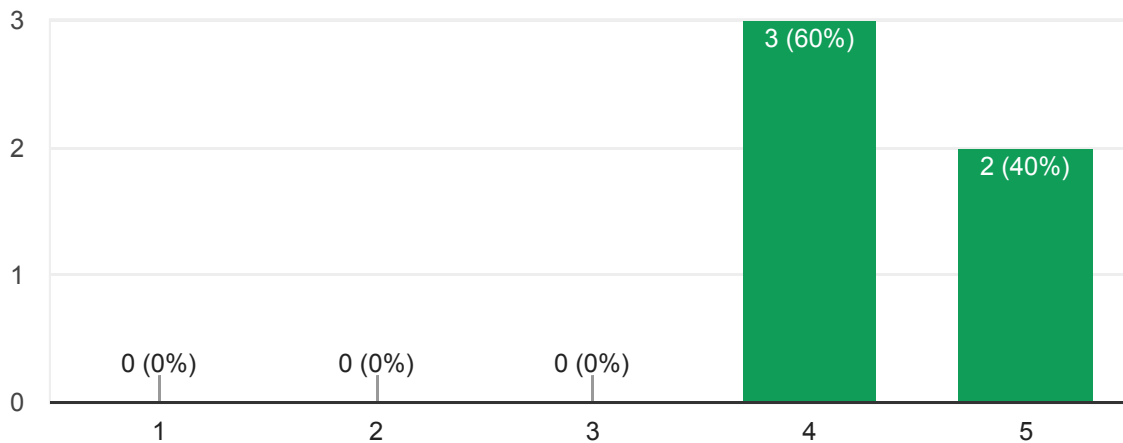
5 responses



Part 2: Governance Council Meetings

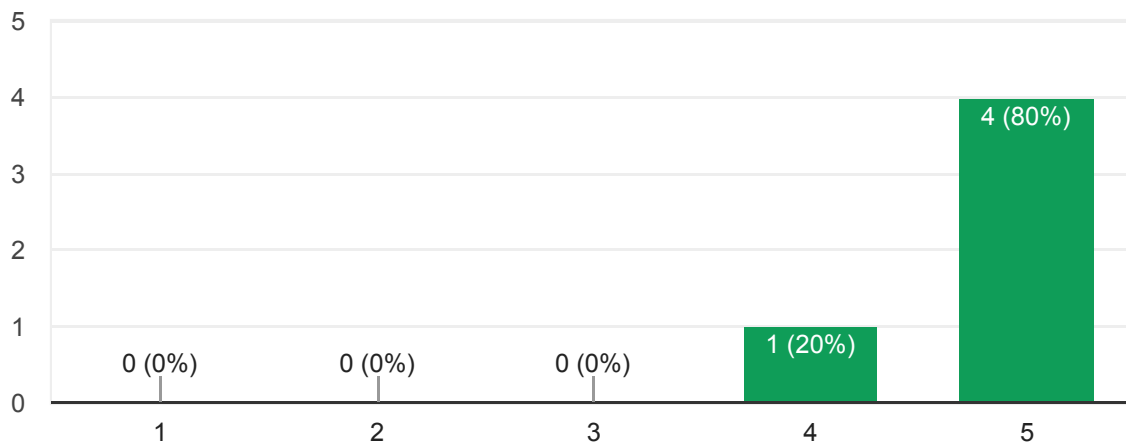
Meetings are well planned with clear agendas focused on appropriate policy and action items.

5 responses



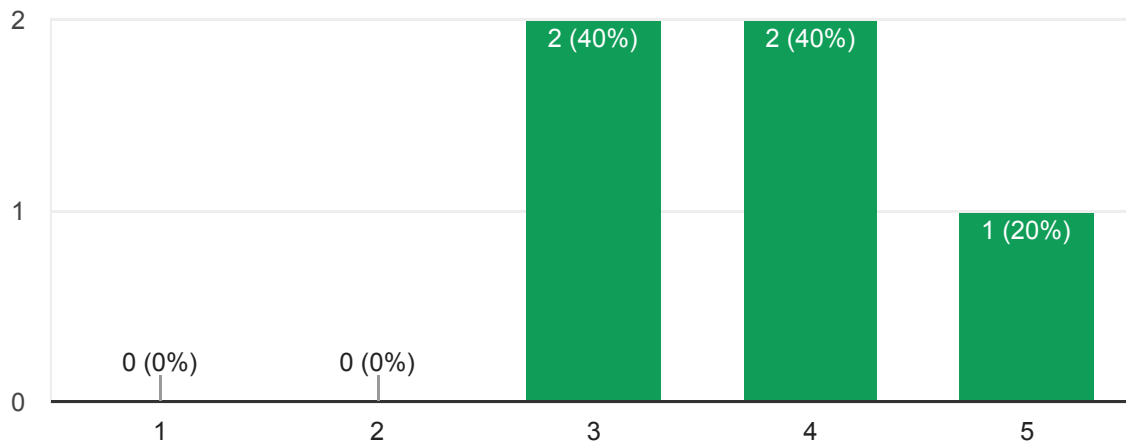
Meetings are conducted pursuant to common ground rules (e.g.; Robert's Rules) that are well understood by all members.

5 responses



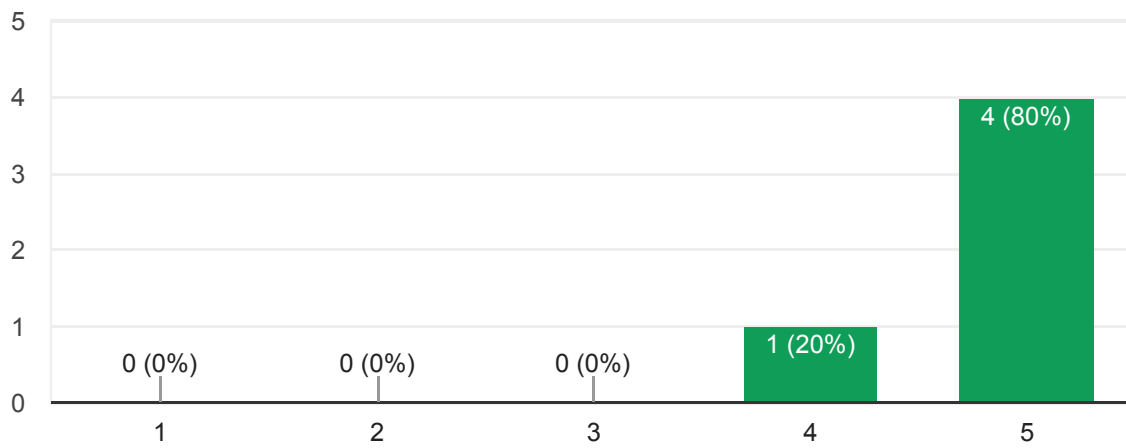
GC members come to meetings well informed on all agenda items listed.

5 responses



Meeting agendas and minutes are all posted in accordance with the Open Meetings Act.

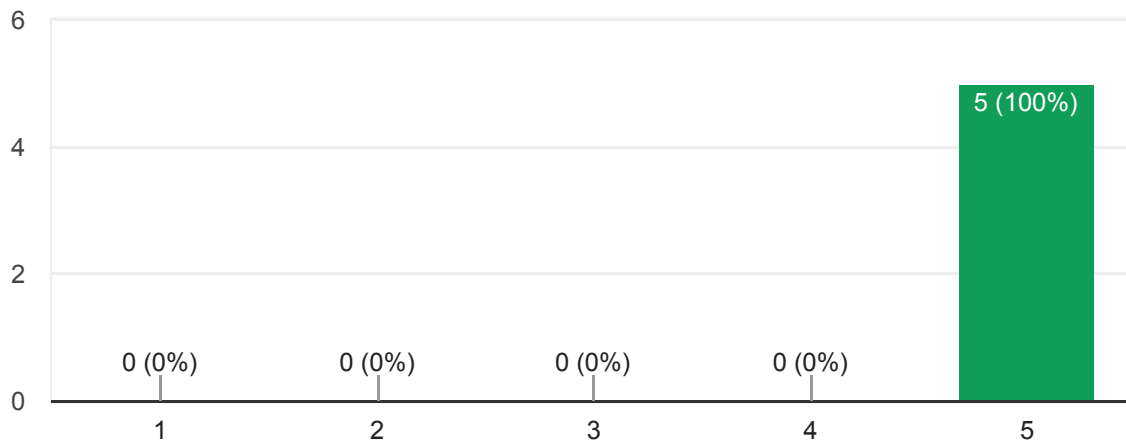
5 responses



Part 3: Finance

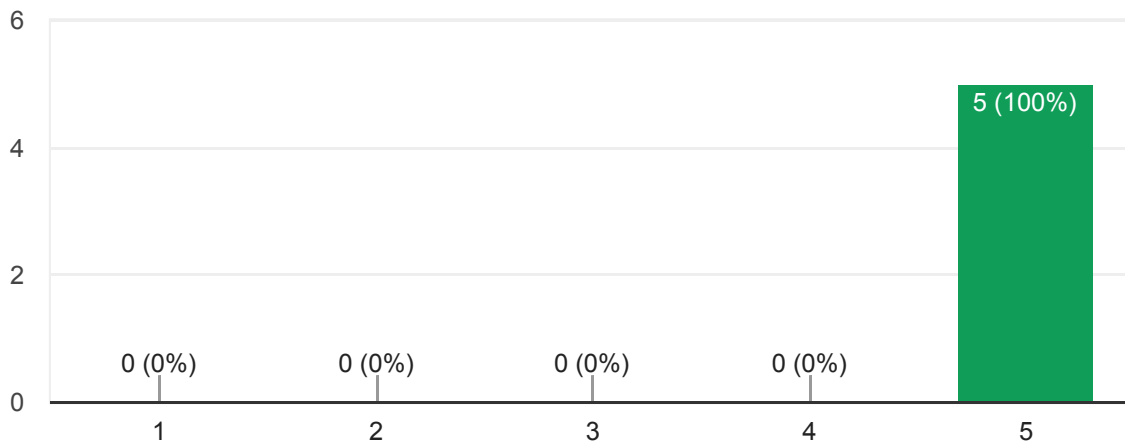
The GC adopts an annual budget that maximizes the schools resources in support of mission/vision.

5 responses



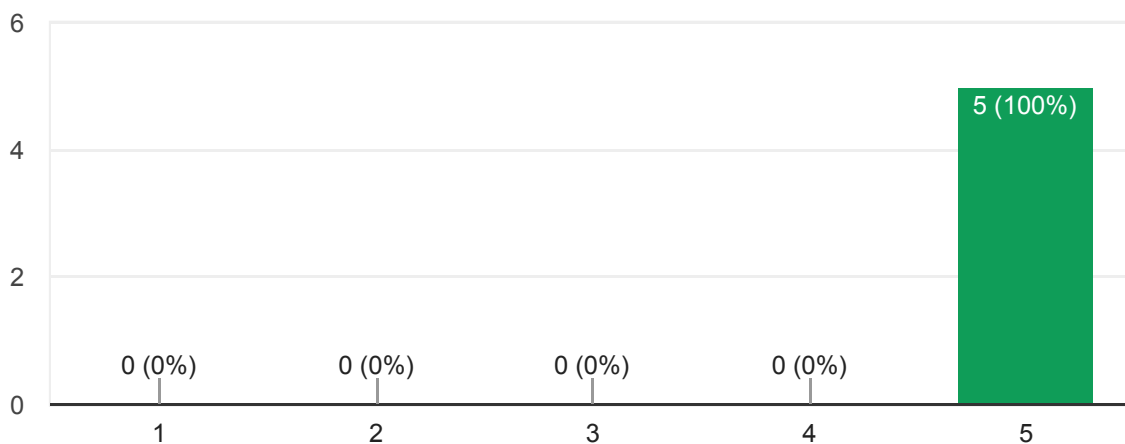
The GC monitors the budget throughout the year.

5 responses



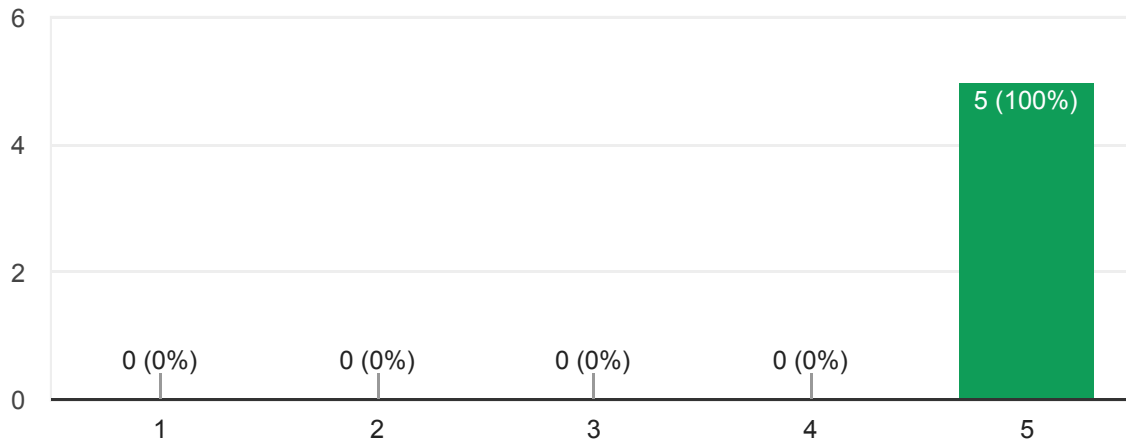
The GC contracts with an independent auditor each year, reviews audit report, and takes any needed follow up action.

5 responses



The GC has adopted a comprehensive set of fiscal management and controls policies.

5 responses



Part 4: Development Committee

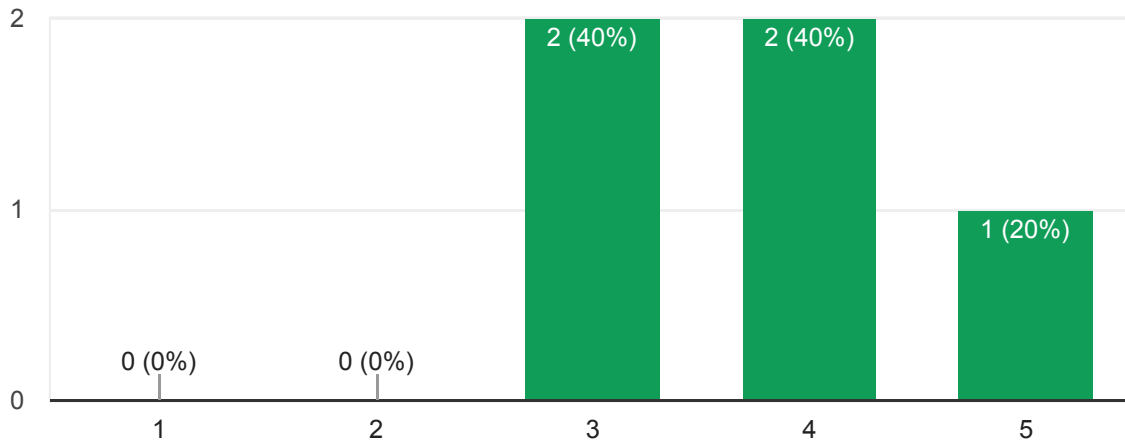
The Development Committee works with the JPTA Foundation and reports fundraising progress to the board.

5 responses

Part 5: Academic Oversight

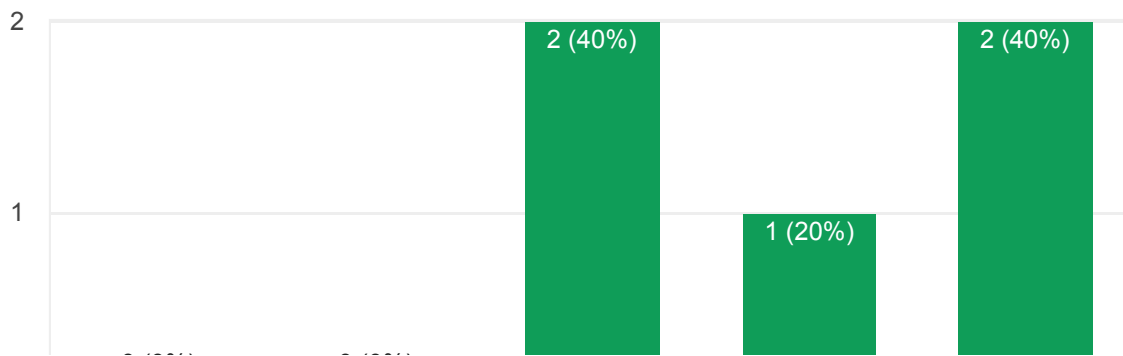
A broad-based assessment system is in place to measure progress toward instructional goals/standards.

5 responses



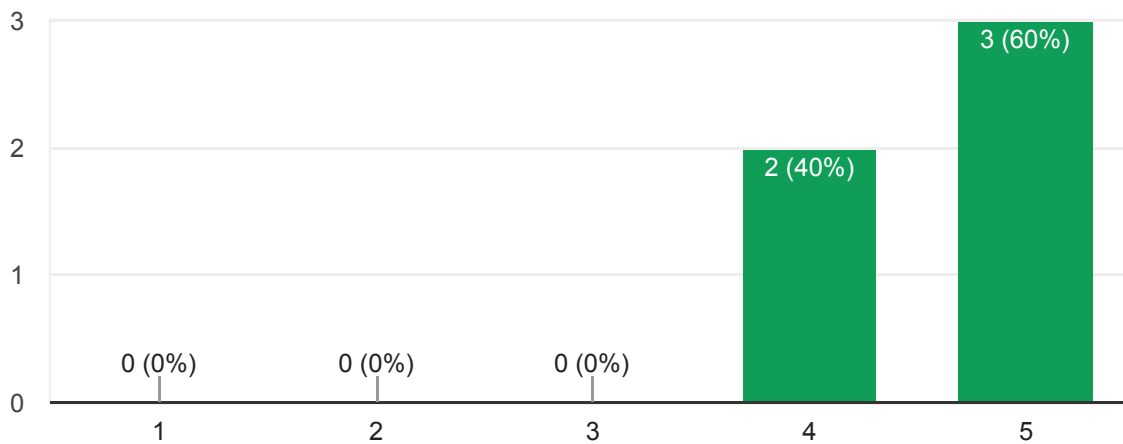
Student assessment data is assembled in a comprehensive, coherent fashion, presented to the GC, reviewed and analyzed in depth on a regular basis.

5 responses



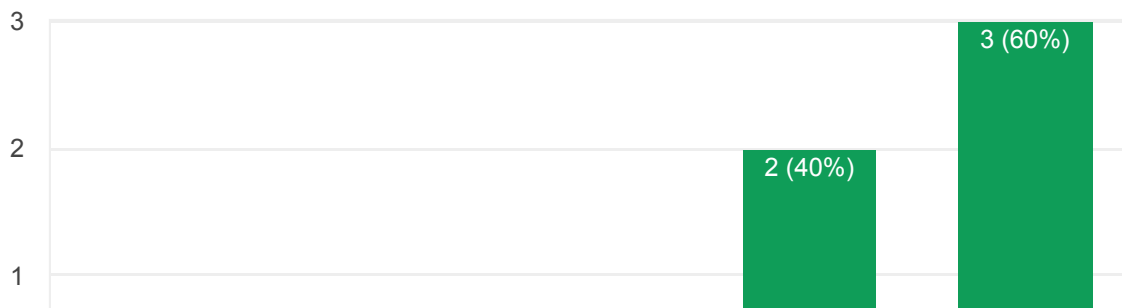
Instructional program is in alignment with state requirements and terms of JPTA's charter.

5 responses



The GC is knowledgeable about the school's current programs.

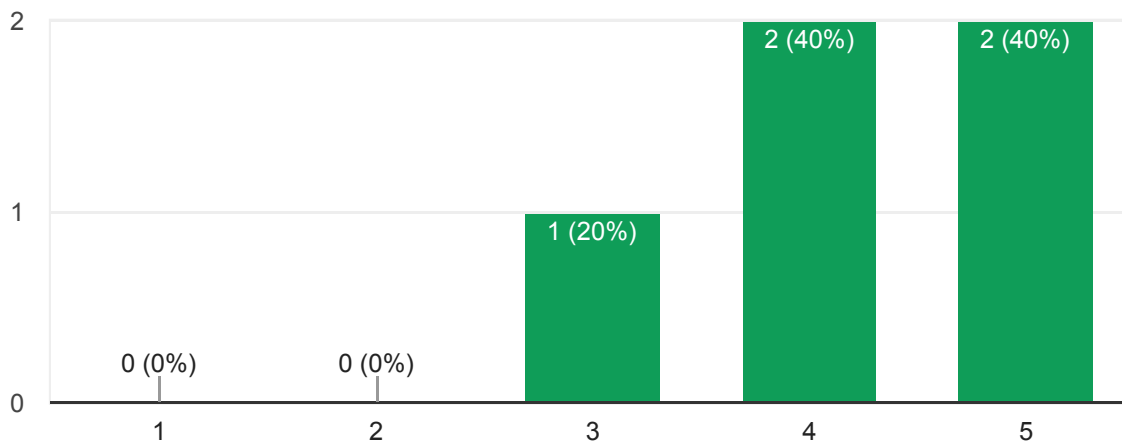
5 responses



Part 6: Head Administrator Support and Evaluation

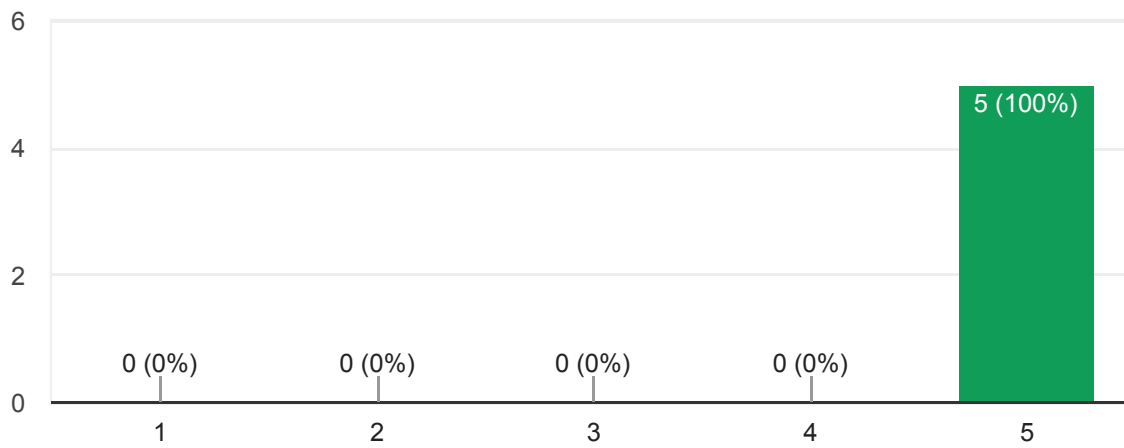
The Head Administrator is provided with clear expectations and goals at the beginning of each school year.

5 responses



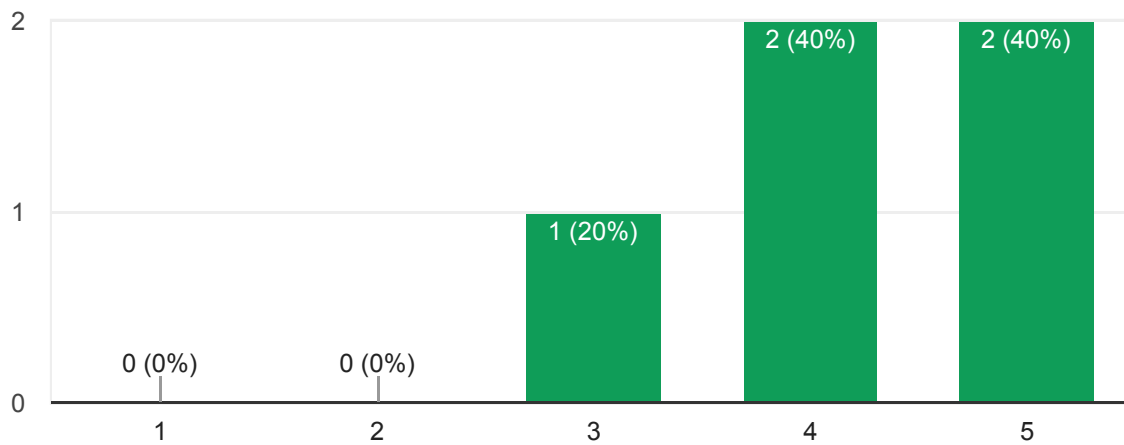
The GC evaluates the Head Administrator at least once per year.

5 responses



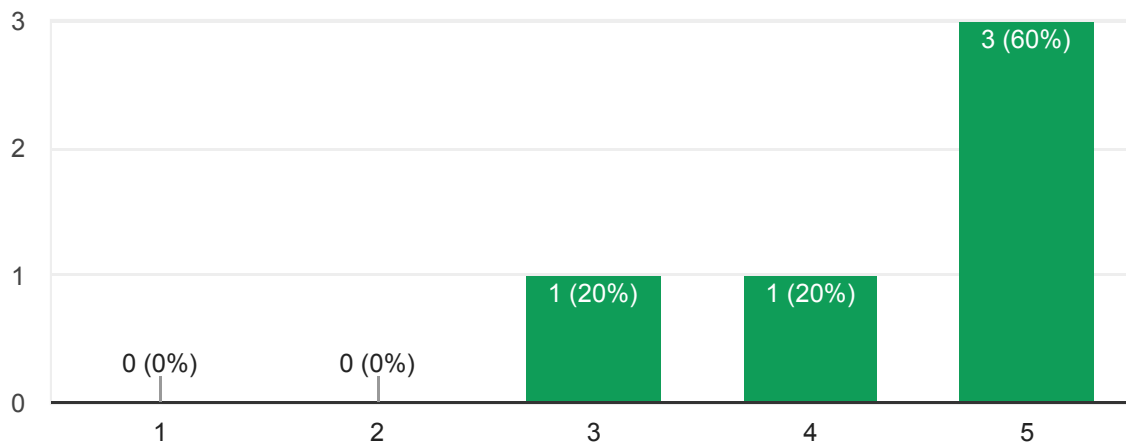
The GC has established a plan for succession in the event the Head Administrator leaves/retires.

5 responses



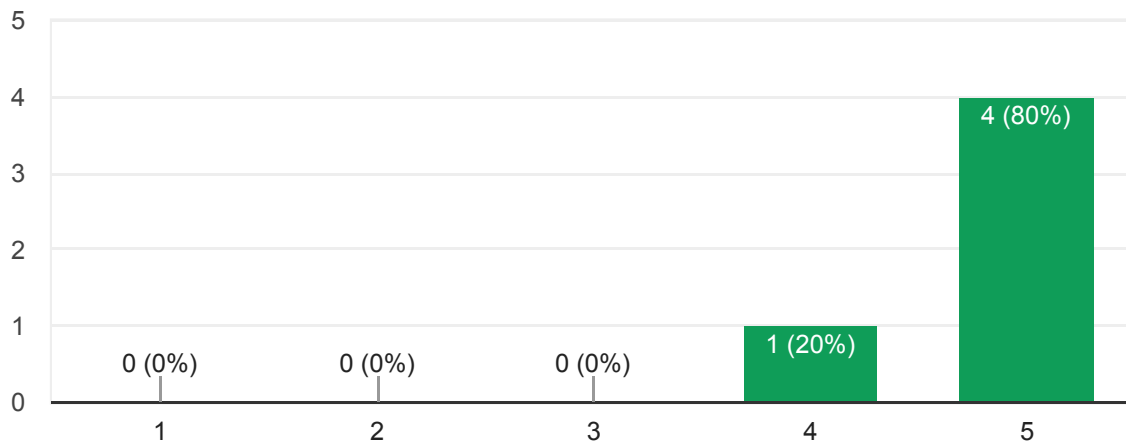
The GC has a clear understanding with staff regarding where GC responsibilities begin.

5 responses



The GC is receptive to suggestions for improvements of the school originating with the staff and Head Administrator.

5 responses



Part 7: Final Questions

What are the greatest strengths of our school?

5 responses

I believe the greatest strengths are the community involvement for the success of the students.

great GC, parent involvement, excellent and caring teachers and staff, project based learning

Small, unique model, talented staff, family involvement

Small community of educators, parents, and students committed to learning. Placing high value on art, music, and healthy lifestyle along with creative project based learning, over testing driven data, in making learning happen.

Mission driven balance with realistic data expectations for students

What are the areas that you think our school needs improvement next year?

5 responses

More empowerment of the teachers to get involved in school success

play ground, security, more parent involvement-seems to be the same 20 or so parents are things, more organized in regards to getting dates put on calendar with more notice-example music concert was scheduled (or told to parents) less than a week before it was planned; sports/clubs for kids

PBL, SLA, communication (at all levels)

Improve the Spanish Language Acquisition Program so it transitions into an effect language learning program.

More focus on Bi-lingual program and Project Based Learning

What are the greatest strenghts of our GC?

5 responses

The commitment by members from throughout the community to oversee the effective management of the school.

communication with each other, great chair and vice chair that provide great leadership, variety of knowledge, listen and respects each others opinions, no micromanagement

Smart, thoughtful members with diverse backgrounds,

Problem solving through thoughtful, non contentious, informed conversation from a variety of perspectives.

Mix of parents and community

What are the areas of the GC that need improvement?

5 responses

Although I understand that much has to be discussed and taken action on, the lengthy meetings could cause meeting fatigue and dissatisfaction of council service. If there is a way to encourage more homework/due diligence prior to the meetings amongst council members, myself included, that could make the meetings more efficient.

that not all members are actively involved at all times, shorter meetings-it is very hard to have 3+ hour meetings monthly plus another meeting 2+ hours each month

Dividing committee work, planning, updating policies

We really need to find ways to support the heavy workload on the head administrator to avoid burnout. Help support healthy working relationships among staff, between staff and head administrator, and between GC and staff. Streamline meetings so they don't last so long and puts us at higher risk of losing community members of the counsel.

More work from ALL GC members there is too much expected of Executive Committee

What are the top 3 ways the GC added value to JPTA this year?

5 responses

Honest and thoughtful search of a new Head Administrator, working to build a playground, more engagement with teachers and staff

dealt with the cba, helped get playground to almost completion, did a employee handbook

Teacher scholarship program with foundation, handbook, CBA

- 1) Continued to improve financial health and sustainability of the school
- 2) Minimized audit findings
- 3) Worked closely with JPTA families and staff in committee format

Support and encouragement for executive director and staff, completion of running track, focus technology purchases for staff and students

What are the top 3 things the GC should do to add value next year?

5 responses

more awareness of the GC council to staff and parents through a PR program, more outreach to the community about the purpose of JPTA, support of the new Head Administrator

assist new ED to encourage leadership within the faculty, help ED to have improved PD, get a vice principal

Finalize/prove handbook, support new administrator, support teacher PD

- 1) Ensure that we support the incoming head administrator and improve their chances of success
- 2) Ensure that we find a quality vice principal to support the head administrator
- 3) Continue with practices of wise fiscal management

Seek additional funding streams, marketing and communication with students, parents and staff - in that order

What Topics would you like to see covered at our Annual Retreat on June 24th.

5 responses

Council member orientation and expectations. easier way to keep track of PED requirements (orientation, fiscal responsibility, governance sessions, etc)

that we will all be more engaged in our duties as GC members-that we will come to meetings prepared, how do we shorten the meetings?, how do we get more public/parent input, how do we get more staff/teacher attendance at meetings

Planning, meeting length, committee duties/delegation

I think the date is wrong.

Learning about what's involved in the charter renewal process and ensuring that we're on track to make that happen in a smooth way when the time comes.

Reviewing what the roles of the GC are and pitfalls of overstepping those roles.

Brainstorming how to improve GC communication with and participation from staff, students, and parents.

Finance, how to run meetings - our meetings are repetitive topics are discussed over and over again with out action and Committee work is not honored and usually work that has been done in committee is rehashed over again in full meeting - why have committees?

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J. PAUL TAYLOR ACADEMY
Recapturing the Joy of Learning - Recapturar la Alegría de Aprender



BY-LAWS OF
J. PAUL TAYLOR ACADEMY GOVERNANCE COUNCIL
Revised February 7, 2018 (Draft)
Last Revision October 20, 2015

DRAFT

Preamble

Together with the parents, staff, student and the community, J. Paul Taylor Academy, a New Mexico public charter school created pursuant to the Charter Schools Act, NMSA 1978 22-8B-1 is committed to offering a rigorous well rounded Spanish Acquisition, Project Based instructional program in a smaller school to promote academic excellence for the diverse students of Las Cruces. These Governance Council By-laws shall provide an understanding of J. Paul Taylor Academy's governance and management practices, and what roles and responsibilities various groups and individuals will have.

ARTICLE 1 - Name and Incorporation

Section 1 - Organization Name

The name of this New Mexico nonprofit organization is J. Paul Taylor Academy Charter School. It is hereinafter also referred to as "JPTA."

Section 2 – Governing Body

The J. Paul Taylor Academy Governance Council is the governing body of JPTA. It is hereinafter referred to as the "Council." JPTA will be governed pursuant to the by-laws adopted by its Governance Council.

Section 3 - Address of J. Paul Taylor Academy

The principal address of J. Paul Taylor Academy Charter School is 402 W. Court, Building 2, Las Cruces, NM 88005.

Section 4 – Fiscal Year Definition

The fiscal year of JPTA shall begin on the first day of July and end on the last day of June in the subsequent calendar year.

ARTICLE 2 – Council Membership

Section 1 – Governance Council Size

The Council shall be composed of no more than thirteen (13) and no less than five (5) elected members with staggered terms. The Executive Director shall be a non-voting member of the council.

Section 2 – Nomination of New Council Members

Applications may be submitted by any student body family member or community member. The JPTA Governance Membership Committee shall review all Council member applications for any vacant position(s) and then may nominate the applicant for vote at the next scheduled Council meeting.

Section 3 – Elections of New Members

New members shall be selected from nominations submitted the JPTA Governance Oversight Committee and elected by a majority vote of the existing Council.

Section 4 – Governance Council Re-elections

Elections for members who are ending a term will occur during the May meeting of the expiration year.

Section 5 – Governance Council Terms and Term Limits and Re-elections

Each position of the Council will be numbered. The terms of even numbered positions will expire on June 30 of even-numbered years, and odd-numbered positions shall expire in odd-numbered years. As all positions shall be for a two-year term. Any member who is elected to fill a vacant seat shall serve the balance of that position's term.

Section 6 – Governance Council Term Limits

Council Membership shall be limited to three (3) consecutive two (2) year terms. Previous members shall be re-eligible for membership after a lapse of one (1) year.

Section 7 – Vacancies

Any vacant position may be filled by the Council for the unexpired portion of the term. A mid-term vacancy on the Council shall be filled by the council after the nomination process described in Article 2, Section 2 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.

Section 8 – Qualification and Diversity

The candidates for positions on the Governance council will be considered based upon professional skills in areas of expertise including but not limited to legal, financial, real estate, education, business, and human resources. Potential members must also demonstrate the willingness to devote substantial time and energy to serving on the council. As much as possible, Governance Council members shall reflect the ethnic diversity for the school it represents.

Section 9 – Resignations and Removal

Any member may resign at any time by giving written notice to the Council Chair or Secretary and, unless otherwise specified therein, the resignation shall be effective on the date submitted and does not have to be accepted by the Council to be effective. Any member may be removed by a majority vote of the Council whenever such removal is in the best interests of the school. Grounds for removal may include, but are not limited to the following:

- Violation of the **Governance Council Conflict of Interest Policy**;
- Violation of the **Governance Council Commitment Agreement**;
- Failure to attend three (3) scheduled regular meetings during the school year (July 1 – June 30) of the Council, except when such absence is due to exigent circumstances and an officer has been notified or a majority of the Council excuses the absence;
- Violation of the **Governance Council's Code of Ethics**, malfeasance, or for misrepresentation of the Council or the school.

Section 10 – Attendance

Members of the Council are expected to attend all scheduled regular meetings of the Council unless exigent circumstances arise. If a Council member cannot be physically present at a meeting due to an unavoidable conflict, he/she may make arrangements to be present by telephone in accordance with the provisions of the Open Meetings Act. A member of the Council who will be unable to attend a Council meeting should notify an officer twenty four (24) hours prior to the meeting. If the Council member intends to be present by phone (or other communications system) the Council member shall make arrangements with the Executive Director or his/her designee to ready any necessary equipment for the call. Notice may be made by e-mail as long as it is made twenty-four (24) hours in advance of the meeting. If the Chairperson cannot attend the meeting, he/she must notify the Vice-Chairperson and forward all information regarding the upcoming meeting to him/her, including notices of non-appearances by other Council members. Notification must be at least twenty-four (24) hours before the scheduled meeting.

Section 11 – Orientation of New Council Members

As part of the orientation process new Council members will familiarize themselves with the following key provisions of New Mexico laws that are available at www.ped.state.nm.us:

- Charter School Act (NMSA 1978, Section 22.8B.1 et. seq.)
- School Personnel Act (NMSA 1978, Section 22.10A.1 et. seq.)
- Procurement Code (NMSA 1978, Section 13.1.1 et. seq.)

- Open Meetings Act (NMSA 1978, Section 10.15.1 et. seq.)
- Public School Finance Act (NMSA 1978, Section 22.8.1 et. seq.)
- Applicable rules and regulations issued by the New Mexico PED.

New Council members will also be expected to read and have working knowledge of the JPTA Charter Contract and Performance Frameworks, Code of Ethics, Council By-Laws, JPTA Conflict of Interest Agreement, Nepotism Policy and JPTA Council Member Commitment. New Council members will sign the necessary documents and will be required to attend the next possible state mandated Council training.

Section 12 – Disqualifications / Nepotism Rule

In no event shall a Council member be a JPTA employee, spouse of another Council member, or have a contract for provision of services or property with J Paul Taylor Academy. The Council will not initially employ as Executive Director a person who is a Council member (unless the offer of employment is contingent upon such member's resignation from the Council), the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, or daughter-in-law, sister, sister-in-law, brother, brother-in-law, or sibling (collectively "family members") of any Council member. Upon petition by the Executive Director, the Council may approve the Executive Director's hiring of the Executive Director's family members as Academy employees by majority vote at a public meeting. Prior to approving the Executive Director's request to hire said individual, the Council shall carefully consider the potential impact on the integrity, efficiency, discipline, and public perception of the Academy in the employment of any person who is a family member of the Executive Director or the parent of a currently enrolled J. Paul Taylor Academy student.

Section 13 – Compensation

Council members will not receive compensation for their services; however, members may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.

ARTICLE 3 – Governance Council Powers and Responsibilities

Section 1 – Powers and Duties of the Governance Council

1. **General:**
The Council is the governing body of the JPTA Charter School and is responsible for ensuring the fair and uniform application of all federal, state and local laws in the operation of the school as well as the school's Charter and policies. The school will be operated for the educational benefit of its students. The Council is the policy-making body for the school. The JPTA Council will exercise leadership primarily through the formulation and adoption of policies.
2. **Individual Member's Authority:**
A member of the Council is a public officer, but has no power or authority as an individual member. The only authority held by a member is in raising issues before the Council and in voting on action items at Council meetings.
3. **Binding Authority:**
The Council shall not be bound in any way by the action or statement on the part of any individual Council member.
4. **The powers and responsibilities of the Council are prescribed by the JPTA Charter and the New Mexico Charter Schools Act and by all applicable laws and regulations. Complete and final control of all matters pertaining to the school's education system shall be vested in the Council. The Council of the JPTA shall have the following powers and duties:**

- a. Develop educational and operational policies for J Paul Taylor Academy, in collaboration with school staff and families;
- b. Employ JPTA's Executive Director, evaluate the ED annually; and determine appropriate compensation for the school administrator;
- c. Charge the Executive Director with the responsibility of implementing the Charter; employing, fixing the salaries of, assigning, terminating and discharging all JPTA employees; carrying out the Academy's policies and procedures, facilities plans, budget, and such other directives and policies adopted by the Council from time to time. The Governing Council shall not be involved in the day-to-day operations of the school;
- d. Review, approve and monitor implementation of the annual Academy's budget;
- e. Acquire, lease and dispose of property, both real and personal to the extent permissible by laws applicable to public charter schools;
- f. Initiate lawsuits or take all necessary steps to protect the Academy's interests;
- g. Consistent with JPTA's budget authority, approve contracts for the repair and maintenance of all property belonging to the JPTA or for which JPTA is contractually responsible to maintain and repair, which authority may be delegated to the Executive Director up to an amount not exceeding \$25,000.00;
- h. Enter contracts consistent with the Academy's approved budget for any service or activity that is required for JPTA to perform in order to carry out the educational program described in the Charter. The Council may delegate its authority hereunder to the Executive Director for contracts not exceeding \$25,000, except in cases of employment contracts which shall be delegated to the Executive Director consistent with JPTA's budget authority and the Council's adopted salary schedule;
- i. Develop, adopt and amend policies and procedures pertaining to the administration of all powers or duties of the Council and JPTA;
- j. Accept or reject any charitable gift, grant, device or bequest not otherwise contrary to law or the terms of the Charter. Each particular gift, grant, device or bequest accepted shall be considered an asset of the Academy;
- k. Approve amendments to the Charter prior to presentation to the PEC for approval;
- l. Make application to NMPED for capital outlay funds;
- m. Open other locations for operation of JPTA as consistent with the Charter;
- n. Address problems through the applicable dispute resolution processes according to policies and procedures;
- o. Review and consider recommendations submitted by the Executive Director and other advisors to the Council;
- p. Promote a cooperative relationship with its Charter authorizer; to function in accordance with the New Mexico Charter School Act and resolve any dispute, which may arise between JPTA, or its Council, and PEC officials to the mutual benefit of the operation of JPTA and its authorizer;
- q. Accepts accountability for both the financial stability and financial future of the institution , engaging in strategic financial planning, assuming primary responsibility for preservation of capital assets and endowments, overseeing operating budgets, and complying with audit requirements; and
- r. Such other powers and authorities as provided for by law regulation, and New Mexico Public Education Department policy.

Section 2 – Selection and Termination of the Executive Director

- 1.
2. Selection Criteria for the Executive Director:

Criteria for the Executive Director will be determined by the Executive Director Search Committee, an ad-hoc committee. This committee shall be chaired by a JPTA Governance Council member and shall also include teaching staff and parents. This body shall make final recommendations to the Governance Council which has the final authority in the selection.

3. Delegation to the J. Paul Taylor Academy Executive Director:

The Council shall concern itself primarily with broad questions of policy and with the appraisal of results rather than administrative detail. The application of policies is an administrative task to be performed the Executive Director and designated staff, and they shall be held responsible for the effective implementation of Council policies. The Executive Director shall be held responsible for keeping the Council informed of all matters within its purview so that the Council can fulfill the above described functions of a governing body. The Executive Director will have the primary responsibility for all aspects of the school's operations and programs, including the day-to-day management and implementation of the school's Charter and Council policies. The teachers and staff of JPTA will report to the Executive Director.

4. Executive Director Evaluation and Contract Development/Termination:

The Council will perform annual evaluations of the Executive Director as well as approve, renew, and when needed, terminate the Executive Director's contract.

5.

6.

ARTICLE 4 – Meetings

Section 1 – Notice of Meetings

The Council shall provide notice and post agendas in accordance with the New Mexico Open Meeting Act. Reasonable notice of the Council meetings shall include posting on the JPTA website. Except in cases of emergency and only in accordance with the requirements of the Open Meetings Act, the Council shall only act on matters identified in the agenda.

Section 2 – Attendance via Telephone Conference Call

Except to the extent otherwise provided by law, any meetings of the Council may be attended by any of the Council Members by means of a conference telephone (or similar communications system) when it is otherwise difficult or impossible for the member to attend the meeting in person, provided that each member participating by conference telephone can be identified when speaking, all participants are able to hear each other at the same time, and members of the public attending the meeting are able to hear any other member of the Council who speaks during the meeting. Such attendance will constitute presence by the Council member as is in person at such meeting and for purposes of determining a quorum. Any action taken by the Council at such meeting shall constitute a valid action of the Council.

Section 3 – Regular Meetings

The Governance Council shall meet at least once per month at a place to be set by the Council and in accordance with the Open Meetings Act. The Council shall pass a resolution annually describing what notice of a public meeting is reasonable when applied to the Council. The resolution shall describe appropriate notice and methods for posting agendas for regular, special, and emergency meetings of the council. The current place and time are at J. Paul Taylor Academy Charter School and the meeting is set for the third Wednesday of every month at 6pm.

Section 4 – Special Meetings

Special meetings of the Council may be called at the discretion of the Council. Such meetings shall be held at a time and place consistent with the Council's annual resolution for conducting its public meetings.

Section 5 – Emergency Meetings

An emergency meeting or agenda item is one necessitated by unforeseen circumstances that if not addressed immediately by the Council will likely result in injury or damage to persons or property or substantial financial loss to the public body.

Section 6 – Executive Closed Sessions

The Council, at any properly convened regular, special or emergency meeting, may go into executive closed session by majority vote of a quorum present at such meeting. A special meeting may be called for the sole purpose of closed session. The purpose of the meeting will deal with issues or topics stipulated under the New Mexico Open Meetings Act.

Section 7 – Meeting Minutes

The Council shall keep written minutes of all meetings. The minutes shall include at a minimum: the date, time and place of the meeting, the names of members in attendance and those absent, the substance of any proposals considered and a record of any decisions and votes taken to include a nomination of how each member voted. All minutes are open for public inspection within the Council binder and will be posted on the JPTA website (www.jpaultayloracademy.org). Draft minutes shall be prepared within ten (10) working days after the meeting and shall be approved, amended, or disapproved at the next meeting where a quorum is present. Minutes shall not become official until approved by the Council and signed by the Chairperson and Secretary. The signed minutes shall be stored in the Council binder.

Article 5 – Officers and their Duties

Section 1 – Officers

The officers of the Council shall be Chair, Vice-Chair, Treasurer, and Secretary. The school may, at the discretion of the Council, provide for different categories of officers, including, without limitation, one or more assistant treasurers and/or assistant secretaries. The duties of certain officers are set forth herein. When the incumbent of an office is unable to perform the duties thereof or when there is no incumbent of an office, the duties of the office shall, unless otherwise provided by the Council or these By-Laws, be performed by the next officer set forth in the following sequence: Chair, Vice-Chair, Treasurer, and Secretary

Section 2 – Appointment and Tenure

Officers shall be elected each year by the Council at its regularly scheduled May meeting for a term of one (1) year or until their successors have been duly elected. Officers' terms shall commence immediately following the May meeting of the Council. Unless an individual is unable or unwilling to accept advancement in the succession plan, the officers shall advance from Vice-Chairperson to Chairperson to Immediate Past Chair.

Section 3 – Chair

The Chair of the Council shall preside at all meetings and shall appoint committees with approval of the Council. He/she shall have the right, as other members of the Council, to make or second motions, to discuss questions, and to vote. The Chair of the Council may not act for or on behalf of the Council without prior specific authority from a majority of the Council to do so. All communications addressed to the Chair shall be considered for appropriate action, which may include consulting with legal counsel and consideration by the Council. The Chair shall sign legal documents as required by law and perform such other duties as may be prescribed by the Council. It is the Chair's responsibility to ensure that Council members uphold their commitments/responsibilities to the school. The Chair will compile, in collaboration with the Executive Director, the topics for business to be placed on the agenda. Any member of the Council may offer items for action, discussion or presentation, and placed on the agenda Council by notifying the Chair within 72 hours of the date of the agenda.

Section 4 – Vice-Chair

The Vice-Chair shall perform the duties of the Chair in the absence of the Chair or at the request of the Chair. In the event a vacancy occurs in the Chair position, the Vice-Chair will act in the capacity of the Chair until the office has been filled by a vote of the Council membership.

Section 5 – Treasurer

The Treasurer shall be familiar with the fiscal affairs of the school and keep the Council informed thereof in the event that the school's Business Manager is unable to so act. He/She will have knowledge of public school finance laws, rules and policies and shall serve as the Chair of the JPTA Finance Committee and serve on the Audit committee. He/she may attend the NMPED Spring Budget Workshop and/or any other necessary financial regulatory training recommended by the Executive Director or the Business Manager.

Section 6 – Secretary

The Council Secretary shall keep the minutes of the Council meetings, subject to the direction of the Chair, assure that all notices are given in accordance with the provisions of the Charter, Council policies and as required by law; shall countersign, when required, all authorized bonds, contracts, deeds, leases, or other legal instruments; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Council. The Council may appoint a designee to assist with the responsibilities of the Secretary as described herein, including recording and transcribing the minutes of the meetings, posting notices and agendas and preparing packets for the Council's review. The Council Secretary is responsible for the review and presentation of the minutes to the Governing Council for approval. The Secretary shall serve as a member of the Council, Governance Oversight Committee and present the names of the candidates to the Council. The Secretary takes roll at all Council meetings.

Section 7 – Immediate Past Chair

If available, the Immediate Past Chair may assist the Chair and the Governance Council by continuing to be involved as a full Governance Council member and providing the Council with historical information as the Council considers issues that come up in the normal course of business.

Section 8 – Directors and Officers Insurance

The Council may secure Officers' and Members' insurance in excess of the coverage provided by the New Mexico Public School Insurance Authority upon appropriate approval of the Council and if provided for in the school's approved budget.

Section 9 – Resignations and Removal

Any officer may be removed by a majority vote of the council whenever, in its judgement, he/she fails to perform the duty of the office or such other duties appointed by the Council and when removal is in the best interest of the school.

Article 6 – Sub Committees

Section 1 – Governance Membership Committee

The purpose of the Governance Membership Committee is to assume the primary responsibility of matters pertaining to Council's recruitment, nomination, orientation, training, and yearly assessments of members. The committee will be responsible for reviewing by-laws for the Council, policies and procedures for the school, as well as succession planning for the school.

Membership:

The Governance Membership Committee is commissioned by and responsible to the Council. The members of this committee will consist of the Secretary as well as at least two (2) additional Council members.

Responsibilities:

1. Notify the student body community and local community of any vacancy on the Council via the JPTA website, social media, and any other media when needed until the vacant position is filled.
2. Provide descriptions of the responsibilities of serving as a member to the applicants, as well as the date and time of the Council meeting at which the position will be voted upon.
3. Review all applicants based upon their contributions to the JPTA Charter Goals and their indicated support of the Council functions and responsibilities and then recommend satisfactory applicants to the Council.
4. Recommend applicants, as appropriate, to the Council Secretary, no later than three (3) working days before the date of the regular board meeting at which the vote of the Council shall be made.
5. Assist in obtaining and maintaining required annual Council training.
6. Coordinate yearly board member assessments.
7. Review Council by-laws and make recommendations for any changes on a yearly basis or as needed.
8. Review school policies and procedures on a routine basis and make recommendations for changes as well as appropriate new policies and procedures.
9. Oversee emergent as well as long-term succession planning for the school.

Section 2 – Finance Committee

The purpose of the Finance Committee is to provide oversight of the school's business affairs and financial condition and report monthly to the Council.

Membership:

The members of the finance committee shall be the Treasurer of the Council who will serve as the Chair, 1-2 other Council members, the JPTA Business Manager, the Executive Director, and a staff member if one wishes to join.

Responsibilities:

1. Prepare and maintain the annual budget for the school in collaboration with the Executive Director.
2. Develop and annually revise a long-term financial forecast in collaboration with the Executive Director.
3. Serve as an external monitoring committee on the budget and other financial matters
4. Review all grant proposals, when necessary, and make recommendations to the Council.
5. Prepare all Budget Adjustment Requests (BAR) and present, with recommendations as necessary, to the Council,.
6. Review Business Manager's reports and make recommendations to the Council regarding the reports as necessary.
7. Provide the Council status updates regarding:
 - a. Financial plan, including reviews of the school revenue and expenditure projections
 - b. Financial statements and periodic monitoring of revenues and expenses
 - c. Preparation and oversight of annual budget and procurement

Section 3 – Audit Committee

The purpose of this committee is to represent the Council in all matters regarding state audits. The committee will report at least quarterly to the Council regarding ongoing state audits and monitoring of corrective actions on findings.

Membership:

The members of the audit committee shall be the Treasurer of the Council, the Vice Chair of the Council, or their designee, the JPTA Business Manager, the Head Administrator, a JPTA parent and at

least one other member who is a non-JPTA employee and disinterested party with financial experience if available.

Responsibilities:

The committee also has the following responsibilities as charged by the New Mexico State law (Charter Schools Act, NMSA 1978 §§22-8B-1, et seq.) in part:

1. Represent the school throughout all phases of the annual audit;
2. Evaluate the request for proposals for annual financial and audit services;
3. Attend the entrance and exit conferences for annual and special audits;
4. Meet with external financial auditors at least monthly after audit field work begins until the conclusion of the audit;
5. Be accessible to the external financial auditors as requested to facilitate communication with the Council;
6. Track and report progress on the status of the most recent audit findings and advise the Council on policy changes needed to address audit findings;
7. Provide other advice and assistance as requested by the Council; and
8. Be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the Council by the audit.

Section 4 – Facility Committee

The purpose of the Facility committee is to oversee the leasing and maintenance of the school building and grounds.

Membership:

This committee will consist of at least one Council member, the Executive Director and shall also welcome staff and family members.

Responsibilities:

1. Obtain a lease for the school facility;
2. Obtain insurance for the school facility;
3. Oversee maintenance of the facility;
4. Develop a preventative maintenance plan for the facility; and
5. Determine long term facility needs.

Section 5 – Development Committee

The purpose of the Development committee is to draft annual fund development plan and assist the JPTA Foundation in raising funds.

Membership:

So long as the JPTA Foundation remains active, this Committee shall consist of one Council member to serve as a representative to the Foundation.

Responsibilities:

1. Draft an annual fund development plan;
2. Provide a Council representative to all Foundation meetings;
3. Advise the Foundation of school fundraising needs; and
4. Support the Foundation in raising funds.

Section 6 – Academic Oversight Committee

The purpose of the Academic Oversight Committee is to ensure that the educational programs of the school are accomplishing the goals of the Charter and meeting state standards as required by law. The committee will report monthly to the Council. The Council shall provide at least one representative to the committee otherwise it shall recommend its own membership and responsibilities by establishment of an Academic Oversight Committee Policy, which is reviewed and approved by the Council to ensure compliance with our Charter.

Section 7 – Policy Committee

The purpose of the Policy Committee is to periodically review all policies of the school and make recommendations to the Council.

Membership:

The committee will consist of at least one council member, Executive Director, and school staff members.

Responsibilities:

IS THIS TBD?

Section 8 – Parent Advisory Committee

The purpose of the Parent Advisory Committee is to enrich all non-academic aspects of the school and thereby augment the learning process for the students. Though the GC may choose to provide a representative to the PAC, it shall recommend its own membership and responsibilities as per the PAC Policy, which is reviewed and approved by the Council to ensure compliance with our Charter.

Section 9 – Gifted Advisory Committee

The purpose of the Gifted Advisory Committee is to ensure that the goals and priorities of the gifted program are being met or exceeded. The committee will report to the Council at minimum three times per year.

Membership:

This committee will consist of parents, community members, students when available, and school staff members.

Responsibilities:

The responsibility of the advisory committee is:

1. To regularly review the goals and priorities of the gifted program, including the operational plans for student identification, evaluation, placement and service delivery;
2. Demonstrate support for the gifted program;
3. Provide information regarding the impact that cultural background, linguistic background, socioeconomic status and disability conditions within the community may have on the child referral, identification, evaluation and service delivery processes;
4. Advocate for children who have been under-represented in gifted services due to cultural or linguistic background, socioeconomic status, or disability conditions, in order to ensure that these children have equal opportunities to benefit from services for gifted students;
5. Meet three or more times per year at regular intervals.

Section 10 – Ad Hoc Committees

The Council has the authority to create ad hoc committees as deemed necessary. The policies and procedures that govern ad hoc committees will be determined as specified by the Council action creating and approving the existence of any such committee.

Section 11 – Committee Membership

Membership:

Committee Chairs and members will be assigned to committees at the beginning of each school year by the Governing Council.

Meetings:

Committees may meet at such times and for such purposes as deemed necessary by the committee. Provisions for notice and procedures applicable to meetings of the Council's committees shall be as prescribed by the Council and shall comply with the Open Meetings Act if the purpose of such meeting is to set policy affecting the school and a quorum of the Council will be present.

Resignations and Removal:

Any member of a committee may, at any time, resign by giving written notice to the Chair or Secretary and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any member of a committee may be removed by the Chair as long as the Council is advised and consents to the removal, either at a meeting or via email.

Article 7 – PARLIAMENTARY AUTHORITY

Section 1 – Modified Robert's Rules of Order

The Rules contained in Robert's Rules of Order shall govern the Council in all cases in which they are applicable and in which they are not inconsistent with the by-laws or special modifications of order of the council. Specifically, no action of the council shall be valid unless taken at a meeting in which a quorum as defined herein is present and which has been properly noticed pursuant to the New Mexico Open Meetings Act, NMSA (1978) §§10-15-1 et seq.

Modification 1: When introducing an agenda item the Chair may invite discussion prior to requesting a motion.

Modification 2: The Chair of the Council may recognize any school staff, school family member, or community member to speak on any agenda item discussion item or any action item prior to requesting a motion.

Section 2 – Quorum

A majority of the elected Council members, shall constitute a quorum for the transaction of business at any meeting of the council.

ARTICLE 8 – Confidential Matters of the Governance Council

Section 1 – Confidential Information

The Council recognizes that confidential information may be brought to the attention of individual Governance Council members and/or the Council as a whole pertaining to, but not limited to, the following:

- Matters relating to the employment or dismissal of, or charges against, specific JPTA personnel
- Matters relating to litigation or proposed litigation in which the Council is or may become a party, or attorney-client communications;
- Consideration of the acceptance of gifts, bequests, or donations where confidentiality has been requested by the donor;
- Consideration of wages and benefits for the Executive Director;

- Consideration of disciplinary action in connection with a student;
- Matters relating to the security of students, personnel, visitors, and/or school property;
- And such matters that may arise and qualify as being confidential by law.

The Council further recognizes that public disclosure of such information may result in injury to individual or potential harm and possible liability to the JPTA and that the Council members must respect confidentiality of information that is privileged under applicable law. It is the policy of the Council that Council members shall discuss or disclose confidential information only in connection with legitimate school business and only with individuals with a legitimate right to know.

ARTICLE 9 – CONFLICTS OF INTEREST AND CODE OF ETHICS

Section 1 – General Statement

It shall be the duty of each Council member to voluntarily excuse him/herself from discussions of confidential information and abstain from voting on matters in which the Council member has a personal or financial interest, including an interest by a member of the Council’s immediate family, or where the Council’s participation will or may compromise the confidential nature of the discussion. Failure to voluntarily remove himself/herself from such conflicts of interest may result in a vote to remove the member from the Council. Council members must recognize and abide by all applicable state and federal laws governing conflicts of interest for members of public charter school governing bodies.

Section 2 – Disclosure

Each Council member agrees to complete and sign a Disclosure of Conflicts of Interest statement prior to accepting his/her position on the Council. In addition to this statement, Council members shall annually update the disclosure statement and shall otherwise immediately notify the Chair of the Council when he or she becomes aware that an actual or potential conflict may exist.

Section 3 – Conflict of Interest Policy

Each Council member agrees to abide by the JPTA Conflict of Interest policy adopted by the Council.

Section 4 – Code of Ethics

Each Council member agrees to abide by the JPTA Code of Ethics adopted by the Council.

ARTICLE 10 – AMENDMENTS

Section 1 – Amendments to By-Laws

The Council may alter or amend these By-Laws by a majority vote of those voting at a regular or special meeting of the Council when such a vote is requested and provided notice of such proposed amendment has been given to members at least fourteen (14) days prior to the date of such a vote.

ARTICLE 11 – EQUAL OPPORTUNITY

Section 1 – Non Discrimination

J. Paul Taylor Academy shall not discriminate on the basis of race, religion, national origin, gender, age, sexual orientation, gender identity, or need for special education services in either the hiring or other employment practices of the school or in its admission policies for students. Further, JPTA shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter schools in the state of New Mexico.

ARTICLE 12 – MISCELLANEOUS

Section 1 – Checks, Drafts, etc.

All checks, drafts or other orders for the payment of money, and all notes and other evidences of indebtedness issued in the name of the school shall be signed by a minimum of two (2) of the following authorized signatories: the Council Chair, Vice-Chair, Treasurer, or the Executive Director.

Section 2 – Books and Records

The Council shall keep accurate and complete books and records of the actions of the Council. Such records shall be open to inspection by the members of the Council at any time, or members of the public pursuant to the Inspection of Public Records Act, NMSA 1978 14-2-1et seq.; and kept at the office of the Executive Director.

Section 3 – NMPED Concerns Related to J. Paul Taylor Academy

The Chairperson of the JPTA Council or the Executive Director shall be the contact person for any concern raised by the NMPED or the Public Education Commission related to JPTA. The parties will attempt to resolve any issues between them in a manner required by applicable New Mexico statutes and in accordance with JPTA's contract with the Public Education Commission.

DRAFT

JPTA RESOLUTION NO. 07-20-161

A RESOLUTION PROVIDING FOR DETERMINATION OF REASONABLE NOTICE OF MEETINGS OF THE J. PAUL TAYLOR ACADEMY (JPTA) GOVERNANCE COUNCIL.

WHEREAS, the J. Paul Taylor Academy Governance Council met in regular session at J. Paul Taylor Academy, located at 402 W Court, Building 2, Las Cruces, NM on this 19th day of July, 2017, at 6:00 p.m. as required by law; and

WHEREAS, Section 10-15-1(B) of the Open Meetings Act (NMSA 1978, Sections 10-15-1 to -4) states that, except as may be otherwise provided in the Constitution or the provisions of the Open Meetings Act, all meetings of a quorum of members of any board, council, commission, administrative adjudicatory body or other policymaking body of any state or local public agency held for the purpose of formulating public policy, discussing public business or for the purpose of taking any action within the authority of or the delegated authority of such body, are declared to be public meetings open to the public at all times; and

WHEREAS, any meetings subject to the Open Meetings Act at which the discussion or adoption of any proposed resolution, rule, regulation or formal action occurs shall be held only after reasonable notice to the public; and

WHEREAS, Section 10-15-1(D) of the Open Meetings Act requires the J. Paul Taylor Academy Governance Council to determine annually what constitutes reasonable notice of its public meetings;

NOW, THEREFORE, BE IT RESOLVED by the J. Paul Taylor Academy Governance Council that:

1. All meetings shall be held at J. Paul Taylor Academy at 6:00 p.m. or as indicated in the meeting notice.
2. Unless otherwise specified, regular meetings shall be held each month on the 3rd Wednesday. The agenda will be available at least seventy two hours prior to the meeting at the J. Paul Taylor Academy website, jpaultayloracademy.org. Notice of any other regular meetings will be given ten days in advance of the meeting date. The notice shall indicate how a copy of the agenda may be obtained.
3. Special meetings may be called by the Chairman or a majority of the members upon three days notice. The notice shall include an agenda for the meeting or information on how members of the public may obtain a copy of the agenda. The agenda shall be available to the public at least seventy-two hours before any special meeting.
4. Emergency meetings will be called only under unforeseen circumstances that demand immediate action to protect the health, safety and property of citizens or to protect the public body from substantial financial loss. The J. Paul Taylor Academy Governance Council will avoid emergency meetings whenever possible. Emergency meetings may be called by the Chairman or a majority of the members upon seventy-two hours notice,

unless threat of personal injury or property damage requires less notice. The notice for all emergency meetings shall include an agenda for the meeting or information on how the public may obtain a copy of the agenda.

5. For the purposes of regular meetings described in paragraph 2 of this resolution, notice requirements are met if notice of the date, time, place and agenda is placed on the J. Paul Taylor Academy website, jpaultayloracademy.org. Copies of the written notice shall also be mailed and/or e-mailed to those broadcast stations licensed by the Federal Communications Commission and newspapers of general circulation that have made a written request for notice of public meetings.

6. For the purposes of special meetings and emergency meetings described in paragraphs 3 and 4 of this resolution, notice requirements are met if notice of the date, time, place and agenda is placed on the J. Paul Taylor Academy website, jpaultayloracademy.org. Telephone notice also shall be given to those broadcast stations licensed by the Federal Communications Commission and newspapers of general circulation that have made a written request for notice of public meetings.

7. In addition to the information specified above, all notices shall include the following language: If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact the J. Paul Taylor Academy Administrative Offices at (575) 652-4006 at least one (1) week prior to the meeting or as soon as possible. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact the J. Paul Taylor Academy Administrative Offices at (575) 652-4006 if a summary or other type of accessible format is needed.

8. The J. Paul Taylor Academy Governance Council may close a meeting to the public only if the subject matter of such discussion or action is exempted from the open meeting requirement under Section 10-15-1(H) of the Open Meetings Act.

(a) If any meeting is closed during an open meeting, such closure shall be approved by a majority vote of a quorum of the J. Paul Taylor Academy Governance Council taken during the open meeting. The authority for the closed meeting and the subjects to be discussed shall be stated with reasonable specificity in the motion to close and the vote of each individual member on the motion to close shall be recorded in the minutes. Only those subjects specified in the motion may be discussed in the closed meeting. A roll call vote will be used to move into a closed meeting.

(b) If a closed meeting is conducted when the J. Paul Taylor Academy Governance Council is not in an open meeting, the closed meeting shall not be held until public notice, appropriate under the circumstances, stating the specific provision of law authorizing the closed meeting and the subjects to be discussed with reasonable specificity, is given to the members and to the general public.

(c) Following completion of any closed meeting, the minutes of the open meeting that was closed, or the minutes of the next open meeting if the closed meeting was separately scheduled, shall state whether the matters discussed in the closed meeting were limited only to those specified in the motion or notice for closure.

(d) Except as provided in Section 10-15-1(H) of the Open Meetings Act, any action taken as a result of discussions in a closed meeting shall be made by vote of the J. Paul Taylor Academy Governance Council in an open public meeting.

DONE and APPROVED this 19th day of July, 2017.

APPROVED:

Ric Hernandez, Chair

ATTEST:

Suzan Martinez de Gonzales, Secretary

JPTA GC Committee Descriptions

Membership Committee [1x/month]

The purpose of the Membership Committee is to assume the primary responsibility of matters pertaining to Council's recruitment, nomination, orientation, training, and yearly assessments of members. The committee will be responsible for reviewing by-laws for the Council, policies and procedures for the school, as well as succession planning for the school.

Membership:

The Governance Membership Committee is commissioned by and responsible to the Council. The members of this committee will consist of the Secretary as well as at least two (2) additional Council members.

Responsibilities:

Notify the student body community and local community of any vacancy on the Council via the JPTA website, social media, and any other media when needed until the vacant position is filled.

Provide descriptions of the responsibilities of serving as a member to the applicants, as well as the date and time of the Council meeting at which the position will be voted upon.

Review all applicants based upon their contributions to the JPTA Charter Goals and their indicated support of the Council functions and responsibilities and then recommend satisfactory applicants to the Council.

Recommend applicants, as appropriate, to the Council Secretary, no later than three (3) working days before the date of the regular board meeting at which the vote of the Council shall be made.

Assist in obtaining and maintaining required annual Council training.

Coordinate yearly board member assessments.

Review Council by-laws and make recommendations for any changes on a yearly basis or as needed.

Review school policies and procedures on a routine basis and make recommendations for changes as well as appropriate new policies and procedures.

Oversee emergent as well as long-term succession planning for the school.

Finance Committee [1x/month]

The purpose of the Finance Committee is to provide oversight of the school's business affairs and financial condition and report monthly to the Council.

Membership:

The members of the finance committee shall be the Treasurer of the Council who will serve as the Chair, 1-2 other Council members, the JPTA Business Manager, the Executive Director, and a staff member if one wishes to join.

Responsibilities:

Prepare and maintain the annual budget for the school in collaboration with the Executive Director.

Develop and annually revise a long-term financial forecast in collaboration with the Executive Director.

Serve as an external monitoring committee on the budget and other financial matters

Review all grant proposals, when necessary, and make recommendations to the Council.

Prepare all Budget Adjustment Requests (BAR) and present, with recommendations as necessary, to the Council,

Review Business Manager's reports and make recommendations to the Council regarding the reports as necessary.

Provide the Council status updates regarding:

Financial plan, including reviews of the school revenue and expenditure projections

Financial statements and periodic monitoring of revenues and expenses

Preparation and oversight of annual budget and procurement

Audit Committee [at least quarterly]

The purpose of this committee is to represent the Council in all matters regarding state audits. The committee will report at least quarterly to the Council regarding ongoing state audits and monitoring of corrective actions on findings.

Membership:

The members of the audit committee shall be the Treasurer of the Council, the Vice Chair of the Council, or their designee, the JPTA Business Manager, the Head Administrator, a JPTA parent and at least one other member who is a non-JPTA employee and disinterested party with financial experience if available.

Responsibilities:

The committee also has the following responsibilities as charged by the New Mexico State law (Charter Schools Act, NMSA 1978 §§22-8B-1, et seq.) in part:

Represent the school throughout all phases of the annual audit;

Evaluate the request for proposals for annual financial and audit services;

Attend the entrance and exit conferences for annual and special audits;

Meet with external financial auditors at least monthly after audit field work begins until the conclusion of the audit;

Be accessible to the external financial auditors as requested to facilitate communication with the Council;

Track and report progress on the status of the most recent audit findings and advise the Council on policy changes needed to address audit findings;

Provide other advice and assistance as requested by the Council; and

Be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the Council by the audit.

Facility Committee [1x every 1-3 months]

The purpose of the Facility committee is to oversee the leasing and maintenance of the school building and grounds.

Membership:

This committee will consist of at least one Council member, the Executive Director and shall also welcome staff and family members.

Responsibilities:

Obtain a lease for the school facility;

Obtain insurance for the school facility;

Oversee maintenance of the facility;

Develop a preventative maintenance plan for the facility; and

Determine long term facility needs.

Development Committee [1x/month]

The purpose of the Development committee is to draft annual fund development plan and assist the JPTA Foundation in raising funds.

Membership:

So long as the JPTA Foundation remains active, this Committee shall consist of one Council member to serve as a representative to the Foundation.

Responsibilities:

Draft an annual fund development plan;

Provide a Council representative to all Foundation meetings;

Advise the Foundation of school fundraising needs; and

Support the Foundation in raising funds.

Academic Oversight Committee [quarterly?]

The purpose of the Academic Oversight Committee is to ensure that the educational programs of the school are accomplishing the goals of the Charter and meeting state standards as required by law. The committee will report monthly to the Council. The Council shall provide at least one representative to the committee otherwise it shall recommend its own membership and responsibilities by establishment of an Academic Oversight Committee Policy, which is reviewed and approved by the Council to ensure compliance with our Charter.

Policy Committee

The purpose of the Policy Committee is to periodically review all policies of the school and make recommendations to the Council.

Membership:

The committee will consist of at least one council member, Executive Director, and school staff members.

Responsibilities:

IS THIS TBD?

Parent Advisory Committee [1x/month]

The purpose of the Parent Advisory Committee is to enrich all non-academic aspects of the school and thereby augment the learning process for the students. Though the GC may choose to provide a representative to the PAC, it shall recommend its own membership and responsibilities as per the PAC Policy, which is reviewed and approved by the Council to ensure compliance with our Charter.

Gifted Advisory Committee [quarterly]

The purpose of the Gifted Advisory Committee is to ensure that the goals and priorities of the gifted program are being met or exceeded. The committee will report to the Council at minimum three times per year.

Membership:

This committee will consist of parents, community members, students when available, and school staff members.

Responsibilities:

The responsibility of the advisory committee is:

To regularly review the goals and priorities of the gifted program, including the operational plans for student identification, evaluation, placement and service delivery;

Demonstrate support for the gifted program;

Provide information regarding the impact that cultural background, linguistic background, socioeconomic status and disability conditions within the community may have on the child referral, identification, evaluation and service delivery processes;

Advocate for children who have been under-represented in gifted services due to cultural or linguistic background, socioeconomic status, or disability conditions, in order to ensure that these children have equal opportunities to benefit from services for gifted students;

Meet three or more times per year at regular intervals.

Ad Hoc Committees

The Council has the authority to create ad hoc committees as deemed necessary. The policies and procedures that govern ad hoc committees will be determined as specified by the Council action creating and approving the existence of any such committee.

Committee Membership

Membership:

Committee Chairs and members will be assigned to committees at the beginning of each school year by the Governing Council.

Meetings:

Committees may meet at such times and for such purposes as deemed necessary by the committee. Provisions for notice and procedures applicable to meetings of the Council's committees shall be as prescribed by the Council and shall comply with the Open Meetings Act if the purpose of such meeting is to set policy affecting the school and a quorum of the Council will be present.

Resignations and Removal:

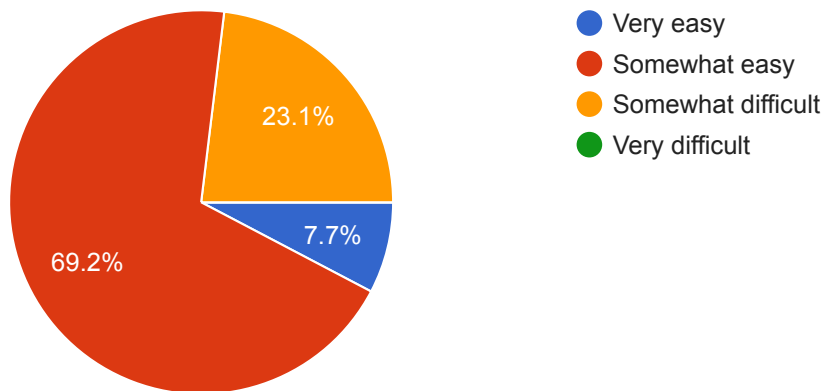
Any member of a committee may, at any time, resign by giving written notice to the Chair or Secretary and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any member of a committee may be removed by the Chair as long as the Council is advised and consents to the removal, either at a meeting or via email.

JPTA Teacher Satisfaction Survey - 2017-18 School Year

13 responses

1. How easy is it to get the resources you need to teach at this school?

13 responses



2 responses

Supply room and work room really need some work! Everything is crammed in and unorganized.

The avenues are here, but they are not communicated very effectively. For example, most of our teachers were not aware there was funding available for Spanish language supplies. Many have been spending their own money or trying to teach without supplies. Money was here for them, but nobody communicated that in a way that invited teachers to utilize it.

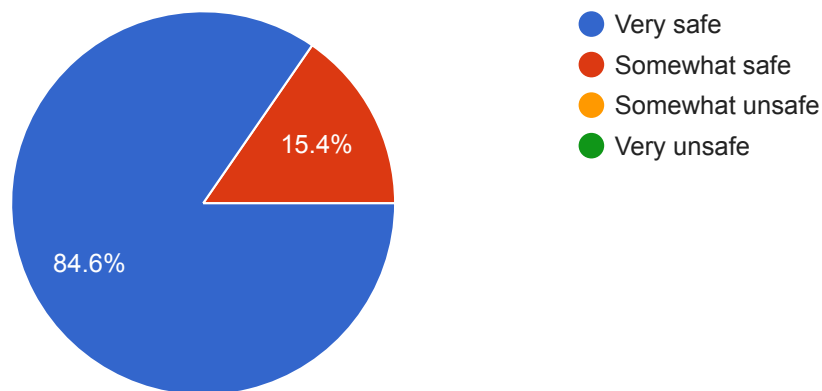
We would benefit from more transparency of funding available for teachers, what it can be used for, and how to access it. This information should be given to teachers in a tangible form (a document, order form, email, etc.) that they can use as a resource throughout the year.

April does a great job of giving us access and input into supply orders, and when I've needed specific items (for our exhibit at the J. Paul Taylor Social Justice Symposium, for example) the secretaries have been extremely helpful. Publicizing/sharing info re: access to funding teachers have access to would be extremely helpful.

Our JPTA parents are always extremely generous and often they step up to give us supplies, support, and help make sure we have what we need.

2. How safe do you feel teaching at this school?

13 responses



1 response

While our front office system is utilized most of the time for visitors, we still don't have all teachers using walkie-talkies when outside of the building. This is our means of communication, and we've had multiple situations where we have a student emergency and people aren't available, don't have a walkie, or aren't wearing the walkie/don't have it on.

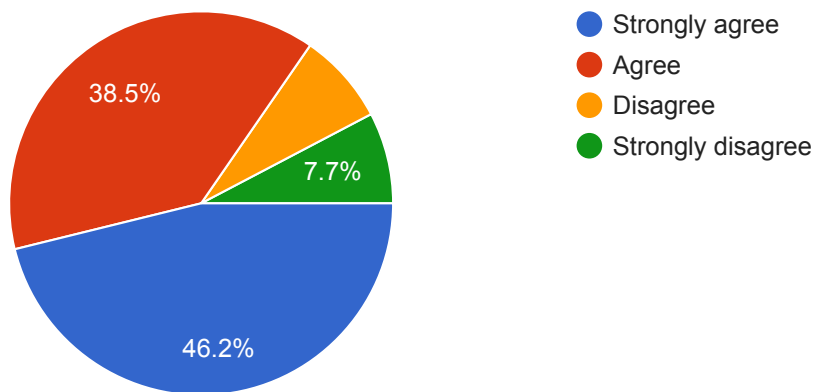
In order to prevent an emergency from becoming a tragedy, it is really important that all staff have access to a walkie-talkie and that we use them. Staff should be trained to use it, have it on, and be wearing it throughout the day. When a case of a missing student, a student running away, or other real-time emergency happens, the systems of communication we have in place may mean life or death. There is no

excuse for us not to make this a priority.

Without a leader insisting that staff utilize a common form of communication, it is frustrating when we are trying to communicate, even about everyday things.

3. The Executive Director is an engaged leader - both of academics and school culture.

13 responses



1 response

An engaged leader is curious about what students - and teachers - are doing. I would have liked to see Mr. Ahner visiting classrooms more - to explore what students were learning, to get to know students, to get a genuine feel for the vibes of classrooms, styles of learning and teaching, and to gain insights into the professional craft of each teacher. The only real visit I have had from Mr. Ahner this year was for an official evaluation. I've never had an in-depth conversation with him about my teaching, about planning, or about any context of my practice. He has not sought out or create opportunities to connect to me, my classroom practice, or to our students in consistent or impactful ways.

More regular classroom visits and more informal relationship building with teachers and students would strengthen this.

The office-centric style he utilizes doesn't necessarily invite the kind of collaborative culture JPTA needs.

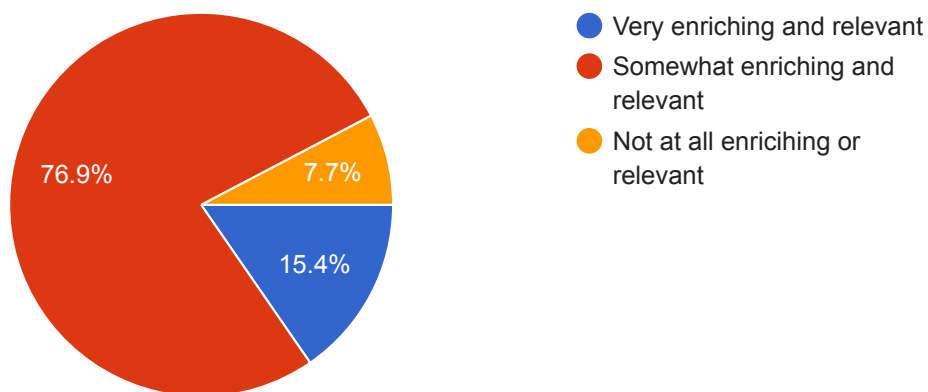
We would benefit from a leadership model that lives out team-building, relationship-building, and values/action reflecting the necessity of teams, collaboration, and reflective practices. When a leader tends to stay in an office, many teachers reflect that model by retreating to their own spaces and disengaging. One of our strengths is our small size and the ability for our administrator to form meaningful ties to each teacher and students. More engagement from our leader would inspire and ignite stronger engagement from other stakeholders.

Mr. Ahner's intentions are clearly positive and genuine, which I appreciate, while action and follow through is often incomplete with a lack of attention to consistency and communication. For example, he will spend a large amount of time talking with a student with a behavior issue, but may not follow through with a consequence or with communication about the outcome to the referring teacher. Another example is his promise (given during a PD in January) to be in classrooms more during the second semester, which was never acted upon. I didn't have any informal visits to note this year, with the exception of times when I needed emergency coverage for my classroom. These gaps in intention and action created breaks in systems, structures, and relationships and contributed to a dysfunctional environment.

This disengaged way of working detracted from our overall school culture by leading to uncertainty, undefined boundaries, and a lack of structure and accountability for students and teachers. It also impacted teaching teams, which often need positive leadership to function in a healthy way. Choosing not to step in when courageous conversations needed to happen prolonged dysfunctional working teams and support services and left teachers to fend for themselves after exhausting all other problem-solving avenues.

4. How enriching and relevant are the professional development opportunities provided by the Executive Director.

13 responses



1 response

Planning for rich PD is always worth the time. PD organized by a leader models the kind of planning and values that trickle down into classroom practice and that permeate school culture. Ideally it serves as a model, a template, an inspiration, honors teachers' time and expertise, and challenges teachers to grow, viewing their practice, their students, and their missions in new and exciting ways.

Some of the things we as a staff had identified as things we'd like to implement in our PD sessions were

- Touching base more often about our school-wide theme
- Learning from and visiting each other's classrooms more
- Getting relevant and applicable training from sources we value
- Using potlucks and ice-breakers to build community
- Having time to meet in teams
- Prioritizing mentorship
- Revisiting structures/norms of collaboration
- Year-long support for evaluations

Because PD days were often planned on the fly, agendas weren't always shared in a timely manner, and many of us weren't sure how/to what end Mr. Ahner was structuring them, many of our PD days were underutilized.

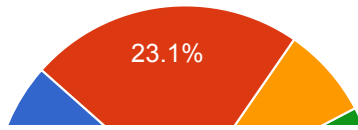
I appreciated the teacher-led PD sessions. I was jazzed with Mrs. Fielder's enthusiastic sharing after her bilingual conference. I was wowed by Ms. Sweet's use of technology in her art class. I enjoyed preparing and sharing for colleagues.

We did not consistently touch back to our school-wide theme. Some teachers incorporated ice-breakers or community building activities, but Mr. Ahner did not prioritize/utilize them. We didn't do admin-facilitated classroom visits. We did not revisit norms of collaboration.

Often, PD was disorganized. I would like to see us utilize this time more productively.

5. The Executive Director demonstrates commitment to the mission of the school.

13 responses



- Strongly agree
- Agree
- Disagree

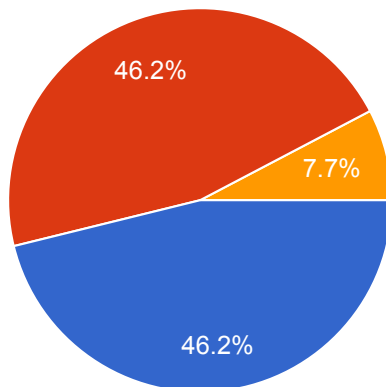
1 response

J Paul Taylor Academy, in alliance with families at the school and community, will offer a rigorous, well rounded Spanish Acquisition, project based instructional program in a smaller school to promote academic excellence for the diverse students of the Las Cruces area.

Under Mr. Ahner's leadership, our teachers still don't have a solid sense of our Spanish Acquisition approach. There is confusion and inaction on that front. I don't know that Mr. Ahner has had a solid sense of any of the projects my class has done throughout the year. I appreciate Mr. Ahner's recent email updates, and would have liked to have much more information, communication, and engagement to show a strong alliance with stakeholders.

6. The Governance Council listens to my concerns/suggestions.

13 responses



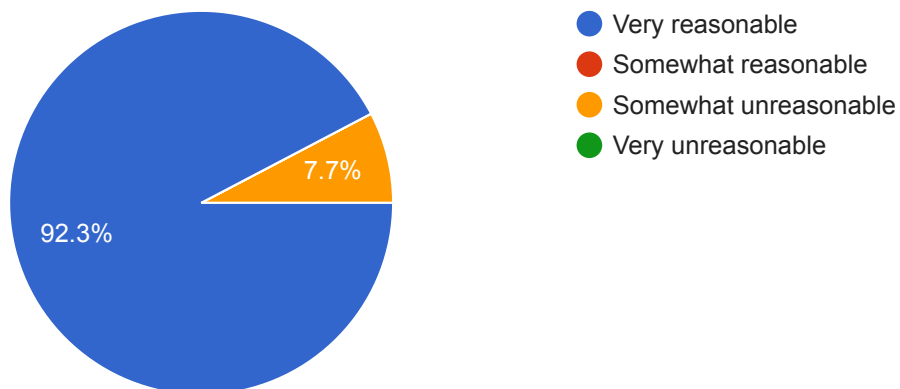
- Strongly agree
- Agree
- Disagree
- Strongly disagree

1 response

I believe the Governance Council genuinely seeks out and listens to input from teachers and staff. Teachers and staff could do a better job of representing ourselves at GC meetings and keeping the two-way communication open. We also appreciate it when a GC member visits a staff meeting to keep us in the loop. Thank you!

7. How reasonable are the expectations for student achievement at this school?

13 responses



1 response

This is something I've struggled with this year. Because of unclear or inconsistent administration expectations of teachers, students have had unclear and inconsistent messages about JTPA's expectations.

I want to work toward - and be supported in - more consistent grading and communication with parents in our middle school team. All students and parents deserve timely and accurate records in regards to

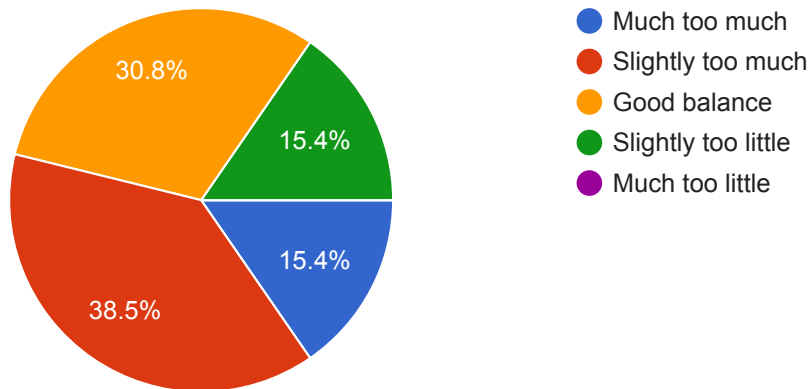
student performance and progress, and right now they aren't getting it.

We also have a dissonance in the ways our SPED team works with teachers. We need stronger leadership to guide the ways we think about and work with students with special needs. I would like to be supported by administration in developing high standards for all students, including those with IEPs. This means that we don't accept students choosing to do nothing all day. We create clear and consistent expectations for performance and behavior. Teams agree to work together with consistent and well-defined norms and structures that invite collegiality and foster students' academic growth. We should be finding creative ways to cultivate accountability and passion for learning, not working at odds because of unclear parameters or constant fluctuations in services.

Basic structures - such as school policies and norms - also must be consistent to craft the kind of school-wide culture that promotes excellence. We would benefit from more school-wide, grade-band, and cross-level team building. We would thrive with more school-wide collaborative projects and more student leadership. I would appreciate more modeling from administration in honoring our school policies (such as our uniform policy, our sexual harassment policy) so that students know the kind of environment we expect. Learning can be the focus when the foundations are non-negotiable and consistent.

8. Does this school give too much attention to standardized tests?

13 responses



1 response

While I think we do a good job of not over-emphasizing the tests, we could do a better job of administering them. Again, because of our small size, teachers shouldn't have problems getting the

materials they need, having organized systems for proctoring them, returning materials, etc. We should be able to consolidate make-up testing sessions so we aren't wasting multiple teachers on giving make-up tests to a few students at a time.

I did send an email to Mr. Ahner outlining these concerns. I didn't get any feedback on them so I'll include it here.

Email Below:

In reflecting on our PARCC testing this year, as always, I don't feel great about the amount of time it takes away from students' learning, how it throws a wrench in our schedule, and how it signals the "end" of our year. In spite of these misgivings, I also understand that it is required and that the best approach is sometimes to make the best of the hand we've been dealt. I approach it positively and do what I can to make it as "painless" as possible.

Eric, I realize that you won't be here, but I'm hoping you'll pass this on to the person who takes the helm from you this summer.

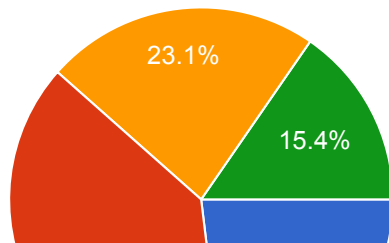
In the course of our two weeks of PARCC testing, I will have spent around 24 (this has increased since writing this email) hours administering the test. About 6 (after writing this email this has increased to about 8) of those hours will have fallen during my prep and planning time, as I am required to do make-up testing. Those six hours of missed planning and prep were not optional, as I requested help with make-up testing and was told that it could be done during my own planning and prep periods.

In the future, my hope is that we can work together to make the testing process and make-up sessions more efficient and honor the promise outlined in our CBA agreement, leaving planning and prep time sacred. Teachers are willing to go above and beyond to help in any academic situation; however, when some staff receives additional monies for testing duties, but teachers who do not are asked to give up valuable planning and prep time, the result is an added, and unpaid, workload. Things like planning, paperwork, and grading that could have been done during prep time ultimately land outside of contract hours.

I know there are ways to streamline make-up testing that would require fewer teachers proctoring fewer sessions. I look forward to being a part of a dialogue that would explore these kinds of solutions for next year's testing.

9. How strong is the collaboration between teachers at this school?

13 responses



- Very strong
- Somewhat strong
- Somewhat weak
- Very weak

1 response

In my experience, I have a strong teaching team. We work well together and are able to support each other. I have suggested, and will continue to work toward, more depth in collaboration. Because we are project-based, I would like to see more cross-curricular project partnerships. Erasing some of the compartmentalized lines between subjects would allow us to engage students more and would more authentically align students' learning to real life problems and professions.

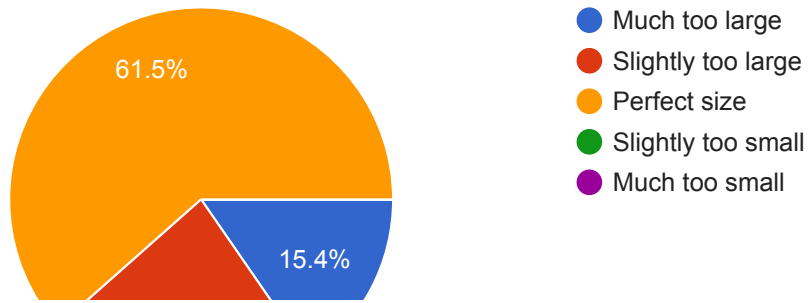
In order to have a strong team, teachers need time together. It is apparent that our elementary teachers need more grade-band level time together in order to form functional academic teams. This would not only benefit them, but would ultimately benefit students.

Our support staff relationships could be improved. In order to serve the diverse needs of students on IEPs, we need to retool the way SPED teams work with teachers. Carving out sacred time to meet and plan with these support professionals is vital, and that time is often sacrificed for IEPs, other duties, or for unexpected things. Without regular and functional team meetings, we can't do what we need to do to serve these kids.

All of our teachers have expressed the desire to partner more. We have done some of that this year, and as always, it is rewarding, soul-filling, and inspiring. There is nothing like seeing a room full of second graders excitedly sharing their writing with middle school editors. Let's continue to invite all teachers to team up and share learning across the building and across grade levels!

10. How do you feel about the number of students enrolled in your class?

13 responses



2 responses

Class size is so important. Smaller classes give students and teachers the room to move, learn, grow, and support each other in meaningful ways.

The other factor that is so important to acknowledge here is that different classes have different needs.

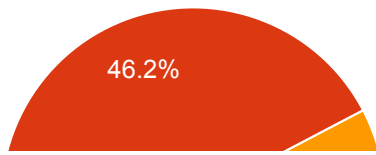
This year, we have a class with 13 students on IEPs. The dynamics these kids bring to the classroom can sometimes be overwhelming, not just for teachers, but for the class as a whole.

We need to be responsive, intelligent, and realistic when we examine the needs of the class, not just the size.

To many students on IEP's.

11. How comfortable are you teaching students using Project Based Learning?

13 responses



- Very comfortable
- Somewhat comfortable
- Somewhat uncomfortable
- Verv uncomfortable

3 responses

I would love more professional development in this area.

PBL is my life blood. I was doing it before coming to JPTA and I'll do it until I stop teaching. For me, life is a project. Bringing that lens into the classroom in natural and necessary.

Thank you for giving teachers the space, the mission, and the green light to take on projects. I treasure that gift from JPTA!

I'm always eager to expand that knowledge, to learn from others, and to try new things. I'm especially interested in innovative PBL programs around the world, and want to explore new ways to bring cross-curricular projects into our program.

We have never had a training.

12. How comfortable are you teaching students using Spanish Language Acquisition?

13 responses



● Very comfortable

4 responses

Does not apply!

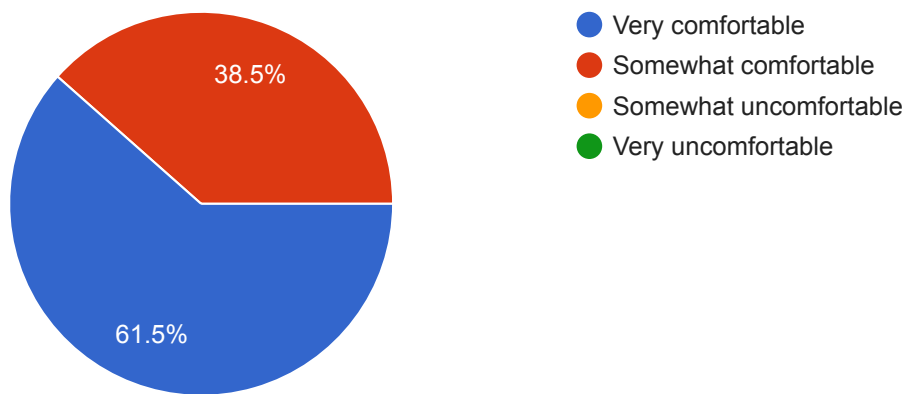
Not applicable to me

I incorporate bilingual poems, Spanish and English cognates, and Spanish games into my classroom, but at our level I am not designated a Spanish teacher.

What is that?

13. How comfortable are you using Love and Logic?

13 responses



2 responses

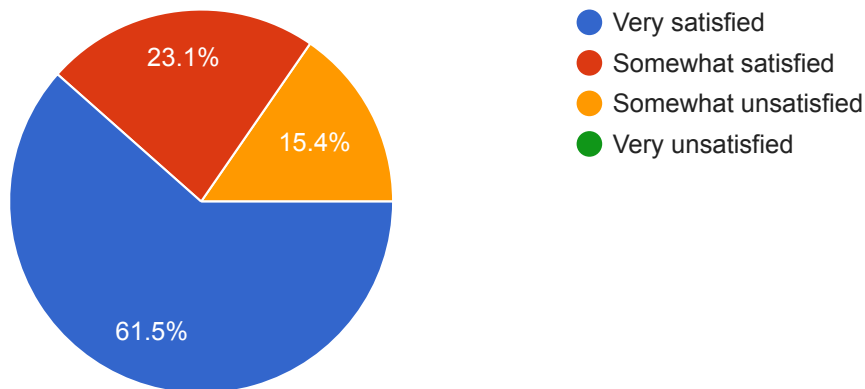
More training would be great.

I have designed student reflection sheets that promote student reflection, accountability, and problem-solving. I am comfortable leading Love & Logic conferences with students and parents.

I don't feel that school-wide we have a firm grasp on what Love & Logic looks like in day to day practice. An expert training, workshop, or series of workshops would benefit our staff.

14. How satisfied are you with parent involvement in your class?

13 responses



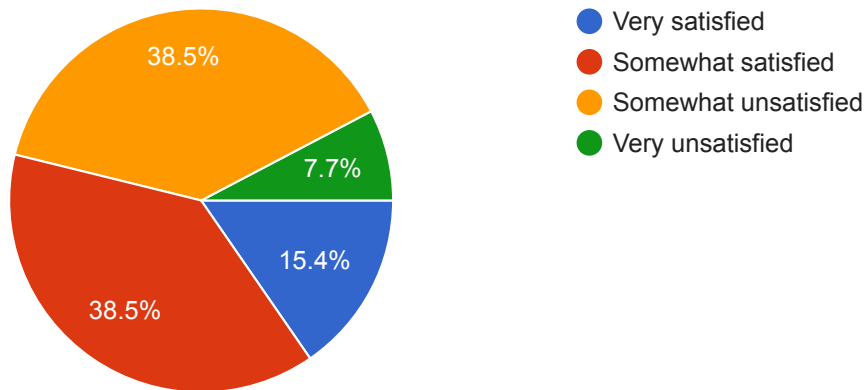
1 response

We have some very engaged and involved parents, which we appreciate! We also have some overly-involved parents! That can be tricky.

Overall, we have a community that wants the best for their children and want to support us in multiple ways.

15. Are you satisfied with the compensation package provided by this school compared to other schools in the area?

13 responses

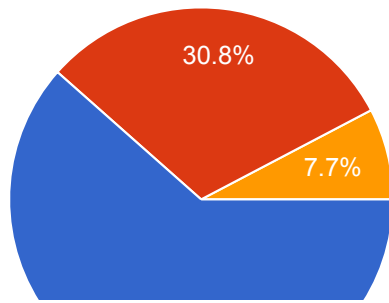


1 response

I know we're working on this. Let's continue to make our values reflected in all aspects of our operations.

16. Overall, how satisfied are you with the teaching experience at this school?

13 responses



- Very satisfied
- Somewhat satisfied
- Somewhat unsatisfied
- Very unsatisfied

0 responses

No responses yet for this question.

17. If the school received a grant for \$100,000 that we could spend any way we want, what are three items or services you would like us to purchase?

13 responses

Teacher salaries increased, assistant principal, technology items such as new netbooks for all grade levels.

Bringing in presenters for professional development in best reading and math practices and love and logic!

Assistant principal/ counselor/ nurse/ full- time specials staff

Technology, playground equipment, outdoor garden

larger sped classroom, counselor/vice principal, landscape the PE area

Assistant principal, full time counselor/mental health provider, more professional development from outside experts

Technology

Locally and Socially Relevant Training

Field Trips

I would like to set up an outdoor classroom/art studio for all to use, including a student-led garden, longer art periods for the students, and transportation for field trips.

health education textbooks and/or curriculum

Staff salary

Play ground

Classroom needs

new copiers (or repair the current ones), dedicated computer (Ipad, laptop, whatever) carts for elementary, small group sets of leveled readers, subscriptions to teacher resource services (Education.com) or web-based programs (like Brainpop)

All teachers get a bonus, make specials teachers full time, new chairs for teachers.

more ipads, teacher pay, science textbooks for 4th grade

18. In the last year, what professional development have you received and which has helped you the most?

13 responses

None (2)

going to a Spanish Conference

I really enjoyed gender and sexual identity training and the mental health training.

Mental health issues in classroom (most helpful), restraint training, child abuse & test administrator training, NMAPA training, Adverse Childhood Events

technology PD

Not sure

Attended the Charter School Summer Conference

Attended the NMSU Learning Symposium

Attended the J. Paul Taylor Social Justice Symposium

Various Teacher-Led Sessions at JPTA

Attended the Untold Stories Workshop on Japanese Incarceration in WWII

I have suggested that ALL JPTA teachers attend the J. Paul Taylor Social Justice Symposium each year. It is always culturally relevant, pushes me to new understanding, illuminates untold stories, values Mr. Taylor's legacy, and engages me in real and lasting ways. This year's border focus invited me to view the border and the issues surrounding it from new perspectives.

It wasn't a nice subject, but the one about students and abuse, and how to handle/identify it. We received tech, what to do if someone comes into the school with guns, etc, psychology (emotional disorders in students)...

Mental health, active shooter, math strategies, discipline policy. One seminar on PE specific PD

Emotional needs of students

Mental Health in the Classroom and Crisis Intervention were the most helpful this year.

I can't list all the PD sessions I attended, but one that I remember being helpful was the math PD led by Conway.

19. In the NEXT year, what type of professional development would you like to receive?

11 responses

Math

Love and logic professional training

Sensory issues in classroom

Attend gifted conference in Albuquerque

More Project-based learning, Love and Logic training, and help with my Dossier

- Spanish Language
- Workshop on Building Strong Teacher Teams
- Conflict Resolution
- Cross-Curricular Project Design

PD on STEAM Teaching

I'd like to receive more PE and health specific PD.

Possible (Specific) SAT Interventions, Differentiation strategies

Project Based Learning from the Buck Institute.

More "how-to" stuff on PBL!

20. Is there anything else you would like to share or suggestions for improvements at our school?

12 responses

It would be nice if all activities for the school were communicated with all teachers before being scheduled to ensure they're are no conflicts or too many things in progress allowing all teachers to be involved or participate and schedule way ahead of time.

I think some current, up to date PD on best practices is important at this school. As I am in and out of all the K-5 classes, the reliance on textbooks and worksheets and rote practice is far more prevalent than I would expect for a projects-based charter school.

continue with open communication, free up ED so they can sustain/support in classrooms

We need to update and innovate our technology throughout the school.

Hopefully there will continue to be shared leadership with administration/GC and staff.

I am frustrated with the lack of decisiveness when it comes to our Spanish program. I feel like we have been talking in circles about it every year with no results. I believe a small group of staff members need to come up with a firm resolution to get this back on track. I think we should have a school-wide Spanish hour every day where everyone uses and teaches Spanish to the best of their ability. Perhaps during the first and last half hour of the school day and lunch time. It's time to stop talking about it and do something.

Thank you for the opportunity to give input via this survey!

I am looking forward to being an active and positive part of our next chapter.

That the kids have comfortable space to do more of their lessons outdoors, I wish I could prop my door open to get fresh air, but I have been told that for safety we can't do that... Murals (even if not directly on the wall), more learning outdoors... bird feeders, garden, etc.

Even more play-based/movement based/outdoor based learning. Getting the kids bodies moving even more. It will help them focus. Most of them stand in my classroom, or sit on the floor, and it helps kids with behavior problems or too much energy. We could have alternative seating in classrooms.

Less traditional chairs... More bean bags, floor seating, stand up desks, etc. The kids love it, and they get to move around while learning.

More time for collaboration among teachers especially between middle and elementary teachers. More

consistency with love and logic and a school wide model for classroom expectations/behavior

I should have put in the list for needs an assistant principal below staff salary

GC has been fantastically supportive this year and communication has been strong! Please keep that up!
Our school needs to pursue ways to provide support for the Executive Director, an assistant Administrator of some sort.

There are too many part time staff. We need full time teachers.

SPED lead does not need to be in charge of testing.

SPED should have PE room and self contained classroom with students that need it.

PE teacher can switch rooms with Dozier for an office.

Bargaining needs to be enforced.

Parents need to understand we are a public school.

Teachers need to be paid more.

Scholarships should be provided for teachers to earn Master degrees.

Moral is low amongst staff, retreat workshops could help bring the staff more unified.

Money needs to be found for full time special teachers.

GC should be required to observe and volunteer time in classrooms to understand what happens in a class.

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