

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
OPEN PUBLIC MEETING  
VOLUME THREE

December 11, 2019

8:25 a.m.

Jerry Apodaca Education Building - Mabry Hall  
300 Don Gaspar  
Santa Fe, New Mexico

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Page 383

1 APPEARANCES  
 2 COMMISSIONERS:  
 3 MS. PATRICIA GIPSON, Chair  
 4 MS. TRISH RUIZ, Vice Chair  
 5 MS. KARYL ANN ARMBRUSTER, Secretary  
 6 MR. R. CARLOS CABALLERO, Member  
 7 MR. TIM CRONE, Member  
 8 MS. GEORGINA DAVIS, Member  
 9 MS. SONIA RAFTERY, Member  
 10 MR. DAVID ROBBINS, Member  
 11 MS. GLENNA VOIGT, Member  
 12 PED STAFF:  
 13 MR. ALAN BRAUER Acting Director  
 Options for Parents and Families  
 14  
 15 MS. KAREN WOERNER Deputy Director  
 Options for Parents and Families  
 16 MS. BEVERLY FRIEDMAN PED Custodian of Record  
 and Liaison to the PEC  
 17  
 18 PEC COUNSEL:  
 19  
 20 MS. AMI JAEGER  
 21 MR. MARK CHAIKEN  
 22  
 23  
 24  
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Page 385

1 THE CHAIR: I'm going to bring out of  
 2 recess this meeting of the Public Education  
 3 Commission. It is Wednesday, December 11th, and it  
 4 is 8:25 a.m.  
 5 I want to thank everyone. There was  
 6 traffic issues. So everyone's got a little delayed,  
 7 some of the folks did. So thanks for those -- for  
 8 waiting and glad to see everyone got up here safely.  
 9 So I will ask Commissioner Armbruster to  
 10 do roll call, please.  
 11 COMMISSIONER ARMBRUSTER: Commissioner  
 12 Robbins?  
 13 COMMISSIONER ROBBINS: Present.  
 14 COMMISSIONER ARMBRUSTER: Commissioner  
 15 Voigt?  
 16 COMMISSIONER VOIGT: Here.  
 17 COMMISSIONER ARMBRUSTER: Commissioner  
 18 Armbruster is here.  
 19 Commissioner Davis?  
 20 COMMISSIONER DAVIS: Here.  
 21 COMMISSIONER ARMBRUSTER: Commissioner  
 22 Chavez is not here.  
 23 Commissioner Gipson?  
 24 THE CHAIR: Here.  
 25 COMMISSIONER ARMBRUSTER: Commissioner

Page 384

1 INDEX TO PROCEEDINGS, Continued  
 2 PAGE  
 3 5. Discussion and Action on Charter  
 School Renewal Applications, Continued  
 4  
 5 I The Montessori Elementary and 389  
 Middle School (Albuquerque)  
 6 J Albuquerque Sign Language Academy 465  
 (Albuquerque)  
 7  
 8 K Dzil Diti'ooi School of 519  
 Empowerment, Action and Perseverance  
 (DEAP)  
 9  
 10 L Tierra Encantada (Santa Fe) 602  
 11 REPORTER'S CERTIFICATE 671  
 12  
 13  
 14  
 15  
 16  
 17  
 18  
 19  
 20  
 21  
 22  
 23  
 24  
 25

Page 386

1 Raftery?  
 2 COMMISSIONER RAFTERY: Here.  
 3 COMMISSIONER ARMBRUSTER: Commissioner  
 4 Crone is not yet here. He's coming.  
 5 Commissioner Ruiz?  
 6 COMMISSIONER RUIZ: Present.  
 7 THE CHAIR: Commissioner Caballero is not  
 8 yet here.  
 9 So we have a quorum of seven.  
 10 THE CHAIR: Thank you very much. And  
 11 first up on our agenda today -- and I'm sorry, I'm  
 12 just pulling it up -- is the Montessori Elementary  
 13 and Middle, Albuquerque.  
 14 So thank you, all. Just -- oh. My little  
 15 script.  
 16 Because we've had this unusual  
 17 circumstance with the -- the State Accountability  
 18 System, you received the e-mail -- excuse me -- you  
 19 received the e-mail that CSD sent out indicating  
 20 that the renewals would be renewals with conditions  
 21 in anticipation of the State data being available,  
 22 hopefully, in January, if not February; so that if  
 23 everything stays basically the same and there are no  
 24 additional conditions that are placed on through  
 25 today, you would go on the Consent Agenda.

<p style="text-align: right;">Page 387</p> <p>1 But I do have a little statement that I'm 2 making before all schools. 3 The PED has not provided a report or 4 review of data for the School Year '18-'19 5 Accountability. It is important for schools to have 6 the complete academic data as part of its renewal 7 information for this renewal and also for future 8 years. 9 The PEC needs the complete State 10 Accountability Report to make its best decision on 11 school renewal applications. 12 The PEC will review financial and 13 operational performance because the data is complete 14 at this meeting in December of 2019. 15 If the PEC decides to issue a renewal with 16 conditions, the PEC will clearly state what 17 Accountability information it will review from the 18 PED Accountability Report. 19 When the Accountability data is prepared 20 by PED and the school has had an opportunity to 21 review the data -- no less than ten days -- the PEC 22 will review the data and remove the condition or 23 take other action, such as a Corrective Action Plan 24 or possibly non-renew the charter. 25 At the future meeting, January or February</p>	<p style="text-align: right;">Page 389</p> <p>1 to be as clear about this as we can possibly make 2 them. 3 It's -- it's new territory. We haven't 4 done it, you know. Fortunately, we've never been in 5 this position; hopefully, we'll never be in this 6 position again. But we're -- you know. 7 And what did I say yesterday? If people 8 feel it's unfair, we're being unfair fairly, because 9 we're being unfair to everyone. 10 MS. KAREN WOERNER: Favorite quote of the 11 day. 12 THE CHAIR: We're treating everyone 13 unfairly fairly. So there we go. 14 So good morning. 15 FROM THE FLOOR: Good morning. 16 THE CHAIR: If anyone wishes to speak on 17 behalf of the school during the Public Comment 18 portion, there's a sign-up sheet right there by 19 Ms. Friedman. So I would ask folks to sign up. 20 There's eight minutes, so that we divide it up -- we 21 divide the eight minutes up by the number of people 22 who wish to speak. 23 So CSD will give a brief report. You'll 24 have your 15 minutes to do whatever. Then there's 25 the eight minutes of the Public Comment, and then we</p>
<p style="text-align: right;">Page 388</p> <p>1 of 2020, the PEC will only consider the issues 2 related to the reason for the conditions and will 3 not consider any other issues related to the 4 renewal. 5 So we will close out today, absolutely all 6 financial and operational areas. And they're not 7 reopened for discussion in January/February, 8 whenever we're meeting about this. 9 And we will close out most of the academic 10 issues. So the only academic issues will be those 11 that are related to those areas where the 12 information is not available to us at this time. 13 And that'll be clearly stated so that the school 14 knows what, if any -- the school will know today 15 if -- in all likelihood, if they need to come back 16 up and you're not going to be on the Consent Agenda. 17 The school will know what they would need 18 to address if they had to come up in January or 19 February, so that there's -- there's no -- 20 hopefully, there's no questions about that, and we 21 don't reopen anything that's closed out today. So 22 it should be a very limited, narrow-scoped 23 discussion. 24 And if you have any questions or concerns, 25 please don't hesitate to ask, 'cause we want people</p>	<p style="text-align: right;">Page 390</p> <p>1 go into our questions. 2 So thank you once again. 3 ACTING DIRECTOR BRAUER: Good morning, 4 Madam Chair, members of the Commission, and members 5 of the school. 6 I wanted to first acknowledge the student 7 leaders in the room. I think it's wonderful to see 8 so many students with us today, as well as other 9 partners from the school staff and parents. 10 I -- before I defer to Deputy Director 11 Woerner, I wanted to share just a few comments 12 regarding my experiences with the Montessori 13 Elementary School. I wanted to just express the 14 partnership that we've had over the last several 15 months. This is one school that I would say would 16 be in the top quartile of schools that I've had 17 discussions with, especially through the lens of a 18 true partnership. In trying to figure out where 19 there might be disagreements, it was how to get to a 20 yes for both us and the school. 21 And so I wanted to just acknowledge that 22 before we get into this process. 23 We had a lot of opportunities to have 24 bidirectional communication over the last couple of 25 months and weeks, for sure, in preparation for</p>

<p style="text-align: right;">Page 391</p> <p>1 today. And so I just want to share my gratitude to 2 Mr. Albrycht and Ms. Besante for the open door that 3 you-all have had, and I hope that you're feeling 4 that same thing from us as well, because I think we 5 do go further faster together around this process. 6 And so thank you for being here, and I'll 7 defer the rest of my time to Ms. Woerner to share 8 about the -- the work that the CSD has done in 9 preparation for today. 10 MS. KAREN WOERNER: Thank you, Director 11 Brauer. 12 Madam Chair, Commissioners, school 13 representatives. As you know, the Montessori 14 Elementary and Middle School is a school serving 15 grades K through 8 in Albuquerque, with a current 16 enrollment of approximately 426 students. 17 Their mission is focused on Montessori 18 methods, the Suzuki Method, and developing 19 responsible citizens, all of which were observed at 20 their site visit. 21 So going first to the Part A, the data for 22 their proficiency rates, I want to speak to the math 23 and reading proficiency and the drop that occurred 24 and explain a little bit about why that is. 25 This is the first -- actually, this is the</p>	<p style="text-align: right;">Page 393</p> <p>1 With that information, it helps to explain 2 the dip that you see on their proficiency rates. I 3 can't tell you exactly how much it influenced that; 4 but that dip is influenced by the Istation scores. 5 So the school was showing, you know, a big 6 jump to '17, and then a little bit of a decline, and 7 then a pretty big decline this last report. I'm 8 looking forward to seeing the other details in the 9 Accountability Report that we'll be receiving. 10 However, I do think that some of that 11 large dip is due to this Istation score. I just 12 cannot tell you at this time how much of it. 13 So the downward trend was kind of there, 14 but not the -- I wanted to be sure to put on the 15 record the Istation concerns. 16 Moving on, the proficiency rate for 17 science was 64 percent, which is very high, as you 18 know. Our State average is 35 percent. 19 The indices for subgroup growth, at least 20 for the years that we have data, show that in the 21 beginning, the school was -- had some students 22 growing more than -- way more than expected, and 23 some less, but has sort of leveled out. As we 24 discussed previously, close to zero in either 25 direction is pretty good, meaning they're at the</p>
<p style="text-align: right;">Page 392</p> <p>1 second school we've seen this week that serves 2 K-to-2 students. And a big reason for the 3 proficiency scores change has to do with Istation. 4 So this -- the other school had a higher population, 5 so their dip was not as evident as in this school. 6 So let me explain a little bit. I was 7 advised by the Accountability Bureau that the 8 Istation scores, which you know is State-mandated 9 K-to-2 -- some schools give it in 3 -- but K-to-2, 10 the proficiency -- the level of proficiency 11 requirements has changed. 12 So students who, last year, were 13 considered proficient on Istation are not 14 necessarily considered proficient or would not be, 15 on the current cutoff scores for the last year, 16 meaning the cutoff scores for proficiency rates got 17 more difficult. 18 To give you a context, two-thirds of the 19 students who scored proficiency in '17-'18 in 20 Istation would not be considered proficient in 21 '18-'19. 22 Let me repeat that. That was two-thirds 23 of students who were considerate proficient in 24 '17-'18, with that same score the following year 25 would not be considered proficient.</p>	<p style="text-align: right;">Page 394</p> <p>1 expected growth for those students. 2 And that's true pretty much across the 3 board on their indices. 4 Their -- their student proficiency by 5 subgroup, I will leave that to you to analyze, 6 because, to me, it's kind of up and down. 7 Their math subgroup proficiency does show 8 a slight downward trend, as does some of the 9 reading. And the reading is the only thing 10 influenced by Istation, not the math. 11 As far as their mission goals, they have 12 Met or Exceeded the goals each of the years of the 13 contract term. 14 Membership is showing an upward increase. 15 Their retention within the school year has 16 been 95 percent or above every year, and, between 17 school years, 83 percent or above each of the years. 18 In their teacher retention rate, it seemed 19 to take a dip in 2018. Then I'll leave that to the 20 school to address. This is influenced also by the 21 number of teachers being -- I'm not sure how many 22 that actually means. But it showed 67 percent 23 teacher retention in 2018. 24 Audit findings are -- as you can see, one 25 audit finding in the last year, none in the prior.</p>

<p style="text-align: right;">Page 395</p> <p>1 And the one that was a finding was a 2 non-compliance -- other non-compliance issue. So 3 something to pay attention to, but not a serious 4 offense. 5 And if you look at the first few pages of 6 our report, you see that this -- the school met the 7 standards in many of the indicators. The academic 8 indicator received a Failing to Demonstrate 9 Substantial Progress. And that's primarily around 10 the lowest performing students and the fact that the 11 school grade was decreasing. 12 But still the school had a "C" in the last 13 report card that we had, which would be considered a 14 Meets Standard, just with the "C" grade. But with 15 the trend down in the lowest performing grades, the 16 CSD rated that as Failing to Demonstrate Substantial 17 Progress. 18 And then on the Demonstrates Substantial 19 Progress was around the organizational performance 20 framework. There were two indicators that the 21 school had to respond to in terms of Falls Far Below 22 or were repeat Workings to Meet. Those were the 23 English Language Learners and health-and-safety 24 requirements. 25 So regarding the English Language</p>	<p style="text-align: right;">Page 397</p> <p>1 apologies to the school and to Chairwoman Gipson. 2 The health-and-safety issue, I was thinking of 3 another school. It was not the drills; that was not 4 correct. My apologies. 5 It was around the master immunization log 6 for the students. And there was repeated 7 back-and-forth. The school did provide detailed 8 immunization logs for each student, but not the 9 master immunization log, which is required by the 10 Department of Health, that helps to identify quickly 11 if there are students that are not covered. 12 So the health-and-safety issue was not 13 emergency drills; it was that log. My apologies. 14 THE CHAIR: Okay. Thanks. 15 MS. MARY JANE BESANTE: Good morning. I'm 16 Mary Jane Besante, and I'm the Principal/Director at 17 the Montessori Elementary and Middle School. This 18 is Stan Albrycht, our business manager and human 19 resources, and Ms. Jill Riester, our president of 20 the governing council. 21 THE CHAIR: Welcome. 22 MS. MARY JANE BESANTE: Good morning, 23 Madam Chair and Commissioners. On behalf of the 24 entire Montessori Elementary and Middle School 25 community, I want to thank the Public Education</p>
<p style="text-align: right;">Page 396</p> <p>1 Learners, some of it was the same thing you've heard 2 me say all week about identifying students. But 3 there were added concerns regarding ELB services and 4 letters to parents, all of which I think the school 5 is addressing. 6 And the health-and-safety requirements was 7 around the emergency drills. Again, I think the 8 school has responded in a way that shows they're 9 demonstrating Substantial Progress in those areas. 10 The employees, they received -- 11 100 percent of the employees signed their petition. 12 97 percent of their households signed the petition. 13 Their New Mexico Condition Index score was 37.87. 14 That is above the average of 23. Remember, lower is 15 better. So there may be some concerns about why 16 that score is so high. 17 And with that, I conclude my report. 18 THE CHAIR: Thank you. And good morning 19 once again. And if you would, please identify 20 everyone who's going to speak for the record, and 21 then you can proceed. 22 MS. KAREN WOERNER: Oh, I made a mistake. 23 THE CHAIR: Oh, I'm sorry. Did you want 24 to say something? 25 MS. KAREN WOERNER: I made an error. My</p>	<p style="text-align: right;">Page 398</p> <p>1 Commission and the Public Education Department for 2 all the work that you do for the students of 3 New Mexico. 4 I would also like to welcome you to stop 5 by the school for a visit next time you're in 6 Albuquerque. 7 We represent the Montessori Elementary and 8 Middle School. We chartered in 2005 under APS with 9 153 students serving grades K through 6. 10 In 2009, we rechartered under PEC and 11 added Grades 7 and 8. We've now grown to 12 428 students. 13 This school year we received 530 lottery 14 applications so far, and we continue to maintain a 15 large wait pool. 16 The Montessori Elementary and Middle 17 School is strong and stable with the same 18 administrator and business manager since our opening 19 in 2005. We have 45 hardworking, dedicated staff 20 members, and a large community of Montessori 21 students and families. 22 As you walk into our school, you 23 immediately notice the halls and classrooms are 24 quiet and peaceful. Peace is an important part of 25 the Montessori method and our culture. Each</p>

<p>Page 399</p> <p>1 classroom contains a peace table that is used for                  2 problem-solving and conflict resolution through                  3 peaceful and respectful communication.                  4 Many of our families also --                  5 COMMISSIONER RAFTERY: I'm sorry.                  6 (Cell phone rings.)                  7 MS. MARY JANE BESANTE: That's okay. I'm                  8 glad it wasn't me.                  9 Many of our families also use the peace                  10 table method as a bridge between home and school.                  11 At the Montessori Elementary and Middle                  12 School, we live our mission statement daily. We                  13 stay true to the Montessori method and philosophy                  14 which incorporates grace and courtesy, volunteering,                  15 and community service.                  16 We follow the child and support their                  17 individual and unique development.                  18 We feature a strong fine arts program that                  19 consists of visual art, general music, and Suzuki                  20 violin, viola, and cello.                  21 We offer a well-rounded education with                  22 high academic expectations and enriching fine arts                  23 curriculum and real-world life skills.                  24 Our students become a valuable asset to                  25 the community around them.</p>	<p>Page 401</p> <p>1 In middle school, our students focus on                  2 cultural discovery, first exploring New Mexico,                  3 where they challenge themselves as they climb,                  4 explore, hike, and become stewards of the land.                  5 Sixth- and seventh-graders build up to the                  6 international travel in their eighth-grade year.                  7 Our eighth-grade students participate annually in a                  8 Polish-American exchange program that we developed.                  9 In October, Polish students from a                  10 Montessori middle school in Warsaw travel to                  11 New Mexico, and in May, our students travel to                  12 Poland. Families in both countries host students in                  13 their homes.                  14 Each year, our alum [verbatim] return for                  15 a celebration, and we hear heartwarming stories of                  16 the continued friendships the students from both                  17 countries maintain, with several of them visiting                  18 their adopted country again.                  19 We have met all of the goals in our                  20 charter contract and have maintained a letter grade                  21 of "B" from 2014 through 2017. In 2018, we missed a                  22 "B" by less than one point.                  23 Although our overall proficiencies are                  24 higher than the state and district average, we noted                  25 a decrease in the growth of our lowest performing</p>
<p>Page 400</p> <p>1 Fine arts is a core element of our                  2 mission. Each year our students perform at multiple                  3 events, including a string concert at the Roundhouse                  4 Rotunda during the Legislative Session. The choir                  5 performs for the Senate. And during the Christmas                  6 season, they carol at area nursing homes.                  7 Our fourth-graders just performed a                  8 musical for veterans.                  9 In spring, all of our students perform at                  10 the gala, which is held at the Convention Center.                  11 And we have to hold it at the Convention Center                  12 because it was the only place with enough seats. We                  13 have quite the turnout.                  14 Another important aspect of our school are                  15 going-out trips. Our students take meaningful field                  16 trips to connect classroom learning to the real                  17 world. In addition, each field trip contains a                  18 community service component.                  19 As students mature and display appropriate                  20 levels of responsibility, our trips into the                  21 community expand. Our youngest students in pre-K                  22 and kindergarten learn through in-house community                  23 experiences. In Grades 1 through 3, students begin                  24 to explore outside of campus. And in Grades 4 and                  25 5, students focus on community building adventures.</p>	<p>Page 402</p> <p>1 students. Our first and most important action taken                  2 was to refocus on the short-cycle assessment data.                  3 As a staff, we looked at our data and have                  4 implemented an internal Corrective Action Plan to                  5 target and ensure that we meet the needs of all of                  6 our students.                  7 We have allocated resources to hire a new                  8 SAT chair/interventionist. We are in the process of                  9 refocusing the SAT team to further assist the                  10 teachers with interventions. We continually review                  11 our short-cycle assessment data to help us drive                  12 both instruction and interventions.                  13 We are focusing on data-driven results,                  14 implementing research-based Tier 2 interventions to                  15 our lowest 25 percent of students.                  16 For the students who need extra support                  17 and intervention beyond this, we are meeting as a                  18 Student Assessment Team every eight weeks. During                  19 this meeting, we assess and modify the interventions                  20 by looking at data points taken biweekly. This SAT                  21 team includes our SAT chair, the student's teacher,                  22 grade-level teacher, the parents of the student,                  23 administration, any auxilliary staff, as needed,                  24 and, if appropriate, the student.                  25 This team of individuals works as a</p>

<p style="text-align: right;">Page 403</p> <p>1 cohesive group to help each student meet his or her 2 full potential.</p> <p>3 In looking to the future, we are already 4 revisiting our daily schedule to ensure the 5 three-hour uninterrupted work cycle and to block 6 time for interventions.</p> <p>7 Our team of administrators and educators 8 hold weekly management meetings to discuss 9 procedures, policies, program, and progress. Our 10 lead teachers meet with their grade levels each week 11 in Professional Learning Communities to address the 12 needs of individual students, track progress, and 13 discuss curriculum implementation.</p> <p>14 Our teachers also include students in the 15 review of their assessment data to develop 16 attainable goals. We continually revisit our scope 17 and sequence and modify it as needed to ensure we 18 meet the Common Core standards and State mandates 19 while maintaining fidelity to the Montessori 20 methodology.</p> <p>21 We believe that learning is best achieved 22 within a positive social atmosphere that supports 23 each individual's unique development. The school 24 offers an accelerated program by providing a strong 25 Montessori academic curriculum, combined with a</p>	<p style="text-align: right;">Page 405</p> <p>1 Fleming.</p> <p>2 FROM THE FLOOR: Hello. I'm going to 3 shorten my speech since I have less time.</p> <p>4 The Montessori Elementary School has 5 provided a stellar education for each of my children 6 whom have very different personalities as well as 7 learning styles.</p> <p>8 Examples I'd like to give in how the 9 school has positively impacted my children are, when 10 Lannon was in first grade and had difficulty getting 11 his words on paper swiftly and legibly, his teacher 12 noticed his frustration. So he was taught to write 13 in cursive.</p> <p>14 When Sawyer had a tough time with a 15 difference with another student, his teacher used 16 the tools of Montessori peace table to give each 17 child the opportunity to solve the conflict 18 together.</p> <p>19 Quincy's SLD has created obstacles; yet 20 the school has given her the tools, encouragement, 21 and nurturing environment to allow her to 22 self-advocate when she needs specific help in 23 accomplishing her goals.</p> <p>24 The Suzuki strings program has provided 25 something that we could not otherwise afford. The</p>
<p style="text-align: right;">Page 404</p> <p>1 unique fine arts program, including Suzuki method, 2 general music, and visual arts.</p> <p>3 The mission of the school is to encourage 4 students, Grades K through 8, to become responsible 5 citizens who have the ability and desire to fulfill 6 lifelong educational and social goals.</p> <p>7 Thank you.</p> <p>8 THE CHAIR: Thank you. We're now on to 9 the Public Comment portion. And there are eight 10 people that signed up. So each person will have one 11 minute.</p> <p>12 MS. PATRICIA MATTHEWS: I'm going to take 13 30 seconds.</p> <p>14 On behalf of the school, we just wish to 15 state for the record that we object to any 16 bifurcation or extension of the charter renewal 17 process that is intended to or would result in the 18 PEC's decision not being a final decision until 19 after the statutory requirement in the statute -- 20 won't quote it -- of January 1st, 2020, and reserves 21 all of its legal rights under New Mexico law.</p> <p>22 THE CHAIR: Thank you.</p> <p>23 MS. PATRICIA MATTHEWS: Thank you. 24 (A discussion was held off the record.) 25 THE CHAIR: Okay. Next is Bernadette</p>	<p style="text-align: right;">Page 406</p> <p>1 sole opportunity of learning string instruments has 2 led my children to appreciate the art of music and 3 to have extended their experience and are currently 4 playing in Albuquerque Youth Symphony.</p> <p>5 Our visual arts program has taught my kids 6 another creative outlet and appreciation.</p> <p>7 We're in a time where art and music 8 programs have been yanked from public schools. 9 Montessori School is giving my children these 10 opportunities several times a week.</p> <p>11 Quincy's art piece was recently recognized 12 and chosen by UNM's youth art exhibit and is 13 currently on display at the art gallery on campus.</p> <p>14 The administration and teachers of the 15 Montessori have gone above -- have gone above and 16 beyond to create an environment of lifelong 17 learners. This school expands the learning 18 opportunities outside of the classroom to camping 19 trips, road trips, and, internationally, all the way 20 to Poland.</p> <p>21 Just the other day, Quincy said to me that 22 when she grows up and has children of her own, she 23 intends to send them to the Montessori School. 24 Therefore, we will need the renewal of our charter 25 at least five more times to meet her dream.</p>

<p style="text-align: right;">Page 407</p> <p>1 Thank you.  2 THE CHAIR: Next is Logan Parks.  3 FROM THE FLOOR: Madam Chair,  4 Commissioners, good morning. I am Logan Parks. I'm  5 an eighth-grade student at the Montessori Elementary  6 and Middle School. I spoke with other students  7 about -- in the middle school about their classes  8 and how they're being educated. I found the  9 students felt like their teachers would help  10 students if they were struggling with work or needed  11 advance work.  12 The Montessori Method teaches students of  13 different levels and lets students go beyond their  14 normal work based off of grade level. It also  15 strongly works with gifted students to ensure they  16 receive the same education as others. It also works  17 with advanced students who they believe need to  18 be -- to excel to fulfill their educational needs.  19 I believe the education at this school is  20 much better than other -- than public schools. This  21 school teaches their students in many different  22 ways. In many situations, students are working with  23 small groups of other students at grade level. We  24 also work in groups of other students to complete  25 small projects. In few cases, teachers will be able</p>	<p style="text-align: right;">Page 409</p> <p>1 Elementary and Middle School. I spoke with my peers  2 and teachers about our conflict resolution  3 curriculum. In our school, we use a peace table.  4 It's the table that what use to resolve conflicts at  5 all grade levels.  6 People who aren't familiar with Montessori  7 methods often don't know what a peace table is. In  8 elementary levels, the peace table is used for  9 settling problems, such as a student grabbing  10 something from another student's hands, or a student  11 saying something along the lines of, "You aren't my  12 friend anymore."  13 If a situation like this occurs at the  14 elementary level, the student who feels another  15 students or students were in the wrong will ask them  16 if they would go to the peace table. The students  17 being asked would have to go unless it conflicted  18 with work time or scheduling.  19 The students would then use "I" statements  20 to express how they felt. Only one student can talk  21 at a time to make sure everyone is heard. The  22 students would shake hands whether or not the  23 problem was solved.  24 If the problem was not solved, then the  25 teachers would set a later time to help intervene</p>
<p style="text-align: right;">Page 408</p> <p>1 to work one-on-one with struggling or advanced  2 students.  3 This school taught me many things that I  4 wouldn't learn in a public school. It teaches you  5 how to solve problems peacefully and avoid hostile  6 conflicts, which most public schools do not teach.  7 This school also got me to math and reading goals I  8 would not reach in middle school. I've grown as a  9 student and as a person because of this school.  10 One of the strong curricular projects  11 eighth-grade students conduct are out-of-school  12 internships. Students write their own internships  13 cover letters and even conduct interviews. Once  14 completed, students will spend one week working at  15 the job of their choice.  16 I hope you take into consideration my  17 thoughts and feelings when evaluating my school.  18 Thank you for your time.  19 THE CHAIR: Thank you.  20 FROM THE FLOOR: I stand for questions.  21 MS. FRIEDMAN: You have four minutes left.  22 THE CHAIR: Next is Jaycee Tarter.  23 FROM THE FLOOR: Madam Chair and  24 Commissioners, good morning. I am Jaycee Tarter,  25 and I am also an eighth-grader at the Montessori</p>	<p style="text-align: right;">Page 410</p> <p>1 and help try to solve the problem.  2 Teachers rarely had to step in to solve a  3 problem because we understand how to solve them on  4 our own.  5 The Montessori curriculum teaches us  6 conflict resolution very early, as early as  7 preschool or kindergarten. But for middle school,  8 this idea has to be revised to work with the  9 problems that come up in middle school.  10 Problems such as bullying and harassment  11 would not be solved if we used the same elementary  12 method. If something like this occurs, the teachers  13 would have the students come into their classroom  14 either one at a time or all together and sit us  15 down. The teachers would ask what happened and get  16 all sides of the story.  17 We cannot talk over each other, and we are  18 not allowed to speak negatively about each other.  19 If the problem is not solved on our own by talking  20 to each other, the teachers can ask questions and  21 try to help solve the problem that way.  22 From my personal experience, of all the  23 times I've had to talk to another student because of  24 a disagreement or argument, the problem is solved  25 within 10 to 20 minutes of talking and explaining</p>

<p style="text-align: right;">Page 411</p> <p>1 and no teachers intervening.  2 I believe the -- the view on education as  3 a whole is negative, when there are many great  4 teachers and administrators doing a great job. I  5 feel the need to highlight our peace curriculum  6 because it sets us on a path to success when dealing  7 with difficult situations in the future. Thank you.  8 I stand for questions.  9 THE CHAIR: Thank you.  10 (Commissioner Crone has entered meeting.)  11 THE CHAIR: Next is Allyssa Wagner.  12 MS. FRIEDMAN: You have a total of two  13 minutes left.  14 FROM THE FLOOR: Madam Chair and  15 Commissioners, good morning. My name is Allyssa  16 Wagner. I am a seventh-grader from the Montessori  17 Elementary and Middle School. My fellow peers have  18 spoken before me with the intent to identify the  19 positive practices concerning academic and  20 problem-solving curriculums.  21 I would also like to illustrate positive  22 statements that our school [inaudible].  23 (Reporter cautions.)  24 FROM THE FLOOR: Our school puts social  25 and emotional health at immense importance. This is</p>	<p style="text-align: right;">Page 413</p> <p>1 conferences with their teacher and share their  2 academic and social successes and struggles. This  3 allows everyone to be in the loop with grave social  4 situations and any problems that may arise in the  5 classroom. Students are trusted to communicate and  6 gain independence in our school.  7 Big trips are offered at the end of each  8 year. Big trips are field trips that are multiple  9 nights and days that students have a part in  10 planning. These give students a learning  11 opportunity as to how to earn money and become more  12 independent as they prepare for high school and even  13 the real world.  14 I ask that you please take into  15 consideration the words of students when deciding  16 whether or not to renew our school. This school and  17 learning environment has allowed me to accomplish as  18 I wish and grow as a person. Thank you.  19 I stand for questions.  20 MS. FRIEDMAN: They're out of time.  21 THE CHAIR: Thank you. Excuse me? They  22 didn't use all their 15 minutes, did they?  23 MS. FRIEDMAN: No, they did not.  24 THE CHAIR: I'm going to yield  25 Ms. Matthews' time back to the school. And next is</p>
<p style="text-align: right;">Page 412</p> <p>1 something extremely important and fundamental in our  2 school.  3 We are offered programs, such as a second  4 step health class which teaches us how to manage and  5 deal with emotions that may come up in our lives,  6 especially in our adolescent years. It also teaches  7 skills in problem-solving which is extremely  8 important in our day-to-day middle-school setting.  9 In the middle-school atmosphere,  10 large-scale problems that concern mental health and  11 bullying can be present. Teachers are aware of this  12 and intend to create multiple strategies in aiding  13 to the solving of these problems.  14 As an example, most classrooms have Monday  15 checkerboards. These are a discreet way to  16 communicate with the teacher about how you're  17 feeling and allow them to help quickly. We also  18 have an advisory, which is introduced as a way for  19 students to connect with teachers and become more  20 comfortable around them so that they confide in and  21 receive help if needed.  22 Student, teacher, and parent communication  23 is very fundamental in our school and has always  24 been exercised and approved when necessary.  25 Students and parents are expected to attend</p>	<p style="text-align: right;">Page 414</p> <p>1 Alissa Sanchez.  2 FROM THE FLOOR: Good morning. My name is  3 Alissa Sanchez, and I am the level head teacher for  4 Grades 6 through 8 at the Montessori Elementary and  5 Middle School. I'm going to make mine super-short.  6 My -- what I would like to share with everybody is  7 how proud I am of the opportunities that our  8 students have at our school.  9 You've heard from several of our students  10 already. They mentioned internships and big trips.  11 And this is only made possible through the support  12 of our administration. Whether that's helping us  13 with field trips, showing up for parent meetings,  14 they take a very active role. And it's through them  15 that we're able to accomplish all the things that we  16 do at the middle school and elementary levels.  17 THE CHAIR: The rest are teachers. So  18 we're done. No offense to the teachers. We've  19 extended the time.  20 Thanks. And thank everyone who came to  21 speak. We -- we say this all the time. We don't  22 hear from students enough, and it continually  23 reminds us of why we do what we do.  24 And I wish we could spend more time  25 dedicated in our meetings to truly hear from -- from</p>

<p style="text-align: right;">Page 415</p> <p>1 the students and what they're doing. And I think we 2 need to really do better at trying to carve out that 3 time so that people do get an opportunity to truly 4 see the great things that are going on out there. 5 So, once again, thank you for all the work 6 you did with the packet. I know it's -- it's 7 time-consuming, hopefully, a little reflective, so 8 that it's -- and that's part of the intention of it. 9 I want to, first off, thank you, because 10 your performance framework chart looks, I think, 11 better than any school I think we've seen so far, 12 without a doubt. One minor glitch this year. And I 13 think as long as you had the immunizations -- but I 14 understand the need for the log. 15 But thank you so much. Because as we've 16 said before, this is an indication of how the school 17 is truly functioning, that this only happens because 18 there's good communication from the administration 19 to the governance council to the staff, and that 20 you're all working together. Because this is a team 21 family effort, and this truly shows that that exists 22 in the environment of your school. And we 23 appreciate that. 24 And I think we all -- I guess a little 25 self-reporting. I went to a very structured</p>	<p style="text-align: right;">Page 417</p> <p>1 it's -- hopefully, we'll see that. 2 So I'll -- Commissioners, any questions? 3 Commissioner Robbins? 4 COMMISSIONER ROBBINS: On the facilities 5 score, it's an above-average number from the State 6 average. Is -- do you own the facility, or are you 7 leasing it? 8 MR. STAN ALBRYCHT: Madam Chair, 9 Commissioner Robbins, we are leasing the building 10 right now and are in the process of getting ready to 11 buy it. 12 COMMISSIONER ROBBINS: Have any of the -- 13 I guess below standard, because it's -- the number 14 is significantly higher than the State average for 15 school facilities. 16 Have any conditions been identified to the 17 landlord that may need correcting? 18 MR. STAN ALBRYCHT: It's mainly the roof. 19 It needs a new roof. That's mainly the issue. 20 COMMISSIONER ROBBINS: A roof can drive 21 the score tremendously. Okay. But you said you're 22 in the process of purchasing? 23 MR. STAN ALBRYCHT: We're getting ready to 24 start that in January through a bonding process. 25 COMMISSIONER ROBBINS: And you're going to</p>
<p style="text-align: right;">Page 416</p> <p>1 Catholic elementary school, which I did not fit 2 into, without a -- you know, without a doubt. So to 3 have had the opportunity to be able to go to maybe 4 an unstructured environment wouldn't have been the 5 best for me, either. But -- but I -- I applaud and 6 appreciate this model and admire folks that have the 7 fortitude to buy into the system. 8 Because it is a system. And it's not easy 9 for some folks to fit into it. And I can only 10 imagine, if you're -- especially if you're getting a 11 student who hasn't started with you, but is coming 12 in in the middle, that kind of adjustment takes a 13 lot of patience and effort to work that through, 14 especially when we're talking middle-school 15 students. 16 So it's -- you know, I -- I applaud and 17 support the model. So I want to thank you for this. 18 And I appreciate the fact that there was 19 the identification with the potential issue with 20 Istation. So, hopefully, when we get that new data 21 in a month or so, that things will -- things will 22 look better from that. And every time we go into a 23 new assessment cycle, there are adjustments that -- 24 that need to be made. And some schools, for 25 whatever reason, adjust better than others. So</p>	<p style="text-align: right;">Page 418</p> <p>1 be getting a fair market appraisal on the -- 2 MR. ALBRIGHT: Yeah. They're getting 3 ready to start that right now. 4 THE CHAIR: Commissioner Ruiz? 5 COMMISSIONER RUIZ: Good morning. Thank 6 you for coming and all the work you do. Thank you 7 again, Karen, for clarifying the Istation and the 8 discrepancy in the scores. I appreciate that. 9 So I had a question on your student 10 enrollment in comparison to the State. So your 11 disability -- your students with disabilities and 12 your EL learners, you're at 2 percent while the 13 State is 16. 14 For disability, you're at 6 percent while 15 the State is at 17 percent. 16 So my question is what are you-all doing, 17 or what can you do to -- to make sure that we're 18 reaching out to all students across all levels? 19 MR. STAN ALBRYCHT: Basically, for our 20 lottery, we advertise. 21 THE CHAIR: I'm sorry. Is the green light 22 on? 23 MR. ALBRIGHT: Yeah, it's on. A little 24 bit closer. Is that better? I'm sorry. I'm sorry. 25 Basically, the lottery process. We reach</p>

Page 419

1 out with the Kids Magazine. We do Facebook. We  
 2 hand fliers out where all the kids go on their  
 3 community service trips.  
 4 We reach out through -- yeah, through  
 5 social media a lot and through our parents. And --  
 6 yeah, the Storehouse is one of the places that we  
 7 put a flier up every year, different places like  
 8 that. That's how we're reaching out. We put a lot  
 9 out. So...  
 10 COMMISSIONER RUIZ: And I understand the  
 11 lottery process. Those numbers are very, very low  
 12 compared to --  
 13 MR. STAN ALBRYCHT: We really reach out  
 14 quite a bit; so...  
 15 THE CHAIR: So I have a question on that  
 16 line. And I understand the concept of the community  
 17 table. There's -- there continues to be an  
 18 expressed concern over schools -- our charter  
 19 schools that don't provide food services. And I  
 20 think there is a possibility, through legislation,  
 21 that that waiver may no longer be available.  
 22 But I'm just wondering if there is any  
 23 correlation with the small numbers of economically  
 24 disadvantaged that aren't coming to your -- that  
 25 come to your school. Because you have a small

Page 420

1 number. Is that -- is that not directly related to  
 2 the fact that food services aren't offered there, so  
 3 your -- it's -- it's a -- you know, it's a  
 4 subliminal message that -- you know. 'Cause if  
 5 parents can't afford to send their child to school  
 6 with some sort of food, they're not going to send  
 7 their child to the school.  
 8 So I'm wondering if you'd had any thought  
 9 about that.  
 10 MS. MARY JANE BESANTE: It could be.  
 11 MR. STAN ALBRYCHT: Yeah, we've never  
 12 really --  
 13 MS. MARY JANE BESANTE: We've never --  
 14 I've never thought of that. But it could be. We  
 15 don't have a kitchen. And our students eat  
 16 family-style within their classrooms. It's part of  
 17 the curriculum. That's where they practice their  
 18 grace and courtesy.  
 19 So it's worked for us all along. But  
 20 you're right, and that is something to consider.  
 21 THE CHAIR: Right. And I understand. And  
 22 that's -- the lack of a kitchen is certainly a  
 23 problem that many of our charters face. But I think  
 24 there's -- there are opportunities to contract with  
 25 food service providers. We have charters that

Page 421

1 contract with local school districts when the food  
 2 is delivered. We have food trucks that come to the  
 3 school.  
 4 There's a variety of ways that many of the  
 5 schools deal with the fact that they have the lack  
 6 of facilities to -- to -- to make the food. So  
 7 that -- but that concerns me that that could  
 8 potentially be a message that's being sent out  
 9 there, and that's why you're not seeing the great --  
 10 a greater diversity in the school, because of that.  
 11 So I'm -- you know, I just had that  
 12 question out there. So...  
 13 MS. MARY JANE BESANTE: Thank you for  
 14 that. We'll definitely take it into consideration.  
 15 THE CHAIR: Thanks. So let's get into a  
 16 continuation of the conversation we had a couple of  
 17 weeks -- a couple of months ago. Because we still  
 18 have a concern about the -- the mixing of the  
 19 private pre-K program with the publicly funded  
 20 students. Because we understand that you've got  
 21 staff -- and correct me if I'm -- correct me if I'm  
 22 wrong here.  
 23 From what I saw on the website, the casita  
 24 that you have houses all of the three-year-olds,  
 25 some of the four-year-olds and some of the Ks.

Page 422

1 So how do you mix privately funded  
 2 students with publicly funded students and keep that  
 3 clean? That's the -- that's the overarching concern  
 4 that we have with this.  
 5 MR. STAN ALBRYCHT: Madam Chair, "clean"  
 6 in how? I'm not sure. The money? You are talking  
 7 the money, right?  
 8 THE CHAIR: You've got children that are  
 9 part of the Ks that are being mixed in with the  
 10 privately funded program. So there's -- and you've  
 11 got -- I would -- I would presume you've got staff  
 12 then. You've got staff that works both with the  
 13 pre's and the Ks.  
 14 MR. STAN ALBRYCHT: Right. Uh-huh.  
 15 THE CHAIR: Not -- I mean, not -- not  
 16 separate staff.  
 17 MR. STAN ALBRYCHT: Not separate, no.  
 18 THE CHAIR: You've got staff that works  
 19 with both.  
 20 MR. STAN ALBRYCHT: With both. Uh-huh.  
 21 THE CHAIR: So you've got SEG-funded staff  
 22 working with kids that are privately funded. So  
 23 it's that mixing of the private and public that we  
 24 have a concern with.  
 25 MR. STAN ALBRYCHT: Okay. You know, like

Page 423

1 we said the last time, we received all the money  
 2 into the operational account. And once the funds  
 3 become -- once we receive the funds, it's all  
 4 accounted for through the budget that we present to  
 5 the, you know, PED.  
 6 It's all received into activity accounts,  
 7 and the money is distributed that way to pay for all  
 8 the services that we're providing for those kids.  
 9 So once the money is received by the school, it  
 10 becomes State funds.  
 11 THE CHAIR: I don't think privately -- I  
 12 could be wrong. But I don't think privately funded  
 13 money can become State funds.  
 14 MS. PATRICIA MATTHEWS: Yes. It is. It  
 15 is, yeah. Once the State organization receives  
 16 those funds, it becomes State funds. And we have to  
 17 account for it in some way.  
 18 COMMISSIONER ROBBINS: I think the  
 19 question is how can you be assured -- you know, if  
 20 private funds are helping subsidize the public,  
 21 that's one thing. How can you assure this  
 22 Commission that no SEG funds are subsidizing your  
 23 pre-K program when they are not identified for that  
 24 program? That's the issue.  
 25 If you have a specific -- if you have a

Page 424

1 class that has ten students, and you have a teacher,  
 2 and that teacher -- or you have two teachers. And  
 3 you have six of those students that are  
 4 four-year-olds -- or -- you know, maybe five, you  
 5 know, and they're technically kindergarten, and you  
 6 have four-year-olds and kindergarten students, how  
 7 are you segregating and identifying the time  
 8 allocated of the individuals to that?  
 9 Because if you just say, "We're going to  
 10 put all the money in one pot," you're commingling  
 11 funds. And by commingling the funds, you cannot  
 12 identify what SEG funds -- that they are only being  
 13 used for the K-through-8 program and that no SEG  
 14 funds are subsidizing your pre-K program at this  
 15 point. That's the issue.  
 16 And I think if I was paying for a pre-K  
 17 program, I'd want to be sure that none of those  
 18 funds are subsidizing your State program.  
 19 MR. STAN ALBRYCHT: Right. Right.  
 20 COMMISSIONER ROBBINS: So how are you  
 21 going about in terms of segregating the allocation  
 22 of the time and the effort -- the money is a  
 23 separate issue. But you have to be able to allocate  
 24 and identify the time and effort that's being -- and  
 25 clearly say, "This is pre-K time and effort. This

Page 425

1 is K-through-8 time and effort," so you are not then  
 2 commingling those funds.  
 3 You know, once they put them in the bank,  
 4 I understand they're commingled. On an accounting  
 5 system, you can track them separately.  
 6 MR. STAN ALBRYCHT: We track it three  
 7 different ways. I track every -- every penny that  
 8 comes to the school we receive to whatever that  
 9 program is, okay? So I know exactly how much money  
 10 is coming in for every program we do, all the field  
 11 trips, whatever it may be.  
 12 When we assign that in the budget, I know  
 13 exactly by the budget line items what program is  
 14 getting paid for that.  
 15 Does that make sense?  
 16 What teacher is being paid out of what  
 17 line item and all that kind of stuff. I see what  
 18 you're saying. So I can tell you exactly what,  
 19 where, how, and when.  
 20 COMMISSIONER ROBBINS: But if you have  
 21 students that are kindergarten students mixed in  
 22 with your four-year-olds in your pre-K program, you  
 23 can show that. But how is the time allocation being  
 24 handled?  
 25 Just to say, "Well, I'm taking this money,

Page 426

1 and I'm paying for this teacher with these funds,"  
 2 you know, that doesn't really give assurance to the  
 3 State that you aren't commingling and you aren't  
 4 subsidizing one program with funds from another  
 5 program.  
 6 MR. ALBRIGHT: Okay.  
 7 COMMISSIONER ROBBINS: You have to have a  
 8 separate set of books or separate accounts for the  
 9 individuals. If you just use a single account line  
 10 or payroll for the teacher, you haven't segregated.  
 11 MR. ALBRIGHT: I can segregate them out in  
 12 our system. I know this is my pre-K teacher that is  
 13 teaching our three- and four-year-olds. And it's a  
 14 separate line item for them. Is that what you're  
 15 asking? I can do that, yes.  
 16 COMMISSIONER ROBBINS: Well, for the  
 17 three- and four-year-olds. But we --  
 18 MR. STAN ALBRYCHT: The Ks are a different  
 19 one, right.  
 20 COMMISSIONER ROBBINS: But we were told  
 21 that some of the Ks and four-year-olds are  
 22 commingled with students.  
 23 MR. STAN ALBRYCHT: The students are  
 24 together in the same class, right.  
 25 COMMISSIONER ROBBINS: So that's the

Page 427

1 issue. You may say, "We're doing this over here.  
 2 We're doing..." -- but once you put them in the same  
 3 room, who's paying for that room? Is it the SEG  
 4 funds or pre-K funds?  
 5 MR. STAN ALBRYCHT: It's both. The pre-K  
 6 pays for itself above and beyond, okay? I have to  
 7 put it into the public funds, according to the  
 8 budget. Okay? Does that make sense, kind of, sort  
 9 of? I have to put it that way according to the  
 10 budget.  
 11 MS. PATRICIA MATTHEWS: Commissioner  
 12 Robbins and Commissioner Gipson. And I understand  
 13 where you're going, Commissioner Robbins and  
 14 Commissioner Gipson. I think the problem is that  
 15 the Public Education Department is telling the  
 16 school to put the private pre-K funding into their  
 17 public school budget.  
 18 COMMISSIONER ROBBINS: I understand.  
 19 MS. PATRICIA MATTHEWS: And so -- and I  
 20 don't -- I think that probably the correct  
 21 accounting method would be to keep the private pre-K  
 22 funding separate and then state, between an MOU or  
 23 some sort of a contract between the private  
 24 nonprofit and the charter, to say, "We're going to  
 25 pay you \$20,000 per year to pay for services of your

Page 428

1 pre-K -- or your kindergarten teacher to pay for the  
 2 pre-K program."  
 3 Does that seem like more of a --  
 4 COMMISSIONER ROBBINS: That would be  
 5 cleaner.  
 6 The other thing is you can sit there and  
 7 say if you have a class that has four- and  
 8 five-year-olds- -- so pre-K and kindergarten -- and  
 9 they're in the same class, and you have six of one  
 10 and four of the other, well, that would be  
 11 60 percent, 40 percent. But if you allocate --  
 12 (Commissioner Caballero enters meeting.)  
 13 COMMISSIONER ROBBINS: -- if you identify  
 14 that 60 percent of this cost is coming in here and  
 15 40 percent is coming there -- but you have to have a  
 16 policy and a methodology written down that will  
 17 identify that.  
 18 I dealt with federal funds, where when  
 19 you're paying for something -- they can be paid from  
 20 multiple federal funds. But the feds want to know  
 21 how much of those federal funds -- what percentage  
 22 from this fund, what percentage from this fund.  
 23 And that's the problem is, is there's not  
 24 a clean method. Once it all goes into one pot,  
 25 unless you're allocating in a fair way, which also

Page 429

1 means you have to have some method of observation to  
 2 say -- and of checking it periodically to ensure  
 3 that that number is accurate, because it can change  
 4 over time.  
 5 One year, it may be 60/40; another year,  
 6 it may be 70/30. That can change once or twice a  
 7 year. And we -- I think you have to have a policy  
 8 and a procedure for ensuring that is done.  
 9 And that's part of what I think the  
 10 governance council should establish as a policy for  
 11 governance purposes on your finances.  
 12 MR. STAN ALBRYCHT: Okay.  
 13 THE CHAIR: And I'm -- I think that's a  
 14 great idea, the MOU. I really do. I think that  
 15 would just make it a whole lot cleaner.  
 16 MS. PATRICIA MATTHEWS: And in defense of  
 17 the school, they've been getting different signals  
 18 from the auditors, from the State. And so if we are  
 19 having a directive from our authorizer to do it in a  
 20 manner, then we could work with you to structure  
 21 that.  
 22 THE CHAIR: I think that would be great.  
 23 COMMISSIONER ROBBINS: Thank you.  
 24 THE CHAIR: Thank you for that.  
 25 Commissioner Ruiz?

Page 430

1 COMMISSIONER RUIZ: And I was just going  
 2 to say the same thing, that I think that's an  
 3 excellent idea. It keeps it very clean, very  
 4 separate, and then there's not that picture or that  
 5 image that those funds that are generated from the  
 6 SEG are being used for the other. So I think that's  
 7 an excellent, excellent idea.  
 8 THE CHAIR: Yeah.  
 9 MR. STAN ALBRYCHT: Be happy to do that.  
 10 No problem.  
 11 COMMISSIONER VOIGT: Madam Chair?  
 12 THE CHAIR: Commissioner Voigt?  
 13 COMMISSIONER VOIGT: Thank you,  
 14 Madam Chair.  
 15 Good morning. It's so wonderful to see  
 16 student advocates here this morning speaking up for  
 17 the school. Thank you so much for getting up and  
 18 making the drive.  
 19 So I just have a question regarding your  
 20 enrollment lottery. The private pre-K kids, are  
 21 they automatically enrolled into the kindergarten  
 22 elementary grades, or do they have to go through the  
 23 lottery?  
 24 MR. ALBRIGHT: Madam Chair, Commissioner  
 25 Voigt, the way we do it is we lottery them in, like,

<p style="text-align: right;">Page 431</p> <p>1 two years in advance.  2 MS. KAREN WOERNER: To what grade?  3 THE CHAIR: Say that again.  4 MR. STAN ALBRYCHT: Two years in advance  5 or one year in advance. So if they're a  6 four-year-old -- or a three-year-old, we would  7 lottery them in for the kindergarten two years in  8 advance -- two years ahead.  9 THE CHAIR: I honestly don't think you can  10 do that. That's like saying -- because then other  11 schools would be able to lottery out two years in  12 the advance to their kindergartens or their first  13 grades. That, we can't do. Nice thought; but --  14 COMMISSIONER VOIGT: Especially when you  15 have a 300-student waiting list.  16 MR. ALBRIGHT: Madam Chair, the federal  17 law lets us do that.  18 THE CHAIR: But we're dealing with State  19 law with the lottery system.  20 MR. STAN ALBRYCHT: And that's the way we  21 were directed by PED to do it, when we first set it  22 up.  23 THE CHAIR: What?  24 MR. STAN ALBRYCHT: Yes, I'm serious.  25 When we put in the program. That was 2008.</p>	<p style="text-align: right;">Page 433</p> <p>1 method the school uses.  2 THE CHAIR: And I'm going to tell you --  3 and I appreciate that creativity. However, I think  4 that opens up potentials for so many other schools  5 that I'm going to -- I'm going to say, personally, I  6 don't support that. And I think we'll have to have  7 a further discussion about it.  8 COMMISSIONER VOIGT: Yeah. Madam Chair, I  9 would think that we would need to -- we need to get  10 with the Public Education Department and see what  11 needs to be looked at as far as rule-making. If  12 there is no definitive instructions within lottery  13 guidelines, well, there needs to be. So that's  14 something we need to go back on.  15 THE CHAIR: But I think -- either now or  16 at contract negotiations time, this will have to be  17 addressed, for this school right now; but going  18 forward.  19 COMMISSIONER VOIGT: Going forward,  20 correct.  21 THE CHAIR: Yeah. Okay. So you learn  22 something new every day.  23 MS. PATRICIA MATTHEWS: Madam Chair,  24 members of the Commission, absolutely willing to  25 talk about an issue or a solution at contract</p>
<p style="text-align: right;">Page 432</p> <p>1 THE CHAIR: We need that in writing,  2 because you can't do that. Because, honestly, that  3 would allow every other school to lottery out two  4 years out to their kindergartens.  5 We would need a rule for that. But if you  6 have got a letter that goes back I don't know how  7 long -- but there would have to be a PED rule-making  8 about that lottery that would allow -- because that  9 opens up Pandora's Box for any school to start --  10 you know, we could start lotterying at birth, you  11 know.  12 COMMISSIONER VOIGT: Advanced lotterying.  13 MS. PATRICIA MATTHEWS: Madam Chair,  14 members of the Commission, there isn't anything in  15 the statute, 22-8B-4.1 that when a lottery has to be  16 held for any particular grade.  17 So what I understand that the school is  18 doing is that they open a lottery for kindergarten  19 two years in advance. It's not as if the pre-K  20 kiddos are selected to go into the lottery. They  21 just hold a lottery two years in advance.  22 So, again, this is a gray area.  23 Apparently, you don't agree with our interpretation  24 of the statute. The statute is absolutely silent as  25 to how lotteries are to be held. And this is the</p>	<p style="text-align: right;">Page 434</p> <p>1 negotiations.  2 THE CHAIR: I think contract -- I'm okay  3 at contract negotiations. I think that gives us all  4 a little more time to look at things.  5 COMMISSIONER ROBBINS: Madam Chair. Could  6 I just ask a quick question on your enrollment? The  7 cap is 500, and last year, the numbers were 426;  8 so...  9 MR. STAN ALBRYCHT: Between 426 and 430,  10 we have now.  11 COMMISSIONER ROBBINS: Okay. 430. So you  12 have a greater cap. What is your going occupancy?  13 MR. ALBRIGHT: It's about 450. Right now  14 it's 430 and pushing it. It's pretty full.  15 COMMISSIONER ROBBINS: So you're pushing  16 the building occupancy with what you have. So you  17 do have to limit the number of students based on the  18 number of applications.  19 What is the waiting list you currently  20 have?  21 MR. STAN ALBRYCHT: Currently, I'd say  22 it's about 200, something in that range.  23 COMMISSIONER ROBBINS: And I think that's  24 the issue. We have schools that -- they don't  25 have -- conduct a lottery because they have -- they</p>

<p style="text-align: right;">Page 435</p> <p>1 don't have as many students as their cap allows.  2 But when you come into either an E-Occupancy cap or  3 an enrollment cap, and you're pushing that, and you  4 have this large waiting list, I think doing a  5 pre-lottery kind of -- you know, as we've said here,  6 it may not be disallowed. But I don't believe that  7 was the intent of requiring a lottery for the  8 charters.  9 And I think, you know, we just have to  10 have a discussion about that. Because it does open  11 up a whole thing of -- you know, I know some private  12 pre-Ks, you have to enroll them at birth, basically.  13 But I think, you know, that's going beyond what  14 we're looking at when we're dealing with a public  15 institution that is supposed to be open to all  16 students. So thank you.  17 MR. STAN ALBRYCHT: Thank you.  18 THE CHAIR: Thank you.  19 Commissioner Armbruster?  20 COMMISSIONER ARMBRUSTER: I have a number  21 of things. First of all -- and I think I've said  22 this, but I will say it again. In California, my  23 daughter went to Montessori from age 4 until sixth  24 grade. So we're all about that.  25 But I do have some questions and concerns</p>	<p style="text-align: right;">Page 437</p> <p>1 I'm not exactly sure how to phrase that. It's like  2 a private school.  3 MR. STAN ALBRYCHT: On an individual basis  4 we'll talk to them. If we need to do a scholarship  5 or whatever, we'll do that.  6 THE CHAIR: Just some clarification on the  7 cost. Is that a -- the cost that you -- the  8 tuition --  9 MR. STAN ALBRYCHT: Tuition, uh-huh.  10 THE CHAIR: Is that annually?  11 MR. STAN ALBRYCHT: Per month.  12 THE CHAIR: So it's per month. Okay.  13 COMMISSIONER RUIZ: How much?  14 MR. STAN ALBRYCHT: \$715. We reach out  15 and look at all the other charter schools -- I'm  16 sorry -- the private schools out there doing pre-K,  17 and we're probably the lowest out there. Most of  18 them now are -- the other Montessori pre-Ks are  19 about \$1,200 a month.  20 COMMISSIONER ARMBRUSTER: And is that --  21 what time range is that?  22 MR. ALBRIGHT: Basically, the same time;  23 per month, yeah.  24 MS. MARY JANE BESANTE: So they can drop  25 off at 8:30 and pick up by 4:00. So it's 8:30 to</p>
<p style="text-align: right;">Page 436</p> <p>1 about some things.  2 Now, what you're doing with students are  3 magnificent. I applaud you on that. But I do want  4 to say one thing, and everybody is going to be  5 really proud of me to say this.  6 I do want you to know that charter schools  7 are the same as public schools. We just call them  8 traditional public schools, TPSes. And charter  9 schools are also public schools.  10 I'm just -- it's just a little learning  11 thing for today. It was. It was a very minor  12 thing. It's a very minor thing. Just wanted to say  13 that.  14 So what is the cost of preschool? Is it  15 the same for three-year-olds and four-year-olds?  16 And how much is that?  17 MR. STAN ALBRYCHT: It's \$715.  18 COMMISSIONER ARMBRUSTER: And that's for a  19 five-day?  20 MR. STAN ALBRYCHT: Five days a week.  21 COMMISSIONER ARMBRUSTER: So do you do  22 just a regular school year, not in the summer?  23 MS. MARY JANE BESANTE: Yes.  24 COMMISSIONER ARMBRUSTER: And do you  25 have -- so there's no disadvantaged -- discount --</p>	<p style="text-align: right;">Page 438</p> <p>1 4:00. The school day itself is 9:00 to 3:30. But  2 we give them a half-hour on each side to drop off  3 and pick up.  4 COMMISSIONER ARMBRUSTER: And what is the  5 general class sizes? Maybe it changes from three,  6 four --  7 MS. MARY JANE BESANTE: In the  8 three-year-old class, there's about 22 students.  9 And in the four- and five-year-old classes -- we  10 call them 4-to-6; it's the pre-K and K -- there's  11 26, 27.  12 COMMISSIONER ARMBRUSTER: And is there --  13 are there two teachers?  14 MS. MARY JANE BESANTE: There's a teacher  15 and an EA in each 4-to-6 class, our kindergarten  16 class. And in the three-year-old class, there's one  17 teacher and two EAs.  18 COMMISSIONER ARMBRUSTER: And for the -- I  19 know this is going to be another one. So the law --  20 New Mexico law is that five-year-olds do not have to  21 be potty trained. So with your conditions that  22 three-year-olds have to be potty-trained, I'm not  23 sure how that works.  24 Then -- I mean, you can do whatever you  25 want for your private part, of course, three- and</p>

Page 439	Page 441
<p>1 four-year-olds. But when you get to five-year-olds 2 and kindergarten, they really do not have to be 3 potty-trained. 4 And I will tell you that I checked the 5 law. And I will also tell you that I was astounded. 6 MS. MARY JANE BESANTE: I didn't know 7 that. 8 COMMISSIONER ARMBRUSTER: Nor did I. And 9 it came from a kindergarten teacher at a traditional 10 public school who told me she has students who are 11 not potty-trained. So that's why I checked with 12 PED. 13 And so it may be something you need to 14 look at. I was actually astounded, because, as I 15 said, when -- when my daughter went to preschool, 16 you had to be potty-trained. And she didn't go 17 until she was four. 18 So I find it pretty amazing. other than 19 students with disabilities, because that's another 20 whole issue; that's not going to be considered. So 21 I think you might just need to check into that. 22 Because now you're sort of -- I don't know. The 23 three- and four-year-olds, you can do what you want 24 with. But the five-year-olds, you can't have those 25 conditions, which sound like they're a condition,</p>	<p>1 State certification. 2 COMMISSIONER ARMBRUSTER: Nor does she 3 need to. So -- that's why when they are mixed -- 4 MS. MARY JANE BESANTE: We have a lead 5 teacher at each level. Ms. Melody is the lead 6 teacher. She oversees the three-year-old class 7 also. She's certified, yes. 8 COMMISSIONER ARMBRUSTER: I think I read 9 the website right. But maybe not. So you have some 10 kindergarteners with the three- and four-year-olds 11 at one site, the other site; and then some 12 kindergarteners are at the other site. 13 MS. MARY JANE BESANTE: Yes. 14 COMMISSIONER ARMBRUSTER: Do you decide by 15 age or -- 16 MS. MARY JANE BESANTE: Well, there's 17 different reasons why you'd want to be at one campus 18 or the other. Our little campus is really sweet and 19 intimate, and, you know, a lot of parents want that. 20 It might be by their work or by their homes. Or 21 maybe they don't want their child in a larger 22 environment yet. 23 So we have requests for that campus. We 24 kind of work through it that way. 25 If the students have siblings, all</p>
Page 440	Page 442
<p>1 because all the other kids are. 2 MS. MARY JANE BESANTE: Thank you for 3 letting us know. That's the first I've heard of 4 that. I'm surprised by it. 5 COMMISSIONER ARMBRUSTER: I knew about 6 this about two months ago; so I'm not much ahead of 7 you. 8 MS. MARY JANE BESANTE: I taught 9 kindergarten for a long time. That's the first I 10 heard of that. 11 COMMISSIONER ARMBRUSTER: When the 12 kindergarten teacher told me that, I said, "You must 13 be kidding." I just want you to be with the law in 14 the right way so you can look at that in whatever 15 manner you want to do that. 16 So the teachers in -- who are teaching 17 three- and four-year-olds who have some 18 five-year-olds at the casita, do those have -- I 19 know they're Montessori-trained. Do they also have 20 a New Mexico credential? 21 MS. MARY JANE BESANTE: So teachers that 22 have kindergarten students in the classroom have the 23 State certification as well as Montessori 24 certification. Our three-year-old teacher is a 25 Montessori-certified teacher, but she does not have</p>	<p>1 three-year-olds have to be at that campus, because 2 we don't have three-year-olds at the main campus. 3 When they become a four-year-old, if they 4 have siblings, we try our best -- and we've been 5 able to do it so far -- to get them over to the main 6 campus. But a lot of times once they get over 7 there, and the teachers included, once they get over 8 there, they want to stay. It really is a very sweet 9 little place. 10 THE CHAIR: So can I just ask a question? 11 We have the NMCI for the main campus. Why don't we 12 have an NMCI for the casita? 13 MS. KAREN WOERNER: I will have to check 14 if we did submit one. 15 THE CHAIR: I don't think we do, do we? 16 Is that all included in -- 17 MR. STAN ALBRYCHT: That's included, yeah. 18 That's what they gave us, yeah. 19 THE CHAIR: Oh, okay. 20 MR. STAN ALBRYCHT: I'm in the process of 21 trying to get them to -- they're going to revisit 22 the school in January before we buy it to make sure 23 that we -- what we need. So when we get ready to 24 buy it, we'll have that all ready. 25 THE CHAIR: So you're buying both piece --</p>

<p style="text-align: right;">Page 443</p> <p>1 or just the --</p> <p>2 MR. ALBRIGHT: The little one, we own. We</p> <p>3 bought that many years ago.</p> <p>4 THE CHAIR: I'm sorry.</p> <p>5 MR. STAN ALBRYCHT: The little campus, the</p> <p>6 casita campus, the school owns that.</p> <p>7 THE CHAIR: So they give you an overall</p> <p>8 NMCI.</p> <p>9 MR. STAN ALBRYCHT: I tried to get them to</p> <p>10 split that up, and I've been struggling with that.</p> <p>11 THE CHAIR: It's kind of odd, I think,</p> <p>12 isn't it?</p> <p>13 COMMISSIONER ROBBINS: Generally, they</p> <p>14 only do one for the whole campus.</p> <p>15 THE CHAIR: But the campus -- but the</p> <p>16 campus is separated.</p> <p>17 MR. STAN ALBRYCHT: We're separated. I</p> <p>18 don't know.</p> <p>19 THE CHAIR: So it's really two separate</p> <p>20 facilities.</p> <p>21 COMMISSIONER ROBBINS: Many schools have</p> <p>22 multiple buildings on their campus.</p> <p>23 THE CHAIR: But this building isn't on</p> <p>24 their campus.</p> <p>25 COMMISSIONER ROBBINS: Well, that should</p>	<p style="text-align: right;">Page 445</p> <p>1 MS. MARY JANE BESANTE: A couple of</p> <p>2 charter renewals.</p> <p>3 COMMISSIONER DAVIS: Does this affect</p> <p>4 future decisions?</p> <p>5 THE CHAIR: No, no, no.</p> <p>6 COMMISSIONER DAVIS: No? Okay. Thank</p> <p>7 you.</p> <p>8 THE CHAIR: No.</p> <p>9 Commissioner Armbruster, I'm sorry we</p> <p>10 interrupted you.</p> <p>11 COMMISSIONER ARMBRUSTER: Well, it's fine,</p> <p>12 because we're on -- staying on subject. So I'm on a</p> <p>13 different one now.</p> <p>14 THE CHAIR: Okay.</p> <p>15 COMMISSIONER ARMBRUSTER: So on -- two</p> <p>16 different questions, and they may have same or</p> <p>17 different answers. So I love the Suzuki, of course.</p> <p>18 So do you provide the instruments and -- or is there</p> <p>19 an extra charge for that?</p> <p>20 And I'm going to give you two questions,</p> <p>21 so there may be the same answer, or not. So for</p> <p>22 this phenomenal trip to Poland, how does that -- how</p> <p>23 is that paid?</p> <p>24 MS. MARY JANE BESANTE: So as far as the</p> <p>25 Suzuki, we do have school violins that people can</p>
<p style="text-align: right;">Page 444</p> <p>1 be something -- if it's physically a different</p> <p>2 address and everything, it should be a different --</p> <p>3 THE CHAIR: That's why I thought it was on</p> <p>4 the same property.</p> <p>5 MR. STAN ALBRYCHT: We've been trying to</p> <p>6 get them to separate.</p> <p>7 THE CHAIR: In one NMCI.</p> <p>8 COMMISSIONER ROBBINS: I will raise that</p> <p>9 this afternoon. This afternoon, I have a</p> <p>10 subcommittee meeting. I'll raise that with the</p> <p>11 director of the --</p> <p>12 COMMISSIONER DAVIS: And I have a</p> <p>13 question.</p> <p>14 THE CHAIR: Okay. Commissioner Davis?</p> <p>15 COMMISSIONER DAVIS: So if there are two</p> <p>16 facilities at two different addresses, they have</p> <p>17 only one charter?</p> <p>18 THE CHAIR: They do.</p> <p>19 COMMISSIONER DAVIS: And --</p> <p>20 THE CHAIR: And how long have you had</p> <p>21 those two separate facilities?</p> <p>22 MR. STAN ALBRYCHT: Wow. A long time.</p> <p>23 Yeah.</p> <p>24 THE CHAIR: A long time. This goes way</p> <p>25 back, to way, way back.</p>	<p style="text-align: right;">Page 446</p> <p>1 borrow or rent for a low price, \$5 a month. A lot</p> <p>2 of students rent them themselves or buy them. And</p> <p>3 we have a closet of parent violins, so they can also</p> <p>4 take classes to help their student at home.</p> <p>5 COMMISSIONER ARMBRUSTER: And so the -- I</p> <p>6 think you had cello and viola as well.</p> <p>7 MS. MARY JANE BESANTE: We don't have</p> <p>8 cellos and violas.</p> <p>9 MR. STAN ALBRYCHT: Yes, we do.</p> <p>10 MS. MARY JANE BESANTE: We've increased</p> <p>11 now from violins to violas. But we don't have</p> <p>12 cellos yet. We look for donations. We ask</p> <p>13 Robertson's. Sometimes people will leave the</p> <p>14 school, graduate, and leave their instrument behind.</p> <p>15 So we have instruments.</p> <p>16 COMMISSIONER ARMBRUSTER: If I hear about</p> <p>17 some, I'll be calling you.</p> <p>18 What about the trips to Poland?</p> <p>19 MS. MARY JANE BESANTE: I'd love for the</p> <p>20 kids to speak to that, because they are amazing at</p> <p>21 fundraising. We have lots of opportunities, and</p> <p>22 they work on it years in advance.</p> <p>23 We have my grandson who is in fifth grade</p> <p>24 who is already starting to earn money because an</p> <p>25 eighth-grade wants to go to Poland. And so there's</p>

1 lots of fundraising opportunities.  
2 COMMISSIONER ARMBRUSTER: Are there -- how  
3 do I say this?

4 MS. MARY JANE BESANTE: Scholarships?

5 COMMISSIONER ARMBRUSTER: -- scholarships?  
6 If someone can't raise this money, that would not  
7 prevent some child from going? So, basically, every  
8 eighth-grader gets there somehow. Either you all  
9 are subsidizing it, or I don't care how you do it.  
10 But it's not excluding people? That's a great  
11 thing.

12 And the other thing -- and this is just an  
13 unusual thing. And Commissioner Ruiz touched on it  
14 on the students with disabilities. It's kind of an  
15 interesting thing because of all the other schools  
16 that we have been working with on renewal, that  
17 their special ed population, students with  
18 disability population, has expanded, tripled in  
19 often cases, and yours has not.

20 And I find that -- I'm not faulting you.  
21 I'm just saying how unusual that would be. Because  
22 I would think that some of the -- we're talking  
23 about 24 percent, 30 percent. And, again -- and the  
24 same number of schools. I mean, you're a big  
25 school. You're not a school of 75 children.

1 MR. STAN ALBRYCHT: Uh-huh.

2 COMMISSIONER VOIGT: Because within the  
3 Suzuki Method of stringed instrument instruction,  
4 Japan would be a great country to coordinate with.  
5 There's a -- there's a nonprofit in town called  
6 Global One-to-One. And they facilitate student  
7 letter-writing. And they also facilitate student  
8 exchange programs. Global One-to-One. Sarah  
9 Wilkinson is the director of that. It's a great  
10 organization.

11 As a former Montessori instructor in Japan  
12 and a Suzuki violin method student when I was young,  
13 it's a great method to learn. I'm glad that there's  
14 some stringed instrument players out there.

15 MS. MARY JANE BESANTE: We'll look into  
16 that. Thank you.

17 COMMISSIONER VOIGT: You're welcome.

18 COMMISSIONER ARMBRUSTER: I have one more.

19 THE CHAIR: Okay. Sure.

20 COMMISSIONER ARMBRUSTER: And this is just  
21 a -- sorry. I'm thinking about this because, of  
22 course, New Mexico is different in having the GATE  
23 program with IEPs and all of that.

24 But one comment a student made in the  
25 interview for your renewal was that -- I don't even

1 MS. MARY JANE BESANTE: Well, we certainly  
2 don't over-identify. We have a lot of things in  
3 place that help kids when they -- when they need  
4 help. And it's the lottery -- Stan, can you speak  
5 to the numbers that we have?

6 MR. STAN ALBRYCHT: Currently, this year,  
7 our numbers have gone up. We've got 16 gifted.  
8 We've got 13 speech. And we've got 12 -- sort of  
9 right around 36, 38 kids. We're about 30 percent  
10 probably. It's going up quite a bit. We've got a  
11 lot in line now that are getting ready to go into  
12 the process.

13 COMMISSIONER ARMBRUSTER: Of course, when  
14 I talk about students with disabilities, I'm not  
15 talking about your gifted kids, unless they're  
16 dually exceptional, and that's quite possible as  
17 well.

18 Let me just see one second. Let me let  
19 someone else speak for a minute, and then I'll come  
20 back.

21 COMMISSIONER VOIGT: Madam Chair, I just  
22 have a question to echo Commissioner Armbruster.

23 What was it? Now I just forgot.

24 Oh, okay. So is Poland the only country  
25 that you have an exchange program with?

1 know if it's a "he" or a "she" -- but thought she --  
2 will say that -- could go ahead in math, but was  
3 kind of capped out, maybe wasn't in the GATE  
4 program, gifted program.

5 And so I just wondered, because my  
6 experience with Montessori many years ago was that  
7 it didn't really matter who you are -- she was in a  
8 class of three, four -- third-, fourth-, and  
9 fifth-grade kids, so it really didn't matter, and  
10 they just went ahead in math.

11 But I don't know. Because now we're in  
12 New Mexico, and we have these laws, and you're a  
13 public school and blah-blah-blah; and I was doing it  
14 in a private school. So.

15 What do you do with students in math?

16 MS. MARY JANE BESANTE: That part of the  
17 report was really difficult for my students and my  
18 math teacher to read. It was incorrect. It was a  
19 misunderstanding. And Miss Alissa, who is one of  
20 our math teachers, I'm sure would love to speak to  
21 that. Because when she read the -- and the kids  
22 took a lot of time writing, saying, "I know that's  
23 wrong, because I'm not in the gifted program, but  
24 I'm in the advanced math classroom."

25 So that was absolutely a misunderstanding.

Page 451

1 COMMISSIONER ARMBRUSTER: It just happened  
 2 to be one of these things, since I'm a Montessori  
 3 parent, that I thought, "Really."  
 4 That seems so unusual.  
 5 MS. MARY JANE BESANTE: I did request that  
 6 to be removed; but it wasn't.  
 7 COMMISSIONER ARMBRUSTER: That's fine.  
 8 It's kids' perceptions, and that's actually why I  
 9 questioned it.  
 10 MS. MARY JANE BESANTE: It mobilized our  
 11 students.  
 12 COMMISSIONER ARMBRUSTER: Thank you.  
 13 THE CHAIR: Any other questions?  
 14 (No response.)  
 15 THE CHAIR: Okay.  
 16 I have a question before I make the  
 17 motion, so -- I need to know --  
 18 COMMISSIONER CABALLERO: No, no, no. Go  
 19 ahead. Finish.  
 20 THE CHAIR: The -- when you were referring  
 21 to the MOU, is it the Foundation that -- so -- well,  
 22 I was asking -- sort of him and you. If it was the  
 23 Foundation that operated the pre-K, then the -- so  
 24 who would the MOU be between?  
 25 MS. PATRICIA MATTHEWS: Madam Chair,

Page 453

1 THE CHAIR: We include the foundation  
 2 documents in the contract. We do. Yeah, we do.  
 3 Have you not done any contracts with us?  
 4 MS. PATRICIA MATTHEWS: Yes. But the  
 5 question -- I just want to be clear that it's the --  
 6 we'll identify the foundation. We'll talk about the  
 7 partnership issue at discussion.  
 8 THE CHAIR: Got you. Okay.  
 9 Commissioner Caballero?  
 10 COMMISSIONER CABALLERO: Yes. And I know  
 11 I was a little late today, and I don't know if we  
 12 talked about the -- the ethnicity.  
 13 THE CHAIR: We did.  
 14 COMMISSIONER CABALLERO: We did? Okay.  
 15 Then I'll skip mine.  
 16 THE CHAIR: You were here in spirit.  
 17 COMMISSIONER CABALLERO: Yes. And I'm  
 18 beginning to see it often. And a lot is very little  
 19 progression in the English Learners in this  
 20 proficiency. And I wonder why. And looking at  
 21 the -- at your percentages, I don't know if there is  
 22 a correlation.  
 23 What are you doing to -- to promote that?  
 24 Are we losing Hispanic students? The gap is pretty  
 25 wide.

Page 452

1 members of the Commission, I think it would be  
 2 appropriately between the Foundation and the charter  
 3 school.  
 4 THE CHAIR: That's what I had. Just  
 5 wanted to make sure.  
 6 Okay. The Foundation is currently in your  
 7 charter contract; correct? It's not?  
 8 MR. STAN ALBRYCHT: No.  
 9 THE CHAIR: Oh. Because we didn't do  
 10 that.  
 11 MS. AMI JAEGER: Because it's an old  
 12 contract.  
 13 THE CHAIR: It's the old contract. It  
 14 will be in the new contract. We didn't in the old  
 15 contracts. We didn't have that disclosed in the old  
 16 contracts, I don't believe. I don't even think  
 17 there was a little check -- I think it was only a  
 18 check box, "We have a foundation." But I don't  
 19 think, beyond that, there was anything in there.  
 20 MS. PATRICIA MATTHEWS: Madam Chair, I  
 21 think in the current contract form and in the old  
 22 contract form, the concept of a supporting  
 23 partnership is the question. Now, whether or not  
 24 they have a foundation or not that supports the  
 25 school is a separate question.

Page 454

1 MS. MARY JANE BESANTE: I guess I'm not  
 2 understanding the question. I don't --  
 3 COMMISSIONER CABALLERO: There's a section  
 4 here that talks about the proficiency of English  
 5 Learners.  
 6 THE CHAIR: What page are you on?  
 7 COMMISSIONER CABALLERO: Let me see. 4 of  
 8 21. "English Learner Progress Towards Proficiency."  
 9 MS. MARY JANE BESANTE: We don't have any  
 10 ELLs that are being reported that way. When I  
 11 looked at the chart, I didn't see any data; so I  
 12 wasn't sure what that was.  
 13 COMMISSIONER CABALLERO: Okay. So there's  
 14 no -- and that's very strange.  
 15 THE CHAIR: The 20 -- well -- and that --  
 16 actually, just, I guess, as a point of information,  
 17 the 2019 data is not available yet. So that's  
 18 something that we will be looking at.  
 19 COMMISSIONER CABALLERO: And that will  
 20 populate this.  
 21 THE CHAIR: Yeah. Yeah.  
 22 COMMISSIONER CABALLERO: All right.  
 23 The other question. I am curious where  
 24 the school is located. Because a lot of the times  
 25 the percentages of Hispanics is relative to the

<p style="text-align: right;">Page 455</p> <p>1 location of the -- of the school.  2 And at 46, when the school district is at  3 60-something percentage, that's a big disparity.  4 APS is at 66, and you guys are at 46 percent  5 Hispanic. So where are you located?  6 MS. MARY JANE BESANTE: We're located on  7 Montaña between Fourth Street and Coors. But we  8 have students from Belen all the way to Placitas and  9 Bernalillo. We draw from a pretty large area.  10 COMMISSIONER CABALLERO: Uh-huh. All the  11 schools say that. And so are there no Hispanic  12 neighbors close by?  13 MS. MARY JANE BESANTE: Oh, I'm sure there  14 is.  15 COMMISSIONER CABALLERO: So, specifically,  16 what are you doing to inform and do outreach to  17 these communities to let them know your school  18 exists, at least? And it is a hard population to  19 reach. And you have to get to the parents.  20 So what is it that you're doing?  21 MS. PATRICIA MATTHEWS: You have to repeat  22 your answer, because he wasn't here.  23 MS. MARY JANE BESANTE: Oh, okay. I'm  24 sorry. We put up fliers in different areas,  25 especially where the kids volunteer, such as The</p>	<p style="text-align: right;">Page 457</p> <p>1 Not everybody's going to go Montessori. I  2 understand that. Not everybody wants or understands  3 enough to send their kids to Montessori.  4 When I was -- when my children were very,  5 very young, I didn't understand it either. And I  6 refused to do anything other than public schools.  7 Once I understood what it was, then I was all for  8 it.  9 But -- so the outreach to Hispanic parents  10 is different. And I don't think, with your  11 percentages -- I'm sorry, but I don't think you're  12 doing enough. The well-educated, high-income will  13 understand and go to your school.  14 I remind you, this is a public school, and  15 the outreach has to be not just, "Well, we're  16 following the rules." It --  17 COMMISSIONER VOIGT: Madam Chair?  18 COMMISSIONER CABALLERO: We're more than a  19 public school.  20 Go ahead. That's it, Madam --  21 THE CHAIR: Okay. Karen, did you want to  22 say something?  23 MS. KAREN WOERNER: Madam Chair, I had a  24 question. Our staff has obtained some more detailed  25 data around the proficiency rates that I started</p>
<p style="text-align: right;">Page 456</p> <p>1 Storehouse. We do Albuquerque Kids Magazine and a  2 lot of social media.  3 We send out fliers to our families and ask  4 them to hang them at work and at other schools, and,  5 you know, send it out to their contact list.  6 COMMISSIONER CABALLERO: Okay. Now, you  7 mention areas within the school. So that's not an  8 outreach. And there's a -- an insistence on doing  9 social media only. And that cuts out a lot of  10 Hispanic families that --  11 MS. MARY JANE BESANTE: When I say I send  12 it out via social media, I'll send it to you and  13 say, "Can you hang this up at Mabry Hall?"  14 So our parents hang it up at their places  15 of employment and different places that they  16 frequent. So our parents do a lot of that for us.  17 And they are not within the school. They're all  18 over the state, really.  19 COMMISSIONER CABALLERO: Right. So I  20 understand you have students from all over the  21 state. But -- so I'm getting at the details.  22 If you have a Hispanic community close by,  23 it seems to me you're not doing affirmative work to  24 do outreach within your immediate community. And it  25 shows on your percentage.</p>	<p style="text-align: right;">Page 458</p> <p>1 with about Istation. I didn't know if you wanted me  2 to share that now or if that's something we wait for  3 the report, the academic pieces.  4 THE CHAIR: Okay. I need a little bit of  5 clarification on that. Is that data the school  6 already has? Or is that data that's going to be  7 populated out?  8 MS. KAREN WOERNER: Good question. It is  9 data that's already available publicly, but we had  10 not broken down -- I only learned this week about  11 the Istation changes. And so we had not yet broken  12 down by grade level. But I have -- the staff has  13 done that now. So it is available publicly. I just  14 have broken it out K-to-2 and 3-to-8.  15 THE CHAIR: My only concern is we haven't  16 done this with other schools. So I think maybe it's  17 best to -- at negotiations, if we need to address  18 it, I think that'll just be easier. But I  19 appreciate it.  20 Commissioner Voigt?  21 COMMISSIONER VOIGT: Thank you. Real  22 quick, I just want to respond to Commissioner  23 Caballero's accusations and just let you know --  24 COMMISSIONER CABALLERO: I'm sorry. There  25 were no accusations.</p>

<p style="text-align: right;">Page 459</p> <p>1 COMMISSIONER VOIGT: Statement. 2 Statement. Sorry. 3 COMMISSIONER CABALLERO: I'm concerned, 4 and that every school gets a grilling from me. 5 COMMISSIONER VOIGT: So just responding to 6 Commissioner Caballero's statement is that 7 New Mexico Kids Magazine is a statewide publication, 8 and that to specifically target any ethnicity, I 9 don't think any charter school really does that. 10 And with an open lottery and open 11 enrollment system, it's just -- there's -- I think 12 they are doing the best they can with their open 13 lottery to enroll all demographics of kids. 14 And New Mexico Kids, if you haven't seen 15 that magazine, it is a statewide publication. 16 COMMISSIONER CABALLERO: Well, 17 Madam Chair, we have to understand -- and we're in 18 the wake of a court lawsuit that says that we have 19 to educate the at-risk children. And so the 20 standards are different now. And we have to 21 understand that. 22 Otherwise, we're going to get the big 23 hammer. The Legislature is going to have to face 24 the hammer, this legislature, because they failed. 25 I come from the world of having to sue</p>	<p style="text-align: right;">Page 461</p> <p>1 I can tell you that a school that is 2 well-mixed of all kinds of people, it is better for 3 everybody. I did not grow until I went out of state 4 to -- to graduate school. And I didn't -- I really 5 didn't know other folks. 6 And I was glad I did. And it -- that's 7 why I insist that schools should be an integrator. 8 And schools in the communities, the Hispanic 9 community, should have other kinds of kids, very, 10 very wealthy kids or very, very smart kids in their 11 classroom also, so they can learn from them. 12 But we cannot -- we have a lottery, and we 13 bring in kids from all over the state. And how many 14 kids do you have from your neighborhood? You don't 15 even know. You don't know. 16 And everybody says, "Well, we put it in 17 the internet." 18 Well, my kind of parent is not going to be 19 in the internet looking for that. "Well, we'll do 20 it in social media." 21 No, it's not going to cut it. 22 And so we have to -- I have to tell you 23 that that doesn't help. I have to tell you that you 24 have to look at the old-style methods of reaching 25 out to community, old, old-style, door-to-door, or</p>
<p style="text-align: right;">Page 460</p> <p>1 school districts. And they said, "We're following 2 the rules." 3 But following the rules allowed them to 4 discriminate, not outright, but they allowed de 5 facto. As a matter of fact, it's existing. It's 6 there. 7 So I bring out issues where it is glaring, 8 or -- to me, 10 percent is glaring. And this is 9 even more glaring. 10 So I ask the questions: What are you 11 doing -- if you have a community in front of you and 12 you're counting on Belen and Los Lunas, because 13 we're Montessori, it's not going to cut it with me. 14 And I don't think it's going to cut it 15 with the Legislature, and I don't think it's going 16 to cut it with the courts. 17 I am sorry. There has to be a proactive 18 approach to recruitment. Otherwise, we're going to 19 see the same thing -- years ago, the feeling was 20 that charter schools were going to be for the 21 well-to-do. It was the same feeling in El Paso 22 County, where I'm from. And it bears out that way. 23 Now there's all kinds of changes or 24 squabbling. I don't want that. I want us to -- to 25 begin to be more proactive.</p>	<p style="text-align: right;">Page 462</p> <p>1 little gatherings, or people that are entrenched in 2 that community to bring -- church. 3 I don't know. I can't give you the 4 answers. I just know that we have to reach out 5 to -- to -- otherwise, it's not a charter school the 6 way it was envisioned. 7 And there's a lot of people don't want 8 charters. And the more we improve the charters, the 9 more we do away with those oppositions, then it's -- 10 it's great for everybody. Public schools and 11 charters. And kids, my kids. Thank you. 12 MS. MARY JANE BESANTE: We do have open 13 house every year, too. And I guess I didn't mention 14 that, "Meet TMES," where the students are playing 15 the instruments, and people come in from all over 16 the neighborhood, too. 17 THE CHAIR: Thank you. And I want to 18 thank Karen, because she sent the NMCI for this 19 school. So I did see that. And the NMCI only lists 20 that Montañño address. 21 So I'd appreciate it if you could get that 22 straightened out; because that's why -- I'm even 23 thinking that it's all one big piece of property, 24 because there's only one street address listed on 25 the NMCI.</p>

Page 463

1 So I think it would be helpful if --  
 2 because how do you do insurance with the two  
 3 separate building --  
 4 MS. PATRICIA MATTHEWS: They're not  
 5 connected. You insure separate buildings.  
 6 THE CHAIR: Yeah. But -- I guess you  
 7 don't need the NMCI for the insurance. No? Okay.  
 8 Is there any further discussion?  
 9 So I move that the Public Education  
 10 Commission renew the charter for Montessori  
 11 Elementary and Middle School Albuquerque --  
 12 "Albuquerque" is in your official name, correct? --  
 13 Albuquerque -- for five years.  
 14 COMMISSIONER VOIGT: No, it's not.  
 15 MS. MARY JANE BESANTE: It's not.  
 16 MR. STAN ALBRYCHT: Just the Montessori  
 17 Elementary and Middle School.  
 18 THE CHAIR: Sorry. I move that the Public  
 19 Education Commission renew the charter for the  
 20 Montessori Elementary and Middle School for five  
 21 years, with the conditions that the foundation and  
 22 school enter into an MOU that delineates the  
 23 allocation of private tuition and SEG funding for  
 24 pre-K and kindergarten programs, and that the  
 25 New Mexico System of School Support and

Page 465

1 Crone?  
 2 COMMISSIONER CRONE: Yes.  
 3 COMMISSIONER ARMBRUSTER: Commissioner  
 4 Armbruster votes "Yes."  
 5 Commissioner Raftery.  
 6 COMMISSIONER RAFTERY: Yes.  
 7 COMMISSIONER ARMBRUSTER: Commissioner  
 8 Davis?  
 9 COMMISSIONER DAVIS: Yes.  
 10 COMMISSIONER ARMBRUSTER: Commissioner  
 11 Gipson?  
 12 THE CHAIR: Yes.  
 13 COMMISSIONER ARMBRUSTER: Nine-to-zero  
 14 vote.  
 15 THE CHAIR: Thank you. The motion passes,  
 16 nine-zero. Thank you so much. And we're going to  
 17 take a short break.  
 18 (Recess taken, 10:59 a.m. to 11:25 a.m.)  
 19 THE CHAIR: Good morning.  
 20 MR. RAFAEL MARTINEZ: Good morning.  
 21 THE CHAIR: Thank you for traveling up,  
 22 and thank you for your patience waiting for us. We  
 23 got a little delayed this morning, and we start  
 24 chatting amongst ourselves, and we lose sight --  
 25 we're having fun. We lose sight of why we're here.

Page 464

1 Accountability Report prepared by PED shows similar  
 2 performance for SY 2018-'19 in the student growth,  
 3 highest quartile; student growth, middle quartile;  
 4 student growth, lowest quartile; English Learner  
 5 progress, chronic absenteeism, college-and-career  
 6 readiness, education climate, with no statistically  
 7 significant decrease in performance.  
 8 COMMISSIONER RUIZ: Second.  
 9 THE CHAIR: Motion by Commissioner Gipson,  
 10 a second by Commissioner Ruiz.  
 11 Any further discussion?  
 12 If not, roll call, please.  
 13 COMMISSIONER ARMBRUSTER: Commissioner  
 14 Ruiz?  
 15 COMMISSIONER RUIZ: Yes.  
 16 COMMISSIONER ARMBRUSTER: Commissioner  
 17 Robbins?  
 18 COMMISSIONER ROBBINS: Yes.  
 19 COMMISSIONER ARMBRUSTER: Commissioner  
 20 Caballero?  
 21 COMMISSIONER CABALLERO: Yes.  
 22 COMMISSIONER ARMBRUSTER: Commissioner  
 23 Voigt?  
 24 COMMISSIONER VOIGT: Yes.  
 25 COMMISSIONER ARMBRUSTER: Commissioner

Page 466

1 Thank you once again. And I just have my  
 2 brief little script that I have to say before we  
 3 start, and it is regarding the renewal with  
 4 conditions.  
 5 So the PED has not provided a report or  
 6 review of the data for School Year '18-'19  
 7 Accountability. It is important for schools to have  
 8 the complete academic data as part of its renewal  
 9 information for this renewal and future years.  
 10 The PEC needs complete State  
 11 Accountability Reports to make the best decision on  
 12 school renewal applications.  
 13 The PEC will review financial and  
 14 operational performance, because the data is  
 15 complete at this meeting, December 2019.  
 16 If the PEC decides to issue a renewal with  
 17 conditions, the PEC will clearly state what  
 18 Accountability information it will review from the  
 19 PED Accountability Report.  
 20 When the Accountability data is prepared  
 21 by PED, and the school has had an opportunity to  
 22 review the data -- no less than ten days -- the PEC  
 23 will review the data and remove the condition or  
 24 take other action, such as a Corrective Action Plan  
 25 or possibly non-renew the charter.

<p style="text-align: right;">Page 467</p> <p>1 At the future meeting, January or February 2 of 2020, the PEC will only consider the issues 3 related to the reason for the conditions and will 4 not consider any other issues related to the 5 renewal. 6 So thank you. 7 And, once again, if you have any questions 8 or concerns, please don't hesitate to raise them, 9 because we want people to be as comfortable as they 10 can with what is going on. 11 So I'm guessing there's no one here to 12 speak. But in case there is, there is a sign-up 13 sheet there. So please -- so we'll do the CSD 14 report. You'll have your 15 minutes. And then 15 we'll move on from there. So thanks once again. 16 MS. KAREN WOERNER: Thank you, 17 Madam Chair, Commissioners, school representatives. 18 Good morning. 19 Albuquerque Sign Language Academy, as you 20 know, serves Grades K through 12. They've added 12 21 this last year, I think. 22 MR. RAFE MARTINEZ: Transitioning this 23 year to 12. 24 MS. KAREN WOERNER: With 103 current -- 25 approximately 103 students enrolled, at least at the</p>	<p style="text-align: right;">Page 469</p> <p>1 through the term of the contract, you can see that 2 everything is right close or above the zero, which 3 means growing as expected, in math and reading. 4 The proficiencies by subgroups and those 5 sort of things are provided. But, again, remember 6 that the components of the school grade are not 7 really applicable, given the nature of the school. 8 The mission goals were -- apparently, in 9 the first couple of years of the contract, the 10 ratings indicate that they were struggling with 11 those goals or maybe not able to provide adequate 12 evidence of them, but, in the last two years, have 13 exceeded or met each of those goals of their charter 14 school contract. 15 And this is really important, because they 16 have -- I forget -- one, two, three, four -- nine or 17 ten of them. So a lot of goals, in lieu of the 18 school report card pieces. 19 Moving on, the retention within the school 20 year has always been 95 percent or above. Between 21 school years is in the 80 percents, 81 to 85 -- 87. 22 Teacher retention has increased steadily, showing an 23 upward trend. And I suspect that Mr. Martinez may 24 speak to some of the difficulties the school has 25 experienced in the initial stages with teachers and</p>
<p style="text-align: right;">Page 468</p> <p>1 time of the Part A report. They serve deaf, 2 hard-of-hearing, and hearing students, and are 3 rather a unique school in several ways, as indicated 4 in the foreword of our Part A, which I'm sure you've 5 seen. But I just want to reference that. 6 Page 2 of the Part A describes a little 7 bit about the school and their uniqueness in terms 8 of the population they serve. 9 Unlike many of the other schools, their 10 percentage of students with disabilities is 11 extremely high. And, as a result, you know that 12 their school report card was not to be considered in 13 their evaluation. In fact, they do not 14 technically -- are not assigned a school report 15 card, per the PED, because of their uniqueness. 16 However, we did share some data from -- 17 the Part A does show some data from the components 18 of the school grade, though, showing that despite 19 all of that, the school is doing really well. 20 Even if you look at their proficiency rate 21 in science, they scored a 31 percent, and the State 22 average is 35. 23 All of their growth indices do show that 24 maybe in the first year there was some 25 less-than-expected growth. But as we move along</p>	<p style="text-align: right;">Page 470</p> <p>1 the programs they've implemented since. 2 Their -- regarding their financial 3 compliance, they have zero findings in the last 4 year. So kudos to the school for that. 5 Going back to our analysis pages, the 6 school Met the Standard or Demonstrated Substantial 7 Progress in each of the areas as reviewed by the 8 CSD. 9 In the organizational performance 10 framework category, there was one -- only one 11 indicator that received a Workings to Meet two years 12 in a row. And that was around the emergency drills. 13 The school, however -- and those are a 14 one-year lag. So we always look at a full year the 15 prior year when we do our visit. But I will tell 16 you that at this renewal site visit, the school had 17 completed all of their emergency drills as required, 18 and, in fact, had done more than required in terms 19 of they had done three lockdown drills. So they're 20 obviously showing substantial progress in that area. 21 83 percent of their employees signed the 22 petition; 80 percent of their households signed the 23 petition. And the NMCI index score for the facility 24 was 15.63, significantly below the 23, which is the 25 State average. And lower is better.</p>

<p style="text-align: right;">Page 471</p> <p>1 Thank you.</p> <p>2 THE CHAIR: Thanks.</p> <p>3 ACTING DIRECTOR BRAUER: Madam Chair? If</p> <p>4 I could just add one thing, Madam Chair and</p> <p>5 Commission -- Commissioners. The organizational</p> <p>6 performance framework document, the colorful</p> <p>7 document, I just wanted to make note that from 2016</p> <p>8 to current, I think, that this actually may be the</p> <p>9 best looking version so far.</p> <p>10 THE CHAIR: We're having a contest here to</p> <p>11 see who went from the most reds to the fewest reds.</p> <p>12 So I think you're on track.</p> <p>13 MR. RAFAEL MARTINEZ: That's us? That's</p> <p>14 good.</p> <p>15 ACTING DIRECTOR BRAUER: And I do want to</p> <p>16 share that this is one of my most favorite schools</p> <p>17 to go to and visit with and collaborate with. And I</p> <p>18 think there is a deep partnership with CSD and the</p> <p>19 Albuquerque Sign Language Academy, and that's been</p> <p>20 there for many years, for sure.</p> <p>21 One last thing I wanted to make note of,</p> <p>22 and Mr. Martinez might refer to this as well, I</p> <p>23 handed out a short document that really shares all</p> <p>24 the shining elements of Albuquerque Sign Language</p> <p>25 Academy as a nationally renowned model that I think</p>	<p style="text-align: right;">Page 473</p> <p>1 comment to -- to the data piece. I think that's</p> <p>2 worth an explanation. I want to defer that into the</p> <p>3 space where there's questions, because I think a</p> <p>4 history backfill of why we were the only non-graded</p> <p>5 school is appropriate. But I don't want to take up</p> <p>6 the time talking about the cool things we're doing</p> <p>7 on a national level. So I just want to throw that</p> <p>8 out there.</p> <p>9 I also want to acknowledge the CSD for</p> <p>10 their support and professionalism during this whole</p> <p>11 process. That team is amazing, and they were</p> <p>12 really -- they stepped to us and really took the</p> <p>13 time to understand what makes us a nationally unique</p> <p>14 program. So kudos to that group. Awesome.</p> <p>15 I do want to reference the article I</p> <p>16 handed out. So last year, we were picked up by an</p> <p>17 organization called The Century Foundation through a</p> <p>18 lot of kind of fortuitous circumstance. They --</p> <p>19 they identified us. They found out about us. And</p> <p>20 so we started talking to them, under this umbrella</p> <p>21 of articles that they write under -- entitled</p> <p>22 "Different By Design."</p> <p>23 And so The Century Foundation is an</p> <p>24 educational research group that works nationally</p> <p>25 to -- to seek out best practices in the</p>
<p style="text-align: right;">Page 472</p> <p>1 many of our schools here in the nation -- or,</p> <p>2 sorry -- here in the state can learn from, but also</p> <p>3 schools across the nation, in working with, you</p> <p>4 know, student populations that may have hearing loss</p> <p>5 or full hearing loss could really learn from, for</p> <p>6 sure.</p> <p>7 THE CHAIR: Thank you. Good morning. And</p> <p>8 if you would just identify the folks that are going</p> <p>9 to speak for the record.</p> <p>10 MR. RAFAEL MARTINEZ: Madam Chair, members</p> <p>11 of the Commission, good morning. My name is Raphael</p> <p>12 Martinez, R-A-P-H-A-E-L. I'm the director and</p> <p>13 cofounder of Albuquerque Sign Language Academy. To</p> <p>14 my left is Kim Silva, co-founder and president of --</p> <p>15 I'm sorry -- Kim Moya, co-founder and governing</p> <p>16 board president. And to my right is Andrew Faber,</p> <p>17 governing board member. So I could talk for a long</p> <p>18 time. So...</p> <p>19 THE CHAIR: I know.</p> <p>20 MR. RAFAEL MARTINEZ: So I want to petition</p> <p>21 for the eight minutes that we didn't use, maybe come</p> <p>22 over here -- but, anyway.</p> <p>23 Just, I want to say before I get going on</p> <p>24 just talking about some of the -- the neat things</p> <p>25 we're doing at the school and with the school, is in</p>	<p style="text-align: right;">Page 474</p> <p>1 educational -- in the educational environment</p> <p>2 nationally. They came -- they came upon us.</p> <p>3 So then as we were talking, they said,</p> <p>4 "Send us your data. We want to look at what you're</p> <p>5 doing. We know what you proclaim. But let us</p> <p>6 figure this out if it's for true."</p> <p>7 So as a result, they sent out a professor,</p> <p>8 an unbiased professor out of Gallaudet University</p> <p>9 last year. And she conducted a weeklong deep dive</p> <p>10 into our practices, looking at our data, observing,</p> <p>11 talking to our parents, our teachers, our students,</p> <p>12 all that.</p> <p>13 And so this is the result of that weeklong</p> <p>14 study. So I think it gives you -- there is some</p> <p>15 data in there, but there's also kind of the quality</p> <p>16 to pieces of the school that's captured through her</p> <p>17 article. So I encourage you to read that. I think</p> <p>18 it's cool.</p> <p>19 But it also exemplifies what we're doing</p> <p>20 nationally. And so I want to focus on three</p> <p>21 specific partnerships that we're involved in right</p> <p>22 now which I think address why we've been successful</p> <p>23 and what the gap was on the educational front before</p> <p>24 we existed.</p> <p>25 So the world of deaf ed before we were</p>

<p style="text-align: right;">Page 475</p> <p>1 around, there was really two dichotomies existing.  2 Educational pedagogies; right? There was the deaf  3 ed, big "D" deaf, deaf culture, and heavy sign  4 language piece represented by the New Mexico School  5 for the Deaf.  6 And on the other side there was an oral  7 deaf approach of education represented by the  8 Presbyterian Ear Institute. They were at war for  9 years.  10 This group, the School for the Deaf group,  11 really embraces that whole idea of deaf culture and  12 sign language.  13 The other side is -- is -- doesn't embrace  14 that at all. In fact, they view sign language as a  15 crutch that keeps kids from being able to speak and  16 act accordingly in the hearing world.  17 So those two -- those were our only  18 choices before we existed.  19 What we created is this hybrid model that  20 really does pay attention to the abilities, the  21 needs of kids and families, and their desires and  22 how they leverage those resources in a world that's  23 ever-changing.  24 And so that's where we plant our pole,  25 right, is this idea that our program is built on the</p>	<p style="text-align: right;">Page 477</p> <p>1 Warniment and Director Lynn Vasquez, and we now have  2 that test approved for use with us and to be used  3 statewide for all kids where it can be used  4 appropriately.  5 So -- and that speaks to our ideal of  6 being a lab school and being a test market -- not a  7 test market -- a place to develop, reform, and  8 refine educational practices for our kids; all kids,  9 by the way.  10 Another partnership I wanted to talk to  11 you real quickly about is our -- we've -- again,  12 through our work on some national consultants, we  13 are now connected to Harvard University and McLean  14 Hospital in developing and seeking out ways to  15 really embed social emotional learning in a school  16 construct. Not as an add-on, by the way. It is  17 something that is developed within the fabric of the  18 program.  19 And so the reasons we were able to attract  20 Harvard and McLean Hospital was through a program  21 that they actually have already. It's called  22 Prepare Initiative, and it's something you see out  23 of the East Coast used with -- mostly with middle  24 schools. It's a social emotional assessment that is  25 student-based.</p>
<p style="text-align: right;">Page 476</p> <p>1 needs of real human beings, real kids and their  2 families.  3 So to that end, we've -- again, over  4 serendipitous circumstances, we've come in contact  5 and are now working formally with the Penn State  6 University -- Penn State and the University of  7 Minnesota -- in developing -- they -- we were their  8 only -- we were the beta test site for a  9 never-before-created reading progress monitoring  10 tool normed to deaf kids.  11 That's a mouthful; right?  12 So we -- three years ago, through just  13 crazy circumstance, we got in contact with these  14 folks. They came around and they said, "We want to  15 use you as the only site to test this tool that  16 we've created."  17 It was out of Penn State in partnership  18 with the University of Minnesota, never before  19 created. And so we, of course, jumped on board with  20 that.  21 The year after that, they invited the Iowa  22 School for the Deaf and the Minneapolis School  23 District. So we were in -- that was their test  24 site. And then since then, it's grown.  25 So, in September, we met with Secretary</p>	<p style="text-align: right;">Page 478</p> <p>1 So you see that out there. When we were  2 introduced to them, we liked that tool. But what  3 intrigued them about us are two things: one, our  4 population of kids. So they didn't have any kids  5 like ours in their portfolio so they were interested  6 in that world.  7 But the other thing is, is we had our own  8 social emotional grit measurement that -- it's part  9 of our charter, but it's also an observational tool  10 used by our staff.  11 And so the intent in that partnership is  12 to take their tool, which is student-driven, our  13 tool, which is staff- and professional-driven, and  14 marry the two and find how those two kind of  15 monitoring tools connect to drive intervention, to  16 promote best scholarship of our kids, okay?  17 And then a third partnership, which has  18 just been fantastic for us, is local. It's with the  19 University of New Mexico. And it speaks to what  20 Karen is saying, the difficulty of hiring for our  21 school.  22 There is no deaf education program in the  23 State of New Mexico. New Mexico State has one in  24 Cruces that's dormant, but it's not producing any  25 students.</p>

<p style="text-align: right;">Page 479</p> <p>1           So, as a result, we've had to -- 2 initially, when we started the school, we were 3 hiring people from all over the country to come and 4 work in a deaf ed program. And zero success. We 5 were like 0 for 26 on that one, the reason being was 6 two things, I believe. One was New Mexico, we're 7 just a little different breed of cat, and I think 8 people coming from other places didn't -- didn't get 9 the state. And so they ran, hair-on-fire, right? 10 Partly. 11           The other one is the school itself is a 12 different breed of cat. We are not deaf ed. We're 13 a language school, because we have hearing kids and 14 deaf kids in the same mix, and a whole lot of 15 special needs kids who need sign language as their 16 primary receptive and expressive language. 17           So we were this model that didn't fit any 18 training for people coming out of deaf ed programs; 19 right? 20           And so it -- I think it's beautiful in the 21 story of it, in that it really did cause us to have 22 to dig in and reflect on what we were and how we do 23 what we do; right? 24           And I think, as a result of that, we 25 reached out to the University of New Mexico and</p>	<p style="text-align: right;">Page 481</p> <p>1           So all those stories really do -- I just 2 wanted to use them to promote -- to start the 3 conversation about our -- how we, as a school, 4 embrace being a charter school and the duty that 5 comes with that to be reformed, right, to look at 6 how kids are served. 7           Especially under the lens of 8 Yazzie-Martinez and all the things that are coming 9 with that, we are -- we accept all kids. We're 10 approaching almost 70 percent special ed; right? 25 11 of our entire population would be considered 12 special-needs kids, kids with significant -- 13 multiple and significant disability. 14           So we don't shy away from anybody. In 15 fact, we have a few refugee kids that are coming 16 from Chad. I think they're somebody's doctoral work 17 in there on how sign language is bridging the gap 18 between their native language and English and sign 19 language as a bridge. It's amazing. 20           There are some things that are happening. 21 And I think in the hopeful eventuality that we get a 22 building that suits us, we want to grow to keep 23 doing the work into -- into and through adulthood. 24           So with that, I will answer any questions. 25 THE CHAIR: Thanks. You know, this is</p>
<p style="text-align: right;">Page 480</p> <p>1           we've been in partnership with them for the last 2 probably five or six years in developing what's 3 called the CIRE program. The CIRE program stands 4 for the Consortium of Interdisciplinary Resident 5 Educators. 6           It's where we identify prospective 7 teaching -- college students as they're entering 8 the -- their training in the University, after their 9 sophomore year, after they enter into the dual 10 license program; so SpEd and reg licensure program 11 at UNM. And we give then an internship by 12 Bernalillo County Workforce Connections, a paid 13 internship. While they're going to school, they're 14 actually getting real classroom experience for two 15 years leading up into their student teaching. 16           And upon -- and they're taking sign 17 language. 18           After graduation, we pay for the TESOL 19 endorsement as well. 20           But as a result, we're turning out some 21 amazing young teachers that just -- they don't 22 look -- they don't look new, like when they do their 23 student teaching. They're seasoned vets already. 24 They're working with a hard population of kids and 25 getting the right mentorship through this program.</p>	<p style="text-align: right;">Page 482</p> <p>1           great. We need -- we need a binder bigger than this 2 to truly tell the story of this school. The work is 3 just amazing. And I don't think there's anyone 4 that's a better advocate for your school than 5 yourself. I mean -- you know. 6           And I can't imagine that there's enough 7 hours in the day for you to be able to do the work 8 that you want to do. So that without a doubt, we 9 appreciate, always have -- this school was in the 10 group of schools when I first came on the Commission 11 that we did contract negotiations with. And I 12 walked out of there like, "Oh, my god," you know. 13 It's just amazing. 14           When I was teaching, I had a student whose 15 family actually was in a laws- -- a divorce in a 16 lawsuit, because the one parent wanted the cochlear 17 implant and the other parent didn't. So -- and we 18 had a fairly high deaf population in the school 19 district that I worked in because we had a special 20 needs servicing reputation. We had a separate 21 school for severely -- needs. 22           So I -- I understand what you're doing, 23 and I appreciate your ability to navigate the 24 difficulties in those two cultures. I really do. 25 It is -- it is extremely difficult. And you're</p>

<p style="text-align: right;">Page 483</p> <p>1 absolutely right. What you do for charters 2 exemplifies what charters are all about. 3 And, once again, one of those schools that 4 we don't do enough to truly get out there and shine 5 and get people to understand truly what the school 6 does. And I absolutely understand, because I know 7 when I am at LCPS, one of the difficulties they have 8 is all of the hearing difficulty students have to go 9 to just one school, because there's -- they only 10 have one teacher that can -- and part of that is 11 licensing, because Texas is easier to license. 12 So they have teachers certified in Texas, 13 but it's more difficult to get -- so I think maybe 14 that's something that needs to get looked in -- at 15 least that's what they told me, that it's easier to 16 get certified in Texas. So El Paso is getting 17 the -- El Paso and Canutillo are getting the 18 teachers, and LCPS can't keep them. 19 And it's a shame that NMSU has that 20 dormant program; it really is. So I can't say thank 21 you enough. And thank you for getting rid of all 22 those red lines, too. 23 Commissioner Voigt? 24 COMMISSIONER VOIGT: Thank you, 25 Madam Chair. Just to echo Chairwoman Gipson, I</p>	<p style="text-align: right;">Page 485</p> <p>1 standardized tests; right? 2 And so I was part of the New Mexico Task 3 Force Commission that was -- or I'm sorry. The New 4 Mexico -- 5 COMMISSIONER VOIGT: Student Success Task 6 Force. 7 MR. RAFE MARTINEZ: There. Yeah. I was 8 part of that. And even in that space, we didn't 9 fit; right? And that group was very respectful 10 about hearing my concerns and taking my comments. 11 But the reality is we are -- we are just small in 12 comparison to the large public school population, 13 right, of the whole state. 14 So, really, it is -- it has become -- and 15 we fight hard not to be a niche school, because we 16 proclaim that we serve all kids to their abilities. 17 So we don't want to be a niche school. But we do 18 actually -- the reality is we -- I think we are the 19 best at serving a certain type of kid, and we work 20 to do that. 21 So in answer to your question, I think 22 that is part of the negotiation process, where we 23 would look to see how this new test could align and 24 be part of our accountability system. 25 THE CHAIR: Sure.</p>
<p style="text-align: right;">Page 484</p> <p>1 mean, the work that you're doing is not just 2 reforming, it's, like -- it's break-through work. 3 And the partnerships that you've been able to 4 establish with this work, whether they sought you 5 out or -- how that works. But it's -- it's notable, 6 and I hope internationally so. Because the work 7 that you're doing is just -- it's huge, and it's 8 affecting so many lives. 9 And it's definitely a great model to be 10 looked at and shared. So thank you so much. 11 And I love your mascot. 12 THE CHAIR: So can I just ask you? Going 13 forward -- because you haven't had the report card 14 grade. So with the incredible strides you've made 15 with being able to create some of these assessments, 16 is there an anticipation that you're going to get -- 17 you're going to be on the State Accountability 18 system? 19 MR. RAFE MARTINEZ: Madam Chair, members 20 of the Commission, that's a great question. 21 So -- so -- unknown right now. But I do 22 think, with the adoption of this new test that does 23 give us some -- some assessment that is actually 24 normed to our kids, that then it starts the 25 discussion of how this aligns with larger</p>	<p style="text-align: right;">Page 486</p> <p>1 MR. RAFE MARTINEZ: And just to comment on 2 that as a whole grade thing, Karen had mentioned 3 that we had ten indicators. That's really connected 4 to cohorts. 5 So our -- so -- and I think I need to make 6 that distinction. Because we have so many different 7 kids in our population. So we have high flying reg 8 Gifted kids, all the way down to kids that really 9 need some significant one-on-one support and 10 everything in between. 11 And so in order for us to be held 12 accountable for working with every kid in our 13 population, we had to break down our goals and try 14 to kind of group them in a way that -- that was more 15 fairly accurate to the -- to the -- their peers, if 16 that makes sense; right? 17 And so that's where the ten -- the ten 18 goals, how they accordion out, is because of we're 19 taking into account the different needs of our 20 population. 21 So -- so -- while I'm on the topic, let's 22 just talk grades. Because there was a reason we 23 were the only non-graded school for most of our 24 existence until the very end of the last 25 administration. And that's because of the actual</p>

<p style="text-align: right;">Page 487</p> <p>1 math numbers around our test scores; right?  2 So when you're looking at test scores --  3 I'm sorry -- at a -- the grand cohort, where the  4 majority of your kids are special ed and a  5 significant number are special needs, meaning they  6 take the alternative assessment, it shrinks down the  7 number of kids in each cohort that are actually well  8 tested by State standardized testing.  9 We had cohorts of three kids, four kids,  10 right, in each group. And so back in the day when  11 we met with Pete Goldschmidt and Cindy Gregory, they  12 acknowledged -- they said, "Mathematically, you  13 cannot be given a grade."  14 It's not fair; right? And so that's why  15 it was determined way back when that we were just --  16 we didn't fit the formula. And that's why we went  17 down the path finding out different ways of seeing  18 how we could be accountable for our population, for  19 our work and how we're serving them.  20 So it wasn't because we were serving those  21 kids, and, "Oh, what a neat school." It was because  22 mathematically it made no sense that we were a  23 graded school, okay?  24 So I think that just does inform the next  25 conversation when it comes to negotiation around how</p>	<p style="text-align: right;">Page 489</p> <p>1 is very aware of this -- we've climbed to the top of  2 the needs -- the adequacy needs for building.  3 So we would be a 60/40 fundable project.  4 We've gone through RFP years ago, so we've  5 already satisfied State procurement laws around  6 getting a contractor and getting an architect ready  7 to roll.  8 So we -- and we have State appropriation.  9 We -- through just kind of flat-out hustle for the  10 last four or five years, we've amassed almost three  11 quarters of a million dollars for design.  12 THE CHAIR: Oh, great.  13 MR. RAFA MARTINEZ: So we can design right  14 now.  15 What we're -- and we've started that  16 process programmatically. We just can't put it on a  17 piece of land yet until the County kind of figures  18 out how that works out.  19 Now, the rub on all that is the  20 neighborhood association. And so there's three or  21 four neighborhood association folk that just have  22 made it their calling to stop this. So that's  23 just --  24 THE CHAIR: I'm all too familiar with  25 neighborhood associations. Yeah.</p>
<p style="text-align: right;">Page 488</p> <p>1 we take this test that is normed for our kids and  2 apply it to an accountability system that really  3 works to capture the prowess of the entire  4 organization, the entire school.  5 I hope I answered your question.  6 THE CHAIR: Yeah. And you know what? I  7 certainly appreciate it, because this school stands  8 out as well because they wanted to make sure that  9 everyone was accounted for, when too often when  10 we're going into contract negotiations, schools only  11 want this small group to be counted.  12 And that's why we did populate all those  13 goals. And appreciate that, that it's important for  14 you to continue to be able to tell that story and  15 show that. And that's -- that's, once again, a  16 tribute to you.  17 So where are we with a building?  18 MR. RAFA MARTINEZ: Good question. So  19 we -- I don't know where people are -- so we're  20 working with the County to try to get a chunk of  21 land that they -- so they own an 18-ish-acre plot of  22 land. They're willing to sell us four acres of it  23 to build.  24 And then we -- and then through the work  25 with the PSFA and PSCOC -- and Commissioner Robbins</p>	<p style="text-align: right;">Page 490</p> <p>1 MR. RAFA MARTINEZ: Yeah. So we're -- we  2 don't think -- we're hopeful it's not going to stop  3 the project. We have really good support from the  4 County and from, really, some key players within the  5 County system. And we're heartfelt in believing  6 that we're going to make the neighborhood better.  7 All our partners -- not just what I just  8 said -- what I listed; but we're also partnered with  9 U.S. Forest Service, Fish &amp; Wildlife, Rocky Mountain  10 Youth Corps, Youth Conservation Corps. We are  11 embracing the environment and outdoor education,  12 4-H, and we want to use those connections to  13 actually go out and serve the neighborhood -- you  14 know the neighbors.  15 Some people choose not to believe that.  16 So -- so that's what it is. So we're stalled right  17 now until the County can actually figure out kind of  18 the path for us to follow.  19 But then once we -- I'm hopeful it will  20 happen. And once it does, then we'll work with PSFA  21 and our own bonding abilities to carry -- to carry  22 the loan to move to make this happen.  23 So most ambitious case is I think we  24 finish design by the end of the school year and look  25 to break ground early next year. Yeah, that's the</p>

<p style="text-align: right;">Page 491</p> <p>1 most ambitious.</p> <p>2 THE CHAIR: That would be great. That</p> <p>3 really would. And I wish I could give you some sage</p> <p>4 advice about working with neighborhood associations.</p> <p>5 But...</p> <p>6 MR. RAFE MARTINEZ: They're grumpy.</p> <p>7 Sorry.</p> <p>8 THE CHAIR: Yeah. I'm saying if you can't</p> <p>9 do it, no one can do it.</p> <p>10 MR. RAFE MARTINEZ: Well -- so --</p> <p>11 THE CHAIR: So Commissioner --</p> <p>12 Commissioner Robbins?</p> <p>13 COMMISSIONER ROBBINS: Mr. Martinez and</p> <p>14 the others, thank you very much for coming here.</p> <p>15 And you know my background and everything. I have a</p> <p>16 son who's profoundly hard of hearing, both ears, and</p> <p>17 has multiple disabilities also. And I wish this</p> <p>18 program had been available to him when he was</p> <p>19 younger.</p> <p>20 How is the Small School Size funding cut</p> <p>21 going to impact your operations and your ability to</p> <p>22 continue at the level of service that you're</p> <p>23 providing now, especially since you provide</p> <p>24 transportation for all your students?</p> <p>25 How is that going to affect you over the</p>	<p style="text-align: right;">Page 493</p> <p>1 What we then are doing is working with the</p> <p>2 Special Ed Department to access the Puente Para Los</p> <p>3 Niños Grant. It's also a federal grant, but it's</p> <p>4 designated specifically for high-needs kids, which</p> <p>5 we have. Like I said, that's 25 percent of our</p> <p>6 population.</p> <p>7 So we are hopeful that that's going to --</p> <p>8 that that will help alleviate some of the financial</p> <p>9 pressure. But that's not official yet.</p> <p>10 So in answer to your question, Small</p> <p>11 School Size Adjustment, if ripped away in its</p> <p>12 entirety, would significantly impact us, but not to</p> <p>13 the point that it would the entire charter movement.</p> <p>14 Because, again, our special ed population shields us</p> <p>15 from the full brunt of that. But it's still to the</p> <p>16 tune of about \$200,000 a year.</p> <p>17 THE CHAIR: Yeah. And it's -- it's</p> <p>18 unfortunate and significant.</p> <p>19 (Commissioner Ruiz leaves meeting.)</p> <p>20 THE CHAIR: And I know you're not the</p> <p>21 first school that has expressed the concern about</p> <p>22 that, whatever that wonkiness is in that formula by</p> <p>23 the feds -- that I think that's something -- I don't</p> <p>24 know what the State can do to help with that. But</p> <p>25 it -- it seems to be across the board with schools.</p>
<p style="text-align: right;">Page 492</p> <p>1 coming years, and what can I do to help you to</p> <p>2 alleviate funding cuts?</p> <p>3 MR. RAFE MARTINEZ: Madam Chair, members</p> <p>4 of the Commission, Commissioner Robbins, great</p> <p>5 question. And it's going to hurt, yeah.</p> <p>6 So even -- even in our population, where</p> <p>7 we don't receive Small School Size Adjustment for</p> <p>8 our special ed population. That's not how the</p> <p>9 formula works. All our regs, it still constitutes a</p> <p>10 pretty significant budget hit.</p> <p>11 We went backwards in our budget. Even</p> <p>12 with the 20 percent cut in this past year, we took</p> <p>13 more money and had to give out more because of</p> <p>14 mandated raises this year.</p> <p>15 Now, we are working with the Special Ed</p> <p>16 Department to rectify how IDEA B is allocated. So</p> <p>17 with our -- and you know our significant special ed</p> <p>18 population. We receive one of the lowest IDEA B</p> <p>19 calculations in the entire state. And we've gone</p> <p>20 back and forth. I'm not sure why.</p> <p>21 It does seem to point to a -- I won't call</p> <p>22 it a flaw -- but an issue in the federal formula</p> <p>23 based on top-end enrollment, which is kind of weird</p> <p>24 to me. However, it's hard to get an answer that's</p> <p>25 really clear.</p>	<p style="text-align: right;">Page 494</p> <p>1 Hopefully, the at-risk index change will help some.</p> <p>2 Some.</p> <p>3 MR. RAFE MARTINEZ: Yeah.</p> <p>4 THE CHAIR: You know, not -- it's not</p> <p>5 the -- it's not the fix. But I appreciate this.</p> <p>6 Commissioner Caballero?</p> <p>7 COMMISSIONER CABALLERO: Just a few</p> <p>8 questions. Hello, sir.</p> <p>9 MR. RAFE MARTINEZ: Hello.</p> <p>10 COMMISSIONER CABALLERO: How's it going?</p> <p>11 MR. RAFE MARTINEZ: Good.</p> <p>12 COMMISSIONER CABALLERO: My son went to</p> <p>13 school in El Paso. And they had hard-of-hearing</p> <p>14 students and other kids in one elementary school.</p> <p>15 My oldest son went there. And he met a young lady.</p> <p>16 And I thought that once they got to college, they</p> <p>17 would eventually get married. It didn't happen.</p> <p>18 (Indicates.)</p> <p>19 But it was -- it was really nice seeing</p> <p>20 her grow, learning to speak and speak well, getting</p> <p>21 a job, becoming a professional. And that was</p> <p>22 awesome.</p> <p>23 My youngest son went there, too. And I</p> <p>24 asked him if he had hard-of-hearing students in his</p> <p>25 class, and -- and he said, "No, they're in a</p>

<p style="text-align: right;">Page 495</p> <p>1 different area of the school."  2 And I knew that the -- there was a  3 challenge. But I thought -- when they described the  4 elementary school, I thought they were more -- more  5 together. They would see each other -- I think my  6 son would only see those students and be with those  7 students and mix with them in the -- either recess  8 or before school or after school.  9 And he had a young -- he said, "My new  10 friend, but he hits me."  11 And -- "What do you mean?"  12 And so he describes his new friend as  13 hard-of-hearing and would always hit him.  14 And so I plugged his ears, and, "Let's  15 play."  16 He had a hard time playing with not being  17 able to listen.  18 And so I said, "He probably -- can you  19 understand when he speaks?"  20 He says, "Most of the time. Most of the  21 time."  22 "So he's hitting you to catch your  23 attention so you can turn around."  24 And he thought about it and says, "You're  25 probably right."</p>	<p style="text-align: right;">Page 497</p> <p>1 Right? This is an act of experimentation for sure.  2 But it's to that -- what you're talking  3 about. How do we truly create a need to know, along  4 with a need to sign, a need to communicate, where  5 all kids are integrated and connected to one  6 another.  7 Together we rise. Together we're better.  8 That's a common theme.  9 So as a result -- I know it's not a  10 standardized test component. But if you were to  11 measure empathy and caretaking, "I'm my brother's  12 caretaker," we'd be the A-plus school, you know.  13 And that's the thing. We deal with all  14 demographics, all sorts of economic demographics,  15 racial demographics, disability demographics. We  16 really -- I believe, and I'm proud to say that -- we  17 really are the exemplar when it comes to how we  18 serve all kids to their needs.  19 COMMISSIONER CABALLERO: And I looked at  20 your breakdown. And congratulations. You're  21 probably the only school that can truly say that  22 you're bringing in -- because by having different  23 types of kids, different backgrounds, different  24 ethnicities, you grow personally. And so you're  25 providing your students with the best growth that</p>
<p style="text-align: right;">Page 496</p> <p>1 And so that was an experience. And I was  2 glad there was an integration of the kids, but kind  3 of disappointed that it wasn't totally integrated.  4 And, according to description, I thought  5 it was going to be an integration of all the kids.  6 MR. RAFE MARTINEZ: Yeah. Madam Chair,  7 members of the Commission, Commissioner Caballero,  8 that -- so you just hit on what makes us nationally,  9 this whole idea that hearing kids are learning how  10 to sign and are purposefully integrated with deaf  11 kids so that they're -- everyone is working  12 together.  13 So there's different segments of our day  14 where kids are getting what they need academically,  15 from the most kind of -- pointed to their specific  16 needs and communication, to a place that's really  17 student-driven around project-based learning, where  18 we deliberately put a hearing child and a deaf child  19 together and have them build a robot or solve  20 problems together, so that we're creating a need for  21 them to communicate.  22 And that's -- the common language in our  23 place is sign language. So there's deliberate and  24 very specific ways that we've come to develop the  25 program that we have now, a lot of trial and error.</p>	<p style="text-align: right;">Page 498</p> <p>1 they can get in a school. Thank you.  2 MR. RAFE MARTINEZ: Agreed. Thank you.  3 THE CHAIR: Commissioner Armbruster?  4 COMMISSIONER ARMBRUSTER: Hi.  5 MR. RAFE MARTINEZ: Hi.  6 COMMISSIONER ARMBRUSTER: To just  7 reiterate some things, I was with Chairman Gipson on  8 that -- and I think we were brand new and knew  9 little. But I was a special education teacher for  10 39 years, so I sort of did get this.  11 And, finally, I said to your teacher. I  12 said, "So are you talking about living skills kinds  13 of disabilities?"  14 She said, "Yes."  15 "Okay. Got it."  16 Because it is. It's a spectrum disorder  17 just like anything else.  18 And I will just tell you one funny story.  19 I had taught one year and knew zero, truly  20 just getting by day to day. And the school  21 district -- it was in California -- called me and  22 said, "We really need a sub today. Can you come?  23 It's for a class of deaf children."  24 I said, "I don't know anything about deaf  25 children. I mean, what would I know?"</p>

<p style="text-align: right;">Page 499</p> <p>1 Well, they're the same as everybody else. 2 So, "Sit down." "No. Here." 3 But it is true. Because I never had any 4 training with children with -- of hearing 5 impairment. Because that's a spectrum. 6 But I did have several children in 7 Los Alamos Middle School. And they were completely 8 inclusion. And the only issue we had was their AM 9 systems were on different frequencies. So they 10 couldn't be together in the same class because one 11 needed one -- I don't know. One needed one and one 12 needed the other. Whatever. So I think that it 13 really was good that they were doing this. 14 And also when I was getting my master's 15 degree -- and this is going to talk about this 16 bilingual certificate -- I was working with a woman 17 who was a hearing child of deaf parents. And what 18 her thesis was, that she should be considered 19 bilingual because she spoke two languages. And, in 20 fact, that is what's happening. 21 So do your kids graduate as bilingual -- 22 do they get a bilingual certificate? Or is that 23 only -- 24 MR. RAFE MARTINEZ: Madam Chair, members 25 of the Commission, Commissioner Armbruster. So, no.</p>	<p style="text-align: right;">Page 501</p> <p>1 COMMISSIONER ARMBRUSTER: It would be 2 hearing-impaired children who can communicate in, 3 just say English, for the sake of this conversation, 4 as well as hearing children who can sign, fluently 5 sign. 6 MR. RAFE MARTINEZ: Correct, yes. But as 7 of right now, the hearing kids who can sign who are 8 on a diploma pathway don't stay with us 9 9-through-12. And they wouldn't return to us 10 through transition; right? 11 Does that make sense? 12 Yeah. We don't have the capacity, neither 13 financial nor through teacher certification, to run 14 a regular high school right now. And we don't have 15 the space, obviously. Those are big bodies. 16 COMMISSIONER ARMBRUSTER: Okay. So -- 17 well, when they go to their other school and they 18 can still sign, they should still be able to 19 graduate -- but that's my -- the other part I want 20 to say -- and I just want a clarification. This is 21 really not a comment. 22 So your hearing children and children who 23 are high-functioning hearing-disabled are taking 24 these tests that the State is giving, but you're 25 just not -- so they know what they're doing and how</p>
<p style="text-align: right;">Page 500</p> <p>1 So, one -- so they are bilingual -- they are 2 bilingual, for sure, that. But not a bilingual 3 certification. So, one, it doesn't exist in ASL 4 yet. That's actually -- in a previous meeting, I 5 talked about our partnership with Presbyterian 6 Hearing Institute and ACE Leadership. That's one of 7 the goals of that, through the Circle Grant. That's 8 one of the goals of that partnership is to have ASL 9 acknowledged as a Bilingual Seal language. It 10 hasn't happened yet, but we're working on that. 11 But the other thing, too, is -- so our 12 high school, our 9-through-12 kids are not 13 necessarily -- now the transition is different. But 14 before, our 9-through-12 kids were our most of the 15 kids with significant and multiple disabilities. 16 So if you were to -- to align what a 17 Bilingual Seal means in either the Native languages 18 or Spanish to an ASL construct with our population 19 of kids, 9-12, probably not -- probably wouldn't 20 happen. 21 But now that we have the transition kids 22 and we're bringing back some of our higher -- our 23 higher-level deaf kids into that space of 24 18-to-21-year-old education, that definitely is 25 where we he want to hit. We want that path.</p>	<p style="text-align: right;">Page 502</p> <p>1 they're doing and what areas they need to improve 2 in. Am I right? 3 MR. RAFE MARTINEZ: Correct. Yes. 4 COMMISSIONER ARMBRUSTER: So they're doing 5 that. I thought it was an interesting comment, 6 given that 70 percent of your students are special 7 ed, that a comment made in the -- you know, the 8 things that you-all send in -- was they didn't feel 9 they were getting enough attention. I thought, 10 "What are you? One of six?" 11 So I just didn't quite get that. That's 12 why I wanted to just clarify that. 13 MR. RAFE MARTINEZ: That's an 14 interesting -- I did. I saw that. One of the kids 15 said that, right. 16 COMMISSIONER ARMBRUSTER: I feel like it 17 was positive. It wasn't really a negative comment. 18 MR. RAFE MARTINEZ: It's an interesting 19 observation. One of the things we do a lot in that 20 world of social emotional learning, when you're 21 dealing with a population of kids who have 22 disabilities, and then, by extension, the family, 23 there's a lot of things that come out around the 24 disability that's not just specific for the kid with 25 the disability.</p>

1 It's the siblings and the parents, having  
2 to deal with what it is to have a child with  
3 disability and talking them off ledges, like, "You  
4 have a gift. Let us show you how to see how great  
5 what you have is"; right? That's the parents' side.

6 The other side of the scales is, "Yeah,  
7 your brother or sister is going to take a lot of  
8 attention sometimes, and you can't be mad every time  
9 they pull that attention away."

10 So it's a -- with a context of that --  
11 knowing that, hearing -- seeing that comment and  
12 then -- but knowing, contextually, yeah, we have to  
13 work with our reg ed kids who are there who  
14 constantly see their special needs brother or sister  
15 pulling a lot of attention away from them.

16 And, you know, quite honestly, that's in  
17 our space, too. I have a son -- my younger son who  
18 goes to the school is eight, gifted, typically  
19 developing. My older son is 16 and multiple needs  
20 deaf, right? And so, yeah, it's a balancing act and  
21 very much deliberate coaching.

22 And Kim -- you might want to speak to that  
23 as well. She's a co-founder, and she has that same  
24 scenario.

25 MS. KIMBERLY MOYA: Thank you, members of

1 That's creating a better world for my son,  
2 for his son, for his daughter, because they're --  
3 we're expanding their little community of people  
4 that can sign, that can communicate, that can  
5 support them, that they can feel like they're a part  
6 of -- you know, of something real, and it's not like  
7 they're put off in another classroom all by  
8 themselves.

9 We go to basketball. We go to kayaking.  
10 We go to all these fun things. And the teachers can  
11 sign, the students can sign, the parents are  
12 signing. And, yes, we have days we cry. Oh, my  
13 gosh, it breaks my heart. Just every day, just  
14 recently, we have these conversations about what  
15 does this look like for Thomas, who's in the  
16 transition program? What are the next steps?

17 But, you know, this little program, this  
18 little school has literally changed not only our  
19 families' lives but all these lives around us.  
20 That's who we fight for. I couldn't be more proud  
21 and thankful that we found each other.

22 COMMISSIONER ARMBRUSTER: Well, I want to  
23 commend you, as everyone here has said, in all that  
24 you've been doing. And I think that it takes a long  
25 time in this world to make a change.

1 the Commission. So, yes, I do have a 19-year-old,  
2 Thomas. He's the one that started this conversation  
3 with Rafe and I all these years ago about, "Where do  
4 we go?" Because he couldn't go to Santa Fe, you  
5 know. He's had multiple special needs. And so he's  
6 the reason, you know.

7 And then I have twins that are typically  
8 developing, high-flying. They went to the school as  
9 well through eighth grade. And even this week, we  
10 have these conversations of, "Okay. Yes, we have to  
11 do this for Thomas; but, you know, he's -- he's our  
12 purpose. He's part of what makes our family great.  
13 We're better because of him, and you guys are  
14 better, you know, and can help other people, too."

15 So I think -- I always tell Rafe this.  
16 That's what makes me the most proud of this school.  
17 These kids are great little citizens. They're good  
18 people. They care about each other. They see your  
19 disability. "Oh, okay. Fine. Well, you can help  
20 me with this, and I'll help you with that."

21 And it's a non- -- it doesn't even -- it's  
22 not a conversation about, "Oh, gosh. I don't want  
23 to shake their hand or talk to them," or anything.

24 It's like, "Hey, why don't I help you and  
25 you help me?"

1 I started teaching special education  
2 before IDEA. So you can all imagine that. I was  
3 only six years old; I want you to know that.

4 But -- and I actually have a friend -- and  
5 I bet this wouldn't happen now -- who couldn't have  
6 children, so they adopted. And the little girl,  
7 they discovered -- I don't know, a couple of months  
8 or whatever, 40-something years ago -- was deaf.  
9 And the adoption agency said, "We will take her  
10 back."

11 And the parents said -- it makes me cry --  
12 said, "Absolutely not. Absolutely not."

13 But I think just the acceptance of people.  
14 It's long-time -- I mean, just even -- starting with  
15 Brown vs. Board of Education in terms of race. And  
16 then into IDEA, and then into kids who are with --  
17 the range of disabilities, and even kids who are  
18 significant disabilities.

19 And sometimes, actually, they are more  
20 acceptable than those you can't see. You know what  
21 I mean? It's just the way life is.

22 So I think that everything you do and  
23 everything that we all are doing here to get  
24 acceptance for all children. We don't care if  
25 you're deaf or green or purple; it's about children.

Page 507

1 And I really commend all that you are doing. I  
 2 think you need to do more advertising. I don't  
 3 know.  
 4 MR. RAFE MARTINEZ: That's good.  
 5 COMMISSIONER ARMBRUSTER: I guess I'm  
 6 going to be fighting with the Legislature, like,  
 7 "What are you going to do with a school of  
 8 126 children?"  
 9 I guess I have to look at this IDEA. I  
 10 thought you got more money, like A, B, C, D funding.  
 11 MR. RAFE MARTINEZ: We should.  
 12 COMMISSIONER ARMBRUSTER: I thought you  
 13 got more for "D" students than for "A" students.  
 14 MR. RAFE MARTINEZ: SEG, the State funding  
 15 is that.  
 16 THE CHAIR: But not the federal.  
 17 COMMISSIONER ARMBRUSTER: Well, that's  
 18 stupid.  
 19 COMMISSIONER CABALLERO: How about telling  
 20 Trump?  
 21 THE CHAIR: But it's -- like I said, it's  
 22 not the first school that has expressed that  
 23 frustration at this point in time. And you're  
 24 right. It doesn't make any sense.  
 25 COMMISSIONER ARMBRUSTER: I'm sorry. That

Page 508

1 was --  
 2 THE CHAIR: And I don't think the funds  
 3 flow very quickly, either, do they?  
 4 MR. RAFE MARTINEZ: Through IDEA B?  
 5 THE CHAIR: Right.  
 6 MR. RAFE MARTINEZ: It's a federal fund.  
 7 You apply for it the end of the year, and you get it  
 8 for the following year.  
 9 THE CHAIR: Yeah. 'Cause I know sometimes  
 10 with schools, it's like we're still waiting for --  
 11 and that could also be, in part, on the school for  
 12 when they filed.  
 13 MR. RAFE MARTINEZ: Yeah. This year, it's  
 14 a little -- the Puente para los Niños, the  
 15 high-needs grant, that doesn't flow fast. That's an  
 16 application process. We had to drop an application,  
 17 describe the needs of our kids, go through a panel  
 18 and be vetted and hopefully get awarded.  
 19 So we're hopeful that it will hit. If it  
 20 doesn't, well, I don't know. We'll figure it out,  
 21 but --  
 22 THE CHAIR: Right. Okay. Any other --  
 23 COMMISSIONER RAFTERY: I have an  
 24 off-the-wall question.  
 25 MR. RAFE MARTINEZ: Yeah.

Page 509

1 COMMISSIONER RAFTERY: I've never  
 2 understood sign language. But if you have, like, a  
 3 child who doesn't speak English and a child who  
 4 doesn't -- speaks German or whatever, do they  
 5 communicate -- how do they communicate? Or do you  
 6 teach a different type of sign language for  
 7 different languages?  
 8 MR. RAFE MARTINEZ: Are you talking about  
 9 our school specifically?  
 10 COMMISSIONER RAFTERY: That's why I'm  
 11 asking. I don't know how it works.  
 12 MR. RAFE MARTINEZ: So we are rooted in  
 13 American Sign Language. There's different sign  
 14 languages across the world. Even in countries --  
 15 and even in the United States, there's different  
 16 dialects around the regions. So Mexican Sign  
 17 Language is different than American Sign Language is  
 18 different than Canadian Sign Language.  
 19 COMMISSIONER RAFTERY: So whenever you get  
 20 a child that doesn't speak any English, you teach  
 21 them the Mexican one?  
 22 MR. RAFE MARTINEZ: You teach them the  
 23 American one. Because they're here, like I said.  
 24 Again, like I said, we just had a family from Chad  
 25 come in, a refugee family. There's three of them.

Page 510

1 And it's amazing to see how quickly  
 2 they're picking up English by -- by using ASL as a  
 3 bridge. I can tell you, there's something --  
 4 there's a doctoral thesis in there somewhere.  
 5 COMMISSIONER RAFTERY: Thank you.  
 6 COMMISSIONER ARMBRUSTER: Are these  
 7 hearing students?  
 8 MR. RAFE MARTINEZ: These are hearing  
 9 students. The reason they came to us, they have a  
 10 youngest sib who has a pretty significant  
 11 disability. So mom, in anticipation of having that  
 12 child come our way, enrolled all her other ones.  
 13 COMMISSIONER ROBBINS: Madam Chair, if I  
 14 could add, when my son was young, one of the  
 15 caretakers was a registered nurse. When she had her  
 16 first child, she would bring her baby with her. And  
 17 the first language that this child learned was sign  
 18 language, because her mother used it extensively  
 19 with my son.  
 20 And she was able to ask for food and water  
 21 and tell her that she needed her diaper changed long  
 22 before she could ever speak. It is actually very  
 23 simple for a young child to learn sign language and  
 24 to use it. Because a lot of the motions and  
 25 everything are somewhat natural, if you think about

<p style="text-align: right;">Page 511</p> <p>1 it, like, you know, sit, chair, [indicates], you 2 know, thank you. 3 Some of them they just -- if you speak 4 with your hands, it's going to be a lot easier to do 5 sign language. And if you can actually observe it, 6 and you start to see a lot of the words -- they'll 7 start with -- if you learn the alphabet, a lot of 8 the words will start with letters. So, you know, 9 I'll use a "K". "K" is "king," because the band 10 that goes across the king; or "Q" for "Queen," 11 little words like that. 12 And you start to say, "Okay. These make 13 sense." And for a small child, they really do. And 14 they can pick it up. 15 And I think people who speak a different 16 language will be able to pick it up. And, like you 17 said, Mr. Martinez, it's that bridge between their 18 language and English. 19 THE CHAIR: Commissioner Crone? 20 COMMISSIONER CRONE: I just wanted to 21 follow up with what you said. There have been a 22 number of programs in colleges in ape signing. Of 23 course, the most famous is probably Washoe. The 24 next one that's famous is Koko. 25 And, you know, one of my daughter's</p>	<p style="text-align: right;">Page 513</p> <p>1 Mesoamerica somewhere; I'm not sure what country, 2 Guatemala, or whatever the country was. And so she 3 was -- there were a lot of children who lived out in 4 the forest and had no access. They were poor 5 children. They were isolated children. They didn't 6 have the kind of early stimulation. 7 And so the teacher was trying to teach, I 8 believe, ASL. And it just wasn't working very well. 9 But what happened was the kids developed their own 10 language, their own signs. And they had to teach 11 the teacher what they were talking about. 12 MR. RAFA MARTINEZ: Yeah. Cool story. 13 Yeah. 14 THE CHAIR: Commissioners, if nothing 15 else -- 16 COMMISSIONER CRONE: Didn't one of your 17 students get a scholarship to Northern? 18 MR. RAFA MARTINEZ: No. That's the 19 New Mexico School for the Deaf. They had almost a 20 seven-foot-tall basketball player that had a 21 scholarship. 22 COMMISSIONER CRONE: I have a question 23 about your team. Why the Honey Badgers? 24 MR. RAFA MARTINEZ: I'm going to refer to 25 Kim, because her son came up with that.</p>
<p style="text-align: right;">Page 512</p> <p>1 favorite childhood books was -- excuse me -- "The 2 Conversation with Koko." 3 Unfortunately, Koko died last year. And 4 it was a sad moment. What they taught us -- and 5 they did learn language. And so any of your 6 students, had those apes been there, could have 7 communicated back and forth. 8 So it's -- and there is a theory in 9 linguistics that the first language was sign 10 language and that the verbal part of it came along 11 later. 12 So you're right. I mean, if you -- you're 13 having trouble communicating with your toddler, you 14 might switch to sign language. 15 MR. RAFA MARTINEZ: There's significant 16 research that backs, like, "terrible twos" and the 17 "crazy threes." 18 COMMISSIONER CRONE: The "worse threes"? 19 MR. RAFA MARTINEZ: "Worse threes." Yeah 20 it's minimized when sign language is used as a 21 language, because then kids are able to express 22 their needs and have them met. So it just takes 23 behavior way down. There's a lot of that out there. 24 COMMISSIONER CRONE: I wonder -- I saw a 25 documentary about a sign teacher that went to</p>	<p style="text-align: right;">Page 514</p> <p>1 MS. KIMBERLY MOYA: Members of the 2 Commission, thank you again. 3 So Thomas was in the hospital -- this is a 4 true story. He struggled for many years, in and out 5 of the hospital. One day -- this is when we were 6 sitting across tables creating the school. We've 7 always been the little guy against the big guy. 8 They called us, in the beginning, starry-eyed, naive 9 parents. They said it would never happen, never 10 open. Public record. 11 It's open. We're kind of small and 12 scrappy. And so the year we were opening, I'll 13 never forget. I was sitting in the hospital with 14 Thomas and his wife, Mr. Martinez' wife, and one of 15 our other founders. We were talking about, you 16 know, what was going to be our mascot, what were we 17 going to do, what were we going to choose? 18 And Thomas was fascinated with animals 19 with bad behavior. He's, like, "Oh, my gosh. These 20 animals are crazy. I don't want any otters, I don't 21 want any raccoons, nothing." 22 One of our interpreters, she sent us a 23 video, and it was a link to the honey badger. It 24 was named the "Bad" 'blank' of the Year" by 25 Guinness, because it will take on anyone, and it</p>

Page 515	Page 517
<p>1 will just destroy. Doesn't care. If a lion comes 2 up, it's like, "Boom. I'll get your private parts." 3 Takes out a cobra, goes to sleep from the poison, 4 and then wakes up and and continues eating. 5 And he's, like, "I don't know, Mom. I 6 think that's a pretty good mascot for your school." 7 So they sent it to us. And his wife 8 created the -- I mean, just a mockup of this, you 9 know, "Albuquerque Sign Language Academy, Home of 10 the Honey Badgers." 11 And Thomas was, like, "I don't want to go 12 to your school if you have a real honey badger 13 there." 14 So small but scrappy. 15 THE CHAIR: Thank you. I just have one 16 question. Is there any data that's going to be 17 provided on the State Accountability System for this 18 school that we're waiting for? 19 MS. KAREN WOERNER: I'm not sure. 20 ACTING DIRECTOR BRAUER: Madam Chair, 21 members of the Commission, I believe, Rafe, last 22 year, you were part of the School Report Card 23 System. 24 THE CHAIR: Okay. 25 ACTING DIRECTOR BRAUER: So you did get a</p>	<p>1 ACTING DIRECTOR BRAUER: Everything that's 2 relevant to the school. 3 I believe that that would -- I think it 4 would be relevant, since they did receive a report 5 card last year that included the different aspects. 6 THE CHAIR: All right. Okay. 7 Sorry. I thought you were going to get a 8 Get Out of Jail Free card. 9 ACTING DIRECTOR BRAUER: Sorry, Rafe. 10 THE CHAIR: Commissioner Robbins? 11 COMMISSIONER ROBBINS: Madam Chair, I 12 would like to make a motion that the Public 13 Education Commission renew the charter for 14 Albuquerque Sign Language Academy for five years, 15 with the conditions that the New Mexico System of 16 School Support and Accountability Report prepared by 17 PED show similar performance for the School Year 18 2018-'19 in the school -- in the student growth, 19 highest quartile; student growth, middle quartile; 20 student growth, lowest quartile; English Language 21 Learners, chronic absenteeism, college-and-career 22 readiness, education climate, with no statistically 23 significant decrease in performance. 24 COMMISSIONER VOIGT: Second. 25 THE CHAIR: There's a motion by</p>
<p>Page 516</p> <p>1 "B"; right? 2 MR. RAFF MARTINEZ: Correct. Yes. 3 ACTING DIRECTOR BRAUER: Didn't want to 4 shortchange you. That was a celebration point over 5 the last couple of years, being able to see that. 6 So my big picture answer is yes. And it might be 7 specific -- maybe specific to -- to the school. 8 But we are committed to making sure that 9 ASL and other SAM schools are part of that system, 10 for sure. But I'll get more information on what 11 that will look like after the -- 12 THE CHAIR: Because we're looking at what 13 needs to be in the motion. Because if they weren't, 14 it would have just been a straight with no 15 conditions, because there's nothing that we're 16 waiting for. 17 But if we put -- I'm not sure what 18 conditions to put into the motion, because we don't 19 know what we're waiting for. 20 The other schools, we know 100 percent 21 what we're waiting for. But the concern is -- 22 ACTING DIRECTOR BRAUER: Madam Chair, 23 based on the motion, I would say you would be safe 24 to put that in the motion. 25 THE CHAIR: Everything?</p>	<p>Page 518</p> <p>1 Commissioner Robbins, a second by Commissioner 2 Voigt. 3 Any further discussion? 4 (No response.) 5 THE CHAIR: If not, roll call, please. 6 COMMISSIONER ARMBRUSTER: Commissioner 7 Raftery? 8 COMMISSIONER RAFTERY: Yes. 9 COMMISSIONER ARMBRUSTER: Commissioner 10 Gipson? 11 THE CHAIR: Yes. 12 COMMISSIONER ARMBRUSTER: Commissioner 13 Robbins? 14 COMMISSIONER ROBBINS: Yes. 15 COMMISSIONER ARMBRUSTER: Commissioner 16 Caballero? 17 COMMISSIONER CABALLERO: Yes. 18 COMMISSIONER ARMBRUSTER: Commissioner 19 Crone? 20 COMMISSIONER CRONE: Yes. 21 COMMISSIONER ARMBRUSTER: Commissioner 22 Davis? 23 COMMISSIONER DAVIS: Yes. 24 COMMISSIONER ARMBRUSTER: Commissioner 25 Voigt?</p>

<p style="text-align: right;">Page 519</p> <p>1 COMMISSIONER VOIGT: Yes.  2 COMMISSIONER ARMBRUSTER: Commissioner  3 Armbruster votes "Yes."  4 That will be an eight-zero vote.  5 THE CHAIR: The motion passes, eight-zero.  6 Congratulations, and thank you from the bottom of  7 our hearts for everything that you do every day.  8 MR. RAFE MARTINEZ: Thank you.  9 THE CHAIR: Commissioners, we're going to  10 take about a 40-minute break, like we have.  11 (A recess was taken at 12:27 p.m., and  12 reconvened at 1:18 p.m., as follows:)  13 THE CHAIR: Okay. Good afternoon,  14 everyone. And thank you for traveling, and thank  15 you for your patience and indulgence with our lunch  16 break. We appreciate it.  17 And we appreciate everything that you've  18 done to get yourselves ready, let alone everything  19 that you do every day. And I think the room is a  20 testament to everything that you do. So we -- we  21 welcome everyone that came up with the school --  22 thank you very much -- and, hopefully, will be part  23 of this celebration. So thank you.  24 So just, once again -- and I know we have  25 had a short communication in regards to the e-mail</p>	<p style="text-align: right;">Page 521</p> <p>1 review the data -- no less than ten days -- the PEC  2 will review the data and remove the condition or  3 take other action, such as a Corrective Action Plan,  4 or possibly non-renew the charter.  5 At the future meeting, January or February  6 of 2020, the PEC will only consider the issues  7 related to the reason for the conditions and will  8 not consider any other issues related to renewal.  9 So we will absolutely close out  10 operational and financial today and 90 percent of  11 the academic, that the only thing that will remain  12 open is the data that is not yet available, so that  13 if the -- the school will know today if it's -- if  14 they're going to have to come back up and what they  15 would have to speak about, or if they're going to be  16 on the Consent Agenda, because you just have to show  17 stability. All right?  18 So, hopefully, we're -- hopefully, we're  19 good to go. So thank you once again.  20 And I will ask if anyone has not yet  21 signed up to speak during the Public Comments and  22 you wish to, there is a sign-up sheet there by  23 Ms. Friedman. There is only eight minutes allotted;  24 so that we will evenly divide the eight minutes up  25 between the number of people that sign up to speak.</p>
<p style="text-align: right;">Page 520</p> <p>1 that came out about the Accountability System. So I  2 have been making just a stock statement before every  3 school. If you have any questions about this going  4 forward, please don't hesitate to ask if you have  5 any questions or concerns, because we're trying to  6 make people feel as comfortable about this as we  7 can.  8 So let's -- so Renewal of Charters with  9 Conditions: The PED has not provided a report or  10 review of data for the School Year '18-'19  11 Accountability. It is important for schools to have  12 the complete -- sorry. For some reason, I can't see  13 right now -- the academic data as part of its  14 renewal information for this renewal and also for  15 future years. The PEC needs complete State  16 Accountability reports to make its best decision on  17 school renewal applications.  18 The PEC will review financial and  19 operational performance because the data is complete  20 at this meeting in December 2019. If the PEC  21 decides to issue a renewal with conditions, the PEC  22 will clearly state what Accountability information  23 it will review from the PED Accountability Report.  24 When the Accountability data is prepared  25 by PED and the school has had an opportunity to</p>	<p style="text-align: right;">Page 522</p> <p>1 So that CSD will give their report, you'll have your  2 15 minutes, we'll do the eight minutes of Public  3 Comment, and then we'll go into other questions.  4 So thank you.  5 ACTING DIRECTOR BRAUER: Madam Chair,  6 members of the Commission, before I defer to Deputy  7 Director Woerner, I had a few comments.  8 First off, I wanted to acknowledge the  9 student leadership in the room. It's wonderful to  10 see this for the second time today, the student  11 leaders joining us for this very important hearing.  12 I just wanted to acknowledge the community  13 members and the staff and my relatives that are here  14 today in supporting the school.  15 A few other thoughts or additions I wanted  16 to share. You received two different items during  17 the break. One is a colorful presentation that  18 Ms. Begay and the team will be going over. And the  19 other one is a one-pager, letter, from PSFA that  20 reevaluates the MC -- I'm sorry -- NMCI score.  21 And Karen will go into detail about that  22 in a bit; but I wanted to make sure each of you had  23 those two things.  24 And then, finally, I wanted to share a  25 brief -- a brief story about DEAP.</p>

<p style="text-align: right;">Page 523</p> <p>1 As you all know, I worked with Deputy 2 Secretary Bobroff very closely around the state to 3 support schools in developing their -- not only 4 their equity teams at their schools, but also their 5 multicultural, linguistically relevant or responsive 6 frameworks. 7 I was at the Navajo Nation a few weeks ago 8 with Ms. Begay and two students, Mikkell and Gabriel. 9 And they had a chance to present the school's 10 framework to the Navajo Nation leadership that was 11 there, including the President's Office. And it was 12 just a really wonderful experience to see the 13 leadership that was coming from the school around a 14 very important time period for our state. 15 And the Department has used, and will 16 continue to use, DEAP's framework as -- as a model 17 for other schools to really learn from and to figure 18 out, how do you create a multicultural or culturally 19 linguistically relevant framework that's really 20 place-based and really coming from the community. 21 And so I just wanted to share those -- 22 that big story with you-all so that you know that 23 the school and the students are really leading in 24 really important ways for all of our students across 25 the state.</p>	<p style="text-align: right;">Page 525</p> <p>1 100 percent sure as to why their seventh-graders 2 were not listed there, but they were not. 3 Their growth indices by subgroup, as you 4 see in the charts before you for both reading and 5 math, there was some, actually, significantly strong 6 growth in the first year of this chart, and less so 7 now; although, still at -- as expected at the zero 8 mark in terms of growth for their subgroups in 9 reading and math. 10 Regarding their student proficiency 11 subgroup, again, it reflects the same thing you saw 12 on the first chart, with a little bit of an incline, 13 upward trend for the first three years, and then a 14 drop with the last assessment last year. 15 They -- on their charter-specific goals, 16 they had two. In the first couple of years, they 17 seemed to struggle or were unable to provide the 18 adequate evidence. However, in '18 and '19, they 19 met those goals for both years. 20 Retention of students within the year 21 has -- was a little lower at the first year of the 22 contract term, but has been higher since, with a 23 slight decrease from the last few years from 24 93 percent to 83 percent; and that's at the end of 25 the school year.</p>
<p style="text-align: right;">Page 524</p> <p>1 And I'll defer to Karen. 2 MS. KAREN WOERNER: Thank you, Director 3 Brauer. 4 Madam Chair, Commissioners, school 5 representatives, and guests, thank you for being 6 here, all of you. 7 Of course, before you, I'm not even going 8 to try to pronounce your school name, because I 9 would not do it justice, and I apologize. 10 Thankfully, we get to refer to it as "DEAP." 11 DEAP serves Grades 6 through 11, current 12 enrollment of 40 students. And their mission is 13 focused on cultural, vocational, and academic 14 skills, transforming the community and their world, 15 holistic wellness, and balancing the needs of the 16 land and the needs of the people. 17 As you saw in your data analysis, the 18 Part A in your reports, Commissioners, you will see 19 that there was a bit of an incline, an increase in 20 their proficiency rates in math and reading, and 21 then a drop on the last year. Of course, that was a 22 bit different assessment; but, nevertheless, a drop 23 in the proficiency rates for both reading and math. 24 The science proficiency rate was not 25 listed on the SBA science spreadsheet. And I'm not</p>	<p style="text-align: right;">Page 526</p> <p>1 Between school years has ranged from 62 to 2 71 percent. 3 Their teacher retention rate, as you see 4 in the chart, took a drastic increase from '16 to 5 '17 and is at 80 percent teacher retention now. Of 6 course, they have very few teachers; so they're 7 impacted greatly by any changes there. 8 On the audit findings, there were four 9 audit findings this past year, three of which were 10 repeat. In each of those cases, they were other 11 non-compliance issues, not to be dismissed, but not 12 serious -- truly serious issues. 13 Going back to the initial chart, you will 14 see that -- the report on their grades. And then -- 15 because they Met Standards in two areas and then 16 Demonstrates Substantial Progress on the other areas 17 based on the rubric in the application. 18 And looking at the organizational 19 performance framework, as with all schools, the 20 school had to report on any that were repeat 21 Workings to Meet or Falls Far Below. And those are 22 listed there on Page 3. 23 The first was Applicable Education 24 Requirements. And that had to do with their 25 Next Step Plans not being complete or containing</p>

<p style="text-align: right;">Page 527</p> <p>1 their -- all of the required elements, and as well 2 as filing their assessments in their cume folders, 3 which the school is working to resolve. 4 The Special Needs Indicator -- 1D, 5 Students with Special Needs, was around some IEP 6 issues and calculating service hours. They have a 7 contracted special education person who is -- I saw 8 a marked improvement from '18 to '19 in their -- 9 their work around this -- these areas. 10 English Language Learners. Those had to 11 do with not only the identification, but more about 12 filing their assessment scores and sending parent 13 letters were the main points of concern. 14 Recurrent enrollment was at 65 percent. 15 So the current goal in the contract was 85 percent. 16 So their current enrollment was below the goal. 17 Financial compliance, we've mentioned the 18 findings. But also there were some concerns about 19 their audit and financial committee, Madam Chair, 20 not having the correct required members. The school 21 has been advised and corrected that. 22 The 3B was -- the governance one was about 23 holding management accountable. And this is the 24 reason that their governance responsibilities 25 received a Failing. We were not able to see a head</p>	<p style="text-align: right;">Page 529</p> <p>1 Chair, Patricia Gipson, and members of the PEC 2 committee. My name is Louella Poblano. I am the 3 head administrator for Dzil Ditl'ooi School of 4 Empowerment, Action and Perseverance. And I am here 5 to represent DEAP Charter School, its students, its 6 families, and the community. 7 And we would like to share with you our 8 challenges and successes as we present our school. 9 Thank you. 10 MR. GAVIN SOSA: Madam Chair, 11 Commissioners, good morning -- or good afternoon. 12 My name is Gavin Sosa. I am the vice president of 13 the DEAP governing council. 14 MS. KAYLA BEGAY: Hello. My name is Kayla 15 Begay. And I am one of the co-founders of the 16 school, as well as the head teacher. We're here to 17 present, and we're excited to be here. So thank 18 you. 19 THE CHAIR: Okay. Thank you. Are you 20 starting with this? 21 Yeah. I don't know -- is this the 22 beginning, or -- 23 MS. KAYLA BEGAY: Sure. We can start. 24 Okay. 25 THE CHAIR: Because we'll dim the lights</p>
<p style="text-align: right;">Page 528</p> <p>1 administrator evaluation for the last three years. 2 And so that was a concern. 3 Health and Safety requirements was related 4 to having visitors sign in and get a badge and be 5 identified -- I think they can tell when I'm on 6 campus -- and an immunization log issue that was 7 resolved. 8 100 percent of their employees signed the 9 petition. 81 percent of their households signed the 10 petition. And to Director Brauer's point regarding 11 the New Mexico Condition Index score, it was in your 12 packet. It's really high at 55.82 percent. That 13 was the letter we received from the PSFA. And the 14 letter that Mr. Brauer has handed out now is a 15 corrected report, I presume, from the PSFA, with a 16 just under 3 percent. So I don't know why -- 17 THE CHAIR: A substantial difference. 18 MS. KAREN WOERNER: -- but suffice it to 19 say that 3 percent is -- lower is better, so that's 20 really good. And with that, I conclude my report. 21 THE CHAIR: Okay. Thank you. And welcome 22 once again, and please if you will just identify 23 yourself for the record, anyone who's going to speak 24 for the school. 25 FROM THE FLOOR: Good morning, Honorable</p>	<p style="text-align: right;">Page 530</p> <p>1 so that folks can see it better. 2 MS. KAYLA BEGAY: All right. So we sit 3 here really honored to share our journey. It's been 4 a difficult journey, but it's something we're very, 5 very proud to share. And we're honored to have our 6 families and our parents and our students here. 7 A little bit about our school. I know 8 it's very hard for everyone to say, but our school 9 is called the Dzil Ditl'ooi School of Empowerment, 10 Action and Perseverance. Dzil Ditl'ooi is the name 11 of the mountain that rests in our community. It's a 12 very sacred mountain to us, and so it's a huge part 13 of our school, and we've learned a lot from it. Of 14 course, you can call us "DEAP" for short. 15 A little bit about DEAP. We're on the 16 Arizona borderline. We're within McKinley County. 17 And so I'd like to provide some context to 18 our community, because our curriculum is really 19 community-based. We were created to address our 20 community's needs and concerns. 21 So DEAP is located in the community called 22 Navajo, New Mexico. Navajo, New Mexico was home to 23 one of the -- most thriving industries on the Navajo 24 Nation, Navajo Forestry Products Industry. We 25 called it "NFPI" for short. So NFPI was created in</p>

<p style="text-align: right;">Page 531</p> <p>1 the 1960s, and it was a booming industry that 2 brought so much infrastructure and resources to the 3 community. 4 We had a lot of local economic 5 development. Homes were built; churches were built; 6 schools were built. We had a store. Navajo was one 7 of the only communities on the Navajo Nation that 8 even had a swimming pool. 9 And so people have fond memories of what 10 Navajo looked like as this thriving community. It 11 was this model community. 12 But in the 1990s, when NFPI closed, we 13 lost a lot of those resources. And so this is what 14 you see today. This is that same swimming pool. 15 Our community currently is in a crisis from all of 16 this. 17 This picture here was taken last Tuesday. 18 I would say in the past year, we've had at least ten 19 incidences of arson. This is what our students see 20 every day. So, for us, sometimes it's a challenge 21 to provide an education when our students struggle. 22 In addition, the Navajo Nation struggles 23 with a lot of things. So these are just some of the 24 statistics that exist out there. 25 MS. LOUELLA POBLANO: And despite these</p>	<p style="text-align: right;">Page 533</p> <p>1 mention, too, that the Navajo Nation is what is 2 considered a food desert. What this means is that 3 we are roughly the size of these three states here, 4 and we only have 13 grocery stores. 5 Our community used to have a community 6 market, where we could buy meat and vegetables; but 7 that closed in the past two years. And so how do we 8 expect our students to be prepared for school when 9 all they have access to is junk food? 10 So this is -- these are a couple of the 11 issues that we face. 12 In addition, due to, you know, just 13 historical trauma, our people are losing their 14 language and access to culture. So in 1980s, the 15 percentage of fluent Navajo-speakers was 93 percent. 16 In 2010, it's 51 percent. The new data for 2020, 17 we're expected to be at 40 or below. 18 And so this -- the Navajo Nation has 19 identified this as a priority area. And they're 20 trying to figure out what institutions are going to 21 combat this. And education, they feel, is the 22 biggest key. 23 So in 2012, this was that recreation 24 center that was once thriving. But due to no money 25 to fix it, it's just an abandoned building.</p>
<p style="text-align: right;">Page 532</p> <p>1 statistics, I believe that our school is a safe 2 place for our students and families. But I want you 3 to really look at some of the real statistics that 4 we have to deal with on a daily basis. 5 43 percent of the people in -- on the 6 Navajo Nation live in poverty, and the rate is 7 probably higher in the small community of Navajo. 8 And the suicide rate is 25 percent. And a 9 lot of it impacts very, very young people, including 10 some of our students. 11 And of the people who are 25 or older, 12 only 56 percent have a high school degree. 13 And our families are -- you know, the 14 median income is at \$20,000, and our median age is 15 24. 16 So we have a lot of young people in our 17 community on the Navajo Reservation. And, you know, 18 with what we are confronted with, with unemployment 19 and all the -- the environmental issues that Kayla 20 has presented, we look at those, and we tell our 21 students, we tell our families, "The only way we can 22 move is up. And we are here to support you, and we 23 are here to help develop those student leadership 24 skills." 25 MS. KAYLA BEGAY: I also just want to</p>	<p style="text-align: right;">Page 534</p> <p>1 During that time, our community really -- 2 it was an eyesore. And so we did something about 3 it. All kinds of different people came, 4 grandparents with their grandkids, youth, elders, 5 and they created this mural. And I think this 6 provided us with some energy to start dreaming what 7 else can we do in our community. 8 I think we realized that if we want to 9 change things, if we want to transform things, we 10 have to do them ourselves, because we know what's 11 best for us. 12 And so that pushed our community to start 13 dreaming. And that's sort of how DEAP came into 14 existence. 15 So we thought a lot about education. 16 Education is the space where we're going to raise 17 those leaders. So we looked at how our ancestors 18 learned, how they lived, how they thrived. We 19 looked at what other schools were doing serving 20 indigenous students. We also looked at what kind of 21 movements young people were leading, as far as 22 environmentalism and water rights. 23 And then we started to engage with our 24 community. We had almost weekly meetings. We went 25 door-to-door. We talked to people of all</p>

<p style="text-align: right;">Page 535</p> <p>1 generations, and we asked them, "What do you -- what 2 does this community need to be successful?" 3 And that's how we were able to identify 4 our priority areas. 5 MS. LOUELLA POBLANO: And a lot of the -- 6 a lot of the commonalities that came out of the 7 community meetings is, "What are our needs?" 8 And the first priority is safety. And we 9 want our families safe. We want our children safe, 10 and how do we go about doing that. 11 Another critical area was access to 12 culture. Intergenerational healing. There's been a 13 lot of traumatic events, you know, starting with our 14 grandparents, surviving boarding school, and all the 15 way to our young children that are in our schools 16 that are dealing with gang violence. 17 So in these conversations, we talked about 18 what are the different pathways that we can create 19 to rebuild our community, and as we're rebuilding 20 our community, you know, what are the skills that 21 are needed to help these students learn student 22 leadership, how to speak, how to write, how to be, 23 you know, in a position where they're able to be 24 their leaders and showcase, "This is what we have. 25 This is what we're going to do about it."</p>	<p style="text-align: right;">Page 537</p> <p>1 food. And you can just see from this picture how 2 engaged and excited they are. But even more so, 3 they're learning STEAM concepts. They're learning 4 how to measure. They're learning about volume. 5 They're learning about heat. And they're learning 6 how to connect to each other. 7 So we do a lot of these activities, and 8 they're a lot of work. But I love seeing things 9 like this, because everyone has an opportunity to be 10 a teacher, no matter what age you are, and a 11 learner. 12 We also try to really focus on building 13 student identity. Sometimes it's -- it can be a 14 frustrating experience to be a young Native person 15 and not really understand who you are. And so we 16 empower our students by giving them opportunities to 17 learn their cultural arts, to learn their history. 18 We also have recently created a 19 traditional learning structure called a hogan, and 20 we've been inviting a lot of guests to share lessons 21 with us. And our students really love being in that 22 space. 23 I think one of the most beautiful things 24 about our cultural curriculum is that it's not just 25 for our students, you know. It's -- there -- it</p>
<p style="text-align: right;">Page 536</p> <p>1 So we do our best at DEAP to make learning 2 relevant and make learning fun at the same time, 3 but, at the same time, adding serious real issues 4 within our community. 5 MS. KAYLA BEGAY: This is our mission. 6 And thank you, Karen, for sharing. It's a long 7 mission. But, for us, it was very important for us 8 to have a clear pathway, what are we really trying 9 to do. 10 And so there's a lot of strong verbs in 11 there that we have our students work towards. You 12 know, our ultimate vision was we want to empower not 13 just our students, but our community to do things 14 that are going to help others. 15 So from all of that, this is how the DEAP 16 curriculum was created. This is the framework that 17 we've been presenting to the Navajo Nation. And 18 there's a lot of things that we've learned; there's 19 a lot of the things that we're innovative about. 20 But it's all rooted in who we are as Diné people. 21 So our first focus area is empowerment 22 through culture and relevancy. 23 In DEAP, we make culture the core of our 24 curriculum; it's not just an elective. Here, our 25 students are learning how to make a traditional</p>	<p style="text-align: right;">Page 538</p> <p>1 creates an opportunity for them to be leaders. 2 They're passing on that culture to the next 3 generation. And sometimes they're passing on that 4 culture to their older family members, who didn't 5 have access to it. 6 One of the projects that we led was the 7 DEAP moccasin-making project, where our students 8 learned how to make moccasins, and they made them 9 for the younger people in the community. And I 10 think in that way, we're redefining what does 11 leadership look like for us. 12 In addition, elders are a big part of our 13 community. I'm real honored to have one of our 14 grandmas here. (Native language spoken.) 15 You know, they come here, and they share 16 their teachings. Even just having them there has a 17 really positive effect on our students. And we try 18 to give back. There, you have a couple of students 19 chopping wood for the elders. 20 So I think for us, the reason why culture 21 is so important is that it's the link that connects 22 us to our ancestors and that's going to connect us 23 to our grandchildren in the future. And so it's 24 really important that we preserve that and that we 25 continue those teachings.</p>

<p style="text-align: right;">Page 539</p> <p>1 Another thing that we noticed about our 2 cultural curriculum was for our young men. Many of 3 them struggle in traditional schools. And what we 4 noticed with our cultural programs is that it gives 5 them purpose. 6 Some of them might have struggled in math; 7 but they sure can show us how much wood they can 8 chop. They can contribute in that way. You know, 9 they're excited to come to school. Some of them 10 will come to school at 5:00 a.m. to start a fire for 11 our cooking, or they'll stay the whole night and 12 monitor it. And I think that's really exciting to 13 see them take on that role. It is a leadership role 14 in our community. 15 Our next focus area is our wellness and 16 perseverance philosophy. 17 So our young people face a lot of issues, 18 from diabetes to suicide. And so we try to think 19 about our children in a holistic way. This is the 20 DEAP hózhó wheel. In Navajo culture, "hózhó" 21 translates lights to balance, wellness. And so we 22 really try to think deeply about all these different 23 areas that are affecting our students and how do we 24 provide support in those areas. We also created our 25 core values based off of that.</p>	<p style="text-align: right;">Page 541</p> <p>1 school, a lot of our elders stressed that they were 2 worried what would happen to the land after they are 3 gone, who would plant, who would take care of the 4 sheep. And so land has been a big focus. 5 Our students, every year, they grow an 6 acre of corn, and they're engaged in every single 7 step of the process, from the planting, to the 8 weeding in the summer, to the irrigating or 9 water-hauling when there's a drought. 10 And we host our annual community harvest, 11 where we cook the traditional foods. 12 And I'm really proud to say that we have a 13 school seed library in our community that has all 14 the seeds that we've grown over the years. 15 This area also naturally lends to us 16 exploring our food systems. So butchering and sheep 17 are a really important part of Navajo life. So 18 we're giving these students the skill where they can 19 learn the skill from elders. They can learn how to 20 live from the land, and they can learn how to feed 21 their communities and their families. 22 Again, we do a lot of culinary -- 23 traditional culinary cooking methods, and there's so 24 much science involved in it. 25 We also do some food foraging for, where</p>
<p style="text-align: right;">Page 540</p> <p>1 So some of the activities we do around 2 wellness are around physical wellness and bringing 3 in those opportunities for them to engage in yoga. 4 We go on weekly runs so they can push themselves to 5 be resilient. We go on a lot of hikes. And these 6 hikes are really empowering, because they, again, 7 build leadership. Someone who might have a behavior 8 issue will be the one stepping up and carrying extra 9 water or helping someone if they fall. 10 They love being with the land, and it just 11 creates this community feel. We know our 12 surroundings, and we know how to take care of them. 13 We also try to think about other pathways. 14 We bring in local people who have skills in the 15 arts. We've had our students create their own 16 music. 17 We work with the Navajo Nation Fish and 18 Wildlife Department to bring in some Hunters Ed for 19 those students who are interested. 20 We work with the National Indian Youth 21 Project for Project Venture, where our students are 22 using land-based techniques. 23 Our next focus area is experiential 24 learning through agriculture education. 25 So when we were trying to create the</p>	<p style="text-align: right;">Page 542</p> <p>1 students learn about the foods around us and the 2 land. And they learn about their ecosystem. They 3 learn how to make traditional tools from the things 4 that we have around us and how to be 5 self-sufficient. 6 Our next -- our last focus area is service 7 learning for community action and leadership. 8 So we want our students to be leaders, not 9 after a diploma, not after college, but today. And 10 so they have a lot of ideas. They just don't always 11 have the support or the direction. 12 And so they have taken on this challenge 13 of leading our annual community cleanup. They work 14 hard to pick up the trash. They collect medicines 15 for elders. Recently, they just learned how to 16 build solar boxes. And so they're going to donate 17 those to families who don't have electricity. 18 They also helped to build our DEAP hogan, 19 and it's really inspired a lot of them to build one 20 for themselves and their families. 21 So this is the DEAP curriculum. This is 22 what we do. This is who we are. And there have -- 23 it's led us to a lot of really great things. 24 MS. LOUELLA POBLANO: And, as Karen 25 shared, New Mexico PED has some academic</p>

<p style="text-align: right;">Page 543</p> <p>1 expectations. And DEAP School has met, pretty much, 2 a lot of the expectations that are set out. 3 As you can see in our trend data, from the 4 first year of DEAP School, they started out with a 5 "B"; then they moved into a kind of like a low "B"; 6 and then last year, we had a high "B." 7 This year with the transitional 8 assessment, it will be interesting to see, you know, 9 how we will move forward with that. 10 But, irregardless, we continue to send 11 that message that, you know, if you're a student 12 here at DEAP School or you're an adult here at DEAP 13 School, learning is very, very important, and 14 setting those goals of what you can accomplish by 15 the end of the year is also important. 16 And with our short-cycle assessment, using 17 the NWEA assessment test, we have continued to 18 perform really well in math. We do want at least 19 the majority of our students to meet the proficiency 20 levels. So math is one area that our students excel 21 in. Math and science are the two areas that our 22 students excel in. 23 They struggle with ELA. And the academic 24 English language that we have to read about in 25 our -- in our English classes, our history classes,</p>	<p style="text-align: right;">Page 545</p> <p>1 I remember one session that I went, where, 2 you know, I was teaching the families of how to map 3 their family, you know, just their whole family. 4 And, you know, in that mapping that we did of, you 5 know, "Here's the mother, here's the father, here's 6 the children, here's -- you know -- it was a day of 7 enlightenment for me, because I was able to hear 8 lots of honorable family stories during that time. 9 One of the things that we like to do is we 10 like to push the boundaries of what traditional 11 culture looks like. I know that, you know, there 12 are -- there's a -- there's one perspective where 13 culture and tradition should be taught at home. But 14 what if our families and what if our students did 15 not have exposure to that culture and that 16 tradition? 17 So DEAP School is a way for us to present 18 and expose that enriching opportunity for our 19 students and families to engage in culture. 20 Kayla mentioned a -- sorry. Kayla 21 mentioned a hózhó wheel. As our -- this is the one 22 school -- as a school leader, I worked in lots of 23 schools. And the -- the students at DEAP School, 24 the staff at DEAP School, they practice lots of 25 reflection. And those reflections are shared. It's</p>
<p style="text-align: right;">Page 544</p> <p>1 our science classes, our students struggle with that 2 academic language of English. 3 But we are continually looking for 4 research-based instructional strategies that will 5 help our students have access to those rigorous 6 curriculum content areas. We want all our students 7 to be very proficient in what they read and how they 8 speak and how they present. 9 And a little bit about the strategy and 10 planning. As we plan every year for DEAP School, we 11 kind of have to look at everything from a holistic 12 point of view. We look at our yearly calendar. We 13 take into consideration, is there going to be an 14 eclipse this year. When do we anticipate the first 15 snow? And if we hear the first thunder, that also 16 helps us drive and direct our curriculum in a -- in 17 a responsive way; because we have reverence for 18 those natural occurrences that happen throughout the 19 year. 20 One of our big highlights is our 21 Grandparents Day. And, you know, it's really a -- 22 you know, Kayla mentioned the intergenerational 23 learning. Our students are there to provide a lot 24 of support for our parents. But it is also a day 25 where our grandparents are sharing that knowledge.</p>	<p style="text-align: right;">Page 546</p> <p>1 a way we build culture. It a way we build our 2 improvements for ourselves and also for creating 3 solutions. 4 MS. FRIEDMAN: Your time is up. 5 MS. KAYLA BEGAY: Our time is up. Okay. 6 And so, just, the rest of the presentation focuses 7 on what we're challenged with, and then what we're 8 doing to move forward. 9 So over the next five years, we hope to 10 focus on these areas: Continuing pathways for 11 wellness and learning through systems, looking at 12 community leadership curriculum, thinking about some 13 action research. 14 We're doing some great things, and we 15 recognize that. But we don't have the research, so 16 we're working on that. 17 And building more opportunities for our 18 students to actually hold these positions of 19 leadership. 20 Our college -- we're going to graduate our 21 first class, hopefully, next year. And so just 22 really focusing on that and continuing to build 23 those pathways toward college and career and then 24 growing our operations. 25 MS. LOUELLA POBLANO: And growing our</p>

<p style="text-align: right;">Page 547</p> <p>1 operations, you know, we've been blessed with a 2 community school grant, and we've been blessed with, 3 you know, several things, where it gives us that 4 capacity -- excuse me -- it gives us that capacity 5 to look at DEAP School and say, you know, "We want 6 to build a whole school of hogans, and this is what 7 I would like. This is what we would like DEAP 8 School to look like." 9 So in growing our leaders and growing and 10 supporting our current staff to go out and seek that 11 pathway, you know, we have several AmeriCorps -- we 12 have two AmeriCorps. One wants to be our future 13 counselor. The other AmeriCorps wants to be our 14 future English teacher. 15 So we talk to our families; we talk to our 16 staff members in developing not only themselves as 17 professional, you know, career-empowering people to 18 help our school grow; but we also share, you know, 19 what can our school look like, what kind of 20 opportunities can we build with DEAP School. 21 One of our challenges is strengthening our 22 school governance. You know, I've been a 23 administrator in a public school setting. As a 24 public school administrator, you don't have to think 25 about recruiting students. You don't have to think</p>	<p style="text-align: right;">Page 549</p> <p>1 COMMISSIONER DAVIS: I went to visit them 2 in June, and I was just so impressed. Yeah. 3 They're doing really great work. And they have 4 significant challenges. 5 THE CHAIR: They do. They do. So there 6 are potentially five people that signed up to speak. 7 And I say "potentially," because three of them 8 didn't indicate whether they wanted to speak or not. 9 So I'm not sure. 10 So first on the list -- it says, "Mikkel 11 Bia and students." So I'm assuming it's a group. I 12 am going to have to ask you to please say your name 13 for the record before you speak. So thanks. 14 FROM THE FLOOR: Is the green light still 15 on? 16 FROM THE FLOOR: Yes. 17 THE CHAIR: Okay. 18 FROM THE FLOOR: My name is Gabrielle 19 Roanhorse. 20 FROM THE FLOOR: My name is Meljorie 21 Segay. 22 THE CHAIR: I'm sorry. You need to be a 23 little louder. 24 FROM THE FLOOR: My name is Meljorie 25 Segay.</p>
<p style="text-align: right;">Page 548</p> <p>1 about recruiting GC members. You don't have to 2 think about student enrollment, recruiting students. 3 So those are really new for me. 4 But I think, for a charter school, it's 5 very important. So strengthening our school 6 governance, strengthening our parent advisory, 7 building the collaboration with the Navajo Nation 8 with our local -- with our local Red Lake Chapter 9 House and all the -- you know, we have -- we have 10 CDC housing. We need to connect with them and see 11 what can we do to help better the housing situation 12 in Navajo. 13 So we're looking at a lot of different 14 pathways to move not just our school, but our 15 community, forward. 16 And that is the end of our presentation. 17 Thank you. 18 THE CHAIR: Thank you so much. 19 MS. KAREN WOERNER: Are you finished with 20 the projector? 21 MS. KAYLA BEGAY: Uh-huh. 22 COMMISSIONER DAVIS: So, Madam Chair, this 23 school is in my district. And I am just so proud to 24 have them. 25 THE CHAIR: Thank you. Thank you.</p>	<p style="text-align: right;">Page 550</p> <p>1 FROM THE FLOOR: My name is Riley Deskins. 2 FROM THE FLOOR: Members of the Public 3 Education Commission, we are here on behalf of our 4 classmates, families, and community. It is with 5 great pride that we sit here representing Dzil 6 Dit'looi School of Empowerment, Action and 7 Perseverance student body. All of us feel blessed 8 to have a school like DEAP because it brings our 9 family and community together. 10 FROM THE FLOOR: DEAP has given us the 11 opportunity to become leaders in our -- I'm sorry. 12 DEAP has given us the opportunity to 13 become leaders in our community. At DEAP, we have 14 learned how to properly plan and lead events that 15 empower not only students, but also our families. 16 Two years ago, some of us were here advocating for 17 DEAP to continue. We are not here just as students, 18 but as leaders striving to create better 19 opportunities for our future generation. 20 FROM THE FLOOR: DEAP provides a powerful 21 educational experience that connects learning to 22 culture, wellness, service, and community. It is 23 unfortunate that most schools do not offer this same 24 experience, as it is crucial for indigenous students 25 to have access to their traditional knowledge</p>

<p style="text-align: right;">Page 551</p> <p>1 systems.</p> <p>2 THE CHAIR: You have to give us your name.</p> <p>3 THE WITNESS: Hello. My name is Mikkel</p> <p>4 Bia. M-I-K-K-E-L, B-I-A.</p> <p>5 FROM THE FLOOR: In fact, because of</p> <p>6 DEAP's commitment to Navajo culture, we know how to</p> <p>7 prepare traditional foods, create cultural arts, and</p> <p>8 the importance of what it means to be an indigenous</p> <p>9 person. It has helped us to be competent and</p> <p>10 connected to ancestors.</p> <p>11 At DEAP, Navajo culture is the core of our</p> <p>12 curriculum, not just an elective. The focus on</p> <p>13 culture has allowed many of us to grow academically,</p> <p>14 socially, spiritually, physically, and mentally.</p> <p>15 DEAP is a supportive environment that</p> <p>16 challenges me to step outside my comfort zone to</p> <p>17 find new talents and new interests. Because of</p> <p>18 DEAP, I know who I am and what I want to accomplish.</p> <p>19 FROM THE FLOOR: At DEAP, I am encouraged</p> <p>20 to be curious and explore what is important to me,</p> <p>21 like moccasin-making. DEAP has taught me how to be</p> <p>22 independent and that an indigenous woman can</p> <p>23 persevere through anything.</p> <p>24 FROM THE FLOOR: DEAP -- DEAP has taught</p> <p>25 me how to build relationships with my peers, the</p>	<p style="text-align: right;">Page 553</p> <p>1 We want to watch DEAP grow into a</p> <p>2 successful school that honors traditional practices</p> <p>3 and academic accomplishments.</p> <p>4 IN UNISON: We are Rez Kids Rising.</p> <p>5 (Applause).</p> <p>6 THE CHAIR: Thank you.</p> <p>7 Next on the list is Tierra Bia.</p> <p>8 FROM THE FLOOR: Hello. My name is Tierra</p> <p>9 Bia, and I am Mikkel's older sister.</p> <p>10 Madam Chair, Commissioners, hello.</p> <p>11 Ya'a'teeh. My name is Tierra Bia, and I am here on</p> <p>12 behalf of the parents, families, and communities of</p> <p>13 Dzit Ditol'ooí School of Empowerment, Action and</p> <p>14 Perseverance.</p> <p>15 First and foremost, DEAP is one of the</p> <p>16 most encouraging, uplifting, and culturally</p> <p>17 empowering schools we have allowed our children to</p> <p>18 attend. There is a family feel at DEAP, and we have</p> <p>19 all felt welcome since our first experience with the</p> <p>20 school. It is noticed that our children wake up</p> <p>21 early, and they are excited to go to school. They</p> <p>22 want to be there.</p> <p>23 As parents, it is great to be a part of a</p> <p>24 school that has the ability to build a connection</p> <p>25 with the students, families, and community. It's as</p>
<p style="text-align: right;">Page 552</p> <p>1 land, and my culture.</p> <p>2 FROM THE FLOOR: I believe in DEAP because</p> <p>3 it's -- I believe in DEAP because -- because the</p> <p>4 teachers always encourage students to complete</p> <p>5 assignments and stay on top of their academics.</p> <p>6 With that, my overall grades have drastically</p> <p>7 improved, in my math, writing, reading, and science</p> <p>8 skills.</p> <p>9 FROM THE FLOOR: Good afternoon. My name</p> <p>10 is Maya Clark. DEAP staff supports me by helping me</p> <p>11 with whatever I need help with. DEAP is like my</p> <p>12 family, and I know the staff and students value me</p> <p>13 at DEAP. I am able to be myself.</p> <p>14 We hope that DEAP is renewed so we can</p> <p>15 continue being part of an inspiring community that</p> <p>16 values our well-being and our future.</p> <p>17 FROM THE FLOOR: DEAP is more than just a</p> <p>18 school. DEAP is a family. DEAP links generations</p> <p>19 through oral teachings and stories.</p> <p>20 FROM THE FLOOR: We are prospering into</p> <p>21 something bigger. After we graduate from DEAP, we</p> <p>22 will continue to stay active at DEAP by assisting</p> <p>23 and leading in community events, sharing our</p> <p>24 knowledge and showcase the positive experience that</p> <p>25 DEAP has to offer.</p>	<p style="text-align: right;">Page 554</p> <p>1 if everyone knows one another. Help is offered, and</p> <p>2 many suggestions are given when our students begin</p> <p>3 to show slack.</p> <p>4 Whether it be the extra tutoring or</p> <p>5 one-on-one time, we realize that the teachers take</p> <p>6 our children's education with major effort and</p> <p>7 diligence.</p> <p>8 The students have shown great academic</p> <p>9 growth with grades turning to A's and B's and</p> <p>10 receiving honor roll certificates. The educators</p> <p>11 take the initiative and extra step to make sure our</p> <p>12 students' instructional needs are met.</p> <p>13 We also appreciate that DEAP prioritizes</p> <p>14 Navajo traditions, culture, and language. It is</p> <p>15 amazing to hear that those teachings are being</p> <p>16 brought home with the students, as some families</p> <p>17 have not always had the same opportunity.</p> <p>18 Our children all have had the chance to</p> <p>19 build their Navajo knowledge with various hands-on</p> <p>20 cultural activities. This includes learning to bake</p> <p>21 a traditional Navajo cake-in-the-ground,</p> <p>22 participating in the Navajo male coming-of-age</p> <p>23 ceremonies, and learning to use natural plants for</p> <p>24 the benefit of their health.</p> <p>25 These are just a few teachings that are</p>

Page 555	Page 557
<p>1 relatable to our children's lives and identity as 2 Navajo people. 3 Furthermore, diabetes is a very 4 significant problem around the Navajo Reservation, 5 and the families believe that it is important for 6 DEAP to teach the students how to rise above this 7 epidemic. DEAP practices good health by ensuring 8 the students exercise during their school day, 9 reducing their sugar and sodium intake, motivating 10 them to drink water, and engaging the students in 11 regular nature walks and hikes. 12 Not only does DEAP practice good physical 13 health, but DEAP considers the students' mental, 14 emotional, and spiritual well-being. They do this 15 by guiding the students through a self-evaluation 16 diagram, daily reflection, prayer, and even 17 meditation. These techniques are used to guarantee 18 that the students are completely present during 19 their studies. 20 DEAP definitely had an impact on numerous 21 families throughout the years of service and 22 dedication towards our community. With all this 23 being said, the parents, families, and community of 24 DEAP respectfully urges the Public Education 25 Commission to continue to support Dzil Ditl'ooí</p>	<p>1 But that's so much that we see and how it 2 helps with the community. Planting. And we -- they 3 enjoy it. And they come home with stories. 4 And we just had a field trip that -- we 5 had a guest speaker. And he told us about the -- 6 how we have use the Navajo stories, how we use 7 the -- or the skins and the animals and stuff. 8 And it's just amazing how much we've 9 learned -- well, I learned, myself. 10 And my kids -- and I go home and tell my 11 mom what we've got going on. And it's such a good 12 thing and refreshing to see; 'cause I see other 13 schools and the other public schools, and they don't 14 have that. 15 And I really hope this school continues so 16 that the people that we have can thrive. 17 THE CHAIR: Thank you so much. 18 FROM THE FLOOR: Thank you. 19 THE CHAIR: And I'm back to Brett. 20 Okay. Next is Vincent Bia. 21 No? It's, like I said, the note -- they 22 didn't indicate whether they wanted to speak or not. 23 MS. KAYLA BEGAY: It's okay. He's -- 24 THE CHAIR: Okay. All right. We're good. 25 Thank you so much. And thank everyone once again.</p>
Page 556	Page 558
<p>1 School of Empowerment, Action and Perseverance, as 2 our children are thriving and deserve the education 3 that DEAP is providing. 4 Thank you. (Native language spoken.) 5 THE CHAIR: Thank you. Next on the list 6 is Brett. And I don't -- don't know if -- oh, I'm 7 sorry. Actually, it's -- Jade Dennison is next. 8 And I don't know if Jade -- because there's no 9 indication whether they wanted to speak or not. So 10 I don't -- I do not know. 11 FROM THE FLOOR: Jade, do you want to 12 speak? If you want to, you can. If you don't, you 13 don't have to. 14 FROM THE FLOOR: Hello. I'm Jade 15 Dennison. I have two daughters that attend the 16 school. We were a military family. And my husband 17 passed away, and we came home. And now my kids are 18 getting the traditional teachings that they missed 19 being far away. And this has helped us build a lot 20 more friends and a lot closer connections. 21 We -- I'm very involved with the school. 22 And I made -- all the students know me. And it's 23 really good to see what they're teaching. And my 24 daughter brings home stuff that I didn't even know. 25 And I was like, "Oh, that's good to hear."</p>	<p>1 The folks from the school, if you want to 2 come back up. 3 So I want to thank you, 'cause this is 4 Hump Day for us. We've got 19 schools. We started 5 Monday morning. We're here until Friday afternoon. 6 And between the last school and this 7 school, it actual truly is a refreshing celebration 8 of why we are here, what we do. 9 And the only thing I truly can say is I 10 hope you continue to serve as an example, not just 11 for your community, but for the greater community of 12 New Mexico on the pathway of how we -- how we 13 address the needs and how we help to support our 14 community, because this is what charters are about. 15 I know this is what you started your 16 school about. And this is everything that is 17 contained in the equity councils, the 18 Yazzie-Martinez decision, that we need to do better 19 to serve our communities. And you are the absolute 20 shining example of that. 21 So, once again, it's where we fall short 22 on our celebrating that and using you and those 23 other schools for the example to the State of this 24 is -- yes, it not only can be done, it is being 25 done, and it's being grown.</p>

<p style="text-align: right;">Page 559</p> <p>1           So I want to thank you for that.</p> <p>2           I also think, Mr. Brauer, that this school</p> <p>3           may be the leader in getting rid of the red marks.</p> <p>4           It's close.</p> <p>5           ACTING DIRECTOR BRAUER: Madam Chair, I</p> <p>6           didn't want to -- I know we buried the lede on that;</p> <p>7           but I thought you would say that I think this is a</p> <p>8           great example of a school that went from a certain</p> <p>9           spot to a place that really has --</p> <p>10          THE CHAIR: Absolutely. So we want to --</p> <p>11          and as I've told other schools, that is also a</p> <p>12          testament to how connected and well the school is</p> <p>13          operating.</p> <p>14          And I know you've had your challenges with</p> <p>15          your governance council. And we've cycled around</p> <p>16          that a lot. But no matter who's been there, there's</p> <p>17          always been that connection in the conversation.</p> <p>18          And that continues in the school, and that shows how</p> <p>19          you've been able to move yourself out of those areas</p> <p>20          that were definitely problematic. And you're also</p> <p>21          just starting to.</p> <p>22          So this school is in a little bit</p> <p>23          different place than some of the other schools that</p> <p>24          we've seen, because they've been around a while and</p> <p>25          moved out. But it's kind of understandable, as</p>	<p style="text-align: right;">Page 561</p> <p>1           THE CHAIR: To transport students.</p> <p>2           COMMISSIONER CABALLERO: Because I was</p> <p>3           proposing an alternative, and I got shut down.</p> <p>4           THE CHAIR: For those that have been on</p> <p>5           for, I guess -- at least three -- would you please</p> <p>6           note that Commissioner Robbins has -- oh, yes. He's</p> <p>7           on to a meeting, so I don't think he's coming back.</p> <p>8           COMMISSIONER ARMBRUSTER: He's not coming</p> <p>9           back today.</p> <p>10          (Commissioner Robbins has left</p> <p>11          the meeting.)</p> <p>12          THE CHAIR: And as a head administrator,</p> <p>13          Commissioners would probably receive that e-mail</p> <p>14          about the "No Suburbans."</p> <p>15          COMMISSIONER VOIGT: I did, after we have</p> <p>16          bought one.</p> <p>17          THE CHAIR: Yeah. Because a number of our</p> <p>18          charters used to rent and transport. And it was</p> <p>19          unfortunate. I kind of understand some of it. But</p> <p>20          it was devastating to charter schools.</p> <p>21          So I don't know if we -- I guess I'm</p> <p>22          asking; because I don't -- obviously, I don't have</p> <p>23          the answers. But it's a shame that we can't use CTE</p> <p>24          monies -- and I'm just throwing this out there --</p> <p>25          CTE monies to help get some students or graduate</p>
<p style="text-align: right;">Page 560</p> <p>1           anyone who's been in the -- you know, in the</p> <p>2           groundbreaking of these schools, it's more than</p> <p>3           challenging.</p> <p>4           And as you mentioned, when you come in as</p> <p>5           an administrator, being administrator at another</p> <p>6           public school pales in comparison to being a leader</p> <p>7           in a charter school, because you're asked to do so</p> <p>8           much more and to buy in with the community. And so</p> <p>9           we appreciate that continued hard work that you've</p> <p>10          done there.</p> <p>11          So I hope we can spend more of our time</p> <p>12          today actually trying to talk about how do we help</p> <p>13          with the challenges, you know. Because they're</p> <p>14          identified. So, you know, what can we, as the</p> <p>15          community, help to do to see what we can do to help</p> <p>16          the challenges so that the school can grow.</p> <p>17          So I guess one of your biggest challenges,</p> <p>18          without a doubt, is transportation.</p> <p>19          MS. LOUELLA POBLANO: Yes.</p> <p>20          THE CHAIR: And it's not for want of</p> <p>21          wanting to do it, but it's the lack of finding a</p> <p>22          service provider; right?</p> <p>23          COMMISSIONER CABALLERO: Madam Chair. And</p> <p>24          also the restrictions of what can be used to</p> <p>25          transport students.</p>	<p style="text-align: right;">Page 562</p> <p>1           students to get certified.</p> <p>2           And wouldn't it be a shame -- or isn't it</p> <p>3           a shame -- that there's not, like, seed money to</p> <p>4           start a small business in a rural community so that</p> <p>5           a bus could be purchased to help -- you know, to</p> <p>6           help this.</p> <p>7           So maybe we can have that. Not here</p> <p>8           today, but that greater conver- -- why can't that</p> <p>9           happen, that, you know, you get some folks that are</p> <p>10          genuinely interested in doing this.</p> <p>11          And there's all sorts of small business</p> <p>12          opportunities. And there's got to be even more</p> <p>13          funding that's available for a rural area. And why</p> <p>14          not help the school help to, you know, help</p> <p>15          themselves and their students and their -- you know,</p> <p>16          they've got -- they're going to have their first</p> <p>17          graduating class. And why can't we encourage a</p> <p>18          small business from starting?</p> <p>19          You know, to me, that's -- that's part of</p> <p>20          what we should be doing.</p> <p>21          So maybe that's something that we can look</p> <p>22          at. Because I know that's your growth challenge,</p> <p>23          without a doubt.</p> <p>24          So, I'm putting it out there so that,</p> <p>25          hopefully, we can maybe find some help for this.</p>

<p style="text-align: right;">Page 563</p> <p>1 So...</p> <p>2 COMMISSIONER CABALLERO: You go first, and</p> <p>3 I'll go after.</p> <p>4 COMMISSIONER ARMBRUSTER: I have a lot of</p> <p>5 questions, as usual. But one pretty simple one.</p> <p>6 So you just go from sixth grade to</p> <p>7 eleventh grade? And then what? Either -- well, for</p> <p>8 sure, what happens? And then why is that?</p> <p>9 MS. KAYLA BEGAY: So when we applied for</p> <p>10 our original charter, we applied for the five years.</p> <p>11 And we started with sixth and seventh, and so we're</p> <p>12 growing up. So within the five years, it would</p> <p>13 reach eleventh --</p> <p>14 THE CHAIR: Next year they'll have their</p> <p>15 first twelfth-graders.</p> <p>16 COMMISSIONER ARMBRUSTER: I was misreading</p> <p>17 that. It says sixth through eleventh. Why would</p> <p>18 you stop at eleventh? I'm sorry. My</p> <p>19 misunderstanding.</p> <p>20 I wanted to -- I would come there anytime.</p> <p>21 And so I have questions. But I recall --</p> <p>22 actually, I was in the audience when they approved</p> <p>23 you for a --</p> <p>24 THE CHAIR: You were, yeah.</p> <p>25 COMMISSIONER ARMBRUSTER: -- in 2014.</p>	<p style="text-align: right;">Page 565</p> <p>1 MS. LOUELLA POBLANO: And as an</p> <p>2 administrator, I'll also speak to that. We --</p> <p>3 because teacher recruitment is another one of our</p> <p>4 challenges, we weren't able to recruit a math</p> <p>5 teacher or a science teacher. So what we had to do</p> <p>6 was we had to think outside the box, and we</p> <p>7 contracted with Edgenuity.</p> <p>8 And when we contracted with Edgenuity,</p> <p>9 that was the one thing that we helped set up is, you</p> <p>10 know, how can we get -- this Tier 1 education that</p> <p>11 you're delivering to all our kids, how can you put</p> <p>12 in the accommodations for meeting IEP needs?</p> <p>13 And they were a very willing partner to</p> <p>14 help me set that up. So we've have that embedded in</p> <p>15 our Edgenuity online program.</p> <p>16 MS. CHRISTINA BACA: I'm Christina Baca,</p> <p>17 a, retired special ed director, and just about every</p> <p>18 other job in a school district, and special ed</p> <p>19 teacher.</p> <p>20 And what we have done -- because we've not</p> <p>21 been able to procure the services of a special ed</p> <p>22 teacher -- excuse me -- we have -- we developed the</p> <p>23 IEPs. The teachers are very involved in that, and</p> <p>24 parents are involved.</p> <p>25 We provide -- I provide whatever training</p>
<p style="text-align: right;">Page 564</p> <p>1 So what I'm recalling could be incorrect.</p> <p>2 Your special ed is like a liaison who lives not on</p> <p>3 the -- on the -- in the Nation, but -- or -- is that</p> <p>4 person there all the time?</p> <p>5 MS. LOUELLA POBLANO: Our contracted</p> <p>6 special ed teacher, through ACES, is present right</p> <p>7 now. And we do contract with her. And she does</p> <p>8 come out to provide services for our students with</p> <p>9 IEPs. And she also provides training for our</p> <p>10 teachers.</p> <p>11 COMMISSIONER ARMBRUSTER: I see. And you</p> <p>12 probably don't -- you're certainly welcome to talk.</p> <p>13 The reason I said that was, as a former</p> <p>14 special ed teacher, accommodations aren't as</p> <p>15 difficult as actually remediating the issues. And</p> <p>16 that's why I was trying to figure out how that would</p> <p>17 happen.</p> <p>18 Didn't you have someone in Española or</p> <p>19 something at one time?</p> <p>20 MS. KAYLA BEGAY: Yes. That's the same</p> <p>21 person.</p> <p>22 COMMISSIONER ARMBRUSTER: Oh, wow. That</p> <p>23 was great. So you are setting up remediation</p> <p>24 programs with different materials for the students</p> <p>25 with disabilities; is that correct?</p>	<p style="text-align: right;">Page 566</p> <p>1 in implementing the accommodations and</p> <p>2 modifications. I kind of assist in developing</p> <p>3 remediation programs.</p> <p>4 But the school is really on top of that.</p> <p>5 And it has their own programs that are in place that</p> <p>6 are very sufficient and have been very effective.</p> <p>7 COMMISSIONER ARMBRUSTER: Great. Because</p> <p>8 I was just kind of going off of what I'd heard from</p> <p>9 before. But I know it's quite a difficult thing,</p> <p>10 and thank you for coming to do that.</p> <p>11 You know, you can get a job in, like,</p> <p>12 100 places in less than two minutes. You do know</p> <p>13 that.</p> <p>14 MS. CHRISTINA BACA: That's true. That's</p> <p>15 true. And it's been very difficult to find</p> <p>16 part-time special ed teachers who are willing to</p> <p>17 travel or who are even available on a part-time</p> <p>18 basis.</p> <p>19 So I'm hoping this year that we'll get</p> <p>20 some online lessons in place. We're doing that at</p> <p>21 another school, and we'll -- we do also online IEPs</p> <p>22 and other online meetings, video meetings with</p> <p>23 parents. I'm also the school diagnostician.</p> <p>24 COMMISSIONER ARMBRUSTER: Bless you.</p> <p>25 MS. CHRISTINA BACA: Well, I'm going to</p>

<p style="text-align: right;">Page 567</p> <p>1 say this. And maybe I should have spoken earlier, 2 and I apologize if I'm speaking out of turn. 3 It's been very inspiring to me. Teachers 4 have been very responsive to suggestions about, 5 "Let's do this with accommodations and 6 modifications." 7 I have worked with DEAP for three years, 8 and it has been very inspiring. I've had them 9 say -- teachers say, "Well, what if I do this and 10 this? Is that an accommodation?" 11 And it's just right-on. Accommodations 12 and modifications are good instruction. And I see 13 that in place at this school. 14 COMMISSIONER ARMBRUSTER: That's 15 wonderful. This is a school that one of the reasons 16 I admire the school is that they're willing to take 17 suggestions and willing to look at alternatives and 18 ways to do things better for their kids, which leads 19 me to my next two questions. 20 One is -- this was new to me, as well, by 21 the way. But where I live, they used to have, and 22 do not anymore, have a building trades class. And 23 what they did was they actually went out and built 24 very expensive homes. And so they weren't just like 25 little one-bedroom places; they were quite --</p>	<p style="text-align: right;">Page 569</p> <p>1 victims of arson, how many dogs are in each 2 neighborhood. 3 And from there, we're going to present 4 that to our local chapter. So I feel like, for us, 5 we're gathering that data for our community, and 6 we're going to have conversations on what needs to 7 happen, who's accountable for what. 8 In addition, we've partnered with Diné 9 College, and we have two of our students who are 10 involved in the Navajo Cultural Arts program. So 11 they're learning silversmithing, and they're 12 teaching that to their families. We have one kid 13 who's wearing something he made. 14 So, you know, the cultural arts is a real 15 career pathway for our people. 16 And so we are doing that. You know, the 17 moccasin-making project is something that we're 18 doing around that area. 19 But we're continuing to do that. You 20 know, Mikkel is the one who mentioned that he wants 21 to come back and help DEAP. 22 I'll let him share, if he wants. 23 But he wants to be an entertainer. He 24 wants to bring joy to our community. And so he 25 wants to do that at DEAP. Because -- I don't know</p>
<p style="text-align: right;">Page 568</p> <p>1 unfortunately, it requires having contractors and 2 this type of thing. 3 But I would see that in your community, 4 because housing is an issue. I don't know how to do 5 that. I'm just throwing it out there for you to 6 figure it out. 7 But I have -- you know, I can see people 8 getting jobs as plumbers and carpenters and 9 electricians and things that go there. Because one 10 student said -- I've forgotten who at this moment. 11 They were talking about coming back, helping with 12 the school when they graduated. 13 But what I didn't hear and want to hear -- 14 and may be there, anyway, and I just didn't get 15 it -- was I don't want them just to help your 16 school; I want them to help the community in terms 17 of being small entrepreneurs who would then hire 18 people or train people so that the whole 19 community -- because that's your focus -- would 20 benefit. Does that make sense what I'm saying? 21 MS. KAYLA BEGAY: Sure. So, actually, we 22 are actively pursuing those pathways. You mentioned 23 Action Research. Our students are gathering 24 community data on each neighborhood, how many 25 potholes are there, how many homes are abandoned or</p>	<p style="text-align: right;">Page 570</p> <p>1 if you -- if we captured it well. But DEAP is 2 really that community hub. We don't anything else. 3 We have don't have a laundromat; we don't have a 4 store; we don't have a gathering space. DEAP is 5 that space. 6 COMMISSIONER ARMBRUSTER: I'm sorry, but I 7 apologize. I have to put in this one word that has 8 absolutely nothing to do with your school. But I 9 hope that one of the things that your school can do, 10 because of the fact that you are the hub, is really 11 work at getting the census to be accurate there. 12 I know it doesn't have anything to do with 13 your school. 14 THE CHAIR: It does. It does. 15 COMMISSIONER ARMBRUSTER: And you-all are 16 oftentimes undercounted. And I've been to a number 17 of census seminar kinds of things. And I hope that 18 because you are so strong and -- and reach out and 19 you are family, as well as a community, that the 20 kids are -- again, I'm going to leave it up to 21 you -- but to get people to answer that census and 22 take it. 23 Because I think there are people in our 24 nation who probably don't want people counted. And 25 it costs New Mexico, millions -- millions -- of</p>

Page 571	Page 573
<p>1 dollars every year.</p> <p>2 So I thought I would throw that in. And I</p> <p>3 realize this has nothing to do with you.</p> <p>4 MS. KAYLA BEGAY: It does, though.</p> <p>5 COMMISSIONER ARMBRUSTER: It does. It's</p> <p>6 not your school is why I would say, "Yes, renew."</p> <p>7 MS. KAYLA BEGAY: So across Native</p> <p>8 country, the idea of data sovereignty -- you know,</p> <p>9 so many people study us, but they don't really do</p> <p>10 anything helpful with this. And we need to be in</p> <p>11 charge of that so we can make the change that's</p> <p>12 going to help us the most.</p> <p>13 COMMISSIONER ARMBRUSTER: The kids can be</p> <p>14 talking about this -- you know, whatever.</p> <p>15 THE CHAIR: Sure. It does have a lot to</p> <p>16 do with it.</p> <p>17 Commissioner Voigt?</p> <p>18 COMMISSIONER VOIGT: Thank you,</p> <p>19 Madam Chair. Thank you for being here today. And I</p> <p>20 just wanted to say, I'm so moved by your work. All</p> <p>21 your slides.</p> <p>22 COMMISSIONER DAVIS: Me, too.</p> <p>23 COMMISSIONER VOIGT: On your slides, and</p> <p>24 the project-based learning that you're doing, it was</p> <p>25 great to see those students sitting behind a desk.</p>	<p>1 real philosophical. But I do want to -- I do want</p> <p>2 to acknowledge Mother Earth and how you all took</p> <p>3 care, for thousands of years, the world and didn't</p> <p>4 put a dent in it. And in the last 300 years, we've</p> <p>5 kind of gone away from that.</p> <p>6 And I've always said and told people that</p> <p>7 I felt like the Native American way of living was</p> <p>8 the right way, because, God forbid, something should</p> <p>9 happen in this world, you're all self-sufficient</p> <p>10 enough to be able to survive; whereas, we wouldn't.</p> <p>11 You know, they can take away or try --</p> <p>12 well, the European way of living came in and</p> <p>13 destroyed a lot of your culture. But they can</p> <p>14 probably try to take away your language, but they</p> <p>15 can never take away your culture.</p> <p>16 And this school and your presentation</p> <p>17 proves that, that you will continue -- and maybe we</p> <p>18 won't. But you're, for sure, on the right track as</p> <p>19 far as I'm concerned.</p> <p>20 I'm hoping that you'll continue teaching</p> <p>21 the kids your culture, their way of life, their way</p> <p>22 of thinking.</p> <p>23 And your wheel is beautiful. I'm real</p> <p>24 familiar with that. And I thank you for coming</p> <p>25 today, all of you, young ones. Pay attention. This</p>
Page 572	Page 574
<p>1 And the way that you've indigenized the</p> <p>2 understanding by design. Kudos to that.</p> <p>3 And the community here is just -- it's</p> <p>4 beautiful that they all came out to support the</p> <p>5 school.</p> <p>6 I'm sorry. I apologize.</p> <p>7 THE CHAIR: No. Don't apologize.</p> <p>8 COMMISSIONER DAVIS: That's exactly the</p> <p>9 way I feel.</p> <p>10 COMMISSIONER VOIGT: But I'm just moved by</p> <p>11 the work that you're doing. And great work. Thank</p> <p>12 you.</p> <p>13 THE CHAIR: Commissioner Crone?</p> <p>14 COMMISSIONER CRONE: Remember that I was</p> <p>15 crying about a gorilla.</p> <p>16 COMMISSIONER VOIGT: He was.</p> <p>17 COMMISSIONER CRONE: I wanted to add about</p> <p>18 the gorilla. A gorilla's thumb, even though their</p> <p>19 hands are huge, the thumb is about the same size as</p> <p>20 mine. And so they couldn't make some of the signs;</p> <p>21 right?</p> <p>22 So he talked about a dialect, a sign</p> <p>23 language. There's now a GSL, Gorilla Sign Language.</p> <p>24 THE CHAIR: Commissioner Raftery?</p> <p>25 COMMISSIONER RAFTERY: I don't want to get</p>	<p>1 is your world.</p> <p>2 Thank you.</p> <p>3 THE CHAIR: Thanks.</p> <p>4 COMMISSIONER CABALLERO: Madam Chair?</p> <p>5 THE CHAIR: Certainly. Commissioner</p> <p>6 Caballero?</p> <p>7 COMMISSIONER CABALLERO: Yes, just a few</p> <p>8 questions.</p> <p>9 How do you pronounce the walking --</p> <p>10 MS. KAYLA BEGAY: (Native language</p> <p>11 spoken.) And that means, "Walking for life." If</p> <p>12 you like, I can share a little more about that</p> <p>13 movement.</p> <p>14 COMMISSIONER CABALLERO: Yes, yes, please.</p> <p>15 I do want -- and I was having a hard time because</p> <p>16 all the accents are the same. And in some</p> <p>17 languages -- or in Spanish, when they show the</p> <p>18 pronunciation, there's different accents to show the</p> <p>19 intonations if there's more than one accent close</p> <p>20 together.</p> <p>21 And so I tried to pronounce it. That's</p> <p>22 too hard to use the different intonations. The</p> <p>23 ay-ay or the ah-ah.</p> <p>24 But, anyway, I am -- I do want to know</p> <p>25 about this.</p>

Page 575	Page 577
<p>1 And what a difference from the times we 2 saw each other here for the challenge you had for 3 your school, and they were trying times. I am 4 having -- I haven't said anything because I'm 5 enjoying every minute of it. 6 And I saw that B-B. I hope to see an A. 7 I know you're there already, even if it doesn't 8 show. But let's go for that "A" for the school. I 9 think you can do it. 10 And you're right. Food is medicine, and 11 we have to remember that indigenous people survived 12 without sugar and white flour and survived without a 13 lot of red meat. 14 And Mexico's indigenous people are having 15 a hard time, because they're consuming too much of 16 it. And they're now going back to traditional 17 foods. 18 Thousands of years of evolution not 19 consuming that builds our bodies not to be able to 20 digest that. So we need to make an assessment and 21 re- -- give another direction to the type of foods, 22 how do we eat them, what do we do, how do we drain 23 our corn, even going back to stoneground, and the 24 type of pork and all of that. I think it -- once we 25 get healthy, it makes a world of difference.</p>	<p>1 DEAP. This is barely my fourth or fifth month. I'm 2 coming out of California. I taught out there for 3 eight or nine years, in charter schools mostly. 4 And I came out here just for this school 5 in particular. I had my job in California and 6 everything. Lucky for me I don't have kids or 7 married, so I can go around at will. 8 DEAP is a school that I had been tracking 9 on my radar because of what DEAP is about and 10 because of what they invest -- their investing in 11 the culture, which, for Native people, is who we 12 are. It's not just a little selective thing that we 13 might want to engage in. Culture is what makes us. 14 So that's why I came to DEAP. And I'm 15 happy to see that the people in New Mexico, 16 regardless of what your background might be or 17 culturally or in education, you're recognizing that 18 DEAP has that spirit, that gift that has survived 19 for thousands of years and is showing right now, 20 right here, with everything that's happening. 21 So that's my inspiration. Thank you for 22 giving us the opportunity to be here as well. 23 THE CHAIR: Thank you. 24 FROM THE FLOOR: Ya'a'teeh. My name is 25 Dawnlei Ben. I am Diné also, and a recent graduate</p>
Page 576	Page 578
<p>1 It's just too much diabetes. And it 2 didn't exist prior to -- to the Conquest. And it's 3 here. And it's here because the Europeans brought a 4 lot of the stuff that wasn't Native American diet. 5 And I'm very glad for the presentation on 6 food and getting back to agriculture. I'm very -- I 7 know that the last times, we were just talking about 8 grades. And I'm glad that everybody captures now 9 that it's beyond grades, that it's also survival of 10 spirit, not just this. 11 Because we're -- you're losing a lot of 12 folks to -- to -- to suicide and violence. And that 13 shouldn't happen in a community, the sense of 14 desperation. But you're bringing back hope. You're 15 bringing back that spirit. And I'm glad you're in 16 the right direction. 17 Thank you. 18 MS. KAYLA BEGAY: Thank you. 19 COMMISSIONER CABALLERO: And you have new 20 faculty. If they're here, could you stand? 21 MS. LOUELLA POBLANO: We would like our 22 DEAP staff to stand up and introduce themselves and 23 what you teach. 24 FROM THE FLOOR: Good afternoon. My name 25 is Doug Berrigan. And I'm a new hire here with</p>	<p>1 from Kansas University this past year, which was why 2 I came home. 3 And before that, I worked at Diné College 4 as a STEM coordinator in teaching Navajo philosophy 5 and STEM. 6 So that's how I got introduced to DEAP is 7 they were one of the schools I worked with. And 8 when I came back as an educator, in studying about 9 indigenizing STEM, I fell into the school. Kayla 10 found me, because I live ten miles in a canyon, no 11 electricity, running water or service. 12 So she found me and asked me to be the 13 indigenous-ized teacher over at STEM. [Verbatim.] 14 So I came home, and I'm loving my job teaching my 15 community and my students and also indigenizing 16 their curriculum. Thank you. 17 FROM THE FLOOR: Sorry. Did you want to 18 ask us questions? We kind of sat down. 19 THE CHAIR: No. If someone has a 20 question -- we're good. Thank you. 21 MS. LOUELLA POBLANO: We have one teacher 22 that is not present. And, currently, she is living 23 in Oklahoma. And she is our ELA teacher, Kylee 24 George. And she is also a full-time, you know, 25 person that provides the -- the middle school and</p>

Page 579

1 the secondary EL classes.  
 2 THE CHAIR: Thank you.  
 3 MS. KAYLA BEGAY: But I also want to  
 4 recognize that, you know, these are our  
 5 instructional leaders. But every single one of the  
 6 people who is part of the DEAP community is a  
 7 teacher.  
 8 I want to thank our families for being  
 9 here and sharing their wisdom, and our students,  
 10 too. I have learned so much from them.  
 11 THE CHAIR: Thank you. So let's just take  
 12 a small moment and talk about the challenges with  
 13 the governance council.  
 14 I hate to be "Debbie Downer" and burst the  
 15 bubble. And we know that you've had challenges with  
 16 it.  
 17 So I guess just want to talk a little bit  
 18 about whether you're moving forward in a better  
 19 place with that and the sustainability of that  
 20 governance council.  
 21 MR. GAVIN SOSA: Madam Chair,  
 22 Commissioners, it was interesting watching the  
 23 presentation, listening to the students speak,  
 24 knowing that the governing council is the weak point  
 25 in our school in many ways. And so it's a bit

Page 580

1 embarrassing, to be honest, sitting here.  
 2 So maybe I'll just kind of share where I  
 3 think we are and where I think our next steps are as  
 4 a governing council.  
 5 So there's been reference to kind of where  
 6 the school was in 2017. I came on to the governing  
 7 council in the summer of 2017. And in that moment  
 8 there was a revocation process unfolding. And in  
 9 our very first governing council meeting, we talked  
 10 about what is the evaluation system we have to look  
 11 at our head administrator.  
 12 The school had gone through a couple of  
 13 head administrators in its first few years of  
 14 operation. We didn't have a head administrator  
 15 evaluation process at that moment.  
 16 And so in that summer, the summer of 2017,  
 17 we actually sat down with the school founders  
 18 looking at the model that the school had been using  
 19 with its students, this holistic model, this Diné  
 20 philosophy that looks at how are the students  
 21 evaluating their own growth and how can we utilize  
 22 something similar with our administrator.  
 23 Ms. Poblano had just been hired at that  
 24 moment. So we just brought on a full-time  
 25 administrator who can be on site. I've known

Page 581

1 Louella from our days when we both worked in the  
 2 Gallup-McKinley County Schools in the community of  
 3 Navajo. She was an instructional support  
 4 administrator, principal.  
 5 We spent that summer creating an authentic  
 6 head administrator evaluation. We didn't apply it  
 7 because we had just lost the head administrator who  
 8 had been on contract. And so she stepped away, and  
 9 so we kind of presented it to Louella. And that  
 10 was, I think, that first step.  
 11 We looked back -- in 2018 and 2019, both  
 12 of these summers -- it's strange. We actually  
 13 conducted a head administrator evaluation. You can  
 14 go look back at our governing council minutes. It  
 15 was back in executive session.  
 16 We sat down with this authentic rubric,  
 17 sat down with Louella. She actually guided us  
 18 through it, the same way the students through their  
 19 student-led conferences.  
 20 MS. LOUELLA POBLANO: I wanted to mention  
 21 that. I'm glad Gavin mentioned it. So the head  
 22 administrator evaluation process is very similar to  
 23 what our students go through in their student-led  
 24 conferences.  
 25 They talk about their goals; they talk

Page 582

1 about their accomplishments, their challenges, and  
 2 what our next steps are.  
 3 That's what Gavin is referencing to with  
 4 that student-led conference process.  
 5 MS. BEATA TSOSIE: And so this document,  
 6 we actually went through the process both summers,  
 7 in 2018 and 2019. Strengths -- Louella guided us  
 8 through where her strengths were, where she needed  
 9 to grow. I remember -- and there were specific  
 10 areas. Being new to the charter school world,  
 11 having to figure out this financial planning that is  
 12 often not something a school administrator may be  
 13 doing at the level a charter school leader would do,  
 14 aligning some of the service work that the students  
 15 were doing with the classroom lessons and things  
 16 like that. So we identified these areas.  
 17 Then the ball was dropped on our part of  
 18 actually literally finalizing it and putting it in a  
 19 file.  
 20 So we actually have two head administrator  
 21 evaluations from the last two summers identifying  
 22 next steps for Louella and things like that. Why  
 23 they didn't make it into a file, why they didn't  
 24 make it to you all when the request was made is just  
 25 a huge gap on our part. We're just dropping the

Page 583	Page 585
<p>1 ball.</p> <p>2 Part of that, I can say, might be -- yeah,</p> <p>3 well, when I think about the stability of our board,</p> <p>4 I think, when I came on in 2017 we still have two</p> <p>5 board members who were board members then --</p> <p>6 actually, maybe three.</p> <p>7 So I am -- I've been on the board for</p> <p>8 two-and-a-half years now. And we have three board</p> <p>9 members who have more seniority than I do.</p> <p>10 So we have had one position that we've</p> <p>11 struggled to kind of keep filled at various times.</p> <p>12 It's currently filled. We have a fifth board member</p> <p>13 right now.</p> <p>14 And I think some of it is our</p> <p>15 misunderstanding of the governance council, the</p> <p>16 roles and responsibilities that we have.</p> <p>17 So, for example, I think when we assign</p> <p>18 roles, oftentimes, we think the president of the</p> <p>19 governing council is really that central figure,</p> <p>20 without recognizing that it's often the secretary of</p> <p>21 the governing council who has so much of the</p> <p>22 responsibility of monitoring the progress and</p> <p>23 whether minutes are being posted, whether documents</p> <p>24 are being sent.</p> <p>25 And so I think there's just -- that's part</p>	<p>1 wonderful. She carried so much of the weight of</p> <p>2 that kind of work. With her stepping away, we've</p> <p>3 kind of stumbled through the last couple of months.</p> <p>4 And I can't say anything except that we,</p> <p>5 in our -- two months ago at our board meeting, with</p> <p>6 the help of our school leadership here, we also laid</p> <p>7 out kind of an evaluation and an annual plan.</p> <p>8 So it wasn't simply something we did at</p> <p>9 the end of the year as some compliance requirement,</p> <p>10 but that it really could help Louella identify her</p> <p>11 strengths, but her areas of growth, and that we</p> <p>12 could continue to support that throughout the year.</p> <p>13 And so that work is something that we</p> <p>14 created, we adopted. We have some timelines now</p> <p>15 laid out through the course of the year. Our</p> <p>16 intention is to follow that.</p> <p>17 Why those evaluations -- those head</p> <p>18 administrator evaluations didn't get sent, I -- on</p> <p>19 behalf of all the folks sitting behind us,</p> <p>20 wondering, they're doing all the work, they're doing</p> <p>21 all the work day-to-day, the students, the staff are</p> <p>22 doing all the work. So why we didn't send the</p> <p>23 document, print it out, put it in Louella's file,</p> <p>24 why we didn't send it to the Public Education</p> <p>25 Commission and the PED, there's no excuse except we</p>
<p style="text-align: center;">Page 584</p> <p>1 of an old-world system that we're still, like,</p> <p>2 struggling with is, you know, there were a lot of</p> <p>3 folks who said -- we identified maybe one of our</p> <p>4 strongest members as our president. And that might</p> <p>5 have been better suited to say, "You should be</p> <p>6 secretary, because you're living close. You stop by</p> <p>7 the school a lot. And maybe that's that role that</p> <p>8 you can take on. You have that organizational</p> <p>9 skill."</p> <p>10 So even thinking through that kind of</p> <p>11 process, that's part of where this school is at, you</p> <p>12 know. It's really just thinking through these</p> <p>13 titles that people have and what does that mean in</p> <p>14 the context of an indigenous education.</p> <p>15 Our board members, out of the five of us,</p> <p>16 I was the only board member that had any firsthand</p> <p>17 experience working in a charter school. So, really,</p> <p>18 there's just a learning curve.</p> <p>19 Kayla had been a classroom teacher and is</p> <p>20 now a leader at a charter school. And that's a</p> <p>21 learning process. And Louella has had the same</p> <p>22 learning. Our board is experiencing this same --</p> <p>23 this process.</p> <p>24 One of our school founders many of you</p> <p>25 know stepped away this last year. And it was</p>	<p style="text-align: center;">Page 586</p> <p>1 dropped the ball on that.</p> <p>2 It has been done. It's not an area that</p> <p>3 we haven't been working with Louella. Every month</p> <p>4 at our governing council meeting, she provides her</p> <p>5 report, which is incredibly thorough. And it</p> <p>6 actually identifies many of the areas that she and</p> <p>7 we identified as her areas of growth. So we can</p> <p>8 kind of keep up on a monthly basis of where she's</p> <p>9 at.</p> <p>10 But, yeah, in that 2017, the last</p> <p>11 two-and-a-half years, the school has been</p> <p>12 stabilized. They're bringing on a head</p> <p>13 administrator who's been with us, bringing on</p> <p>14 Michael Vigil and the Vigil Group as our business</p> <p>15 managers.</p> <p>16 You know, our audit findings now -- four</p> <p>17 findings, non-compliance issues, some of them are</p> <p>18 repeat findings, and they really fall to us.</p> <p>19 But that is just the honest truth. We</p> <p>20 have a lot of work to do. And after hearing this</p> <p>21 presentation, I think, you know, we recognize who we</p> <p>22 answer to.</p> <p>23 And we were sharing with the students</p> <p>24 before we came in here that although we face you and</p> <p>25 we speak to you, ultimately, we also answer to them</p>

<p style="text-align: right;">Page 587</p> <p>1 and our community.  2 And so, you know, on behalf of the  3 governing council, we have a lot of work to do, and  4 I think in the last few months, we've really come to  5 realize that.  6 So I don't know if that's -- without  7 trying to throw any of our own work under the bus,  8 that's -- we've got work to do, and that's our  9 intention.  10 THE CHAIR: Well -- and I appreciate the  11 honesty. And, like I said, it's obvious that no  12 matter who's been on the governing council, it's  13 obvious that the governance council is having those  14 discussions, because you've been able to move out of  15 the non-compliance areas, the Falling Far Below,  16 to -- to really a good spot.  17 So we appreciate that. And I guess it  18 just gets a little maybe niggling when, you know,  19 you're getting an e-mail saying, you know, "We need  20 this report."  21 And I know it's -- you've got  22 bigger-picture things you're looking at.  23 But we all have to be just a little on top  24 of -- and I appreciate the fact that at least now  25 you know. So that's all we can say.</p>	<p style="text-align: right;">Page 589</p> <p>1 design that's more mission-specific towards what  2 you're doing with your cultural and linguistic  3 relevancy or the community outreach and development?  4 THE CHAIR: I'll just remind you that that  5 is the direction that they're given now. They're on  6 the old contract. But now they're -- the direction  7 is, "Please don't use math and reading. Please  8 use" --  9 COMMISSIONER VOIGT: So that's something  10 that's in the works; right?  11 MS. KAYLA BEGAY: Yeah. So I think we --  12 when we created DEAP, we weren't really sure, what  13 is cultural curriculum -- what would it actually  14 look like, what can we actually do. So now I think  15 that's where we're heading. We want all our  16 students to do cultural workshops for our community  17 on everything that they've learned. All of them are  18 gifted in all these different areas. And so  19 creating opportunities for them to share that  20 knowledge is what we're hoping for.  21 But in our original charter, we were  22 required to include those goals. But we just love  23 to indigenize them.  24 THE CHAIR: That's on us. And it's  25 learning for us. And, hopefully, that discussion,</p>
<p style="text-align: right;">Page 588</p> <p>1 But I'm glad to hear that you've got  2 the -- the four ongoing members. I mean, that's --  3 that's really good to know. And, hopefully, you've  4 got -- because I know it's difficult everywhere to  5 fill positions -- that you've got a good plan in  6 place so that if someone unfortunately has to leave,  7 it's not going to put you in a bad spot.  8 And it's -- it's also, I guess, part of  9 the community growing as well. And you've got the  10 equity council that you've got to also begin to  11 build out, which I would guess might be a little  12 easier to build out.  13 So -- and we look forward to seeing what  14 that looks like as well. And I guess we're all  15 excited about them and excited to see what's going  16 to happen as a result of them.  17 So it'll be interesting to see over the  18 next couple of years.  19 COMMISSIONER VOIGT: Madam Chair?  20 Within your project-based learning, which  21 looks so rich and hands-on every day, and with the  22 evidence that it's benefiting your academics, I've  23 noticed just your school goals are centered around  24 math and reading.  25 Is there any thought of future school goal</p>	<p style="text-align: right;">Page 590</p> <p>1 through contract negotiations, is going to be more  2 meaningful. Because we are asking the schools to  3 reflect back on the mission. And the math and  4 reading is on whatever PED does with their  5 assessments.  6 And it's -- you know, we have -- we have a  7 small number of schools that math and reading is  8 what they need to focus on with their mission; but  9 most schools not. And that's what we want to see is  10 what you're fulfilling with your mission.  11 COMMISSIONER VOIGT: Especially with their  12 rich curriculum.  13 THE CHAIR: Absolutely, yes. I think it's  14 going to be hard finding out which is the best to  15 use, because there's so many you can. And that's a  16 nice position to be in.  17 Oh, certainly.  18 Commissioner Armbruster?  19 COMMISSIONER ARMBRUSTER: So the director  20 was talking about, "We have no science grade"? Is  21 there a reason for that? Not that these --  22 THE CHAIR: There's a notation on the  23 chart --  24 COMMISSIONER ARMBRUSTER: Oh, I missed it.  25 THE CHAIR: -- about the science grade.</p>

<p style="text-align: right;">Page 591</p> <p>1 There's a notation on the chart. I don't remember 2 exactly what it said, but I know I saw it. 3 The school was not listed on the SBA 4 science spreadsheet. 5 ACTING DIRECTOR BRAUER: Madam Chair, 6 members of the Commission, Commissioner Armbruster. 7 We can explore that. One thought that I had, the 8 actual number of students may have been so small 9 that in order to protect students' overall results, 10 there may be a reason why that is. 11 We can explore that. If we have that 12 information, we can provide that to you all. 13 COMMISSIONER ARMBRUSTER: That's probably 14 true. If you have 40 children, probably most of 15 them won't be seventh grade. I didn't want that 16 little question on there, where it says, "Well, we 17 couldn't find the list." That sounded bad. That's 18 what I wanted to know. 19 And the other thing is -- two things. One 20 is -- you're going to need to help me again. 21 There's another council that every school is 22 supposed to have on cultural diversity. 23 THE CHAIR: Equity Council. 24 COMMISSIONER ARMBRUSTER: Equity Council? 25 I'm wondering and concerned, when we're having</p>	<p style="text-align: right;">Page 593</p> <p>1 saw the fluency. They're not fluent speakers. But 2 they hear it at home; and so they're not fluent in 3 either language. And so how do we create ELL 4 policies, or even gather ELA data, is relevant to 5 who we are. 6 Because I feel like if we just look at 7 Spanish, you know, none of our students speak 8 Spanish. But I feel like that's what many of the 9 ELL strategies are focused on. 10 We're looking to develop that, what sort 11 of bilingual program is going to work. But we do 12 use a lot of our language in our lessons. We have 13 to. 14 COMMISSIONER ARMBRUSTER: Right. So 15 that's kind of what the TESOL does is many 16 languages. Because in a larger district -- not 17 particularly for your school -- there might be 18 25 languages. So you don't have someone fluent in 19 every one of those languages to teach it. So you 20 have to use strategies, which is what you're looking 21 for. 22 Thank you. 23 COMMISSIONER RAFTERY: May I please say 24 something? 25 THE CHAIR: Well, Commissioner Crone</p>
<p style="text-align: right;">Page 592</p> <p>1 difficulty finding a governing council, to find 2 seven more people to do that as well. Isn't it 3 seven? 4 ACTING DIRECTOR BRAUER: Madam Chair, 5 members of the Commission, Commissioner Armbruster. 6 This is an ongoing conversation that we're having 7 within the Department, as well as with our schools, 8 to really find the right size for specific schools. 9 So we're working with individual schools 10 who have unique circumstances, to make sure that the 11 spirit of having an equity council, or team, isn't 12 overcome by some process elements. 13 And so we are absolutely working with each 14 of our charter schools to make sure that we can 15 problem-solve. 16 COMMISSIONER ARMBRUSTER: Oh, good. I 17 think they've got the equity thing down. They've 18 figured that out. 19 And my other thing was, on your EL 20 students, what language are they speaking? Or are 21 they different languages? 22 MS. KAYLA BEGAY: So I would say -- you 23 suggested, you know, how can you help us. With ELL 24 students, it's unique for Native students, because 25 they speak -- they don't speak Navajo at home. You</p>	<p style="text-align: right;">Page 594</p> <p>1 first. 2 COMMISSIONER CRONE: I was first. 3 Yes. Speaking of language, do any of your 4 students speak Diné? 5 MS. KAYLA BEGAY: So every single one of 6 us is a learner. In fact, in the Navajo Nation, 7 they're doing a lot of studies around language. And 8 we're finding that people under the age of 25 have a 9 fluency rate of at least 20 percent or less. 10 And so by bringing in the cultural 11 activities -- I guess our language -- I want 12 everyone to know -- you don't -- you can't learn it 13 in a book or the way that a language class is 14 created. 15 You learn it through song; you learn it 16 through ceremony. And so for a long time, that has 17 been separated from schools; that has been separated 18 from communities. 19 And so we're trying to do it. So I would 20 say 90 percent of our students can introduce 21 themselves in Navajo. We require our students to 22 learn a Navajo song. 23 So I think even how you measure, you know, 24 what is fluency, that's a big topic on the Navajo 25 Nation, and I can't -- I can't really summarize all</p>

1 of that; but --

2 COMMISSIONER CRONE: Well, that leads to  
3 my next question, which is where do -- so you start  
4 at grade six; is that right?

5 MS. KAYLA BEGAY: We started with Grade 6  
6 and 7 in 2015.

7 COMMISSIONER CRONE: Where did children  
8 get their elementary education?

9 MS. KAYLA BEGAY: A lot of our students  
10 come from the Gallup-McKinley School District. A  
11 lot of our students come from the BIE schools as  
12 well. We're right on the state line, so we get a  
13 lot of students from Arizona.

14 So, again, thinking about how you help us,  
15 how do we navigate that? We're in a unique position  
16 on the Navajo Nation, where even places like UNM  
17 will allow in-state tuition for students in Arizona  
18 and Utah.

19 But charters were prohibited. We have a  
20 waiting list of at least 12 students who want to  
21 come to DEAP, but they're Arizona students. And so  
22 just thinking about things like that.

23 COMMISSIONER CRONE: You, fortunately,  
24 answered my third question, which, if I'm incorrect  
25 in this, please let me know. I believe Diné was not

1 program for young people?

2 MS. KAYLA BEGAY: So Arizona, I would say,  
3 is leading that effort. There are two emergent  
4 schools. But they only ever go up to usually sixth  
5 or eighth grade.

6 And so how do you make that language  
7 transcend those -- and so I think there's just a lot  
8 of exploration on, you know, how do we learn  
9 language. And we're exploring that as well.

10 COMMISSIONER CRONE: Yeah. So the  
11 literature really isn't that helpful?

12 MS. KAYLA BEGAY: No. But I think what's  
13 helping our students learn is, you know, when we're  
14 able to tell stories. One thing that we're gearing  
15 up for is next week, we're hosting our winter  
16 celebration. So our students, they reenact coyote  
17 stories, and they use the language and the humor.  
18 That's what makes it real. And so that's what we're  
19 trying to do with language.

20 COMMISSIONER CRONE: Just one final  
21 comment. Threatened language and endangered  
22 language is a huge problem in the world. So they  
23 estimate that there were about 7,500 -- at least  
24 7,500 languages, different languages. Half of them  
25 actually have literature, which is a big change from

1 a written language until the 1960s?

2 MS. KAYLA BEGAY: That's absolutely  
3 correct. So our language is an oral tradition. And  
4 when, you know, colonization happened, it was  
5 written. And so there are many elders. They don't  
6 care about reading or writing Navajo. That's not  
7 what's important. It's can you speak it and use it  
8 in a functional way.

9 COMMISSIONER CRONE: I watched a  
10 documentary on -- what is it -- the Navajo Nation  
11 princess -- queen?

12 MS. KAYLA BEGAY: Oh, Miss Navajo. That's  
13 what it is.

14 COMMISSIONER CRONE: One of the main  
15 requirements is fluency and traditional activities  
16 for females.

17 MS. KAYLA BEGAY: Yes. And then I don't  
18 know if you've heard. But in the last Navajo Nation  
19 presidential election, one candidate was eliminated  
20 because he wasn't deemed fluent.

21 So there are a lot of conversations and  
22 movements happening around language on the Navajo  
23 Nation.

24 COMMISSIONER CRONE: In your elementary  
25 schools, are they beginning to have a bilingual

1 not too long ago.

2 But in the United States, even Spanish is  
3 an endangered language.

4 So good luck.

5 MS. KAYLA BEGAY: Thank you.

6 COMMISSIONER CRONE: I hope you save your  
7 language.

8 THE CHAIR: Commissioner Raftery?

9 COMMISSIONER RAFTERY: A while back, I  
10 used to work with Title VII. And someone at that  
11 time developed a Navajo language program; it was  
12 like a boxed program. And I remember observing it.  
13 And I can't remember the name of the school. But it  
14 was between Cuba and Farmington. It was up there.

15 And the -- when I went to observe, the  
16 teachers were Navajo, and they were actually  
17 teaching the children the Navajo language, which I  
18 didn't understand. But it was -- it was developed  
19 under Title VII. So it is out there somewhere.

20 MS. KAYLA BEGAY: So that's the Rosetta  
21 Stone Diné design. But they only had funding for  
22 the first class. So the challenges. After you do  
23 the beginner class, there's nothing else after. And  
24 so I think that's where we're trying to think, how  
25 do we be creative around that and how does that make

Page 599	Page 601
<p>1 sense.</p> <p>2 COMMISSIONER RAFTERY: I was really</p> <p>3 impressed. That was my comment. Thank you.</p> <p>4 THE CHAIR: Okay. Thank you. All right.</p> <p>5 So I move that the Public Education Commission renew</p> <p>6 the charter of DEAP for five years, with the</p> <p>7 condition that the New Mexico System of School</p> <p>8 Support and Accountability Report -- the School</p> <p>9 Support and Accountability Report prepared by PED</p> <p>10 shows similar performance for SY 2018-2019 in the</p> <p>11 student growth, highest quartile; student growth,</p> <p>12 middle quartile; student growth, lowest quartile;</p> <p>13 English Learner progress; chronic absenteeism;</p> <p>14 college-and-career readiness; education climate; and</p> <p>15 no statistically -- with no statistically</p> <p>16 significant decrease in performance.</p> <p>17 COMMISSIONER DAVIS: I second.</p> <p>18 THE CHAIR: So motion by Commissioner</p> <p>19 Gipson, a second by Commissioner Davis.</p> <p>20 Any further discussion?</p> <p>21 (No response.)</p> <p>22 THE CHAIR: If not, roll call, please.</p> <p>23 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>24 Caballero?</p> <p>25 COMMISSIONER CABALLERO: Yes.</p>	<p>1 And I just want to say, I sat before this</p> <p>2 Commission in 2013 next to two indigenous women. We</p> <p>3 remember this.</p> <p>4 And this Commission denied a charter of a</p> <p>5 school that I think aligned with this work. And</p> <p>6 this Commission, the energy that you --</p> <p>7 THE CHAIR: I don't think we denied --</p> <p>8 MR. GAVIN SOSA: In 2013, another school,</p> <p>9 not this school.</p> <p>10 THE CHAIR: Oh, before -- okay. Okay.</p> <p>11 MR. GAVIN SOSA: Yes. I'm just reflecting</p> <p>12 on -- just, the tone and the energy of this</p> <p>13 Commission to support this kind of effort is</p> <p>14 incredible. And it really will change the dynamics</p> <p>15 of education in this state, that you-all, as elected</p> <p>16 leaders, are willing and wanting to see this kind of</p> <p>17 education for the students of this state.</p> <p>18 And so I compliment you-all for what you</p> <p>19 shared today and for the tears and for just the love</p> <p>20 that you bring for the -- the families here, the</p> <p>21 students. And thank you all so much, on behalf of</p> <p>22 myself and the school.</p> <p>23 THE CHAIR: Thank you. We appreciate it.</p> <p>24 thank you.</p> <p>25 (Applause.)</p>
<p>Page 600</p> <p>1 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>2 Voigt?</p> <p>3 COMMISSIONER VOIGT: Yes.</p> <p>4 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>5 Gipson?</p> <p>6 THE CHAIR: Yes.</p> <p>7 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>8 Armbruster votes "Yes."</p> <p>9 Commissioner Davis?</p> <p>10 COMMISSIONER DAVIS: Yes.</p> <p>11 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>12 Crone?</p> <p>13 COMMISSIONER CRONE: Yes.</p> <p>14 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>15 Raftery?</p> <p>16 COMMISSIONER RAFTERY: Yes.</p> <p>17 COMMISSIONER ARMBRUSTER: Seven-to-zero.</p> <p>18 THE CHAIR: The motion passes, seven-zero.</p> <p>19 Thank you so much. Congratulations.</p> <p>20 THE CHAIR: Thank you.</p> <p>21 MR. GAVIN SOSA: Commissioners, if I can</p> <p>22 make just one final comment, maybe. You all have</p> <p>23 been incredibly complimentary to the founders of</p> <p>24 this school, the leaders of the school, the students</p> <p>25 and the families. And it's well-deserved.</p>	<p>Page 602</p> <p>1 THE CHAIR: We're going to take a short</p> <p>2 break.</p> <p>3 (Recess taken, 3:00 p.m. to 3:16 p.m.)</p> <p>4 THE CHAIR: Good afternoon. And thank you</p> <p>5 for hanging in there all week with us.</p> <p>6 FROM THE FLOOR: You saw me back there,</p> <p>7 did you?</p> <p>8 THE CHAIR: Hopefully, it's been somewhat</p> <p>9 entertaining.</p> <p>10 FROM THE FLOOR: It's educational is what</p> <p>11 it was.</p> <p>12 THE CHAIR: So, once again, thank you for</p> <p>13 coming, and thank you for spending the time and the</p> <p>14 effort on the renewal packet and working every day</p> <p>15 as you do.</p> <p>16 Once again, we had the slight challenge</p> <p>17 with the State reporting system. So I have my stock</p> <p>18 statement, which you could probably now repeat,</p> <p>19 you've heard it so often. But I'm putting it in the</p> <p>20 record.</p> <p>21 So Renewal of Charters with Conditions.</p> <p>22 PED has not provided a report or review of</p> <p>23 data for the School Year '18-'19 Accountability. It</p> <p>24 is important for schools to have the complete</p> <p>25 academic data as part of its renewal information for</p>

<p style="text-align: right;">Page 603</p> <p>1 this renewal and also for future years.  2 The PEC needs complete State  3 Accountability Reports to make the best decision on  4 school renewal applications. The PEC will review  5 financial and operational performance because the  6 data is complete at this meeting in December of  7 2019.  8 If the PEC decides to issue a renewal with  9 conditions, the PEC will clearly state what  10 Accountability information it will review from the  11 PED Accountability Report.  12 When the Accountability data is prepared  13 by PED and the school has had an opportunity to  14 review the data -- at least ten days -- the PEC will  15 review the data and remove the condition or take  16 other action, such as a Corrective Action Plan or  17 possibly non-renew the charter.  18 At the future meeting, January or February  19 of 2020, the PEC will only consider the issues  20 related to the reason for the conditions and will  21 not consider any other issues related to renewal.  22 So, once again, we will close out  23 operational and financial today and have just those  24 narrow areas of academic performance that we do not  25 have the data right now for.</p>	<p style="text-align: right;">Page 605</p> <p>1 like, I don't have that. I have this.  2 ACTING DIRECTOR BRAUER: I defer to Karen.  3 MS. KAREN WOERNER: Thank you,  4 Director Brauer, Madam Chair, Commissioners, school  5 representatives and students. The report from the  6 Charter Schools Division, as you know,  7 Tierra Encantada serves Grades 7 through 12, with  8 approximately 311 students, with their mission being  9 to empower students as citizen scholars in a  10 dual-language environment for post-secondary  11 success.  12 If I start with the Part A again, I need  13 to share with the Commission that the -- the Part A  14 on the proficiency rates in the packet does show  15 that the first year was a little bit of a dip and  16 then a trend upward. However, I do need to report  17 that the 13.7 percent in reading did not include all  18 of the assessments that we now have access to. And  19 that has actually gone up to 19 percent when we  20 counted the Spanish reading and the PARCC fall  21 scores, as well as the TAMELA test.  22 So the reading is actually higher than  23 indicated in your packet, at 19 percent.  24 COMMISSIONER CABALLERO: Page?  25 MS. KAREN WOERNER: This is on Page 8 of</p>
<p style="text-align: right;">Page 604</p> <p>1 So -- and, once again, if you've got any  2 questions or concerns, please don't hesitate to  3 bring them up so we can hopefully address them.  4 I do want to remind folks, if anyone does  5 want to speak, please make sure that you sign up  6 with Ms. Friedman, who has the sign-up sheet there.  7 Thank you.  8 So CSD will do their report. You'll have  9 your 15 minutes. Folks will have their eight  10 minutes, and then we'll move on.  11 So thank you.  12 ACTING DIRECTOR BRAUER: Madam Chair,  13 members of the Commission, before I defer my time to  14 Deputy Director Woerner, I get the privilege of  15 acknowledging the student leaders for the third time  16 today. And I did notice that we didn't have enough  17 space for all of the students at Tierra Encantada to  18 be here at the same time as DEAP students. So we  19 really appreciate you coming out to support.  20 I also wanted to acknowledge to the  21 Commission that you received, during the passing  22 period that we just had, some information from  23 Tierra Encantada Charter School, as well, that  24 they --  25 THE CHAIR: They were showing this. It's,</p>	<p style="text-align: right;">Page 606</p> <p>1 the entire packet, Page 3 of the Part A, depending  2 on how you're looking at the materials,  3 Commissioner. Page 8 of 67 or Page 3 of 22.  4 So that 13.7 should be a 19 percent.  5 On the proficiency rate for science, their  6 school was at 20 percent. As you know, the State  7 average is 35 percent.  8 Looking at the growth indices, regarding  9 the higher performing students, the school, you can  10 see, had a lot of Less Than Expected growth in the  11 beginning of the contract; but, in 2018, are at the  12 expected growth for almost all groups that were  13 reported, with the economically disadvantaged group  14 being greater than -- just a slight bit greater than  15 expected in growth.  16 That's with the higher performing students  17 in reading.  18 With the higher performing students in  19 math, a little less success in terms of the amount  20 of growth. Overall, you'll see it's still a little  21 bit less than expected in the math area.  22 Lowest performing students in reading,  23 again, similarly, the growth -- the students were  24 not growing as expected in the first couple of  25 years; but, in 2018, were at just -- just under</p>

<p style="text-align: right;">Page 607</p> <p>1 negative .5, which is negligible. They're very  2 close to the zero, which is expected growth.  3 A similar issue with the lowest performing  4 in math being the growth is not quite as good as in  5 the reading.  6 Proficiency in reading, by ethnicity  7 groups -- subgroups -- there was a slight decline  8 over the first few years, but then quite a bit of a  9 jump this last year -- in the last year reported,  10 2019 proficiencies.  11 Same with the -- in terms of the  12 subgroups, particularly their -- the one with the  13 economically disadvantaged students with  14 disabilities and English Learner chart, which is  15 Chart 13, there was a slight decline the first  16 couple of years, then an -- quite a bit of a jump,  17 and sort of leveled off those last two years.  18 There was a little bit of a dip in their  19 students with disabilities and English Learners in  20 proficiency. I think that may be attributed to  21 increased enrollment in those areas or increased  22 identification of students in those areas.  23 Graduation rate was at 70 percent.  24 College-and-career readiness points have  25 been on an incline upward, improving their points</p>	<p style="text-align: right;">Page 609</p> <p>1 missed some of the hours.  2 Going back to the beginning of the report,  3 you will see that, in some areas, the school has  4 Demonstrated Substantial Progress and Met the  5 Standards.  6 Failing to Demonstrate Substantial  7 Progress was applied to the mission goals for the  8 reasons I just said. They were not able to meet  9 those goals.  10 And material terms, because I think,  11 primarily, around the dual-language component, they  12 were not able to meet those -- the goal of the  13 material terms all three years, they received a  14 Workings to Meet.  15 And regarding the other Organizational  16 Performance Framework indicators, the material terms  17 was one of those, right, with the dual language.  18 The other applicable education  19 requirements had to do with their Next Step Plans  20 and their NM DASH plan follow-up, which the school  21 has since resolved, or is working to resolve.  22 English Language Learners was another  23 area, again. As you've heard with other schools,  24 the identification of their English Language  25 Learners being that they served higher grades was a</p>
<p style="text-align: right;">Page 608</p> <p>1 earned in college-and-career-readiness points.  2 Regarding the mission goals, as you've  3 seen, they have not been able to meet their goals as  4 outlined in the charter.  5 There were four goals, one of which is not  6 rated because it was an innovation indicator. But  7 in the other three goals, they struggled to meet the  8 expectations set in the contract in all years of the  9 contract term.  10 Percentage of students remaining enrolled  11 during the school year has been at between 86 and  12 93 percent during the term of the contract. And  13 between school years has been between 71 and  14 84 percent.  15 Teacher retention rate has steadily  16 declined over the years, and the school may want to  17 speak to that if they wish.  18 The audit findings, the last year were two  19 audit findings. Again, both were other  20 non-compliance concerns. The prior year only had  21 one, similarly a non-compliant -- other  22 non-compliance, which as we've shared before, is not  23 to be dismissed, but is not a serious level of  24 concern.  25 We did have a governing board member who</p>	<p style="text-align: right;">Page 610</p> <p>1 concern. And I did want to point out that the  2 school did follow our advice from our visit in  3 December last year through March and was able to  4 identify 70 students that had not been identified as  5 English Language Learners.  6 And they also were missing their ACCESS  7 scores and annual parent letters in the files. But  8 that has been corrected.  9 The financial compliance is around the  10 audit concerns.  11 Employee rights had to do with salaries  12 being mis- -- a discrepancy in the S.T.A.R.S. data.  13 I'm not sure if that was a data entry issue or other  14 issue. But those have been resolved.  15 And the facilities requirements had to do  16 with the emergency drills, which it appears at the  17 renewal site visit that the school has worked to  18 resolve those as well, since, as we mentioned  19 before, those are a year lag behind.  20 80 percent of the employees signed the  21 petition. 100 percent of the households signed the  22 petition, and which I think is the only school that  23 had 100 percent.  24 THE CHAIR: They're the only school has  25 had 100 percent.</p>

Page 611	Page 613
<p>1 MS. KAREN WOERNER: So kudos to your 2 households. 3 The New Mexico Condition Index for the 4 facility was 2.91, just under 3 percent, which is 5 significantly lower than the average. And lower is 6 better. With that, I conclude the CSD report. 7 MS. KAREN WOERNER: Is there a question of 8 something on the report? 9 COMMISSIONER ARMBRUSTER: I was looking at 10 affidavits for petitions on my computer. And it was 11 saying it's 200 -- the number was 200, which was 12 80 percentage. 13 THE CHAIR: Of teachers. 14 COMMISSIONER ARMBRUSTER: Of teachers? Is 15 that 200 teachers? More than 200 teachers? 16 MS. KAREN WOERNER: Well, that's a typo. 17 They have 20. 18 THE CHAIR: I was, like, wow. 19 COMMISSIONER ARMBRUSTER: So then I went 20 to look back at how many students. 21 MS. KAREN WOERNER: Employees. How many 22 employees. 23 FROM THE FLOOR: 34 employees, 19 24 teachers. 25 THE CHAIR: Is that about 20? So it's an</p>	<p>1 our board president. 2 Next to him are members of our 3 administrative team. Cassandra Olivas is our 4 counselor. Eva de Andres Presa our student 5 achievement coordinator. And Kimberly Miera is our 6 special ed coordinator. 7 I would like to recognize other people 8 here with us, members of our board. Melarie 9 Gonzales, our vice president; Tanya Miller, our 10 secretary; Nicholas Maestas, our treasurer; and 11 Ms. Jamie Stevens, one of our board of members. 12 Also with us -- you've met them already -- 13 I'd like to introduce some of our school community 14 coming from our crew classes, Tierra Encantada 15 [Spanish spoken] back here. 16 (Applause.) 17 MR. DANNY PEÑA: So, thank you, 18 Madam Chair and members of the Commission. 19 I wanted to thank you -- I wanted to thank 20 the CSD division, because they have been very 21 helpful in my time. I was very new coming to 22 Tierra Encantada, and I was very new to the charter 23 world. And it's so amazing I can just call and get 24 someone to answer the phone and answer my questions. 25 I believe just about a week-and-a-half</p>
Page 612	Page 614
<p>1 extra zero. 2 COMMISSIONER ARMBRUSTER: It's fine. I 3 was just trying to wrap my head around it. I was 4 counting zeros. That's all right. You don't have 5 to -- 6 MS. KAREN WOERNER: I bet Mr. Peña wished 7 he had 200 employees. 8 COMMISSIONER ARMBRUSTER: I'm sorry. All 9 is good. 10 THE CHAIR: Sorry. Are you done? 11 MS. KAREN WOERNER: I am finished. 12 THE CHAIR: Okay. Thanks. All right. 13 Good. 14 Good morning, once again -- good 15 afternoon. Sorry. 16 FROM THE FLOOR: Good afternoon. 17 THE CHAIR: So if you would just introduce 18 yourself and anyone that's going to speak for the 19 school during this time period. 20 MR. DANNY PEÑA: My name is Danny Peña. 21 I'm the director of Tierra Encantada Charter School 22 and have been there for two-and-a-half years. 23 To my right is business manager, Mr. Steve 24 Alarid. And my left is Angela Esquibel-Martinez, 25 our principal. Here to my left is Joseph Salazar,</p>	<p>1 ago, I was talking to Ms. Woerner as she was on the 2 train going home. So even then, she took my call. 3 It was after 5:00. 4 And they've been very helpful, and I 5 wanted to state that for the record, because they 6 have been helping us quite a bit, as I learn the 7 charter world. Because I did come from a district, 8 and the charter world is very new to me. 9 I want to also thank you, Ms. Woerner, for 10 sharing our vision. The vision of -- our mission of 11 our school is the reason why I came to 12 Tierra Encantada. I was working in a local district 13 and I had a job. And I was doing well there, and I 14 was happy there. 15 I happened to send my daughter to 16 Tierra Encantada, and what I saw in her was pretty 17 amazing as she would come home from school. She was 18 loving school. She was loving the hands-on approach 19 at the Tierra Encantada. She was loving everything 20 about Tierra Encantada, and I was, "Well, what's 21 going on at that school?" 22 So there was an opportunity. I applied, 23 and I was blessed to be able to work at 24 Tierra Encantada and be a part of that team. 25 You know, I -- I felt I needed to be a</p>

Page 615	Page 617
<p>1 part of what was going on there. I do understand 2 there was a lot of work to do there. A lot of work. 3 And we've been working on that for the last two 4 years with my administrative team. 5 And so the mission is why I'm there. And 6 I know Ms. Woerner has already read that to you, but 7 I'd like to read it to you now. 8 The mission of Tierra Encantada Charter 9 School is to empower students as citizen scholars 10 through a rigorous learning curriculum which will 11 prepare students for post-secondary success. 12 Now, how do we do that at 13 Tierra Encantada? 14 Well, we have bilingual and dual language 15 offerings. They have improved in the last two 16 years. We've expanded and now offer the New Mexico 17 Bilingual Seal of Excellence as well. 18 We provide opportunities to explore 19 projects and community opportunities in line with 20 our -- with career interests. 21 We focus on individual needs, interests, 22 and future plans. 23 We've also expanded our dual-credit 24 program. In the fall of 2015, we had only five 25 students enrolled in a dual-language class. In the</p>	<p>1 model and other project-based curriculum as we use 2 the world as our classroom through interdisciplinary 3 learning, which allows our students to excel in a 4 post-secondary environment. 5 How do we make that possible? 6 In 2017, when I started at 7 Tierra Encantada, I was accepted into the Principals 8 Pursuing Excellence program, and I embraced that 9 program. We brought -- and I included our principal 10 in every possible professional development 11 opportunity that the Principals Pursuing Excellence 12 program had. 13 And so what did we do with that training? 14 We started to restructure 15 Tierra Encantada. We did a complete restructuring 16 of how we do things and how we operate at 17 Tierra Encantada without changing our focus, without 18 changing what we were there for. 19 So how did we do this? 20 Well, we had heavy concentration on 21 data-driven instruction in 2017. And it's ongoing. 22 The staff had PD every Friday on data-driven 23 instruction, differentiation, Tier 1 interventions, 24 special education, and project-based learning. 25 We did a complete master schedule redesign</p>
<p>Page 616</p> <p>1 fall of 2019, in fall, we had 62 students enrolled. 2 Some were in three -- some in as many as 3 three different classes in a total of nearly 4 100 total classes of enrollment at IAIA or Santa Fe 5 Community College or, coming in the spring of 2020, 6 Northern New Mexico Community College. 7 At the midterm reporting, we had a success 8 rate in college courses of 91.89 percent. 9 We have had -- we already have more than 10 28 students enrolled in the spring and still have 11 three weeks to go -- still have one week to go to 12 continue registering students. 13 How else are we achieving our mission? 14 We have surpassed the local district with 15 State graduation rates, with a current graduation 16 rate this year of 86.2 percent. That's up from 17 50 percent in 2016. 18 Currently, the State graduation rate, as 19 you know, is 73.9 percent, and the local school 20 district is at 73 percent. 21 The vision of Tierra Encantada: We 22 believe that a dual-language education should be 23 active, challenging, meaningful, public and 24 collaborative. 25 The school uses the Expeditionary Learning</p>	<p>Page 618</p> <p>1 and our master schedule now is a rigorous 90 -- has 2 90-minute logs with opportunities for cross-content 3 instruction. 4 The 90-minute block has also helped us 5 improve our graduation rates. 6 It also -- having a 90-minute block and 7 being a block school, we were allowed to administer 8 PARCC in the fall, as Ms. Woerner had shared the 9 data with you. 10 And so our fall PARCC scores, we 11 administered the ELA math to our high school 12 students. Our ELA scores were 24.6 percent in the 13 fall with our students who took it in the fall; but 14 averaged out now, it's at 19 percent. 15 It also allowed us to administer the 16 transitional test, TAMELA, in the spring. Our 17 TAMELA scores at that time were 13.7 percent. 18 Our master schedule also allowed us to 19 develop 45-minute intervention blocks to everybody 20 at Tierra Encantada. Every student received a 21 45-minute intervention block no matter where they 22 were. 23 And all those intervention blocks were 24 targeted. We used our data through our data-driven 25 instruction or professional development to target</p>

Page 619	Page 621
<p>1 those students and identify where they needed to go 2 for those interventions.</p> <p>3 Some of the intervention programs that we 4 use: Our Fast ForWord intervention. It's an 5 ELA-based -- they're assigned, in Fast ForWord, 6 based on data points.</p> <p>7 We also used MidSchoolMath interventions, 8 because we know that our math scores were 9 struggling. A lot of our data is struggling, but 10 math, in particular, is an area that we struggle 11 with.</p> <p>12 We also are finding that MidSchoolMath has 13 its challenges, so we are now moving to a program 14 calls ALEKS. It's an intervention program; it's 15 targeted; it's one-on-one. It works with the 16 student and it adjusts as the student moves forward. 17 And we've already seen some excellent data with some 18 of our pilot classes where we are using that.</p> <p>19 We also included, within our 45-minute 20 intervention block, an ELD program -- we established 21 an ELD program for dedicated ELD instruction, and we 22 started 60-plus students in those classes.</p> <p>23 We also identified the need for Spanish 24 Language Arts intervention. We currently have 15 25 students in that class as well.</p>	<p>1 education, Leading for Deeper Instruction. It was a 2 three-part series provided by EL Education called 3 Leading for Deeper Instruction, a process of looking 4 at data-driven instruction and its relation to 5 project-based learning.</p> <p>6 Our vision also has some key words that we 7 focused on. So one of the key words is "active and 8 interdisciplinary."</p> <p>9 How do we do that? 10 We provide hands-on learning activities. 11 The teachers participated in EL 12 project-based professional development. Of course, 13 we also created that 90-minute block, that 90-minute 14 block schedule.</p> <p>15 All tech students this year will be 16 assigned Apple MacBook Air laptops, so we can be 17 truly one-to-one with the opportunity to take those 18 home and have internet access at home provided by 19 Tierra Encantada as well.</p> <p>20 We also have teachers who -- who work 21 interdisciplinary. We have programs -- like Mr. Z 22 back here has a class called "Art Rocks." You often 23 see him going to the arroyo to study rocks, brings 24 them back, incorporates art into that. 25 We have a teacher who, this semester, is</p>
<p>Page 620</p> <p>1 We also provide extended learning program 2 at the end of our -- as part of our intervention 3 block for those students who need that enrichment 4 instruction.</p> <p>5 We also did an administrative team 6 redesign. We added a counselor who had experience 7 in assessment, reading data, and dual-credit 8 experience.</p> <p>9 We added a special ed coordinator, whose 10 focus was on IEP compliance, differentiated 11 instruction, and data-driven instruction.</p> <p>12 We added a principal, whose primary 13 functions were to operate the day-to-day operations, 14 and also provide professional development and 15 differentiated instruction, and was an expert in 16 Tier 1 and Tier 2 interventions, and knew the SAT 17 process and was able to train on the SAT process.</p> <p>18 We added a student achievement coordinator 19 whose focus is to look at all those S-A-Ts, SATs, 20 504s, tracked attendance, kept up with our bilingual 21 programming.</p> <p>22 And all of these individuals also serve as 23 mentors for the rest of our staff.</p> <p>24 The administrative team, myself and 25 Ms. Esquibel-Martinez, participated in the EL</p>	<p>Page 622</p> <p>1 teaching reading and is going to be incorporating 2 movement into that.</p> <p>3 We also have another teacher who is a 4 science teacher as well, who I observed do drama, 5 showing body systems, which was very interesting. 6 And I won't even try to explain that to you because 7 it was very interesting to see.</p> <p>8 There's words in there like "challenging." 9 We have a bilingual environment. We offer content 10 in both English and Spanish.</p> <p>11 This year, we offered -- last year, we 12 offered -- 31 students graduated, and, of those, 13 19 students earned the Bilingual Seal. This is 14 about 54 percent of that graduating class.</p> <p>15 This year, for the 2019-'20, we have 16 31 students expected to graduate. 21 students are 17 candidates for the Bilingual Seal.</p> <p>18 We have words in our vision that say -- 19 like "meaningful." 20 At Tierra Encantada, students learn -- 21 student -- I'm sorry. I'm really nervous today. I 22 apologize.</p> <p>23 At Tierra Encantada, each student is known 24 well by at least one adult within the school. 25 How do we do that?</p>

<p style="text-align: center;">Page 623</p> <p>1           We have a concept called "crew." Crew 2 allows students to build positive connections with 3 their peers and with their crew leader. The crew 4 leader stays with that student from seventh grade to 5 graduation and is a point of contact for us as an 6 administrative team and parents.</p> <p>7           So the crew leader becomes the parents of 8 that school, for that student. So if the parents 9 have a question, they call the crew leader. If 10 the -- if a teacher is having an issue with a 11 student who is not passing a math class, that 12 teacher will call -- rather than the parent, will 13 call the crew teacher to start that intervention, 14 and then the crew teacher calls the parents. So the 15 crew teacher becomes that parent at 16 Tierra Encantada, and there is that connection from 17 seventh to twelfth grade. And I believe one of our 18 students is going to talk about that today.</p> <p>19           Students own their learning at 20 Tierra Encantada, as evident by our student-led 21 conferences. A student-led conference is a meeting 22 with a student and his or her family or parents and 23 the teachers during which the student shares his or 24 her portfolio of work and discusses progress, 25 challenges, data with their families.</p>	<p style="text-align: center;">Page 625</p> <p>1 negotiation, critical thinking, public speaking, 2 writing, and research. These students travel to 3 Albuquerque and participate in this UN Model with 4 other schools -- I believe it's at UNM? At UNM.</p> <p>5           Our students have also -- and our staff -- 6 have also participated in La Cosecha. They have 7 become leaders in the community by holding joint 8 presentations with both students and teachers for 9 State bilingual educators, and, recently, on closed 10 reading strategies, by using the Martin Luther King 11 speech, "I Have a Dream."</p> <p>12           Students are also working towards earning 13 an Associate's and a certificate at their local 14 colleges. Right now, we have a number of students 15 who are going to be going to Northern New Mexico 16 College in Española, where they will be working on a 17 IT certification in Microsoft Office Suite.</p> <p>18           And that is directly tied to LANL. So 19 LANL will be looking for these students as they 20 start to look for jobs.</p> <p>21           And Tierra Encantada will be providing 22 transportation for their students on Fridays to 23 participate. It's a program designed for our 24 students to participate in.</p> <p>25           Our students are also looking at the</p>
<p style="text-align: center;">Page 624</p> <p>1           It's not the teacher anymore saying, 2 "Here's where we're having some problems." It is 3 now the students saying, "Here is where I am having 4 challenges; here is where I am struggling." And so 5 the student owns their learning.</p> <p>6           And as a team, they start to discuss 7 interventions and how can we move forward from here.</p> <p>8           There is also words in our vision, 9 "post-secondary environment."</p> <p>10           We now have MOUs with three colleges: 11 IAIA, Santa Fe Community College, and we're 12 reestablishing with Northern New Mexico College.</p> <p>13           We also work with the Army, National 14 Guard, the Marine Corps, as they're on campus 15 regularly visiting with students and recruiting 16 students.</p> <p>17           As of today, 97 percent of all of our 18 seniors have already applied to at least three 19 colleges.</p> <p>20           Our students also participate in the UN 21 Model in Albuquerque. It's an opportunity to work 22 on a challenge to practice speech and debate, to 23 improve on research skills.</p> <p>24           This learning program provides students 25 with a forum to develop skills in diplomacy,</p>	<p style="text-align: center;">Page 626</p> <p>1 trades at these local colleges and enrolling in the 2 trade programs. We have several students who are 3 now enrolled in welding programs at the community 4 college as well.</p> <p>5           So why are students coming to 6 Tierra Encantada?</p> <p>7           Well, they're seeking a small school size 8 and more individualized attention, which is what 9 we've been giving them.</p> <p>10           They may be struggling in their current 11 district and they're looking for new opportunities. 12 They like our college-and-career appeal. They like 13 our project-based, where students can utilize the 14 world as their classroom and get their hands dirty. 15 They like our bilingual dual-language offerings and 16 the option to earn the Bilingual Seal.</p> <p>17           We have a reputation in the community 18 where -- that we have a healthy and positive 19 culture. We care about our students and their 20 success and their well-being. They like the 21 relationships between teachers and students, the 22 family concept, as I explained, in crew.</p> <p>23           Some of these students may be at risk of 24 dropping out, and so they come to our school, where 25 they thrive because we don't have students at risk;</p>

Page 627	Page 629
<p>1 we have students who thrive.  2 They also like the opportunity to explore  3 projects and community opportunities that are in  4 line with some career choices that they may be  5 looking at.  6 So where do we thrive?  7 (Signal to end.)  8 THE CHAIR: It's such a pleasant -- your  9 time is up.  10 MR. DANNY PEÑA: Will I be allowed to  11 finish? Can I request a couple of more minutes?  12 Madam Chair?  13 THE CHAIR: I really can't give you a  14 couple more minutes. And we had this -- through  15 e-mail. If you have a sentence or two sentences to  16 finish, I'll let you finish that -- no, that looks  17 like it's --  18 MR. DANNY PEÑA: I have eight points I can  19 read for you.  20 THE CHAIR: It's a page.  21 MR. DANNY PEÑA: It's a section about this  22 long.  23 THE CHAIR: About how long?  24 MR. DANNY PEÑA: About how long? Eight  25 little points.</p>	<p>1 impressed with that.  2 The first up for public comment is Erin  3 Wood.  4 FROM THE FLOOR: Good afternoon. My name  5 is Erin Wood. I am a senior at Tierra Encantada  6 Charter School, and this is my sixth year attending.  7 I am getting ready to go off to college. And it  8 would have been such a hard transition if it weren't  9 for my school.  10 I have been given numerous opportunities  11 and connections from Santa Fe Community College.  12 And, although it will be an easier transition, it's  13 really hard leaving the family that I've had for six  14 years. Sorry.  15 They have pushed me and believed in me  16 when I couldn't believe in myself. And I could not  17 be more prepared for life if it weren't for them.  18 Thank you.  19 THE CHAIR: Thank you.  20 (Applause.)  21 THE CHAIR: Next is a Afifa Rashid.  22 FROM THE FLOOR: (Spanish spoken.) I  23 transitioned from a bigger school, which is Capital  24 High. And it was the best decision I've made.  25 What I appreciate about Tierra is I don't</p>
Page 628	Page 630
<p>1 THE CHAIR: No, I don't --  2 COMMISSIONER CABALLERO: It'll come up in  3 the questions.  4 MR. DANNY PEÑA: Okay. Thank you.  5 THE CHAIR: Sorry. And I actually was  6 hoping that you'd finish earlier. But thank you.  7 So we're on to the eight minutes.  8 Unfortunately, I don't -- I don't know if  9 your attorney is going to be able to do it quite as  10 quickly as the previous attorney. She did it in  11 30 seconds.  12 But there's -- there were seven people who  13 have signed up for comments; so you have just barely  14 over a minute apiece.  15 MS. SUSAN FOX: I've got down my stock  16 statement to one sentence.  17 The school objects to any bifurcation or  18 extension of the charter renewal process that is  19 intended to, or would result in, the PEC's decision  20 not being a final decision until after the statutory  21 deadline requirement in the Charter Schools Act and  22 reserves all its appeal rights under New Mexico law.  23 THE CHAIR: That was a big sentence,  24 though.  25 And you used "bifurcation." I was so</p>	<p>1 feel like a number. I feel like I matter. And at  2 Capital, I didn't know my principals or my  3 counselor.  4 And every day when I walk through those  5 doors, they make sure -- they say, "Good morning,  6 Afifa. How are you doing? Where are you going?  7 Are you going to class?"  8 And I really appreciate that, because I  9 believe that I am the confident woman I am today  10 because of them. I feel comfortable.  11 Their doors are open all the time. And  12 it's just really sad that I have to go off to  13 college this year. But I'm very confident in that  14 because of them. And -- yeah. Thank you.  15 THE CHAIR: Thank you.  16 (Applause.)  17 THE CHAIR: Next is Jamie and Michael  18 Stevens.  19 FROM THE FLOOR: Hi. I'm Jamie Stevens.  20 I'm a new board member at Tierra. I was inspired to  21 become so because of our experience there.  22 My son's an eighth-grader. He's a twice  23 exceptional learner, which is a challenging  24 situation. And he really struggled in the  25 traditional public school setting to get his needs</p>

<p style="text-align: right;">Page 631</p> <p>1 met.</p> <p>2 And at Tierra, he has absolutely thrived.</p> <p>3 And having seen him struggle, watching him do so</p> <p>4 well here has just been -- I can't even describe it.</p> <p>5 And so it's a pleasure to serve on the</p> <p>6 board now. And I guess that's all I can say. I'll</p> <p>7 let him say the rest.</p> <p>8 FROM THE FLOOR: Hello. My name is</p> <p>9 Michael Stevens. I'm an eighth-grader at the</p> <p>10 school. The reason why I think this is such a</p> <p>11 unique school that should stay open is because of</p> <p>12 all the opportunities it gives all its students,</p> <p>13 like -- for instance, like the dual credit.</p> <p>14 The fact that we do a class by semester</p> <p>15 makes it so that you can finish your classes quicker</p> <p>16 and you can get into the college and graduate with</p> <p>17 your Associate's degree. Then you can finish</p> <p>18 college faster and get your degree, you know?</p> <p>19 So that is really nice.</p> <p>20 And also just how much the school knows</p> <p>21 each kid. Like with crew -- like with crew, you</p> <p>22 know. The crew teacher knows you a lot, always.</p> <p>23 Thank you.</p> <p>24 THE CHAIR: Angelique LeRouge.</p> <p>25 FROM THE FLOOR: Good afternoon,</p>	<p style="text-align: right;">Page 633</p> <p>1 THE CHAIR: Next is Deanne Brown.</p> <p>2 FROM THE FLOOR: Hi. My name is Deanne,</p> <p>3 and I'm from Northern New Mexico College here to</p> <p>4 voice support in our new relationship and for any</p> <p>5 future dual-credit opportunities that we might work</p> <p>6 with to work together on.</p> <p>7 Also, I'm going to abbreviate to my</p> <p>8 30-second rendition. I also have a long history</p> <p>9 with students at Tierra Encantada in a completely</p> <p>10 different capacity from Santa Fe Art Institute. And</p> <p>11 what I've seen come out of that school for a</p> <p>12 student -- I had a student, one student, one year,</p> <p>13 one school. He struggled with homelessness. He did</p> <p>14 not have a parent in New Mexico. He did not have</p> <p>15 transportation.</p> <p>16 He found a family in the staff at</p> <p>17 Tierra Encantada. He found a way to get to school</p> <p>18 every day. I -- he volunteered with me that year</p> <p>19 over 300 hours in our community. He taught classes</p> <p>20 in the Santa Fe Youth Shelter, a place he himself</p> <p>21 had resided.</p> <p>22 He did workshops with me in the detention</p> <p>23 centers in Albuquerque. He offered community</p> <p>24 hip-hop workshops, tried to teach me to break-dance,</p> <p>25 but I wasn't a success -- but in the Hopewell Mann</p>
<p style="text-align: right;">Page 632</p> <p>1 Commissioners. I am a parent. And I'm also an</p> <p>2 educator of the local school district.</p> <p>3 I have two daughters. One has already</p> <p>4 graduated from Tierra Encantada, and the other one</p> <p>5 is now attending Tierra Encantada. And I, too, have</p> <p>6 daughters on both ends of the spectrum in special</p> <p>7 ed.</p> <p>8 So my oldest daughter, she didn't fit in.</p> <p>9 She had a hard time in the -- just the general</p> <p>10 public school. She found Tierra Encantada. It</p> <p>11 embraced her. It helped her to become a leader.</p> <p>12 She actually ended up graduating top ten of her</p> <p>13 class.</p> <p>14 My youngest daughter, she's on the other</p> <p>15 opposite. She's a gifted student. And the rigor</p> <p>16 and support that Tierra Encantada provides our kids</p> <p>17 is the true definition of differentiation.</p> <p>18 Tierra Encantada is a place where everyone</p> <p>19 fits. You don't have to be a certain race; you</p> <p>20 don't have to speak Spanish. You can be yourself.</p> <p>21 And my kids and my family were a true reflection of</p> <p>22 that, and we just have to thank the staff at</p> <p>23 Tierra Encantada. Thank you.</p> <p>24 THE CHAIR: Thank you so much.</p> <p>25 (Applause.)</p>	<p style="text-align: right;">Page 634</p> <p>1 community.</p> <p>2 This is the caliber of students that I</p> <p>3 have seen, creative, intelligent, outgoing.</p> <p>4 And so we are super-excited to have them</p> <p>5 up on our campus this spring every Friday. I'm sure</p> <p>6 they're going to add a ton of vibrancy and activity</p> <p>7 on our campus. And thank you for allowing me the</p> <p>8 opportunity to voice my support and the support of</p> <p>9 Northern New Mexico College.</p> <p>10 THE CHAIR: Thank you.</p> <p>11 (Applause.)</p> <p>12 THE CHAIR: the next up -- I don't have a</p> <p>13 last name -- Estefania and Alejandro.</p> <p>14 FROM THE FLOOR: Hello. I am Alejandro</p> <p>15 Pastida [ph]. I'm an eighth-grade student here at</p> <p>16 Tierra Encantada. And ever since I began a year and</p> <p>17 a half ago, I have felt so comfortable, and I feel</p> <p>18 like they've created such an environment that feels</p> <p>19 so familiar and comfortable that I feel like I'm</p> <p>20 family with everyone at the school.</p> <p>21 THE CHAIR: Thank you.</p> <p>22 FROM THE FLOOR: Hello. My name is</p> <p>23 Stephanie Ramirez. I am Alejandro's mother. I am</p> <p>24 an educator. I have worked in universities in Spain</p> <p>25 and the United States. Alejandro was born in Spain,</p>

Page 635	Page 637
<p>1 and then we later came here to the United States.  2 And it's very important to me to express  3 how wonderful of an infrastructure of  4 social-emotional support that Tierra Encantada  5 provides for the students and parents.  6 Pathways for communication are open.  7 Responsiveness to inquiries to the staff or to the  8 crew leader or to the directors are immediate.  9 Bilingual education is phenomenal.  10 My son not only -- he speaks a perfect  11 Castellano. Now he's writing and reading an  12 excellent Castellano. He's also encouraged in all  13 of his different studies at the school. If he wants  14 to do a creative writing project, he can do that in  15 English and Spanish. And I'm thrilled about those  16 ideas.  17 He's encouraged to explore all of his  18 culture and to share that with his peers. And the  19 supportiveness and the encouragement that he  20 receives at this school is second to none.  21 So thank you very much for all the work  22 that you do at Tierra Encantada, and thank you for  23 your attention.  24 THE CHAIR: Thank you.  25 (Applause.)</p>	<p>1 Schools when I heard from Danny. I had worked with  2 Danny for approximately -- at least three years.  3 And he had been an administrator who was sincere,  4 authentic, and had helped me to be a part of a  5 school that turned things around in the light of  6 socioeconomic, linguistic challenges. Through the  7 insight, he left that school. That school is now  8 still in struggle. I think we can -- that's a  9 matter of public record.  10 What I came to when I talked to Danny was  11 that here was a school that there was no question,  12 as I walked through, it had some work to do. It was  13 a school that had a mission and a vision that  14 inspired this man, and it made me want to be a part  15 of it. I joined the team.  16 What I want to talk about is that school  17 to now, I believe some of you have that on public  18 record, that difference, okay?  19 There's been hard work. If there's been  20 turnover in our -- in our teachers, well, 'cause it  21 isn't easy being a teacher, okay?  22 I stand here today ready to perhaps lose  23 my job, because I invested in what I believe in.  24 And that's these young people back here.  25 Perhaps best example is what happened</p>
<p>Page 636</p> <p>1 THE CHAIR: And I apologize for someone  2 who signed it all the way down and signed at the  3 very bottom of the page, and I didn't count that.  4 So I'll allow them to speak, because I didn't count  5 it in.  6 And it's -- I can't read the last name at  7 all -- JaZeb, or JonZeb -- or I'm not exactly sure.  8 FROM THE FLOOR: Good afternoon. All  9 right. I've been called many things. My name is  10 Jon Zebrowski. I'm a second-generation Eastern  11 European and Welsh immigrant -- immigrant family.  12 I grew up military. Tierra is commonplace  13 to me because there's more than one tongue being  14 spoken. I grew up overseas.  15 I came to Tierra Encantada -- and I want  16 to say thank you for letting me speak, but I needed  17 to get that clear.  18 I came to Tierra Encantada. Right now,  19 I'm a 34-year teacher. In 2008, I got my national  20 boards. I'm a Wright Fellow through the University  21 of Idaho.  22 I am a committed, dedicated, lifelong  23 educator. I have had none of my own children, but  24 I've had hundreds.  25 I was teaching in the Santa Fe Public</p>	<p>Page 638</p> <p>1 yesterday. During the last four years while I have  2 worked at Tierra Encantada, I have had -- I had some  3 deep reflective -- and you may all laugh at this --  4 discussions with another Spanish-speaking scientist,  5 science teacher -- he's now doing his Ph.D. at UNM  6 about how to raise chemistry scores in the EOCA. We  7 were both frustrated.  8 MS. FRIEDMAN: Time is up.  9 FROM THE FLOOR: Put it down. Yesterday  10 50 percent passed the EOCA in chemistry. It's not  11 me; it's not the class. It's the fact that  12 Tierra Encantada is changing. The academic tenor is  13 there. Great things are happening. We are crossing  14 the gap that is education in the nation and  15 New Mexico, and I am looking forward to your  16 support, because great things are happening here.  17 We don't have great days. We make them.  18 THE CHAIR: Thank you.  19 (Applause.)  20 THE CHAIR: So thank you all once again.  21 We certainly appreciate all of your enthusiasm. We  22 truly do.  23 So the bad news is you don't qualify for a  24 prize today because you never had enough red marks.  25 MR. DANNY PEÑA: I was standing in the</p>

1 back, though.  
 2 THE CHAIR: You never had enough Falls Far  
 3 Below to start to qualify. But the good news is  
 4 that's because you didn't have -- you didn't have  
 5 that many Falls Far Below to begin with.  
 6 But the great news is the school has  
 7 certainly moved forward and have raised all but one  
 8 of them, I believe. So, once again, that has to be  
 9 a testament to the governance council that's having  
 10 genuine conversations, whatever the school has been  
 11 doing to dig in and do this turn-around.  
 12 I guess I have a question about the dual  
 13 language. Because your mission says you're --  
 14 what's the word -- what is it? The dual language  
 15 is --  
 16 MR. DANNY PEÑA: Empowers students as  
 17 citizen scholars within a dual-language environment?  
 18 THE CHAIR: Within a dual-language  
 19 environment. So your school is different if in --  
 20 because I think you said there is  
 21 60-some-odd percent that are enrolled in dual  
 22 language?  
 23 MR. DANNY PEÑA: Dual credit.  
 24 THE CHAIR: Dual credit. Okay.  
 25 MR. DANNY PEÑA: I gave you an actual

1 But if a teacher leaves -- let's say a  
 2 math teacher leaves, and they are not a bilingual  
 3 classroom. When we readvertise that position, we'll  
 4 readvertise a bilingual program.  
 5 I think the problem that we have had was  
 6 we didn't have enough bilingual teachers, and it was  
 7 hard for us to maintain a dual-language program. We  
 8 were doing it as best we could.  
 9 But, again, that was -- we had some  
 10 challenges, like I said, when we did the  
 11 restructure, and we lost a lot of those teachers  
 12 with their visas when they had to go back.  
 13 THE CHAIR: Okay. Thank you.  
 14 So can we just look a little bit at the  
 15 fact that you haven't met your mission-specific  
 16 goals, I think, ever, over the length of it? And we  
 17 see growth, movement through the State reporting  
 18 system; yet there's been no even Workings to Meets.  
 19 So there's a concern there.  
 20 MR. DANNY PEÑA: Right. I'm sure you're  
 21 concerned. I can definitely speak to the time that  
 22 I have been there.  
 23 This is one of the reasons why we  
 24 implemented some of these changes that we did,  
 25 because we saw that we weren't meeting those.

1 number. It wasn't a percent. It was 64 students  
 2 enrolled in dual credit.  
 3 THE CHAIR: So what the Deputy Director  
 4 indicated, there had been challenges with the dual  
 5 language being done. So can you just walk us  
 6 through a little bit on what has changed and what it  
 7 looks like now?  
 8 MR. DANNY PEÑA: So when I got there, we  
 9 had a different type of structure. Not every class  
 10 was dual-language, bilingual. And that's a  
 11 challenge to find bilingual teachers anywhere.  
 12 And, recently, I mean, we lost -- I talked  
 13 about the turnaround. And so we lost some teachers.  
 14 We -- either they left because they -- you know, for  
 15 whatever reason, or we had a large number of  
 16 teachers who were here -- what is the program? It's  
 17 not "exchange." But it's the teachers who come from  
 18 Spain, and they come from Mexico, and their three  
 19 years were up, and they had to leave.  
 20 That was a year or two ago. We've been  
 21 working to refill those positions. Each position we  
 22 open up at Tierra Encantada now becomes a bilingual  
 23 position. So we do offer a Spanish instruction  
 24 class at almost every content right now, one or two  
 25 Spanish instruction classes in every content.

1 Although we haven't met them, we're glad that we're  
 2 going up in our data. This is why we implemented  
 3 programs likes Fast ForWord.  
 4 I'll turn this over to  
 5 Ms. Esquibel-Martinez, and she'll talk a little more  
 6 about Fast ForWord and what it does in our  
 7 interventions.  
 8 We did a lot of data-driven instruction --  
 9 training and professional development at the  
 10 beginning of the year two years ago, where we  
 11 actually took the data of every student at  
 12 Tierra Encantada, and we looked at each data piece,  
 13 and we plotted it, and we had the entire student  
 14 body and the staff just look at where we were and  
 15 where the work had to be -- I'm sorry, Steve -- what  
 16 was the work that we had to do.  
 17 Then we started to drill down and do some  
 18 really hard work. And we started implementing more  
 19 interventions. We had -- Tierra Encantada operates  
 20 on a four-day week, and we use Fridays for  
 21 interventions and professional development. We were  
 22 finding that students were not really coming on  
 23 Fridays as much as we would like them to come. So  
 24 that's why we implemented the intervention model  
 25 within our master schedule, to have every student

1 participate in an intervention model, no matter  
2 where you land in that data.

3 So we had to drill down. And now we're  
4 drilling down even further in targeting and  
5 identifying so we can meet those goals.

6 I don't know if I'm answering your  
7 question. But I'm telling you the process of what  
8 we've been doing since I've been there to try and  
9 meet those goals.

10 THE CHAIR: Let me ask you. I don't know  
11 if you can answer this right now. But since you've  
12 been there and you've begun to execute these  
13 changes, at the very least, what kind of changes did  
14 you -- can you tell us what kind of changes you saw  
15 in that data from at least the year before last to  
16 last year, if any? So can you --

17 MR. DANNY PEÑA: I could tell you that  
18 the -- I shared a little bit of that when I said we  
19 were able to administer the PARCC in the fall. And  
20 the student --

21 THE CHAIR: But the PARCC isn't the  
22 mission-specific.

23 MR. DANNY PEÑA: Right. But it's showing  
24 progress. And I can tell you also that the -- we  
25 used MAPs, and we're showing movement out of the

1 anthropology and lots of other stuff that I wasn't  
2 really qualified to teach, because it's -- because  
3 it was a small college.

4 I'm also currently teaching sociology at  
5 Santa Fe Community College.

6 I'm on the Adjunct Instructor list at  
7 Northern. And so that -- I asked our lawyer if that  
8 was a conflict of interest for me. She said, "No."  
9 So -- and I do want to warn the young woman that's  
10 going to SFCC. Watch out for that teacher named  
11 "Crone." He's tough.

12 How many students are you sending to  
13 Northern?

14 FROM THE FLOOR: We will be sending 18 in  
15 the spring.

16 COMMISSIONER CRONE: This spring semester.  
17 But the program will be continuing. Are they simply  
18 focusing on the IT?

19 MR. DANNY PEÑA: In that particular  
20 cohort, yes. Right now, this is our first -- since  
21 I've been there -- I know they had a previous  
22 agreement with Northern Community College before I  
23 got there.

24 But in our current -- this is where we're  
25 starting out with is this particular -- in this

1 lower end of our MAP scores moving into the upper  
2 end of our MAP scores. Because now -- we were  
3 giving it twice a year. And then we started giving  
4 it three times a year, so we could get cleaner data.

5 And now with our block schedule, we give  
6 it in the fall and we give it in December. And then  
7 when we come back in January, we give it in January  
8 for our spring block, and then we give it in May at  
9 the end of the spring block.

10 THE CHAIR: So has there -- let me just  
11 ask, 'cause the short-cycle assessment is the NWEA.

12 MR. DANNY PEÑA: Yes, MAPs.

13 THE CHAIR: I'm sorry. I'm just -- yeah,  
14 I got it. Yeah.

15 MS. KAREN WOERNER: NWEA is the company,  
16 and they called it Measures of Academic Progress.

17 THE CHAIR: It came out. And as soon as  
18 it did, I knew what I said. So sorry. Sorry.

19 Okay.

20 Commissioners, any questions?

21 COMMISSIONER CRONE: I have one. I'm  
22 going to do a little bit of a disclaimer first. I  
23 taught at Northern New Mexico College -- "Community  
24 College," formerly. It's "College" now -- yes,  
25 correct -- for 46 years. I taught sociology and

1 particular program.

2 COMMISSIONER CRONE: Okay. Are you going  
3 to do any classes at the Higher Education Center  
4 here in town?

5 MR. DANNY PEÑA: We're exploring that as  
6 well.

7 COMMISSIONER CRONE: And where is the  
8 school located? I'm not familiar with that road.

9 MR. DANNY PEÑA: Tierra Encantada.

10 COMMISSIONER CRONE: No. The road. I  
11 know where Northern is. I was there till 7:30 last  
12 night.

13 MR. DANNY PEÑA: So I did the same thing.  
14 I realized what I said once I said it.

15 COMMISSIONER CRONE: It's contagious.

16 MR. DANNY PEÑA: We're just down the road  
17 from the Santa Fe Community College. We leased the  
18 school at Light Mission Viejo. They have a school  
19 there, Governor Miles and Richards Avenue. There's  
20 that church kind of there, and we leased that  
21 building there.

22 THE CHAIR: All right. Thank you.

23 MR. DANNY PEÑA: Love to have you all come  
24 out and visit.

25 COMMISSIONER CRONE: I drive by there

1 frequently.

2 THE CHAIR: So can you attribute anything  
3 to the -- I think it's the student retention rate?  
4 Because there seems to be a little bit of a  
5 challenge with that.

6 MR. DANNY PEÑA: So the -- usually --

7 THE CHAIR: I'm sorry. Within the school  
8 year. I'm sorry. It's not the from-year-to-year,  
9 but within the year.

10 MR. DANNY PEÑA: So the challenge that we  
11 have whenever I talk to students when they're  
12 withdrawing -- I try to meet with every student  
13 who's withdrawing. And the challenge we have is in  
14 our geographical area where we're at right now is  
15 about four -- four charter schools within about a  
16 two- or three-mile radius. You've got Monte del  
17 Sol. You've got ATC, the MASTERS Program, and  
18 you've got Tierra Encantada.

19 So whenever I meet with the students, they  
20 say, "Oh, I'm going to the MASTERS Program," or,  
21 "I'm going to Monte del Sol."

22 And we -- we will eventually get them  
23 back. We do get a lot of our students back.

24 But that's kind of what we've been  
25 struggling. I share with our board and our team

1 doing down there. So that is part of what we do as  
2 well. So, like I said, we started implementing more  
3 and more dual-credit to be able to, you know,  
4 compete. And so we're seeing that a lot of our  
5 students are now taking advantage of our dual-credit  
6 program.

7 Ms. Olivas will also share with you, or  
8 she has shared with us, that a year ago when she  
9 started she had to chase kids down to get them  
10 enrolled in dual credit, and now she has a line out  
11 her door constantly, as early as ninth grade, trying  
12 to enroll in dual-credit programs.

13 So we're hoping that that -- we won't see  
14 that trend, Madam Chair, moving forward, because  
15 we've started really focusing on some of those areas  
16 that we were seeing that needed to be worked on, and  
17 that was one of them.

18 THE CHAIR: Thank you. And that is a  
19 challenge that most schools don't face, maybe  
20 outside of Albuquerque. There may be a couple of  
21 charters that are that closely, you know, located.  
22 But it's -- it's odd for an area that's relatively  
23 small to have the charters clustered that close.

24 So it does present -- especially when  
25 you're -- it's not like it's a variety of

1 here that it's what makes it also difficult is we  
2 also share the same vendor who transports our kids  
3 from school to school.

4 So it's just, you know, "I'll get off at  
5 this school rather than at Tierra Encantada."

6 So, you know, I really want to say that we  
7 do have conversations with students who come back,  
8 either to visit or try to come back and reenroll.  
9 We actually had one student who met with Ms.  
10 Esquibel-Martinez -- if she doesn't mind me sharing  
11 this story -- who said, "I really wish I was back at  
12 Tierra Encantada, because it's so hard now."

13 Ms. Esquibel-Martinez was sharing this  
14 story. I started thinking, "Are we too easy?"

15 And she said, "No. You guys really help  
16 me. You guys really work with me when I'm having  
17 some struggles in some areas, and so I really,  
18 really miss that."

19 And so we've gotten lot of students back  
20 who actually share those kinds of stories with us.

21 We've also had students who say, "I want  
22 to go to the MASTERS Program because they offer the  
23 dual-credit program, and I can graduate with an  
24 Associate's."

25 And I love what our -- my colleague is

1 K-through-6, and it's -- so that it's -- you're  
2 all -- yeah, you're all competing for --

3 MR. DANNY PEÑA: The same students,  
4 uh-huh.

5 THE CHAIR: Yeah. Yeah. And often  
6 they're great in also playing off who's got the  
7 better deal right now.

8 MR. DANNY PEÑA: Yes.

9 THE CHAIR: The nature of kids.  
10 Commissioners, any questions?

11 COMMISSIONER CABALLERO: I have a  
12 question.

13 THE CHAIR: Certainly.

14 COMMISSIONER CABALLERO: Yes. A couple of  
15 questions.

16 Something was mentioned about La Cosecha.  
17 Just real quick, what -- can you elaborate?

18 MR. DANNY PEÑA: La Cosecha is a national  
19 bilingual conference for bilingual educators. They  
20 come from all over the country to attend trainings  
21 and professional development. It's put on by Dual  
22 Language of New Mexico here in Albuquerque.

23 COMMISSIONER CABALLERO: Oh. New Mexico  
24 is the sponsor?

25 MR. DANNY PEÑA: So Ms. Eva de Andres

<p style="text-align: right;">Page 651</p> <p>1 Presa here, our student achievement coordinator, has 2 presented there several times and takes a team up 3 there to present on strategies and whatnot for 4 bilingual educators. 5 Last year, we had students who 6 participated and were part of that presentation and 7 taught bilingual educators about close reading. 8 COMMISSIONER CABALLERO: The other 9 question -- I'm curious. I took Spanish 4. And it 10 was hard. And my teacher in high school would brag 11 about New Mexico, and they had "the Seal." And he 12 would say, "You're lucky you're not in New Mexico." 13 Because I -- I had a "C" at the end of the 14 year in 4. And the "A" guys ended up majoring in 15 Spanish in the university. I mean, they were good. 16 I thought I was good; but these -- these 17 young men and women were awesome. Awesome. 18 And so how hard is it for your students to 19 get their seal? 20 MR. DANNY PEÑA: It's a process. And I 21 believe -- I may call Afifa up here in just a bit, 22 because she is one of our candidates who is right 23 now working on the Bilingual Seal. 24 So our students have to -- I'm trying to 25 remember our policy. We -- they have to be in --</p>	<p style="text-align: right;">Page 653</p> <p>1 COMMISSIONER CABALLERO: I was the man, 2 and, at the end of the year, was not the man. 3 MR. DANNY PEÑA: Trust me. Sometimes I go 4 home, and I say, "I'm not the man today." 5 Sometimes I think my Spanish is excellent 6 and -- so I don't know. If I -- 7 THE CHAIR: I took Spanish 4. And I took 8 all the way to Level 3 in college. When I had to do 9 the research paper, it nearly killed me. 10 MR. DANNY PEÑA: Madam Chair, would it be 11 okay if Afifa shares her experience about earning 12 the seal? 13 FROM THE FLOOR: Hello, again. I'm 14 currently preparing myself to take the Bilingual 15 Seal with Ms. Eva as my teacher. It's really hard. 16 I thought I was bilingual until I took the class, 17 because it's really hard. It's a lot of technical 18 stuff that you need to work on. And I'm not only 19 working on my speaking, also my writing in Spanish. 20 And I love that the school is helping me 21 towards that, because it's an opportunity that other 22 schools don't have. Again, like I said, I came from 23 Capital, and they don't have that there. So I'm 24 really glad that the school offers that. It gives 25 me that opportunity.</p>
<p style="text-align: right;">Page 652</p> <p>1 they have to take so many years in Spanish or 2 Spanish content. They have to pass the Spanish CLEP 3 test at the -- you know, the -- the CLEP test. 4 And then they have to present before a 5 board and write an essay, if you will, on why they 6 deserve and why they should earn the seal. And then 7 they present that to a board during what I was 8 referring to, passages and student-led conferences; 9 it's incorporated into that. 10 And the panel that they present to is made 11 up of staff members and community members from 12 Santa Fe. And it has to be presented in English and 13 in Spanish. 14 COMMISSIONER CABALLERO: Oh, okay. So 15 truly bilingual. 16 MR. DANNY PEÑA: Truly bilingual, yes, 17 sir. 18 COMMISSIONER CABALLERO: But, anyway, that 19 Spanish 4 that I took, we had to do, towards the 20 end, spontaneous interpretation. And that -- that 21 was a kicker. 22 And I did very well in that, even though I 23 didn't do well at the end of the class. But I 24 thought I was excellent. I mean, that was the -- 25 MR. DANNY PEÑA: Trust me. I have --</p>	<p style="text-align: right;">Page 654</p> <p>1 THE CHAIR: Thank you. 2 COMMISSIONER CRONE: Madam Chair? 3 THE CHAIR: Commissioner Crone? 4 COMMISSIONER CRONE: I was just kidding 5 when I said that a while ago. 6 I did want to mention that I got a private 7 endorsement of your school from the provost at 8 Northern. I was in a meeting with Dr. Lopez last 9 night. So he encouraged me to vote for this school. 10 THE CHAIR: Thank you. 11 Let me just ask you. Because you 12 mentioned that you're Expeditionary-inspired. Was 13 the school ever -- we had a number of schools back 14 years ago that were -- in their mission -- and they 15 were an Expeditionary School, but then had to 16 migrate out of that because it just became too 17 expensive. 18 MR. DANNY PEÑA: Right. 19 THE CHAIR: So is that the case with this 20 school? Or you just -- the school always embraced 21 the model? 22 MR. DANNY PEÑA: We use their model, 23 not -- not exclusively. 24 THE CHAIR: Right. 25 MR. DANNY PEÑA: But we use their model.</p>

Page 655	Page 657
<p>1 And, yes, it was a very expensive program. And I 2 believe previous -- before I got there, there were 3 ties cut with Expeditionary Learning, and I worked 4 at bringing them back, and we brought them back to 5 provide professional development with our staff and 6 some coaches with me and whatnot. 7 So that's kind of where we were at. But 8 we still use -- we're allowed to use their 9 components; we're allowed to use their principles. 10 THE CHAIR: Right. Is there anyone in 11 New Mexico that is still trained? Because there 12 used to be a woman on the -- actually, the board of 13 Red River, who was an Expeditionary trainer. And I 14 don't think -- I know she's not on the board any 15 longer, and I don't know if she still lives here. 16 MR. DANNY PEÑA: There was somebody local 17 who would come and train who was part of 18 Expeditionary Learning. But I can tell you that 19 Expeditionary Learning only works now exclusively in 20 Colorado. And they have trainers who go out. My 21 understanding, they no longer have EL schools 22 outside of Colorado. But they will send trainers, 23 and we have trainers all over the country who 24 provide that training. 25 THE CHAIR: Right. Interesting. Okay,</p>	<p>1 So approximately 90 percent of your school 2 is Hispanic. And I know that not every single one 3 speaks Spanish. That's the way life is. But they 4 do -- may start out with a little bit of an 5 advantage to that, because you only have, like, 6 9 percent Anglo and 1 percent Native American, I 7 think it is, and African American. So they're 8 already starting out with an advantage. 9 So is the emphasis then somewhere on the 10 language, verbal language, but a lot more on reading 11 and writing? Is that where you have to go? 12 MR. DANNY PEÑA: We now do -- rather than 13 Spanish as a Second Language, our students 14 participate in Spanish Language Arts. So there's 15 reading, writing. It's a -- it's language arts in 16 Spanish. 17 COMMISSIONER ARMBRUSTER: So for an Anglo 18 who didn't speak Spanish coming in -- is it at 19 seventh grade, you begin, or is it eighth? 20 MR. DANNY PEÑA: Seventh grade. 21 COMMISSIONER ARMBRUSTER: Who doesn't know 22 any language -- 23 MR. DANNY PEÑA: We do work with them to 24 differentiate it in the classroom. If there's more 25 of a need, like we found this year, we provide the</p>
<p>1 thanks. I was just curious. 2 COMMISSIONER CABALLERO: One more thing, 3 Madam Chair? 4 THE CHAIR: Certainly. 5 COMMISSIONER CABALLERO: A little curious 6 on the fact that you lost your teachers that were 7 here from -- as guests teaching. How many of those 8 left that were part of that program? And how long 9 do they stay, according to -- if there are 10 standards? 11 MR. DANNY PEÑA: Sure. I'll let Ms. Eva 12 answer that. Because she's -- 13 MS. EVAN DE ANDRES PRESA: Good afternoon, 14 everybody. I'm one of those. I came from Spain in 15 1999. So you're allowed to stay for three years. 16 You can get a J-1 visa, and you can renew it for two 17 more years. That's it, unless you -- you apply 18 different visas. And that's why I'm still here. 19 COMMISSIONER CABALLERO: Okay. 20 THE CHAIR: Thank you. 21 COMMISSIONER CABALLERO: Thank you. 22 THE CHAIR: Commissioner Armbruster? 23 COMMISSIONER ARMBRUSTER: Yes. This is -- 24 I'm sort of on a -- I just have some questions I 25 need to get straight in my mind.</p>	<p>1 Spanish language arts intervention as part of the 2 intervention block as well. 3 COMMISSIONER ARMBRUSTER: Sort of the 4 opposite of EL deal, the direction kind of thing. 5 And my other concern is on these MAPs 6 tests, which I am familiar with. The students 7 were -- the goal was for them to meet one year's 8 growth. And ideally, I'm going to say -- I'm going 9 out on a limb here. But I'm going to say that most 10 of your kids did not arrive on grade level. And one 11 year's growth would be -- if you're testing at 12 seventh grade, you're going to be teaching at 13 eighth, but you should have been at tenth. 14 So I don't know. What do -- what do you 15 do to -- if you can't get them at one year -- and I 16 think our new philosophy, maybe, is -- would be to 17 say we want to see a year-and-a-half growth in math 18 scores, because, otherwise, you're never any better 19 than you were when you started, because -- 20 MR. DANNY PEÑA: Correct. We're just 21 moving that deficit up. Uh-huh. 22 COMMISSIONER ARMBRUSTER: Exactly. So 23 what -- I don't know how you answer these kinds of 24 questions, if you see where I'm going. 25 MR. DANNY PEÑA: I know exactly what</p>

<p style="text-align: right;">Page 659</p> <p>1 you're saying. We do use our MAPs data to target 2 students into our intervention classes. But I'm 3 going to let Ms. Esquibel-Martinez also talk to 4 that, because we do use specific programs in those 5 intervention classes to tackle what you're talking 6 about.</p> <p>7 MS. ANGELA ESQUIBEL-MARTINEZ: Thank you, 8 Madam Chair. You hit the nail on the head when you 9 said, "I suspect your kids don't come to you at 10 grade level."</p> <p>11 So considering the Response to 12 Intervention model, what that affords us in terms of 13 identifying kids who are struggling, we realized, in 14 terms of our framework, that we couldn't just be, 15 class by class, determining that specific 16 individuals needed intervention. We realized that 17 collectively, the majority of our kids need some 18 type of intervention.</p> <p>19 So we've built what we call Tier 1 and 20 Tier 2 interventions into the design of the school, 21 which is what the 90-minute blocks allowed us to do.</p> <p>22 We spend 45 minutes of every day 23 targeting, for example, reading and writing delays.</p> <p>24 We've implemented a program called Fast 25 ForWord. It's scientific research-based. It's</p>	<p style="text-align: right;">Page 661</p> <p>1 with some showing 1.5 years' gain or greater. 2 20 percent of those kids were showing gains.</p> <p>3 So we -- again, as Mr. Peña said, we are 4 selective about the kids whose gaps are great. And 5 you can tell, when you're introducing them to 6 content vocabulary in particular content areas. You 7 can see where the reading struggle is. Is it rooted 8 in language? Is it rooted in vocabulary? Is it 9 rooted in phonics and phonemic awareness skills?</p> <p>10 The demands are high. We don't have the 11 luxury of giving them the time to catch up in class, 12 so we have to give them an opportunity to practice 13 those skills outside of classrooms.</p> <p>14 COMMISSIONER ARMBRUSTER: Sounds like a 15 stupid question. So is this instruction in English?</p> <p>16 MS. ANGELA ESQUIBEL-MARTINEZ: It is. It 17 is.</p> <p>18 COMMISSIONER ARMBRUSTER: The same 19 difficulties?</p> <p>20 MS. ANGELA ESQUIBEL-MARTINEZ: It serves a 21 dual purpose for students who are struggling in 22 general and students who are developing English as a 23 Second Language. It's been shown promising for 24 both.</p> <p>25 COMMISSIONER ARMBRUSTER: Thank you.</p>
<p style="text-align: right;">Page 660</p> <p>1 brain-based, in that scientists have proven that 2 with practice and training the brain, you can close 3 the gaps in difficulties in reading, listening, and 4 speaking, including things like when you're a 5 seventh- and eighth-grader who has a huge gap, three 6 to four years' gap in reading or writing skills, 7 we've got to figure out how do we immediately 8 intervene in closing the gap on phonics, phonemic 9 awareness, listening skills.</p> <p>10 So you don't have the benefit and the 11 opportunity to do that in content area classes like 12 chemistry and biology. So you've got to target that 13 specifically and retrain the brain to be able to 14 develop skills to pick up rigorous content-specific 15 academic language in those particular content areas.</p> <p>16 So Fast ForWord data has been 17 super-promising. I experienced it as a special 18 education educator for that particular reason. We 19 don't have the luxury of time to close the gap on 20 reading and writing skills. So we had to find 21 something in our previous districts. And Fast 22 ForWord word was promising for districts overall.</p> <p>23 In the totality of our implementation for 24 Fast ForWord, we had 56 percent of our students show 25 up to a half-a-year gain in their reading skills,</p>	<p style="text-align: right;">Page 662</p> <p>1 COMMISSIONER CABALLERO: More, 2 Madam Chair?</p> <p>3 THE CHAIR: Sure, Commissioner.</p> <p>4 COMMISSIONER CABALLERO: Just two things 5 to add to what my colleague has just talked about. 6 And I'm glad she brought the disparity in the 7 percentage of white students. Every -- every 8 school, really, has to make an effort, other than 9 the open enrollment, to bridge that gap.</p> <p>10 It should -- the school should reflect the 11 percentage of students in the school district. And 12 white students are at 24 percent. And they're only 13 at 9.</p> <p>14 There is a big plus when a student 15 population is well-mixed and integrated. They learn 16 from each other. I went to all-Hispanic schools all 17 the way. And it was a shocker when I got to the 18 university. Holy cow. I looked around. I was the 19 only one there. And I couldn't turn and ask for 20 help.</p> <p>21 And -- and it wasn't the students that 22 were around me; it was me. Because I grew up in an 23 all-Hispanic, all-Spanish environment. And so for 24 graduate school, I made it a point to go out. So I 25 went all the way to Bloomington, Indiana.</p>

<p style="text-align: right;">Page 663</p> <p>1           And I am so glad I did go. Because, again 2 I was in a university of 52,000. There were only 3 45 students -- Hispanic students, and they were all 4 graduate students, primarily. And so we had to 5 interact with all kinds of people. 6           And that was fantastic. That was 7 fantastic. So I -- I -- you cannot believe how 8 students do well in learning how to cope and deal 9 with other when you have. 10          So we need to find a way to bring in -- I 11 have a good friend who's -- that grew up with us in 12 an Hispanic community, Jerry Smith. And he is truly 13 bilingual -- guy. And I'm glad I was a good friend 14 of his. 15          And so I think that you can recruit 16 students that want to learn and be bilingual. 17          Recently, about two months ago, I was in 18 El Paso Bank. And this is the bank that got sued by 19 us, because they forbid -- they told their employees 20 they couldn't speak Spanish. 21          So we took them to court, and they lost. 22 And I walked into that bank to cash a check. And 23 they spoke English, also. Because all the business 24 transactions were in Spanish, every transaction. 25          And I froze. And I looked around, said,</p>	<p style="text-align: right;">Page 665</p> <p>1           bilingual; because that's going to maybe not so much 2 open doors, but secure the doors that they've 3 already opened up. 4           And so I'm glad you're doing the Seal. I 5 would -- I'm hoping that you guys bring up the 6 percentage of white students, because it is 7 important. 8           I go after schools that don't have enough 9 Hispanic, and I'm going to go after schools that 10 don't have enough of everything else also. 11          I want the schools to reflect how the 12 breakdown is in their school district. 13          And thank you. Thank you, Madam Chair. 14          THE CHAIR: Thank you. Certainly. 15          COMMISSIONER ARMBRUSTER: It's 16 interesting, by the way. You know, I grew up in 17 Indianapolis. 18          But -- okay. So I'm finding this a little 19 odd that your Free and Reduced Lunches are at 20 4 percent? 21          MR. DANNY PEÑA: We do not participate in 22 the Free and Reduced Lunch program at 23 Tierra Encantada. We have our own meal program. 24          But the -- it's a -- it's a one-time fee 25 that the students pay at the beginning of the year,</p>
<p style="text-align: right;">Page 664</p> <p>1           "Oh, God." 2           And people that walked in speaking English 3 only, and they were taken care of by -- I mean, 4 truly bilingual. And that was a big eye-opener. 5 And I thought, "This is what we wanted, to be able 6 to transact either in Spanish or in English with 7 folks that can deal with it." 8           My brother refused and told his girls not 9 to speak Spanish so that they don't suffer in 10 schools. And they don't do well economically 11 because they're not bilingual. And so that was a 12 big mistake. And he admits that. That was a big 13 mistake. 14          So the -- my point is is that New Mexico 15 is going to become more and more bilingual, 16 English-Spanish, at least English-Spanish in the 17 future. And business will get transacted in that 18 language. 19          And you see El Paso getting into it now, 20 more and more in Las Cruces, and it's moving up, and 21 it's inching up. 22          And so the more we do here in Central and 23 Northern New Mexico to prepare our kids to be able 24 to -- and all our kids, Hispanic, Native American, 25 white, all of them should be as close to truly</p>	<p style="text-align: right;">Page 666</p> <p>1           and it feeds them for the entire year; so it's \$100 2 per semester. 3           And, definitely, if students cannot pay 4 that, we work with them. But it -- we don't 5 participate in the Free and Reduced Lunch. The 6 numbers that you have, I think, are based on data 7 that maybe came from other schools when they 8 transferred to us. Or I know that when I work with 9 Title I, the Title I bureau, they go get the direct 10 serve -- how many families are applying to the SNAP 11 program, to give us those numbers. But we don't 12 participate in the Free and Reduced Lunch program. 13          COMMISSIONER ARMBRUSTER: But you do 14 provide lunch. 15          MR. DANNY PEÑA: We do provide lunch, yes. 16 And if families cannot pay for that lunch, we do 17 work with them. 18          COMMISSIONER ARMBRUSTER: I was just 19 not -- 20          MR. DANNY PEÑA: Yeah, that number -- 21          COMMISSIONER ARMBRUSTER: Yeah. It's like 22 the 200 teachers. 23          THE CHAIR: We have 200 teachers. No 24 wonder there's a teacher shortage in New Mexico. 25 You have them all there.</p>

Page 667	Page 669
<p>1 COMMISSIONER ARMBRUSTER: That's why I was 2 just -- 3 THE CHAIR: Commissioner Voigt? I'm 4 sorry. Are you done? 5 COMMISSIONER ARMBRUSTER: Yeah. 6 COMMISSIONER VOIGT: So that just brought 7 up a question for me then. How do you guide your 8 nutritional values for the meals that you serve for 9 lunch? 10 MR. DANNY PEÑA: They follow -- I mean, 11 they -- that's a good question. But they do follow, 12 you know, pretty much what every school should be 13 doing. 14 We don't -- I mean, I don't dictate the 15 menu. But I do -- you know, the food that is served 16 is very similar for what you would see in the 17 elementary school. 18 So I do follow the federal guidelines on 19 what needs to be served. We get inspections 20 regularly with our food program. But that's -- as 21 far as monitoring that, I couldn't answer that for 22 you. But I do know we follow federal guidelines. 23 COMMISSIONER VOIGT: You get the city 24 health inspections? 25 MR. DANNY PEÑA: Yes.</p>	<p>1 FROM THE FLOOR: Okay. 2 THE CHAIR: Okay. I move that the Public 3 Education Commission renew the charter for 4 Tierra Encantada for five years, with the conditions 5 that the New Mexico System of School Support and 6 Accountability Report prepared by PED show the 7 similar performance for School Year 2018-2019 in the 8 student growth, highest quartile; student growth, 9 middle quartile; student growth, lowest quartile; 10 English Learner progress; chronic absenteeism; 11 college-and-career readiness; education climate, and 12 growth in four-year graduation rate, with no 13 statistically significant decrease in performance. 14 COMMISSIONER RAFTERY: I second. 15 THE CHAIR: A motion by Commissioner 16 Gipson, a second by Commissioner Raftery. Any 17 further discussion? 18 (No response.) 19 THE CHAIR: If not, roll call, please. 20 COMMISSIONER ARMBRUSTER: Commissioner 21 Raftery? 22 COMMISSIONER RAFTERY: I'm sorry. Yes. 23 Yes. 24 COMMISSIONER ARMBRUSTER: Commissioner 25 Voigt?</p>
Page 668	Page 670
<p>1 COMMISSIONER VOIGT: So it's because you 2 don't have space for a kitchen? Is that why you 3 don't provide a lunch service? 4 MR. DANNY PEÑA: So the lunch program was 5 there when I got there. But I don't know why the 6 school has moved into -- they used to use it at one 7 point, the Free and Reduced Lunch program. But I 8 don't know why they moved into what they're doing 9 now. But it seems to be working for us. 10 COMMISSIONER VOIGT: The Free and Reduced 11 Lunch pays for itself. There's ways you can feed 12 your entire student body under the Free and Reduced 13 Lunch program with a Title I school. And you have 14 to make maybe 7 cents a lunch; so -- 15 MR. DANNY PEÑA: I'm sure. I've had that 16 conversation with the Title I bureau, you know, 17 eventually moving into that type of program. But I 18 can only tackle one thing at a time. That is one 19 thing we've had conversations about with the board. 20 And as an administrative team, I'm moving forward, 21 What is that going to look like moving forward? 22 COMMISSIONER VOIGT: Because there's also 23 a certain amount of liability, I'm sure you 24 understand too, with feeding the kids yourself. 25 THE CHAIR: Okay. Are we good?</p>	<p>1 COMMISSIONER VOIGT: Yes. 2 COMMISSIONER ARMBRUSTER: Commissioner 3 Caballero? 4 COMMISSIONER CABALLERO: Yes. 5 COMMISSIONER ARMBRUSTER: Commissioner 6 Armbruster votes "Yes." 7 Commissioner Davis. 8 COMMISSIONER DAVIS: Yes. 9 COMMISSIONER ARMBRUSTER: Commissioner 10 Gipson? 11 THE CHAIR: Yes. 12 COMMISSIONER ARMBRUSTER: Commissioner 13 Crone? 14 COMMISSIONER CRONE: Yes. 15 COMMISSIONER ARMBRUSTER: Motion passes, 16 seven-zero. 17 THE CHAIR: Motion passes, seven-zero. 18 Now you can clap. 19 (Applause.) 20 THE CHAIR: We are in recess until 8:00 21 tomorrow morning. 22 (Proceedings in recess at 4:35 p.m.) 23 24 25</p>

BEFORE THE PUBLIC EDUCATION COMMISSION  
STATE OF NEW MEXICO

REPORTER'S CERTIFICATE

I, Cynthia C. Chapman, RMR, CCR #219, Certified Court Reporter in the State of New Mexico, do hereby certify that the foregoing pages constitute a true transcript of proceedings had before the said NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the State of New Mexico, County of Santa Fe, in the matter therein stated.

In testimony whereof, I have hereunto set my hand on December 19, 2019.

Cynthia C. Chapman, RMR-CRR, NM CCR #219  
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Job No.: 2370N (CC)

RECEIPT

JOB NUMBER: 2370N CC Date: 12/11/19  
PROCEEDINGS: OPEN PUBLIC MEETING, Volume Three  
CASE CAPTION: In re: Public Meeting of the Public Education Commission

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ATTORNEY: MS. BEVERLY FRIEDMAN - PED  
DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_\_  
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## A

<b>A's</b> 554:9	605:18 610:6 621:18	<b>activity</b> 423:6 634:6
<b>A-plus</b> 497:12	<b>accommodation</b> 567:10	<b>actual</b> 486:25 558:7 591:8
<b>a.m</b> 382:12 385:4 465:18,18 539:10	<b>accommodations</b> 564:14 565:12 566:1 567:5,11	639:25
<b>abandoned</b> 533:25 568:25	<b>accomplish</b> 413:17 414:15 543:14 551:18	<b>add</b> 471:4 510:14 572:17 634:6 662:5
<b>abbreviate</b> 633:7	<b>accomplishing</b> 405:23	<b>add-on</b> 477:16
<b>abilities</b> 475:20 485:16 490:21	<b>accomplishments</b> 553:3 582:1	<b>added</b> 396:3 398:11 467:20 620:6,9,12,18
<b>ability</b> 404:5 482:23 491:21 553:24	<b>accordion</b> 486:18	<b>adding</b> 536:3
<b>able</b> 407:25 414:15 416:3 424:23 431:11 442:5 469:11 475:15 477:19 482:7 484:3,15 488:14 495:17 501:18 510:20 511:16 512:21 516:5 527:25 535:3,23 545:7 552:13 559:19 565:4,21 573:10 575:19 587:14 597:14 608:3 609:8,12 610:3 614:23 620:17 628:9 643:19 649:3 660:13 664:5,23	<b>account</b> 423:2,17 426:9 486:19	<b>addition</b> 400:17 531:22 533:12 538:12 569:8
<b>above-average</b> 417:5	<b>accountability</b> 386:17 387:5,10 387:17,18,19 392:7 393:9 464:1 466:7,11,18,19,20 484:17 485:24 488:2 515:17 517:16 520:1,11,16,22,23,24 599:8,9 602:23 603:3,10,11,12 669:6	<b>additional</b> 386:24
<b>absenteeism</b> 464:5 517:21 599:13 669:10	<b>accountable</b> 486:12 487:18 527:23 569:7	<b>additions</b> 522:15
<b>absolute</b> 558:19	<b>accounted</b> 423:4 488:9	<b>address</b> 388:18 394:20 403:11 444:2 458:17 462:20,24 474:22 530:19 558:13 604:3
<b>absolutely</b> 388:5 432:24 433:24 450:25 483:1,6 506:12,12 521:9 559:10 570:8 590:13 592:13 596:2 631:2	<b>accounting</b> 425:4 427:21	<b>addressed</b> 433:17
<b>academic</b> 387:6 388:9,10 395:7 399:22 403:25 411:19 413:2 458:3 466:8 520:13 521:11 524:13 542:25 543:23 544:2 553:3 554:8 602:25 603:24 638:12 644:16 660:15	<b>accounts</b> 423:6 426:8	<b>addresses</b> 444:16
<b>academically</b> 496:14 551:13	<b>accounts</b> 423:6 426:8	<b>addressing</b> 396:5
<b>academics</b> 552:5 588:22	<b>accurate</b> 429:3 486:15 570:11	<b>adequacy</b> 489:2
<b>Academy</b> 384:6 467:19 471:19 471:25 472:13 515:9 517:14	<b>accusations</b> 458:23,25	<b>adequate</b> 469:11 525:18
<b>accelerated</b> 403:24	<b>ACE</b> 500:6	<b>Adjunct</b> 645:6
<b>accent</b> 574:19	<b>ACES</b> 564:6	<b>adjust</b> 416:25
<b>accents</b> 574:16,18	<b>achieved</b> 403:21	<b>adjustment</b> 416:12 492:7 493:11
<b>accept</b> 481:9	<b>achievement</b> 613:5 620:18 651:1	<b>adjustments</b> 416:23
<b>acceptable</b> 506:20	<b>achieving</b> 616:13	<b>adjusts</b> 619:16
<b>acceptance</b> 506:13,24	<b>acknowledge</b> 390:6,21 473:9 522:8,12 573:2 604:20	<b>administer</b> 618:7,15 643:19
<b>accepted</b> 617:7	<b>acknowledged</b> 487:12 500:9	<b>administered</b> 618:11
<b>access</b> 493:2 513:4 533:9,14 535:11 538:5 544:5 550:25	<b>acknowledging</b> 604:15	<b>administration</b> 402:23 406:14 414:12 415:18 486:25
	<b>acre</b> 541:6	<b>administrative</b> 613:3 615:4 620:5,24 623:6 668:20
	<b>acres</b> 488:22	<b>administrator</b> 398:18 528:1 529:3 547:23,24 560:5,5 561:12 565:2 580:11,14,22,25 581:4,6 581:7,13,22 582:12,20 585:18 586:13 637:3
	<b>act</b> 475:16 497:1 503:20 628:21	<b>administrators</b> 403:7 411:4 580:13
	<b>Acting</b> 383:9 390:3 471:3,15 515:20,25 516:3,22 517:1,9 522:5 559:5 591:5 592:4 604:12 605:2	<b>admire</b> 416:6 567:16
	<b>action</b> 384:3,8 387:23,23 402:1,4 466:24,24 521:3,3 529:4 530:10 542:7 546:13 550:6 553:13 556:1 568:23 603:16,16	<b>admits</b> 664:12
	<b>active</b> 414:14 552:22 616:23 621:7	<b>adolescent</b> 412:6
	<b>actively</b> 568:22	<b>adopted</b> 401:18 506:6 585:14
	<b>activities</b> 537:7 540:1 554:20 594:11 596:15 621:10	<b>adoption</b> 484:22 506:9
		<b>adult</b> 543:12 622:24
		<b>adulthood</b> 481:23
		<b>advance</b> 407:11 431:1,4,5,8,12 432:19,21 446:22

**advanced** 407:17 408:1 432:12  
 450:24  
**advantage** 649:5 657:5,8  
**adventures** 400:25  
**advertise** 418:20  
**advertising** 507:2  
**advice** 491:4 610:2  
**advised** 392:7 527:21  
**advisory** 412:18 548:6  
**advocate** 482:4  
**advocates** 430:16  
**advocating** 550:16  
**affect** 445:3 491:25  
**affidavits** 611:10  
**affirmative** 456:23  
**afford** 405:25 420:5  
**affords** 659:12  
**Afifa** 629:21 630:6 651:21  
 653:11  
**African** 657:7  
**afternoon** 444:9,9 519:13 529:11  
 552:9 558:5 576:24 602:4  
 612:15,16 629:4 631:25 636:8  
 656:13  
**age** 435:23 441:15 532:14 537:10  
 594:8  
**agency** 506:9  
**agenda** 386:11,25 388:16 521:16  
**ago** 421:17 440:6 443:3 450:6  
 460:19 476:12 489:4 504:3  
 506:8 523:7 550:16 585:5 598:1  
 614:1 634:17 640:20 642:10  
 649:8 654:5,14 663:17  
**agree** 432:23  
**Agreed** 498:2  
**agreement** 645:22  
**agriculture** 540:24 576:6  
**ah-ah** 574:23  
**ahead** 431:8 440:6 450:2,10  
 451:19 457:20  
**aiding** 412:12  
**Air** 621:16  
**Alamos** 499:7  
**ALAN** 383:9  
**Alarid** 612:24  
**ALBRIGHT** 418:2,23 426:6,11  
 430:24 431:16 434:13 437:22  
 443:2

**Albrycht** 391:2 397:18 417:8,18  
 417:23 418:19 419:13 420:11  
 422:5,14,17,20,25 424:19 425:6  
 426:18,23 427:5 429:12 430:9  
 431:4,20,24 434:9,21 435:17  
 436:17,20 437:3,9,11,14 442:17  
 442:20 443:5,9,17 444:5,22  
 446:9 448:6 449:1 452:8 463:16  
**Albuquerque** 382:22 384:5,6,6  
 386:13 391:15 398:6 406:4  
 456:1 463:11,12,13 467:19  
 471:19,24 472:13 515:9 517:14  
 624:21 625:3 633:23 649:20  
 650:22 671:21  
**Alejandro** 634:13,14,25  
**Alejandro's** 634:23  
**ALEKS** 619:14  
**align** 485:23 500:16  
**aligned** 601:5  
**aligning** 582:14  
**aligns** 484:25  
**Alissa** 414:1,3 450:19  
**all-Hispanic** 662:16,23  
**all-Spanish** 662:23  
**alleviate** 492:2 493:8  
**allocate** 424:23 428:11  
**allocated** 402:7 424:8 492:16  
**allocating** 428:25  
**allocation** 424:21 425:23 463:23  
**allotted** 521:23  
**allow** 405:21 412:17 432:3,8  
 595:17 636:4  
**allowed** 410:18 413:17 460:3,4  
 551:13 553:17 618:7,15,18  
 627:10 655:8,9 656:15 659:21  
**allowing** 634:7  
**allows** 413:3 435:1 617:3 623:2  
**Allyssa** 411:11,15  
**alphabet** 511:7  
**alternative** 487:6 561:3  
**alternatives** 567:17  
**alum** 401:14  
**amassed** 489:10  
**amazing** 439:18 446:20 473:11  
 480:21 481:19 482:3,13 510:1  
 554:15 557:8 613:23 614:17  
**ambitious** 490:23 491:1  
**American** 509:13,17,23 573:7

576:4 657:6,7 664:24  
**AmeriCorps** 547:11,12,13  
**AMI** 383:14 452:11  
**amount** 606:19 668:23  
**analysis** 470:5 524:17  
**analyze** 394:5  
**ancestors** 534:17 538:22 551:10  
**Andres** 613:4 650:25 656:13  
**Andrew** 472:16  
**Angela** 612:24 659:7 661:16,20  
**Angelique** 631:24  
**Anglo** 657:6,17  
**animals** 514:18,20 557:7  
**ANN** 383:4  
**annual** 541:10 542:13 585:7  
 610:7  
**annually** 401:7 437:10  
**answer** 445:21 455:22 481:24  
 485:21 492:24 493:10 516:6  
 570:21 586:22,25 613:24,24  
 643:11 656:12 658:23 667:21  
**answered** 488:5 595:24  
**answering** 643:6  
**answers** 445:17 462:4 561:23  
**anthropology** 645:1  
**anticipate** 544:14  
**anticipation** 386:21 484:16  
 510:11  
**anybody** 481:14  
**anymore** 409:12 567:22 624:1  
**anytime** 563:20  
**anyway** 472:22 568:14 574:24  
 652:18  
**ape** 511:22  
**apes** 512:6  
**apiece** 628:14  
**Apodaca** 382:12  
**apologies** 397:1,4,13  
**apologize** 524:9 567:2 570:7  
 572:6,7 622:22 636:1  
**apparently** 432:23 469:8  
**appeal** 626:12 628:22  
**appears** 610:16  
**applaud** 416:5,16 436:3  
**Applause** 553:5 601:25 613:16  
 629:20 630:16 632:25 634:11  
 635:25 638:19 670:19  
**Apple** 621:16

**applicable** 469:7 526:23 609:18  
**application** 508:16,16 526:17  
**applications** 384:3 387:11  
 398:14 434:18 466:12 520:17  
 603:4  
**applied** 563:9,10 609:7 614:22  
 624:18  
**apply** 488:2 508:7 581:6 656:17  
**applying** 666:10  
**appraisal** 418:1  
**appreciate** 406:2 415:23 416:6  
 416:18 418:8 433:3 458:19  
 462:21 482:9,23 488:7,13 494:5  
 519:16,17 554:13 560:9 587:10  
 587:17,24 601:23 604:19  
 629:25 630:8 638:21  
**appreciation** 406:6  
**approach** 460:18 475:7 614:18  
**approaching** 481:10  
**appropriate** 400:19 402:24 473:5  
**appropriately** 452:2 477:4  
**appropriation** 489:8  
**approved** 412:24 477:2 563:22  
**approximately** 391:16 467:25  
 605:8 637:2 657:1  
**APS** 398:8 455:4  
**architect** 489:6  
**area** 400:6 432:22 455:9 470:20  
 495:1 533:19 535:11 536:21  
 539:15 540:23 541:15 542:6  
 543:20 562:13 569:18 586:2  
 606:21 609:23 619:10 647:14  
 649:22 660:11  
**areas** 388:6,11 396:9 455:24  
 456:7 470:7 502:1 526:15,16  
 527:9 535:4 539:23,24 543:21  
 544:6 546:10 559:19 582:10,16  
 585:11 586:6,7 587:15 589:18  
 603:24 607:21,22 609:3 648:17  
 649:15 660:15 661:6  
**argument** 410:24  
**Arizona** 530:16 595:13,17,21  
 597:2  
**Armbruster** 383:4 385:9,11,14  
 385:17,18,21,25 386:3 435:19  
 435:20 436:18,21,24 437:20  
 438:4,12,18 439:8 440:5,11  
 441:2,8,14 445:9,11,15 446:5

446:16 447:2,5 448:13,22  
 449:18,20 451:1,7,12 464:13,16  
 464:19,22,25 465:3,4,7,10,13  
 498:3,4,6 499:25 501:1,16  
 502:4,16 505:22 507:5,12,17,25  
 510:6 518:6,9,12,15,18,21,24  
 519:2,3 561:8 563:4,16,25  
 564:11,22 566:7,24 567:14  
 570:6,15 571:5,13 590:18,19,24  
 591:6,13,24 592:5,16 593:14  
 599:23 600:1,4,7,8,11,14,17  
 611:9,14,19 612:2,8 656:22,23  
 657:17,21 658:3,22 661:14,18  
 661:25 665:15 666:13,18,21  
 667:1,5 669:20,24 670:2,5,6,9  
 670:12,15  
**Army** 624:13  
**arrive** 658:10  
**arroyo** 621:23  
**arson** 531:19 569:1  
**art** 399:19 406:2,7,11,12,13  
 621:22,24 633:10  
**article** 473:15 474:17  
**articles** 473:21  
**arts** 399:18,22 400:1 404:1,2  
 406:5 537:17 540:15 551:7  
 569:10,14 619:24 657:14,15  
 658:1  
**asked** 409:17 494:24 535:1 560:7  
 578:12 645:7  
**asking** 426:15 451:22 509:11  
 561:22 590:2  
**ASL** 500:3,8,18 510:2 513:8  
 516:9  
**aspect** 400:14  
**aspects** 517:5  
**assess** 402:19  
**assessment** 402:2,11,18 403:15  
 416:23 477:24 484:23 487:6  
 524:22 525:14 527:12 543:8,16  
 543:17 575:20 620:7 644:11  
**assessments** 484:15 527:2 590:5  
 605:18  
**asset** 399:24  
**assign** 425:12 583:17  
**assigned** 468:14 619:5 621:16  
**assignments** 552:5  
**assist** 402:9 566:2

**assisting** 552:22  
**Associate's** 625:13 631:17  
 648:24  
**Associates** 382:20 671:20  
**association** 489:20,21  
**associations** 489:25 491:4  
**assuming** 549:11  
**assurance** 426:2  
**assure** 423:21  
**assured** 423:19  
**astounded** 439:5,14  
**at-risk** 459:19 494:1  
**ATC** 647:17  
**atmosphere** 403:22 412:9  
**attainable** 403:16  
**attend** 412:25 553:18 556:15  
 650:20  
**attendance** 620:20  
**attending** 629:6 632:5  
**attention** 395:3 475:20 495:23  
 502:9 503:8,9,15 573:25 626:8  
 635:23  
**attorney** 628:9,10 672:7,12,17,22  
**attract** 477:19  
**attribute** 647:2  
**attributed** 607:20  
**audience** 563:22  
**audit** 394:24,25 526:8,9 527:19  
 586:16 608:18,19 610:10  
**auditors** 429:18  
**authentic** 581:5,16 637:4  
**authorizer** 429:19  
**automatically** 430:21  
**auxilliary** 402:23  
**available** 386:21 388:12 419:21  
 454:17 458:9,13 491:18 521:12  
 562:13 566:17  
**Avenue** 646:19  
**average** 393:18 396:14 401:24  
 417:6,14 468:22 470:25 606:7  
 611:5  
**averaged** 618:14  
**avoid** 408:5  
**awarded** 508:18  
**aware** 412:11 489:1  
**awareness** 660:9 661:9  
**awesome** 473:14 494:22 651:17  
 651:17

ay-ay 574:23

**B**

**B** 401:21,22 492:16,18 507:10  
508:4 516:1 543:5,5,6

**B's** 554:9

**B-B** 575:6

**B-I-A** 551:4

**baby** 510:16

**Baca** 565:16,16 566:14,25

**back** 388:15 413:25 432:6 433:14  
444:25,25 448:20 470:5 487:10  
487:15 492:20 500:22 506:10  
512:7 521:14 526:13 538:18  
557:19 558:2 561:7,9 568:11  
569:21 575:16,23 576:6,14,15  
578:8 581:11,14,15 590:3 598:9  
602:6 609:2 611:20 613:15  
621:22,24 637:24 639:1 641:12  
644:7 647:23,23 648:7,8,11,19  
654:13 655:4,4

**back-and-forth** 397:7

**backfill** 473:4

**background** 491:15 577:16

**backgrounds** 497:23

**backs** 512:16

**backwards** 492:11

**bad** 514:19,24 588:7 591:17  
638:23

**badge** 528:4

**badger** 514:23 515:12

**Badgers** 513:23 515:10

**bake** 554:20

**balance** 539:21

**balancing** 503:20 524:15

**ball** 582:17 583:1 586:1

**band** 511:9

**bank** 425:3 663:18,18,22

**barely** 577:1 628:13

**based** 407:14 434:17 492:23  
516:23 526:17 539:25 619:6  
666:6

**basically** 386:23 418:19,25  
435:12 437:22 447:7

**basis** 437:3 532:4 566:18 586:8

**basketball** 505:9 513:20

**Bean** 382:20 671:20

**bears** 460:22

**BEATA** 582:5

**beautiful** 479:20 537:23 572:4  
573:23

**becoming** 494:21

**began** 634:16

**Begay** 522:18 523:8 529:14,15,23  
530:2 532:25 536:5 546:5  
548:21 557:23 563:9 564:20  
568:21 571:4,7 574:10 576:18  
579:3 589:11 592:22 594:5  
595:5,9 596:2,12,17 597:2,12  
598:5,20

**beginner** 598:23

**beginning** 393:21 453:18 514:8  
529:22 596:25 606:11 609:2  
642:10 665:25

**begun** 643:12

**behalf** 389:17 397:23 404:14

550:3 553:12 585:19 587:2  
601:21

**behavior** 512:23 514:19 540:7

**beings** 476:1

**Belen** 455:8 460:12

**believe** 403:21 407:17,19 411:2  
435:6 452:16 479:6 490:15  
497:16 513:8 515:21 517:3  
532:1 552:2,3 555:5 595:25  
613:25 616:22 623:17 625:4  
629:16 630:9 637:17,23 639:8  
651:21 655:2 663:7

**believed** 629:15

**believing** 490:5

**Ben** 577:25

**benefit** 554:24 568:20 660:10

**benefiting** 588:22

**Bernadette** 404:25

**Bernalillo** 455:9 480:12

**Berrigan** 576:25

**Besante** 391:2 397:15,16,22  
399:7 420:10,13 421:13 436:23  
437:24 438:7,14 439:6 440:2,8  
440:21 441:4,13,16 445:1,24  
446:7,10,19 447:4 448:1 449:15  
450:16 451:5,10 454:1,9 455:6  
455:13,23 456:11 462:12  
463:15

**best** 387:10 403:21 416:5 442:4  
458:17 459:12 466:11 471:9

473:25 478:16 485:19 497:25  
520:16 534:11 536:1 590:14  
603:3 629:24 637:25 641:8

**bet** 506:5 612:6

**beta** 476:8

**better** 396:15 407:20 415:2,11  
416:22,25 418:24 461:2 470:25  
482:4 490:6 497:7 504:13,14  
505:1 528:19 530:1 548:11  
550:18 558:18 567:18 579:18  
584:5 611:6 650:7 658:18

**BEVERLY** 383:12 672:7

**beyond** 402:17 406:16 407:13  
427:6 435:13 452:19 576:9

**Bia** 549:11 551:4 553:7,9,11  
557:20

**bidirectional** 390:24

**BIE** 595:11

**bifurcation** 404:16 628:17,25

**big** 392:2 393:5,7 413:7,8 414:10  
447:24 455:3 459:22 462:23  
475:3 501:15 514:7 516:6  
523:22 538:12 541:4 544:20  
594:24 597:25 628:23 662:14  
664:4,12,12

**bigger** 482:1 552:21 629:23

**bigger-picture** 587:22

**biggest** 533:22 560:17

**bilingual** 499:16,19,21,22 500:1  
500:2,2,9,17 593:11 596:25  
615:14,17 620:20 622:9,13,17  
625:9 626:15,16 635:9 640:10  
640:11,22 641:2,4,6 650:19,19  
651:4,7,23 652:15,16 653:14,16  
663:13,16 664:4,11,15 665:1

**binder** 482:1

**biology** 660:12

**birth** 432:10 435:12

**bit** 391:24 392:6 393:6 418:24  
419:14 448:10 458:4 468:7  
522:22 524:19,22 525:12 530:7  
530:15 544:9 559:22 579:17,25  
605:15 606:14,21 607:8,16,18  
614:6 640:6 641:14 643:18  
644:22 647:4 651:21 657:4

**biweekly** 402:20

**blah-blah-blah** 450:13

**blank'** 514:24

**Bless** 566:24  
**blessed** 547:1,2 550:7 614:23  
**block** 403:5 618:4,6,7,21 619:20  
 620:3 621:13,14 644:5,8,9  
 658:2  
**blocks** 618:19,23 659:21  
**Bloomington** 662:25  
**board** 394:3 472:16,17 476:19  
 493:25 506:15 583:3,5,5,7,8,12  
 584:15,16,22 585:5 608:25  
 613:1,8,11 630:20 631:6 647:25  
 652:5,7 655:12,14 668:19  
**boarding** 535:14  
**boards** 636:20  
**Bobroff** 523:2  
**bodies** 501:15 575:19  
**body** 550:7 622:5 642:14 668:12  
**bonding** 417:24 490:21  
**book** 594:13  
**books** 426:8 512:1  
**Boom** 515:2  
**booming** 531:1  
**borderline** 530:16  
**born** 634:25  
**borrow** 446:1  
**bottom** 519:6 636:3  
**bought** 443:3 561:16  
**boundaries** 545:10  
**box** 432:9 452:18 565:6  
**boxed** 598:12  
**boxes** 542:16  
**brag** 651:10  
**brain** 660:2,13  
**brain-based** 660:1  
**brand** 498:8  
**Brauer** 383:9 390:3 391:11 471:3  
 471:15 515:20,25 516:3,22  
 517:1,9 522:5 524:3 528:14  
 559:2,5 591:5 592:4 604:12  
 605:2,4  
**Brauer's** 528:10  
**break** 465:17 486:13 490:25  
 519:10,16 522:17 602:2  
**break-dance** 633:24  
**break-through** 484:2  
**breakdown** 497:20 665:12  
**breaks** 505:13  
**breed** 479:7,12

**Brett** 556:6 557:19  
**bridge** 399:10 481:19 510:3  
 511:17 662:9  
**bridging** 481:17  
**brief** 389:23 466:2 522:25,25  
**bring** 385:1 460:7 461:13 462:2  
 510:16 540:14,18 569:24  
 601:20 604:3 663:10 665:5  
**bringing** 497:22 500:22 540:2  
 576:14,15 586:12,13 594:10  
 655:4  
**brings** 550:8 556:24 621:23  
**broken** 458:10,11,14  
**brother** 503:7,14 664:8  
**brother's** 497:11  
**brought** 531:2 554:16 576:3  
 580:24 617:9 655:4 662:6 667:6  
**Brown** 506:15 633:1  
**brunt** 493:15  
**bubble** 579:15  
**budget** 423:4 425:12,13 427:8,10  
 427:17 492:10,11  
**build** 401:5 488:23 496:19 540:7  
 542:16,18,19 546:1,1,22 547:6  
 547:20 551:25 553:24 554:19  
 556:19 588:11,12 623:2  
**building** 382:12 400:25 417:9  
 434:16 443:23 463:3 481:22  
 488:17 489:2 533:25 537:12  
 546:17 548:7 567:22 646:21  
**buildings** 443:22 463:5  
**builds** 575:19  
**built** 475:25 531:5,5,6 567:23  
 659:19  
**bullying** 410:10 412:11  
**bureau** 392:7 666:9 668:16  
**buried** 559:6  
**burst** 579:14  
**bus** 562:5 587:7  
**business** 397:18 398:18 562:4,11  
 562:18 586:14 612:23 663:23  
 664:17  
**butchering** 541:16  
**buy** 416:7 417:11 442:22,24  
 446:2 533:6 560:8  
**buying** 442:25

---

**C**

---

**C** 382:20 383:1 384:1 395:12,14  
 507:10 651:13 671:8,19  
**Caballero** 383:4 386:7 428:12  
 451:18 453:9,10,14,17 454:3,7  
 454:13,19,22 455:10,15 456:6  
 456:19 457:18 458:24 459:3,16  
 464:20,21 494:6,7,10,12 496:7  
 497:19 507:19 518:16,17  
 560:23 561:2 563:2 574:4,6,7  
 574:14 576:19 599:24,25  
 605:24 628:2 650:11,14,23  
 651:8 652:14,18 653:1 656:2,5  
 656:19,21 662:1,4 670:3,4  
**Caballero's** 458:23 459:6  
**cake-in-the-ground** 554:21  
**calculating** 527:6  
**calculations** 492:19  
**calendar** 544:12  
**caliber** 634:2  
**California** 435:22 498:21 577:2  
 577:5  
**call** 385:10 436:7 438:10 464:12  
 492:21 518:5 530:14 599:22  
 613:23 614:2 623:9,12,13  
 651:21 659:19 669:19  
**called** 449:5 473:17 477:21 480:3  
 498:21 514:8 530:9,21,25  
 537:19 621:2,22 623:1 636:9  
 644:16 659:24  
**calling** 446:17 489:22  
**calls** 619:14 623:14  
**camping** 406:18  
**campus** 400:24 406:13 441:17,18  
 441:23 442:1,2,6,11 443:5,6,14  
 443:15,16,22,24 528:6 624:14  
 634:5,7  
**Canadian** 509:18  
**candidate** 596:19  
**candidates** 622:17 651:22  
**Canutillo** 483:17  
**canyon** 578:10  
**cap** 434:7,12 435:1,2,3  
**capacity** 501:12 547:4,4 633:10  
**Capital** 629:23 630:2 653:23  
**capped** 450:3  
**CAPTION** 672:4  
**capture** 488:3  
**captured** 474:16 570:1

**captures** 576:8  
**card** 395:13 468:12,15 469:18  
 484:13 515:22 517:5,8  
**care** 447:9 504:18 506:24 515:1  
 540:12 541:3 573:3 596:6  
 626:19 664:3  
**career** 546:23 569:15 615:20  
 627:4  
**career-empowering** 547:17  
**caretaker** 497:12  
**caretakers** 510:15  
**caretaking** 497:11  
**CARLOS** 383:4  
**carol** 400:6  
**carpenters** 568:8  
**carried** 585:1  
**carry** 490:21,21  
**carrying** 540:8  
**carve** 415:2  
**case** 467:12 490:23 654:19 672:4  
**cases** 407:25 447:19 526:10  
**cash** 663:22  
**casita** 421:23 440:18 442:12  
 443:6  
**Cassandra** 613:3  
**Castillano** 635:11,12  
**cat** 479:7,12  
**catch** 495:22 661:11  
**category** 470:10  
**Catholic** 416:1  
**cause** 388:25 420:4 479:21 508:9  
 557:12 558:3 637:20 644:11  
**cautions** 411:23  
**CC** 382:25 671:25 672:2  
**CCR** 382:20 671:8,19  
**CDC** 548:10  
**celebrating** 558:22  
**celebration** 401:15 516:4 519:23  
 558:7 597:16  
**Cell** 399:6  
**cello** 399:20 446:6  
**cellos** 446:8,12  
**census** 570:11,17,21  
**center** 400:10,11 533:24 646:3  
**centered** 588:23  
**centers** 633:23  
**central** 583:19 664:22  
**cents** 668:14

**Century** 473:17,23  
**ceremonies** 554:23  
**ceremony** 594:16  
**certain** 485:19 559:8 632:19  
 668:23  
**certainly** 420:22 448:1 488:7  
 564:12 574:5 590:17 638:21  
 639:7 650:13 656:4 665:14  
**certificate** 384:11 499:16,22  
 625:13 671:7  
**certificates** 554:10  
**certification** 440:23,24 441:1  
 500:3 501:13 625:17  
**certified** 441:7 483:12,16 562:1  
 671:8  
**certify** 671:10  
**Chad** 481:16 509:24  
**CHAIKEN** 383:15  
**chair** 383:3,3 385:1,24 386:7,10  
 389:12,16 390:4 391:12 396:18  
 396:23 397:14,21,23 402:21  
 404:8,22,25 407:2,3 408:19,22  
 408:23 411:9,11,14 413:21,24  
 414:17 417:8 418:4,21 419:15  
 420:21 421:15 422:5,8,15,18,21  
 423:11 429:13,22,24 430:8,11  
 430:12,14,24 431:3,9,16,18,23  
 432:1,13 433:2,8,15,21,23  
 434:2,5 435:18 437:6,10,12  
 442:10,15,19,25 443:4,7,11,15  
 443:19,23 444:3,7,14,18,20,24  
 445:5,8,14 448:21 449:19  
 451:13,15,20,25 452:4,9,13,20  
 453:1,8,13,16 454:6,15,21  
 457:17,21,23 458:4,15 459:17  
 462:17 463:6,18 464:9 465:12  
 465:15,19,21 467:17 471:2,3,4  
 471:10 472:7,10,19 481:25  
 483:25 484:12,19 485:25 488:6  
 489:12,24 491:2,8,11 492:3  
 493:17,20 494:4 496:6 498:3  
 499:24 507:16,21 508:2,5,9,22  
 510:13 511:1,19 513:14 515:15  
 515:20,24 516:12,22,25 517:6  
 517:10,11,25 518:5,11 519:5,9  
 519:13 522:5 524:4 527:19  
 528:17,21 529:1,10,19,25  
 548:18,22,25 549:5,17,22 551:2

553:6,10 556:5 557:17,19,24  
 559:5,10 560:20,23 561:1,4,12  
 561:17 563:14,24 570:14  
 571:15,19 572:7,13,24 574:3,4  
 574:5 577:23 578:19 579:2,11  
 579:21 587:10 588:19 589:4,24  
 590:13,22,25 591:5,23 592:4  
 593:25 598:8 599:4,18,22 600:6  
 600:18,20 601:7,10,23 602:1,4  
 602:8,12 604:12,25 605:4  
 610:24 611:13,18,25 612:10,12  
 612:17 613:18 627:8,12,13,20  
 627:23 628:1,5,23 629:19,21  
 630:15,17 631:24 632:24 633:1  
 634:10,12,21 635:24 636:1  
 638:18,20 639:2,18,24 640:3  
 641:13 643:10,21 644:10,13,17  
 646:22 647:2,7 649:14,18 650:5  
 650:9,13 653:7,10 654:1,2,3,10  
 654:19,24 655:10,25 656:3,4,20  
 656:22 659:8 662:2,3 665:13,14  
 666:23 667:3 668:25 669:2,15  
 669:19 670:11,17,20  
**chair/interventionist** 402:8  
**Chairman** 498:7  
**Chairwoman** 397:1 483:25  
**challenge** 401:3 495:3 531:20  
 542:12 562:22 575:2 602:16  
 624:22 640:11 647:5,10,13  
 649:19  
**challenged** 546:7  
**challenges** 529:8 547:21 549:4  
 551:16 559:14 560:13,16,17  
 565:4 579:12,15 582:1 598:22  
 619:13 623:25 624:4 637:6  
 640:4 641:10  
**challenging** 560:3 616:23 622:8  
 630:23  
**chance** 523:9 554:18  
**change** 392:3 429:3,6 494:1  
 505:25 534:9 571:11 597:25  
 601:14  
**changed** 392:11 505:18 510:21  
 640:6  
**changes** 438:5 458:11 460:23  
 526:7 641:24 643:13,13,14  
**changing** 617:17,18 638:12  
**Chapman** 382:20 671:8,19

**chapter** 548:8 569:4  
**charge** 445:19 571:11  
**chart** 415:10 454:11 525:6,12  
 526:4,13 590:23 591:1 607:14  
 607:15  
**charter** 384:3 387:24 401:20  
 404:16 406:24 419:18 427:24  
 436:6,8 437:15 444:17 445:2  
 452:2,7 459:9 460:20 462:5  
 463:10,19 466:25 469:13 478:9  
 481:4 493:13 517:13 521:4  
 529:5 548:4 560:7 561:20  
 563:10 577:3 582:10,13 584:17  
 584:20 589:21 592:14 599:6  
 601:4 603:17 604:23 605:6  
 608:4 612:21 613:22 614:7,8  
 615:8 628:18,21 629:6 647:15  
 669:3  
**charter-specific** 525:15  
**chartered** 398:8  
**charters** 420:23,25 435:8 462:8,8  
 462:11 483:1,2 520:8 558:14  
 561:18 595:19 602:21 649:21  
 649:23  
**charts** 525:4  
**chase** 649:9  
**chatting** 465:24  
**Chavez** 385:22  
**check** 439:21 442:13 452:17,18  
 663:22  
**checked** 439:4,11  
**checkerboards** 412:15  
**checking** 429:2  
**chemistry** 638:6,10 660:12  
**child** 399:16 405:17 420:5,7  
 441:21 447:7 496:18,18 499:17  
 503:2 509:3,3,20 510:12,16,17  
 510:23 511:13  
**childhood** 512:1  
**children** 405:5,9 406:2,9,22  
 422:8 447:25 457:4 459:19  
 498:23,25 499:4,6 501:2,4,22  
 501:22 506:6,24,25 507:8 513:3  
 513:5,5 535:9,15 539:19 545:6  
 553:17,20 554:18 556:2 591:14  
 595:7 598:17 636:23  
**children's** 554:6 555:1  
**choice** 408:15

**choices** 475:18 627:4  
**choir** 400:4  
**choose** 490:15 514:17  
**chop** 539:8  
**chopping** 538:19  
**chosen** 406:12  
**Christina** 565:16,16 566:14,25  
**Christmas** 400:5  
**chronic** 464:5 517:21 599:13  
 669:10  
**chunk** 488:20  
**church** 462:2 646:20  
**churches** 531:5  
**Cindy** 487:11  
**Circle** 500:7  
**circumstance** 386:17 473:18  
 476:13  
**circumstances** 476:4 592:10  
**CIRE** 480:3,3  
**citizen** 605:9 615:9 639:17  
**citizens** 391:19 404:5 504:17  
**city** 667:23  
**clap** 670:18  
**clarification** 437:6 458:5 501:20  
**clarify** 502:12  
**clarifying** 418:7  
**Clark** 552:10  
**class** 412:4 424:1 426:24 428:7,9  
 438:5,8,15,16,16 441:6 450:8  
 494:25 498:23 499:10 546:21  
 562:17 567:22 594:13 598:22  
 598:23 615:25 619:25 621:22  
 622:14 623:11 630:7 631:14  
 632:13 638:11 640:9,24 652:23  
 653:16 659:15,15 661:11  
**classes** 407:7 438:9 446:4 543:25  
 543:25 544:1 579:1 613:14  
 616:3,4 619:18,22 631:15  
 633:19 640:25 646:3 659:2,5  
 660:11  
**classmates** 550:4  
**classroom** 399:1 400:16 406:18  
 410:13 413:5 440:22 450:24  
 461:11 480:14 505:7 582:15  
 584:19 617:2 626:14 641:3  
 657:24  
**classrooms** 398:23 412:14  
 420:16 661:13

**clean** 422:3,5 428:24 430:3  
**cleaner** 428:5 429:15 644:4  
**cleanup** 542:13  
**clear** 389:1 453:5 492:25 536:8  
 636:17  
**clearly** 387:16 388:13 424:25  
 466:17 520:22 603:9  
**CLEP** 652:2,3  
**climate** 464:6 517:22 599:14  
 669:11  
**climb** 401:3  
**climbed** 489:1  
**close** 388:5,9 393:24 455:12  
 456:22 469:2 521:9 559:4  
 574:19 584:6 603:22 607:2  
 649:23 651:7 660:2,19 664:25  
**closed** 388:21 531:12 533:7  
 625:9  
**closely** 523:2 649:21  
**closer** 418:24 556:20  
**closet** 446:3  
**closing** 660:8  
**clustered** 649:23  
**co-founder** 472:14,15 503:23  
**co-founders** 529:15  
**coaches** 655:6  
**coaching** 503:21  
**Coast** 477:23  
**cobra** 515:3  
**cochlear** 482:16  
**cofounder** 472:13  
**cohesive** 403:1  
**cohort** 487:3,7 645:20  
**cohorts** 486:4 487:9  
**collaborate** 471:17  
**collaboration** 548:7  
**collaborative** 616:24  
**colleague** 648:25 662:5  
**collect** 542:14  
**collectively** 659:17  
**college** 480:7 494:16 542:9  
 546:20,23 569:9 578:3 616:5,6  
 616:8 624:11,12 625:16 626:4  
 629:7,11 630:13 631:16,18  
 633:3 634:9 644:23,24,24 645:3  
 645:5,22 646:17 653:8  
**college-and-career** 464:5 517:21  
 599:14 607:24 626:12 669:11

<p><b>college-and-career-readiness</b> 608:1</p> <p><b>colleges</b> 511:22 624:10,19 625:14 626:1</p> <p><b>colonization</b> 596:4</p> <p><b>Colorado</b> 655:20,22</p> <p><b>colorful</b> 471:6 522:17</p> <p><b>combat</b> 533:21</p> <p><b>combined</b> 403:25</p> <p><b>come</b> 388:15,18 410:9,13 412:5 419:25 421:2 435:2 448:19 459:25 462:15 472:21 476:4 479:3 496:24 498:22 502:23 509:25 510:12 521:14 538:15 539:9,10 557:3 558:2 560:4 563:20 564:8 569:21 587:4 595:10,11,21 614:7,17 626:24 628:2 633:11 640:17,18 642:23 644:7 646:23 648:7,8 650:20 655:17 659:9</p> <p><b>comes</b> 425:8 481:5 487:25 497:17 515:1</p> <p><b>comfort</b> 551:16</p> <p><b>comfortable</b> 412:20 467:9 520:6 630:10 634:17,19</p> <p><b>coming</b> 386:4 416:11 418:6 419:24 425:10 428:14,15 479:8 479:18 481:8,15 491:14 492:1 523:13,20 561:7,8 566:10 568:11 573:24 577:2 602:13 604:19 613:14,21 616:5 626:5 642:22 657:18</p> <p><b>coming-of-age</b> 554:22</p> <p><b>commend</b> 505:23 507:1</p> <p><b>comment</b> 389:17,25 404:9 449:24 473:1 486:1 501:21 502:5,7,17 503:11 522:3 597:21 599:3 600:22 629:2</p> <p><b>comments</b> 390:11 485:10 521:21 522:7 628:13</p> <p><b>commingled</b> 425:4 426:22</p> <p><b>commingling</b> 424:10,11 425:2 426:3</p> <p><b>Commission</b> 382:1 385:3 390:4 398:1 423:22 432:14 433:24 452:1 463:10,19 471:5 472:11 482:10 484:20 485:3 492:4 496:7 499:25 504:1 514:2</p>	<p>515:21 517:13 522:6 550:3 555:25 585:25 591:6 592:5 599:5 601:2,4,6,13 604:13,21 605:13 613:18 669:3 671:1,12 672:5</p> <p><b>Commissioner</b> 385:9,11,11,13,14 385:14,16,17,17,19,20,21,21,23 385:25,25 386:2,3,3,5,6,7 399:5 411:10 417:3,4,9,12,20,25 418:4,5 419:10 423:18 424:20 425:20 426:7,16,20,25 427:11 427:12,13,14,18 428:4,12,13 429:23,25 430:1,11,12,13,24 431:14 432:12 433:8,19 434:5 434:11,15,23 435:19,20 436:18 436:21,24 437:13,20 438:4,12 438:18 439:8 440:5,11 441:2,8 441:14 443:13,21,25 444:8,12 444:14,15,19 445:3,6,9,11,15 446:5,16 447:2,5,13 448:13,21 448:22 449:2,17,18,20 451:1,7 451:12,18 453:9,10,14,17 454:3 454:7,13,19,22 455:10,15 456:6 456:19 457:17,18 458:20,21,22 458:24 459:1,3,5,6,16 463:14 464:8,9,10,13,13,15,16,16,18 464:19,19,21,22,22,24,25,25 465:2,3,3,5,6,7,7,9,10,10,13 483:23,24 485:5 488:25 491:11 491:12,13 492:4 493:19 494:6,7 494:10,12 496:7 497:19 498:3,4 498:6 499:25 501:1,16 502:4,16 505:22 507:5,12,17,19,25 508:23 509:1,10,19 510:5,6,13 511:19,20 512:18,24 513:16,22 517:10,11,24 518:1,1,6,6,8,9,9 518:12,12,14,15,15,17,18,18,20 518:21,21,23,24,24 519:1,2,2 548:22 549:1 560:23 561:2,6,8 561:10,15 563:2,4,16,25 564:11 564:22 566:7,24 567:14 570:6 570:15 571:5,13,17,18,22,23 572:8,10,13,14,16,17,24,25 574:4,5,7,14 576:19 588:19 589:9 590:11,18,19,24 591:6,13 591:24 592:5,16 593:14,23,25 594:2 595:2,7,23 596:9,14,24 597:10,20 598:6,8,9 599:2,17</p>	<p>599:18,19,23,23,25 600:1,1,3,4 600:4,7,7,9,10,11,11,13,14,14 600:16,17 605:24 606:3 611:9 611:14,19 612:2,8 628:2 644:21 645:16 646:2,7,10,15,25 650:11 650:14,23 651:8 652:14,18 653:1 654:2,3,4 656:2,5,19,21 656:22,23 657:17,21 658:3,22 661:14,18,25 662:1,3,4 665:15 666:13,18,21 667:1,3,5,6,23 668:1,10,22 669:14,15,16,20,20 669:22,24,24 670:1,2,2,4,5,5,7 670:8,9,9,12,12,14,15</p> <p><b>Commissioners</b> 383:2 391:12 397:23 407:4 408:24 411:15 417:2 467:17 471:5 513:14 519:9 524:4,18 529:11 553:10 561:13 579:22 600:21 605:4 632:1 644:20 650:10</p> <p><b>commitment</b> 551:6</p> <p><b>committed</b> 516:8 636:22</p> <p><b>committee</b> 527:19 529:2</p> <p><b>common</b> 403:18 496:22 497:8</p> <p><b>commonalities</b> 535:6</p> <p><b>commonplace</b> 636:12</p> <p><b>communicate</b> 412:16 413:5 496:21 497:4 501:2 505:4 509:5 509:5</p> <p><b>communicated</b> 512:7</p> <p><b>communicating</b> 512:13</p> <p><b>communication</b> 390:24 399:3 412:22 415:18 496:16 519:25 635:6</p> <p><b>communities</b> 403:11 455:17 461:8 531:7 541:21 553:12 558:19 594:18</p> <p><b>community</b> 397:25 398:20 399:15,25 400:18,21,22,25 419:3,16 456:22,24 460:11 461:9,25 462:2 505:3 522:12 523:20 524:14 529:6 530:11,18 530:21 531:3,10,11,15 532:7,17 533:5,5 534:1,7,12,24 535:2,7 535:19,20 536:4,13 538:9,13 539:14 540:11 541:10,13 542:7 542:13 546:12 547:2 548:15 550:4,9,13,22 552:15,23 553:25 555:22,23 557:2 558:11,11,14</p>
--	--	---

560:8,15 562:4 568:3,16,19,24  
 569:5,24 570:2,19 572:3 576:13  
 578:15 579:6 581:2 587:1 588:9  
 589:3,16 613:13 615:19 616:5,6  
 624:11 625:7 626:3,17 627:3  
 629:11 633:19,23 634:1 644:23  
 645:5,22 646:17 652:11 663:12  
**community's** 530:20  
**community-based** 530:19  
**company** 644:15  
**compared** 419:12  
**comparison** 418:10 485:12 560:6  
**compete** 649:4  
**competent** 551:9  
**competing** 650:2  
**complete** 387:6,9,13 407:24  
 466:8,10,15 520:12,15,19  
 526:25 552:4 602:24 603:2,6  
 617:15,25  
**completed** 408:14 470:17  
**completely** 499:7 555:18 633:9  
**compliance** 470:3 527:17 585:9  
 610:9 620:10  
**compliment** 601:18  
**complimentary** 600:23  
**component** 400:18 497:10  
 609:11  
**components** 468:17 469:6 655:9  
**computer** 611:10  
**concentration** 617:20  
**concept** 419:16 452:22 623:1  
 626:22  
**concepts** 537:3  
**concern** 412:10 419:18 421:18  
 422:3,24 458:15 493:21 516:21  
 527:13 528:2 608:24 610:1  
 641:19 658:5  
**concerned** 459:3 573:19 591:25  
 641:21  
**concerning** 411:19  
**concerns** 388:24 393:15 396:3,15  
 421:7 435:25 467:8 485:10  
 520:5 527:18 530:20 604:2  
 608:20 610:10  
**concert** 400:3  
**conclude** 396:17 528:20 611:6  
**condition** 387:22 396:13 439:25  
 466:23 521:2 528:11 599:7

603:15 611:3  
**conditions** 386:20,24 387:16  
 388:2 417:16 438:21 439:25  
 463:21 466:4,17 467:3 516:15  
 516:18 517:15 520:9,21 521:7  
 602:21 603:9,20 669:4  
**conduct** 408:11,13 434:25  
**conducted** 474:9 581:13  
**conference** 582:4 623:21 650:19  
**conferences** 413:1 581:19,24  
 623:21 652:8  
**confide** 412:20  
**confident** 630:9,13  
**conflict** 399:2 405:17 409:2  
 410:6 645:8  
**conflicted** 409:17  
**conflicts** 408:6 409:4  
**confronted** 532:18  
**congratulations** 497:20 519:6  
 600:19  
**connect** 400:16 412:19 478:15  
 537:6 538:22 548:10  
**connected** 463:5 477:13 486:3  
 497:5 551:10 559:12  
**connection** 553:24 559:17 623:16  
**connections** 480:12 490:12  
 556:20 623:2 629:11  
**connects** 538:21 550:21  
**Conquest** 576:2  
**Consent** 386:25 388:16 521:16  
**Conservation** 490:10  
**consider** 388:1,3 420:20 467:2,4  
 521:6,8 603:19,21  
**considerate** 392:23  
**consideration** 408:16 413:15  
 421:14 544:13  
**considered** 392:13,14,20,25  
 395:13 439:20 468:12 481:11  
 499:18 533:2  
**considering** 659:11  
**considers** 555:13  
**consists** 399:19  
**Consortium** 480:4  
**constantly** 503:14 649:11  
**constitute** 671:10  
**constitutes** 492:9  
**construct** 477:16 500:18  
**consultants** 477:12

**consuming** 575:15,19  
**contact** 456:5 476:4,13 623:5  
**contagious** 646:15  
**contained** 558:17  
**containing** 526:25  
**contains** 399:1 400:17  
**content** 544:6 622:9 640:24,25  
 652:2 660:11,15 661:6,6  
**content-specific** 660:14  
**contest** 471:10  
**context** 392:18 503:10 530:17  
 584:14  
**contextually** 503:12  
**continually** 402:10 403:16  
 414:22 544:3  
**continuation** 421:16  
**continue** 398:14 488:14 491:22  
 523:16 538:25 543:10 550:17  
 552:15,22 555:25 558:10  
 573:17,20 585:12 616:12  
**continued** 384:1,3 401:16 543:17  
 560:9  
**continues** 419:17 515:4 557:15  
 559:18  
**continuing** 546:10,22 569:19  
 645:17  
**contract** 394:13 401:20 420:24  
 421:1 427:23 433:16,25 434:2,3  
 452:7,12,13,14,21,22 453:2  
 469:1,9,14 482:11 488:10  
 525:22 527:15 564:7 581:8  
 589:6 590:1 606:11 608:8,9,12  
**contracted** 527:7 564:5 565:7,8  
**contractor** 489:6  
**contractors** 568:1  
**contracts** 452:15,16 453:3  
**contribute** 539:8  
**Convention** 400:10,11  
**conver-** 562:8  
**conversation** 421:16 481:3  
 487:25 501:3 504:2,22 512:2  
 559:17 592:6 668:16  
**conversations** 504:10 505:14  
 535:17 569:6 596:21 639:10  
 648:7 668:19  
**cook** 541:11  
**cooking** 539:11 541:23  
**cool** 473:6 474:18 513:12

**coordinate** 449:4  
**coordinator** 578:4 613:5,6 620:9  
 620:18 651:1  
**Coors** 455:7  
**cope** 663:8  
**core** 400:1 403:18 536:23 539:25  
 551:11  
**corn** 541:6 575:23  
**Corps** 490:10,10 624:14  
**correct** 397:4 421:21,21 427:20  
 433:20 452:7 463:12 501:6  
 502:3 516:2 527:20 564:25  
 596:3 644:25 658:20  
**corrected** 527:21 528:15 610:8  
**correcting** 417:17  
**Corrective** 387:23 402:4 466:24  
 521:3 603:16  
**correlation** 419:23 453:22  
**Cosecha** 625:6 650:16,18  
**cost** 428:14 436:14 437:7,7  
**costs** 570:25  
**council** 397:20 415:19 429:10  
 529:13 559:15 579:13,20,24  
 580:4,7,9 581:14 583:15,19,21  
 586:4 587:3,12,13 588:10  
 591:21,23,24 592:1,11 639:9  
**councils** 558:17  
**COUNSEL** 383:13  
**counselor** 547:13 613:4 620:6  
 630:3  
**count** 636:3,4  
**counted** 488:11 570:24 605:20  
**counting** 460:12 612:4  
**countries** 401:12,17 509:14  
**country** 401:18 448:24 449:4  
 479:3 513:1,2 571:8 650:20  
 655:23  
**County** 460:22 480:12 488:20  
 489:17 490:4,5,17 530:16 581:2  
 671:13  
**couple** 390:24 421:16,17 445:1  
 469:9 506:7 516:5 525:16  
 533:10 538:18 580:12 585:3  
 588:18 606:24 607:16 627:11  
 627:14 649:20 650:14  
**course** 438:25 445:17 448:13  
 449:22 476:19 511:23 524:7,21  
 526:6 530:14 585:15 621:12

**courses** 616:8  
**court** 382:21 459:18 663:21  
 671:9  
**courtesy** 399:14 420:18  
**courts** 460:16  
**cover** 408:13  
**covered** 397:11  
**cow** 662:18  
**coyote** 597:16  
**crazy** 476:13 512:17 514:20  
**create** 406:16 412:12 484:15  
 497:3 523:18 535:18 540:15,25  
 550:18 551:7 593:3  
**created** 405:19 475:19 476:16,19  
 515:8 530:19,25 534:5 536:16  
 537:18 539:24 585:14 589:12  
 594:14 621:13 634:18  
**creates** 538:1 540:11  
**creating** 496:20 505:1 514:6  
 546:2 581:5 589:19  
**creative** 406:6 598:25 634:3  
 635:14  
**creativity** 433:3  
**credential** 440:20  
**credit** 631:13 639:23,24 640:2  
 649:10  
**crew** 613:14 623:1,1,3,3,7,9,13  
 623:14,15 626:22 631:21,21,22  
 635:8  
**crisis** 531:15  
**critical** 535:11 625:1  
**Crone** 383:5 386:4 411:10 465:1  
 465:2 511:19,20 512:18,24  
 513:16,22 518:19,20 572:13,14  
 572:17 593:25 594:2 595:2,7,23  
 596:9,14,24 597:10,20 598:6  
 600:12,13 644:21 645:11,16  
 646:2,7,10,15,25 654:2,3,4  
 670:13,14  
**cross-content** 618:2  
**crossing** 638:13  
**Cruces** 478:24 664:20  
**crucial** 550:24  
**crutch** 475:15  
**cry** 505:12 506:11  
**crying** 572:15  
**CSD** 386:19 389:23 391:8 395:16  
 467:13 470:8 471:18 473:9

522:1 604:8 611:6 613:20  
**CTE** 561:23,25  
**Cuba** 598:14  
**culinary** 541:22,23  
**cultural** 401:2 524:13 537:17,24  
 539:2,4 551:7 554:20 569:10,14  
 589:2,13,16 591:22 594:10  
**culturally** 523:18 553:16 577:17  
**culture** 398:25 475:3,11 533:14  
 535:12 536:22,23 538:2,4,20  
 539:20 545:11,13,15,19 546:1  
 550:22 551:6,11,13 552:1  
 554:14 573:13,15,21 577:11,13  
 626:19 635:18  
**cultures** 482:24  
**cume** 527:2  
**curious** 454:23 551:20 651:9  
 656:1,5  
**current** 391:15 392:15 452:21  
 467:24 471:8 524:11 527:15,16  
 547:10 616:15 626:10 645:24  
**currently** 406:3,13 434:19,21  
 448:6 452:6 531:15 578:22  
 583:12 616:18 619:24 645:4  
 653:14  
**curricular** 408:10  
**curriculum** 399:23 403:13,25  
 409:3 410:5 411:5 420:17  
 530:18 536:16,24 537:24 539:2  
 542:21 544:6,16 546:12 551:12  
 578:16 589:13 590:12 615:10  
 617:1  
**curriculum**s 411:20  
**cursive** 405:13  
**curve** 584:18  
**Custodian** 383:12  
**cut** 460:13,14,16 461:21 491:20  
 492:12 655:3  
**cutoff** 392:15,16  
**cuts** 456:9 492:2  
**cycle** 403:5 416:23  
**cycled** 559:15  
**Cynthia** 382:20 671:8,19

---

**D**

---

**D** 384:1,1 475:3 507:10,13  
**daily** 399:12 403:4 532:4 555:16  
**Danny** 612:20,20 613:17 627:10

627:18,21,24 628:4 637:1,2,10  
 638:25 639:16,23,25 640:8  
 641:20 643:17,23 644:12  
 645:19 646:5,9,13,16,23 647:6  
 647:10 650:3,8,18,25 651:20  
 652:16,25 653:3,10 654:18,22  
 654:25 655:16 656:11 657:12  
 657:20,23 658:20,25 665:21  
 666:15,20 667:10,25 668:4,15  
**DASH** 609:20  
**data** 386:21 387:4,6,13,19,21,22  
 391:21 393:20 402:2,3,11,20  
 403:15 416:20 454:11,17  
 457:25 458:5,6,9 466:6,8,14,20  
 466:22,23 468:16,17 473:1  
 474:4,10,15 515:16 520:10,13  
 520:19,24 521:1,2,12 524:17  
 533:16 543:3 568:24 569:5  
 571:8 593:4 602:23,25 603:6,12  
 603:14,15,25 610:12,13 618:9  
 618:24 619:6,9,17 620:7 623:25  
 642:2,11,12 643:2,15 644:4  
 659:1 660:16 666:6  
**data-driven** 402:13 617:21,22  
 618:24 620:11 621:4 642:8  
**Date** 672:2,9,14,19,24  
**daughter** 435:23 439:15 505:2  
 556:24 614:15 632:8,14  
**daughter's** 511:25  
**daughters** 556:15 632:3,6  
**DAVID** 383:6  
**Davis** 383:5 385:19,20 444:12,14  
 444:15,19 445:3,6 465:8,9  
 518:22,23 548:22 549:1 571:22  
 572:8 599:17,19 600:9,10 670:7  
 670:8  
**Dawnlei** 577:25  
**day** 389:11 406:21 433:22 438:1  
 482:7 487:10 496:13 498:20,20  
 505:13 514:5 519:7,19 531:20  
 544:21,24 545:6 555:8 558:4  
 588:21 602:14 630:4 633:18  
 659:22  
**day-to-day** 412:8 585:21 620:13  
**days** 387:21 413:9 436:20 466:22  
 505:12 521:1 581:1 603:14  
 638:17  
**de** 460:4 613:4 650:25 656:13

**deadline** 628:21  
**deaf** 468:1 474:25 475:2,3,3,5,7  
 475:10,11 476:10,22 478:22  
 479:4,12,14,18 482:18 496:10  
 496:18 498:23,24 499:17  
 500:23 503:20 506:8,25 513:19  
**deal** 412:5 421:5 497:13 503:2  
 532:4 650:7 658:4 663:8 664:7  
**dealing** 411:6 431:18 435:14  
 502:21 535:16  
**dealt** 428:18  
**Deanne** 633:1,2  
**DEAP** 384:8 522:25 524:10,11  
 529:5,13 530:14,15,21 534:13  
 536:1,15,23 538:7 539:20  
 542:18,21 543:1,4,12,12 544:10  
 545:17,23,24 547:5,7,20 550:8  
 550:10,12,13,17,20 551:11,15  
 551:18,19,21,24,24 552:2,3,10  
 552:11,13,14,17,18,18,21,22,25  
 553:1,15,18 554:13 555:6,7,12  
 555:13,20,24 556:3 567:7  
 569:21,25 570:1,4 576:22 577:1  
 577:8,9,14,18 578:6 579:6  
 589:12 595:21 599:6 604:18  
**DEAP's** 523:16 551:6  
**debate** 624:22  
**Debbie** 579:14  
**December** 382:11 385:3 387:14  
 466:15 520:20 603:6 610:3  
 644:6 671:16  
**decide** 441:14  
**decides** 387:15 466:16 520:21  
 603:8  
**deciding** 413:15  
**decision** 387:10 404:18,18  
 466:11 520:16 558:18 603:3  
 628:19,20 629:24  
**decisions** 445:4  
**decline** 393:6,7 607:7,15  
**declined** 608:16  
**decrease** 401:25 464:7 517:23  
 525:23 599:16 669:13  
**decreasing** 395:11  
**dedicated** 398:19 414:25 619:21  
 636:22  
**dedication** 555:22  
**deemed** 596:20

**deep** 471:18 474:9 638:3  
**Deeper** 621:1,3  
**deeply** 539:22  
**defense** 429:16  
**defer** 390:10 391:7 473:2 522:6  
 524:1 604:13 605:2  
**deficit** 658:21  
**definitely** 421:14 484:9 500:24  
 555:20 559:20 641:21 666:3  
**definition** 632:17  
**definitive** 433:12  
**degree** 499:15 532:12 631:17,18  
**del** 647:16,21  
**DEL'D** 672:9,14,19,24  
**delayed** 385:6 465:23  
**delays** 659:23  
**deliberate** 496:23 503:21  
**deliberately** 496:18  
**delineates** 463:22  
**delivered** 421:2 672:9,14,19,24  
**delivering** 565:11  
**demands** 661:10  
**demographics** 459:13 497:14,14  
 497:15,15  
**Demonstrate** 395:8,16 609:6  
**Demonstrated** 470:6 609:4  
**Demonstrates** 395:18 526:16  
**demonstrating** 396:9  
**denied** 601:4,7  
**Dennison** 556:7,15  
**dent** 573:4  
**Department** 397:10 398:1  
 427:15 433:10 492:16 493:2  
 523:15 540:18 592:7  
**depending** 606:1  
**Deputy** 383:10 390:10 522:6  
 523:1 604:14 640:3  
**describe** 508:17 631:4  
**described** 495:3  
**describes** 468:6 495:12  
**description** 496:4  
**desert** 533:2  
**deserve** 556:2 652:6  
**design** 473:22 489:11,13 490:24  
 572:2 589:1 598:21 659:20  
**designated** 493:4  
**designed** 625:23  
**desire** 404:5

**desires** 475:21  
**desk** 571:25  
**Deskins** 550:1  
**desperation** 576:14  
**despite** 468:18 531:25  
**destroy** 515:1  
**destroyed** 573:13  
**detail** 522:21  
**detailed** 397:7 457:24  
**details** 393:8 456:21  
**detention** 633:22  
**determined** 487:15  
**determining** 659:15  
**devastating** 561:20  
**develop** 403:15 477:7 496:24  
 532:23 593:10 618:19 624:25  
 660:14  
**developed** 401:8 477:17 513:9  
 565:22 598:11,18  
**developing** 391:18 476:7 477:14  
 480:2 503:19 504:8 523:3  
 547:16 566:2 661:22  
**development** 399:17 403:23  
 531:5 589:3 617:10 618:25  
 620:14 621:12 642:9,21 650:21  
 655:5  
**diabetes** 539:18 555:3 576:1  
**diagnostician** 566:23  
**diagram** 555:16  
**dialect** 572:22  
**dialects** 509:16  
**diaper** 510:21  
**dichotomies** 475:1  
**dictate** 667:14  
**died** 512:3  
**diet** 576:4  
**difference** 405:15 528:17 575:1  
 575:25 637:18  
**different** 405:6 407:13,21 419:7  
 425:7 426:18 429:17 441:17  
 444:1,2,16 445:13,16,17 449:22  
 455:24 456:15 457:10 459:20  
 473:22 479:7,12 486:6,19  
 487:17 495:1 496:13 497:22,23  
 497:23 499:9 500:13 509:6,7,13  
 509:15,17,18 511:15 517:5  
 522:16 524:22 534:3 535:18  
 539:22 548:13 559:23 564:24

574:18,22 589:18 592:21  
 597:24 616:3 633:10 635:13  
 639:19 640:9 656:18  
**differentiate** 657:24  
**differentiated** 620:10,15  
**differentiation** 617:23 632:17  
**difficult** 392:17 411:7 450:17  
 482:25 483:13 530:4 564:15  
 566:9,15 588:4 648:1  
**difficulties** 469:24 482:24 483:7  
 660:3 661:19  
**difficulty** 405:10 478:20 483:8  
 592:1  
**dig** 479:22 639:11  
**digest** 575:20  
**diligence** 554:7  
**dim** 529:25  
**Diné** 536:20 569:8 577:25 578:3  
 580:19 594:4 595:25 598:21  
**dip** 392:5 393:2,4,11 394:19  
 605:15 607:18  
**diploma** 501:8 542:9  
**diplomacy** 624:25  
**direct** 544:16 666:9  
**directed** 431:21  
**direction** 393:25 542:11 575:21  
 576:16 589:5,6 658:4  
**directive** 429:19  
**directly** 420:1 625:18  
**director** 383:9,10 390:3,10  
 391:10 444:11 449:9 471:3,15  
 472:12 477:1 515:20,25 516:3  
 516:22 517:1,9 522:5,7 524:2  
 528:10 559:5 565:17 590:19  
 591:5 592:4 604:12,14 605:2,4  
 612:21 640:3  
**directors** 635:8  
**dirty** 626:14  
**disabilities** 418:11 439:19 447:14  
 448:14 468:10 491:17 498:13  
 500:15 502:22 506:17,18  
 564:25 607:14,19  
**disability** 418:11,14 447:18  
 481:13 497:15 502:24,25 503:3  
 504:19 510:11  
**disadvantaged** 419:24 436:25  
 606:13 607:13  
**disagreement** 410:24

**disagreements** 390:19  
**disallowed** 435:6  
**disappointed** 496:3  
**disclaimer** 644:22  
**disclosed** 452:15  
**discount** 436:25  
**discovered** 506:7  
**discovery** 401:2  
**discreet** 412:15  
**discrepancy** 418:8 610:12  
**discriminate** 460:4  
**discuss** 403:8,13 624:6  
**discussed** 393:24  
**discusses** 623:24  
**discussion** 384:3 388:7,23 404:24  
 433:7 435:10 453:7 463:8  
 464:11 484:25 518:3 589:25  
 599:20 669:17  
**discussions** 390:17 587:14 638:4  
**Disks** 672:8,13,18,23  
**dismissed** 526:11 608:23  
**disorder** 498:16  
**disparity** 455:3 662:6  
**display** 400:19 406:13  
**distinction** 486:6  
**distributed** 423:7  
**district** 401:24 455:2 476:23  
 482:19 498:21 548:23 565:18  
 593:16 595:10 614:7,12 616:14  
 616:20 626:11 632:2 662:11  
 665:12  
**districts** 421:1 460:1 660:21,22  
**Ditl'ooí** 384:7 529:3 530:9,10  
 550:6 553:13 555:25  
**dive** 474:9  
**diversity** 421:10 591:22  
**divide** 389:20,21 521:24  
**division** 605:6 613:20  
**divorce** 482:15  
**doctoral** 481:16 510:4  
**document** 471:6,7,23 582:5  
 585:23 672:8,13,18,23  
**documentary** 512:25 596:10  
**documents** 453:2 583:23  
**dogs** 569:1  
**doing** 411:4 415:1 418:16 427:1  
 427:2 432:18 435:4 436:2  
 437:16 450:13 453:23 455:16

455:20 456:8,23 457:12 459:12 460:11 468:19 472:25 473:6 474:5,19 481:23 482:22 484:1,7 493:1 499:13 501:25 502:1,4 505:24 506:23 507:1 534:19 535:10 546:8,14 549:3 562:10 562:20 566:20 569:16,18 571:24 572:11 582:13,15 585:20,20,22 589:2 594:7 614:13 630:6 638:5 639:11 641:8 643:8 649:1 665:4 667:13 668:8	<b>dual-credit</b> 615:23 620:7 633:5 648:23 649:3,5,12 <b>dual-language</b> 605:10 609:11 615:25 616:22 626:15 639:17 639:18 640:10 641:7 <b>dually</b> 448:16 <b>due</b> 393:11 533:12,24 <b>duty</b> 481:4 <b>dynamics</b> 601:14 <b>Dzil</b> 384:7 529:3 530:9,10 550:5 555:25 <b>Dzit</b> 553:13	<b>educate</b> 459:19 <b>educated</b> 407:8 <b>education</b> 382:1,12 385:2 397:25 398:1 399:21 405:5 407:16,19 411:2 427:15 433:10 463:9,19 464:6 475:7 478:22 490:11 498:9 500:24 506:1,15 517:13 517:22 526:23 527:7 531:21 533:21 534:15,16 540:24 550:3 554:6 555:24 556:2 565:10 577:17 584:14 585:24 595:8 599:5,14 601:15,17 609:18 616:22 617:24 621:1,2 635:9 638:14 646:3 660:18 669:3,11 671:1,12 672:5 <b>educational</b> 404:6 407:18 473:24 474:1,1,23 475:2 477:8 550:21 602:10 <b>educator</b> 578:8 632:2 634:24 636:23 660:18 <b>educators</b> 403:7 480:5 554:10 625:9 650:19 651:4,7 <b>effect</b> 538:17 <b>effective</b> 566:6 <b>effort</b> 415:21 416:13 424:22,24 424:25 425:1 554:6 597:3 601:13 602:14 662:8 <b>eight</b> 389:20,21,25 402:18 404:9 472:21 503:18 521:23,24 522:2 577:3 604:9 627:18,24 628:7 <b>eight-zero</b> 519:4,5 <b>eighth</b> 504:9 597:5 657:19 658:13 <b>eighth-grade</b> 401:6,7 407:5 408:11 446:25 634:15 <b>eighth-grader</b> 408:25 447:8 630:22 631:9 660:5 <b>either</b> 393:24 410:14 416:5 433:15 435:2 447:8 457:5 495:7 500:17 508:3 563:7 593:3 640:14 648:8 664:6 <b>EI</b> 418:12 460:21 483:16,17 494:13 579:1 592:19 620:25 621:2,11 655:21 658:4 663:18 664:19 <b>ELA</b> 543:23 578:23 593:4 618:11 618:12 <b>ELA-based</b> 619:5
<b>dollars</b> 489:11 571:1 <b>Don</b> 382:13 <b>donate</b> 542:16 <b>donations</b> 446:12 <b>door</b> 391:2 649:11 <b>door-to-door</b> 461:25 534:25 <b>doors</b> 630:5,11 665:2,2 <b>dormant</b> 478:24 483:20 <b>doubt</b> 415:12 416:2 482:8 560:18 562:23 <b>Doug</b> 576:25 <b>Downer</b> 579:14 <b>downward</b> 393:13 394:8 <b>Dr</b> 654:8 <b>drain</b> 575:22 <b>drama</b> 622:4 <b>drastic</b> 526:4 <b>drastically</b> 552:6 <b>draw</b> 455:9 <b>dream</b> 406:25 625:11 <b>dreaming</b> 534:6,13 <b>drill</b> 642:17 643:3 <b>drilling</b> 643:4 <b>drills</b> 396:7 397:3,13 470:12,17 470:19 610:16 <b>drink</b> 555:10 <b>drive</b> 402:11 417:20 430:18 478:15 544:16 646:25 <b>drop</b> 391:23 437:24 438:2 508:16 524:21,22 525:14 <b>dropped</b> 582:17 586:1 <b>dropping</b> 582:25 626:24 <b>drought</b> 541:9 <b>dual</b> 480:9 609:17 615:14 631:13 639:12,14,21,23,24 640:2,4 649:10 650:21 661:21	<hr/> <b>E</b> <hr/> <b>E</b> 383:1,1 384:1,1,1 <b>e-mail</b> 386:18,19 519:25 561:13 587:19 627:15 <b>E-Occupancy</b> 435:2 <b>EA</b> 438:15 <b>Ear</b> 475:8 <b>earlier</b> 567:1 628:6 <b>early</b> 410:6,6 490:25 513:6 553:21 649:11 <b>earn</b> 413:11 446:24 626:16 652:6 <b>earned</b> 608:1 622:13 <b>earning</b> 625:12 653:11 <b>ears</b> 491:16 495:14 <b>Earth</b> 573:2 <b>EAs</b> 438:17 <b>easier</b> 458:18 483:11,15 511:4 588:12 629:12 <b>East</b> 477:23 <b>Eastern</b> 636:10 <b>easy</b> 416:8 637:21 648:14 <b>eat</b> 420:15 575:22 <b>eating</b> 515:4 <b>echo</b> 448:22 483:25 <b>eclipse</b> 544:14 <b>economic</b> 497:14 531:4 <b>economically</b> 419:23 606:13 607:13 664:10 <b>ecosystem</b> 542:2 <b>ed</b> 447:17 474:25 475:3 479:4,12 479:18 481:10 487:4 492:8,15 492:17 493:2,14 502:7 503:13 540:18 564:2,6,14 565:17,18,21 566:16 613:6 620:9 632:7 <b>Edgenuity</b> 565:7,8,15	

**elaborate** 650:17  
**ELB** 396:3  
**ELD** 619:20,21,21  
**elders** 534:4 538:12,19 541:1,19  
 542:15 596:5  
**elected** 601:15  
**election** 596:19  
**elective** 536:24 551:12  
**electricians** 568:9  
**electricity** 542:17 578:11  
**element** 400:1  
**elementary** 384:4 386:12 390:13  
 391:14 397:17,24 398:7,16  
 399:11 405:4 407:5 409:1,8,14  
 410:11 411:17 414:4,16 416:1  
 430:22 463:11,17,20 494:14  
 495:4 595:8 596:24 667:17  
**elements** 471:24 527:1 592:12  
**eleventh** 563:7,13,17,18  
**eliminated** 596:19  
**ELL** 592:23 593:3,9  
**ELLs** 454:10  
**embarrassing** 580:1  
**embed** 477:15  
**embedded** 565:14  
**embrace** 475:13 481:4  
**embraced** 617:8 632:11 654:20  
**embraces** 475:11  
**embracing** 490:11  
**emergency** 396:7 397:13 470:12  
 470:17 610:16  
**emergent** 597:3  
**emotional** 411:25 477:15,24  
 478:8 502:20 555:14  
**emotions** 412:5  
**empathy** 497:11  
**emphasis** 657:9  
**Employee** 610:11  
**employees** 396:10,11 470:21  
 528:8 610:20 611:21,22,23  
 612:7 663:19  
**employment** 456:15  
**empower** 536:12 537:16 550:15  
 605:9 615:9  
**empowering** 540:6 553:17  
**empowerment** 384:8 529:4 530:9  
 536:21 550:6 553:13 556:1  
**Empowers** 639:16

**Encantada** 384:9 604:17,23  
 605:7 612:21 613:14,22 614:12  
 614:16,19,20,24 615:8,13  
 616:21 617:7,15,17 618:20  
 621:19 622:20,23 623:16,20  
 625:21 626:6 629:5 632:4,5,10  
 632:16,18,23 633:9,17 634:16  
 635:4,22 636:15,18 638:2,12  
 640:22 642:12,19 646:9 647:18  
 648:5,12 665:23 669:4  
**encourage** 404:3 474:17 552:4  
 562:17  
**encouraged** 551:19 635:12,17  
 654:9  
**encouragement** 405:20 635:19  
**encouraging** 553:16  
**endangered** 597:21 598:3  
**ended** 632:12 651:14  
**endorsement** 480:19 654:7  
**ends** 632:6  
**energy** 534:6 601:6,12  
**engage** 534:23 540:3 545:19  
 577:13  
**engaged** 537:2 541:6  
**engaging** 555:10  
**English** 395:23,25 453:19 454:4  
 454:8 464:4 481:18 501:3 509:3  
 509:20 510:2 511:18 517:20  
 527:10 543:24,25 544:2 547:14  
 599:13 607:14,19 609:22,24  
 610:5 622:10 635:15 652:12  
 661:15,22 663:23 664:2,6  
 669:10  
**English-Spanish** 664:16,16  
**enjoy** 557:3  
**enjoying** 575:5  
**enlightenment** 545:7  
**enriching** 399:22 545:18  
**enrichment** 620:3  
**enroll** 435:12 459:13 649:12  
**enrolled** 430:21 467:25 510:12  
 608:10 615:25 616:1,10 626:3  
 639:21 640:2 649:10  
**enrolling** 626:1  
**enrollment** 391:16 418:10  
 430:20 434:6 435:3 459:11  
 492:23 524:12 527:14,16 548:2  
 607:21 616:4 662:9

**ensure** 402:5 403:4,17 407:15  
 429:2  
**ensuring** 429:8 555:7  
**enter** 463:22 480:9  
**entered** 411:10  
**entering** 480:7  
**enters** 428:12  
**entertainer** 569:23  
**entertaining** 602:9  
**enthusiasm** 638:21  
**entire** 397:24 481:11 488:3,4  
 492:19 493:13 606:1 642:13  
 666:1 668:12  
**entirety** 493:12  
**entitled** 473:21  
**entrenched** 462:1  
**entrepreneurs** 568:17  
**entry** 610:13  
**environment** 405:21 406:16  
 413:17 415:22 416:4 441:22  
 474:1 490:11 551:15 605:10  
 617:4 622:9 624:9 634:18  
 639:17,19 662:23  
**environmental** 532:19  
**environmentalism** 534:22  
**envisioned** 462:6  
**EOCA** 638:6,10  
**epidemic** 555:7  
**equity** 523:4 558:17 588:10  
 591:23,24 592:11,17  
**Erin** 629:2,5  
**error** 396:25 496:25  
**Española** 564:18 625:16  
**especially** 390:17 412:6 416:10  
 416:14 431:14 455:25 481:7  
 491:23 590:11 649:24  
**Esquibel-Martinez** 612:24  
 620:25 642:5 648:10,13 659:3,7  
 661:16,20  
**essay** 652:5  
**establish** 429:10 484:4  
**established** 619:20  
**Estefania** 634:13  
**estimate** 597:23  
**ethnicities** 497:24  
**ethnicity** 453:12 459:8 607:6  
**European** 573:12 636:11  
**Europeans** 576:3

**Eva** 613:4 650:25 653:15 656:11  
**evaluating** 408:17 580:21  
**evaluation** 468:13 528:1 580:10  
 580:15 581:6,13,22 585:7  
**evaluations** 582:21 585:17,18  
**EVAN** 656:13  
**evenly** 521:24  
**events** 400:3 535:13 550:14  
 552:23  
**eventuality** 481:21  
**eventually** 494:17 647:22 668:17  
**ever-changing** 475:23  
**everybody** 414:6 436:4 457:2  
 461:3,16 462:10 499:1 576:8  
 618:19 656:14  
**everybody's** 457:1  
**everyone's** 385:6  
**evidence** 469:12 525:18 588:22  
**evident** 392:5 623:20  
**evolution** 575:18  
**exactly** 393:3 425:9,13,18 437:1  
 572:8 591:2 636:7 658:22,25  
**example** 412:14 558:10,20,23  
 559:8 583:17 637:25 659:23  
**Examples** 405:8  
**exceeded** 394:12 469:13  
**excel** 407:18 543:20,22 617:3  
**Excellence** 615:17 617:8,11  
**excellent** 430:3,7,7 619:17  
 635:12 652:24 653:5  
**exceptional** 448:16 630:23  
**exchange** 401:8 448:25 449:8  
 640:17  
**excited** 529:17 537:2 539:9  
 553:21 588:15,15  
**exciting** 539:12  
**excluding** 447:10  
**exclusively** 654:23 655:19  
**excuse** 386:18 413:21 512:1  
 547:4 565:22 585:25  
**execute** 643:12  
**executive** 581:15  
**exemplar** 497:17  
**exemplifies** 474:19 483:2  
**exercise** 555:8  
**exercised** 412:24  
**exhibit** 406:12  
**Exhibits** 672:8,13,18,23

**exist** 500:3 531:24 576:2  
**existed** 474:24 475:18  
**existence** 486:24 534:14  
**existing** 460:5 475:1  
**exists** 415:21 455:18  
**expand** 400:21  
**expanded** 447:18 615:16,23  
**expanding** 505:3  
**expands** 406:17  
**expect** 533:8  
**expectations** 399:22 543:1,2  
 608:8  
**expected** 393:22 394:1 412:25  
 469:3 525:7 533:17 606:10,12  
 606:15,21,24 607:2 622:16  
**Expeditionary** 616:25 654:15  
 655:3,13,18,19  
**Expeditionary-inspired** 654:12  
**expensive** 567:24 654:17 655:1  
**experience** 406:3 410:22 450:6  
 480:14 496:1 523:12 537:14  
 550:21,24 552:24 553:19  
 584:17 620:6,8 630:21 653:11  
**experienced** 469:25 660:17  
**experiences** 390:12 400:23  
**experiencing** 584:22  
**experiential** 540:23  
**experimentation** 497:1  
**expert** 620:15  
**explain** 391:24 392:6 393:1  
 622:6  
**explained** 626:22  
**explaining** 410:25  
**explanation** 473:2  
**exploration** 597:8  
**explore** 400:24 401:4 551:20  
 591:7,11 615:18 627:2 635:17  
**exploring** 401:2 541:16 597:9  
 646:5  
**expose** 545:18  
**exposure** 545:15  
**express** 390:13 409:20 512:21  
 635:2  
**expressed** 419:18 493:21 507:22  
**expressive** 479:16  
**extended** 406:3 414:19 620:1  
**extension** 404:16 502:22 628:18  
**extensively** 510:18

**extra** 402:16 445:19 540:8 554:4  
 554:11 612:1  
**extremely** 412:1,7 468:11 482:25  
**eye-opener** 664:4  
**eyebrow** 534:2

---

**F**


---

**Faber** 472:16  
**fabric** 477:17  
**face** 420:23 459:23 533:11  
 539:17 586:24 649:19  
**Facebook** 419:1  
**facilitate** 449:6,7  
**facilities** 417:4,15 421:6 443:20  
 444:16,21 610:15  
**facility** 417:6 470:23 611:4  
**fact** 395:10 416:18 420:2 421:5  
 460:5 468:13 470:18 475:14  
 481:15 499:20 551:5 570:10  
 587:24 594:6 631:14 638:11  
 641:15 656:6  
**facto** 460:5  
**faculty** 576:20  
**failed** 459:24  
**Failing** 395:8,16 527:25 609:6  
**fair** 418:1 428:25 487:14  
**fairly** 389:8,13 482:18 486:15  
**fall** 540:9 558:21 586:18 605:20  
 615:24 616:1,1 618:8,10,13,13  
 643:19 644:6  
**Falling** 587:15  
**Falls** 395:21 526:21 639:2,5  
**familiar** 409:6 489:24 573:24  
 634:19 646:8 658:6  
**families** 383:9,11 398:21 399:4,9  
 401:12 456:3,10 475:21 476:2  
 529:6 530:6 532:2,13,21 535:9  
 541:21 542:17,20 545:2,14,19  
 547:15 550:4,15 553:12,25  
 554:16 555:5,21,23 569:12  
 579:8 600:25 601:20 623:25  
 666:10,16  
**families'** 505:19  
**family** 415:21 482:15 502:22  
 504:12 509:24,25 538:4 545:3,3  
 545:8 550:9 552:12,18 553:18  
 556:16 570:19 623:22 626:22  
 629:13 632:21 633:16 634:20

636:11  
**family-style** 420:16  
**famous** 511:23,24  
**fantastic** 478:18 663:6,7  
**far** 394:11 395:21 398:14 415:11  
 433:11 442:5 445:24 471:9  
 526:21 534:21 556:19 573:19  
 587:15 639:2,5 667:21  
**Farmington** 598:14  
**fascinated** 514:18  
**fast** 508:15 619:4,5 642:3,6  
 659:24 660:16,21,24  
**faster** 391:5 631:18  
**father** 545:5  
**faulting** 447:20  
**favorite** 389:10 471:16 512:1  
**Fe** 382:13 384:9 504:4 616:4  
 624:11 629:11 633:10,20  
 636:25 645:5 646:17 652:12  
 671:13  
**feature** 399:18  
**February** 386:22 387:25 388:19  
 467:1 521:5 603:18  
**federal** 428:18,20,21 431:16  
 492:22 493:3 507:16 508:6  
 667:18,22  
**feds** 428:20 493:23  
**fee** 665:24  
**feed** 541:20 668:11  
**feeding** 668:24  
**feeds** 666:1  
**feel** 389:8 411:5 502:8,16 505:5  
 520:6 533:21 540:11 550:7  
 553:18 569:4 572:9 593:6,8  
 630:1,1,10 634:17,19  
**feeling** 391:3 412:17 460:19,21  
**feelings** 408:17  
**feels** 409:14 634:18  
**fell** 578:9  
**fellow** 411:17 636:20  
**felt** 407:9 409:20 553:19 573:7  
 614:25 634:17  
**females** 596:16  
**fewest** 471:11  
**fidelity** 403:19  
**field** 400:15,17 413:8 414:13  
 425:10 557:4  
**fifth** 446:23 577:1 583:12

**fifth-grade** 450:9  
**fight** 485:15 505:20  
**fighting** 507:6  
**figure** 390:18 474:6 490:17  
 508:20 523:17 533:20 564:16  
 568:6 582:11 583:19 660:7  
**figured** 592:18  
**figures** 489:17  
**file** 582:19,23 585:23  
**filed** 508:12  
**files** 610:7  
**filing** 527:2,12  
**fill** 588:5  
**filled** 583:11,12  
**final** 404:18 597:20 600:22  
 628:20  
**finalizing** 582:18  
**finally** 498:11 522:24  
**finances** 429:11  
**financial** 387:12 388:6 466:13  
 470:2 493:8 501:13 520:18  
 521:10 527:17,19 582:11 603:5  
 603:23 610:9  
**find** 439:18 447:20 478:14  
 551:17 562:25 566:15 591:17  
 592:1,8 640:11 660:20 663:10  
**finding** 394:25 395:1 487:17  
 560:21 590:14 592:1 594:8  
 619:12 642:22 665:18  
**findings** 394:24 470:3 526:8,9  
 527:18 586:16,17,18 608:18,19  
**fine** 399:18,22 400:1 404:1  
 445:11 451:7 504:19 612:2  
**finish** 451:19 490:24 627:11,16  
 627:16 628:6 631:15,17  
**finished** 548:19 612:11  
**fire** 539:10  
**first** 386:11 390:6 391:21,25  
 395:5 401:2 402:1 405:10 415:9  
 431:12,21 435:21 440:3,9  
 468:24 469:9 482:10 493:21  
 507:22 510:16,17 512:9 522:8  
 525:6,12,13,16,21 526:23 535:8  
 536:21 543:4 544:14,15 546:21  
 549:10 553:15,19 562:16 563:2  
 563:15 580:9,13 581:10 594:1,2  
 598:22 605:15 606:24 607:8,15  
 629:2 644:22 645:20

**firsthand** 584:16  
**Fish** 490:9 540:17  
**fit** 416:1,9 479:17 485:9 487:16  
 632:8  
**fits** 632:19  
**five** 406:25 424:4 436:20 463:13  
 463:20 480:2 489:10 517:14  
 546:9 549:6 563:10,12 584:15  
 599:6 615:24 669:4  
**five-day** 436:19  
**five-year-old** 438:9  
**five-year-olds** 438:20 439:1,24  
 440:18  
**five-year-olds-** 428:8  
**fix** 494:5 533:25  
**flat-out** 489:9  
**flaw** 492:22  
**Fleming** 405:1  
**flier** 419:7  
**fliers** 419:2 455:24 456:3  
**FLOOR** 389:15 405:2 407:3  
 408:20,23 411:14,24 414:2  
 528:25 549:14,16,18,20,24  
 550:1,2,10,20 551:5,19,24  
 552:2,9,17,20 553:8 556:11,14  
 557:18 576:24 577:24 578:17  
 602:6,10 611:23 612:16 629:4  
 629:22 630:19 631:8,25 633:2  
 634:14,22 636:8 638:9 645:14  
 653:13 669:1  
**flour** 575:12  
**flow** 508:3,15  
**fluency** 593:1 594:9,24 596:15  
**fluent** 533:15 593:1,2,18 596:20  
**fluently** 501:4  
**flying** 486:7  
**focus** 400:25 401:1 474:20  
 536:21 537:12 539:15 540:23  
 541:4 542:6 546:10 551:12  
 568:19 590:8 615:21 617:17  
 620:10,19  
**focused** 391:17 524:13 593:9  
 621:7  
**focuses** 546:6  
**focusing** 402:13 546:22 645:18  
 649:15  
**folders** 527:2  
**folk** 489:21

**folks** 385:7 389:19 416:6,9 461:5  
 472:8 476:14 530:1 558:1 562:9  
 576:12 584:3 585:19 604:4,9  
 664:7  
**follow** 399:16 490:18 511:21  
 585:16 610:2 667:10,11,18,22  
**follow-up** 609:20  
**following** 392:24 457:16 460:1,3  
 508:8  
**follows** 519:12  
**fond** 531:9  
**food** 419:19 420:2,6,25 421:1,2,6  
 510:20 533:2,9 537:1 541:16,25  
 575:10 576:6 667:15,20  
**foods** 541:11 542:1 551:7 575:17  
 575:21  
**foraging** 541:25  
**forbid** 573:8 663:19  
**Force** 485:3,6  
**foregoing** 671:10  
**foremost** 553:15  
**forest** 490:9 513:4  
**Forestry** 530:24  
**foreward** 468:4  
**forget** 469:16 514:13  
**forgot** 448:23  
**forgotten** 568:10  
**form** 452:21,22  
**formally** 476:5  
**former** 449:11 564:13  
**formerly** 644:24  
**formula** 487:16 492:9,22 493:22  
**forth** 492:20 512:7  
**fortitude** 416:7  
**fortuitous** 473:18  
**fortunately** 389:4 595:23  
**forum** 624:25  
**forward** 393:8 433:18,19 484:13  
 520:4 543:9 546:8 548:15  
 579:18 588:13 619:16 624:7  
 638:15 639:7 649:14 668:20,21  
**ForWord** 619:4,5 642:3,6 659:25  
 660:16,22,24  
**found** 407:8 473:19 505:21  
 578:10,12 632:10 633:16,17  
 657:25  
**foundation** 451:21,23 452:2,6,18  
 452:24 453:1,6 463:21 473:17

473:23  
**founders** 514:15 580:17 584:24  
 600:23  
**four** 408:21 428:10 438:6 439:17  
 450:8 469:16 487:9 488:22  
 489:10,21 526:8 586:16 588:2  
 608:5 638:1 647:15,15 660:6  
**four-** 428:7 438:9  
**four-day** 642:20  
**four-year** 669:12  
**four-year-old** 431:6 442:3  
**four-year-olds** 421:25 424:4,6  
 425:22 426:13,17,21 436:15  
 439:1,23 440:17 441:10  
**fourth** 455:7 577:1  
**fourth-** 450:8  
**fourth-graders** 400:7  
**FOX** 628:15  
**framework** 395:20 415:10  
 470:10 471:6 523:10,16,19  
 526:19 536:16 609:16 659:14  
**frameworks** 523:6  
**Free** 517:8 665:19,22 666:5,12  
 668:7,10,12  
**frequencies** 499:9  
**frequent** 456:16  
**frequently** 647:1  
**Friday** 558:5 617:22 634:5  
**Fridays** 625:22 642:20,23  
**Friedman** 383:12 389:19 408:21  
 411:12 413:20,23 521:23 546:4  
 604:6 638:8 672:7  
**friend** 409:12 495:10,12 506:4  
 663:11,13  
**friends** 556:20  
**friendships** 401:16  
**from-year-to-year** 647:8  
**front** 460:11 474:23  
**froze** 663:25  
**frustrated** 638:7  
**frustrating** 537:14  
**frustration** 405:12 507:23  
**fulfill** 404:5 407:18  
**fulfilling** 590:10  
**full** 403:2 434:14 470:14 472:5  
 493:15  
**full-time** 578:24 580:24  
**fun** 465:25 505:10 536:2

**functional** 596:8  
**functioning** 415:17  
**functions** 620:13  
**fund** 428:22,22 508:6  
**fundable** 489:3  
**fundamental** 412:1,23  
**funded** 421:19 422:1,2,10,22  
 423:12  
**funding** 427:16,22 463:23 491:20  
 492:2 507:10,14 562:13 598:21  
**fundraising** 446:21 447:1  
**funds** 423:2,3,10,13,16,16,20,22  
 424:11,11,12,14,18 425:2 426:1  
 426:4 427:4,4,7 428:18,20,21  
 430:5 508:2  
**funny** 498:18  
**further** 391:5 402:9 433:7 463:8  
 464:11 518:3 599:20 643:4  
 669:17  
**Furthermore** 555:3  
**future** 387:7,25 403:3 411:7  
 445:4 466:9 467:1 520:15 521:5  
 538:23 547:12,14 550:19  
 552:16 588:25 603:1,18 615:22  
 633:5 664:17

---

**G**


---

**G** 384:1  
**Gabriel** 523:8  
**Gabrielle** 549:18  
**gain** 413:6 660:25 661:1  
**gains** 661:2  
**gala** 400:10  
**Gallaudet** 474:8  
**gallery** 406:13  
**Gallup-McKinley** 581:2 595:10  
**gang** 535:16  
**gap** 453:24 474:23 481:17 582:25  
 638:14 660:5,6,8,19 662:9  
**gaps** 660:3 661:4  
**Gaspar** 382:13  
**GATE** 449:22 450:3  
**gather** 593:4  
**gathering** 568:23 569:5 570:4  
**gatherings** 462:1  
**Gavin** 529:10,12 579:21 581:21  
 582:3 600:21 601:8,11  
**GC** 548:1

**gearing** 597:14  
**general** 399:19 404:2 438:5  
 632:9 661:22  
**Generally** 443:13  
**generated** 430:5  
**generation** 538:3 550:19  
**generations** 535:1 552:18  
**genuine** 639:10  
**genuinely** 562:10  
**geographical** 647:14  
**George** 578:24  
**GEORGINA** 383:5  
**German** 509:4  
**getting** 405:10 416:10 417:10,23  
 418:1,2 425:14 429:17 430:17  
 448:11 456:21 480:14,25  
 483:16,17,21 489:6,6 494:20  
 496:14 498:20 499:14 502:9  
 556:18 559:3 568:8 570:11  
 576:6 587:19 629:7 664:19  
**gift** 503:4 577:18  
**gifted** 407:15 448:7,15 450:4,23  
 486:8 503:18 589:18 632:15  
**Gipson** 383:3 385:23 397:1  
 427:12,14 464:9 465:11 483:25  
 498:7 518:10 529:1 599:19  
 600:5 669:16 670:10  
**girl** 506:6  
**girls** 664:8  
**give** 389:23 392:9,18 405:8,16  
 413:10 426:2 438:2 443:7  
 445:20 462:3 480:11 484:23  
 491:3 492:13 522:1 538:18  
 551:2 575:21 627:13 644:5,6,7  
 644:8 661:12 666:11  
**given** 405:20 469:7 487:13 502:6  
 550:10,12 554:2 589:5 629:10  
**gives** 434:3 474:14 539:4 547:3,4  
 631:12 653:24  
**giving** 406:9 501:24 537:16  
 541:18 577:22 626:9 644:3,3  
 661:11  
**glad** 385:8 399:8 449:13 461:6  
 496:2 576:5,8,15 581:21 588:1  
 642:1 653:24 662:6 663:1,13  
 665:4  
**glaring** 460:7,8,9  
**GLENN** 383:7

**glitch** 415:12  
**Global** 449:6,8  
**go** 386:25 389:13 390:1 391:5  
 407:13 409:16,17 416:3,22  
 419:2 430:22 432:20 433:14  
 439:16 446:25 448:11 450:2  
 451:18 457:1,13,20 471:17  
 483:8 490:13 501:17 504:4,4  
 505:9,9,10 508:17 515:11  
 521:19 522:3,21 535:10 540:4,5  
 547:10 553:21 557:10 563:2,3,6  
 568:9 575:8 577:7 581:14,23  
 597:4 616:11,11 619:1 629:7  
 630:12 641:12 648:22 653:3  
 655:20 657:11 662:24 663:1  
 665:8,9 666:9  
**goal** 527:15,16 588:25 609:12  
 658:7  
**goals** 394:11,12 401:19 403:16  
 404:6 405:23 408:7 469:8,11,13  
 469:17 486:13,18 488:13 500:7  
 500:8 525:15,19 543:14 581:25  
 588:23 589:22 608:2,3,5,7  
 609:7,9 641:16 643:5,9  
**god** 482:12 573:8 664:1  
**goes** 428:24 432:6 444:24 503:18  
 511:10 515:3  
**going** 385:1 388:16 391:21  
 396:20 404:12 405:2 413:24  
 414:5 415:4 417:25 420:6 424:9  
 424:21 427:13,24 430:1 433:2,5  
 433:5,17,19 434:12 435:13  
 436:4 438:19 439:20 442:21  
 445:20 447:7 448:10 457:1  
 458:6 459:22,23 460:13,14,15  
 460:18,20 461:18,21 465:16  
 467:10 470:5 472:8,23 480:13  
 484:12,16,17 488:10 490:2,6  
 491:21,25 492:5 493:7 494:10  
 496:5 499:15 503:7 507:6,7  
 511:4 513:24 514:16,17,17  
 515:16 517:7 519:9 520:3  
 521:14,15 522:18 524:7 526:13  
 528:23 533:20 534:16 535:25  
 536:14 538:22 542:16 544:13  
 546:20 549:12 557:11 562:16  
 566:8,25 569:3,6 570:20 571:12  
 575:16,23 588:7,15 590:1,14

591:20 593:11 602:1 609:2  
 612:18 614:2,21 615:1 621:23  
 622:1 623:18 625:15,15 628:9  
 630:6,7 633:7 634:6 642:2  
 644:22 645:10 646:2 647:20,21  
 658:8,8,9,12,24 659:3 664:15  
 665:1,9 668:21  
**going-out** 400:15  
**Goldschmidt** 487:11  
**Gonzales** 613:9  
**good** 389:14,15 390:3 393:25  
 396:18 397:15,22 407:4 408:24  
 411:15 414:2 415:18 418:5  
 430:15 458:8 465:19,20 467:18  
 471:14 472:7,11 488:18 490:3  
 494:11 499:13 504:17 507:4  
 515:6 519:13 521:19 528:20,25  
 529:11,11 552:9 555:7,12  
 556:23,25 557:11,24 567:12  
 576:24 578:20 587:16 588:3,5  
 592:16 598:4 602:4 607:4 612:9  
 612:13,14,14,16 629:4 630:5  
 631:25 636:8 639:3 651:15,16  
 656:13 663:11,13 667:11  
 668:25  
**gorilla** 572:15,18,23  
**gorilla's** 572:18  
**gosh** 504:22 505:13 514:19  
**gotten** 648:19  
**governance** 415:19 429:10,11  
 527:22,24 547:22 548:6 559:15  
 579:13,20 583:15 587:13 639:9  
**governing** 397:20 472:15,17  
 529:13 579:24 580:4,6,9 581:14  
 583:19,21 586:4 587:3,12 592:1  
 608:25  
**Governor** 646:19  
**grabbing** 409:9  
**grace** 399:14 420:18  
**grade** 395:11,14 401:20 403:10  
 405:10 407:14,23 409:5 431:2  
 432:16 435:24 446:23 458:12  
 468:18 469:6 484:14 486:2  
 487:13 504:9 563:6,7 590:20,25  
 591:15 595:4,5 597:5 623:4,17  
 649:11 657:19,20 658:10,12  
 659:10  
**grade-level** 402:22

**graded** 487:23  
**grades** 391:15 395:15 398:9,11  
 400:23,24 404:4 414:4 430:22  
 431:13 467:20 486:22 524:11  
 526:14 552:6 554:9 576:8,9  
 605:7 609:25  
**graduate** 446:14 461:4 499:21  
 501:19 546:20 552:21 561:25  
 577:25 622:16 631:16 648:23  
 662:24 663:4  
**graduated** 568:12 622:12 632:4  
**graduating** 562:17 622:14  
 632:12  
**graduation** 480:18 607:23  
 616:15,15,18 618:5 623:5  
 669:12  
**grand** 487:3  
**grandchildren** 538:23  
**grandkids** 534:4  
**grandmas** 538:14  
**grandparents** 534:4 535:14  
 544:21,25  
**grandson** 446:23  
**grant** 493:3,3 500:7 508:15 547:2  
**gratitude** 391:1  
**grave** 413:3  
**gray** 432:22  
**great** 411:3,4 415:4 421:9 429:14  
 429:22 447:10 449:4,9,13  
 462:10 482:1 484:9,20 489:12  
 491:2 492:4 503:4 504:12,17  
 542:23 546:14 549:3 550:5  
 553:23 554:8 559:8 564:23  
 566:7 571:25 572:11 638:13,16  
 638:17 639:6 650:6 661:4  
**greater** 421:10 434:12 558:11  
 562:8 606:14,14 661:1  
**greatly** 526:7  
**green** 418:21 506:25 549:14  
**Gregory** 487:11  
**grew** 636:12,14 662:22 663:11  
 665:16  
**grilling** 459:4  
**grit** 478:8  
**grocery** 533:4  
**ground** 490:25  
**groundbreaking** 560:2  
**group** 403:1 473:14,24 475:10,10

482:10 485:9 486:14 487:10  
 488:11 549:11 586:14 606:13  
**groups** 407:23,24 606:12 607:7  
**grow** 413:18 461:3 481:22  
 494:20 497:24 541:5 547:18  
 551:13 553:1 560:16 582:9  
**growing** 393:22 469:3 546:24,25  
 547:9,9 563:12 588:9 606:24  
**grown** 398:11 408:8 476:24  
 541:14 558:25  
**grows** 406:22  
**growth** 393:19 394:1 401:25  
 464:2,3,4 468:23,25 497:25  
 517:18,19,20 525:3,6,8 554:9  
 562:22 580:21 585:11 586:7  
 599:11,11,12 606:8,10,12,15,20  
 606:23 607:2,4 641:17 658:8,11  
 658:17 669:8,8,9,12  
**grumpy** 491:6  
**GSL** 572:23  
**guarantee** 555:17  
**Guard** 624:14  
**Guatemala** 513:2  
**guess** 415:24 417:13 454:1,16  
 462:13 463:6 507:5,9 560:17  
 561:5,21 579:17 587:17 588:8  
 588:11,14 594:11 631:6 639:12

**guessing** 467:11  
**guest** 557:5  
**guests** 524:5 537:20 656:7  
**guide** 667:7  
**guided** 581:17 582:7  
**guidelines** 433:13 667:18,22  
**guiding** 555:15  
**Guinness** 514:25  
**guy** 514:7,7 663:13  
**guys** 455:4 504:13 648:15,16  
 651:14 665:5

---

## H

---

**hair-on-fire** 479:9  
**half** 597:24 634:17  
**half-a-year** 660:25  
**half-hour** 438:2  
**Hall** 382:12 456:13  
**halls** 398:23  
**hammer** 459:23,24  
**hand** 419:2 504:23 671:16

**handed** 471:23 473:16 528:14  
**handled** 425:24  
**hands** 409:10,22 511:4 572:19  
 626:14  
**hands-on** 554:19 588:21 614:18  
 621:10  
**hang** 456:4,13,14  
**hanging** 602:5  
**happen** 490:20,22 494:17 500:20  
 506:5 514:9 541:2 544:18 562:9  
 564:17 569:7 573:9 576:13  
 588:16  
**happened** 410:15 451:1 500:10  
 513:9 596:4 614:15 637:25  
**happening** 481:20 499:20 577:20  
 596:22 638:13,16  
**happens** 415:17 563:8  
**happy** 430:9 577:15 614:14  
**harassment** 410:10  
**hard** 455:18 480:24 485:15  
 491:16 492:24 495:16 530:8  
 542:14 560:9 574:15,22 575:15  
 590:14 629:8,13 632:9 637:19  
 641:7 642:18 648:12 651:10,18  
 653:15,17  
**hard-of-hearing** 468:2 494:13,24  
 495:13  
**hardworking** 398:19  
**Harvard** 477:13,20  
**harvest** 541:10  
**hate** 579:14  
**head** 414:3 527:25 529:3,16  
 561:12 580:11,13,14 581:6,7,13  
 581:21 582:20 585:17 586:12  
 612:3 659:8  
**heading** 589:15  
**healing** 535:12  
**health** 397:10 411:25 412:4,10  
 528:3 554:24 555:7,13 667:24  
**health-and-safety** 395:23 396:6  
 397:2,12  
**healthy** 575:25 626:18  
**hear** 401:15 414:22,25 446:16  
 544:15 545:7 554:15 556:25  
 568:13,13 588:1 593:2  
**heard** 396:1 409:21 414:9 440:3  
 440:10 566:8 596:18 602:19  
 609:23 637:1

**hearing** 468:2 472:4,5 475:16  
 479:13 483:8 485:10 491:16  
 496:9,18 499:4,17 500:6 501:4  
 501:7,22 503:11 510:7,8 522:11  
 586:20  
**hearing-disabled** 501:23  
**hearing-impaired** 501:2  
**heart** 505:13  
**heartfelt** 490:5  
**hearts** 519:7  
**heartwarming** 401:15  
**heat** 537:5  
**heavy** 475:3 617:20  
**held** 400:10 404:24 432:16,25  
 486:11 671:12  
**hello** 405:2 494:8,9 529:14 551:3  
 553:8,10 556:14 631:8 634:14  
 634:22 653:13  
**help** 402:11 403:1 405:22 407:9  
 409:25 410:1,21 412:17,21  
 446:4 448:3,4 461:23 492:1  
 493:8,24 494:1 504:14,19,20,24  
 504:25 532:23 535:21 536:14  
 544:5 547:18 548:11 552:11  
 554:1 558:13 560:12,15,15  
 561:25 562:5,6,14,14,14,25  
 565:14 568:15,16 569:21  
 571:12 585:6,10 591:20 592:23  
 595:14 648:15 662:20  
**helped** 542:18 551:9 556:19  
 565:9 618:4 632:11 637:4  
**helpful** 463:1 571:10 597:11  
 613:21 614:4  
**helping** 414:12 423:20 540:9  
 552:10 568:11 597:13 614:6  
 653:20  
**helps** 393:1 397:10 544:16 557:2  
**hereunto** 671:15  
**hesitate** 388:25 467:8 520:4  
 604:2  
**Hey** 504:24  
**Hi** 498:4,5 630:19 633:2  
**high** 393:17 396:16 399:22  
 413:12 468:11 482:18 486:7  
 500:12 501:14 528:12 532:12  
 543:6 618:11 629:24 651:10  
 661:10  
**high-flying** 504:8

**high-functioning** 501:23  
**high-income** 457:12  
**high-needs** 493:4 508:15  
**higher** 392:4 401:24 417:14  
 500:22 525:22 532:7 605:22  
 606:9,16,18 609:25 646:3  
**higher-level** 500:23  
**highest** 464:3 517:19 599:11  
 669:8  
**highlight** 411:5  
**highlights** 544:20  
**hike** 401:4  
**hikes** 540:5,6 555:11  
**hip-hop** 633:24  
**hire** 402:7 568:17 576:25  
**hired** 580:23  
**hiring** 478:20 479:3  
**Hispanic** 453:24 455:5,11 456:10  
 456:22 457:9 461:8 657:2 663:3  
 663:12 664:24 665:9  
**Hispanics** 454:25  
**historical** 533:13  
**history** 473:4 537:17 543:25  
 633:8  
**hit** 492:10 495:13 496:8 500:25  
 508:19 659:8  
**hits** 495:10  
**hitting** 495:22  
**hogan** 537:19 542:18  
**hogans** 547:6  
**hold** 400:11 403:8 432:21 546:18  
**holding** 527:23 625:7  
**holistic** 524:15 539:19 544:11  
 580:19  
**Holy** 662:18  
**home** 399:10 446:4 515:9 530:22  
 545:13 554:16 556:17,24 557:3  
 557:10 578:2,14 592:25 593:2  
 614:2,17 621:18,18 653:4  
**homelessness** 633:13  
**homes** 400:6 401:13 441:20  
 531:5 567:24 568:25  
**honest** 580:1 586:19  
**honestly** 431:9 432:2 503:16  
**honesty** 587:11  
**honey** 513:23 514:23 515:10,12  
**honor** 554:10  
**honorable** 528:25 545:8

**honored** 530:3,5 538:13  
**honors** 553:2  
**hope** 391:3 408:16 484:6 488:5  
 546:9 552:14 557:15 558:10  
 560:11 570:9,17 575:6 576:14  
 598:6  
**hopeful** 481:21 490:2,19 493:7  
 508:19  
**hopefully** 386:22 388:20 389:5  
 415:7 416:20 417:1 494:1  
 508:18 519:22 521:18,18  
 546:21 562:25 588:3 589:25  
 602:8 604:3  
**Hopewell** 633:25  
**hoping** 566:19 573:20 589:20  
 628:6 649:13 665:5  
**hospital** 477:14,20 514:3,5,13  
**host** 401:12 541:10  
**hostile** 408:5  
**hosting** 597:15  
**hours** 482:7 527:6 609:1 633:19  
**house** 462:13 548:9  
**households** 396:12 470:22 528:9  
 610:21 611:2  
**houses** 421:24  
**housing** 548:10,11 568:4  
**How's** 494:10  
**hózhó** 539:20,20 545:21  
**hub** 570:2,10  
**huge** 484:7 530:12 572:19 582:25  
 597:22 660:5  
**human** 397:18 476:1  
**humor** 597:17  
**Hump** 558:4  
**hundreds** 636:24  
**Hunters** 540:18  
**hurt** 492:5  
**husband** 556:16  
**hustle** 489:9  
**hybrid** 475:19

---

**I**


---

**I'** 633:7  
**IAIA** 616:4 624:11  
**Idaho** 636:21  
**idea** 410:8 429:14 430:3,7 475:11  
 475:25 492:16,18 496:9 506:2  
 506:16 507:9 508:4 571:8

**ideal** 477:5  
**ideally** 658:8  
**ideas** 542:10 635:16  
**identification** 416:19 527:11  
 607:22 609:24  
**identified** 417:16 423:23 473:19  
 528:5 533:19 560:14 582:16  
 584:3 586:7 610:4 619:23  
**identifies** 586:6  
**identify** 396:19 397:10 411:18  
 424:12,24 428:13,17 453:6  
 472:8 480:6 528:22 535:3  
 585:10 610:4 619:1  
**identifying** 396:2 424:7 582:21  
 643:5 659:13  
**identity** 537:13 555:1  
**IEP** 527:5 565:12 620:10  
**IEPs** 449:23 564:9 565:23 566:21  
**illustrate** 411:21  
**image** 430:5  
**imagine** 416:10 482:6 506:2  
**immediate** 456:24 635:8  
**immediately** 398:23 660:7  
**immense** 411:25  
**immigrant** 636:11,11  
**immunization** 397:5,8,9 528:6  
**immunizations** 415:13  
**impact** 491:21 493:12 555:20  
**impacted** 405:9 526:7  
**impacts** 532:9  
**impairment** 499:5  
**implant** 482:17  
**implementation** 403:13 660:23  
**implemented** 402:4 470:1 641:24  
 642:2,24 659:24  
**implementing** 402:14 566:1  
 642:18 649:2  
**importance** 411:25 551:8  
**important** 387:5 398:24 400:14  
 402:1 412:1,8 466:7 469:15  
 488:13 520:11 522:11 523:14  
 523:24 536:7 538:21,24 541:17  
 543:13,15 548:5 551:20 555:5  
 596:7 602:24 635:2 665:7  
**impressed** 549:2 599:3 629:1  
**improve** 462:8 502:1 618:5  
 624:23  
**improved** 552:7 615:15

**improvement** 527:8  
**improvements** 546:2  
**improving** 607:25  
**in-house** 400:22  
**in-state** 595:17  
**inaudible** 411:22  
**inching** 664:21  
**incidences** 531:19  
**incline** 524:19 525:12 607:25  
**include** 403:14 453:1 589:22  
 605:17  
**included** 442:7,16,17 517:5  
 617:9 619:19  
**includes** 402:21 554:20  
**including** 400:3 404:1 523:11  
 532:9 660:4  
**inclusion** 499:8  
**income** 532:14  
**incorporated** 652:9  
**incorporates** 399:14 621:24  
**incorporating** 622:1  
**incorrect** 450:18 564:1 595:24  
**increase** 394:14 524:19 526:4  
**increased** 446:10 469:22 607:21  
 607:21  
**incredible** 484:14 601:14  
**incredibly** 586:5 600:23  
**independence** 413:6  
**independent** 413:12 551:22  
**index** 396:13 470:23 494:1  
 528:11 611:3  
**Indian** 540:20  
**Indiana** 662:25  
**Indianapolis** 665:17  
**indicate** 469:10 549:8 557:22  
**indicated** 468:3 605:23 640:4  
**indicates** 494:18 511:1  
**indicating** 386:19  
**indication** 415:16 556:9  
**indicator** 395:8 470:11 527:4  
 608:6  
**indicators** 395:7,20 486:3 609:16  
**indices** 393:19 394:3 468:23  
 525:3 606:8  
**indigenize** 589:23  
**indigenized** 572:1  
**indigenizing** 578:9,15  
**indigenous** 534:20 550:24 551:8

551:22 575:11,14 584:14 601:2  
**indigenous-ized** 578:13  
**individual** 399:17 403:12 437:3  
 592:9 615:21  
**individual's** 403:23  
**individualized** 626:8  
**individuals** 402:25 424:8 426:9  
 620:22 659:16  
**indulgence** 519:15  
**industries** 530:23  
**industry** 530:24 531:1  
**influenced** 393:3,4 394:10,20  
**inform** 455:16 487:24  
**information** 387:7,17 388:12  
 393:1 454:16 466:9,18 516:10  
 520:14,22 591:12 602:25  
 603:10 604:22  
**infrastructure** 531:2 635:3  
**initial** 469:25 526:13  
**initially** 479:2  
**initiative** 477:22 554:11  
**innovation** 608:6  
**innovative** 536:19  
**inquiries** 635:7  
**insight** 637:7  
**insist** 461:7  
**insistence** 456:8  
**inspections** 667:19,24  
**inspiration** 577:21  
**inspired** 542:19 630:20 637:14  
**inspiring** 552:15 567:3,8  
**instance** 631:13  
**Institute** 475:8 500:6 633:10  
**institution** 435:15  
**institutions** 533:20  
**instruction** 402:12 449:3 567:12  
 617:21,23 618:3,25 619:21  
 620:4,11,11,15 621:1,3,4  
 640:23,25 642:8 661:15  
**instructional** 544:4 554:12 579:5  
 581:3  
**instructions** 433:12  
**instructor** 449:11 645:6  
**instrument** 446:14 449:3,14  
**instruments** 406:1 445:18 446:15  
 462:15  
**insurance** 463:2,7  
**insure** 463:5

**intake** 555:9  
**integrated** 496:3,10 497:5  
 662:15  
**integration** 496:2,5  
**integrator** 461:7  
**intelligent** 634:3  
**intend** 412:12  
**intended** 404:17 628:19  
**intends** 406:23  
**intent** 411:18 435:7 478:11  
**intention** 415:8 585:16 587:9  
**interact** 663:5  
**interdisciplinary** 480:4 617:2  
 621:8,21  
**interest** 645:8  
**interested** 478:5 540:19 562:10  
**interesting** 447:15 502:5,14,18  
 543:8 579:22 588:17 622:5,7  
 655:25 665:16  
**interests** 551:17 615:20,21  
**intergenerational** 535:12 544:22  
**internal** 402:4  
**international** 401:6  
**internationally** 406:19 484:6  
**internet** 461:17,19 621:18  
**internship** 480:11,13  
**internships** 408:12,12 414:10  
**interpretation** 432:23 652:20  
**interpreters** 514:22  
**interrupted** 445:10  
**intervene** 409:25 660:8  
**intervening** 411:1  
**intervention** 402:17 478:15  
 618:19,21,23 619:3,4,14,20,24  
 620:2 623:13 642:24 643:1  
 658:1,2 659:2,5,12,16,18  
**interventions** 402:10,12,14,19  
 403:6 617:23 619:2,7 620:16  
 624:7 642:7,19,21 659:20  
**interview** 449:25  
**interviews** 408:13  
**intimate** 441:19  
**intonations** 574:19,22  
**intrigued** 478:3  
**introduce** 576:22 594:20 612:17  
 613:13  
**introduced** 412:18 478:2 578:6  
**introducing** 661:5

**invest** 577:10  
**invested** 637:23  
**investing** 577:10  
**invited** 476:21  
**inviting** 537:20  
**involved** 474:21 541:24 556:21  
 565:23,24 569:10  
**Iowa** 476:21  
**irregardless** 543:10  
**irrigating** 541:8  
**isolated** 513:5  
**issue** 387:15 395:2 397:2,12  
 416:19 417:19 423:24 424:15  
 424:23 427:1 433:25 434:24  
 439:20 453:7 466:16 492:22  
 499:8 520:21 528:6 540:8 568:4  
 603:8 607:3 610:13,14 623:10  
**issues** 385:6 388:1,3,10,10 460:7  
 467:2,4 521:6,8 526:11,12  
 527:6 532:19 533:11 536:3  
 539:17 564:15 586:17 603:19  
 603:21  
**Istation** 392:3,8,13,20 393:4,11  
 393:15 394:10 416:20 418:7  
 458:1,11  
**it'll** 588:17 628:2  
**item** 425:17 426:14  
**items** 425:13 522:16

---

**J**


---

**J** 384:6  
**J-1** 656:16  
**Jade** 556:7,8,11,14  
**JAEGER** 383:14 452:11  
**Jail** 517:8  
**Jamie** 613:11 630:17,19  
**Jane** 397:15,16,22 399:7 420:10  
 420:13 421:13 436:23 437:24  
 438:7,14 439:6 440:2,8,21  
 441:4,13,16 445:1,24 446:7,10  
 446:19 447:4 448:1 449:15  
 450:16 451:5,10 454:1,9 455:6  
 455:13,23 456:11 462:12  
 463:15  
**January** 386:22 387:25 388:18  
 404:20 417:24 442:22 467:1  
 521:5 603:18 644:7,7  
**January/February** 388:7

**Japan** 449:4,11  
**Jaycee** 408:22,24  
**JaZeb** 636:7  
**Jerry** 382:12 663:12  
**Jill** 397:19  
**job** 382:25 408:15 411:4 494:21  
 565:18 566:11 577:5 578:14  
 614:13 637:23 671:25 672:2  
**jobs** 568:8 625:20  
**joined** 637:15  
**joining** 522:11  
**joint** 625:7  
**Jon** 636:10  
**JonZeb** 636:7  
**Joseph** 612:25  
**journey** 530:3,4  
**joy** 569:24  
**jump** 393:6 607:9,16  
**jumped** 476:19  
**June** 549:2  
**junk** 533:9  
**justice** 524:9

---

**K**


---

**K** 384:7 391:15 398:9 404:4  
 438:10 467:20 511:9,9  
**K-through-6** 650:1  
**K-through-8** 424:13 425:1  
**K-to-2** 392:2,9,9 458:14  
**Kansas** 578:1  
**Karen** 383:10 389:10 391:10  
 396:22,25 418:7 431:2 442:13  
 457:21,23 458:8 462:18 467:16  
 467:24 478:20 486:2 515:19  
 522:21 524:1,2 528:18 536:6  
 542:24 548:19 605:2,3,25 611:1  
 611:7,16,21 612:6,11 644:15  
**KARYL** 383:4  
**kayaking** 505:9  
**Kayla** 529:14,14,23 530:2 532:19  
 532:25 536:5 544:22 545:20,20  
 546:5 548:21 557:23 563:9  
 564:20 568:21 571:4,7 574:10  
 576:18 578:9 579:3 584:19  
 589:11 592:22 594:5 595:5,9  
 596:2,12,17 597:2,12 598:5,20  
**keep** 422:2 427:21 481:22 483:18  
 583:11 586:8

**keeps** 430:3 475:15  
**kept** 620:20  
**key** 490:4 533:22 621:6,7  
**kicker** 652:21  
**kid** 485:19 486:12 502:24 569:12  
 631:21  
**kidding** 440:13 654:4  
**kiddos** 432:20  
**kids** 406:5 419:1,2 422:22 423:8  
 430:20 440:1 446:20 448:3,9,15  
 450:9,21 455:25 456:1 457:3  
 459:7,13,14 461:9,10,10,13,14  
 462:11,11 475:15,21 476:1,10  
 477:3,8,8 478:4,4,16 479:13,14  
 479:15 480:24 481:6,9,12,12,15  
 484:24 485:16 486:7,8,8 487:4  
 487:7,9,9,21 488:1 493:4  
 494:14 496:2,5,9,11,14 497:5  
 497:18,23 499:21 500:12,14,15  
 500:19,21,23 501:7 502:14,21  
 503:13 504:17 506:16,17  
 508:17 512:21 513:9 553:4  
 556:17 557:10 565:11 567:18  
 570:20 571:13 573:21 577:6  
 632:16,21 648:2 649:9 650:9  
 658:10 659:9,13,17 661:2,4  
 664:23,24 668:24  
**kids'** 451:8  
**killed** 653:9  
**Kim** 472:14,15 503:22 513:25  
**Kimberly** 503:25 514:1 613:5  
**kind** 393:13 394:6 416:12 425:17  
 427:8 435:5 441:24 443:11  
 447:14 450:3 461:18 473:18  
 474:15 478:14 486:14 489:9,17  
 490:17 492:23 496:2,15 513:6  
 514:11 534:20 543:5 544:11  
 547:19 559:25 561:19 566:2,8  
 573:5 578:18 580:2,5 581:9  
 583:11 584:10 585:2,3,7 586:8  
 593:15 601:13,16 643:13,14  
 646:20 647:24 655:7 658:4  
**kindergarten** 400:22 410:7 424:5  
 424:6 425:21 428:1,8 430:21  
 431:7 432:18 438:15 439:2,9  
 440:9,12,22 463:24  
**kindergarteners** 441:10,12  
**kindergartens** 431:12 432:4

**kinds** 460:23 461:2,9 498:12  
 534:3 570:17 648:20 658:23  
 663:5  
**king** 511:9,10 625:10  
**kitchen** 420:15,22 668:2  
**knew** 440:5 495:2 498:8,19  
 620:16 644:18  
**know** 388:14,17 389:4,6 391:13  
 392:8 393:5,18 409:7 415:6  
 416:2,16 420:3,4 421:11 422:25  
 423:5,19 424:4,5 425:3,9,12  
 426:2,12 428:20 432:6,10,11  
 435:5,9,11,11,13 436:6 438:19  
 439:6,22 440:3,19 441:19  
 443:18 450:1,11,22 451:17  
 453:10,11,21 455:17 456:5  
 458:1,23 461:5,15,15 462:3,4  
 467:20 468:11 472:4,19 474:5  
 481:25 482:5,12 483:6 488:6,19  
 490:14 491:15 492:17 493:20  
 493:24 494:4 497:3,9,12 498:24  
 498:25 499:11 501:25 502:7  
 503:16 504:5,6,11,14 505:6,17  
 506:3,7,20 507:3 508:9,20  
 509:11 511:1,2,8,25 514:16  
 515:5,9 516:19,20 519:24  
 521:13 523:1,22 528:16 529:21  
 530:7 532:13,17 533:12 534:10  
 535:13,20,23 536:12 537:25  
 538:15 539:8 540:11,12 543:8  
 543:11 544:21,22 545:2,3,4,5,6  
 545:11,11 547:1,3,5,11,17,18  
 547:22 548:9 551:6,18 552:12  
 556:6,8,10,22,24 558:15 559:6  
 559:14 560:1,13,14 561:21  
 562:5,9,14,15,19,22 565:10  
 566:9,11,12 568:4,7 569:14,16  
 569:20,25 570:12 571:8,14  
 573:11 574:24 575:7 576:7  
 578:24 579:4,15 584:2,12,25  
 586:16,21 587:2,6,18,19,21,25  
 588:3,4 590:6 591:2,18 592:23  
 593:7 594:12,23 595:25 596:4  
 596:18 597:8,13 605:6 606:6  
 614:25 615:6 616:19 619:8  
 628:8 630:2 631:18,22 640:14  
 643:6,10 645:21 646:11 648:4,6  
 649:3,21 652:3 653:6 655:14,15

657:2,21 658:14,23,25 665:16  
 666:8 667:12,15,22 668:5,8,16  
**knowing** 503:11,12 579:24  
**knowledge** 544:25 550:25 552:24  
 554:19 589:20  
**known** 580:25 622:23  
**knows** 388:14 554:1 631:20,22  
**Koko** 511:24 512:2,3  
**Ks** 421:25 422:9,13 426:18,21  
**kudos** 470:4 473:14 572:2 611:1  
**Kylee** 578:23

---

**L**


---

**L** 384:9  
**La** 625:6 650:16,18  
**lab** 477:6  
**lack** 420:22 421:5 560:21  
**lady** 494:15  
**lag** 470:14 610:19  
**laid** 585:6,15  
**Lake** 548:8  
**land** 401:4 488:21,22 489:17  
 524:16 540:10 541:2,4,20 542:2  
 552:1 643:2  
**land-based** 540:22  
**landlord** 417:17  
**language** 384:6 395:23,25 467:19  
 471:19,24 472:13 475:4,12,14  
 479:13,15,16 480:17 481:17,18  
 481:19 496:22,23 500:9 509:2,6  
 509:13,17,17,18 510:17,18,23  
 511:5,16,18 512:5,9,10,14,20  
 512:21 513:10 515:9 517:14,20  
 527:10 533:14 538:14 543:24  
 544:2 554:14 556:4 572:23,23  
 573:14 574:10 592:20 593:3,12  
 594:3,7,11,13 596:1,3,22 597:6  
 597:9,17,19,21,22 598:3,7,11  
 598:17 609:17,22,24 610:5  
 615:14 619:24 639:13,14,22  
 640:5 650:22 657:10,10,13,14  
 657:15,22 658:1 660:15 661:8  
 661:23 664:18  
**languages** 499:19 500:17 509:7  
 509:14 574:17 592:21 593:16  
 593:18,19 597:24,24  
**LANL** 625:18,19  
**Lannon** 405:10

**laptops** 621:16  
**large** 393:11 398:15,20 435:4  
 455:9 485:12 640:15  
**large-scale** 412:10  
**larger** 441:21 484:25 593:16  
**Las** 664:20  
**late** 453:11  
**laugh** 638:3  
**laundromat** 570:3  
**law** 404:21 431:17,19 438:19,20  
 439:5 440:13 628:22  
**laws** 450:12 489:5  
**laws-** 482:15  
**lawsuit** 459:18 482:16  
**lawyer** 645:7  
**LCPS** 483:7,18  
**lead** 403:10 441:4,5 550:14  
**leader** 545:22 559:3 560:6  
 582:13 584:20 623:3,4,7,9  
 632:11 635:8  
**leaders** 390:7 522:11 534:17  
 535:24 538:1 542:8 547:9  
 550:11,13,18 579:5 600:24  
 601:16 604:15 625:7  
**leadership** 500:6 522:9 523:10  
 523:13 532:23 535:22 538:11  
 539:13 540:7 542:7 546:12,19  
 585:6  
**leading** 480:15 523:23 534:21  
 542:13 552:23 597:3 621:1,3  
**leads** 567:18 595:2  
**learn** 400:22 408:4 433:21  
 449:13 461:11 472:2,5 510:23  
 511:7 512:5 523:17 535:21  
 537:17,17 541:19,19,20 542:1,2  
 542:3 594:12,15,15,22 597:8,13  
 614:6 622:20 662:15 663:16  
**learned** 458:10 510:17 530:13  
 534:18 536:18 538:8 542:15  
 550:14 557:9,9 579:10 589:17  
**learner** 454:8 464:4 537:11  
 594:6 599:13 607:14 630:23  
 669:10  
**learners** 395:23 396:1 406:17  
 418:12 453:19 454:5 517:21  
 527:10 607:19 609:22,25 610:5  
**learning** 400:16 403:11,21 405:7  
 406:1,17 413:10,17 436:10

477:15 494:20 496:9,17 502:20  
 536:1,2,25 537:3,3,4,5,5,19  
 540:24 542:7 543:13 544:23  
 546:11 550:21 554:20,23  
 569:11 571:24 584:18,21,22  
 588:20 589:25 615:10 616:25  
 617:3,24 620:1 621:5,10 623:19  
 624:5,24 655:3,18,19 663:8  
**leased** 646:17,20  
**leasing** 417:7,9  
**leave** 394:5,19 446:13,14 570:20  
 588:6 640:19  
**leaves** 493:19 641:1,2  
**leaving** 629:13  
**led** 406:2 538:6 542:23  
**lede** 559:6  
**ledges** 503:3  
**left** 408:21 411:13 472:14 561:10  
 612:24,25 637:7 640:14 656:8  
**legal** 404:21  
**legibly** 405:11  
**legislation** 419:20  
**Legislative** 400:4  
**legislature** 459:23,24 460:15  
 507:6  
**lends** 541:15  
**length** 641:16  
**lens** 390:17 481:7  
**LeRouge** 631:24  
**less-than-expected** 468:25  
**lessons** 537:20 566:20 582:15  
 593:12  
**let's** 421:15 486:21 495:14 520:8  
 567:5 575:8 579:11 641:1  
**letter** 401:20 432:6 522:19  
 528:13,14  
**letter-writing** 449:7  
**letters** 396:4 408:13 511:8  
 527:13 610:7  
**letting** 440:3 636:16  
**level** 392:10 407:14,23 409:14  
 414:3 441:5 458:12 473:7  
 491:22 582:13 608:23 653:8  
 658:10 659:10  
**leveled** 393:23 607:17  
**levels** 400:20 403:10 407:13  
 409:5,8 414:16 418:18 543:20  
**leverage** 475:22

**liability** 668:23  
**liaison** 383:12 564:2  
**library** 541:13  
**license** 480:10 483:11  
**licensing** 483:11  
**licensure** 480:10  
**lieu** 469:17  
**life** 399:23 506:21 541:17 573:21  
 574:11 629:17 657:3  
**lifelong** 404:6 406:16 636:22  
**light** 418:21 549:14 637:5 646:18  
**lights** 529:25 539:21  
**liked** 478:2  
**likelihood** 388:15  
**likes** 642:3  
**limb** 658:9  
**limit** 434:17  
**limited** 388:22  
**line** 419:16 425:13,17 426:9,14  
 448:11 595:12 615:19 627:4  
 649:10  
**lines** 409:11 483:22  
**linguistic** 589:2 637:6  
**linguistically** 523:5,19  
**linguistics** 512:9  
**link** 514:23 538:21  
**links** 552:18  
**lion** 515:1  
**list** 431:15 434:19 435:4 456:5  
 549:10 553:7 556:5 591:17  
 595:20 645:6  
**listed** 462:24 490:8 524:25 525:2  
 526:22 591:3  
**listen** 495:17  
**listening** 579:23 660:3,9  
**lists** 462:19  
**literally** 505:18 582:18  
**literature** 597:11,25  
**little** 385:6 386:14 387:1 391:24  
 392:6 393:6 415:7,24 418:23  
 434:4 436:10 441:18 442:9  
 443:2,5 452:17 453:11,18 458:4  
 462:1 465:23 466:2 468:6 479:7  
 498:9 504:17 505:3,17,18 506:6  
 508:14 511:11 514:7 525:12,21  
 530:7,15 544:9 549:23 559:22  
 567:25 574:12 577:12 579:17  
 587:18,23 588:11 591:16

605:15 606:19,20 607:18  
 627:25 640:6 641:14 642:5  
 643:18 644:22 647:4 656:5  
 657:4 665:18  
**live** 399:12 532:6 541:20 567:21  
 578:10  
**lived** 513:3 534:18  
**lives** 412:5 484:8 505:19,19  
 555:1 564:2 655:15  
**living** 498:12 573:7,12 578:22  
 584:6  
**loan** 490:22  
**local** 421:1 478:18 531:4 540:14  
 548:8,8 569:4 614:12 616:14,19  
 625:13 626:1 632:2 655:16  
**located** 454:24 455:5,6 530:21  
 646:8 649:21  
**location** 455:1  
**lockdown** 470:19  
**log** 397:5,9,13 415:14 528:6  
**Logan** 407:2,4  
**logs** 397:8 618:2  
**long** 415:13 432:7 440:9 444:20  
 444:22,24 472:17 505:24  
 510:21 536:6 594:16 598:1  
 627:22,23,24 633:8 656:8  
**long-time** 506:14  
**longer** 419:21 655:15,21  
**look** 395:5 416:22 434:4 437:15  
 439:14 440:14 446:12 449:15  
 461:24 468:20 470:14 474:4  
 480:22,22 481:5 485:23 490:24  
 505:15 507:9 516:11 532:3,20  
 538:11 544:11,12 547:5,8,19  
 562:21 567:17 580:10 581:14  
 588:13 589:14 593:6 611:20  
 620:19 625:20 641:14 642:14  
 668:21  
**looked** 402:3 433:11 454:11  
 483:14 484:10 497:19 531:10  
 534:17,19,20 581:11 642:12  
 662:18 663:25  
**looking** 393:8 402:20 403:3  
 435:14 453:20 454:18 461:19  
 471:9 474:10 487:2 516:12  
 526:18 544:3 546:11 548:13  
 580:18 587:22 593:10,20 606:2  
 606:8 611:9 621:3 625:19,25

626:11 627:5 638:15  
**looks** 415:10 545:11 580:20  
 588:14,21 627:16 640:7  
**loop** 413:3  
**Lopez** 654:8  
**los** 460:12 493:2 499:7 508:14  
**lose** 465:24,25 637:22  
**losing** 453:24 533:13 576:11  
**loss** 472:4,5  
**lost** 531:13 581:7 640:12,13  
 641:11 656:6 663:21  
**lot** 390:23 416:13 419:5,8 429:15  
 441:19 442:6 446:1 448:2,11  
 450:22 453:18 454:24 456:2,9  
 456:16 462:7 469:17 473:18  
 479:14 496:25 502:19,23 503:7  
 503:15 510:24 511:4,6,7 512:23  
 513:3 530:13 531:4,13,23 532:9  
 532:16 534:15 535:5,6,13  
 536:10,18,19 537:7,8,20 539:17  
 540:5 541:1,22 542:10,19,23  
 543:2 544:23 548:13 556:19,20  
 559:16 563:4 571:15 573:13  
 575:13 576:4,11 584:2,7 586:20  
 587:3 593:12 594:7 595:9,11,13  
 596:21 597:7 606:10 615:2,2  
 619:9 631:22 641:11 642:8  
 647:23 648:19 649:4 653:17  
 657:10  
**lots** 446:21 447:1 545:8,22,24  
 645:1  
**lotteries** 432:25  
**lottery** 398:13 418:20,25 419:11  
 430:20,23,25 431:7,11,19 432:3  
 432:8,15,18,20,21 433:12  
 434:25 435:7 448:4 459:10,13  
 461:12  
**lottery** 432:10,12  
**louder** 549:23  
**Louella** 529:2 531:25 535:5  
 542:24 546:25 560:19 564:5  
 565:1 576:21 578:21 581:1,9,17  
 581:20 582:7,22 584:21 585:10  
 586:3  
**Louella's** 585:23  
**love** 445:17 446:19 450:20  
 484:11 537:8,21 540:10 589:22  
 601:19 646:23 648:25 653:20

**loving** 578:14 614:18,18,19  
**low** 419:11 446:1 543:5  
**lower** 396:14 470:25 525:21  
 528:19 611:5,5 644:1  
**lowest** 395:10,15 401:25 402:15  
 437:17 464:4 492:18 517:20  
 599:12 606:22 607:3 669:9  
**luck** 598:4  
**lucky** 577:6 651:12  
**Lunas** 460:12  
**lunch** 519:15 665:22 666:5,12,14  
 666:15,16 667:9 668:3,4,7,11  
 668:13,14  
**Lunches** 665:19  
**Luther** 625:10  
**luxury** 660:19 661:11  
**Lynn** 477:1

---

**M**


---

**M-I-K-K-E-L** 551:4  
**Mabry** 382:12 456:13  
**MacBook** 621:16  
**mad** 503:8  
**Madam** 390:4 391:12 397:23  
 407:3 408:23 411:14 417:8  
 422:5 430:11,14,24 431:16  
 432:13 433:8,23 434:5 448:21  
 451:25 452:20 457:17,20,23  
 459:17 467:17 471:3,4 472:10  
 483:25 484:19 492:3 496:6  
 499:24 510:13 515:20 516:22  
 517:11 522:5 524:4 527:19  
 529:10 548:22 553:10 559:5  
 560:23 571:19 574:4 579:21  
 588:19 591:5 592:4 604:12  
 605:4 613:18 627:12 649:14  
 653:10 654:2 656:3 659:8 662:2  
 665:13  
**Maestas** 613:10  
**magazine** 419:1 456:1 459:7,15  
**magnificent** 436:3  
**main** 442:2,5,11 527:13 596:14  
**maintain** 398:14 401:17 641:7  
**maintained** 401:20  
**maintaining** 403:19  
**major** 554:6  
**majoring** 651:14  
**majority** 487:4 543:19 659:17

**making** 387:2 430:18 516:8  
 520:2  
**male** 554:22  
**man** 637:14 653:1,2,4  
**manage** 412:4  
**management** 403:8 527:23  
**manager** 397:18 398:18 612:23  
**managers** 586:15  
**mandated** 492:14  
**mandates** 403:18  
**Mann** 633:25  
**manner** 429:20 440:15  
**map** 545:2 644:1,2  
**mapping** 545:4  
**MAPs** 643:25 644:12 658:5  
 659:1  
**March** 610:3  
**Marine** 624:14  
**mark** 383:15 525:8  
**marked** 527:8  
**market** 418:1 477:6,7 533:6  
**marks** 559:3 638:24  
**married** 494:17 577:7  
**marry** 478:14  
**Martin** 625:10  
**Martinez** 465:20 467:22 469:23  
 471:13,22 472:10,12,20 484:19  
 485:7 486:1 488:18 489:13  
 490:1 491:6,10,13 492:3 494:3  
 494:9,11 496:6 498:2,5 499:24  
 501:6 502:3,13,18 507:4,11,14  
 508:4,6,13,25 509:8,12,22  
 510:8 511:17 512:15,19 513:12  
 513:18,24 516:2 519:8  
**Martinez'** 514:14  
**Mary** 397:15,16,22 399:7 420:10  
 420:13 421:13 436:23 437:24  
 438:7,14 439:6 440:2,8,21  
 441:4,13,16 445:1,24 446:7,10  
 446:19 447:4 448:1 449:15  
 450:16 451:5,10 454:1,9 455:6  
 455:13,23 456:11 462:12  
 463:15  
**mascot** 484:11 514:16 515:6  
**master** 397:5,9 617:25 618:1,18  
 642:25  
**master's** 499:14  
**MASTERS** 647:17,20 648:22

**material** 609:10,13,16  
**materials** 564:24 606:2  
**math** 391:22 394:7,10 408:7  
 450:2,10,15,18,20,24 469:3  
 487:1 524:20,23 525:5,9 539:6  
 543:18,20,21 552:7 565:4  
 588:24 589:7 590:3,7 606:19,21  
 607:4 618:11 619:8,10 623:11  
 641:2 658:17  
**mathematically** 487:12,22  
**matter** 450:7,9 460:5 537:10  
 559:16 587:12 618:21 630:1  
 637:9 643:1 671:14  
**MATTHEWS** 404:12,23 423:14  
 427:11,19 429:16 432:13  
 433:23 451:25 452:20 453:4  
 455:21 463:4  
**Matthews'** 413:25  
**mature** 400:19  
**Maya** 552:10  
**MC** 522:20  
**McKinley** 530:16  
**McLean** 477:13,20  
**meal** 665:23  
**meals** 667:8  
**mean** 422:15 438:24 447:24  
 482:5 484:1 495:11 498:25  
 506:14,21 512:12 515:8 584:13  
 588:2 640:12 651:15 652:24  
 664:3 667:10,14  
**meaning** 392:16 393:25 487:5  
**meaningful** 400:15 590:2 616:23  
 622:19  
**means** 394:22 429:1 469:3  
 500:17 533:2 551:8 574:11  
**measure** 497:11 537:4 594:23  
**measurement** 478:8  
**Measures** 644:16  
**meat** 533:6 575:13  
**media** 419:5 456:2,9,12 461:20  
**median** 532:14,14  
**medicine** 575:10  
**medicines** 542:14  
**meditation** 555:17  
**meet** 395:22 402:5 403:1,10,18  
 406:25 462:14 470:11 526:21  
 543:19 608:3,7 609:8,12,14  
 643:5,9 647:12,19 658:7

**meeting** 382:10 385:2 387:14,25  
 388:8 402:17,19 411:10 428:12  
 444:10 466:15 467:1 493:19  
 500:4 520:20 521:5 561:7,11  
 565:12 580:9 585:5 586:4 603:6  
 603:18 623:21 641:25 654:8  
 672:3,4  
**meetings** 403:8 414:13,25 534:24  
 535:7 566:22,22  
**Meets** 395:14 641:18  
**Melarie** 613:8  
**Meljorie** 549:20,24  
**Melody** 441:5  
**member** 383:4,5,5,6,6,7 472:17  
 583:12 584:16 608:25 630:20  
**members** 390:4,4 398:20 432:14  
 433:24 452:1 472:10 484:19  
 492:3 496:7 499:24 503:25  
 514:1 515:21 522:6,13 527:20  
 529:1 538:4 547:16 548:1 550:2  
 583:5,5,9 584:4,15 588:2 591:6  
 592:5 604:13 613:2,8,11,18  
 652:11,11  
**Membership** 394:14  
**memories** 531:9  
**men** 539:2 651:17  
**mental** 412:10 555:13  
**mentally** 551:14  
**mention** 456:7 462:13 533:1  
 581:20 654:6  
**mentioned** 414:10 486:2 527:17  
 544:22 545:20,21 560:4 568:22  
 569:20 581:21 610:18 650:16  
 654:12  
**mentors** 620:23  
**mentorship** 480:25  
**menu** 667:15  
**Mesoamerica** 513:1  
**message** 420:4 421:8 543:11  
**met** 394:12 395:6 401:19 469:13  
 470:6 476:25 487:11 494:15  
 512:22 525:19 526:15 543:1  
 554:12 609:4 613:12 631:1  
 641:15 642:1 648:9  
**method** 391:18 398:25 399:10,13  
 404:1 407:12 410:12 427:21  
 428:24 429:1 433:1 449:3,12,13  
**methodology** 403:20 428:16

**methods** 391:18 409:7 461:24  
541:23  
**Mexican** 509:16,21  
**Mexico** 382:2,13,22 396:13 398:3  
401:2,11 404:21 438:20 440:20  
449:22 450:12 459:7,14 463:25  
475:4 478:19,23,23 479:6,25  
485:2,4 513:19 517:15 528:11  
530:22,22 542:25 558:12  
570:25 577:15 599:7 611:3  
615:16 616:6 624:12 625:15  
628:22 633:3,14 634:9 638:15  
640:18 644:23 650:22,23  
651:11,12 655:11 664:14,23  
666:24 669:5 671:2,9,12,13,21  
**Mexico's** 575:14  
**Michael** 586:14 630:17 631:9  
**Microsoft** 625:17  
**middle** 384:5 386:13 391:14  
397:17,24 398:8,16 399:11  
401:1,10 407:6,7 408:8 409:1  
410:7,9 411:17 414:5,16 416:12  
463:11,17,20 464:3 477:23  
499:7 517:19 578:25 599:12  
669:9  
**middle-school** 412:8,9 416:14  
**MidSchoolMath** 619:7,12  
**midterm** 616:7  
**Miera** 613:5  
**migrate** 654:16  
**Mikkel** 523:8 549:10 551:3  
569:20  
**Mikkel's** 553:9  
**miles** 578:10 646:19  
**military** 556:16 636:12  
**Miller** 613:9  
**million** 489:11  
**millions** 570:25,25  
**mind** 648:10 656:25  
**mine** 414:5 453:15 572:20  
**minimized** 512:20  
**Minneapolis** 476:22  
**Minnesota** 476:7,18  
**minor** 415:12 436:11,12  
**minute** 404:11 448:19 575:5  
628:14  
**minutes** 389:20,21,24,25 408:21  
410:25 411:13 413:22 467:14

472:21 521:23,24 522:2,2  
566:12 581:14 583:23 604:9,10  
627:11,14 628:7 659:22  
**mis-** 610:12  
**misreading** 563:16  
**missed** 401:21 556:18 590:24  
609:1  
**missing** 610:6  
**mission** 391:17 394:11 399:12  
400:2 404:3 469:8 524:12 536:5  
536:7 590:3,8,10 605:8 608:2  
609:7 614:10 615:5,8 616:13  
637:13 639:13 646:18 654:14  
**mission-specific** 589:1 641:15  
643:22  
**mistake** 396:22 664:12,13  
**misunderstanding** 450:19,25  
563:19 583:15  
**mix** 422:1 479:14 495:7  
**mixed** 422:9 425:21 441:3  
**mixing** 421:18 422:23  
**mobilized** 451:10  
**moccasin-making** 538:7 551:21  
569:17  
**moccasins** 538:8  
**mockup** 515:8  
**model** 416:6,17 471:25 475:19  
479:17 484:9 523:16 531:11  
580:18,19 617:1 624:21 625:3  
642:24 643:1 654:21,22,25  
659:12  
**modifications** 566:2 567:6,12  
**modify** 402:19 403:17  
**mom** 510:11 515:5 557:11  
**moment** 512:4 568:10 579:12  
580:7,15,24  
**Monday** 412:14 558:5  
**money** 413:11 422:6,7 423:1,7,9  
423:13 424:10,22 425:9,25  
446:24 447:6 492:13 507:10  
533:24 562:3  
**monies** 561:24,25  
**monitor** 539:12  
**monitoring** 476:9 478:15 583:22  
667:21  
**Montaño** 455:7 462:20  
**Monte** 647:16,21  
**Montessori** 384:4 386:12 390:12

391:13,17 397:17,24 398:7,16  
398:20,25 399:11,13 401:10  
403:19,25 405:4,16 406:9,15,23  
407:5,12 408:25 409:6 410:5  
411:16 414:4 435:23 437:18  
440:23 449:11 450:6 451:2  
457:1,3 460:13 463:10,16,20  
**Montessori-certified** 440:25  
**Montessori-trained** 440:19  
**month** 416:21 437:11,12,19,23  
446:1 577:1 586:3  
**monthly** 586:8  
**months** 390:15,25 421:17 440:6  
506:7 585:3,5 587:4 663:17  
**morning** 389:14,15 390:3 396:18  
397:15,22 407:4 408:24 411:15  
414:2 418:5 430:15,16 465:19  
465:20,23 467:18 472:7,11  
528:25 529:11 558:5 612:14  
630:5 670:21  
**mother** 510:18 545:5 573:2  
634:23  
**motion** 451:17 464:9 465:15  
516:13,18,23,24 517:12,25  
519:5 599:18 600:18 669:15  
670:15,17  
**motions** 510:24  
**motivating** 555:9  
**MOU** 427:22 429:14 451:21,24  
463:22  
**mountain** 490:9 530:11,12  
**MOUs** 624:10  
**mouthful** 476:11  
**move** 463:9,18 467:15 468:25  
490:22 532:22 543:9 546:8  
548:14 559:19 587:14 599:5  
604:10 624:7 669:2  
**moved** 543:5 559:25 571:20  
572:10 639:7 668:6,8  
**movement** 493:13 574:13 622:2  
641:17 643:25  
**movements** 534:21 596:22  
**moves** 619:16  
**moving** 393:16 469:19 579:18  
619:13 644:1 649:14 658:21  
664:20 668:17,20,21  
**Moya** 472:15 503:25 514:1  
**multicultural** 523:5,18

**multiple** 400:2 412:12 413:8  
428:20 443:22 481:13 491:17  
500:15 503:19 504:5  
**mural** 534:5  
**music** 399:19 404:2 406:2,7  
540:16  
**musical** 400:8

---

**N**

---

**N** 383:1 384:1,1  
**nail** 659:8  
**naive** 514:8  
**name** 411:15 414:2 463:12  
472:11 524:8 529:2,12,14  
530:10 549:12,18,20,24 550:1  
551:2,3 552:9 553:8,11 576:24  
577:24 598:13 612:20 629:4  
631:8 633:2 634:13,22 636:6,9  
**named** 514:24 645:10  
**narrow** 603:24  
**narrow-scoped** 388:22  
**nation** 472:1,3 523:7,10 530:24  
531:7,22 532:6 533:1,18 536:17  
540:17 548:7 564:3 570:24  
594:6,25 595:16 596:10,18,23  
638:14  
**national** 473:7 477:12 540:20  
624:13 636:19 650:18  
**nationally** 471:25 473:13,24  
474:2,20 496:8  
**native** 481:18 500:17 537:14  
538:14 556:4 571:7 573:7  
574:10 576:4 577:11 592:24  
657:6 664:24  
**natural** 510:25 544:18 554:23  
**naturally** 541:15  
**nature** 469:7 555:11 650:9  
**Navajo** 523:7,10 530:22,22,23,24  
531:6,7,10,22 532:6,7,17 533:1  
533:18 536:17 539:20 540:17  
541:17 548:7,12 551:6,11  
554:14,19,21,22 555:2,4 557:6  
569:10 578:4 581:3 592:25  
594:6,21,22,24 595:16 596:6,10  
596:12,18,22 598:11,16,17  
**Navajo-speakers** 533:15  
**navigate** 482:23 595:15  
**nearly** 616:3 653:9

**neat** 472:24 487:21  
**necessarily** 392:14 500:13  
**necessary** 412:24  
**need** 388:15,17 402:16 406:24  
407:17 411:5 415:2,14 416:24  
417:17 432:1,5 433:9,9,14  
437:4 439:13,21 441:3 442:23  
448:3 451:17 458:4,17 463:7  
479:15 482:1,1 486:5,9 496:14  
496:20 497:3,4,4 498:22 502:1  
507:2 535:2 548:10 549:22  
552:11 558:18 571:10 575:20  
587:19 590:8 591:20 605:12,16  
619:23 620:3 653:18 656:25  
657:25 659:17 663:10  
**needed** 402:23 403:17 407:10  
412:21 499:11,11,12 510:21  
535:21 582:8 614:25 619:1  
636:16 649:16 659:16  
**needs** 387:9 402:5 403:12 405:22  
407:18 417:19 433:11,13  
466:10 475:21 476:1 479:15  
482:20,21 483:14 486:19 487:5  
489:2,2 496:16 497:18 503:14  
503:19 504:5 508:17 512:22  
516:13 520:15 524:15,16 527:4  
527:5 530:20 535:7 554:12  
558:13 565:12 569:6 603:2  
615:21 630:25 667:19  
**negative** 411:3 502:17 607:1  
**negatively** 410:18  
**negligible** 607:1  
**negotiation** 485:22 487:25 625:1  
**negotiations** 433:16 434:1,3  
458:17 482:11 488:10 590:1  
**neighborhood** 461:14 462:16  
489:20,21,25 490:6,13 491:4  
568:24 569:2  
**neighbors** 455:12 490:14  
**neither** 501:12  
**nervous** 622:21  
**never** 389:4,5 420:11,13,14  
476:18 499:3 509:1 514:9,9,13  
573:15 638:24 639:2 658:18  
**never-before-created** 476:9  
**nevertheless** 524:22  
**new** 382:2,13,22 389:3 396:13  
398:3 401:2,11 402:7 404:21

416:20,23 417:19 433:22  
438:20 440:20 449:22 450:12  
452:14 459:7,14 463:25 475:4  
478:19,23,23 479:6,25 480:22  
484:22 485:2,3,23 495:9,12  
498:8 513:19 517:15 528:11  
530:22,22 533:16 542:25 548:3  
551:17,17 558:12 567:20  
570:25 576:19,25 577:15  
582:10 599:7 611:3 613:21,22  
614:8 615:16 616:6 624:12  
625:15 626:11 628:22 630:20  
633:3,4,14 634:9 638:15 644:23  
650:22,23 651:11,12 655:11  
658:16 664:14,23 666:24 669:5  
671:2,9,12,13,21  
**news** 638:23 639:3,6  
**NFPI** 530:25,25 531:12  
**nice** 431:13 494:19 590:16  
631:19  
**niche** 485:15,17  
**Nicholas** 613:10  
**niggling** 587:18  
**night** 539:11 646:12 654:9  
**nights** 413:9  
**nine** 469:16 577:3  
**Nine-to-zero** 465:13  
**nine-zero** 465:16  
**Niños** 493:3 508:14  
**ninth** 649:11  
**NM** 382:20 609:20 671:19  
**NMCI** 442:11,12 443:8 444:7  
462:18,19,25 463:7 470:23  
522:20  
**NMSU** 483:19  
**non-** 504:21  
**non-compliance** 395:2,2 526:11  
586:17 587:15 608:20,22  
**non-compliant** 608:21  
**non-graded** 473:4 486:23  
**non-renew** 387:24 466:25 521:4  
603:17  
**nonprofit** 427:24 449:5  
**normal** 407:14  
**normed** 476:10 484:24 488:1  
**Northern** 513:17 616:6 624:12  
625:15 633:3 634:9 644:23  
645:7,13,22 646:11 654:8

664:23  
**notable** 484:5  
**notation** 590:22 591:1  
**note** 471:7,21 557:21 561:6  
**noted** 401:24  
**notice** 398:23 604:16  
**noticed** 405:12 539:1,4 553:20  
 588:23  
**number** 389:21 394:21 417:5,13  
 420:1 429:3 434:17,18 435:20  
 447:24 487:5,7 511:22 521:25  
 561:17 570:16 590:7 591:8  
 611:11 625:14 630:1 640:1,15  
 654:13 666:20 672:2  
**numbers** 419:11,23 434:7 448:5  
 448:7 487:1 666:6,11  
**numerous** 555:20 629:10  
**nurse** 510:15  
**nursing** 400:6  
**nurturing** 405:21  
**nutritional** 667:8  
 NW 382:21 671:20  
 NWEA 543:17 644:11,15

---

**O**

---

**O** 384:1,1  
**object** 404:15  
**objects** 628:17  
**observation** 429:1 502:19  
**observational** 478:9  
**observe** 511:5 598:15  
**observed** 391:19 622:4  
**observing** 474:10 598:12  
**obstacles** 405:19  
**obtained** 457:24  
**obvious** 587:11,13  
**obviously** 470:20 501:15 561:22  
**occupancy** 434:12,16  
**occurred** 391:23  
**occurrences** 544:18  
**occurs** 409:13 410:12  
**October** 401:9  
**odd** 443:11 649:22 665:19  
**off-the-wall** 508:24  
**offense** 395:4 414:18  
**offer** 399:21 550:23 552:25  
 615:16 622:9 640:23 648:22  
**offered** 412:3 413:7 420:2 554:1

622:11,12 633:23  
**offerings** 615:15 626:15  
**offers** 403:24 653:24  
**Office** 523:11 625:17  
**official** 463:12 493:9  
**oftentimes** 570:16 583:18  
**oh** 386:14 396:22,23 442:19  
 448:24 452:9 455:13,23 482:12  
 487:21 489:12 504:19,22  
 505:12 514:19 556:6,25 561:6  
 564:22 590:17,24 592:16  
 596:12 601:10 647:20 650:23  
 652:14 664:1  
**okay** 397:14 399:7 404:25 417:21  
 422:25 425:9 426:6 427:6,8  
 429:12 433:21 434:2,11 437:12  
 442:19 444:14 445:6,14 448:24  
 449:19 451:15 452:6 453:8,14  
 454:13 455:23 456:6 457:21  
 458:4 463:7 478:16 487:23  
 498:15 501:16 504:10,19  
 508:22 511:12 515:24 517:6  
 519:13 528:21 529:19,24 546:5  
 549:17 557:20,23,24 599:4  
 601:10,10 612:12 628:4 637:18  
 637:21 639:24 641:13 644:19  
 646:2 652:14 653:11 655:25  
 656:19 665:18 668:25 669:1,2  
**Oklahoma** 578:23  
**old** 452:11,13,14,15,21 461:25  
 506:3 589:6  
**old-style** 461:24,25  
**old-world** 584:1  
**older** 503:19 532:11 538:4 553:9  
**oldest** 494:15 632:8  
**Olivas** 613:3 649:7  
**once** 390:2 396:19 408:13 415:5  
 423:2,3,9,15 425:3 427:2  
 428:24 429:6 442:6,7 457:7  
 466:1 467:7,15 483:3 488:15  
 490:19,20 494:16 519:24  
 521:19 528:22 533:24 557:25  
 558:21 575:24 602:12,16  
 603:22 604:1 612:14 638:20  
 639:8 646:14  
**one-bedroom** 567:25  
**one-on-one** 408:1 486:9 554:5  
 619:15

**one-pager** 522:19  
**one-time** 665:24  
**one-to-one** 449:6,8 621:17  
**one-year** 470:14  
**ones** 510:12 573:25  
**ongoing** 588:2 592:6 617:21  
**online** 565:15 566:20,21,22  
**open** 382:10 391:2 432:18 435:10  
 435:15 459:10,10,12 462:12  
 514:10,11 521:12 630:11  
 631:11 635:6 640:22 662:9  
 665:2 672:3  
**opened** 665:3  
**opening** 398:18 514:12  
**opens** 432:9 433:4  
**operate** 617:16 620:13  
**operated** 451:23  
**operates** 642:19  
**operating** 559:13  
**operation** 580:14  
**operational** 387:13 388:6 423:2  
 466:14 520:19 521:10 603:5,23  
**operations** 491:21 546:24 547:1  
 620:13  
**opportunities** 390:23 406:10,18  
 414:7 420:24 446:21 447:1  
 537:16 540:3 546:17 547:20  
 550:19 562:12 589:19 615:18  
 615:19 618:2 626:11 627:3  
 629:10 631:12 633:5  
**opportunity** 387:20 405:17 406:1  
 413:11 415:3 416:3 466:21  
 520:25 537:9 538:1 545:18  
 550:11,12 554:17 577:22  
 603:13 614:22 617:11 621:17  
 624:21 627:2 634:8 653:21,25  
 660:11 661:12  
**opposite** 632:15 658:4  
**oppositions** 462:9  
**option** 626:16  
**Options** 383:9,11  
**oral** 475:6 552:19 596:3  
**order** 486:11 591:9  
**organization** 423:15 449:10  
 473:17 488:4  
**organizational** 395:19 470:9  
 471:5 526:18 584:8 609:15  
**original** 563:10 589:21

**otters** 514:20  
**out-of-school** 408:11  
**outdoor** 490:11  
**outgoing** 634:3  
**outlet** 406:6  
**outlined** 608:4  
**outreach** 455:16 456:8,24 457:9  
 457:15 589:3  
**outright** 460:4  
**outside** 400:24 406:18 551:16  
 565:6 649:20 655:22 661:13  
**over-identify** 448:2  
**overall** 401:23 443:7 552:6 591:9  
 606:20 660:22  
**overarching** 422:3  
**overcome** 592:12  
**overseas** 636:14  
**oversees** 441:6  
**owns** 443:6 624:5

---

**P**


---

**P** 383:1,1 384:1  
**p.m** 519:11,12 602:3,3 670:22  
**packet** 415:6 528:12 602:14  
 605:14,23 606:1  
**page** 384:2 454:6 468:6 526:22  
 605:24,25 606:1,3,3 627:20  
 636:3  
**pages** 395:5 470:5 671:10  
**paid** 425:14,16 428:19 445:23  
 480:12  
**pales** 560:6  
**Pandora's** 432:9  
**panel** 508:17 652:10  
**paper** 405:11 653:9  
**para** 493:2 508:14  
**PARCC** 605:20 618:8,10 643:19  
 643:21  
**parent** 412:22 414:13 446:3  
 451:3 461:18 482:16,17 527:12  
 548:6 610:7 623:12,15 632:1  
 633:14  
**parents** 383:9,11 390:9 396:4  
 402:22 412:25 419:5 420:5  
 441:19 455:19 456:14,16 457:9  
 474:11 499:17 503:1 505:11  
 506:11 514:9 530:6 544:24  
 553:12,23 555:23 565:24

566:23 623:6,7,8,14,22 635:5  
**parents'** 503:5  
**Parks** 407:2,4  
**part** 387:6 391:21 398:24 413:9  
 415:8 420:16 422:9 429:9  
 438:25 450:16 466:8 468:1,4,6  
 468:17 478:8 483:10 485:2,8,22  
 485:24 501:19 504:12 505:5  
 508:11 512:10 515:22 516:9  
 519:22 520:13 524:18 530:12  
 538:12 541:17 552:15 553:23  
 562:19 579:6 582:17,25 583:2  
 583:25 584:11 588:8 602:25  
 605:12,13 606:1 614:24 615:1  
 620:2 637:4,14 649:1 651:6  
 655:17 656:8 658:1  
**part-time** 566:16,17  
**participate** 401:7 624:20 625:3  
 625:23,24 643:1 657:14 665:21  
 666:5,12  
**participated** 620:25 621:11  
 625:6 651:6  
**participating** 554:22  
**particular** 432:16 577:5 619:10  
 645:19,25 646:1 660:15,18  
 661:6  
**particularly** 593:17 607:12  
**Partly** 479:10  
**partner** 565:13  
**partnered** 490:8 569:8  
**partners** 390:9 490:7  
**partnership** 390:14,18 452:23  
 453:7 471:18 476:17 477:10  
 478:11,17 480:1 500:5,8  
**partnerships** 474:21 484:3  
**parts** 515:2  
**Paso** 460:21 483:16,17 494:13  
 663:18 664:19  
**pass** 652:2  
**passages** 652:8  
**passed** 556:17 638:10  
**passes** 465:15 519:5 600:18  
 670:15,17  
**passing** 538:2,3 604:21 623:11  
**Pastida** 634:15  
**path** 411:6 487:17 490:18 500:25  
**pathway** 501:8 536:8 547:11  
 558:12 569:15

**pathways** 535:18 540:13 546:10  
 546:23 548:14 568:22 635:6  
**patience** 416:13 465:22 519:15  
**Patricia** 383:3 404:12,23 423:14  
 427:11,19 429:16 432:13  
 433:23 451:25 452:20 453:4  
 455:21 463:4 529:1  
**pay** 395:3 423:7 427:25,25 428:1  
 475:20 480:18 573:25 665:25  
 666:3,16  
**paying** 424:16 426:1 427:3  
 428:19  
**payroll** 426:10  
**pays** 427:6 668:11  
**PD** 617:22  
**peace** 398:24 399:1,9 405:16  
 409:3,7,8,16 411:5  
**peaceful** 398:24 399:3  
**peacefully** 408:5  
**PEC** 383:12,13 387:9,12,15,16  
 387:21 388:1 398:10 466:10,13  
 466:16,17,22 467:2 520:15,18  
 520:20,21 521:1,6 529:1 603:2  
 603:4,8,9,14,19  
**PEC's** 404:18 628:19  
**PED** 383:8,12 387:3,18,20 423:5  
 431:21 432:7 439:12 464:1  
 466:5,19,21 468:15 517:17  
 520:9,23,25 542:25 585:25  
 590:4 599:9 602:22 603:11,13  
 669:6 672:7  
**pedagogies** 475:2  
**peers** 409:1 411:17 486:15  
 551:25 623:3 635:18  
**Peña** 612:6,20,20 613:17 627:10  
 627:18,21,24 628:4 638:25  
 639:16,23,25 640:8 641:20  
 643:17,23 644:12 645:19 646:5  
 646:9,13,16,23 647:6,10 650:3  
 650:8,18,25 651:20 652:16,25  
 653:3,10 654:18,22,25 655:16  
 656:11 657:12,20,23 658:20,25  
 661:3 665:21 666:15,20 667:10  
 667:25 668:4,15  
**Penn** 476:5,6,17  
**penny** 425:7  
**people** 388:25 389:7,21 404:10  
 409:6 415:3 445:25 446:13

447:10 461:2 462:1,7,15 467:9  
 479:3,8,18 483:5 488:19 490:15  
 504:14,18 505:3 506:13 511:15  
 520:6 521:25 524:16 531:9  
 532:5,9,11,16 533:13 534:3,21  
 534:25 536:20 538:9 539:17  
 540:14 547:17 549:6 555:2  
 557:16 568:7,18,18 569:15  
 570:21,23,24 571:9 573:6  
 575:11,14 577:11,15 579:6  
 584:13 592:2 594:8 597:1 613:7  
 628:12 637:24 663:5 664:2  
**percent** 393:17,18 394:16,17,22  
 396:11,12 402:15 418:12,14,15  
 428:11,11,14,15 447:23,23  
 448:9 455:4 460:8 468:21  
 469:20 470:21,22 481:10  
 492:12 493:5 502:6 516:20  
 521:10 525:1,24,24 526:2,5  
 527:14,15 528:8,9,12,16,19  
 532:5,8,12 533:15,16 594:9,20  
 605:17,19,23 606:4,6,7 607:23  
 608:12,14 610:20,21,23,25  
 611:4 616:8,16,17,19,20 618:12  
 618:14,17 622:14 624:17  
 638:10 639:21 640:1 657:1,6,6  
 660:24 661:2 662:12 665:20  
**percentage** 428:21,22 455:3  
 456:25 468:10 533:15 608:10  
 611:12 662:7,11 665:6  
**percentages** 453:21 454:25  
 457:11  
**percents** 469:21  
**perceptions** 451:8  
**perfect** 635:10  
**perform** 400:2,9 543:18  
**performance** 387:13 395:19  
 415:10 464:2,7 466:14 470:9  
 471:6 517:17,23 520:19 526:19  
 599:10,16 603:5,24 609:16  
 669:7,13  
**performed** 400:7  
**performing** 395:10,15 401:25  
 606:9,16,18,22 607:3  
**performs** 400:5  
**period** 523:14 604:22 612:19  
**periodically** 429:2  
**perseverance** 384:8 529:4 530:10

539:16 550:7 553:14 556:1  
**persevere** 551:23  
**person** 404:10 408:9 413:18  
 527:7 537:14 551:9 564:4,21  
 578:25  
**personal** 410:22  
**personalities** 405:6  
**personally** 433:5 497:24  
**perspective** 545:12  
**Pete** 487:11  
**petition** 396:11,12 470:22,23  
 472:20 528:9,10 610:21,22  
**petitions** 611:10  
**ph** 634:15  
**Ph.D** 638:5  
**phenomenal** 445:22 635:9  
**philosophical** 573:1  
**philosophy** 399:13 539:16 578:4  
 580:20 658:16  
**phone** 399:6 613:24  
**phonemic** 660:8 661:9  
**phonics** 660:8 661:9  
**phrase** 437:1  
**physical** 540:2 555:12  
**physically** 444:1 551:14  
**pick** 437:25 438:3 511:14,16  
 542:14 660:14  
**picked** 473:16  
**picking** 510:2  
**picture** 430:4 516:6 531:17 537:1  
**piece** 406:11 442:25 462:23  
 473:1 475:4 489:17 642:12  
**pieces** 458:3 469:18 474:16  
**pilot** 619:18  
**place** 400:12 442:9 448:3 477:7  
 496:16,23 532:2 559:9,23 566:5  
 566:20 567:13 579:19 588:6  
 632:18 633:20  
**place-based** 523:20  
**placed** 386:24  
**places** 419:6,7 456:14,15 479:8  
 566:12 567:25 595:16  
**Placitas** 455:8  
**plan** 387:23 402:4 466:24 521:3  
 544:10 550:14 585:7 588:5  
 603:16 609:20  
**planning** 413:10 544:10 582:11  
**plans** 526:25 609:19 615:22

**plant** 475:24 541:3  
**planting** 541:7 557:2  
**plants** 554:23  
**play** 495:15  
**player** 513:20  
**players** 449:14 490:4  
**playing** 406:4 462:14 495:16  
 650:6  
**pleasant** 627:8  
**please** 385:10 388:25 396:19  
 413:14 464:12 467:8,13 518:5  
 520:4 528:22 549:12 561:5  
 574:14 589:7,7 593:23 595:25  
 599:22 604:2,5 669:19  
**pleasure** 631:5  
**plot** 488:21  
**plotted** 642:13  
**plugged** 495:14  
**plumbers** 568:8  
**plus** 662:14  
**Poblano** 529:2 531:25 535:5  
 542:24 546:25 560:19 564:5  
 565:1 576:21 578:21 580:23  
 581:20  
**point** 401:22 424:15 454:16  
 492:21 493:13 507:23 516:4  
 528:10 544:12 579:24 610:1  
 623:5 662:24 664:14 668:7  
**pointed** 496:15  
**points** 402:20 527:13 607:24,25  
 608:1 619:6 627:18,25  
**poison** 515:3  
**Poland** 401:12 406:20 445:22  
 446:18,25 448:24  
**pole** 475:24  
**policies** 403:9 593:4  
**policy** 428:16 429:7,10 651:25  
**Polish** 401:9  
**Polish-American** 401:8  
**pool** 398:15 531:8,14  
**poor** 513:4  
**populate** 454:20 488:12  
**populated** 458:7  
**population** 392:4 447:17,18  
 455:18 468:8 478:4 480:24  
 481:11 482:18 485:12 486:7,13  
 486:20 487:18 492:6,8,18 493:6  
 493:14 500:18 502:21 662:15

**populations** 472:4  
**pork** 575:24  
**portfolio** 478:5 623:24  
**portion** 389:18 404:9  
**position** 389:5,6 535:23 583:10  
 590:16 595:15 640:21,23 641:3  
**positions** 546:18 588:5 640:21  
**positive** 403:22 411:19,21 502:17  
 538:17 552:24 623:2 626:18  
**positively** 405:9  
**possibility** 419:20  
**possible** 414:11 448:16 617:5,10  
**possibly** 387:24 389:1 466:25  
 521:4 603:17  
**post-secondary** 605:10 615:11  
 617:4 624:9  
**posted** 583:23  
**pot** 424:10 428:24  
**potential** 403:2 416:19  
**potentially** 421:8 549:6,7  
**potentials** 433:4  
**potholes** 568:25  
**potty** 438:21  
**potty-trained** 438:22 439:3,11  
 439:16  
**poverty** 532:6  
**powerful** 550:20  
**practice** 420:17 545:24 555:12  
 624:22 660:2 661:12  
**practices** 411:19 473:25 474:10  
 477:8 553:2 555:7  
**prayer** 555:16  
**pre's** 422:13  
**pre-K** 400:21 421:19 423:23  
 424:14,16,25 425:22 426:12  
 427:4,5,16,21 428:1,2,8 430:20  
 432:19 437:16 438:10 451:23  
 463:24  
**pre-Ks** 435:12 437:18  
**pre-lottery** 435:5  
**preparation** 390:25 391:9  
**prepare** 413:12 477:22 551:7  
 615:11 664:23  
**prepared** 387:19 464:1 466:20  
 517:16 520:24 533:8 599:9  
 603:12 629:17 669:6  
**preparing** 653:14  
**Presa** 613:4 651:1 656:13

**Presbyterian** 475:8 500:5  
**preschool** 410:7 436:14 439:15  
**present** 385:13 386:6 412:11  
 423:4 523:9 529:8,17 544:8  
 545:17 555:18 564:6 569:3  
 578:22 649:24 651:3 652:4,7,10  
**presentation** 522:17 546:6  
 548:16 573:16 576:5 579:23  
 586:21 651:6  
**presentations** 625:8  
**presented** 532:20 581:9 651:2  
 652:12  
**presenting** 536:17  
**preserve** 538:24  
**president** 397:19 472:14,16  
 529:12 583:18 584:4 613:1,9  
**President's** 523:11  
**presidential** 596:19  
**pressure** 493:9  
**presume** 422:11 528:15  
**pretty** 393:7,25 394:2 434:14  
 439:18 453:24 455:9 492:10  
 510:10 515:6 543:1 563:5  
 614:16 667:12  
**prevent** 447:7  
**previous** 500:4 628:10 645:21  
 655:2 660:21  
**previously** 393:24  
**price** 446:1  
**pride** 550:5  
**primarily** 395:9 609:11 663:4  
**primary** 479:16 620:12  
**princess** 596:11  
**principal** 581:4 612:25 617:9  
 620:12  
**Principal/Director** 397:16  
**principals** 617:7,11 630:2  
**principles** 655:9  
**print** 585:23  
**prior** 394:25 470:15 576:2  
 608:20  
**prioritizes** 554:13  
**priority** 533:19 535:4,8  
**private** 421:19 422:23 423:20  
 427:16,21,23 430:20 435:11  
 437:2,16 438:25 450:14 463:23  
 515:2 654:6  
**privately** 422:1,10,22 423:11,12

**privilege** 604:14  
**prize** 638:24  
**proactive** 460:17,25  
**probably** 427:20 437:17 448:10  
 480:2 495:18,25 497:21 500:19  
 500:19 511:23 532:7 561:13  
 564:12 570:24 573:14 591:13  
 591:14 602:18  
**problem** 409:23,24 410:1,3,19,21  
 410:24 420:23 427:14 428:23  
 430:10 555:4 597:22 641:5  
**problem-solve** 592:15  
**problem-solving** 399:2 411:20  
 412:7  
**problematic** 559:20  
**problems** 408:5 409:9 410:9,10  
 412:10,13 413:4 496:20 624:2  
**procedure** 429:8  
**procedures** 403:9  
**proceed** 396:21  
**proceedings** 382:10 670:22  
 671:11 672:3  
**process** 390:22 391:5 402:8  
 404:17 417:10,22,24 418:25  
 419:11 442:20 448:12 473:11  
 485:22 489:16 508:16 541:7  
 580:8,15 581:22 582:4,6 584:11  
 584:21,23 592:12 620:17,17  
 621:3 628:18 643:7 651:20  
**proclaim** 474:5 485:16  
**procure** 565:21  
**procurement** 489:5  
**producing** 478:24  
**Products** 530:24  
**professional** 382:21 403:11  
 494:21 547:17 617:10 618:25  
 620:14 621:12 642:9,21 650:21  
 655:5  
**professional-driven** 478:13  
**professionalism** 473:10  
**professor** 474:7,8  
**proficiencies** 401:23 469:4  
 607:10  
**proficiency** 391:22,23 392:3,10  
 392:10,16,19 393:2,16 394:4,7  
 453:20 454:4,8 457:25 468:20  
 524:20,23,24 525:10 543:19  
 605:14 606:5 607:6,20

**proficient** 392:13,14,20,23,25  
544:7

**profoundly** 491:16

**program** 399:18 401:8 403:9,24  
404:1 405:24 406:5 421:19  
422:10 423:23,24 424:13,14,17  
424:18 425:9,10,13,22 426:4,5  
428:2 431:25 448:25 449:23  
450:4,4,23 473:14 475:25  
477:18,20 478:22 479:4 480:3,3  
480:10,10,25 483:20 491:18  
496:25 505:16,17 565:15  
569:10 593:11 597:1 598:11,12  
615:24 617:8,9,12 619:13,14,20  
619:21 620:1 624:24 625:23  
640:16 641:4,7 645:17 646:1  
647:17,20 648:22,23 649:6  
655:1 656:8 659:24 665:22,23  
666:11,12 667:20 668:4,7,13,17

**programmatically** 489:16

**programming** 620:21

**programs** 406:8 412:3 449:8  
463:24 470:1 479:18 511:22  
539:4 564:24 566:3,5 619:3  
621:21 626:2,3 642:3 649:12  
659:4

**progress** 395:9,17,19 396:9  
403:9,12 454:8 464:5 470:7,20  
476:9 526:16 583:22 599:13  
609:4,7 623:24 643:24 644:16  
669:10

**progression** 453:19

**prohibited** 595:19

**project** 489:3 490:3 538:7 540:21  
540:21 569:17 635:14

**project-based** 496:17 571:24  
588:20 617:1,24 621:5,12  
626:13

**projector** 548:20

**projects** 407:25 408:10 538:6  
615:19 627:3

**promising** 660:22 661:23

**promote** 453:23 478:16 481:2

**pronounce** 524:8 574:9,21

**pronunciation** 574:18

**properly** 550:14

**property** 444:4 462:23

**proposing** 561:3

**prospective** 480:6

**prospering** 552:20

**protect** 591:9

**proud** 414:7 436:5 497:16  
504:16 505:20 530:5 541:12  
548:23

**proven** 660:1

**proves** 573:17

**provide** 397:7 419:19 445:18  
469:11 491:23 525:17 530:17  
531:21 539:24 544:23 564:8  
565:25,25 591:12 615:18 620:1  
620:14 621:10 655:5,24 657:25  
666:14,15 668:3

**provided** 387:3 405:5,24 466:5  
469:5 515:17 520:9 534:6  
602:22 621:2,18

**provider** 560:22

**providers** 420:25

**provides** 550:20 564:9 578:25  
586:4 624:24 632:16 635:5

**providing** 403:24 423:8 491:23  
497:25 556:3 625:21

**provost** 654:7

**proweess** 488:3

**PSCOC** 488:25

**PSFA** 488:25 490:20 522:19  
528:13,15

**public** 382:1,10 385:2 389:17,25  
397:25 398:1 404:9 406:8  
407:20 408:4,6 422:23 423:20  
427:7,15,17 433:10 435:14  
436:7,8,9 439:10 450:13 457:6  
457:14,19 462:10 463:9,18  
485:12 514:10 517:12 521:21  
522:2 547:23,24 550:2 555:24  
557:13 560:6 585:24 599:5  
616:23 625:1 629:2 630:25  
632:10 636:25 637:9,17 669:2  
671:1,12 672:3,4,4

**publication** 459:7,15

**publicly** 421:19 422:2 458:9,13

**Puente** 493:2 508:14

**pull** 503:9

**pulling** 386:12 503:15

**purchased** 562:5

**purchasing** 417:22

**purple** 506:25

**purpose** 504:12 539:5 661:21

**purposefully** 496:10

**purposes** 429:11

**pursuing** 568:22 617:8,11

**push** 540:4 545:10

**pushed** 534:12 629:15

**pushing** 434:14,15 435:3

**put** 393:14 419:7,8 424:10 425:3  
427:2,7,9,16 431:25 455:24  
461:16 489:16 496:18 505:7  
516:17,18,24 565:11 570:7  
573:4 585:23 588:7 638:9  
650:21

**puts** 411:24

**putting** 562:24 582:18 602:19

---

## Q

---

**qualified** 645:2

**qualify** 638:23 639:3

**quality** 474:15

**quarters** 489:11

**quartile** 390:16 464:3,3,4 517:19  
517:19,20 599:11,12,12 669:8,9  
669:9

**queen** 511:10 596:11

**question** 418:9,16 419:15 421:12  
423:19 430:19 434:6 442:10  
444:13 448:22 451:16 452:23  
452:25 453:5 454:2,23 457:24  
458:8 484:20 485:21 488:5,18  
492:5 493:10 508:24 513:22  
515:16 578:20 591:16 595:3,24  
611:7 623:9 637:11 639:12  
643:7 650:12 651:9 661:15  
667:7,11

**questioned** 451:9

**questions** 388:20,24 390:1  
408:20 410:20 411:8 413:19  
417:2 435:25 445:16,20 451:13  
460:10 467:7 473:3 481:24  
494:8 520:3,5 522:3 563:5,21  
567:19 574:8 578:18 604:2  
613:24 628:3 644:20 650:10,15  
656:24 658:24

**quick** 434:6 458:22 650:17

**quicker** 631:15

**quickly** 397:10 412:17 477:11  
508:3 510:1 628:10

quiet 398:24  
**Quincy** 406:21  
**Quincy's** 405:19 406:11  
**quite** 400:13 419:14 448:10,16  
 502:11 503:16 566:9 567:25  
 607:4,8,16 614:6 628:9  
**quorum** 386:9  
**quote** 389:10 404:20

---

**R**

**R** 383:1,4 384:1  
**R-A-P-H-A-E-L** 472:12  
**raccoons** 514:21  
**race** 506:15 632:19  
**racial** 497:15  
**radar** 577:9  
**radius** 647:16  
**Rafe** 465:20 467:22 471:13  
 472:10,20 484:19 485:7 486:1  
 488:18 489:13 490:1 491:6,10  
 492:3 494:3,9,11 496:6 498:2,5  
 499:24 501:6 502:3,13,18 504:3  
 504:15 507:4,11,14 508:4,6,13  
 508:25 509:8,12,22 510:8  
 512:15,19 513:12,18,24 515:21  
 516:2 517:9 519:8  
**Raftery** 383:6 386:1,2 399:5  
 465:5,6 508:23 509:1,10,19  
 510:5 518:7,8 572:24,25 593:23  
 598:8,9 599:2 600:15,16 669:14  
 669:16,21,22  
**raise** 444:8,10 447:6 467:8  
 534:16 638:6  
**raised** 639:7  
**raises** 492:14  
**Ramirez** 634:23  
**ran** 479:9  
**range** 434:22 437:21 506:17  
**ranged** 526:1  
**Raphael** 472:11  
**rarely** 410:2  
**Rashid** 629:21  
**rate** 393:16 394:18 468:20  
 524:24 526:3 532:6,8 594:9  
 606:5 607:23 608:15 616:8,16  
 616:18 647:3 669:12  
**rated** 395:16 608:6  
**rates** 391:22 392:16 393:2

457:25 524:20,23 605:14  
 616:15 618:5  
**ratings** 469:10  
**re-** 575:21  
**reach** 408:8 418:25 419:4,13  
 437:14 455:19 462:4 563:13  
 570:18  
**reached** 479:25  
**reaching** 418:18 419:8 461:24  
**read** 441:8 450:18,21 474:17  
 543:24 544:7 615:6,7 627:19  
 636:6  
**readiness** 464:6 517:22 599:14  
 607:24 669:11  
**reading** 391:23 394:9,9 408:7  
 469:3 476:9 524:20,23 525:4,9  
 552:7 588:24 589:7 590:4,7  
 596:6 605:17,20,22 606:17,22  
 607:5,6 620:7 622:1 625:10  
 635:11 651:7 657:10,15 659:23  
 660:3,6,20,25 661:7  
**readvertise** 641:3,4  
**ready** 417:10,23 418:3 442:23,24  
 448:11 489:6 519:18 629:7  
 637:22  
**real** 400:16 413:13 458:21 476:1  
 476:1 477:11 480:14 505:6  
 515:12 532:3 536:3 538:13  
 569:14 573:1,23 597:18 650:17  
**real-world** 399:23  
**reality** 485:11,18  
**realize** 554:5 571:3 587:5  
**realized** 534:8 646:14 659:13,16  
**really** 415:2 419:13 420:12 426:2  
 429:14 436:5 439:2 441:18  
 442:8 443:19 450:7,9,17 451:3  
 456:18 459:9 461:4 468:19  
 469:7,15 471:23 472:5 473:12  
 473:12 475:1,11,20 477:15  
 479:21 481:1 482:24 483:20  
 485:14 486:3,8 488:2 490:3,4  
 491:3 492:25 494:19 496:16  
 497:16,17 498:22 499:13  
 501:21 502:17 507:1 511:13  
 523:12,17,19,20,23,24 528:12  
 528:20 530:3,18 532:3 534:1  
 536:8 537:12,15,21 538:17,24  
 539:12,22 540:6 541:12,17

542:19,23 543:18 544:21  
 546:22 548:3 549:3 556:23  
 557:15 559:9 566:4 570:2,10  
 571:9 583:19 584:12,17 585:10  
 586:18 587:4,16 588:3 589:12  
 592:8 594:25 597:11 599:2  
 601:14 604:19 622:21 627:13  
 629:13 630:8,12,24 631:19  
 642:18,22 645:2 648:6,11,15,16  
 648:17,18 649:15 653:15,17,24  
 662:8  
**reason** 388:2 392:2 416:25 467:3  
 479:5 486:22 504:6 510:9  
 520:12 521:7 527:24 538:20  
 564:13 590:21 591:10 603:20  
 614:11 631:10 640:15 660:18  
**reasons** 441:17 477:19 567:15  
 609:8 641:23  
**rebuild** 535:19  
**rebuilding** 535:19  
**REC'D** 672:10,15,20,25  
**recall** 563:21  
**recalling** 564:1  
**RECEIPT** 672:1  
**receive** 407:16 412:21 423:3  
 425:8 492:7,18 517:4 561:13  
**received** 386:18,19 395:8 396:10  
 398:13 423:1,6,9 470:11 522:16  
 527:25 528:13 604:21 609:13  
 618:20  
**receives** 423:15 635:20  
**receiving** 393:9 554:10  
**receptive** 479:16  
**recess** 385:2 465:18 495:7 519:11  
 602:3 670:20,22  
**rechartered** 398:10  
**recognize** 546:15 579:4 586:21  
 613:7  
**recognized** 406:11  
**recognizing** 577:17 583:20  
**reconvened** 519:12  
**record** 383:12 393:15 396:20  
 404:15,24 472:9 514:10 528:23  
 549:13 602:20 614:5 637:9,18  
**recreation** 533:23  
**recruit** 565:4 663:15  
**recruiting** 547:25 548:1,2 624:15  
**recruitment** 460:18 565:3

**rectify** 492:16  
**Recurrent** 527:14  
**red** 483:22 548:8 559:3 575:13  
 638:24 655:13  
**redefining** 538:10  
**redesign** 617:25 620:6  
**reds** 471:11,11  
**Reduced** 665:19,22 666:5,12  
 668:7,10,12  
**reducing** 555:9  
**reenact** 597:16  
**reenroll** 648:8  
**reestablishing** 624:12  
**reevaluates** 522:20  
**refer** 471:22 513:24 524:10  
**reference** 468:5 473:15 580:5  
**referencing** 582:3  
**referring** 451:20 652:8  
**refill** 640:21  
**refine** 477:8  
**reflect** 479:22 590:3 662:10  
 665:11  
**reflecting** 601:11  
**reflection** 545:25 555:16 632:21  
**reflections** 545:25  
**reflective** 415:7 638:3  
**reflects** 525:11  
**refocus** 402:2  
**refocusing** 402:9  
**reform** 477:7  
**reformed** 481:5  
**reforming** 484:2  
**refreshing** 557:12 558:7  
**refugee** 481:15 509:25  
**refused** 457:6 664:8  
**reg** 480:10 486:7 503:13  
**regarding** 390:12 395:25 396:3  
 430:19 466:3 470:2 525:10  
 528:10 606:8 608:2 609:15  
**regardless** 577:16  
**regards** 519:25  
**regions** 509:16  
**registered** 510:15  
**registering** 616:12  
**regs** 492:9  
**regular** 436:22 501:14 555:11  
**regularly** 624:15 667:20  
**reiterate** 498:7

**relatable** 555:1  
**related** 388:2,3,11 420:1 467:3,4  
 521:7,8 528:3 603:20,21  
**relation** 621:4  
**relationship** 633:4  
**relationships** 551:25 626:21  
**relative** 454:25  
**relatively** 649:22  
**relatives** 522:13  
**relevancy** 536:22 589:3  
**relevant** 517:2,4 523:5,19 536:2  
 593:4  
**remain** 521:11  
**remaining** 608:10  
**remediating** 564:15  
**remediation** 564:23 566:3  
**remember** 396:14 469:5 545:1  
 572:14 575:11 582:9 591:1  
 598:12,13 601:3 651:25  
**remind** 457:14 589:4 604:4  
**reminds** 414:23  
**remove** 387:22 466:23 521:2  
 603:15  
**removed** 451:6  
**rendition** 633:8  
**renew** 413:16 463:10,19 517:13  
 571:6 599:5 656:16 669:3  
**renewal** 384:3 387:6,7,11,15  
 388:4 404:16 406:24 447:16  
 449:25 466:3,8,9,12,16 467:5  
 470:16 520:8,14,14,17,21 521:8  
 602:14,21,25 603:1,4,8,21  
 610:17 628:18  
**renewals** 386:20,20 445:2  
**renewed** 552:14  
**renowned** 471:25  
**rent** 446:1,2 561:18  
**reopen** 388:21  
**reopened** 388:7  
**repeat** 392:22 395:22 455:21  
 526:10,20 586:18 602:18  
**repeated** 397:6  
**report** 387:3,10,18 389:23 393:7  
 393:9 395:6,13 396:17 450:17  
 458:3 464:1 466:5,19 467:14  
 468:1,12,14 469:18 484:13  
 515:22 517:4,16 520:9,23 522:1  
 526:14,20 528:15,20 586:5

587:20 599:8,9 602:22 603:11  
 604:8 605:5,16 609:2 611:6,8  
 669:6  
**reported** 382:20 454:10 606:13  
 607:9  
**Reporter** 411:23 671:9  
**REPORTER'S** 384:11 671:7  
**reporting** 382:21 602:17 616:7  
 641:17  
**reports** 466:11 520:16 524:18  
 603:3  
**represent** 398:7 529:5  
**representatives** 391:13 467:17  
 524:5 605:5  
**represented** 475:4,7  
**representing** 550:5  
**reputation** 482:20 626:17  
**request** 451:5 582:24 627:11  
**requests** 441:23  
**require** 594:21  
**required** 397:9 470:17,18 527:1  
 527:20 589:22  
**requirement** 404:19 585:9  
 628:21  
**requirements** 392:11 395:24  
 396:6 526:24 528:3 596:15  
 609:19 610:15  
**requires** 568:1  
**requiring** 435:7  
**research** 473:24 512:16 546:13  
 546:15 568:23 624:23 625:2  
 653:9  
**research-based** 402:14 544:4  
 659:25  
**Reservation** 532:17 555:4  
**reserves** 404:20 628:22  
**resided** 633:21  
**Resident** 480:4  
**resilient** 540:5  
**resolution** 399:2 409:2 410:6  
**resolve** 409:4 527:3 609:21  
 610:18  
**resolved** 528:7 609:21 610:14  
**resources** 397:19 402:7 475:22  
 531:2,13  
**respectful** 399:3 485:9  
**respectfully** 555:24  
**respond** 395:21 458:22

**responded** 396:8  
**responding** 459:5  
**response** 451:14 518:4 599:21  
 659:11 669:18  
**responsibilities** 527:24 583:16  
**responsibility** 400:20 583:22  
**responsible** 391:19 404:4  
**responsive** 523:5 544:17 567:4  
**Responsiveness** 635:7  
**rest** 391:7 414:17 546:6 620:23  
 631:7  
**restrictions** 560:24  
**restructure** 617:14 641:11  
**restructuring** 617:15  
**rests** 530:11  
**result** 404:17 468:11 474:7,13  
 479:1,24 480:20 497:9 588:16  
 628:19  
**results** 402:13 591:9  
**retention** 394:15,18,23 469:19,22  
 525:20 526:3,5 608:15 647:3  
**retired** 565:17  
**retrain** 660:13  
**return** 401:14 501:9  
**reverence** 544:17  
**review** 387:4,12,17,21,22 402:10  
 403:15 466:6,13,18,22,23  
 520:10,18,23 521:1,2 602:22  
 603:4,10,14,15  
**reviewed** 470:7  
**revised** 410:8  
**revisit** 403:16 442:21  
**revisiting** 403:4  
**revocation** 580:8  
**Rez** 553:4  
**RFP** 489:4  
**rich** 588:21 590:12  
**Richards** 646:19  
**rid** 483:21 559:3  
**Riester** 397:19  
**right** 389:18 417:10 418:3  
 420:20,21 422:7,14 424:19,19  
 426:19,24 433:17 434:13  
 440:14 441:9 448:9 454:22  
 456:19 469:2 472:16 474:21  
 475:2,25 476:11 479:9,19,23  
 480:25 481:5,10 483:1 484:21  
 485:1,9,13 486:16 487:1,10,14

489:13 490:16 495:25 497:1  
 501:7,10,14 502:2,15 503:5,20  
 507:24 508:5,22 512:12 516:1  
 517:6 520:13 521:17 530:2  
 557:24 560:22 564:6 572:21  
 573:8,18 575:10 576:16 577:19  
 577:20 583:13 589:10 592:8  
 593:14 595:4,12 599:4 603:25  
 609:17 612:4,12,23 625:14  
 636:9,18 640:24 641:20 643:11  
 643:23 645:20 646:22 647:14  
 650:7 651:22 654:18,24 655:10  
 655:25  
**right-on** 567:11  
**rights** 404:21 534:22 610:11  
 628:22  
**rigor** 632:15  
**rigorous** 544:5 615:10 618:1  
 660:14  
**Riley** 550:1  
**rings** 399:6  
**ripped** 493:11  
**rise** 497:7 555:6  
**Rising** 553:4  
**risk** 626:23,25  
**River** 655:13  
**RMR** 671:8  
**RMR-CRR** 382:20 671:19  
**road** 406:19 646:8,10,16  
**Roanhorse** 549:19  
**Robbins** 383:6 385:12,13 417:3,4  
 417:9,12,20,25 423:18 424:20  
 425:20 426:7,16,20,25 427:12  
 427:13,18 428:4,13 429:23  
 434:5,11,15,23 443:13,21,25  
 444:8 464:17,18 488:25 491:12  
 491:13 492:4 510:13 517:10,11  
 518:1,13,14 561:6,10  
**Robertson's** 446:13  
**robot** 496:19  
**rocks** 621:22,23  
**Rocky** 490:9  
**role** 414:14 539:13,13 584:7  
**roles** 583:16,18  
**roll** 385:10 464:12 489:7 518:5  
 554:10 599:22 669:19  
**roof** 417:18,19,20  
**room** 390:7 427:3,3 519:19 522:9

**rooted** 509:12 536:20 661:7,8,9  
**Rosetta** 598:20  
**Rotunda** 400:4  
**roughly** 533:3  
**Roundhouse** 400:3  
**row** 470:12  
**rub** 489:19  
**rubric** 526:17 581:16  
**Ruiz** 383:3 386:5,6 418:4,5  
 419:10 429:25 430:1 437:13  
 447:13 464:8,10,14,15 493:19  
**rule** 432:5  
**rule-making** 432:7 433:11  
**rules** 457:16 460:2,3  
**run** 501:13  
**running** 578:11  
**runs** 540:4  
**rural** 562:4,13

---

**S**


---

**S** 383:1 384:1  
**S-A-Ts** 620:19  
**S.T.A.R.S** 610:12  
**sacred** 530:12  
**sad** 512:4 630:12  
**safe** 516:23 532:1 535:9,9  
**safely** 385:8  
**safety** 528:3 535:8  
**sage** 491:3  
**sake** 501:3  
**salaries** 610:11  
**Salazar** 612:25  
**SAM** 516:9  
**Sanchez** 414:1,3  
**Santa** 382:13 384:9 504:4 616:4  
 624:11 629:11 633:10,20  
 636:25 645:5 646:17 652:12  
 671:13  
**Sarah** 449:8  
**sat** 402:8,9,20,21 578:18 580:17  
 581:16,17 601:1 620:16,17  
**satisfied** 489:5  
**SATs** 620:19  
**save** 598:6  
**saw** 421:23 502:14 512:24 524:17  
 525:11 527:7 575:2,6 591:2  
 593:1 602:6 614:16 641:25  
 643:14

**Sawyer** 405:14  
**saying** 409:11 425:18 431:10  
 447:21 450:22 478:20 491:8  
 568:20 587:19 611:11 624:1,3  
 659:1  
**says** 459:18 461:16 495:20,24  
 549:10 563:17 591:16 639:13  
**SBA** 524:25 591:3  
**scales** 503:6  
**scenario** 503:24  
**schedule** 403:4 617:25 618:1,18  
 621:14 642:25 644:5  
**scheduling** 409:18  
**scholars** 605:9 615:9 639:17  
**scholarship** 437:4 478:16 513:17  
 513:21  
**scholarships** 447:4,5  
**school** 384:3,5,7 387:4,11,20  
 388:13,14,17 389:17 390:5,9,13  
 390:15,20 391:12,14,14 392:1,4  
 392:5 393:5,21 394:15,17,20  
 395:6,11,12,21 396:4,8 397:1,3  
 397:7,17,24 398:5,8,13,17,22  
 399:10,12 400:14 401:1,10  
 403:23 404:3,14 405:4,9,20  
 406:9,17,23 407:6,7,19,21  
 408:3,4,7,8,9,17 409:1,3 410:7  
 410:9 411:17,22,24 412:2,23  
 413:6,12,16,16,25 414:5,8,16  
 415:11,16,22 416:1 417:15  
 419:25 420:5,7 421:1,3,10  
 423:9 425:8 427:16,17 429:17  
 430:17 432:3,9,17 433:1,17  
 436:22 437:2 438:1 439:10  
 442:22 443:6 445:25 446:14  
 447:25,25 450:13,14 452:3,25  
 454:24 455:1,2,17 456:7,17  
 457:13,14,19 458:5 459:4,9  
 460:1 461:1,4 462:5,19 463:11  
 463:17,20,22,25 466:6,12,21  
 467:17 468:3,7,12,14,18,19  
 469:6,7,14,18,19,21,24 470:4,6  
 470:13,16 472:25,25 473:5  
 474:16 475:4,10 476:22,22  
 477:6,15 478:21 479:2,11,13  
 480:13 481:3,4 482:2,4,9,18,21  
 483:5,9 485:12,15,17 486:23  
 487:21,23 488:4,7 490:24

491:20 492:7 493:11,21 494:13  
 494:14 495:1,4,8,8 497:12,21  
 498:1,20 499:7 500:12 501:14  
 501:17 503:18 504:8,16 505:18  
 507:7,22 508:11 509:9 513:19  
 514:6 515:6,12,18,22 516:7  
 517:2,16,17,18 519:21 520:3,10  
 520:17,25 521:13 522:14  
 523:13,23 524:4,8 525:25 526:1  
 526:20 527:3,20 528:24 529:3,5  
 529:8,16 530:7,8,9,13 532:1,12  
 533:8 535:14 539:9,10 541:1,13  
 543:1,4,12,13 544:10 545:17,22  
 545:22,23,24 547:2,5,6,8,18,19  
 547:20,22,23,24 548:4,5,14,23  
 550:6,8 552:18 553:2,13,20,21  
 553:24 555:8 556:1,16,21  
 557:15 558:1,6,7,16 559:2,8,12  
 559:18,22 560:6,7,16 562:14  
 565:18 566:4,21,23 567:13,15  
 567:16 568:12,16 570:8,9,13  
 571:6 572:5 573:16 575:3,8  
 577:4,8 578:9,25 579:25 580:6  
 580:12,17,18 582:10,12,13  
 584:7,11,17,20,24 585:6 586:11  
 588:23,25 591:3,21 593:17  
 595:10 598:13 599:7,8 600:24  
 600:24 601:5,8,9,22 602:23  
 603:4,13 604:23 605:4 606:6,9  
 608:11,13,16 609:3,20 610:2,17  
 610:22,24 612:19,21 613:13  
 614:11,17,18,21 615:9 616:19  
 616:25 618:7,11 622:24 623:8  
 626:7,24 628:17 629:6,9,23  
 630:25 631:10,11,20 632:2,10  
 633:11,13,17 634:20 635:13,20  
 637:5,7,7,11,13,16 639:6,10,19  
 646:8,18,18 647:7 648:3,3,5  
 651:10 653:20,24 654:7,9,13,15  
 654:20,20 657:1 659:20 662:8  
 662:10,11,24 665:12 667:12,17  
 668:6,13 669:5,7  
**school's** 523:9  
**schools** 387:2,5 390:16 392:9  
 406:8 407:20 408:6 416:24  
 419:18,19 421:5 431:11 433:4  
 434:24 436:6,7,8,9,9 437:15,16  
 443:21 447:15,24 455:11 456:4

457:6 458:16 460:20 461:7,8  
 462:10 466:7 468:9 471:16  
 472:1,3 477:24 482:10 483:3  
 488:10 493:25 508:10 516:9,20  
 520:11 523:3,4,17 526:19 531:6  
 534:19 535:15 539:3 545:23  
 550:23 553:17 557:13,13 558:4  
 558:23 559:11,23 560:2 561:20  
 577:3 578:7 581:2 590:2,7,9  
 592:7,8,9,14 594:17 595:11  
 596:25 597:4 602:24 605:6  
 609:23 625:4 628:21 637:1  
 647:15 649:19 653:22 654:13  
 655:21 662:16 664:10 665:8,9  
 665:11 666:7  
**science** 393:17 468:21 524:24,25  
 541:24 543:21 544:1 552:7  
 565:5 590:20,25 591:4 606:5  
 622:4 638:5  
**scientific** 659:25  
**scientist** 638:4  
**scientists** 660:1  
**scope** 403:16  
**score** 392:24 393:11 396:13,16  
 417:5,21 470:23 522:20 528:11  
**scored** 392:19 468:21  
**scores** 392:3,8,15,16 393:4 418:8  
 487:1,2 527:12 605:21 610:7  
 618:10,12,17 619:8 638:6 644:1  
 644:2 658:18  
**scrappy** 514:12 515:14  
**script** 386:15 466:2  
**seal** 500:9,17 615:17 622:13,17  
 626:16 651:11,19,23 652:6  
 653:12,15 665:4  
**season** 400:6  
**seasoned** 480:23  
**seats** 400:12  
**second** 392:1 412:3 448:18 464:8  
 464:10 517:24 518:1 522:10  
 599:17,19 635:20 657:13  
 661:23 669:14,16  
**second-generation** 636:10  
**secondary** 579:1  
**seconds** 404:13 628:11  
**secretary** 383:4 476:25 523:2  
 583:20 584:6 613:10  
**section** 454:3 627:21

**secure** 665:2  
**see** 385:8 390:7 393:2 394:24  
 395:6 415:4 417:1 425:17  
 430:15 433:10 448:18 453:18  
 454:7,11 460:19 462:19 469:1  
 471:11 477:22 478:1 485:23  
 495:5,6 503:4,14 504:18 506:20  
 510:1 511:6 516:5 520:12  
 522:10 523:12 524:18 525:4  
 526:3,14 527:25 530:1 531:14  
 531:19 537:1 539:13 543:3,8  
 548:10 556:23 557:1,12,12  
 560:15 564:11 567:12 568:3,7  
 571:25 575:6 577:15 588:15,17  
 590:9 601:16 606:10,20 609:3  
 621:23 622:7 641:17 649:13  
 658:17,24 661:7 664:19 667:16  
**seed** 541:13 562:3  
**seeds** 541:14  
**seeing** 393:8 421:9 487:17  
 494:19 503:11 537:8 588:13  
 649:4,16  
**seek** 473:25 547:10  
**seeking** 477:14 626:7  
**seen** 392:1 415:11 459:14 468:5  
 559:24 608:3 619:17 631:3  
 633:11 634:3  
**SEG** 423:22 424:12,13 427:3  
 430:6 463:23 507:14  
**SEG-funded** 422:21  
**Segay** 549:21,25  
**segments** 496:13  
**segregate** 426:11  
**segregated** 426:10  
**segregating** 424:7,21  
**selected** 432:20  
**selective** 577:12 661:4  
**self-advocate** 405:22  
**self-evaluation** 555:15  
**self-reporting** 415:25  
**self-sufficient** 542:5 573:9  
**sell** 488:22  
**semester** 621:25 631:14 645:16  
 666:2  
**seminar** 570:17  
**Senate** 400:5  
**send** 406:23 420:5,6 456:3,5,11  
 456:12 457:3 474:4 502:8

543:10 585:22,24 614:15  
 655:22  
**sending** 527:12 645:12,14  
**senior** 629:5  
**seniority** 583:9  
**seniors** 624:18  
**sense** 425:15 427:8 486:16  
 487:22 501:11 507:24 511:13  
 568:20 576:13 599:1  
**sent** 386:19 421:8 462:18 474:7  
 514:22 515:7 583:24 585:18  
**sentence** 627:15 628:16,23  
**sentences** 627:15  
**separate** 422:16,17 424:23 426:8  
 426:8,14 427:22 430:4 443:19  
 444:6,21 452:25 463:3,5 482:20  
**separated** 443:16,17 594:17,17  
**separately** 425:5  
**September** 476:25  
**sequence** 403:17  
**serendipitous** 476:4  
**series** 621:2  
**serious** 395:3 431:24 526:12,12  
 536:3 608:23  
**serve** 468:1,8 485:16 490:13  
 497:18 558:10,19 620:22 631:5  
 666:10 667:8  
**served** 481:6 609:25 667:15,19  
**serves** 392:1 467:20 524:11  
 605:7 661:20  
**service** 382:21 399:15 400:18  
 419:3 420:25 490:9 491:22  
 527:6 542:6 550:22 555:21  
 560:22 578:11 582:14 668:3  
**services** 396:3 419:19 420:2  
 423:8 427:25 564:8 565:21  
**servicing** 482:20  
**serving** 391:14 398:9 485:19  
 487:19,20 534:19  
**session** 400:4 545:1 581:15  
**set** 409:25 426:8 431:21 543:2  
 565:9,14 608:8 671:15  
**sets** 411:6  
**setting** 412:8 543:14 547:23  
 564:23 630:25  
**settling** 409:9  
**seven** 386:9 592:2,3 628:12  
**seven-foot-tall** 513:20

**Seven-to-zero** 600:17  
**seven-zero** 600:18 670:16,17  
**seventh** 563:11 591:15 623:4,17  
 657:19,20 658:12  
**seventh-** 660:5  
**seventh-grader** 411:16  
**seventh-graders** 401:5 525:1  
**severely** 482:21  
**SFCC** 645:10  
**shake** 409:22 504:23  
**shame** 483:19 561:23 562:2,3  
**share** 390:11 391:1,7 413:1 414:6  
 458:2 468:16 471:16 522:16,24  
 523:21 529:7 530:3,5 537:20  
 538:15 547:18 569:22 574:12  
 580:2 589:19 605:13 635:18  
 647:25 648:2,20 649:7  
**shared** 484:10 542:25 545:25  
 601:19 608:22 618:8 643:18  
 649:8  
**shares** 471:23 623:23 653:11  
**sharing** 536:6 544:25 552:23  
 579:9 586:23 614:10 648:10,13  
**she'll** 642:5  
**sheep** 541:4,16  
**sheet** 389:18 467:13 521:22  
 604:6  
**Shelter** 633:20  
**shields** 493:14  
**shine** 483:4  
**shining** 471:24 558:20  
**shocker** 662:17  
**short** 465:17 471:23 519:25  
 530:14,25 558:21 602:1  
**short-cycle** 402:2,11 543:16  
 644:11  
**shortage** 666:24  
**shortchange** 516:4  
**shorten** 405:3  
**show** 393:20 394:7 425:23  
 468:17,23 488:15 503:4 517:17  
 521:16 539:7 554:3 574:17,18  
 575:8 605:14 660:24 669:6  
**showcase** 535:24 552:24  
**showed** 394:22  
**showing** 393:5 394:14 414:13  
 468:18 469:22 470:20 577:19  
 604:25 622:5 643:23,25 661:1,2

**shown** 554:8 661:23  
**shows** 396:8 415:21 456:25 464:1  
 559:18 599:10  
**shrinks** 487:6  
**shut** 561:3  
**shy** 481:14  
**sib** 510:10  
**siblings** 441:25 442:4 503:1  
**side** 438:2 475:6,13 503:5,6  
**sides** 410:16  
**sight** 465:24,25  
**sign** 384:6 389:19 467:19 471:19  
 471:24 472:13 475:3,12,14  
 479:15 480:16 481:17,18  
 496:10,23 497:4 501:4,5,7,18  
 505:4,11,11 509:2,6,13,13,16  
 509:17,18 510:17,23 511:5  
 512:9,14,20,25 515:9 517:14  
 521:25 528:4 572:22,23 604:5  
**sign-up** 389:18 467:12 521:22  
 604:6  
**Signal** 627:7  
**signals** 429:17  
**signed** 396:11,12 404:10 470:21  
 470:22 521:21 528:8,9 549:6  
 610:20,21 628:13 636:2,2  
**significant** 464:7 481:12,13  
 486:9 487:5 492:10,17 493:18  
 500:15 506:18 510:10 512:15  
 517:23 549:4 555:4 599:16  
 669:13  
**significantly** 417:14 470:24  
 493:12 525:5 611:5  
**signing** 505:12 511:22  
**signs** 513:10 572:20  
**silent** 432:24  
**Silva** 472:14  
**silversmithing** 569:11  
**similar** 464:1 517:17 580:22  
 581:22 599:10 607:3 667:16  
 669:7  
**similarly** 606:23 608:21  
**simple** 510:23 563:5  
**simply** 585:8 645:17  
**sincere** 637:3  
**single** 426:9 541:6 579:5 594:5  
 657:2  
**sir** 494:8 652:17

**sister** 503:7,14 553:9  
**sit** 410:14 428:6 499:2 511:1  
 530:2 550:5  
**sit** 391:20 441:11,11,12 470:16  
 476:8,15,24 580:25 610:17  
**sitting** 514:6,13 571:25 580:1  
 585:19  
**situation** 409:13 548:11 630:24  
**situations** 407:22 411:7 413:4  
**six** 424:3 428:9 480:2 502:10  
 506:3 595:4 629:13  
**sixth** 435:23 563:6,11,17 597:4  
 629:6  
**Sixth-** 401:5  
**size** 491:20 492:7 493:11 533:3  
 572:19 592:8 626:7  
**sizes** 438:5  
**skill** 541:18,19 584:9  
**skills** 399:23 412:7 498:12  
 524:14 532:24 535:20 540:14  
 552:8 624:23,25 660:6,9,14,20  
 660:25 661:9,13  
**skins** 557:7  
**skip** 453:15  
**slack** 554:3  
**SLD** 405:19  
**sleep** 515:3  
**slides** 571:21,23  
**slight** 394:8 525:23 602:16  
 606:14 607:7,15  
**small** 407:23,25 419:23,25  
 485:11 488:11 491:20 492:7  
 493:10 511:13 514:11 515:14  
 532:7 562:4,11,18 568:17  
 579:12 590:7 591:8 626:7 645:3  
 649:23  
**smart** 461:10  
**Smith** 663:12  
**SNAP** 666:10  
**snow** 544:15  
**social** 403:22 404:6 411:24 413:2  
 413:3 419:5 456:2,9,12 461:20  
 477:15,24 478:8 502:20  
**social-emotional** 635:4  
**socially** 551:14  
**socioeconomic** 637:6  
**sociology** 644:25 645:4  
**sodium** 555:9

**Sol** 647:17,21  
**solar** 542:16  
**sole** 406:1  
**solution** 433:25  
**solutions** 546:3  
**solve** 405:17 408:5 410:1,2,3,21  
 496:19  
**solved** 409:23,24 410:11,19,24  
**solving** 412:13  
**somebody** 655:16  
**somebody's** 481:16  
**somewhat** 510:25 602:8  
**son** 491:16 494:12,15,23 495:6  
 503:17,17,19 505:1,2 510:14,19  
 513:25 635:10  
**son's** 630:22  
**song** 594:15,22  
**SONIA** 383:6  
**soon** 644:17  
**sophomore** 480:9  
**sorry** 386:11 396:23 399:5  
 418:21,24,24 437:16 443:4  
 445:9 449:21 455:24 457:11  
 458:24 459:2 460:17 463:18  
 472:2,15 485:3 487:3 491:7  
 507:25 517:7,9 520:12 522:20  
 545:20 549:22 550:11 556:7  
 563:18 570:6 572:6 578:17  
 612:8,10,15 622:21 628:5  
 629:14 642:15 644:13,18,18  
 647:7,8 667:4 669:22  
**sort** 393:23 420:6 427:8,23  
 439:22 448:8 451:22 469:5  
 498:10 534:13 593:10 607:17  
 656:24 658:3  
**sorts** 497:14 562:11  
**Sosa** 529:10,12 579:21 600:21  
 601:8,11  
**sought** 484:4  
**sound** 439:25  
**sounded** 591:17  
**Sounds** 661:14  
**sovereignty** 571:8  
**space** 473:3 485:8 500:23 501:15  
 503:17 534:16 537:22 570:4,5  
 604:17 668:2  
**Spain** 634:24,25 640:18 656:14  
**Spanish** 500:18 574:17 593:7,8

598:2 605:20 613:15 619:23  
622:10 629:22 632:20 635:15  
640:23,25 651:9,15 652:1,2,2  
652:13,19 653:5,7,19 657:3,13  
657:14,16,18 658:1 663:20,24  
664:6,9

**Spanish-speaking** 638:4

**speak** 389:16,22 391:22 396:20  
410:18 414:21 446:20 448:4,19  
450:20 467:12 469:24 472:9  
475:15 494:20,20 503:22 509:3  
509:20 510:22 511:3,15 521:15  
521:21,25 528:23 535:22 544:8  
549:6,8,13 556:9,12 557:22  
565:2 579:23 586:25 592:25,25  
593:7 594:4 596:7 604:5 608:17  
612:18 632:20 636:4,16 641:21  
657:18 663:20 664:9

**speaker** 557:5

**speakers** 593:1

**speaking** 430:16 567:2 592:20  
594:3 625:1 653:19 660:4 664:2

**speaks** 477:5 478:19 495:19  
509:4 635:10 657:3

**special** 447:17 479:15 481:10  
482:19 487:4,5 492:8,15,17  
493:2,14 498:9 502:6 503:14  
504:5 506:1 527:4,5,7 564:2,6  
564:14 565:17,18,21 566:16  
613:6 617:24 620:9 632:6  
660:17

**special-needs** 481:12

**specific** 405:22 423:25 474:21  
496:15,24 502:24 516:7,7 582:9  
592:8 659:4,15

**specifically** 455:15 459:8 493:4  
509:9 660:13

**spectrum** 498:16 499:5 632:6

**SpEd** 480:10

**speech** 405:3 448:8 624:22  
625:11

**spend** 408:14 414:24 560:11  
659:22

**spending** 602:13

**spent** 581:5

**spirit** 453:16 576:10,15 577:18  
592:11

**spiritual** 555:14

**spiritually** 551:14

**split** 443:10

**spoke** 407:6 409:1 499:19 663:23

**spoken** 411:18 538:14 556:4  
567:1 574:11 613:15 629:22  
636:14

**sponsor** 650:24

**spontaneous** 652:20

**spot** 559:9 587:16 588:7

**spreadsheet** 524:25 591:4

**spring** 400:9 616:5,10 618:16  
634:5 644:8,9 645:15,16

**squabbling** 460:24

**stability** 521:17 583:3

**stabilized** 586:12

**stable** 398:17

**staff** 383:8 390:9 398:19 402:3  
402:23 415:19 421:21 422:11  
422:12,16,18,21 457:24 458:12  
478:10 522:13 545:24 547:10  
547:16 552:10,12 576:22  
585:21 617:22 620:23 625:5  
632:22 633:16 635:7 642:14  
652:11 655:5

**staff-** 478:13

**stages** 469:25

**stalled** 490:16

**Stan** 397:18 417:8,18,23 418:19  
419:13 420:11 422:5,14,17,20  
422:25 424:19 425:6 426:18,23  
427:5 429:12 430:9 431:4,20,24  
434:9,21 435:17 436:17,20  
437:3,9,11,14 442:17,20 443:5  
443:9,17 444:5,22 446:9 448:4  
448:6 449:1 452:8 463:16

**stand** 408:20 411:8 413:19  
576:20,22 637:22

**standard** 395:14 417:13 470:6

**standardized** 485:1 487:8 497:10

**standards** 395:7 403:18 459:20  
526:15 609:5 656:10

**standing** 638:25

**stands** 480:3 488:7

**starry-eyed** 514:8

**start** 417:24 418:3 432:9,10  
465:23 466:3 481:2 511:6,7,8  
511:12 529:23 534:6,12 539:10  
562:4 595:3 605:12 623:13

624:6 625:20 639:3 657:4

**started** 416:11 457:25 473:20  
479:2 489:15 504:2 506:1  
534:23 543:4 558:4,15 563:11  
595:5 617:6,14 619:22 642:17  
642:18 644:3 648:14 649:2,9,15  
658:19

**starting** 446:24 506:14 529:20  
535:13 559:21 562:18 645:25  
657:8

**starts** 484:24

**state** 382:2 386:17,21 387:9,16  
393:18 401:24 403:18 404:15  
417:5,14 418:10,13,15 423:10  
423:13,15,16 424:18 426:3  
427:22 429:18 431:18 440:23  
441:1 456:18,21 461:3,13  
466:10,17 468:21 470:25 472:2  
476:5,6,17 478:23,23 479:9  
484:17 485:13 487:8 489:5,8  
492:19 493:24 501:24 507:14  
515:17 520:15,22 523:2,14,25  
558:23 595:12 601:15,17  
602:17 603:2,9 606:6 614:5  
616:15,18 625:9 641:17 671:2,9  
671:13

**State-mandated** 392:8

**stated** 388:13 671:14

**statement** 387:1 399:12 459:1,2  
459:6 520:2 602:18 628:16

**statements** 409:19 411:22

**states** 509:15 533:3 598:2 634:25  
635:1

**statewide** 459:7,15 477:3

**statistically** 464:6 517:22 599:15  
599:15 669:13

**statistics** 531:24 532:1,3

**statute** 404:19 432:15,24,24

**statutory** 404:19 628:20

**stay** 399:13 442:8 501:8 539:11  
552:5,22 631:11 656:9,15

**staying** 445:12

**stays** 386:23 623:4

**steadily** 469:22 608:15

**STEAM** 537:3

**stellar** 405:5

**STEM** 578:4,5,9,13

**step** 410:2 412:4 526:25 541:7

551:16 554:11 581:10 609:19  
**Stephanie** 634:23  
**stepped** 473:12 581:8 584:25  
**stepping** 540:8 585:2  
**steps** 505:16 580:3 582:2,22  
**Steve** 612:23 642:15  
**Stevens** 613:11 630:18,19 631:9  
**stewards** 401:4  
**stimulation** 513:6  
**stock** 520:2 602:17 628:15  
**Stone** 598:21  
**stoneground** 575:23  
**stop** 398:4 489:22 490:2 563:18  
584:6  
**store** 531:6 570:4  
**Storehouse** 419:6 456:1  
**stores** 533:4  
**stories** 401:15 481:1 545:8  
552:19 557:3,6 597:14,17  
648:20  
**story** 410:16 479:21 482:2  
488:14 498:18 513:12 514:4  
522:25 523:22 648:11,14  
**straight** 516:14 656:25  
**straightened** 462:22  
**strange** 454:14 581:12  
**strategies** 412:12 544:4 593:9,20  
625:10 651:3  
**strategy** 544:9  
**street** 382:21 455:7 462:24  
671:20  
**strengthening** 547:21 548:5,6  
**strengths** 582:7,8 585:11  
**stressed** 541:1  
**strides** 484:14  
**string** 400:3 406:1  
**stringed** 449:3,14  
**strings** 405:24  
**striving** 550:18  
**strong** 398:17 399:18 403:24  
408:10 525:5 536:10 570:18  
**strongest** 584:4  
**strongly** 407:15  
**structure** 429:20 537:19 640:9  
**structured** 415:25  
**struggle** 525:17 531:21 539:3  
543:23 544:1 619:10 631:3  
637:8 661:7

**struggled** 514:4 539:6 583:11  
608:7 630:24 633:13  
**struggles** 413:2 531:22 648:17  
**struggling** 407:10 408:1 443:10  
469:10 584:2 619:9,9 624:4  
626:10 647:25 659:13 661:21  
**student** 390:6 394:4 397:8  
402:18,22,24 403:1 405:15  
407:5 408:9 409:9,10,14,20  
410:23 412:22 416:11 418:9  
430:16 446:4 449:6,7,12,24  
464:2,3,4 472:4 480:15,23  
482:14 485:5 517:18,19,20  
522:9,10 525:10 532:23 535:21  
537:13 543:11 548:2 550:7  
568:10 599:11,11,12 604:15  
613:4 618:20 619:16,16 620:18  
622:21,23 623:4,8,11,22,23  
624:5 632:15 633:12,12,12  
634:15 642:11,13,25 643:20  
647:3,12 648:9 651:1 662:14  
668:12 669:8,8,9  
**student's** 402:21 409:10  
**student-based** 477:25  
**student-driven** 478:12 496:17  
**student-led** 581:19,23 582:4  
623:20,21 652:8  
**students** 390:8 391:16 392:2,12  
392:19,23 393:21 394:1 395:10  
396:2 397:6,11 398:2,9,12,21  
399:24 400:2,9,15,19,21,23,25  
401:1,7,9,11,12,16 402:1,6,15  
402:16 403:12,14 404:4 407:6,9  
407:10,12,13,15,17,21,22,23,24  
408:2,11,12,14 409:15,15,16,19  
409:22 410:13 412:19,25 413:5  
413:9,10,15 414:8,9,22 415:1  
416:15 418:11,18 420:15  
421:20 422:2,2 424:1,3,6  
425:21,21 426:22,23 434:17  
435:1,16 436:2 438:8 439:10,19  
440:22 441:25 446:2 447:14,17  
448:14 450:15,17 451:11  
453:24 455:8 456:20 462:14  
467:25 468:2,10 474:11 478:25  
480:7 483:8 491:24 494:14,24  
495:6,7 497:25 502:6 505:11  
507:13,13 510:7,9 512:6 513:17

523:8,23,24 524:12 525:20  
527:5 529:5 530:6 531:19,21  
532:2,10,21 533:8 534:20  
535:21 536:11,13,25 537:16,21  
537:25 538:7,17,18 539:23  
540:15,19,21 541:5,18 542:1,8  
543:19,20,22 544:1,5,6,23  
545:14,19,23 546:18 547:25  
548:2 549:11 550:15,17,24  
552:4,12 553:25 554:2,8,16  
555:6,8,10,15,18 556:22 560:25  
561:1,25 562:1,15 564:8,24  
568:23 569:9 571:25 578:15  
579:9,23 580:19,20 581:18,23  
582:14 585:21 586:23 589:16  
591:8 592:20,24,24 593:7 594:4  
594:20,21 595:9,11,13,17,20,21  
597:13,16 600:24 601:17,21  
604:17,18 605:5,8,9 606:9,16  
606:18,22,23 607:13,19,22  
608:10 610:4 611:20 615:9,11  
615:25 616:1,10,12 617:3  
618:12,13 619:1,22,25 620:3  
621:15 622:12,13,16,16,20  
623:2,18,19 624:3,15,16,20,24  
625:2,5,8,12,14,19,22,24,25  
626:2,5,13,19,21,23,25 627:1  
631:12 633:9 634:2 635:5  
639:16 640:1 642:22 645:12  
647:11,19,23 648:7,19,21 649:5  
650:3 651:5,18,24 657:13 658:6  
659:2 660:24 661:21,22 662:7  
662:11,12,21 663:3,3,4,8,16  
665:6,25 666:3  
**students'** 554:12 555:13 591:9  
**studies** 555:19 594:7 635:13  
**study** 474:14 571:9 621:23  
**studying** 578:8  
**stuff** 425:17 556:24 557:7 576:4  
645:1 653:18  
**stumbled** 585:3  
**stupid** 507:18 661:15  
**styles** 405:7  
**sub** 498:22  
**subcommittee** 444:10  
**subgroup** 393:19 394:5,7 525:3  
525:11  
**subgroups** 469:4 525:8 607:7,12

**subject** 445:12  
**subliminal** 420:4  
**submit** 442:14  
**subsidize** 423:20  
**subsidizing** 423:22 424:14,18  
 426:4 447:9  
**substantial** 395:9,16,18 396:9  
 470:6,20 526:16 528:17 609:4,6  
**Suburbans** 561:14  
**success** 411:6 479:4 485:5 605:11  
 606:19 615:11 616:7 626:20  
 633:25  
**successes** 413:2 529:8  
**successful** 474:22 535:2 553:2  
**sue** 459:25  
**sued** 663:18  
**suffer** 664:9  
**suffice** 528:18  
**sufficient** 566:6  
**sugar** 555:9 575:12  
**suggested** 592:23  
**suggestions** 554:2 567:4,17  
**suicide** 532:8 539:18 576:12  
**Suite** 382:21 625:17 671:20  
**suited** 584:5  
**suits** 481:22  
**summarize** 594:25  
**summer** 436:22 541:8 580:7,16  
 580:16 581:5  
**summers** 581:12 582:6,21  
**super-excited** 634:4  
**super-promising** 660:17  
**super-short** 414:5  
**support** 399:16 402:16 414:11  
 416:17 433:6 463:25 473:10  
 486:9 490:3 505:5 517:16 523:3  
 532:22 539:24 542:11 544:24  
 555:25 558:13 572:4 581:3  
 585:12 599:8,9 601:13 604:19  
 632:16 633:4 634:8,8 635:4  
 638:16 669:5  
**supporting** 452:22 522:14  
 547:10  
**supportive** 551:15  
**supportiveness** 635:19  
**supports** 403:22 452:24 552:10  
**supposed** 435:15 591:22  
**sure** 390:25 393:14 394:21

409:21 418:17 422:6 424:17  
 437:1 438:23 442:22 449:19  
 450:20 452:5 454:12 455:13  
 468:4 471:20 472:6 485:25  
 488:8 492:20 497:1 500:2 513:1  
 515:19 516:8,10,17 522:22  
 525:1 529:23 539:7 549:9  
 554:11 563:8 568:21 571:15  
 573:18 589:12 592:10,14 604:5  
 610:13 630:5 634:5 636:7  
 641:20 656:11 662:3 668:15,23  
**surpassed** 616:14  
**surprised** 440:4  
**surroundings** 540:12  
**survival** 576:9  
**survive** 573:10  
**survived** 575:11,12 577:18  
**surviving** 535:14  
**SUSAN** 628:15  
**suspect** 469:23 659:9  
**sustainability** 579:19  
**Suzuki** 391:18 399:19 404:1  
 405:24 445:17,25 449:3,12  
**sweet** 441:18 442:8  
**swiftly** 405:11  
**swimming** 531:8,14  
**switch** 512:14  
**SY** 464:2 599:10  
**Symphony** 406:4  
**system** 386:18 416:7,8 425:5  
 426:12 431:19 459:11 463:25  
 484:18 485:24 488:2 490:5  
 515:17,23 516:9 517:15 520:1  
 580:10 584:1 599:7 602:17  
 641:18 669:5  
**systems** 499:9 541:16 546:11  
 551:1 622:5

---

**T**


---

**T** 384:1  
**table** 399:1,10 405:16 409:3,4,7,8  
 409:16 419:17  
**tables** 514:6  
**tackle** 659:5 668:18  
**take** 387:23 394:19 400:15  
 404:12 408:16 413:14 414:14  
 421:14 446:4 465:17 466:24  
 473:5 478:12 487:6 488:1 503:7

506:9 514:25 519:10 521:3  
 539:13 540:12 541:3 544:13  
 554:5,11 567:16 570:22 573:11  
 573:14,15 579:11 584:8 602:1  
 603:15 621:17 652:1 653:14  
**taken** 402:1,20 465:18 519:11  
 531:17 542:12 602:3 664:3  
**takes** 416:12 505:24 512:22  
 515:3 651:2  
**talents** 551:17  
**talk** 409:20 410:17,23 433:25  
 437:4 448:14 453:6 472:17  
 477:10 486:22 499:15 504:23  
 547:15,15 560:12 564:12  
 579:12,17 581:25,25 623:18  
 637:16 642:5 647:11 659:3  
**talked** 453:12 500:5 534:25  
 535:17 572:22 580:9 637:10  
 640:12 662:5  
**talking** 410:19,25 416:14 422:6  
 447:22 448:15 472:24 473:6,20  
 474:3,11 497:2 498:12 503:3  
 509:8 513:11 514:15 568:11  
 571:14 576:7 590:20 614:1  
 659:5  
**talks** 454:4  
**TAMELA** 605:21 618:16,17  
**Tanya** 613:9  
**target** 402:5 459:8 618:25 659:1  
 660:12  
**targeted** 618:24 619:15  
**targeting** 643:4 659:23  
**Tarter** 408:22,24  
**Task** 485:2,5  
**taught** 405:12 406:5 408:3 440:8  
 498:19 512:4 545:13 551:21,24  
 577:2 633:19 644:23,25 651:7  
**teach** 408:6 509:6,20,22 513:7,10  
 555:6 576:23 593:19 633:24  
 645:2  
**teacher** 394:18,23 402:21,22  
 405:11,15 412:16,22 413:1  
 414:3 424:1,2 425:16 426:1,10  
 426:12 428:1 438:14,17 439:9  
 440:12,24,25 441:5,6 450:18  
 469:22 483:10 498:9,11 501:13  
 512:25 513:7,11 526:3,5 529:16  
 537:10 547:14 564:6,14 565:3,5

565:5,19,22 578:13,21,23 579:7  
 584:19 608:15 621:25 622:3,4  
 623:10,12,13,14,15 624:1  
 631:22 636:19 637:21 638:5  
 641:1,2 645:10 651:10 653:15  
 666:24  
**teachers** 394:21 402:10 403:10  
 403:14 406:14 407:9,25 409:2  
 409:25 410:2,12,15,20 411:1,4  
 412:11,19 414:17,18 424:2  
 438:13 440:16,21 442:7 450:20  
 469:25 474:11 480:21 483:12  
 483:18 505:10 526:6 552:4  
 554:5 564:10 565:23 566:16  
 567:3,9 598:16 611:13,14,15,15  
 611:24 621:11,20 623:23 625:8  
 626:21 637:20 640:11,13,16,17  
 641:6,11 656:6 666:22,23  
**teaches** 407:12,21 408:4 410:5  
 412:4,6  
**teaching** 426:13 440:16 480:7,15  
 480:23 482:14 506:1 545:2  
 556:23 569:12 573:20 578:4,14  
 598:17 622:1 636:25 645:4  
 656:7 658:12  
**teachings** 538:16,25 552:19  
 554:15,25 556:18  
**team** 402:9,18,21,25 403:7  
 415:20 473:11 513:23 522:18  
 592:11 613:3 614:24 615:4  
 620:5,24 623:6 624:6 637:15  
 647:25 651:2 668:20  
**teams** 523:4  
**tears** 601:19  
**tech** 621:15  
**technical** 653:17  
**technically** 424:5 468:14  
**techniques** 540:22 555:17  
**tell** 393:3,12 425:18 433:2 439:4  
 439:5 461:1,22,23 470:15 482:2  
 488:14 498:18 504:15 510:3,21  
 528:5 532:20,21 557:10 597:14  
 643:14,17,24 655:18 661:5  
**telling** 427:15 507:19 643:7  
**ten** 387:21 424:1 466:22 469:17  
 486:3,17,17 521:1 531:18  
 578:10 603:14 632:12  
**tenor** 638:12

**tenth** 658:13  
**term** 394:13 469:1 525:22 608:9  
 608:12  
**terms** 395:21 424:21 468:7  
 470:18 506:15 525:8 568:16  
 606:19 607:11 609:10,13,16  
 659:12,14  
**terrible** 512:16  
**territory** 389:3  
**TESOL** 480:18 593:15  
**test** 476:8,15,23 477:2,6,7 484:22  
 485:23 487:1,2 488:1 497:10  
 543:17 605:21 618:16 652:3,3  
**testament** 519:20 559:12 639:9  
**tested** 487:8  
**testimony** 671:15  
**testing** 487:8 658:11  
**tests** 485:1 501:24 658:6  
**Texas** 483:11,12,16  
**thank** 385:5 386:10,14 390:2  
 391:6,10 396:18 397:25 404:7,8  
 404:22,23 407:1 408:18,19  
 411:7,9 413:18,21 414:20 415:5  
 415:9,15 416:17 418:5,6 421:13  
 429:23,24 430:13,17 435:16,17  
 435:18 440:2 445:6 449:16  
 451:12 458:21 462:11,17,18  
 465:15,16,21,22 466:1 467:6,16  
 471:1 472:7 483:20,21,24  
 484:10 491:14 498:1,2 503:25  
 510:5 511:2 514:2 515:15 519:6  
 519:8,14,14,22,23 521:19 522:4  
 524:2,5 528:21 529:9,17,19  
 536:6 548:17,18,25,25 553:6  
 556:4,5 557:17,18,25,25 558:3  
 559:1 566:10 571:18,19 572:11  
 573:24 574:2 576:17,18 577:21  
 577:23 578:16,20 579:2,8,11  
 593:22 598:5 599:3,4 600:19,20  
 601:21,23,24 602:4,12,13 604:7  
 604:11 605:3 613:17,19,19  
 614:9 628:4,6 629:18,19 630:14  
 630:15 631:23 632:22,23,24  
 634:7,10,21 635:21,22,24  
 636:16 638:18,20 641:13  
 646:22 649:18 654:1,10 656:20  
 656:21 659:7 661:25 665:13,13  
 665:14

**thankful** 505:21  
**Thankfully** 524:10  
**thanks** 385:7 397:14 414:20  
 421:15 467:15 471:2 481:25  
 549:13 574:3 612:12 656:1  
**theme** 497:8  
**theory** 512:8  
**thesis** 499:18 510:4  
**thing** 391:4 394:9 396:1 423:21  
 428:6 430:2 435:11 436:4,11,12  
 436:12 447:11,12,13,15 460:19  
 471:4,21 478:7 486:2 497:13  
 500:11 521:11 525:11 539:1  
 557:12 558:9 565:9 566:9 568:2  
 577:12 591:19 592:17,19  
 597:14 646:13 656:2 658:4  
 668:18,19  
**things** 408:3 414:15 415:4  
 416:21,21 434:4 435:21 436:1  
 448:2 451:2 469:5 472:24 473:6  
 478:3 479:6 481:8,20 498:7  
 502:8,19,23 505:10 522:23  
 531:23 534:9,9 536:13,18,19  
 537:8,23 542:3,23 545:9 546:14  
 547:3 567:18 568:9 570:9,17  
 582:15,22 587:22 591:19  
 595:22 617:16 636:9 637:5  
 638:13,16 660:4 662:4  
**think** 390:7 391:4 393:10 396:4,7  
 415:1,10,11,13,24 419:20  
 420:23 423:11,12,18 424:16  
 427:14,20 429:7,9,13,14,22  
 430:2,6 431:9 433:3,6,9,15  
 434:2,3,23 435:4,9,13,21  
 439:21 441:8 442:15 443:11  
 446:6 447:22 452:1,16,17,19,21  
 457:10,11 458:16,18 459:9,11  
 460:14,15 463:1 467:21 471:8  
 471:12,18,25 473:1,3 474:14,17  
 474:22 479:7,20,24 481:16,21  
 482:3 483:13 484:22 485:18,21  
 486:5 487:24 490:2,23 493:23  
 495:5 498:8 499:12 504:15  
 505:24 506:13,22 507:2 508:2  
 510:25 511:15 515:6 517:3  
 519:19 528:5 534:5,8 537:23  
 538:10,20 539:12,18,22 540:13  
 547:24,25 548:2,4 559:2,7

561:7 565:6 570:23 575:9,24  
 580:3,3 581:10 583:3,4,14,17  
 583:18,25 586:21 587:4 589:11  
 589:14 590:13 592:17 594:23  
 597:7,12 598:24,24 601:5,7  
 607:20 609:10 610:22 631:10  
 637:8 639:20 641:5,16 647:3  
 653:5 655:14 657:7 658:16  
 663:15 666:6  
**thinking** 397:2 449:21 462:23  
 546:12 573:22 584:10,12  
 595:14,22 625:1 648:14  
**third** 382:21 478:17 595:24  
 604:15 671:20  
**third-** 450:8  
**Thomas** 504:2,11 505:15 514:3  
 514:14,18 515:11  
**thorough** 586:5  
**thought** 420:8,14 431:13 444:3  
 450:1 451:3 494:16 495:3,4,24  
 496:4 502:5,9 507:10,12 517:7  
 534:15 559:7 571:2 588:25  
 591:7 651:16 652:24 653:16  
 664:5  
**thoughts** 408:17 522:15  
**thousands** 573:3 575:18 577:19  
**Threatened** 597:21  
**three** 382:11 425:6 438:5 450:8  
 469:16 470:19 474:20 476:12  
 487:9 489:10,20 509:25 525:13  
 526:9 528:1 533:3 549:7 561:5  
 567:7 583:6,8 608:7 609:13  
 616:2,3,11 624:10,18 637:2  
 640:18 644:4 656:15 660:5  
 672:3  
**three-** 426:13,17 438:25 439:23  
 440:17 441:10  
**three-hour** 403:5  
**three-mile** 647:16  
**three-part** 621:2  
**three-year-old** 431:6 438:8,16  
 440:24 441:6  
**three-year-olds** 421:24 436:15  
 438:22 442:1,2  
**threes** 512:17,18,19  
**thrilled** 635:15  
**thrive** 557:16 626:25 627:1,6  
**thrived** 534:18 631:2

**thriving** 530:23 531:10 533:24  
 556:2  
**throw** 473:7 571:2 587:7  
**throwing** 561:24 568:5  
**thumb** 572:18,19  
**thunder** 544:15  
**tied** 625:18  
**Tier** 402:14 565:10 617:23  
 620:16,16 659:19,20  
**Tierra** 384:9 553:7,8,11 604:17  
 604:23 605:7 612:21 613:14,22  
 614:12,16,19,20,24 615:8,13  
 616:21 617:7,15,17 618:20  
 621:19 622:20,23 623:16,20  
 625:21 626:6 629:5,25 630:20  
 631:2 632:4,5,10,16,18,23  
 633:9,17 634:16 635:4,22  
 636:12,15,18 638:2,12 640:22  
 642:12,19 646:9 647:18 648:5  
 648:12 665:23 669:4  
**ties** 655:3  
**till** 646:11  
**TIM** 383:5  
**time** 388:12 391:7 393:12 398:5  
 403:6 405:3,14 406:7 408:18  
 409:18,21,25 410:14 413:20,25  
 414:19,21,24 415:3 416:22  
 423:1 424:7,22,24,25 425:1,23  
 429:4 433:16 434:4 437:21,22  
 440:9 444:22,24 450:22 468:1  
 472:18 473:6,13 495:16,20,21  
 503:8 505:25 507:23 522:10  
 523:14 534:1 536:2,3 545:8  
 546:4,5 554:5 560:11 564:4,19  
 574:15 575:15 594:16 598:11  
 602:13 604:13,15,18 612:19  
 613:21 618:17 627:9 630:11  
 632:9 638:8 641:21 660:19  
 661:11 668:18 672:10,15,20,25  
**time-consuming** 415:7  
**timelines** 585:14  
**times** 406:10,25 410:23 442:6  
 454:24 575:1,3 576:7 583:11  
 644:4 651:2  
**Title** 598:10,19 666:9,9 668:13  
 668:16  
**titles** 584:13  
**TMES** 462:14

**today** 386:11,25 388:5,14,21  
 390:8 391:1,9 436:11 453:11  
 498:22 521:10,13 522:10,14  
 531:14 542:9 560:12 561:9  
 562:8 571:19 573:25 601:19  
 603:23 604:16 622:21 623:18  
 624:17 630:9 637:22 638:24  
 653:4  
**toddler** 512:13  
**told** 426:20 439:10 440:12  
 483:15 557:5 559:11 573:6  
 663:19 664:8  
**tomorrow** 670:21  
**ton** 634:6  
**tone** 601:12  
**tongue** 636:13  
**tool** 476:10,15 478:2,9,12,13  
**tools** 405:16,20 478:15 542:3  
**top** 390:16 489:1 552:5 566:4  
 587:23 632:12  
**top-end** 492:23  
**topic** 486:21 594:24  
**total** 411:12 616:3,4  
**totality** 660:23  
**totally** 496:3  
**touched** 447:13  
**tough** 405:14 645:11  
**town** 449:5 646:4  
**TPSes** 436:8  
**track** 403:12 425:5,6,7 471:12  
 573:18  
**tracked** 620:20  
**tracking** 577:8  
**trade** 626:2  
**trades** 567:22 626:1  
**tradition** 545:13,16 596:3  
**traditional** 436:8 439:9 536:25  
 537:19 539:3 541:11,23 542:3  
 545:10 550:25 551:7 553:2  
 554:21 556:18 575:16 596:15  
 630:25  
**traditions** 554:14  
**traffic** 385:6  
**train** 568:18 614:2 620:17  
 655:17  
**trained** 438:21 655:11  
**trainer** 655:13  
**trainers** 655:20,22,23

**training** 479:18 480:8 499:4  
 564:9 565:25 617:13 642:9  
 655:24 660:2  
**trainings** 650:20  
**transact** 664:6  
**transacted** 664:17  
**transaction** 663:24  
**transactions** 663:24  
**transcend** 597:7  
**transcript** 382:10 671:11 672:8  
 672:13,18,23  
**transferred** 666:8  
**transform** 534:9  
**transforming** 524:14  
**transition** 500:13,21 501:10  
 505:16 629:8,12  
**transitional** 543:7 618:16  
**transitioned** 629:23  
**Transitioning** 467:22  
**translates** 539:21  
**transport** 560:25 561:1,18  
**transportation** 491:24 560:18  
 625:22 633:15  
**transports** 648:2  
**trash** 542:14  
**trauma** 533:13  
**traumatic** 535:13  
**travel** 401:6,10,11 566:17 625:2  
**traveling** 465:21 519:14  
**treasurer** 613:10  
**treating** 389:12  
**tremendously** 417:21  
**trend** 393:13 394:8 395:15  
 469:23 525:13 543:3 605:16  
 649:14  
**trial** 496:25  
**tribute** 488:16  
**tried** 443:9 574:21 633:24  
**trip** 400:17 445:22 557:4  
**tripled** 447:18  
**trips** 400:15,16,20 406:19,19  
 413:7,8,8 414:10,13 419:3  
 425:11 446:18  
**TRISH** 383:3  
**trouble** 512:13  
**trucks** 421:2  
**true** 390:18 394:2 399:13 474:6  
 499:3 514:4 566:14,15 591:14

632:17,21 671:10  
**truly** 414:25 415:3,17,21 482:2  
 483:4,5 497:3,21 498:19 526:12  
 558:7,9 621:17 638:22 652:15  
 652:16 663:12 664:4,25  
**Trump** 507:20  
**Trust** 652:25 653:3  
**trusted** 413:5  
**truth** 586:19  
**try** 410:1,21 442:4 486:13 488:20  
 524:8 537:12 538:17 539:18,22  
 540:13 573:11,14 622:6 643:8  
 647:12 648:8  
**trying** 390:18 415:2 442:21  
 444:5 513:7 520:5 533:20 536:8  
 540:25 560:12 564:16 575:3  
 587:7 594:19 597:19 598:24  
 612:3 649:11 651:24  
**TSOSIE** 582:5  
**Tuesday** 531:17  
**tuition** 437:8,9 463:23 595:17  
**tune** 493:16  
**turn** 495:23 567:2 642:4 662:19  
**turn-around** 639:11  
**turnaround** 640:13  
**turned** 637:5  
**turning** 480:20 554:9  
**turnout** 400:13  
**turnover** 637:20  
**tutoring** 554:4  
**twelfth** 623:17  
**twelfth-graders** 563:15  
**twice** 429:6 630:22 644:3  
**twins** 504:7  
**two** 395:20 411:12 424:2 431:1,4  
 431:7,8,11 432:3,19,21 438:13  
 438:17 440:6 443:19 444:15,16  
 444:21 445:15,20 463:2 469:12  
 469:16 470:11 475:1,17 478:3  
 478:14,14 479:6 480:14 482:24  
 499:19 522:16,23 523:8 525:16  
 526:15 533:7 543:21 547:12  
 550:16 556:15 566:12 567:19  
 569:9 582:20,21 583:4 585:5  
 591:19 597:3 601:2 607:17  
 608:18 615:3,15 627:15 632:3  
 640:20,24 642:10 656:16 662:4  
 663:17

**two-** 647:16  
**two-and-a-half** 583:8 586:11  
 612:22  
**two-thirds** 392:18,22  
**twos** 512:16  
**type** 485:19 509:6 568:2 575:21  
 575:24 640:9 659:18 668:17  
**types** 497:23  
**typically** 503:18 504:7  
**typo** 611:16

---

 U
 

---

**U.S** 490:9  
**uh-huh** 422:14,20 437:9 449:1  
 455:10 548:21 650:4 658:21  
**ultimate** 536:12  
**ultimately** 586:25  
**umbrella** 473:20  
**UN** 624:20 625:3  
**unable** 525:17  
**unbiased** 474:8  
**undercounted** 570:16  
**understand** 410:3 415:14 419:10  
 419:16 420:21 421:20 425:4  
 427:12,18 432:17 456:20 457:2  
 457:5,13 459:17,21 473:13  
 482:22 483:5,6 495:19 537:15  
 561:19 598:18 615:1 668:24  
**understandable** 559:25  
**understanding** 454:2 572:2  
 655:21  
**understands** 457:2  
**understood** 457:7 509:2  
**unemployment** 532:18  
**unfair** 389:8,8,9  
**unfairly** 389:13  
**unfolding** 580:8  
**unfortunate** 493:18 550:23  
 561:19  
**unfortunately** 512:3 568:1 588:6  
 628:8  
**uninterrupted** 403:5  
**unique** 399:17 403:23 404:1  
 468:3 473:13 592:10,24 595:15  
 631:11  
**uniqueness** 468:7,15  
**UNISON** 553:4  
**United** 509:15 598:2 634:25

635:1  
**universities** 634:24  
**university** 474:8 476:6,6,18  
 477:13 478:19 479:25 480:8  
 578:1 636:20 651:15 662:18  
 663:2  
**unknown** 484:21  
**UNM** 480:11 595:16 625:4,4  
 638:5  
**UNM's** 406:12  
**unstructured** 416:4  
**unusual** 386:16 447:13,21 451:4  
**uplifting** 553:16  
**upper** 644:1  
**upward** 394:14 469:23 525:13  
 605:16 607:25  
**urges** 555:24  
**use** 399:9 409:3,4,19 413:22  
 426:9 472:21 476:15 477:2  
 481:2 490:12 510:24 511:9  
 523:16 554:23 557:6,6 561:23  
 574:22 589:7,8 590:15 593:12  
 593:20 596:7 597:17 617:1  
 619:4 642:20 654:22,25 655:8,8  
 655:9 659:1,4 668:6  
**uses** 433:1 616:25  
**usual** 563:5  
**usually** 597:4 647:6  
**Utah** 595:18  
**utilize** 580:21 626:13

---

**V**

---

**valuable** 399:24  
**value** 552:12  
**values** 539:25 552:16 667:8  
**variety** 421:4 649:25  
**various** 554:19 583:11  
**Vasquez** 477:1  
**vegetables** 533:6  
**vendor** 648:2  
**Venture** 540:21  
**verbal** 512:10 657:10  
**verbatim** 401:14 578:13  
**verbs** 536:10  
**version** 471:9  
**veterans** 400:8  
**vets** 480:23  
**vetted** 508:18

**vibrancy** 634:6  
**vice** 383:3 529:12 613:9  
**victims** 569:1  
**video** 514:23 566:22  
**Viejo** 646:18  
**view** 411:2 475:14 544:12  
**Vigil** 586:14,14  
**VII** 598:10,19  
**Vincent** 557:20  
**viola** 399:20 446:6  
**violas** 446:8,11  
**violence** 535:16 576:12  
**violin** 399:20 449:12  
**violins** 445:25 446:3,11  
**visa** 656:16  
**visas** 641:12 656:18  
**vision** 536:12 614:10,10 616:21  
 621:6 622:18 624:8 637:13  
**visit** 391:20 398:5 470:15,16  
 471:17 549:1 610:2,17 646:24  
 648:8  
**visiting** 401:17 624:15  
**visitors** 528:4  
**visual** 399:19 404:2 406:5  
**vocabulary** 661:6,8  
**vocational** 524:13  
**voice** 633:4 634:8  
**Voigt** 383:7 385:15,16 430:11,12  
 430:13,25 431:14 432:12 433:8  
 433:19 448:21 449:2,17 457:17  
 458:20,21 459:1,5 463:14  
 464:23,24 483:23,24 485:5  
 517:24 518:2,25 519:1 561:15  
 571:17,18,23 572:10,16 588:19  
 589:9 590:11 600:2,3 667:3,6  
 667:23 668:1,10,22 669:25  
 670:1  
**volume** 382:11 537:4 672:3  
**volunteer** 455:25  
**volunteered** 633:18  
**volunteering** 399:14  
**vote** 465:14 519:4 654:9  
**votes** 465:4 519:3 600:8 670:6  
**vs** 506:15

---

**W**

---

**Wagner** 411:11,16  
**wait** 398:15 458:2

**waiting** 385:8 431:15 434:19  
 435:4 465:22 508:10 515:18  
 516:16,19,21 595:20  
**waiver** 419:21  
**wake** 459:18 553:20  
**wakes** 515:4  
**walk** 398:22 630:4 640:5  
**walked** 482:12 637:12 663:22  
 664:2  
**walking** 574:9,11  
**walks** 555:11  
**want** 385:5 388:25 391:1,22  
 396:23 397:25 415:9 416:17  
 424:17 428:20 436:3,6 438:25  
 439:23 440:13,15 441:17,19,21  
 442:8 453:5 457:21 458:22  
 460:24,24 462:7,17 467:9 468:5  
 471:15 472:20,23 473:2,5,7,9  
 473:15 474:4,20 476:14 481:22  
 482:8 485:17 488:11 490:12  
 500:25,25 501:19,20 503:22  
 504:22 505:22 506:3 514:20,21  
 515:11 516:3 532:2,25 534:8,9  
 535:9,9 536:12 542:8 543:18  
 544:6 547:5 551:18 553:1,22  
 556:11,12 558:1,3 559:1,6,10  
 560:20 568:13,15,16 570:24  
 572:25 573:1,1 574:15,24  
 577:13 578:17 579:3,8,17  
 589:15 590:9 591:15 594:11  
 595:20 601:1 604:4,5 608:16  
 610:1 614:9 636:15 637:14,16  
 645:9 648:6,21 654:6 658:17  
 663:16 665:11  
**wanted** 390:6,11,13,21 393:14  
 436:12 452:5 458:1 471:7,21  
 477:10 481:2 482:16 488:8  
 502:12 511:20 522:8,12,15,22  
 522:24 523:21 549:8 556:9  
 557:22 563:20 571:20 572:17  
 581:20 591:18 604:20 613:19  
 613:19 614:5 664:5  
**wanting** 560:21 601:16  
**wants** 446:25 457:2 547:12,13  
 569:20,22,23,24,25 635:13  
**war** 475:8  
**warn** 645:9  
**Warniment** 477:1

<b>Warsaw</b> 401:10	535:25 536:19 538:10 541:18	<b>well-mixed</b> 461:2 662:15
<b>Washoe</b> 511:23	546:7,7,14,16,20 548:13 557:24	<b>well-rounded</b> 399:21
<b>wasn't</b> 399:8 450:3 451:6 454:12	558:5 563:11 566:20 569:3,5,6	<b>well-to-do</b> 460:21
455:22 487:20 496:3 502:17	569:17,19 576:11 578:20	<b>wellness</b> 524:15 539:15,21 540:2
513:8 576:4 585:8 596:20	582:25 584:1 588:14 589:15,20	540:2 546:11 550:22
633:25 640:1 645:1 662:21	591:25 592:6,9 593:10 594:8,19	<b>Welsh</b> 636:11
<b>watch</b> 553:1 645:10	595:12,15 597:9,13,14,15,18	<b>went</b> 415:25 435:23 439:15
<b>watched</b> 596:9	598:24 602:1 624:2,11 628:7	450:10 461:3 471:11 487:16
<b>watching</b> 579:22 631:3	642:1,1 643:3,25 645:24 646:5	492:11 494:12,15,23 504:8
<b>water</b> 510:20 534:22 540:9	646:16 647:14 649:4,13 655:8,9	512:25 534:24 545:1 549:1
555:10 578:11	658:20	559:8 567:23 582:6 598:15
<b>water-hauling</b> 541:9	<b>we've</b> 386:16 389:4 390:14 392:1	611:19 662:16,25
<b>way</b> 393:22 396:8 406:19 410:21	398:11 414:18 415:11,15	<b>weren't</b> 516:13 565:4 567:24
412:15,18 423:7,17 427:9	420:11,13 435:5 442:4 444:5	589:12 629:8,17 641:25
428:25 430:25 431:20 440:14	446:10 448:7,8,8,10 474:22	<b>whatnot</b> 651:3 655:6
441:24 444:24,25,25 454:10	476:3,4,16 477:11 479:1 480:1	<b>wheel</b> 539:20 545:21 573:23
455:8 460:22 462:6 477:9,16	489:1,4,4,10,15 492:19 496:24	<b>whereof</b> 671:15
486:8,14 487:15 506:21 510:12	514:6 527:17 530:13 531:18	<b>white</b> 575:12 662:7,12 664:25
512:23 532:21 535:15 538:10	536:17,18 537:20 540:15	665:6
539:8,19 544:17 545:17 546:1,1	541:14 547:1,2 557:8,11 558:4	<b>wide</b> 453:25
567:21 572:1,9 573:7,8,12,21	559:15,24 565:14,20 569:8	<b>wife</b> 514:14,14 515:7
573:21 581:18 594:13 596:8	573:4 583:10 585:2 587:4,8	<b>Wildlife</b> 490:9 540:18
633:17 636:2 653:8 657:3	608:22 615:3,16,23 619:17	<b>Wilkinson</b> 449:9
662:17,25 663:10 665:16	626:9 640:20 643:8 647:24	<b>willing</b> 433:24 488:22 565:13
<b>ways</b> 407:22 421:4 425:7 468:3	648:19,21 649:15 659:19,24	566:16 567:16,17 601:16
477:14 487:17 496:24 523:24	660:7 668:19	<b>winter</b> 597:15
567:18 579:25 668:11	<b>weak</b> 579:24	<b>wisdom</b> 579:9
<b>we'll</b> 389:5 393:9 417:1 421:14	<b>wealthy</b> 461:10	<b>wish</b> 389:22 404:14 413:18
433:6 437:4,5 442:24 449:15	<b>wearing</b> 569:13	414:24 491:3,17 521:22 608:17
453:6,6 461:19 467:13,15	<b>website</b> 421:23 441:9	648:11
490:20 508:20 522:2,3 529:25	<b>Wednesday</b> 385:3	<b>wished</b> 612:6
566:19,21 604:10 641:3	<b>weeding</b> 541:8	<b>wishes</b> 389:16
<b>we're</b> 388:8 389:6,8,9,12 404:8	<b>week</b> 392:1 396:2 403:10 406:10	<b>withdrawing</b> 647:12,13
406:7 414:15,18 416:14 417:23	408:14 436:20 458:10 504:9	<b>WITNESS</b> 551:3
418:17 419:8 423:8 424:9 427:1	597:15 602:5 616:11 642:20	<b>Woerner</b> 383:10 389:10 390:11
427:2,24 431:18 435:14,14,24	<b>week-and-a-half</b> 613:25	391:7,10 396:22,25 431:2
437:17 443:17 445:12 447:22	<b>weeklong</b> 474:9,13	442:13 457:23 458:8 467:16,24
448:9 450:11 455:6 457:15,18	<b>weekly</b> 403:8 534:24 540:4	515:19 522:7 524:2 528:18
459:17,22 460:1,13,18 465:16	<b>weeks</b> 390:25 402:18 421:17	548:19 604:14 605:3,25 611:1,7
465:25,25 471:10 472:25 473:6	523:7 616:11	611:16,21 612:6,11 614:1,9
474:19,21 479:6,12 480:20	<b>weight</b> 585:1	615:6 618:8 644:15
481:9 486:18 487:19 488:10,19	<b>weird</b> 492:23	<b>woman</b> 499:16 551:22 630:9
489:15 490:1,2,5,6,8,16 496:20	<b>welcome</b> 397:21 398:4 449:17	645:9 655:12
497:7 500:10,22 504:13 505:3	519:21 528:21 553:19 564:12	<b>women</b> 601:2 651:17
508:10,19 514:11 515:18	<b>welding</b> 626:3	<b>wonder</b> 453:20 512:24 666:24
516:12,15,19,21 519:9 520:5	<b>well-being</b> 552:16 555:14 626:20	<b>wondered</b> 450:5
521:18,18 529:16,17 530:4,5,15	<b>well-deserved</b> 600:25	<b>wonderful</b> 390:7 430:15 522:9
530:16 533:17 534:16 535:19	<b>well-educated</b> 457:12	523:12 567:15 585:1 635:3

**wondering** 419:22 420:8 585:20  
591:25  
**wonkiness** 493:22  
**wood** 538:19 539:7 629:3,5  
**word** 570:7 639:14 660:22  
**words** 405:11 413:15 511:6,8,11  
621:6,7 622:8,18 624:8  
**work** 391:8 398:2 403:5 407:10  
407:11,14,24 408:1 409:18  
410:8 415:5 416:13 418:6  
429:20 441:20,24 446:22 456:4  
456:23 477:12 479:4 481:16,23  
482:2,7 484:1,2,4,6 485:19  
487:19 488:24 490:20 503:13  
527:9 536:11 537:8 540:17,20  
542:13 549:3 560:9 570:11  
571:20 572:11,11 582:14 585:2  
585:13,20,21,22 586:20 587:3,7  
587:8 593:11 598:10 601:5  
614:23 615:2,2 621:20 623:24  
624:13,21 633:5,6 635:21  
637:12,19 642:15,16,18 648:16  
653:18 657:23 666:4,8,17  
**worked** 420:19 482:19 523:1  
545:22 567:7 578:3,7 581:1  
610:17 634:24 637:1 638:2  
649:16 655:3  
**Workforce** 480:12  
**working** 407:22 408:14 415:20  
422:22 447:16 472:3 476:5  
480:24 486:12 488:20 491:4  
492:15 493:1 496:11 499:16  
500:10 513:8 527:3 546:16  
584:17 586:3 592:9,13 602:14  
609:21 614:12 615:3 625:12,16  
640:21 651:23 653:19 668:9  
**Workings** 395:22 470:11 526:21  
609:14 641:18  
**works** 402:25 407:15,16 422:12  
422:18 438:23 473:24 484:5  
488:3 489:18 492:9 509:11  
589:10 619:15 655:19  
**workshops** 589:16 633:22,24  
**world** 400:17 413:13 459:25  
474:25 475:16,22 478:6 502:20  
505:1,25 509:14 524:14 573:3,9  
574:1 575:25 582:10 597:22  
613:23 614:7,8 617:2 626:14

**worried** 541:2  
**worse** 512:18,19  
**worth** 473:2  
**wouldn't** 408:4 416:4 500:19  
501:9 506:5 562:2 573:10  
**wow** 444:22 564:22 611:18  
**wrap** 612:3  
**Wright** 636:20  
**write** 405:12 408:12 473:21  
535:22 652:5  
**writing** 432:1 450:22 552:7  
596:6 625:2 635:11,14 653:19  
657:11,15 659:23 660:6,20  
**written** 428:16 596:1,5  
**wrong** 409:15 421:22 423:12  
450:23

---

**X**

---

**X** 384:1

---

**Y**

---

**Ya'a'teoh** 553:11 577:24  
**yanked** 406:8  
**Yazzie-Martinez** 481:8 558:18  
**yeah** 418:2,23 419:4,6 420:11  
423:15 430:8 433:8,21 437:23  
442:17,18 444:23 453:2 454:21  
454:21 463:6 485:7 488:6  
489:25 490:1,25 491:8 492:5  
493:17 494:3 496:6 501:12  
503:6,12,20 508:9,13,25 512:19  
513:12,13 529:21 549:2 561:17  
563:24 583:2 586:10 589:11  
597:10 630:14 644:13,14 650:2  
650:5,5 666:20,21 667:5  
**year** 387:4 392:12,15,24 394:15  
394:16,25 398:13 400:2 401:6  
401:14 413:8 415:12 419:7  
427:25 429:5,5,7 431:5 434:7  
436:22 448:6 462:13 466:6  
467:21,23 468:24 469:20 470:4  
470:14,15 473:16 474:9 476:21  
480:9 490:24,25 492:12,14  
493:16 498:19 508:7,8,13 512:3  
514:12,24 515:22 517:5,17  
520:10 524:21 525:6,14,20,21  
525:25 526:9 531:18 541:5  
543:4,6,7,15 544:10,14,19

546:21 563:14 566:19 571:1  
578:1 584:25 585:9,12,15  
602:23 605:15 607:9,9 608:11  
608:18,20 610:3,19 616:16  
621:15 622:11,11,15 629:6  
630:13 633:12,18 634:16  
640:20 642:10 643:15,16 644:3  
644:4 647:8,9 649:8 651:5,14  
653:2 657:25 658:15 665:25  
666:1 669:7  
**year's** 658:7,11  
**year-and-a-half** 658:17  
**yearly** 544:12  
**years** 387:8 393:20 394:12,17,17  
412:6 431:1,4,7,8,11 432:4,19  
432:21 443:3 446:22 450:6  
460:19 463:13,21 466:9 469:9  
469:12,21 470:11 471:20 475:9  
476:12 480:2,15 489:4,10 492:1  
498:10 504:3 506:3,8 514:4  
516:5 517:14 520:15 525:13,16  
525:19,23 526:1 528:1 533:7  
541:14 546:9 550:16 555:21  
563:10,12 567:7 573:3,4 575:18  
577:3,19 580:13 583:8 586:11  
588:18 599:6 603:1 606:25  
607:8,16,17 608:8,13,16 609:13  
612:22 615:4,16 629:14 637:2  
638:1 640:19 642:10 644:25  
652:1 654:14 656:15,17 669:4  
**years'** 660:6 661:1  
**yesterday** 389:7 638:1,9  
**yield** 413:24  
**yoga** 540:3  
**you-all** 391:3 418:16 502:8  
523:22 570:15 601:15,18  
**young** 449:12 457:5 480:21  
494:15 495:9 510:14,23 532:9  
532:16 534:21 535:15 537:14  
539:2,17 573:25 597:1 637:24  
645:9 651:17  
**younger** 491:19 503:17 538:9  
**youngest** 400:21 494:23 510:10  
632:14  
**youth** 406:4,12 490:10,10 534:4  
540:20 633:20

---

**Z**

---

**Z** 621:21  
**Zebrowski** 636:10  
**zero** 393:24 469:2 470:3 479:4  
 498:19 525:7 607:2 612:1  
**zeros** 612:4  
**zone** 551:16

---

**0**

---

**0** 479:5

---

**1**

---

**1** 400:23 565:10 617:23 620:16  
 657:6 659:19  
**1,200** 437:19  
**1.5** 661:1  
**1:18** 519:12  
**10** 410:25 460:8  
**10:59** 465:18  
**100** 396:11 516:20 525:1 528:8  
 566:12 610:21,23,25 616:4  
 666:1  
**103** 467:24,25  
**11** 382:11 524:11  
**11:25** 465:18  
**11th** 385:3  
**12** 448:8 467:20,20,23 595:20  
 605:7  
**12/11/19** 672:2  
**12:27** 519:11  
**126** 507:8  
**13** 448:8 533:4 607:15  
**13.7** 605:17 606:4 618:17  
**15** 389:24 413:22 467:14 522:2  
 604:9 619:24  
**15.63** 470:24  
**153** 398:9  
**16** 418:13 448:7 503:19 526:4  
**1630** 382:21 671:20  
**17** 393:6 418:15 526:5  
**17-'18** 392:19,24  
**18** 525:18 527:8 645:14  
**18-'19** 387:4 392:21 466:6  
 520:10 602:23  
**18-ish-acre** 488:21  
**18-to-21-year-old** 500:24  
**19** 525:18 527:8 558:4 605:19,23  
 606:4 611:23 618:14 622:13  
 671:16

**19-year-old** 504:1  
**1960s** 531:1 596:1  
**1980s** 533:14  
**1990s** 531:12  
**1999** 656:15  
**1D** 527:4  
**1st** 404:20

---

**2**

---

**2** 402:14 418:12 468:6 620:16  
 659:20  
**2.91** 611:4  
**20** 410:25 454:15 492:12 594:9  
 606:6 611:17,25 661:2  
**20,000** 427:25 532:14  
**200** 434:22 611:11,11,15,15  
 612:7 666:22,23  
**200,000** 493:16  
**2005** 398:8,19  
**2008** 431:25 636:19  
**2009** 398:10  
**201** 382:21 671:20  
**2010** 533:16  
**2012** 533:23  
**2013** 601:2,8  
**2014** 401:21 563:25  
**2015** 595:6 615:24  
**2016** 471:7 616:17  
**2017** 401:21 580:6,7,16 583:4  
 586:10 617:6,21  
**2018** 394:19,23 401:21 581:11  
 582:7 606:11,25  
**2018-'19** 464:2 517:18  
**2018-2019** 599:10 669:7  
**2019** 382:11 387:14 454:17  
 466:15 520:20 581:11 582:7  
 603:7 607:10 616:1 671:16  
**2019-'20** 622:15  
**2020** 388:1 404:20 467:2 521:6  
 533:16 603:19 616:5  
**21** 454:8 622:16  
**219** 382:20 671:8,19  
**22** 438:8 606:3  
**22-8B-4.1** 432:15  
**23** 396:14 470:24  
**2370N** 382:25 671:25 672:2  
**24** 447:23 532:15 662:12  
**24.6** 618:12

**25** 402:15 481:10 493:5 532:8,11  
 593:18 594:8  
**26** 438:11 479:5  
**27** 438:11  
**28** 616:10

---

**3**

---

**3** 392:9 400:23 526:22 528:16,19  
 606:1,3 611:4 653:8  
**3-to-8** 458:14  
**3:00** 602:3  
**3:16** 602:3  
**3:30** 438:1  
**30** 404:13 447:23 448:9 628:11  
**30-second** 633:8  
**300** 382:13 573:4 633:19  
**300-student** 431:15  
**31** 468:21 622:12,16  
**311** 605:8  
**34** 611:23  
**34-year** 636:19  
**35** 393:18 468:22 606:7  
**36** 448:9  
**37.87** 396:13  
**38** 448:9  
**389** 384:4  
**39** 498:10  
**3B** 527:22

---

**4**

---

**4** 400:24 435:23 454:7 651:9,14  
 652:19 653:7 665:20  
**4-H** 490:12  
**4-to-6** 438:10,15  
**4:00** 437:25 438:1  
**4:35** 670:22  
**40** 428:11,15 524:12 533:17  
 591:14  
**40-minute** 519:10  
**40-something** 506:8  
**426** 391:16 434:7,9  
**428** 398:12  
**43** 532:5  
**430** 434:9,11,14  
**45** 398:19 659:22 663:3  
**45-minute** 618:19,21 619:19  
**450** 434:13  
**46** 455:2,4 644:25

465 384:6

---

**5**

---

5 384:3 400:25 446:1 607:1

**5:00** 539:10 614:3

**50** 616:17 638:10

**500** 434:7

**504s** 620:20

**51** 533:16

**519** 384:7

**52,000** 663:2

**530** 398:13

**54** 622:14

**55.82** 528:12

**56** 532:12 660:24

---

**6**

---

6 398:9 414:4 418:14 524:11  
595:5

**60** 428:11,14

**60-plus** 619:22

**60-some-odd** 639:21

**60-something** 455:3

**60/40** 429:5 489:3

**602** 384:9

**62** 526:1 616:1

**64** 393:17 640:1

**65** 527:14

**66** 455:4

**67** 394:22 606:3

**671** 384:11

---

**7**

---

7 398:11 595:6 605:7 668:14

**7,500** 597:23,24

**7:30** 646:11

**70** 481:10 502:6 607:23 610:4

**70/30** 429:6

**71** 526:2 608:13

**715** 436:17 437:14

**73** 616:20

**73.9** 616:19

**75** 447:25

---

**8**

---

**8** 391:15 398:11 404:4 414:4  
605:25 606:3

**8:00** 670:20

**8:25** 382:12 385:4

**8:30** 437:25,25

**80** 469:21 470:22 526:5 610:20  
611:12

**81** 469:21 528:9

**83** 394:17 470:21 525:24

**84** 608:14

**85** 469:21 527:15

**86** 608:11

**86.2** 616:16

**87** 469:21

**87102** 382:22 671:21

---

**9**

---

**9** 657:6 662:13

**9-12** 500:19

**9-through-12** 500:12,14 501:9

**9:00** 438:1

**90** 521:10 594:20 618:1 657:1

**90-minute** 618:2,4,6 621:13,13  
659:21

**91.89** 616:8

**93** 525:24 533:15 608:12

**95** 394:16 469:20

**97** 396:12 624:17