

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
OPEN PUBLIC MEETING

April 16, 2021

9:00 a.m.

Via Zoom Webinar Video Teleconference

REPORTED BY: Cynthia C. Chapman, RMR-CRR, NM CCR #219

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1630

Albuquerque, New Mexico 87102

JOB NO.: 4946N (CC)



1 Ami is still not feeling well. Okay.  
 2 MS. KAREN WOERNER: And then -- but there  
 3 have been some more people joining. So I just want  
 4 to announce again that if you're here to make a  
 5 public comment, please sign up via the Chat, and  
 6 I'll stop sharing the screen.

7 THE CHAIR: Okay. Thanks. I was trying  
 8 to give folks a little more time to be able to sign  
 9 up, because it went up late; so I'm going a little  
 10 slower.

11 Okay. We are on to Item No. 2, which is  
 12 Approval of the Agenda.

13 And, Karen, I think we're on a roll --  
 14 yes? -- that there's no changes that are necessary.  
 15 This is -- what? -- three months in a row? So this  
 16 is amazing and a testament to the due diligence that  
 17 not only the schools, but your team does in terms of  
 18 keeping on top of the schools with reminders and  
 19 things like that.

20 So thanks for that.

21 MS. KAREN WOERNER: May I just acknowledge  
 22 Dolores Archuleta, who is the guru of keeping in  
 23 touch with the governing boards on their changes?  
 24 So thanks to Dolores. She's on vacation today. But  
 25 I do want to just acknowledge that she's the one who

1 does the yeoman's work on that; so...

2 THE CHAIR: Well, it's -- it's obviously  
 3 working. So thank you for that. Because this is --  
 4 you know, we celebrated the first month; but, wow,  
 5 three months in a row. That is really great.

6 So the agenda -- oh, sorry.

7 MS. KAREN WOERNER: Also Commissioner  
 8 Robbins has joined us, and I'm adding him to the  
 9 panel.

10 THE CHAIR: Okay. Thanks.

11 So, Commissioners, the only change I'm  
 12 going to ask is do Commissioners feel they still  
 13 want the Executive Session at the end of the day  
 14 today? If not, we'll take it off -- that would be  
 15 the only change.

16 Commissioner Voigt?

17 COMMISSIONER VOIGT: Thank you,  
 18 Madam Chair. I'm comfortable with removing that  
 19 after our session yesterday.

20 THE CHAIR: Okay. So can we -- so I will  
 21 move to approve --

22 COMMISSIONER CARRILLO: Hold on a second.

23 THE CHAIR: I'm sorry. Yes.

24 COMMISSIONER CARRILLO: Why do we -- I'm  
 25 comfortable with that portion of it being removed.

1 It's my understanding that one of the things that  
 2 also you wanted to discuss was the MOU. And I still  
 3 think that that's a good idea.

4 I mean -- and as I understand it, our  
 5 counsel said that we could discuss the MOU under  
 6 this heading.

7 But I think it's important for us to do  
 8 so. So I wouldn't be in favor of removing it.

9 THE CHAIR: Okay.

10 COMMISSIONER ROBBINS: I agree with  
 11 Commissioner Carrillo on that.

12 THE CHAIR: Okay. All right. No problem.  
 13 So I'll make a motion for the Approval of the  
 14 Agenda.

15 COMMISSIONER DAVIS: I second it.

16 COMMISSIONER CARRILLO: So discussion?

17 THE CHAIR: Sure.

18 COMMISSIONER CARRILLO: Okay. So I'm  
 19 concerned that under PEC Comments, the two items  
 20 that I wanted listed are not there. And as I  
 21 understand it, maybe the reasoning was given that we  
 22 don't usually do that.

23 But the thing is if you actually want to  
 24 discuss anything, as we learned yesterday in the OMA  
 25 meeting, it has to be listed. So, now, for

1 instance, what I'll do is, in PEC Comments, I'll ask  
 2 these to be on the agenda for May. But then that's  
 3 waiting basically six weeks after I put in the  
 4 request.

5 And so, you know, if someone has a topic,  
 6 anyone -- you can even call it "Open Board," you  
 7 know, "Discussion" or "Comment," if you want to  
 8 rehead it. But if someone actually has a topic they  
 9 want to discuss -- I mean, "I don't know if you've  
 10 watched the news lately, but there's another mass  
 11 shooting where eight people are dead," whatever it  
 12 might be, we can't discuss it unless it's listed.

13 So I just want to make sure that, you  
 14 know, the next time, if I have a topic that I really  
 15 would love to share and discuss with other  
 16 Commissioners, that it is, in fact, listed under  
 17 "PEC Comments."

18 THE CHAIR: Right. And I appreciate that;  
 19 because it has been normal practice that  
 20 Commissioners could bring up -- you know, often,  
 21 they bring up, as Commissioner Robbins often has,  
 22 updates with PSCOC. And there's a lot going on, I  
 23 think, going forward with NMPSIA, that Commissioner  
 24 Manis would have.

25 And in light of yesterday, I think you're

10

1 right, that we have to look at perhaps having to  
 2 tweak that. Of course, it happened yesterday.  
 3 COMMISSIONER CARRILLO: Yeah.  
 4 THE CHAIR: But, yeah, we will certainly  
 5 look at that. I think we have to rethink how we do  
 6 that. Absolutely.  
 7 COMMISSIONER CARRILLO: Chair Gipson, on  
 8 things like -- because I imagine we're all going to  
 9 start having committee reports. Because my first  
 10 meeting with the New Mexico School Boards  
 11 Association is the first week of June. And my  
 12 suggestion would be that the same way you have a  
 13 report from different, you know, branches of CSD,  
 14 that -- but it has to be listed; so that those  
 15 people that are interested in PSFA or the School  
 16 Board -- anyway, thank you.  
 17 THE CHAIR: Yeah. You're right. We have  
 18 to relook at this. So thanks for that.  
 19 COMMISSIONER CARRILLO: I appreciate it.  
 20 THE CHAIR: Okay. So we have a motion and  
 21 a second.  
 22 Any further discussion?  
 23 (No response.)  
 24 THE CHAIR: In light of yesterday, we need  
 25 to do roll call. We've always done a voice, but I

11

1 think we need to do roll now.  
 2 COMMISSIONER BURT: Commissioner Taylor?  
 3 COMMISSIONER TAYLOR: Yes.  
 4 COMMISSIONER BURT: Commissioner Manis?  
 5 COMMISSIONER MANIS: Yes.  
 6 COMMISSIONER BURT: Commissioner Davis?  
 7 COMMISSIONER DAVIS: Yes.  
 8 COMMISSIONER BURT: Commissioner Carrillo?  
 9 COMMISSIONER CARRILLO: Yes.  
 10 COMMISSIONER BURT: Commissioner Armijo?  
 11 COMMISSIONER ARMIJO: Yes.  
 12 COMMISSIONER BURT: Commissioner Voigt?  
 13 COMMISSIONER VOIGT: Yes.  
 14 COMMISSIONER BURT: Commissioner Robbins?  
 15 COMMISSIONER ROBBINS: Yes.  
 16 COMMISSIONER BURT: Commissioner Gipson?  
 17 THE CHAIR: Yes.  
 18 COMMISSIONER BURT: Commissioner Chavez?  
 19 COMMISSIONER CHAVEZ: Yes.  
 20 COMMISSIONER BURT: And Commissioner Burt  
 21 is "Yes."  
 22 So it's ten for, zero against. Motion  
 23 passes.  
 24 THE CHAIR: Thank you.  
 25 So, Karen, do we have anyone signed up for

12

1 Public Comment? You're --  
 2 MS. KAREN WOERNER: No.  
 3 THE CHAIR: I think you said no. I'm  
 4 getting good at reading lips; so...  
 5 MS. KAREN WOERNER: No, we do not. And  
 6 there is a comment from one of the Attendees, but  
 7 not to speak during Public Comment, that I think you  
 8 can see. So I'm going to close the Chat now.  
 9 THE CHAIR: Okay. Thank you very much.  
 10 So in light of the fact that no one has  
 11 signed up for Open Forum, we are on to Item No. 4,  
 12 which is the Consent Agenda. And --  
 13 COMMISSIONER ROBBINS: Madam Chair, I  
 14 would move for approval of the Consent Agenda. I  
 15 would like, if I could at this point, make a comment  
 16 with regard to my comment in the previous meeting  
 17 where I stated I had visited The GREAT Academy.  
 18 That was incorrect. It was properly recorded in the  
 19 transcript. But it was the School -- Albuquerque  
 20 School of Excellence.  
 21 My first mention was The GREAT Academy,  
 22 which was wrong. The second time I referred to the  
 23 school I referred to it correctly as Albuquerque  
 24 School of Excellence. So I just want that on the  
 25 record. The transcript is right. But I made the

13

1 mistake. So with that, I will move for approval of  
 2 the Consent Agenda.  
 3 THE CHAIR: Thank you.  
 4 There's a motion by Commissioner Robbins,  
 5 a second by Commissioner Chavez.  
 6 Any discussion?  
 7 (No response.)  
 8 THE CHAIR: If not, Commissioner Burt?  
 9 COMMISSIONER BURT: Commissioner Davis?  
 10 COMMISSIONER DAVIS: Yes.  
 11 COMMISSIONER BURT: Commissioner Gipson?  
 12 THE CHAIR: Yes.  
 13 COMMISSIONER BURT: Commissioner Chavez?  
 14 COMMISSIONER CHAVEZ: Yes.  
 15 COMMISSIONER BURT: Commissioner Manis?  
 16 COMMISSIONER MANIS: Yes.  
 17 COMMISSIONER BURT: Commissioner Carrillo?  
 18 COMMISSIONER CARRILLO: Yes.  
 19 COMMISSIONER BURT: Commissioner Robbins?  
 20 COMMISSIONER ROBBINS: Yes.  
 21 COMMISSIONER BURT: Commissioner Burt,  
 22 "Yes."  
 23 Commissioner Taylor?  
 24 COMMISSIONER TAYLOR: Yes.  
 25 COMMISSIONER BURT: Commissioner Armijo?

<p style="text-align: right;">14</p> <p>1 COMMISSIONER ARMIJO: Yes.  2 COMMISSIONER BURT: Commissioner Voigt?  3 COMMISSIONER VOIGT: Yes.  4 COMMISSIONER BURT: All right. Ten-zero.  5 The motion passes.  6 THE CHAIR: Okay. Thank you. And,  7 Director Chavez, I believe Dr. Perea had said she'd  8 be available at 10:00. I think that was the  9 message, if I remember correctly. So should we move  10 on --  11 MS. KAREN WOERNER: She's here now.  12 THE CHAIR: -- or is she here?  13 MS. KAREN WOERNER: She's here.  14 THE CHAIR: All right. Fine. Great.  15 MS. KAREN WOERNER: Good morning, Elaine.  16 DR. ELAINE PEREA: Good morning. Can you  17 hear me now?  18 MS. KAREN WOERNER: You're sideways.  19 THE CHAIR: You're sideways; but...  20 DR. ELAINE PEREA: Is this better?  21 MS. KAREN WOERNER: Yes.  22 THE CHAIR: Must be tough to drive that  23 that way.  24 DR. ELAINE PEREA: I apologize for not  25 being in the office. I have an appointment at</p>	<p style="text-align: right;">16</p> <p>1 So in the past, that was done strictly by  2 formula in Perkins IV. And what happened was that  3 Albuquerque could have used all of their money, APS.  4 But if smaller districts reverted money, because APS  5 was so large, they'd end up getting a lot of the  6 redistributed money. It would go to them because of  7 the formula.  8 And so in our Perkins V application, we  9 wrote that we were going to change how  10 redistribution was done and that we were going to  11 handle redistribution as a competitive process that  12 would allow LEAs to apply for funds that met  13 initiatives that had been identified by PED as being  14 appropriate for helping with -- with CTE-related  15 issues.  16 And so this year was the first year that  17 we are doing that. And so we had about \$1.2 million  18 that reverted. These are funds that were not spent  19 by June 30th of 2020. They reverted back to the  20 PED.  21 We offered a request for applications for  22 LEAs to complete. And the offering this year was a  23 combo package, if you will, of professional learning  24 and related costs.  25 So LEAs could apply for professional</p>
<p style="text-align: right;">15</p> <p>1 10:00. So I left a little early so that I could  2 meet with you guys this morning.  3 I wanted --  4 MS. KAREN WOERNER: You muted yourself,  5 Elaine. You're off.  6 DR. ELAINE PEREA: Okay.  7 MS. KAREN WOERNER: That works.  8 DR. ELAINE PEREA: Well, I was just going  9 to refer to my notes; but, apparently, when I go  10 looking for my notes, then it changes me to Mute.  11 So I apologize for that.  12 I wanted to let you all know about  13 redistribution, which is part of the Perkins cycle.  14 So every year when we get Perkins funds, the  15 period -- the grant period is not 12 months; it's 27  16 months. So it's one fiscal year, another fiscal  17 year, and then an additional three months.  18 And so the way that the funds are actually  19 administered is that the LEAs receive an award for  20 12 months. And if they do not spend all of their  21 money, it reverts back to the PED, and we do what is  22 called "redistribution."  23 And redistribution is where we send the  24 money back out to LEAs, but not necessarily the same  25 ones who had reverted the money.</p>	<p style="text-align: right;">17</p> <p>1 learning from -- in one of five categories. And by  2 participating in that professional learning, they  3 unlocked the ability to also apply for up to \$10,000  4 in supplies and equipment related to that  5 professional learning.  6 So to give you a more concrete example of  7 what that is, one of them was the Computer Science  8 Alliance. And LEAs could apply for professional  9 learning in AP Computer Science, in Python, or in  10 Cyber Security Fundamentals.  11 By having school educators attend that  12 professional learning, then they also were able to  13 get \$10,000 in equipment; in this case, it would be  14 equipment related to computer science.  15 So the five different professional  16 learning providers were the Computer Science  17 Alliance; NAPE, which is the National Alliance for  18 Par- -- for -- and -- the National Alliance for  19 Partnerships in Equity.  20 And so that's an equity-based. They do a  21 lot of things about micro-messaging and about making  22 sure that CTE is available to anyone who wants to  23 pursue that.  24 The third one is OSHA, Occupational Safety  25 and Health Administration. And so that one was</p>

<p style="text-align: right;">18</p> <p>1 especially relevant for our skilled trades 2 instructors.</p> <p>3 The fourth one was Project Lead The Way. 4 That's an engineering-based. And so those could be 5 either biomedical sciences or computer science 6 essentials was what was offered with that.</p> <p>7 And then the last one was SREB. And SREB 8 is a CTE support organization. And so that had a 9 lot of trainings about how to integrate core 10 academics and CTE together.</p> <p>11 So we had -- I'm sorry; I have notes, but 12 I can't get them from my phone while I'm trying to 13 talk to you -- we had about 15 LEAs that received 14 funding, and four or five computer science -- I mean 15 community colleges that received funding.</p> <p>16 And I think there were five -- five 17 district -- I mean State charters that received 18 direct funding through that -- through that 19 initiative.</p> <p>20 Those funds will be available until the 21 end of September. So those are funds that are 22 specifically for training for this summer.</p> <p>23 Let me look at my notes for just a minute 24 to see what else I wanted to talk about. Sorry. 25 Hold on.</p>	<p style="text-align: right;">20</p> <p>1 that they are hearing from the business community. 2 And that is in an effort to make sure that 3 the course content is relevant and that teachers 4 know what employers in their communities are looking 5 for.</p> <p>6 So those are my updates. Happy to stand 7 for questions at this time. Thank you, 8 Madam Chairman, for your time.</p> <p>9 THE CHAIR: Okay. Thank you for that. 10 Commissioners, any questions? 11 Commissioner Burt?</p> <p>12 COMMISSIONER BURT: Hello, Dr. Perea. 13 Thanks for this update and for the last one that you 14 had submitted to us, too. I know you couldn't be 15 here, but you still took the time to keep us 16 updated. Really grateful for that.</p> <p>17 I know in your last update, you said that 18 you were anticipating receiving, you know, maybe 19 even half as much from the Legislature as you had 20 previously. How did that end up playing out for 21 this Session and what does CTE funding look like for 22 this upcoming year for you?</p> <p>23 DR. ELAINE PEREA: So we had -- so the 24 year that we're in now, this calendar year, we have 25 \$5 million in funding -- well, \$4.5 million. And</p>
<p style="text-align: right;">19</p> <p>1 Oh. The other -- the other thing I wanted 2 to -- I'm back.</p> <p>3 The other thing I wanted to just let you 4 know about was regional meetings. As I've told this 5 body before, we have broken the state up into ten 6 different regions, and they are roughly aligned with 7 labor market information and with community 8 colleges, what's called the geographical area of 9 responsibility. That's what community college kind 10 of gets linked with what -- with what high school 11 district or with what K-12 district.</p> <p>12 So the ten CTE regions are in the process 13 right now of having virtual meetings. In most 14 cases, those are topic-specific.</p> <p>15 So if last year, they said that computer 16 science was one of their priorities and health was 17 another priority, then they're having two regional 18 meetings this spring to talk about those two 19 different programs of study and are incorporating 20 people from the industry.</p> <p>21 In many cases, the community colleges have 22 become sort of the de facto organizer, because the 23 community colleges already have very strong advisory 24 committees. And so we're getting the high school 25 faculty to take part in those advisory meetings so</p>	<p style="text-align: right;">21</p> <p>1 some of that was recurring, and some of that was 2 nonrecurring. For the next fiscal year, we're at 3 \$3 million. So there was a reduction in that.</p> <p>4 But we have been working with DFA to -- to 5 allow those LEAs who were not able to utilize this 6 year's CTE funding to roll those funds over into 7 next fiscal year.</p> <p>8 If you've been around the State 9 Legislature for a while, you know that that's kind 10 of a -- not that popular. They like to have all of 11 the funds revert. And so -- so being able to hold 12 on to those funds and to let the LEAs hold on to 13 those funds is sort of a big deal.</p> <p>14 And we are now in the process of -- of 15 getting through all the bureaucratic issues to make 16 that happen. We're continuing to encourage LEAs to 17 spend the money that they have this year. But it 18 looks like that we're probably at about a quarter 19 million dollars of funds that LEAs are requesting 20 that they roll over into next fiscal year.</p> <p>21 COMMISSIONER BURT: And how does that 22 impact -- so is the reduction in funds, is there 23 anybody who could possibly lose their program or 24 have to shift it over to using their General -- 25 using SEG funding to continue program? Or is that</p>

<p style="text-align: right;">22</p> <p>1 just going to make it to where maybe fewer folks can 2 start a new program? What is the impact on current 3 and future CTE programs? 4 DR. ELAINE PEREA: So for 2021, we were 5 able to provide both formula funding and also 6 competitive funding using the State funds. And so 7 we did have many LEAs who were able to launch new 8 programs based on those competitive funds. 9 Because of the reduction, we are not able 10 to offer competitive funding for '21-'22. And so 11 I -- I don't have the exact statistics on that. But 12 everyone will get some money. But in some cases, 13 where they had asked for competitive funding in 14 order to launch a new program, the -- the ability to 15 continue to have the funding at that level has been 16 truncated. 17 COMMISSIONER BURT: Well, definitely good 18 luck in try to allow -- I think -- I mean, 19 obviously, CTE, is one of those pieces that a lot of 20 it is hands-on. And so not having students in the 21 classroom, I'm sure affected their ability to be 22 able to spend those funds in the way they probably 23 originally planned when they submitted budgets last 24 year. 25 DR. ELAINE PEREA: Exactly.</p>	<p style="text-align: right;">24</p> <p>1 THE CHAIR: Okay. Thanks. Appreciate it. 2 Commissioners, any other questions? 3 (No response.) 4 THE CHAIR: Okay. Once again, thank you 5 so much, especially -- we know you've got some time 6 constraints. So appreciate you're righting yourself 7 for us, and thank you for your time and the 8 information. 9 DR. ELAINE PEREA: All right. Have a 10 wonderful day, everybody. It's very nice to see 11 you. 12 THE CHAIR: Safe travels. 13 DR. ELAINE PEREA: Bye-bye. 14 THE CHAIR: Thanks. 15 Okay. We are now on to Item No. 6. And 16 that's a Report from Options for Parents and 17 Families. 18 DIRECTOR CORINA CHAVEZ: Good morning, 19 Commissioners. Good to see you. Thank you for this 20 time to be able to provide an update. 21 I wanted to start out just by giving you 22 an update on the Charter Schools Division and our 23 staff. 24 We are -- we started out this morning -- 25 the Charter Schools Division started out this</p>
<p style="text-align: right;">23</p> <p>1 COMMISSIONER BURT: So I do hope you 2 succeed in that. I think it would be best for 3 schools and best for kids in the program; but, yeah, 4 so good luck with that. And, you know, definitely 5 just let us know if you can get that through. So 6 it's best for kids. So that would be great. 7 Thanks, Dr. Perea. 8 DR. ELAINE PEREA: Thank you, Commissioner 9 Burt. 10 THE CHAIR: Commissioner Robbins? 11 COMMISSIONER ROBBINS: I would suggest -- 12 and if the other Commissioners agree -- that the PEC 13 submit a letter to DFA allowing these funds to be 14 moved forward and retained so that we don't lose 15 that funding in this important program, just to show 16 our support for what Dr. Perea is trying to 17 accomplish with it. 18 THE CHAIR: Yeah. I mean, certainly, 19 Dr. Perea, if you think that would be helpful, I 20 think we'd be more than happy to do that. 21 DR. ELAINE PEREA: I would say at this 22 moment, I don't think that that's necessary. But I 23 will certainly like to hold onto that offer, and 24 we'll get back to you if it seems like that's 25 something that would be helpful.</p>	<p style="text-align: right;">25</p> <p>1 morning with a team huddle, which we do most 2 Mondays, Wednesdays, and Fridays at 8:00 a.m.; but 3 this morning, it was to say goodbye to our -- our 4 colleague, Megan Maestas. 5 And I think that several of you 6 Commissioners have been in meetings and seen Megan 7 and know Megan and know that she is one of the 8 hardest working, very thorough, very knowledgeable, 9 very well composed people that a person could ask to 10 work with. 11 The team gave her a really lovely tribute. 12 Today is actually her last day as a staff person in 13 the Division. And so I just wanted to share that we 14 are sad to see her go, but we don't think she's 15 going to go too far. 16 We all want to go visit her -- her pigs 17 and chickens and -- and her place in and around 18 Santa Fe. But also I think that there is a 19 possibility that she would help us through a 20 contract as a consultant on following up with a 21 little bit of work that she has gotten started. 22 But we wish her the best in her endeavors 23 as she is moving on to -- to another position. 24 And because Megan leaves, that gives us 25 two Ed Admin A positions within the Charter Schools</p>

<p style="text-align: right;">26</p> <p>1 Division that will be unfilled. So we have been 2 working with HR, and I hope that we're getting close 3 to being able to put posts for those. 4 We're looking for one post to hire for two 5 positions, since those two jobs are very similar. 6 The second Ed Admin A that is not Megan's position 7 is one that has been unfilled for a while. So we 8 are super-excited that it's moved to where it's at 9 and that we believe will be filled as soon as we can 10 usher it through the system, which has multiple 11 steps. And so I will definitely keep you posted on 12 that. 13 At the same time, there are a couple of 14 other positions within the Charter Schools Division 15 that we are seeking to fill using some federal funds 16 that the State is going to receive for COVID relief. 17 As I mentioned yesterday during the Work 18 Session, this job has actually required quite a bit 19 of work, as it relates to responding to the pandemic 20 and all the work with schools to support them as 21 they -- as they navigate the guidance that the PED 22 puts forth with having COVID-safe practices when 23 students are in school, moving towards full 24 in-person learning; and, now, as we are seeing in 25 some schools, having to dial back and take some time</p>	<p style="text-align: right;">28</p> <p>1 Because that indicates that you're working way too 2 late. It's not fair. 3 So what is it that you're lacking, and 4 then is there anything that we can do to help you 5 achieve your full complement of staff? 6 DIRECTOR CORINA CHAVEZ: Thank you, 7 Commissioner Carrillo, for recognizing how hard 8 people at the PED are working right now and how 9 understaffed we have been. 10 I think that when we fill these four 11 positions, we will be fully staffed, as our 12 organizational chart indicates currently. So I 13 think it'll make a tremendous difference. 14 I think it'll take a while. I would not 15 anticipate that all this is finalized until summer, 16 perhaps, because it will just take that long. 17 But it will make a huge difference. I 18 really feel like there's light at the end of the 19 tunnel, and I'm hoping that that does mean that 20 Karen and me and some of the other members on the 21 team are not working late into the night like we 22 have been. 23 Because when I first started this job I 24 said I wanted to bring with me this -- this idea of 25 holistic wellness, which was really emphasized in my</p>
<p style="text-align: right;">27</p> <p>1 off if they've had incidents of positive cases in 2 schools. 3 It's required quite a bit of conversations 4 with schools, clarification of -- of the guidance, 5 maintaining databases, visiting schools, et cetera. 6 I've shared with you before some of the 7 work that we've had to do. So we're fortunate -- 8 we're going to be able to hire a couple of positions 9 to help support that work and help some of the work 10 in the Charter Schools Division overall. So stay 11 tuned for that. 12 I think I also mentioned last -- yes, 13 Commissioner? 14 COMMISSIONER CARRILLO: Ms. Chavez, I'm 15 curious. Because I know that in the last 16 administration, the Governor, I mean, just really 17 just slashed and burned through positions all 18 through government to shrink the budget. They were 19 never refilled, and, basically, the public was 20 cheated out of getting service and department people 21 were working way too hard, overworking. 22 And my question is, how many positions are 23 open for you to have your full complement of staff 24 that you need, so that we're not getting e-mails 25 from you or Karen or Bev at 10:00 in the evening?</p>	<p style="text-align: right;">29</p> <p>1 previous work position, and how do we stay balanced 2 as human beings, right? 3 And work is certainly very important. And 4 it has required more time and more effort and more 5 late nights than I anticipated. And, you know, we 6 all want to do a good job, and yet, you know, in 7 terms of work-life balance, it has been a struggle. 8 So thank you for asking that question. 9 And -- and I am super-excited that we have been 10 cleared to be able to hire the two positions. 11 They're down the road, and that the two federally 12 funded positions to complete our organizational 13 chart are being considered and very likely. 14 And the third reprieve that I see coming 15 to us is through this request for quotes that we 16 were able to put out with our partnership with the 17 Southwest Regional Educational Cooperative. And we 18 have an IGA with them, as you know. So they're able 19 to very quickly post an ad. I believe that that was 20 shared with Commissioners. We wanted to turn it 21 around pretty quickly. 22 So we had a meeting this week with staff 23 at the SWREC and we looked at the applicants. We 24 have a couple of contracts that are being put in 25 place as we speak. We've met with at least one</p>



30

1 person and plugged them in to work for next week. I  
 2 think there's a second person that, as soon as I can  
 3 carve out enough time and find a time that is --  
 4 works with her, you know, we're going to talk about  
 5 also plugging her in to some work next week.  
 6 And then there's a couple of other folks  
 7 that applied that bring some real good knowledge and  
 8 skills that we've decided that, if possible, if  
 9 there are some schools that we identify through this  
 10 modified site visit process, which we've begun to  
 11 implement -- and I'll share a little bit more about  
 12 that in a minute -- if it makes sense for us to pair  
 13 a school leader, for example, with an experienced  
 14 retired educator who is taking on -- who would like  
 15 to take on a contract to get some extra support and  
 16 coaching around whatever area the school might be  
 17 struggling with, I think that there is definitely  
 18 some -- some opportunity to do that.  
 19 So this is what we're exploring. And what  
 20 I wanted to share with you all this morning is how  
 21 we have started the modified site visits. But I  
 22 just wanted to give you the staff update, because I  
 23 think that -- that that -- the extra support coming  
 24 to the Division is going to make a big difference.  
 25 So as you all know --

31

1 THE CHAIR: I'm sorry. Commissioner Burt  
 2 has her hand up.  
 3 COMMISSIONER BURT: Before you move on --  
 4 and I don't want to necessarily -- I don't know how  
 5 dressed up Megan got or to -- you know, just hanging  
 6 out and not expecting this. But I'm wondering,  
 7 before we move on from staffing, if there is any  
 8 way -- I saw she's in the Attendees -- if we could  
 9 bring her on here just so we could say thank you.  
 10 And if you don't want to be on video, Megan, that's  
 11 fine; but...  
 12 DIRECTOR CORINA CHAVEZ: That sounds good.  
 13 COMMISSIONER BURT: I would rather her be  
 14 on video.  
 15 DIRECTOR CORINA CHAVEZ: Okay. Let's  
 16 bring her in.  
 17 MS. KAREN WOERNER: I just added her to  
 18 the panel so here she comes.  
 19 Hey, Megan, are you there?  
 20 THE CHAIR: I'm going to miss that  
 21 picture.  
 22 MS. MEGAN MAESTAS: I'm here.  
 23 COMMISSIONER BURT: Thanks, Megan. I  
 24 wanted to wish you all the best. Thank you for all  
 25 the work at the PED. But all the best in your

32

1 future.  
 2 I know working at the PED is literally  
 3 like -- you know, the years at the PED are like dog  
 4 years. So, like -- it's like one year actually  
 5 feels like seven years at any other job. So thank  
 6 you for all the work that you've done and for the  
 7 charter work that you've done. I know charters  
 8 really look at the help that you've given and --  
 9 with a lot of fondness. And I'm sure they're going  
 10 to be the most sad that you're leaving because of  
 11 all the relationships -- oh, Karen -- but I know  
 12 that -- you know, the work that you've done is  
 13 just -- it's invaluable.  
 14 So thank you for everything you've done.  
 15 I'm super-glad to hear that there's an opportunity  
 16 for you to still continue supporting the work that  
 17 CSD is doing. And that's exciting. But welcome to  
 18 the world of post-PED. And I hope you get to take a  
 19 little bit of a break and decompress before you  
 20 start anything new, because I know you'll need it.  
 21 So good luck with everything and thank you  
 22 for all your work that you've done.  
 23 MS. MEGAN MAESTAS: Thank you. I  
 24 appreciate the very kind words. And, yes, working  
 25 at PED a year is most definitely at least five to

33

1 seven years; so...  
 2 THE CHAIR: So, Megan, as a former  
 3 Las Cruces also, I'm going to miss you. And thank  
 4 you. I guess I'm the longest serving here now. So,  
 5 remember? I think it was one of your first days  
 6 when -- site visit at New Americas.  
 7 So thank you for everything that you've  
 8 done and wish you the best of luck with, hopefully,  
 9 a fabulous new opportunity. And I didn't know you  
 10 had pigs; so...  
 11 MS. MEGAN MAESTAS: I have one. He's a  
 12 mini-pig. But he weighs about 50 pounds, and he's  
 13 my baby. But thank you. I appreciate your kind  
 14 words. And, yes, I very much remember that site  
 15 visit to New Americas. I think that was maybe my  
 16 second site visit on the job.  
 17 And so we've certainly learned and grown a  
 18 lot since that day. But thank you.  
 19 THE CHAIR: Thanks.  
 20 MS. KAREN WOERNER: So, Megan, I'm going  
 21 to --  
 22 THE CHAIR: Sure.  
 23 MS. KAREN WOERNER: I was just going to  
 24 say, Megan, I'm going to send you back to the  
 25 Attendees so you can continue on. But thanks again,

<p style="text-align: right;">34</p> <p>1 Megan. Like Corina said earlier, the team did a 2 nice tribute to Megan this morning, and I don't want 3 to say any more now except for thank you. I don't 4 say goodbye; I say thank you and look forward to 5 still working with you as you help us finish up some 6 projects. 7 DIRECTOR CORINA CHAVEZ: Thanks, Karen. 8 And Megan. 9 So I think I was on No. 2, the status of 10 expansion to in-person learning. 11 And as everybody knows, April 5th was the 12 target date that we set for schools to be full 13 in-person. And in order to get there, we did spend 14 a lot of time -- Megan spent a lot of time visiting 15 schools, other staff members on the team. And all 16 the Deputy Secretaries and Fire Marshals across the 17 state visited schools and looked to make sure that 18 the facilities were ready and the schools themselves 19 had prepared a COVID-safe environment for kids to 20 come back. 21 And so we accomplished very quickly the 22 task of ensuring that that happened. There are a 23 few schools that had anticipated being complete 24 remote that were still working on getting the 25 facilities ready. And now, as you know, there are</p>	<p style="text-align: right;">36</p> <p>1 The Commission approved a modified site 2 visit plan that my staff and I have begun to 3 implement this week. We conducted two site visits. 4 And I see a couple of the school leaders 5 from the SAMS charter in the audience. And I had 6 asked if it would be okay if I would share their 7 PowerPoint. But I'm wondering, since they're here, 8 if maybe we want to bring in our -- our school 9 leaders, Bridget Barrett and Jill Brame from SAMS 10 Academy. 11 I don't know if we have time, Commission. 12 It would be up to you. They presented a really 13 beautiful PowerPoint. We spent the first hour 14 listening to the school share what their COVID 15 experience has been, to talk about their successes, 16 they're challenges, their innovations. 17 And you could hear a summary from me or 18 you could bring them on. Although they're not 19 listed on the agenda, I did get a clearance from 20 them that it would be okay for me to share their 21 PowerPoint, and I would share maybe one or two 22 slides. Or they could come on. 23 What would you prefer? 24 THE CHAIR: I would love to hear from 25 them. My -- my only concern is the fact that</p>
<p style="text-align: right;">35</p> <p>1 some schools that have had incidents and are needing 2 to go back into remote. 3 There is at least one charter school -- it 4 was a local chartered school that I learned about 5 this morning -- that is going back into remote. I 6 think Commissioner Gipson spoke of a Las Cruces 7 school maybe also. So -- 8 THE CHAIR: It wasn't a charter. We had a 9 local high school that just had to unfortunately go 10 back to full remote. 11 DIRECTOR CORINA CHAVEZ: Right. So 12 there's been COVID-positive cases. Schools are 13 doing their best. They need to report that, and 14 they need to put into place some plans for those 15 students to -- to quarantine, and that might affect 16 their peers. And so we're just monitoring that and 17 continuing to support the schools. 18 There are a couple of schools in Jemez and 19 on the Navajo Nation that have also exercised tribal 20 sovereignty and remain remote as a result of the 21 consultation that they've had with their tribal 22 leaders. 23 So that's the full in-person. 24 I wanted to give an update on the modified 25 site visits.</p>	<p style="text-align: right;">37</p> <p>1 they're not listed. But I would love to hear from 2 them. But they are not listed on the agenda. So 3 that's my only reservation. 4 So -- but I'm going to ask for some 5 guidance on that, because I would certainly -- you 6 know, this is a good visit; so -- but, you know, I 7 do have that little bit of concern. 8 DIRECTOR CORINA CHAVEZ: So are we looking 9 to Elizabeth for that? 10 THE CHAIR: Yeah. Yeah. 11 MS. ELIZABETH JEFFREYS: Yeah. 12 Technically, it should be on the agenda. 13 COMMISSIONER CARRILLO: What category -- 14 what? I'm sorry. I lost track for a second because 15 I had to get up. 16 THE CHAIR: We're on No. 3. 17 COMMISSIONER CARRILLO: I mean, it doesn't 18 list the schools specifically. But I would say 19 there's a gray area here. But I'm comfortable -- if 20 everyone wants to hear it, I'm comfortable hearing 21 it. I don't think anyone is going to write a letter 22 to the AG on something like this. We're not making 23 a decision. So it's up to the group. 24 THE CHAIR: My only -- and like I said, I, 25 too, want to hear it. My only concern is, is this</p>

<p style="text-align: right;">38</p> <p>1 because it's a good thing. But if it was a 2 negative -- you know, on the opposite end, we don't 3 talk about schools if there's a potential for a 4 negative. 5 So I want to make sure that we're 6 following it on both ends. That is my -- but, you 7 know, if Commissioners are comfortable with it, you 8 know, we're heard the technical. But I think we 9 need -- I think I'd be more comfortable if I heard 10 from more of the Commissioners? 11 COMMISSIONER VOIGT: Hi, there. I'm fine 12 with it. I think it's great. 13 THE CHAIR: Okay. 14 COMMISSIONER CARRILLO: I would say as 15 long as we stay on the topic that's on the agenda, 16 we don't stray further into other things -- the 17 school needs to stay specific to that, because I 18 think as long as it's on that topic, I feel 19 comfortable as well. 20 THE CHAIR: Okay. All right. 21 COMMISSIONER TAYLOR: Me, too. I think 22 the topic says, "Update on Modified Site Visits"; so 23 that's pretty broad. 24 COMMISSIONER ROBBINS: If the school -- 25 like the Chair said, if anything potentially</p>	<p style="text-align: right;">40</p> <p>1 I'm going to go ahead and bring up your 2 PowerPoint. 3 MS. JILL BRAME: Okay. 4 DIRECTOR CORINA CHAVEZ: All right. And 5 it's actually a PDF. Does it look okay? 6 THE CHAIR: It does, except we're 7 seeing -- we have double-vision again. 8 MS. KAREN WOERNER: Yeah. You've shared 9 your desktop rather than just the presentation. 10 DIRECTOR CORINA CHAVEZ: Is that better? 11 MS. KAREN WOERNER: Yes. 12 DIRECTOR CORINA CHAVEZ: Okay. All right. 13 So -- so on Monday, my staff and the 14 leadership from the Southwest Aeronautics, Math and 15 Science Academy conducted the first of the set of 16 modified site visits. And I thought I'd just open 17 up with this visual of their facility, which is a 18 beautiful picture, and then just let you know that 19 we went on to have a conversation about all the 20 questions that are in the modified site visit report 21 about how this school year has gone. 22 And so we spent some time listening to 23 staff share what has been happening for learning and 24 student experiences, teachers' experiences, and what 25 that's looked like this year. I felt like the</p>
<p style="text-align: right;">39</p> <p>1 derogatory or negative and the school's not present, 2 I think we have a problem. But if it's just a 3 general overview of what was conducted and things, 4 then I don't have a problem, either. 5 THE CHAIR: Okay. Okay. 6 MS. KAREN WOERNER: Should I promote them? 7 DIRECTOR CORINA CHAVEZ: So, Karen, if you 8 want to correspond with them to make sure that 9 they're happy to also join, what I'll do is bring up 10 their PowerPoint in screenshare, if you allow me to 11 screenshare. And -- and then we'll just get an okay 12 from them. I just saw them in the audience. 13 MS. KAREN WOERNER: I just added them as 14 allowed to talk right now. They're not in the 15 panel, even though you see them. 16 But, Bridget and Jill, are you there, and 17 are you willing to support Corina on the panel with 18 your presentation on the modified site visit? 19 MS. JILL BRAME: This is Jill. I'm okay 20 with that. 21 MS. KAREN WOERNER: You have to unmute 22 yourself. 23 MS. JILL BRAME: I did unmute. 24 DIRECTOR CORINA CHAVEZ: We heard you, 25 Jill. But Bridget is muted.</p>	<p style="text-align: right;">41</p> <p>1 school was super-well-prepared by preparing this 2 PowerPoint, and it was -- it was a wonderful 3 opportunity to learn about the school. 4 Should I go through the entire PowerPoint? 5 Or, Jill or Bridget, if you have anything to share 6 at this point? Commissioners? This is sort of 7 informal. But -- 8 MS. BRIDGET BARRETT: We're happy to go 9 through it. But we know that there's also a time 10 issue and we kind of ran over when we did the site 11 visit; so... 12 DIRECTOR CORINA CHAVEZ: Well, I think 13 that this is the important slide. Because it talks 14 about the successes of this year, the challenges, 15 and the innovations. And so I think maybe this is 16 the place where I will let you speak for yourself 17 and talk a little bit about this -- the things on 18 this slide. 19 MS. BRIDGET BARRETT: I'll take the first 20 one, Jill, if you want to do the second one. 21 MS. JILL BRAME: Sure. 22 MS. BRIDGET BARRETT: All right. So we 23 did -- the successes are really what got us through 24 the year. 25 We -- we had some great, great things</p>

<p style="text-align: right;">42</p> <p>1 happening, because we're an online platform.  2 Teachers were just really great with delivering  3 instruction alongside Edgenuity; that's our  4 curriculum. But they really knew how to support and  5 guide the students through that.  6 So when we met with Alexis from Edgenuity  7 at one point, she was actually asking us, "Where are  8 you doing this different," because other schools are  9 struggling with Edgenuity, and we're having great  10 success.  11 So we had a great meeting with her about  12 that. And we really give credit to our teachers for  13 knowing how to use Edgenuity. And it wasn't a big  14 surprise using Edgenuity. So that was really great.  15 Another great, great success was coming  16 back to the building. It was just so wonderful to  17 see the students, and they were happy to be there.  18 The teachers were overjoyed to be there.  19 We came back earlier in February because  20 we were a charter; so we were allowed to do that.  21 And that was just really wonderful.  22 And another success was the construction  23 that we did around the building to space students  24 apart. And we kind of changed our model a little  25 bit with that construction as well.</p>	<p style="text-align: right;">44</p> <p>1 still continue to work in their curriculum.  2 Social emotional health. Like all  3 schools, really, in the country, I think, I think  4 that's one of our biggest areas that we are  5 concerned with with our students. And so continuing  6 to talk to students about their social emotional  7 health and our teachers delivering lessons on that  8 through different times, kind of their homeroom,  9 their sponsor hour time, and making sure our  10 students are doing okay, not only academically, but  11 socially and emotionally.  12 And then once April 5th hit, the staff all  13 returning to the building. That was a little bit of  14 a challenge, as you can imagine, just everyone  15 feeling comfortable. And I think there was a lot of  16 fear of the unknown, not knowing what it was going  17 to look like.  18 But once they've all come back, it's been  19 really great. I think they are settling into a good  20 groove kind of and figuring out what works and how  21 they're able to keep all of their students safe in  22 their classrooms.  23 Do you want me to keep going, Bridget, or  24 do you want to do the next one?  25 MS. BRIDGET BARRETT: How about I'll do</p>
<p style="text-align: right;">43</p> <p>1 But we've spaced everybody out into junior  2 high and high school, where before, we had everybody  3 in one big main lab setting. They're actually  4 moving through classrooms now. And we've really had  5 a lot of success in communicating with the families  6 and via e-mail or home visits or what have you.  7 We've really upped our communication, which has been  8 really great, because we're forming more of a family  9 community atmosphere.  10 MS. JILL BRAME: Okay. Thank you. Then  11 some challenges.  12 Well, first, just getting our teachers to  13 get on Zoom. Now I think we're all experts at  14 Zooming. But at the beginning of all of this, it  15 was a little bit -- you know, figuring out little  16 kinks, little tricks. And so that was a challenge  17 at the beginning. But now everyone is great.  18 And then another challenge is getting all  19 of our students to show up. I mean, it's just --  20 you know, attendance. And I think it's something a  21 lot of schools are dealing with right now, in that  22 attendance for classes. And so we're still working  23 on that.  24 But then they still have their Edgenuity  25 classes, and so it's a little different. They can</p>	<p style="text-align: right;">45</p> <p>1 three and you do three?  2 MS. JILL BRAME: All right. Thank you.  3 THE CHAIR: There's a Commissioner who has  4 a question.  5 COMMISSIONER CARRILLO: Hi, Jill. I'm  6 Steve, and I'm up in Northern New Mexico, Santa Fe  7 and north.  8 I have a question about students not  9 showing up for Zoom. And maybe this is also for  10 Corina.  11 It's my understanding that a student can  12 log into the Zoom, but they don't have to put their  13 live photograph -- their live picture online.  14 Is that -- is that correct? And if that  15 is correct, who on earth approved something like  16 this?  17 MS. JILL BRAME: Well, that has been a  18 challenge that we have had absolutely, of, you know,  19 students saying they are getting -- they have  20 anxiety showing their face, and so they don't want  21 to be on -- on the camera.  22 We have had -- so that has definitely  23 been -- you know, even if they're there, and they  24 show up, that's been a -- a challenge for sure this  25 year. And some teachers are saying, "If we can't</p>

<p style="text-align: right;">46</p> <p>1 see your face, then you're not -- you're not in 2 attendance, because we don't know what you're doing. 3 You can turn the camera on (verbatim), and then we 4 don't know if you're really there or not." 5 So -- it's kind of all teachers have gone 6 through that differently and how they -- and how 7 they, I guess, kind of facilitate that in their 8 classroom. And everyone is a little bit different. 9 But I don't know. We've had -- we've had 10 even doctors' notes show up at our -- at the -- at 11 Bridget's desk saying they don't want to be on Zoom. 12 They have anxiety about it. 13 A lot of them are fearful that if they're 14 on Zoom and they're making a face, other kids are 15 going to take pictures of them. There's just -- we 16 have -- there's a lot of things our kids are going 17 through, especially with social media, I think, that 18 they fear. 19 Does that answer your question, I hope? 20 COMMISSIONER CARRILLO: You know, it does. 21 And I didn't -- you know, I didn't think about that 22 part, you know. I mean, from my work sometimes, you 23 know, I've put on a blazer and a nice shirt, but on 24 the bottom half, I'm in my PJs, because we're on 25 Zoom. My clients don't know, right?</p>	<p style="text-align: right;">48</p> <p>1 And so I'll do the first three on the 2 innovations. And one thing that was new for us, I 3 know home visits aren't new, but for our school they 4 were. And there's a picture there of us on a home 5 visit. 6 We had teachers that joined us, and we all 7 went out, and we kind of collaborated together on 8 who really needed a home visit; if they weren't 9 showing up to the Zooms, if they weren't doing their 10 work in Edgenuity, or if there was a social 11 emotional concern. 12 We did lose a student this year to 13 suicide. And we had a lot of students struggling 14 with depression. So we would even hear about that 15 sometimes. 16 So we would go to their house and visit 17 them. And some of our teachers would bring spicy 18 Cheetos or burritos and Sour Patch Kids. And that 19 was just a really great experience. Kids loved it. 20 They loved knowing that we would actually make that 21 trip and go see them. 22 And I kind of mentioned briefly before 23 about the grade level -- 24 COMMISSIONER CARRILLO: Oh, home visits. 25 Bridget on home visits, I think that is like the</p>
<p style="text-align: right;">47</p> <p>1 And so I'd ask Corina, is this something 2 that charter directors can individually say, "Hey, 3 in our school, this is -- this is the rule; you've 4 got to be live in order to be present?" 5 MS. BRIDGET BARRETT: That's what we did. 6 That is the stance we took. If the student had a 7 parent that reached out or a doctor's note or what 8 have you, then -- honestly, that was probably five 9 or six kids, total -- then we allowed them not to 10 show their face. 11 But we -- we really communicated with 12 families that this is kind of the same as putting 13 your head down on the desk while a teacher is 14 talking. We need to be alert. And it's not a very 15 long time that they're on Zoom. 16 So we just made it a policy that you have 17 to be on Zoom, you have to have the correct name and 18 you have to show your face. 19 COMMISSIONER CARRILLO: That's excellent 20 that you did that. Because I know for Santa Fe 21 Public schools, teachers were beside themselves 22 about what to do. And I don't think the board has 23 made a policy on that. So that's great. I'm happy 24 to hear that. 25 MS. BRIDGET BARRETT: Yes. Okay.</p>	<p style="text-align: right;">49</p> <p>1 best idea ever, and I'm happy to hear you're doing 2 it. 3 And this is where I think that we as the 4 PEC can be influential in introducing districts -- 5 districts -- introducing charters to some new ideas. 6 Because I learned at a conference in this small 7 district in Indiana, they did home visits for all of 8 the houses -- for all of the kids prior to the year 9 starting, so that the parents, or grandparents, or 10 whoever was raising the kids, could meet the 11 teacher. The teacher could see -- I mean, could 12 really get a feel for how this kid's environment 13 was. And it was so effective. 14 And now it's certainly harder to do in 15 larger districts. But that's something that we 16 could introduce our charters to, give them the 17 material, maybe even have a brief Webinar for 18 charter directors and say, "Look, if you're 19 interested in this, we find that it's super-duper 20 effective in helping -- connect teachers to the 21 household." 22 So I just -- I saw that there, and I'm 23 just thrilled, Bridget, you guys are doing this. 24 MS. BRIDGET BARRETT: Thank you. And 25 we're thrilled, too. And there was a lot of fear</p>

<p style="text-align: right;">50</p> <p>1 coming from our staff about traveling to all these 2 homes. We stayed outside. 3 But next year, we're really talking about 4 it being part of the home group thing, that maybe we 5 have every sponsor teacher visit once at least 6 during the year, because it is so meaningful to go 7 to their homes and see how they're doing. 8 I mean, some of them are in wonderful 9 homes, but they're still struggling from depression. 10 And some of them have homes that are bullet-ridden, 11 and, you know, some of them don't have electricity. 12 There's every variation. And just knowing 13 that gave us such a great input on what they're home 14 life is like and how we can help them. 15 COMMISSIONER CARRILLO: That's fantastic. 16 MS. BRIDGET BARRETT: Yes. We loved it, 17 yes, and I highly recommend it. 18 We did change things to be grade-level 19 blended learning, which I think is going to be huge. 20 It's a completely different model, but we're 21 super-excited about that, and we're super-excited 22 that you are allowing us to bring in sixth grade. 23 That is -- woohoo. We're super-excited. 24 We used to have desktops at the school, 25 and we shifted to Chromebooks this year, because we</p>	<p style="text-align: right;">52</p> <p>1 community. 2 And Bridget's done several videos. We've 3 filmed her doing back-to-school tours and welcome 4 videos, because that's another way we could 5 communicate this year that we hadn't done before. 6 But, you know, not everyone reads e-mails. 7 I don't really understand that. But not everyone 8 reads their e-mails. And so sending out videos 9 maybe through Edgenuity or through School Messenger, 10 we can be able to communicate differently to our 11 families. 12 And so it's been -- we've done a few 13 different things. But we really did appreciate the 14 site visit. And so kudos to Corina and her team and 15 to you for allowing that to happen, because that 16 really was helpful for us to be able to talk 17 about -- talk about our successes and challenges of 18 this school year. 19 So thank you, Corina and Karen. 20 DIRECTOR CORINA CHAVEZ: Well, thank you 21 for jumping in on the fly and for sharing. I just 22 knew that the firsthand description of your 23 experience would be much richer than my summary of 24 it. 25 COMMISSIONER VOIGT: Can I just add in? I</p>
<p style="text-align: right;">51</p> <p>1 need to send those devices home. Those devices are 2 important, because they sometimes say, "Oh, yeah, we 3 have a computer at home"; but there might be five 4 people sharing that computer. 5 So those Chromebooks are a lifeline for 6 these students, because their curriculum is online 7 here. We're a little bit different in that aspect. 8 And it's been great. 9 I'll have Jill take it away. 10 MS. JILL BRAME: And so then now that 11 we're back in the building -- and I think a lot of 12 schools are doing this, but -- you know, having live 13 classes and Zoom classes at the same time. And so 14 our teachers are just doing a great job managing 15 having students sitting right in front of them and 16 having kids on Zoom in front of them on the 17 computer. 18 And so that's been different, but they're 19 figuring out and working through that -- those 20 issues. 21 And then we redid our website at the 22 beginning of the year. That has been really 23 helpful, making that -- having more -- more 24 information for our students and making that more -- 25 well, I think eye-catching and better for our</p>	<p style="text-align: right;">53</p> <p>1 wanted to thank Jill and Bridget for that 2 presentation. 3 I just had one little question. I don't 4 want to take up a whole lot of time. How was your 5 broadband service over the virtual aspect? Did you 6 all have any issues? 7 MS. JILL BRAME: That, well, we're 8 cognizant, I will say that, on what students are 9 doing on their computer. We tried not having every 10 single kid on Zoom in the building on Zoom at once. 11 And so saving that really for our teachers, and 12 we've been trying to talk. Because if you haven't 13 been to our school, we are out on the way, way west 14 side and behind the volcanos. And so there's not a 15 lot of, like, fiberoptics. 16 So it's been a little difficult. But 17 we're making it work. And our IT company has been 18 amazing working with us getting that set up. And 19 then any students outside, you know, that were at 20 home, we've -- Bridget has been really helpful 21 getting that, making sure that they have Internet 22 access, you know, free to a very low cost. And so 23 we've made sure that all -- that's never a problem 24 for our students to learn. Yeah. 25 COMMISSIONER VOIGT: That's great to hear.</p>

54

1 It's also really great to hear about your SEL  
 2 support. Thanks again.  
 3 MS. JILL BRAME: Thank you.  
 4 THE CHAIR: Commissioner Robbins?  
 5 COMMISSIONER ROBBINS: To Jill and  
 6 Bridget, do you know offhand if you are  
 7 participating in the E-Rate or if you are allowed --  
 8 with the type of IT infrastructure you might need,  
 9 are you participating in the E-Rate program?  
 10 MS. JILL BRAME: We are participating in  
 11 E-Rate, and we're actually working with -- Aces did  
 12 a consortium this year, and we are participating in  
 13 that. And so we are getting Cat 1 funding for some  
 14 new infrastructure to hopefully get us a little bit  
 15 better service out here. And so I've been -- we've  
 16 been in contact with the company to step that up a  
 17 little bit, yes. So...  
 18 COMMISSIONER ROBBINS: Good to hear.  
 19 Thank you.  
 20 MS. JILL BRAME: Yes. Thank you.  
 21 THE CHAIR: Bridget and Jill, thanks a lot  
 22 for this, and Director and team for showing us this.  
 23 But, you know, it's something brand new. So really  
 24 appreciate this information and really excited that  
 25 you were able to change that blended learning,

55

1 because I think, especially in this time, really --  
 2 really important to be able to have that connection  
 3 with the -- with the students.  
 4 So glad to hear it's going well, you know.  
 5 MS. BRIDGET BARRETT: Thank you.  
 6 DIRECTOR CORINA CHAVEZ: So, Madam Chair,  
 7 Commissioners, that was the first-hour conversation  
 8 with school leadership, just so you know. The rest  
 9 of the time was spent reviewing desktop monitoring  
 10 results that -- that staff in the Charter Schools  
 11 Division had conducted.  
 12 We were joined on this visit with the  
 13 governing board president and the business manager  
 14 for the school. And so that was -- that was a good  
 15 visit.  
 16 And they were the first. I will admit  
 17 that we are still in the process of ironing out a  
 18 few details for what this visit process looks like.  
 19 One of the things that we are adding to  
 20 the mix is an assurances document.  
 21 So we're pulling together a document for  
 22 schools to sign. Because we're not asking for  
 23 schools to share the level of evidence that a  
 24 regular site visit would entail, we're just ensuring  
 25 that they're aware of the obligations with complying

56

1 with state and federal laws. So they will be asked  
 2 to sign an assurances document as well.  
 3 And -- and that was the very first visit  
 4 with SAMS.  
 5 On Tuesday, we visited with ACES Technical  
 6 Charter School, and that went very well also. I  
 7 think that, you know, we heard about how every  
 8 student had a guitar delivered to their home and  
 9 were required to take music class.  
 10 And they had winter concert online with  
 11 their students performing with the guitars. And  
 12 that ended up being a really innovative aspect of  
 13 what this year has been for them as well, because  
 14 they had grandparents coming in from the West Coast  
 15 to be able to see their grandkids perform.  
 16 So there are some highlights from this  
 17 year; as difficult as it has been, as much  
 18 social-emotional challenges that we are hearing  
 19 about that students are experiencing, there's also  
 20 been some highlights. And I hope to be able to  
 21 bring more of these examples to you all as we  
 22 continue with these visits.  
 23 Next week is packed full of these visits,  
 24 morning and afternoon. We are starting off Monday  
 25 with South Valley Prep, Albuquerque Sign Language

57

1 Academy. The rest of the week, we are having the  
 2 modified visits with the New Mexico Connections  
 3 Academy, Middle College High School, Tierra Adentro,  
 4 McCurdy, Alma d'Arte; so -- and that's just next  
 5 week.  
 6 So we are very busy and very pleased with  
 7 this process, and I look forward to continuing to  
 8 share more information with you as we go through  
 9 with these modified visits.  
 10 I'll pause to see if there's any questions  
 11 at this point.  
 12 COMMISSIONER VOIGT: I've got one.  
 13 THE CHAIR: Commissioner Voigt?  
 14 COMMISSIONER VOIGT: Thank you. Yeah,  
 15 this has got to be challenging, covering every  
 16 corner of the state, and with your limited staff.  
 17 I'm just curious. Do you anticipate, or  
 18 do you foresee that -- the possibility of having  
 19 liaisons assigned to certain schools so that there's  
 20 one person that a school could reach out to at the  
 21 CSD? I mean, I don't -- one way or the other, I'm  
 22 just curious if you planned on doing that or thought  
 23 of that.  
 24 DIRECTOR CORINA CHAVEZ: I've heard that  
 25 suggestion, and I've heard people speak pro, and

58

1 I've heard people speak con about it. Yeah. So  
 2 good question.  
 3 And I'd love to hear from more people  
 4 about thoughts on that; and maybe not here, but it  
 5 is something definitely to -- to explore.  
 6 COMMISSIONER VOIGT: Sure.  
 7 DIRECTOR CORINA CHAVEZ: Instead, what I  
 8 have done, Commissioner Voigt, is to really seek to  
 9 cross-train so that there's staff maybe who, in the  
 10 past, had not been as engaged in the site visits,  
 11 who are engaged now, so that anybody could step in  
 12 to any role that they're ready and feel comfortable  
 13 doing.  
 14 And so I think that that's been good.  
 15 Like, I've really -- we've encouraged this notion of  
 16 collaboration across the team. And I think that,  
 17 you know, the team continues to grow. Anytime that  
 18 there is new people introduced, as you guys know,  
 19 there's this -- this time of storming before we get  
 20 to norming. And I feel like our team is getting  
 21 stronger every day.  
 22 COMMISSIONER VOIGT: Yes, that's great. I  
 23 have no opinion one way or the other. But it's  
 24 great that the depth would be there, definitely, if  
 25 you were able to cross-train and have that

59

1 consistency across all your administrators so every  
 2 charter school is getting the same answer if they  
 3 asked it to all five people or whatever, yeah.  
 4 Thanks.  
 5 THE CHAIR: All right. And I -- you know,  
 6 I have to say I think it was a difficult transition  
 7 when the team went away from the assigned liaisons.  
 8 And that was -- you know, it was rocky. But I have  
 9 to agree with the Director that there's still folks  
 10 that express that wish that that's the way the  
 11 system was.  
 12 But then I think there's an equal number  
 13 of folks that say, you know, I kind of like it this  
 14 way.  
 15 So I think it's just, you know, whatever  
 16 works best for -- you know, for the schools and for  
 17 the team. You're not going to please everyone.  
 18 That's just the bottom line. There's going to  
 19 always be people that say, "I wish we did it..." --  
 20 you know.  
 21 And a lot also depends on, you know,  
 22 unfortunately, that personality mix; so that if  
 23 you've got a liaison that somehow you're just not  
 24 connecting as well with, the system is not going to  
 25 work as well as a liaison that you really do connect

60

1 well with. And that's the intangible that you have  
 2 little control over.  
 3 Commissioner Burt?  
 4 COMMISSIONER BURT: Yeah. I would say  
 5 that -- I would kind of say the same thing. I could  
 6 imagine sort of like the idea behind it that, you  
 7 know, you have this person; you know who to go to.  
 8 But at the same time, you could end up to making it  
 9 to where one person is handling a lot of issues  
 10 while other people are having an easy-breezy time.  
 11 So you just never know how that's going to  
 12 end up on any given week or a given -- it's, like,  
 13 you could end up overburdening one liaison in a  
 14 given moment. But being able for you, as the  
 15 Director, to be able to spread out that and everyone  
 16 be able to do the work kind of makes more sense.  
 17 And I think having everyone cross-trained,  
 18 I just love that idea, to where if everyone is on  
 19 the same page, everyone has the same information and  
 20 everybody can support you, I mean, I think that's --  
 21 like -- like -- like the Chairperson said, you know,  
 22 like, if -- I would definitely default to your  
 23 judgment.  
 24 But I could see how the idea sounds good;  
 25 but, in practice -- and I just know having worked in

61

1 constituent services -- if you assign certain people  
 2 to certain topics in constituent services, and then  
 3 that topic -- like one particular topic blows up,  
 4 you have to scramble and get people to cross over  
 5 anyway. And it's more of a scramble at that point.  
 6 So it may be -- I think -- you know,  
 7 possibly just keeping it the way it is, and knowing,  
 8 you know, like everyone already said, knowing  
 9 there's some people like, "Man, I really wish" --  
 10 but if somebody was, "Man, I really wish I had a  
 11 person to go to," they could do that. They could,  
 12 like, every time, call that person.  
 13 "I have my person. I know when I call  
 14 this liaison, they're going to -- I just like them;  
 15 they get back to me." They could develop that  
 16 relation kind of organically instead of it being  
 17 more dictated by the Department.  
 18 DIRECTOR CORINA CHAVEZ: I do think that's  
 19 how it works now. I think that the survey that we  
 20 review -- that we sent out to school leaders showed  
 21 that school leaders feel comfortable reaching out to  
 22 Charter Schools Division and asking for support, and  
 23 they feel pretty good about the support that they're  
 24 doing. So -- so thank you for that discussion.  
 25 And so I'm going to move on to No. 4. And



<p style="text-align: right;">62</p> <p>1 that is an update on the Implementation Year 2 submissions from Explore Academy Las Cruces. 3 As you know, that they have had a very 4 short and truncated Implementation Year and timeline 5 for submitting. And they have submitted all of the 6 November and March submission requirements so far. 7 And they're working on the May submission. So 8 that's where they're at right now. 9 Our division -- and this has mostly been 10 Megan's work -- has completed a review of the 11 November submissions. They all met the standards, 12 and we're in the middle of reviewing the March 13 submission material. 14 So we're going to continue to work with 15 the school as we navigate through the remainder of 16 this Implementation Year in preparation for the 17 Commencement of Operations discussion that we will 18 hold and the decision that you will make in June for 19 whether the school is ready to open. 20 I'd like to remind all the Commissioners 21 about the School Leadership Roundtables. There's 22 one that's happening on Wednesday, April 21st. And 23 I just uploaded the flier to SharePoint. And my 24 biggest reminder is, of course, we would love to 25 have you there, and you need to register.</p>	<p style="text-align: right;">64</p> <p>1 schools new Mexico to arrange for these leadership 2 roundtables, which are meant to just be an 3 opportunity for school leaders to network with one 4 another and have focused discussions around topics 5 that are of interest to them. 6 The -- the equity, as you know, when we 7 polled school leaders about the conference, came up 8 as the number one topic of interest that they wanted 9 to discuss. And so I think this will definitely 10 give us fodder for what could be covered during the 11 conference. It's not the end, but it's definitely a 12 start. 13 And one of the things that we want to do 14 with these roundtables is to start to bring together 15 charter leaders with regular public school leaders. 16 So, Commissioner Chavez, if you have some principals 17 in your district, or any of the other Commissioners, 18 if you know principals that you would like to 19 invite, please share the flier with them; ask them 20 to register. 21 Last time we checked, registration was a 22 little low. But I am anticipating after this 23 meeting that the -- that the numbers are going to go 24 up, and that we'll have a good show. And I really 25 hope so, because, as I said earlier, we have some</p>
<p style="text-align: right;">63</p> <p>1 I think last time -- this is going to be 2 our second roundtable. And for the last roundtable, 3 somebody had not registered. I think it was a 4 school leader. And they were texting me in the 5 moment, "How do I get in?" 6 And, you know, at that moment, I was 7 unable to -- I was unable to let them in. It was 8 just -- there's too much that happens at once when 9 you're organizing these online events. And so they 10 missed out, and that made me very sad. 11 So I just want to encourage all the 12 Commissioners to go click the link in that flier. 13 If you need for me to e-mail it to you separately 14 because you're not in SharePoint, we can do that -- 15 in fact, we probably should -- and sign up for the 16 Wednesday the 21st at 3:00. 17 This roundtable is going to focus on 18 equity. We're super-excited, because we will be 19 joined by Deputy Secretary Vickie Bannerman, who's 20 starting us out. And we have three really fabulous 21 facilitators who are then going to take participants 22 into three separate breakouts. 23 Anybody in the audience that hasn't 24 registered yet, please do this. We're working 25 collaboratively with Matt Pahl and Public Charter</p>	<p style="text-align: right;">65</p> <p>1 really dynamic facilitators and some great topics 2 around equity online. 3 THE CHAIR: Okay. Thanks. Can I suggest 4 a question? I'm sorry. 5 COMMISSIONER CHAVEZ: No. I was just 6 going to say thank you, Director Chavez. I've 7 already sent the link out to my principals. And so 8 hopefully -- I sent them out yesterday; so, 9 hopefully, you'll see some participation from our 10 principals. 11 DIRECTOR CORINA CHAVEZ: Awesome. 12 THE CHAIR: Just a question. Where is it 13 in Share- -- is it in the meeting materials in 14 SharePoint, or is it separate? 15 DIRECTOR CORINA CHAVEZ: I just uploaded 16 it to the meeting -- I think it landed there. There 17 are so few that are uploaded from me; so it might be 18 easy to find because of that. 19 COMMISSIONER BURT: It's on the second 20 page at the very end. It's at the very end of the 21 meeting. I just found it and registered. It's its 22 own thing. 23 THE CHAIR: I was looking at the item 24 number. Thanks. Appreciate it. 25 COMMISSIONER BURT: My question is, is did</p>

<p style="text-align: right;">66</p> <p>1 you-all, like -- is this something that I should 2 send to the charter leaders in my district? Or, you 3 know, how did you get this out to them already? 4 DIRECTOR CORINA CHAVEZ: Yes, Commissioner 5 Burt. Great question. We added it to our 6 newsletter. Every opportunity that we have with the 7 Charter Voices group, which is a weekly Zoom meeting 8 with charter leaders, both state and local, we've 9 made the announcement. 10 I believe that we've also posted it in 11 the -- as part of the news blast that Judy Robinson 12 sends out on a weekly basis. 13 We've used every avenue we could to put 14 the word out. But, of course, having a conversation 15 with someone, "Hey, did you register," is always so 16 much more effective. 17 So please yes, contact your schools, 18 whether they're charter or regular public. We'd 19 love to see some good participation. 20 And if there's no questions -- any other 21 questions about the April session? The next one is 22 May 26th. So thinking ahead, we are in the process 23 of discussing what might be the topics. And so stay 24 tuned for that. 25 Any questions?</p>	<p style="text-align: right;">68</p> <p>1 improve equitable access for students and academic 2 outcomes. 3 We also heard from leaders that they're 4 interested in hearing directly from students. So a 5 couple of panels are being pulled together to 6 include student voice and to hear from students 7 about equity, cultural relevance, and topics such as 8 that. 9 We're also looking to -- yeah -- to be 10 open to a variety of different proposals. So if you 11 know of somebody that you think could do a really 12 excellent session, please send them our way. 13 And I believe that we've sent the -- the 14 link that SWREC is collecting the proposals. If 15 not, I can make sure that that is sent to you so you 16 can forward to anybody that you think might want to 17 propose a session. 18 Registration for that conference isn't yet 19 out. 20 THE CHAIR: Okay. I don't think we've 21 gotten the link. 22 DIRECTOR CORINA CHAVEZ: I will make sure 23 you get that. 24 THE CHAIR: Thanks. 25 Commissioner Voigt?</p>
<p style="text-align: right;">67</p> <p>1 All right. I'm going to move on to Item 2 6, which is the charter schools conference. And the 3 charter schools conference is June 2nd through 4th. 4 This is the sixth annual Charter Leader- -- 5 Leadership Conference. It will be virtual this 6 year. We made that decision prior to knowing 7 whether schools would be back in-person. 8 And it's allowed us to be able to, I 9 think, include more people. So we also hope to have 10 a very large showing. 11 We hope that the Commission will submit a 12 proposal to have a session, sort of a "Meet Your 13 Commissioner" session. That would be lovely. Or 14 maybe there's something else that you want to 15 present. 16 Our -- we're hoping to have a good sense 17 for the number of session proposals in place by 18 midweek next week. So I would urge folks to try to 19 pull that together -- 20 THE CHAIR: Okay. 21 DIRECTOR CORINA CHAVEZ: -- if possible. 22 We're -- we conducted the survey, as I 23 mentioned earlier. And we found out that school 24 leaders are really interested in seeing practical 25 tools and discussions around what's working to</p>	<p style="text-align: right;">69</p> <p>1 COMMISSIONER VOIGT: Okay. Thanks. So 2 that's awesome to hear that there's going to be 3 student voice at the conference. That's really 4 great. That really makes me happy. 5 I think -- I'm wondering, also, have 6 you -- or is it premature to send out the conference 7 link to any districts for traditional schools to 8 participate? Because there's a lot of innovations 9 that could be shared with some of the more 10 traditional schools. 11 DIRECTOR CORINA CHAVEZ: So we haven't 12 sent out the "Register to Attend" the conference 13 yet. That's coming. And one of the things that we 14 are also doing -- and I'm not sure -- there's a 15 meeting next week -- really, the team is planning 16 this, and I want to give props to Missy Brown on the 17 team, who's taking lead with this. 18 But we're partnering with Canvas, so 19 that -- Canvas is an online platform. And I know 20 there's several online platforms. But it's one that 21 holds a lot of professional development modules, 22 recordings. And so we're working to collaborate 23 with them so that whoever isn't attending live can 24 see the recording on Canvas and access the 25 materials; although, I think it would be dynamic to</p>

70

1 have charter leaders and regular public school folks  
 2 attend together.  
 3 And you're right. One of our aims is to  
 4 talk about how do we spread innovation. When we  
 5 think Antiqua calendars, schedule, hybrid learning,  
 6 remote learning, charter schools have really led the  
 7 way with so many of these things that regular  
 8 districts grappled with and are now considering as  
 9 part of something they might want to do.  
 10 So I think there's a really great  
 11 opportunity right now to bridge that innovation.  
 12 THE CHAIR: Yeah. I think it would be  
 13 really great if we -- if there could be -- because  
 14 there are already some of those really great  
 15 partnerships that exist. And if schools could do a  
 16 presentation of how they're already partnering with  
 17 the traditional school or school district, I think  
 18 that would be great.  
 19 But -- thanks for that. It's -- it's a  
 20 shame we're not going to be live-live, because it's  
 21 always great to be able to see those schools and  
 22 just have those casual conversations with them,  
 23 especially at the end of the year. Some of them,  
 24 it's goodbyes, because their head administrators  
 25 that are transitioning out, you know?

71

1 DIRECTOR CORINA CHAVEZ: Any other  
 2 questions about the conference? Discussion?  
 3 Well, I just want to close out my report  
 4 with an appreciation for -- for everyone, actually,  
 5 for this Commission, for the Charter Schools  
 6 Division staff and for the schools.  
 7 I think that -- what a critical year in  
 8 public education. We're all going to look back at  
 9 this year; we're going to talk about what did we  
 10 learn and what -- how -- and reflect on how -- how  
 11 much changed as a result of what we learned.  
 12 And so my -- my appreciation is just for  
 13 the folks that show up every day, you-all, and the  
 14 schools, and the teachers, and the kids, because  
 15 this has been a challenging year. And there's so  
 16 much to celebrate and so much that we can take from  
 17 it.  
 18 So I'm just -- I'm just appreciative of  
 19 where I get to be. I realize the privilege of doing  
 20 this work. I think about the kids, and that's why  
 21 we're here. And so I just -- my appreciation is for  
 22 everyone.  
 23 COMMISSIONER DAVIS: Commissioner Taylor  
 24 has his hand up.  
 25 THE CHAIR: I'm sorry. Commissioner

72

1 Taylor?  
 2 COMMISSIONER TAYLOR: Yeah. Director  
 3 Chavez, I just want to thank you very much for your  
 4 very -- your thorough and thoughtful presentations.  
 5 I -- I mean, you bring a lot of information. You  
 6 present it in a way that is positive and uplifting.  
 7 I just appreciate your kindness and grace. So good  
 8 job.  
 9 DIRECTOR CORINA CHAVEZ: Thank you.  
 10 THE CHAIR: Thanks. Okay.  
 11 Before we move on to No. 7, can we take a  
 12 short ten-minute break?  
 13 COMMISSIONER CARRILLO: Please.  
 14 THE CHAIR: Okay. Thanks.  
 15 (Recess taken, 10:29 a.m. to 10:40 a.m.)  
 16 THE CHAIR: Okay. I think we're all back,  
 17 except Commissioner -- I think he's coming back.  
 18 There he is. All right.  
 19 So thanks, everyone. So we're now on to  
 20 Item No. 7, Discussion and Possible Action on Letter  
 21 of Concern to Albuquerque Institute of Math and  
 22 Science.  
 23 And I will certainly turn this over to the  
 24 Director to give us, you know, an overview of the  
 25 concern.

73

1 DIRECTOR CORINA CHAVEZ: Thank you, Chair  
 2 Gipson.  
 3 I would like to ask if Miguel Lozano,  
 4 Assistant General Counsel in the Special Ed Division  
 5 at PED, be brought into this meeting to assist.  
 6 So this --  
 7 THE CHAIR: I'm sorry to interrupt. But I  
 8 think if there's folks from the school, they might  
 9 as well be brought in now as well. It'll just make,  
 10 probably, the flow a little bit easier.  
 11 DIRECTOR CORINA CHAVEZ: Chair Gipson,  
 12 there are no representatives from the school.  
 13 THE CHAIR: Okay. Okay. All right.  
 14 Thanks.  
 15 DIRECTOR CORINA CHAVEZ: Okay. So I'm  
 16 sorry to bring this issue to you. I -- we  
 17 highlighted it last month that we might have to,  
 18 because what -- what this issue is about is that  
 19 AIMS has a Corrective Action Plan in place with the  
 20 Charter School -- excuse me -- with the Special  
 21 Education Division.  
 22 And as appropriately -- as an appropriate  
 23 process, the Director of the Special Education  
 24 Division alerted me that the school was not  
 25 compliant with its CAP.

<p style="text-align: right;">74</p> <p>1 So in response to that, I sent an e-mail 2 to the head administrator at the school, alongside 3 who, I believe, is the assistant principal at the 4 school, and the special ed director of the school, 5 requesting a meeting with the Charter Schools 6 Division, Special Education Division, and the 7 school, so that we could all get on the same page 8 and review the CAP and understand the nature of the 9 non-compliance in an attempt to work things out. 10 Well, since we last met, that -- that 11 meeting has not materialized. I have uploaded to -- 12 or, like, my staff has uploaded to SharePoint 13 several documents that detail what is going on 14 with -- with the school, including some of the 15 e-mails themselves, and a copy of the -- the CAP. 16 I am much less familiar with the details 17 of the CAP and the reasons for non-compliance 18 than -- than Assistant General Counsel Lozano is. 19 And so I would prefer to have him speak to the 20 details and to field questions around -- around the 21 specifics of the CAP when we get to that point. 22 But what I wanted to let you all know is 23 that since the PEC agenda was finalized, and we let 24 the school know that we unfortunately had to add 25 them to the agenda, we did hear back from the</p>	<p style="text-align: right;">76</p> <p>1 us -- to you-all until they realized it was going to 2 be on the agenda? 3 DIRECTOR CORINA CHAVEZ: So that's a great 4 question, Commissioner Carrillo. And since we have 5 not met, I don't know that I could answer it 6 sufficiently. 7 I think that though we made several 8 attempts -- and you can read the details of the 9 e-mails -- there was never a phone call. So all the 10 details of the communication are uploaded in 11 SharePoint for you to read. 12 Again, I called for -- my e-mail called 13 for a meeting. And, again -- and staff people on my 14 team, Megan Maestas, sent out the e-mails calling 15 for a meeting. 16 And they had a spring break the day that 17 we wanted to meet prior to your last meeting. And 18 so that's why they were unable to meet. And then we 19 followed up as soon as the spring break was over and 20 asked if they could then meet. 21 And -- I think that maybe there could have 22 been some confusion around the CAP that I wished to 23 address and the hearing that they are currently 24 attending. That's one guess. But, again, I don't 25 know that I can fully answer that question.</p>
<p style="text-align: right;">75</p> <p>1 school. 2 And so as we speak, the school is involved 3 in another hearing. And I think there might have 4 been some confusion on their part about confounding 5 the hearing that they're involved in today with the 6 issue at hand with this CAP. And so because they 7 are involved in that hearing, they are unable to be 8 in attendance today. 9 However, we have set a meeting for next 10 week. So I just wanted you to have that contextual 11 understanding of where we're at before we get into 12 my sort of question-and-answer or before I turn it 13 over to Mr. Lozano to provide you with more details. 14 THE CHAIR: Okay. Thank you. So I don't 15 know whether this is the appropriate time. Just a 16 little bit of clarification, because you said that 17 the school is unable to be here because there -- is 18 that other hearing happening simultaneously? 19 (Positive indication.) 20 THE CHAIR: Okay. All right. I just 21 needed that clarification. Thanks. I appreciate 22 it. 23 Commissioner Carrillo? 24 COMMISSIONER CARRILLO: Ms. Chavez, what 25 was the school's reasoning for not responding to</p>	<p style="text-align: right;">77</p> <p>1 COMMISSIONER CARRILLO: Thanks. 2 THE CHAIR: So are we now turning it over 3 to Mr. Lozano? 4 DIRECTOR CORINA CHAVEZ: I would like to. 5 THE CHAIR: Okay. Thanks. Welcome, 6 Mr. Lozano. Appreciate this. 7 MR. MIGUEL LOZANO: Madam Chair, thank 8 you. Thank you, Director Chavez. Thank you for 9 having me here today. 10 If you don't mind, Madam Chair, I'd like 11 to give you just a little synopsis of the history of 12 the Corrective Action Plan itself and then talk 13 about some of the communication issues that we've 14 had since then. 15 So, initially, you know, this complaint 16 was filed with the Special Education Depart- -- or 17 Division -- I'm sorry -- Special Education Division 18 in September of last year, and a Complaint 19 Resolution Report and Corrective Action was issued 20 on November 6th of last year as well. 21 That Corrective Action included a number 22 of provisions, some of which AIMS has complied with 23 thus far. There are two remaining provisions in 24 that Corrective Action Plan, which I'll speak more 25 in detail about in a second, that AIMS either has</p>

<p style="text-align: right;">78</p> <p>1 partially completed or -- well, both of them 2 essentially partially completed. 3 So the first issue that exists is with 4 respect to Step 2 of that Corrective Action Plan. 5 And it involves compensatory education for the 6 student identified in the complaint. 7 And AIMS has provided the Special Ed 8 Division with a -- a Comprehensive Education Plan. 9 However, as directed in the Corrective Action Plan, 10 they never had any discussions with the parents of 11 that student regarding that Compensatory Education 12 Plan. 13 That was explicitly stated in the CAP. 14 And, frankly, also, given that it's a new service in 15 the IEP, it is required under the law that they have 16 discussions with the IEP team about that plan. And 17 to our knowledge, that did not occur. And it has 18 not occurred, despite several attempts by the 19 Special Education Division to ask AIMS to please 20 conduct a meeting with the parents to discuss that 21 compensatory education to ensure that the student is 22 able and the parents are able to provide the student 23 to receive that -- those services. 24 It's 30 hours total. The Comp Ed Plan 25 that was provided by AIMS includes essentially a</p>	<p style="text-align: right;">80</p> <p>1 questions to the parents before they would conduct 2 an IEP meeting. And so that meeting obviously has 3 not occurred to this point. 4 We are hopeful that we would be able to 5 discuss the -- conducting that meeting at our 6 scheduled meeting next week with AIMS. And so 7 that's, essentially, with respect to Step 2, we 8 would like the school to engage in an IEP meeting, 9 facilitated IEP meeting with the parents to discuss 10 comp ed and hopefully create a plan with parent 11 input in order to ensure that the student's able to 12 participate in that compensatory education. 13 With respect to the other step of the 14 Corrective Action Plan, which is Step 5, it's more 15 of a systemic corrective action provision. It 16 essentially required AIMS to provide the Special 17 Education Division with IEPs and Prior Written 18 Notices and other communication with the parents of 19 all of their students with disabilities, which I 20 believe currently there are six at the school. 21 That was partially completed. The Special 22 Education Division received IEPs for most of the 23 students. We think there may be one outstanding. 24 And after review of those IEPs, the 25 Special Education Division staff had some concerns</p>
<p style="text-align: right;">79</p> <p>1 little over an hour-and-a-half a week. And it's 2 just -- currently, it's just unclear whether the 3 parents were ever included at this point in that 4 plan discussion and whether or not they're able to 5 engage in the comp ed based on the plan that was 6 provided. 7 So since that time, the -- AIMS, when we 8 asked them to have a meeting with the parents, we 9 didn't get a great response; essentially, that 10 they've had discussions with the parents about many 11 different things. And we're told that communication 12 with the parents has improved since the Corrective 13 Action Plan was issued. 14 We have, you know, documents of many 15 e-mails between the parents and the school, so we 16 believe that to be true. However, the discussion 17 regarding comp ed has not occurred. 18 To that end, in February, the Special 19 Education Division issued an additional Corrective 20 Action which required the school to have a 21 facilitated IEP meeting with the parents in order to 22 address that Compensatory Education Plan. 23 And that never occurred. In fact, AIMS, 24 in response to that, issued a Prior Written Notice 25 to the parents, which essentially put conditions or</p>	<p style="text-align: right;">81</p> <p>1 about the level of detail in those IEPs, among other 2 things, and wanted to meet with the -- with AIMS to 3 discuss some of those concerns and potentially 4 increase some corrective action in order just to 5 address some of the potential deficiencies in the 6 IEPs, and, frankly, to answer questions about 7 some -- how some of those IEPs were created and 8 whether, you know, they were appropriate for these 9 students. 10 We did not receive additional 11 documentation with respect to the other students 12 with disabilities except for the IEPs, and we have 13 since requested some of that and have not received 14 that. 15 So those are -- those are the two things. 16 And in that February letter, we actually 17 requested -- this is the initial request for a 18 meeting with the Special Education Division to 19 discuss those concerns. That initial request was -- 20 was not met with a great response. Essentially, the 21 principal questioned the accuracy of our letter and 22 wanted more information about that before agreeing 23 to a meeting. So, at that point, a meeting was 24 never set. 25 And we -- at -- later on that month, we</p>

82	<p>1 engaged Charter Schools Division to intervene and 2 hopefully bring about better communication with the 3 school. And so that's when the Charter Schools 4 Division reached out to AIMS and requested an 5 additional meeting before the March PEC meeting. 6 And there was some response from the 7 principal to set the -- schedule that meeting, but a 8 meeting was never set. The assistant principal sent 9 an e-mail as well. But the -- there was -- it was a 10 breakdown in communication. A meeting was not ever 11 scheduled at that point. There were a couple of 12 back-and-forth. 13 And then after the PEC meeting, 14 Ms. Maestas reached out again to set a meeting, and 15 there was no response to that, that I'm aware of. 16 So we -- you know, from the Special 17 Education Division's perspective, we are very happy 18 that we're able to hopefully meet with AIMS next 19 Thursday and work out some of these issues and 20 hopefully would not have to come back to the PEC for 21 those reasons. Obviously, if communications 22 continue to break down, then we would want to pursue 23 this further. The school is obviously obligated to 24 comply with the IDEA and State rules, which include 25 the State complaint process and Corrective Action.</p>	84	<p>1 when? Is that still accruing? So is there a 2 potential for comp times, you know, building up? 3 MR. MIGUEL LOZANO: Madam Chair, 4 Commissioners, good question. No, this would be -- 5 so prior to the complaint, that calculation was made 6 based on the investigation. So the 30 hours would 7 remain stagnant. Unless, you know, if another 8 complaint was filed regarding the student's 9 provision of services, it should not increase. 10 THE CHAIR: Okay. So then the 11 hour-and-a-half now that's being provided, is that 12 taking -- is that owed compensatory time? Is that 13 ticking off some of that? Or no? Or is it 14 accommodating what is required now? 15 MR. MIGUEL LOZANO: Madam Chair, yes. So 16 in some of the letters that you've received from the 17 parents' attorney, there is a question as to whether 18 the comp ed is being provided. 19 THE CHAIR: Right. 20 MR. MIGUEL LOZANO: AIMS has indicated 21 that it has been. And whether or not we would 22 acknowledge that without the participation of the 23 parents in that plan is an open question. But AIMS' 24 position would be that they have ticked off some of 25 that time. So that's unclear at this moment.</p>
83	<p>1 Now, I will say that I'm optimistic about 2 our meeting next week. I've spoken with AIMS 3 General Counsel, and I believe the school wants to 4 move forward with this CAP and hopefully get it 5 completed. 6 And I should note, as Director Chavez 7 said, that the parties -- both the attorneys for the 8 child and the attorney for the school and the school 9 administration are in the middle of a due process 10 hearing, and so they were not able to be here today. 11 And also, I should note that -- you know, 12 in discussions with the parents' attorney, it is 13 clear to them that the student that was identified 14 in the complaint has benefited from being in AIMS. 15 And I don't think that they desire to, you know, go 16 after the school. They simply just want to get the 17 services that the student is entitled to, and, 18 certainly, the services that were ordered in the 19 Corrective Action Plan. 20 And so I -- I think that covers most of 21 our concerns, if you will. And with that, I'll 22 stand for questions. 23 THE CHAIR: So can I just have a little 24 clarification on the 30-hour -- the comp time? 25 So was that 30 hours identified as of</p>	85	<p>1 THE CHAIR: Okay. All right. Thanks. 2 Commissioner Voigt? 3 COMMISSIONER VOIGT: Thanks, Madam Chair. 4 And thank you, Mr. Lozano, for that recap. 5 So I'm looking through the documents that 6 were provided to the Commission. I just had some 7 questions, and I didn't hear them addressed in your 8 presentation. 9 Within the IEP, I read that the services 10 that needed to be provided were around social 11 interactions for the student. Apparently, the 12 student has pretty good grades; academically, the 13 student is performing well, but needed support with 14 social interactions, specifically around 15 conversational skills and presentation skills. 16 Is that correct? 17 Was there any other support services that 18 the student required? 19 MR. MIGUEL LOZANO: Madam Chair, 20 Commissioner, that's a good question. I believe -- 21 I'm not sure if there were subject area services -- 22 if you'll give me one moment here. 23 COMMISSIONER VOIGT: Yeah, sure. I didn't 24 see any. 25 And I did notice also, within the IEP that</p>

<p style="text-align: right;">86</p> <p>1 was held back in April of '20, that there was no 2 parental involvement in that -- there was no parent 3 input, because the columns where the parents accept 4 or reject were blank. And so there was no parent 5 interaction.</p> <p>6 My second question would be, does the 7 school contract with an Educational Diagnostician in 8 order to fortify the support services that they're 9 recommending?</p> <p>10 That would be another question. 11 It's unfortunate that the school is not 12 here. I know they couldn't help with the conflict.</p> <p>13 MR. MIGUEL LOZANO: Madam Chair, 14 Commissioner, it look- -- I mean, it looks to me 15 like, generally, this student's IEP is surrounded -- 16 surrounding his behavior, and, as you said, 17 social-emotional needs.</p> <p>18 I would -- I could not answer whether they 19 have a diagnostician engaged in these evaluations. 20 What I do know is that the -- there was an IEP, an 21 additional IEP in -- in -- just before the issuance 22 of this Corrective Action Plan. And some of those 23 issues were discussed.</p> <p>24 And, certainly, the communication with the 25 parents at that point has began to improve, and, as</p>	<p style="text-align: right;">88</p> <p>1 COMMISSIONER VOIGT: Okay. You know, I 2 thought I was breaking up, so I was going to move. 3 I wanted to follow up.</p> <p>4 THE CHAIR: Sure.</p> <p>5 COMMISSIONER VOIGT: Because with that 6 aspect written in the IEP about social 7 interactions -- can you hear me well now? 8 THE CHAIR: Yeah, we hear you better. No. 9 Sorry. No. You're breaking up again.</p> <p>10 COMMISSIONER VOIGT: Okay. How is this? 11 How is this? 12 THE CHAIR: Better.</p> <p>13 COMMISSIONER VOIGT: I'm standing right by 14 my -- okay. So with the aspect of social 15 interactions being one of the concerns within the 16 IEP for the student, it seems like an e-mail, solely 17 e-mail or solely online contact for the student, is 18 not the way to go.</p> <p>19 It seems like they would need, I mean, at 20 least a phone call. Or a live voice might be the 21 best way to -- for instructors to have some sort of 22 communication with the student, especially during 23 this time. If there's any kind of anxiety or, you 24 know, stress around social interactions, something 25 to address that more in-person, and not just</p>
<p style="text-align: right;">87</p> <p>1 I said, has improved over time. You know, the 2 Special Education Director there at AIMS sent us a 3 slew of e-mails containing a slew of e-mails between 4 the parents and the -- the school, regarding, I 5 mean, very simple discussions about his daily 6 activities, whether he was going to be there. So I 7 think that that -- that issue has been improved.</p> <p>8 But the one thing that we are concerned 9 about from a systemic standpoint is we wanted to 10 ensure that that has occurred for all -- that begins 11 to occur for all students at the school. And we 12 have not been able to see that, based on the 13 information that they've provided.</p> <p>14 And I'll also note that, you know, we made 15 a determination not to provide the other IEPs of the 16 students. It's a very small school. And the -- you 17 know, as I said, we have some concerns. But we have 18 not issued those to the PEC at this point. I didn't 19 think it was necessarily appropriate yet; so...</p> <p>20 THE CHAIR: Okay. So can I go back to 21 compensatory for a second? Because I think we honed 22 in on just one student, and I think you've 23 accurately --</p> <p>24 COMMISSIONER VOIGT: Real quick. I -- 25 THE CHAIR: You're breaking up.</p>	<p style="text-align: right;">89</p> <p>1 exclusively digital formats. Like e-mails might not 2 be the most effective way to communicate. I'm just 3 making that observation.</p> <p>4 THE CHAIR: Okay. Thanks.</p> <p>5 So just to follow up on -- you identified 6 that this one individual student is owed that 7 compensatory time. But I think the issue goes -- 8 the concern goes beyond just this one case and kind 9 of umbrellas around special ed students as a whole 10 there at the school in terms of some -- fulfilling 11 the letter of compliance with IEPs; correct?</p> <p>12 MR. MIGUEL LOZANO: Well -- so, 13 Madam Chair, members, they -- it's unclear at this 14 moment whether or not those IEPs of the other 15 students are appropriate. They seem to be -- be 16 lacking some detail. And so that's part of the 17 reason why we wanted to meet with the school, to 18 make a determination as to whether there may be 19 other needs, services that these students should be 20 receiving in order to receive the Free Appropriate 21 Public Education.</p> <p>22 So based upon what we know now, I couldn't 23 answer what is appropriate. And I'm frankly not 24 qualified to do that. But I think the main 25 construction of that particular issue is we want</p>

<p style="text-align: right;">90</p> <p>1 more information, and we would like to meet with the 2 school so we can talk about those other students and 3 figure out what their needs actually are. 4 THE CHAIR: So is there a potential that 5 there could be other students that are owed 6 compensatory time? 7 MR. MIGUEL LOZANO: As of this point, it's 8 unlikely that that would be ordered unless -- unless 9 additional corrective action found that they weren't 10 appropriately served. The Special Education 11 Division certainly could, on its own accord, outside 12 of this CAP, enter into additional corrective action 13 to address those issues. 14 But one of the things that we generally 15 don't want to do is engage in sort of the IEP team 16 discussions. Potentially, the parents may be 17 satisfied with the -- the resulting IEP. 18 So I think, again, it's possible; but I 19 couldn't say that right now. 20 THE CHAIR: Okay. Thanks. 21 Commissioner Robbins? 22 COMMISSIONER ROBBINS: Well, as most of 23 the Commissioners know, I have a disabled son, 24 15 years in public education and, a few years prior 25 to that, in the Preschool for the Deaf. So I'm very</p>	<p style="text-align: right;">92</p> <p>1 so we work with the -- we're trying to work with the 2 school to finalize that Corrective Action. 3 Pegasus has been engaged in sort of 4 informing us, updating us on the student's progress 5 with respect to the CAP itself. 6 COMMISSIONER ROBBINS: Okay. Well, I 7 would hope that we can stay in touch with the 8 Special Ed Department, and then, if necessary, it 9 appears a Letter of Concern may be warranted at this 10 time. But, again, without knowing AIMS' position to 11 counter some of the allegations -- because, you 12 know, I've seen things said by parents of students 13 that my child interacted with that weren't totally 14 factual and that sometimes can be exaggerated. 15 And parents can -- when you have a special 16 ed child, your emotions can kind of get the best of 17 you, and you can expect very high standards. 18 We've had difficulty receiving physical 19 education -- not education -- physical therapy, PT, 20 OT, speech-and-language, because, one, our son can't 21 do it electronically. And the PTs that he has 22 worked with in the past and OTs and everything, for 23 the most part, they have not been visiting, because 24 of vaccines, because of other things. It's 25 difficult to find sufficient staff.</p>
<p style="text-align: right;">91</p> <p>1 familiar with IEPs and the things that go on. 2 I just want to make one comment, that 3 without hearing the school's side, we have to be 4 very careful and not prejudge; because, you know, 5 I've been the -- on the parents' side in 6 aggressively supporting my student. And every time 7 that there was a meeting, I was in attendance, took 8 time off work, things like that. 9 So -- and I know during COVID, which, you 10 know, wasn't just last March and April, but has 11 continued, the ability to contact and to interact 12 with individuals, whether it's electronically, phone 13 calls, whatever, has been difficult. 14 So I want to make sure that we're careful 15 about that. 16 For Mr. Lozano, I had a question. Is 17 Pegasus Legal Services -- are they acting as an 18 agent of the State, or are they independent and an 19 outside agency? 20 MR. MIGUEL LOZANO: They are independent. 21 They are the ones who filed this complaint on behalf 22 of the student, and they are just essentially 23 another party to this case; although, having issued 24 the report at this point, essentially, the 25 Corrective Action Plan is governed by the PED. And</p>	<p style="text-align: right;">93</p> <p>1 Apparently, we're not dealing with those 2 type of issues here. But when you get into 3 emotional issues, lots of students are having those. 4 The fact that he has an IEP is a concern if it's not 5 being met. Mr. Lozano, I appreciate your comments 6 and things. So with that, I'll end. 7 THE CHAIR: Okay. Thanks. I tend to 8 agree that a Letter of Concern may be the most 9 appropriate route at this point in time. It gives 10 the school an opportunity to respond. And, 11 hopefully, by the next meeting, they will be able to 12 be there, and we can clear it out and put the school 13 back into good standing. 14 But it does -- I think it would help to 15 clarify for us, through a -- maybe a more formal 16 response by the school, understanding the fact that 17 the school did not purposely not come to the meeting 18 today, that they were unable to. We acknowledge 19 that. But I think that Letter of Concern would help 20 lead to some clarity for us for that next meeting, 21 in addition to hopefully the better news that we'll 22 hear as a result of the meeting that will take 23 place. 24 DIRECTOR CORINA CHAVEZ: Commissioner -- 25 Commissioners and Chairwoman Gipson, how does that</p>



<p style="text-align: right;">94</p> <p>1 typically take place?</p> <p>2 THE CHAIR: The letter would be -- we</p> <p>3 would -- we would vote for a motion for the Letter</p> <p>4 of Concern to be sent. And it would be our</p> <p>5 attorneys that would send the letter, that the</p> <p>6 Commission did vote a Letter of Concern regarding</p> <p>7 the lack of progress on the Corrective Action Plan.</p> <p>8 DIRECTOR CORINA CHAVEZ: Thank you.</p> <p>9 THE CHAIR: And I think the specificity of</p> <p>10 the motion I guess we might need a little guidance</p> <p>11 on to how specific that motion language should be.</p> <p>12 Is it sufficient to say that the</p> <p>13 Commission is authorizing -- or recommending a</p> <p>14 Corrective -- a Letter of Concern be sent to</p> <p>15 Albuquerque Institute of Math and Science as a</p> <p>16 result of information brought to us from the</p> <p>17 Director and from Mr. Lozano in regards to a lack of</p> <p>18 progress on their Corrective Action -- and I guess</p> <p>19 we would have to make it plural, because there's two</p> <p>20 Corrective Action Plans; correct?</p> <p>21 MR. MIGUEL LOZANO: Madam Chair, members,</p> <p>22 there's one Corrective Action Plan, and two</p> <p>23 provisions are outstanding at this point.</p> <p>24 THE CHAIR: Okay. Okay. All right.</p> <p>25 DIRECTOR CORINA CHAVEZ: And, Madam Chair,</p>	<p style="text-align: right;">96</p> <p>1 simply identify a Letter of Concern to AIMS as a</p> <p>2 result of lack of responsiveness to requests for</p> <p>3 meetings from the Charter School Division and a --</p> <p>4 COMMISSIONER CARRILLO: If you don't mind?</p> <p>5 THE CHAIR: Sure.</p> <p>6 COMMISSIONER CARRILLO: I think we</p> <p>7 overcomplicate motions. I mean, it's one thing if a</p> <p>8 motion is going to be possibly referred to in future</p> <p>9 litigation where you have to specify something. But</p> <p>10 here, I just think, you know, the Commission moves</p> <p>11 to send a Letter of Concern regarding -- you know,</p> <p>12 just regarding non-compliance of Special Ed</p> <p>13 Correction Plan.</p> <p>14 THE CHAIR: Except for the fact that I'm</p> <p>15 going to ask Elizabeth to weigh in on this, because</p> <p>16 this is on the intervention ladder. Ultimately, the</p> <p>17 final step on that intervention ladder could be if</p> <p>18 they're in breach, and then we could vote to revoke.</p> <p>19 I'm concerned that the letter, if it's not specific</p> <p>20 enough, it will be part -- it could be -- not will</p> <p>21 be, I want to correct that -- it could be part of a</p> <p>22 further action by the Commission.</p> <p>23 So I want to make sure that -- and the</p> <p>24 Letter of Concern, as we talk to the schools, when</p> <p>25 we do contract negotiations, specifically say that</p>
<p style="text-align: right;">95</p> <p>1 I feel like somewhere in the Letter of Concern</p> <p>2 should be a lack of responsiveness --</p> <p>3 THE CHAIR: Okay. Sure.</p> <p>4 DIRECTOR CORINA CHAVEZ: -- to follow</p> <p>5 through with the meeting that I called for that I</p> <p>6 think could have eliminated this issue from coming</p> <p>7 before you.</p> <p>8 THE CHAIR: You're right. And I actually</p> <p>9 had that written down in my notes, and I didn't --</p> <p>10 my notes are so garbled that I'm looking at right</p> <p>11 now, it's -- my handwriting is bad to start with.</p> <p>12 So when I start to put a lot of things down, I</p> <p>13 certainly miss things. I'm a product of a</p> <p>14 left-handed person being forced to be a right-handed</p> <p>15 person. So it is poor penmanship for sure.</p> <p>16 So, Elizabeth, you want to offer any input</p> <p>17 on this so that we get the motion correct?</p> <p>18 MS. ELIZABETH JEFFREYS: Sorry. My</p> <p>19 Internet is sometimes unstable, and it's putting off</p> <p>20 my video.</p> <p>21 So, yeah, I mean, if the Commission wants</p> <p>22 to proceed with a Letter of Concern, we can help</p> <p>23 draft that.</p> <p>24 THE CHAIR: But in terms of the motion --</p> <p>25 so the -- it would be sufficient for the motion to</p>	<p style="text-align: right;">97</p> <p>1 Letter of Concern will outline the concern.</p> <p>2 So I'm concerned that, with that motion,</p> <p>3 it's not included in there; so that a school and/or</p> <p>4 their school representatives and/or their attorneys</p> <p>5 can come back to the minutes of this meeting and be</p> <p>6 clear.</p> <p>7 COMMISSIONER CARRILLO: I mean, I hear</p> <p>8 what you're saying. But that's all in the Letter of</p> <p>9 Concern. They're not going to refer to the motion.</p> <p>10 They're going to refer to the Letter of Concern.</p> <p>11 I mean, it's just like when what's-his --</p> <p>12 John was talking yesterday about headings. Headings</p> <p>13 can't be litigated. It's the other stuff underneath</p> <p>14 that's really important.</p> <p>15 THE CHAIR: Right.</p> <p>16 COMMISSIONER CARRILLO: So, here,</p> <p>17 seriously, I think you just have to have the motion</p> <p>18 to issue a Letter of Concern. And then, definitely,</p> <p>19 I mean, if you feel it's necessary -- and I think in</p> <p>20 this case, probably it would be, because we're at</p> <p>21 that point -- to involve Ami or Elizabeth in</p> <p>22 drafting that letter to the specificity of what</p> <p>23 we're looking at is in the letter. But it doesn't</p> <p>24 need to be in the motion.</p> <p>25 THE CHAIR: Okay. Well, I'm going to</p>

98

1 respectfully disagree with that to try to protect  
 2 ourselves.  
 3 Commissioner Burt?  
 4 COMMISSIONER BURT: Yeah. I actually --  
 5 I'd feel more comfortable, I think, if we could be  
 6 more specific in the motion. It makes me feel  
 7 better for even voting. So I would rather know  
 8 exactly -- like, be clear on what I'm voting on.  
 9 And also I think that also gives very  
 10 clear direction to our attorneys as well. I think  
 11 we can be more specific without any harm. I mean,  
 12 being not as specific, I think, is more of concern  
 13 to me.  
 14 So I do have a suggestion for where  
 15 we're -- where you were going, Commissioner Gipson,  
 16 on the motion --  
 17 THE CHAIR: Okay.  
 18 COMMISSIONER BURT: -- to, you know, issue  
 19 a Letter of Concern regarding the outstanding items  
 20 in the Corrective Action Plan and nonresponsiveness  
 21 to meeting requests from CSD.  
 22 THE CHAIR: Okay. I would -- the only  
 23 thing I would just add to that is a notice that this  
 24 is the first step of our intervention ladder, just  
 25 as a reminder.

99

1 COMMISSIONER BURT: Uh-huh.  
 2 COMMISSIONER ROBBINS: With that, I would  
 3 second that motion.  
 4 THE CHAIR: The intervention ladder, a  
 5 Letter of Concern regarding, and then continue on.  
 6 Would that be okay?  
 7 COMMISSIONER BURT: Does that sound good?  
 8 Like, Elizabeth, what do you think?  
 9 MS. ELIZABETH JEFFREYS: Yes, I think  
 10 that's good.  
 11 COMMISSIONER BURT: Do you want to make  
 12 that motion, or do you want me to say that again?  
 13 THE CHAIR: Say it again. That's fine.  
 14 COMMISSIONER BURT: Okay. So I move to  
 15 issue a Letter of Concern regarding the -- the items  
 16 that are still under issue in the Corrective Action  
 17 Plan, as well as re lack of communication with the  
 18 CSD regarding a meeting. And that this is the  
 19 first -- the first step in the ladder of  
 20 intervention.  
 21 THE CHAIR: Okay.  
 22 COMMISSIONER ROBBINS: I'll second that.  
 23 THE CHAIR: There's a motion by  
 24 Commissioner Burt, a second by Commissioner Robbins.  
 25 Any further discussion? Oh, yes.

100

1 COMMISSIONER BURT: I do have discussion.  
 2 So what my -- you know, when I read through this, I  
 3 do -- I do want to state first, I do wish that we  
 4 did have the opportunity to have AIMS on here. I  
 5 think it's always important to have the other side  
 6 of the story. And having been a teacher before and  
 7 a middle school teacher, you know, I definitely  
 8 know, you know, it's -- there's always two sides to  
 9 the story. And so I do want to acknowledge that.  
 10 That being said is I read through all the  
 11 documents and all the information. It took me back  
 12 to me being a parent at the beginning of the  
 13 pandemic and having my student, who is not in  
 14 special education, who is a general education  
 15 student, move to online and how challenging and  
 16 difficult it was to navigate through that change in  
 17 technology, through the organization of those online  
 18 classes, through the process of, you know, operating  
 19 the technology to be online and be live in turning  
 20 in assignments.  
 21 I mean, it may seem like a simple mundane  
 22 task that, you know, our teachers and stu- -- like,  
 23 if you think about it now, it seems like it should  
 24 have just been so simple. It was very, very  
 25 challenging.

101

1 And I'm saying that as a parent who has a  
 2 student who doesn't have any additional needs as a  
 3 general education student.  
 4 So knowing -- I really feel passionately  
 5 that our schools who have students who have an IEP  
 6 in that moment really had the opportunity and had  
 7 the -- the necessity to spend extra time with their  
 8 students in those moments.  
 9 And when I read through the lack of  
 10 communication and, you know, the student was kind of  
 11 just left to figure it out on their own.  
 12 And then the parent had to step in in week  
 13 two, figure out that, "Oh, gosh, my student's not  
 14 figuring this out," and the parent had to do an  
 15 enormous amount of work -- I -- like I said, for me,  
 16 that was so challenging to do for my student.  
 17 And to -- for a school to have -- and I'm  
 18 going to say this across all schools, because I'm  
 19 sure this was actually something that was  
 20 across-the-board. And I'm thinking some schools  
 21 probably did this really well and were super-engaged  
 22 in those moments, and some schools weren't.  
 23 So I think that this Letter of Concern is  
 24 appropriate at this point. Like I said -- and like  
 25 was said -- to gather further actions; but also, as

<p style="text-align: right;">102</p> <p>1 a cautionary tale, you know, to other schools as 2 well, I just want to say if you have students who 3 have additional needs, this has been -- it's 4 challenging for every student. 5 But if your students in your school have 6 had special needs, we have to step up. I mean, we 7 have to do more. And if they needed three 8 additional hours a week of special education 9 services, that was very important to have continued 10 throughout this pandemic. 11 And one thing I also wanted to bring up is 12 that students on IEPs were given that, you know, 13 clearance or were given the go-ahead to be able to 14 get those services in person, even. 15 So I think it behooves our schools to 16 really make sure we're following -- we're providing 17 equity to all of our students, providing them the 18 services that they need and communicating with 19 families throughout this time. 20 That being said, I do -- like I -- I know 21 for me, in those moments, you know, I know it was 22 the -- super-high in emotions. And especially the 23 two time periods that were stated in this CAP; in 24 particular, at the beginning of the -- you know, the 25 March, the April piece to May, super -- it was so</p>	<p style="text-align: right;">104</p> <p>1 But there are instances where it's -- on 2 that student's level, right? Like, maybe it's a 3 traumatic experience of a student. And we need to 4 be able to step up in those moments in the same way, 5 right? I know schools were kind of hit with every 6 student needing that kind of support at once. 7 But in all honesty, traumatic experiences 8 happen to individual families and students that they 9 need those additional supports. And our schools 10 need to know that, when those things happen, we do 11 need to put in extra effort. And I know that's 12 tough, because they're dealing with what that impact 13 has had on them as humans as well. 14 But we have to be able to step up in those 15 moments and make sure our students, who need that 16 equity, who need that -- they need that additional 17 support, just to get them at that same responsible 18 level as their peers, you know, we need to be able 19 to step up in those moments. So that's why I'll be 20 supporting this Letter of Concern, and, once again, 21 looking forward to that response and hearing what 22 AIMS has to say in the future. 23 THE CHAIR: Okay. Thanks. 24 Commissioners, if there's no further 25 discussion?</p>
<p style="text-align: right;">103</p> <p>1 stressful; so -- you know, it was very stressful. 2 But then in August, again, starting back 3 up was extremely stressful on parents. 4 So, you know, knowing that there are -- 5 that was something that I think just about every 6 family was struggling with to begin with; but, also, 7 you know, I -- I -- it was -- I -- I would like to 8 get this response to this Letter of Concern from 9 AIMS to see their perspective. 10 I hope that it's something that can be 11 resolved. It seems like -- it looks like it's so 12 close. It looks like they're so close to, like, 13 getting that -- just that next piece. And I'm 14 hoping that this Letter of Concern does, you know, 15 push it to that next step of, you know, let's -- 16 let's get this meeting; let's get this student taken 17 care of; let's look at the whole process and see 18 what's going on and how we can do better. 19 Let's learn from these lessons of this 20 time, you know, because -- even though -- you know, 21 I guess I should knock on every piece of wood in my 22 house that, you know, hopefully not in our careers 23 again are we going to have to go through something 24 as, you know, worldwide traumatic as a pandemic 25 again.</p>	<p style="text-align: right;">105</p> <p>1 COMMISSIONER CARRILLO: Can we reread the 2 motion, please? 3 THE CHAIR: Sure. Sure. 4 (The record was read as requested.) 5 THE CHAIR: Okay. Thank you. So if 6 there's no further discussion, Commissioner Burt, 7 roll, please? 8 COMMISSIONER BURT: Commissioner Taylor? 9 COMMISSIONER TAYLOR: Yes. 10 COMMISSIONER BURT: Commissioner Voigt? 11 COMMISSIONER VOIGT: Yes. 12 COMMISSIONER BURT: Commissioner Armijo? 13 COMMISSIONER ARMIJO: Yes. 14 COMMISSIONER BURT: Commissioner Burt, 15 "Yes." 16 Commissioner Carrillo? 17 COMMISSIONER CARRILLO: Yes. 18 COMMISSIONER BURT: Commissioner Chavez? 19 COMMISSIONER CHAVEZ: Yes. 20 COMMISSIONER BURT: Commissioner Davis? 21 COMMISSIONER DAVIS: Yes. 22 COMMISSIONER BURT: Commissioner Gipson? 23 THE CHAIR: Yes. 24 COMMISSIONER BURT: Commissioner Manis? 25 COMMISSIONER MANIS: Yes.</p>

106	<p>1 COMMISSIONER BURT: And Commissioner 2 Robbins?</p> <p>3 COMMISSIONER ROBBINS: Yes.</p> <p>4 COMMISSIONER BURT: All right. That 5 motion passes unanimously.</p> <p>6 THE CHAIR: Thank you.</p> <p>7 And, Mr. Lozano, thank you so much for 8 this information. I anticipate that we might see 9 you next month; so -- but thank you for all this -- 10 and Director Chavez -- for all of this detailed 11 information that helped us today in the SharePoint.</p> <p>12 We truly do appreciate all the time and 13 effort you put in and are continuing to put in, and 14 hopefully we can come to a good resolution next 15 month with this.</p> <p>16 Thank you.</p> <p>17 MR. MIGUEL LOZANO: Thank you, 18 Madam Chair. Thank you, Commissioners. Have a good 19 day.</p> <p>20 THE CHAIR: You, too.</p> <p>21 So, Commissioners, we are on to Item 22 No. 8, which is Discussion and Possible Action on 23 the Annual Reports. And just for -- and thank you 24 for all of those reports. I know just doing them 25 was hard to begin with, and then uploading them.</p>	108	<p>1 THE CHAIR: Thanks. Okay.</p> <p>2 MS. KAREN WOERNER: (Indicates).</p> <p>3 THE CHAIR: So are there any questions 4 regarding those reports?</p> <p>5 DIRECTOR CORINA CHAVEZ: Commissioner 6 Burt?</p> <p>7 COMMISSIONER BURT: Yeah. I do have a 8 question.</p> <p>9 So I did look through all of them. And 10 one of the things that I noticed overall is it 11 seemed like there was a particular piece of the 12 financial framework that I noticed many of the 13 schools struggling with. And that's 2.b., 14 Following Generally Accepted Accounting Principles, 15 which, honestly, seems like that should be -- I 16 don't -- that was very concerning for me to see a 17 lot of the schools, even if they were meeting or 18 Working To Meet all the rest, they did not -- like, 19 they either Did Not Meet or were Working To Meet. 20 There was very few that actually met that standard.</p> <p>21 So my question is if you notice something 22 specific in their indicator that was common across 23 the board that you can maybe explain a little bit 24 more on that?</p> <p>25 And also my second piece to that is what</p>
107	<p>1 So thank you for all of this. It really 2 is -- it's important for us to be able to look at 3 them. But just so Commissioners are aware, this is 4 something that our voting on them is an 5 acknowledgment of -- of accepting them. We don't 6 look at each individual one, and it's not that we're 7 voting outside of anything except acceptance of the 8 total reports.</p> <p>9 As those of you that participated in 10 contract negotiations, this is that step so that 11 schools know. Based on the information they've 12 uploaded and we get from the State, it's their 13 report, so they know where they are on track with 14 their next renewal. And this will get uploaded to 15 us once again in that renewal application. So it's 16 important information.</p> <p>17 So I guess that's -- my only question 18 about this, because I know it's a lot. But is there 19 a way that -- 'cause there are a lot of schools, and 20 it takes a lot of time -- so that we can reflect 21 back on that? Because I know I haven't been able to 22 look at each and every one.</p> <p>23 So would it -- can these be saved out in 24 SharePoint so Commissioners can go back to them? I 25 think that would be really important.</p>	109	<p>1 training, or what -- what do they need for that 2 indicator?</p> <p>3 And if you notice, if I missed any other 4 indicator that kind of -- if there's any other kind 5 of abnormality that kind of stood out in that way -- 6 because I think, like Commissioner Gipson said, you 7 kind of have to look through every one. But having 8 something where you can kind of see them all in, 9 like, a spreadsheet could be kind of nice to see 10 them sort of more comparatively. Because if there's 11 any other indicator that you noticed that kind of 12 stuck out like that, and if you think I'm right 13 about 2.b. So those are my questions about the 14 reports.</p> <p>15 DIRECTOR CORINA CHAVEZ: Thank you, 16 Commissioner Burt. I am actually going to ask 17 Deputy Director Karen Woerner to field questions. 18 She worked more intimately with these reports, and I 19 know she's ready to answer that question.</p> <p>20 MS. KAREN WOERNER: Thank you, Director 21 Chavez. And thank you for the question, 22 Commissioner Burt.</p> <p>23 Excellent question. In the summary that 24 we put on the list is just the overarching question, 25 "Is the school following Generally Accepted</p>

<p style="text-align: right;">110</p> <p>1 Accounting Principles?"</p> <p>2 We do hope that the schools are generally</p> <p>3 following those, and that is misleading to your</p> <p>4 point.</p> <p>5 If I may, Madam Chair, may I share my</p> <p>6 screen from the Performance Framework to discuss</p> <p>7 this a little more clearly?</p> <p>8 THE CHAIR: Sure. Absolutely.</p> <p>9 MS. KAREN WOERNER: So in the Performance</p> <p>10 Framework itself, if you can see this section, this</p> <p>11 is the general question; but there's very detailed</p> <p>12 specifics that go along with that.</p> <p>13 So generally what you're seeing is that</p> <p>14 the schools have received -- here's the one, 2.b.,</p> <p>15 Commissioner Burt. "The school's last audit opinion</p> <p>16 is devoid of significant findings, material</p> <p>17 weaknesses," et cetera.</p> <p>18 So when you see that Does Not Meet, it's</p> <p>19 because they were not devoid of significant findings</p> <p>20 or material weaknesses. And that's just sort of a</p> <p>21 binding statement, and very concerning to the</p> <p>22 schools because there's not much they can do to fix</p> <p>23 that until the next audit.</p> <p>24 So -- and as you know, these audits are a</p> <p>25 one-year lag.</p>	<p style="text-align: right;">112</p> <p>1 know, was, like, hugely -- it doesn't seem like it</p> <p>2 hugely impacted their overall standing or their</p> <p>3 overall financial piece; but -- so, yes, that makes</p> <p>4 sense.</p> <p>5 I don't know if you're ready to move on to</p> <p>6 the second question about what can they do to not</p> <p>7 get that in the first place.</p> <p>8 MS. KAREN WOERNER: In those two areas,</p> <p>9 it's very difficult to avoid, because it's very</p> <p>10 dependent on what the audit finding shows. In all</p> <p>11 the other areas, as you indicated there, generally</p> <p>12 you'll see a lot of Workings to Meet, because our</p> <p>13 goal is not to say "Does Not Meet." Our goal is to</p> <p>14 get them to meet it and to be in compliance with</p> <p>15 everything.</p> <p>16 So when we see something that's not in</p> <p>17 compliance or we have concerns, then we ask them,</p> <p>18 "Okay, how are you going to fix this," or, "Fix it</p> <p>19 and show us." And that's a Working to Meet.</p> <p>20 Kind of the standard has been that if we</p> <p>21 find concerns when we visit or along the way, it</p> <p>22 won't be a Meets Standard because there was an</p> <p>23 issue. But a Working To Meet should be pretty easy</p> <p>24 to obtain by showing how they'll correct it.</p> <p>25 Of course, now, we're starting to see some</p>
<p style="text-align: right;">111</p> <p>1 Similarly, in the next one, "Is the school</p> <p>2 responsive to audit findings?"</p> <p>3 They're all required to provide a</p> <p>4 management's response or a CAP of some sort. And by</p> <p>5 CAP, it's usually the management's response that</p> <p>6 they give to the audit finding that says how they're</p> <p>7 going to fix it. But again, again, one of the</p> <p>8 things in your framework is, "Devoid of any</p> <p>9 multi-year repeat findings."</p> <p>10 Well, if they had multi-year repeat</p> <p>11 findings, unfortunately there's no way to fix that</p> <p>12 at this point. Hopefully next year we see an</p> <p>13 improvement in that area.</p> <p>14 That's why you're seeing so many in these</p> <p>15 two areas that are not at a Meets Standard, because</p> <p>16 it's very dependent on the audit finding.</p> <p>17 Most of our -- does that help for that</p> <p>18 question, Commissioner?</p> <p>19 COMMISSIONER BURT: Yes. Very helpful.</p> <p>20 So if I see a Does Not Meet, it means</p> <p>21 their last audit did have -- it likely means that</p> <p>22 last audit had something significant on it that they</p> <p>23 need to fix in the future. And so that's not going</p> <p>24 to change -- I mean, I notice that that -- it didn't</p> <p>25 necessarily make it to where their overall, you</p>	<p style="text-align: right;">113</p> <p>1 repeat Workings To Meet. Over the next year, we'll</p> <p>2 kind of look to that a little bit. Similarly, if</p> <p>3 they've had a Meets repeatedly, we don't need to</p> <p>4 drill down into the details as much, just kind of</p> <p>5 spot-check and make sure they're following the</p> <p>6 rules.</p> <p>7 You'll see primarily Working To Meet</p> <p>8 Standards and Meets Standards. Seldom do you get a</p> <p>9 Does Not Meet. That's usually because of those two</p> <p>10 indicators we just discussed; and also maybe just</p> <p>11 the school didn't respond, or their response was</p> <p>12 still inaccurate or not in compliance. But we still</p> <p>13 try to work with the schools to get that up to</p> <p>14 snuff.</p> <p>15 Having said that, I also want to point out</p> <p>16 another thing you said. There are -- I don't know</p> <p>17 how many -- 20-some indicators in the list. And</p> <p>18 they have to get three Does Not Meet to get a Does</p> <p>19 Not Meet overall. So it's pretty, I would say</p> <p>20 lenient, in the fact that the goal is to get them to</p> <p>21 a Meets Standard.</p> <p>22 THE CHAIR: Commissioner Carrillo?</p> <p>23 COMMISSIONER BURT: Okay. Wait. The last</p> <p>24 question I had --</p> <p>25 COMMISSIONER CARRILLO: Okay. Go ahead.</p>

<p style="text-align: right;">114</p> <p>1 COMMISSIONER BURT: There's one more 2 question. 3 Was there another indicator -- was I right 4 that that was kind of an anomaly that there was a 5 lot of those? Is there another indicator that I had 6 missed that a majority of the schools that you did 7 the modified site visits to might have been 8 struggling with? 9 MS. KAREN WOERNER: Well, that's two 10 different -- kind of two different questions. I 11 don't think there are any other areas where schools 12 consistently got Does Not Meet. But if I think 13 about the Workings To Meet that we issued, there 14 have been a lot of concerns across the State on, for 15 example, proper EL identification and serving ELs 16 and assessing them. But we've been working with the 17 schools on that for multiple years. 18 Similarly, we see problems potentially 19 with some of their special ed files and things, but, 20 like I said, nothing that would warrant a Does Not 21 Meet at this point. And, of course, as always, we 22 work with the schools and the other bureaus as 23 necessary to help them get into compliance and 24 understand what needs to be done. 25 So those two stand out in my mind because</p>	<p style="text-align: right;">116</p> <p>1 '19-'20 reports. So they're a little older. 2 COMMISSIONER BURT: You're right. Thank 3 you. I did recognize that. I shouldn't have 4 said -- I, like, had the modified site visit, just 5 because of what we were talking about lately. But, 6 yeah, thank you for clarifying that. I'm -- I get 7 it. 8 DIRECTOR CORINA CHAVEZ: And one more 9 issue, just to follow up with what Karen said, is 10 that the EL compliance issue is an issue statewide 11 for a lot of reasons. And I wanted to just share 12 that, you know, as we move forward, as we continue 13 to collaborate with our colleagues at the PED, it's 14 something that we're looking into; and, that is, 15 providing more technical support to schools around 16 that. 17 And so I'm hoping to be able to share with 18 you in the future how we're doing that. Right now 19 we're in the middle of conversations, and so it 20 would be premature to share much more than that. 21 But it is an issue. And a lot of times it is an 22 issue around just plain record-keeping. So stay 23 tuned on that. 24 THE CHAIR: Okay. Thank you. 25 Commissioner Carrillo? Excuse me.</p>
<p style="text-align: right;">115</p> <p>1 I think they're so important and directly affect our 2 students. 3 So -- but, generally, I would say no, I 4 don't have an issue that comes to mind that's 5 glaring. We do have occasionally some governing 6 board issues, where governing boards aren't 7 completing their trainings. But we've been very 8 clear with the schools and the governing boards, 9 following up with them to make sure they get that 10 done, but generally I'd say not really an item that 11 needs particular attention. 12 Those audit findings are kind of a -- I 13 don't know how to say it. But, you know if they 14 have those audit findings, but repeat issues that 15 indicates they haven't fixed it, right, or 16 significant deficiencies or material weaknesses that 17 are serious; so those two areas, we'll tend to seed 18 more Does Not Meet than any other place. 19 COMMISSIONER BURT: Okay. Thank you. 20 DIRECTOR CORINA CHAVEZ: Can I just add a 21 couple of things to that, Commissioner Burt? 22 I wanted to be clear that the reports that 23 you're looking at are not a result of the modified 24 visits, which -- which are for 2020-'21. What 25 you're looking at in the annual reports are the</p>	<p style="text-align: right;">117</p> <p>1 COMMISSIONER CARRILLO: So in following on 2 with what Secretary Burt said, because you used the 3 term that there were a lot of schools that have this 4 deficiency or Working To Meet, I'm wondering, do we 5 offer training and/or assistance to business 6 managers of the charters? 7 Because I know that school education and 8 the codes and everything -- it's a whole other beast 9 to do school finance and budgets. And so I'm 10 wondering if, through CSD, they can get training and 11 assistance when they do -- when something is Working 12 To Meet and, you know, in the second or third year. 13 DIRECTOR CORINA CHAVEZ: In -- 14 Commissioner Carrillo, I think that there's lots of 15 ways that the schools get support for their business 16 management services. We don't -- I wouldn't say 17 that we provide the level of support that, for 18 example, charter school governing board members get 19 support, because we have ongoing training for that. 20 We're the only ones that -- at the PED 21 that provide that kind of training; certainly Public 22 Charter Schools New Mexico -- and maybe there's 23 another -- a few other options for governing board 24 members to get credit for the training requirements. 25 But in New Mexico, school business</p>

<p style="text-align: right;">118</p> <p>1 managers usually maintain their certification and 2 get training through NASBO, the New Mexico Business 3 Officials Organization. And I know they go to those 4 trainings. 5 We provide -- certainly we provide some 6 level of support for schools as they are preparing 7 their application, at renewal, and in -- as part of 8 our annual monitoring. But I think there could be 9 more. And I think it could be pretty timely in 10 response to the -- not just the audit itself; 11 because, again, there's a lag time between when the 12 audit is released and what was actually leading to 13 the findings. 14 So we're looking at that. And as you 15 know, we've been short-staffed. But I think that 16 being able to create some additional supports for 17 schools is a really great idea. So good question. 18 THE CHAIR: Commissioner Voigt? 19 COMMISSIONER VOIGT: I was just going to 20 say, you know, at the charter leaders' roundtables, 21 maybe that's something that could just be brought 22 up, you know, since it's like a "frequent flier" 23 item that -- financial piece to be -- to be or not 24 to be -- can be brought up there. Just, this is 25 something, "Heads-up, charter leaders,</p>	<p style="text-align: right;">120</p> <p>1 THE CHAIR: Yeah. No. And we appreciate 2 that build-out. She's already offered a lot of 3 important information to us since she's been here. 4 Commissioner Robbins? 5 COMMISSIONER ROBBINS: Yeah. This is kind 6 of my -- my area that I focus on, I guess. But in 7 terms of audit findings, you know, one of the things 8 that I've seen in terms of a management response 9 that sometimes is a failing is when management says, 10 "We'll work on it; we'll fix that." 11 They don't identify when they're going to 12 have it done. They don't identify who's responsible 13 and what follow-up is going to be taken. And I 14 think that's one of the things that Melissa, I'm 15 sure, is very well aware of. 16 But a lot of times, I mean, if it's a 17 single invoice that is misplaced, that's an audit 18 finding. That's something you can fix; I mean, try 19 to make sure that you have all of them. 20 But if it's lack of a policy, lack of 21 following a policy, then training and dates of 22 training and follow-up with the -- with the business 23 staff is definitely important. You know, GASB and 24 FASB, they have specific financial standards. 25 They're fairly complicated, but they're easily</p>
<p style="text-align: right;">119</p> <p>1 everybody..." -- you know. 2 DIRECTOR CORINA CHAVEZ: Good suggestion, 3 and definitely for the conference. Melissa Sanchez, 4 who you all heard from yesterday, is creating some 5 sessions. She's working collaboratively with 6 business managers and seeking out business managers 7 that she knows have schools with fewer audit 8 findings to present. 9 Is that what you were going to say, Karen? 10 MS. KAREN WOERNER: I was going to say 11 that, and that the conversations that are working on 12 that. And now to have Melissa Sanchez on board as a 13 data and financial analyst, and she is going to be 14 doing a lot of work to support schools over 15 financial health, generally, and not be so dependent 16 on audit findings. 17 But until Melissa arrived, we didn't 18 really have the expertise on our team in that area. 19 So they're happy that she'll be doing that and 20 offering that conference session on correcting audit 21 findings and audit committee work and things; so... 22 COMMISSIONER BURT: Not to put too much 23 pressure on Melissa, then. But I'd love to see 24 historically her support being able to drive those 25 findings down and drive those indicators down.</p>	<p style="text-align: right;">121</p> <p>1 followed. It just takes someone who's experienced 2 to do it. 3 Many of the schools do contract out their 4 financials. But there's someone in the school 5 that's having to actually keep those records, keep 6 the receipts and things like that. So even if the 7 business official -- we may sit there and say, 8 "Well, you have an audit finding." It's not 9 necessarily the business official's fault; it could 10 just be an employee misplaced something or something 11 didn't get into a file properly. 12 So, again, it's the level of that finding. 13 And a lot of times if it becomes significant or 14 material, it's an issue. If it's a repeat finding 15 of something that could lead to a material, or just 16 lack of following proper procedures, those are -- to 17 me, are more concerning than if someone -- well, 18 they just -- one out of 30 or 40 items they checked, 19 you know, they didn't have a proper invoice. And it 20 could be a \$2.00 item and they get an audit finding. 21 So, again, to me, a \$2.00 invoice missing, 22 it's an issue, but it's not like a \$20,000 invoice 23 missing. 24 THE CHAIR: I can remember being at a 25 governance council meeting of one of the schools</p>

122

1 where they were doing the report of the -- of the  
 2 audit. And they had an audit finding. And it was  
 3 because they didn't round down; they rounded up  
 4 on -- on a penny.  
 5 And, you know, it's -- yes, I understand  
 6 the level of detail that's required. But you're  
 7 right. You're looking at the big picture. It's  
 8 like, "Oh, you know, I do that all the time."  
 9 So, you know, it's like -- and I'll also  
 10 agree the level of frustration sometimes when you  
 11 look at the responses to those findings, and it's,  
 12 like, "We're going to review our processes and fix  
 13 them," you know, it needs to be a little more  
 14 than -- than that.  
 15 COMMISSIONER ROBBINS: Right. And, you  
 16 know -- and I think Secretary Burt pointed this  
 17 out -- that the trend, if they're Working To Meet or  
 18 they're Meeting, but if the trend is not improving,  
 19 and they've had problems for couple of years, and it  
 20 doesn't seem to be improving, if they've been  
 21 working to improve an issue for three of those  
 22 years, that, to me, is a little bit higher than if  
 23 they Met, Met, and all of a sudden, they're Working  
 24 To Meet, you know.  
 25 And, again it's just the level; so...

123

1 THE CHAIR: Right.  
 2 Commissioners, any other questions?  
 3 (No response.)  
 4 THE CHAIR: Okay. If not, I am going to  
 5 move that the Public Education Commission accept the  
 6 2019-2020 annual reports for State charter schools  
 7 and projected renewal profiles.  
 8 COMMISSIONER DAVIS: I second that.  
 9 THE CHAIR: There's a motion by  
 10 Commissioner Gipson, a second by Commissioner Davis.  
 11 Any further discussion?  
 12 (No response.)  
 13 THE CHAIR: If not, roll, please?  
 14 COMMISSIONER BURT: Commissioner Voigt?  
 15 COMMISSIONER VOIGT: Yes.  
 16 COMMISSIONER BURT: Commissioner Taylor?  
 17 COMMISSIONER TAYLOR: Yes.  
 18 COMMISSIONER BURT: Commissioner Robbins?  
 19 COMMISSIONER ROBBINS: Yes.  
 20 COMMISSIONER BURT: Commissioner Manis?  
 21 COMMISSIONER MANIS: Yes.  
 22 COMMISSIONER BURT: Commissioner Gipson?  
 23 THE CHAIR: Sorry. Yes.  
 24 COMMISSIONER BURT: Commissioner Davis?  
 25 COMMISSIONER DAVIS: Yes.

124

1 COMMISSIONER BURT: Commissioner Chavez?  
 2 COMMISSIONER CHAVEZ: Yes.  
 3 COMMISSIONER BURT: Commissioner Carrillo?  
 4 COMMISSIONER CARRILLO: Yes.  
 5 COMMISSIONER BURT: Commissioner Burt,  
 6 "Yes."  
 7 Commissioner Armijo.  
 8 COMMISSIONER ARMIJO: Yes.  
 9 COMMISSIONER BURT: All right. That  
 10 passed -- the motion passes unanimously.  
 11 THE CHAIR: Okay. Thank you very much.  
 12 We are now on to Item No. 9. And I'm  
 13 going to turn this over to Commissioner Voigt, and  
 14 ahead of this, thank her for bringing this forward  
 15 to us.  
 16 So Commissioner Voigt?  
 17 COMMISSIONER VOIGT: Okay. Thank you,  
 18 Madam Chair.  
 19 Karen, if you could share the certificate?  
 20 This came up in our Executive Committee  
 21 about an appreciation recognition to all of the PEC  
 22 charter schools for their perseverance and  
 23 dedication to students during the pandemic.  
 24 And I think that -- I just can't imagine  
 25 doing the work and commend all the teachers and

125

1 parents and Michael Chavez out there that are doing  
 2 this work through the pandemic. I think that it  
 3 would be a small gesture for us to be able to send  
 4 these out to all of the PEC schools.  
 5 THE CHAIR: And thank you for the work on  
 6 that, and, like I said, bringing this forward.  
 7 Because I really do think -- it may seem like a  
 8 small gesture. But whatever we can do to, you know,  
 9 do that thank-you, for schools especially, now that  
 10 we're, you know, reopening, and these even more  
 11 significant struggles, I think it's just really  
 12 important for us to recognize what schools, parents,  
 13 students, everyone has been going through.  
 14 COMMISSIONER VOIGT: And where it says  
 15 "Most Excellent School," that would be the school's  
 16 name.  
 17 THE CHAIR: Right. I thought they were on  
 18 an Excellent Adventure.  
 19 Commissioner Burt?  
 20 COMMISSIONER BURT: Thanks. And I do want  
 21 to say I was really grateful that the Vice Chair had  
 22 thought of this and had the idea to do it. I know  
 23 when we -- we definitely thought about this language  
 24 a lot that's on the certificate, because we didn't  
 25 want it to be -- you know, we weren't sure -- we



<p style="text-align: right;">126</p> <p>1 haven't done -- especially back when we first 2 thought of this, we hadn't done even the modified 3 site visits.</p> <p>4 We didn't know exactly -- we were sure 5 there were some of our schools that are doing better 6 than others, possibly; so we didn't want to make it 7 like a participation trophy, necessarily. But it's 8 more just, you know, we know that everyone -- it's 9 not about whether you -- like, we modified it 10 from -- you know, from what our initial thought was 11 to -- you know, the -- it's an acknowledgment.</p> <p>12 It's an acknowledgment of the -- the 13 pandemic -- honestly, like, it's an acknowledgement 14 that everybody had to put in, you know, extra heart 15 and soul and mind-power, and, you know, emotion, 16 whatever it was into this year, knowing that, you 17 know, maybe some did it better than others.</p> <p>18 But it's still, you know -- regardless of 19 the effort level of some schools versus others, it 20 wasn't -- it's not about that; it's about you -- you 21 made it through this year. Like, this is a crazy 22 year, and acknowledging, like, it's important to -- 23 sometimes -- and if you think about it, I know we've 24 all been staff somewhere.</p> <p>25 I mean -- and I know, Superintendent</p>	<p style="text-align: right;">128</p> <p>1 knew. But I know, once again, as a teacher before, 2 you know, if you worked in the schools you know that 3 teachers and people who work in schools often don't 4 feel appreciated, you know, because it's a really 5 challenging and sometimes really thankless work.</p> <p>6 And especially when you're doing it online 7 and you don't get to see your students every day, I 8 mean, you don't get that instant gratification that 9 gets you through to the next day, you just have to 10 keep telling yourself you're making a difference 11 when you don't get to see your students in person.</p> <p>12 So I am very thankful for the work that 13 our schools have been doing through this year. And 14 I am -- once again, as a parent -- and I said this 15 last meeting, because my kids had just started going 16 back to school -- but now this one, I mean, the 17 difference these last two weeks have made in my own 18 kids, oh, my gosh, it's night and day.</p> <p>19 My oldest just got to start playing tennis 20 in person, like, competing with another school. Oh, 21 my -- it is wonderful. So thank you to our schools 22 who have gotten all of our students through this, 23 and hopefully we're getting back to a new and 24 improved normal.</p> <p>25 THE CHAIR: Thanks.</p>
<p style="text-align: right;">127</p> <p>1 Chavez, maybe from your school board, you might get 2 this. Some people say -- sometimes as an employee, 3 you know, if you're a school leader, you're just 4 moving forward, right? And if -- maybe your 5 governing board recognizes the work you're doing, 6 your staff maybe, they know. But sometimes you just 7 need someone to say, "Hey, we know what you're going 8 through is tough. Like, you just went through a 9 really tough school year, and we know that, you 10 know, you had to persevere through personal as well 11 as being the school leader. So thank you for 12 persevering through this year and getting through 13 it."</p> <p>14 And regardless of anything else, like the 15 service that our schools have done for students has 16 been -- I mean, it's more tangible now than ever 17 before, I think. I think everyone kind of knew -- 18 and we've always said this -- "Teachers are so 19 great. We are so grateful for schools. We love 20 schools." There's a lot of taking it for granted as 21 well, before.</p> <p>22 So I think that's one thing that the 23 pandemic has brought forward more than any is the 24 community recognizing more of the role that our 25 schools have played. I think we always kind of</p>	<p style="text-align: right;">129</p> <p>1 Commissioners, any other comments? 2 (No response.)</p> <p>3 THE CHAIR: Okay. So I am going to move 4 that the Public Education Commission issue the PEC 5 certificates to all State-chartered charter schools.</p> <p>6 COMMISSIONER TAYLOR: Second.</p> <p>7 THE CHAIR: There's a motion by 8 Commissioner Gipson, a second by Commissioner 9 Taylor.</p> <p>10 Any further discussion? And I'm going to 11 thank, ahead of time, CSD for doing the work going 12 forward of getting these out.</p> <p>13 Commissioner Voigt?</p> <p>14 COMMISSIONER VOIGT: I think Beverly 15 mentioned that she's checking with the State 16 printing off -- correct me if I'm wrong, Beverly -- 17 about getting them printed.</p> <p>18 MS. FRIEDMAN: I think we'll probably be 19 doing the printing at our print offices.</p> <p>20 COMMISSIONER VOIGT: Okay.</p> <p>21 MS. FRIEDMAN: We have the same big 22 machines.</p> <p>23 COMMISSIONER VOIGT: Yay. Big machines 24 are good.</p> <p>25 THE CHAIR: Thanks for that. And thanks</p>

130	<p>1 for all your work that you did with this as well.</p> <p>2 Okay. Roll, please?</p> <p>3 COMMISSIONER BURT: All right.</p> <p>4 Commissioner Manis?</p> <p>5 COMMISSIONER MANIS: Yes.</p> <p>6 COMMISSIONER BURT: Commissioner Gipson?</p> <p>7 THE CHAIR: Yes.</p> <p>8 COMMISSIONER BURT: Commissioner Armijo?</p> <p>9 COMMISSIONER ARMIJO: Yes.</p> <p>10 COMMISSIONER BURT: Commissioner Burt,</p> <p>11 "Yes." I forget it was me.</p> <p>12 Commissioner Davis?</p> <p>13 COMMISSIONER DAVIS: Yes.</p> <p>14 COMMISSIONER BURT: Commissioner Robbins?</p> <p>15 COMMISSIONER ROBBINS: Yes.</p> <p>16 COMMISSIONER BURT: Commissioner Carrillo?</p> <p>17 COMMISSIONER CARRILLO: Yes.</p> <p>18 COMMISSIONER BURT: Commissioner Chavez?</p> <p>19 COMMISSIONER CHAVEZ: Yes.</p> <p>20 COMMISSIONER BURT: Commissioner Voigt?</p> <p>21 COMMISSIONER VOIGT: Yes.</p> <p>22 COMMISSIONER BURT: Commissioner Taylor?</p> <p>23 COMMISSIONER TOULOUSE: Yes.</p> <p>24 COMMISSIONER BURT: All right. That</p> <p>25 motion passes unanimously.</p>	132	<p>1 everyone's hard work with this, the schools, the</p> <p>2 Charter School Division, and the support of the</p> <p>3 schools. And as I've said, always look forward to</p> <p>4 contract negotiations, because it is that time that</p> <p>5 you get to have those conversations with the</p> <p>6 schools.</p> <p>7 You don't necessarily always hear from</p> <p>8 even all your schools, or certainly not all the</p> <p>9 schools. So that to be able to get your feet wet</p> <p>10 and to begin to understand some of the schools that</p> <p>11 are not in your district that are outside the</p> <p>12 district and see the great unique things that they</p> <p>13 are doing, to me, it's always really important.</p> <p>14 So thank you for that.</p> <p>15 And hopefully everyone's in a -- in a good</p> <p>16 place with that. And once again thank everyone for</p> <p>17 the time in your participation with it.</p> <p>18 I've taken a lot of calls regarding some</p> <p>19 of the legislation that was passed. And, of course,</p> <p>20 they've just been kind of recently signed. So that</p> <p>21 I know there's -- there's multiple eyes looking at</p> <p>22 some of those, especially the preference legislation</p> <p>23 for charter staff children and how that actually</p> <p>24 plays out. I've heard a lot of scenarios.</p> <p>25 So -- and I want to thank the Director,</p>
131	<p>1 THE CHAIR: Okay. Thank you very much.</p> <p>2 And thank everyone for all the work that was done --</p> <p>3 done on this. Sorry.</p> <p>4 So we are actually on to Item No. 10,</p> <p>5 which is the Report from the Chair.</p> <p>6 I want to thank everyone for participating</p> <p>7 in the contract negotiations. I want to doubly,</p> <p>8 triply, "four-ply," thank the Charter School</p> <p>9 Division for all the work that goes into it ahead of</p> <p>10 time to be prepared and to get the schools ready,</p> <p>11 we're ready, we can look at the information.</p> <p>12 And I think it's a testament to everything</p> <p>13 that we've done with the Performance Framework with</p> <p>14 the Renewal Application over these years to show</p> <p>15 that the schools that are now we're doing the</p> <p>16 contract negotiations with, as Karen mentioned one</p> <p>17 time, you know, "What's going on here?"</p> <p>18 Because we were finishing early, because</p> <p>19 they're -- they're -- it's all becoming a well-honed</p> <p>20 machine, so that schools are coming that are</p> <p>21 prepared. They're stronger schools to begin with;</p> <p>22 so there's not as many of the speed bumps that we</p> <p>23 had maybe in earlier years with the contract</p> <p>24 negotiations.</p> <p>25 And that's just -- it's a testament to</p>	133	<p>1 because we had a conversation about it, because I</p> <p>2 indicated some of the questions that were coming my</p> <p>3 way about it.</p> <p>4 So I am hoping that in May we can have a</p> <p>5 look at all of the legislation that impacts</p> <p>6 education and our charter schools and have a clearer</p> <p>7 view of what schools may have to do and how schools</p> <p>8 may be impacted by that legislation as more people</p> <p>9 have had an opportunity to now look at the</p> <p>10 legislation as it has been signed, so that we're</p> <p>11 clear on that.</p> <p>12 So that's taken up quite a bit of time. I</p> <p>13 want to thank the Director, because I have a</p> <p>14 little -- not a big concern -- but there were some</p> <p>15 questions from one of my district charters, and we</p> <p>16 spent a fair amount of time trying to problem-solve</p> <p>17 and flesh out. And I've spent a lot of time on the</p> <p>18 phone. There are active school leaders really</p> <p>19 engaged and wanting to do things right.</p> <p>20 So I appreciate the fact that they're</p> <p>21 always reaching out to make sure that they're doing</p> <p>22 things appropriately. So want to thank everyone for</p> <p>23 that as well.</p> <p>24 And with that, I think we're on to the</p> <p>25 Advisory Council? Is -- I haven't looked. Is Mike</p>

<p style="text-align: right;">134</p> <p>1 here?</p> <p>2       Okay. Thanks.</p> <p>3       MS. KAREN WOERNER: Okay, Mr. Ogas. If</p> <p>4 you can unmute yourself, you're on the panel.</p> <p>5 Welcome.</p> <p>6       THE CHAIR: Welcome, Mike. How are you?</p> <p>7       MR. MICHAEL OGAS: Thank you. And good</p> <p>8 afternoon, everybody.</p> <p>9       THE CHAIR: Yeah, just barely.</p> <p>10       MR. MICHAEL OGAS: I was practicing my</p> <p>11 "good mornings," and I just missed.</p> <p>12       I want to thank you, Madam Chair, members</p> <p>13 of the Commission, once again, for the opportunity</p> <p>14 to speak in front of the Commission.</p> <p>15       I want to start off by commending the</p> <p>16 Commission for reinstating the certificate</p> <p>17 recognitions to charter schools, and, you know, I</p> <p>18 want to tell you how much that means to us.</p> <p>19       Behind me here -- I don't know if you can</p> <p>20 see it -- is the very first certificate we ever</p> <p>21 received, School of Dreams Academy, from the Public</p> <p>22 Ed commission, signed by then Chairwoman Catherine</p> <p>23 Smith, when we officially became a charter school in</p> <p>24 2009.</p> <p>25       So those kinds of things mean an awful lot</p>	<p style="text-align: right;">136</p> <p>1 questions of the Superintendent. So I think we're</p> <p>2 beginning to see a more of a collegiality and</p> <p>3 working together all as educators.</p> <p>4       Along that route -- and I commend Director</p> <p>5 Chavez for what she's doing, the work with the</p> <p>6 roundtables. We have attended one roundtable, as</p> <p>7 she said. And this next roundtable centering around</p> <p>8 equity, she is inviting principals and</p> <p>9 administrators from local school districts to</p> <p>10 attend. And, in fact, this morning I talked to our</p> <p>11 two local superintendents to try to encourage them</p> <p>12 to send a couple of principals or coordinators or</p> <p>13 something to the -- I know, right? -- to the</p> <p>14 roundtable, because we really do want to create a</p> <p>15 dialogue, because, in a sense, even though we're</p> <p>16 charters, and we're a little bit different, and they</p> <p>17 know we're a little bit different, we're all in this</p> <p>18 together in terms of, number one, how we're managing</p> <p>19 the pandemic, how we're dealing with different kinds</p> <p>20 of issues educationally.</p> <p>21       So I think that, in and of itself, is</p> <p>22 going to foster a tremendous dialogue, moving</p> <p>23 forward to better education overall, throughout</p> <p>24 New Mexico.</p> <p>25       We also support, highly support, the</p>
<p style="text-align: right;">135</p> <p>1 to all of us out in the field. And, you know, I've</p> <p>2 kept this one here in my office since then.</p> <p>3       And I want to commend, you know,</p> <p>4 Commissioner Voigt and the rest of you for bringing</p> <p>5 this forward.</p> <p>6       A little bit -- I won't stay too long on</p> <p>7 what's going on with the Advisory Committee. But I</p> <p>8 will give you some highlights of what we're</p> <p>9 continuing to do.</p> <p>10       We didn't meet this last month because,</p> <p>11 well, we were busy trying to get school back and</p> <p>12 running and getting our inspections done and that</p> <p>13 kind of thing. But we did continue to have the</p> <p>14 weekly charter voice meetings. And those have</p> <p>15 become very, very fruitful for us, anyway, as</p> <p>16 charter leaders, because it's provided an avenue</p> <p>17 for -- for networking and dialogue more at the</p> <p>18 grassroots level and the things that we're -- we</p> <p>19 talk about specific things as well as general</p> <p>20 things.</p> <p>21       And through those dialogues, we bring</p> <p>22 forth questions to the weekly meetings held by the</p> <p>23 Secretary and the Superintendents' Association.</p> <p>24       So I think those -- and our questions,</p> <p>25 it's been very nice -- have been combined with the</p>	<p style="text-align: right;">137</p> <p>1 upcoming conference in June. A number of us will</p> <p>2 be, you know, putting in some applications, maybe to</p> <p>3 do some presentations. I've been in contact with</p> <p>4 CPICS. And we've talked about them before about</p> <p>5 them maybe coming down and being a part of it and</p> <p>6 doing a panel discussion.</p> <p>7       We had a couple of calls with them,</p> <p>8 Director Chavez and I, already. And along those</p> <p>9 lines, CPICS, as you know, is the national</p> <p>10 independent charter school organization -- they call</p> <p>11 themselves the "indie" charter leaders, right,</p> <p>12 across the country -- they are looking very strongly</p> <p>13 at having their national conference in Albuquerque</p> <p>14 more of a mainstay moving forward once the pandemic</p> <p>15 lifts.</p> <p>16       They had a very good experience when they</p> <p>17 were in Albuquerque a couple of years ago. And the</p> <p>18 next year they tried to go to Denver. Then the</p> <p>19 pandemic hit and they've been kind of stuck doing a</p> <p>20 virtual. They did a good virtual conference this</p> <p>21 last year. They're probably going to do another</p> <p>22 one, depending on the health orders, this next year,</p> <p>23 because they've already had strong discussions about</p> <p>24 returning to Albuquerque and maybe making</p> <p>25 Albuquerque the seat -- the home of the national</p>

<p style="text-align: right;">138</p> <p>1 CPICS conference annually, because they do recognize 2 New Mexico as being the leader in -- in the 3 independent charter school movement. 4 And that's very important to us -- you 5 know, us grassroots people that are trying to do 6 things for our community in many different ways, you 7 know. So we certainly support that. 8 We also supported, and we're very active 9 in providing feedback on, the modified site visit 10 format, that we're very excited to see how that 11 rolls out. And thank you for -- you know, for 12 agreeing to let that move forward, where we're 13 looking forward to our -- you know, they've already 14 started the site visits. 15 And I think it's going to be more of a 16 proactive and productive kind of thing moving 17 forward. And we're very excited about -- about 18 that. 19 So thank you, you know, Director Chavez 20 and Karen, for spearheading that effort and for 21 sending out a survey and allowing all of us to 22 provide input on how that should look. That was a 23 nice -- I'm not going to say a nice change from the 24 past; but it was a nice change from the past, okay? 25 Honestly.</p>	<p style="text-align: right;">140</p> <p>1 with the districts. That's really -- it's exciting; 2 because, as you know, historically, they've often 3 been very tense and not cooperative. 4 So it's -- it is -- hopefully, we're 5 ushering in a new era. 6 MR. MICHAEL OGAS: Thank you, Madam Chair. 7 Thank you for providing me the opportunity to speak. 8 THE CHAIR: Take care. 9 MR. MICHAEL OGAS: Bye-bye. 10 THE CHAIR: And, Karen, are you bringing 11 Matt in? Thanks. 12 MR. MATT PAHL: Hi, Madam Chair. 13 THE CHAIR: Hi. How are ya'? 14 MR. MATT PAHL: Doing all right. Thanks 15 for having me this afternoon. And I'm sorry I 16 missed the last PEC meeting. The new PEC is very 17 fast compared to the one that I had grown to love in 18 previous years. So that's -- that's -- I think 19 that's really good for everybody. So -- and I know 20 everybody's kind of working toward that. So nice 21 work, everyone. 22 Just want to echo the sentiments around 23 the roundtables that are coming up. Really good 24 conversation was had at the first one. I'm really 25 hopeful that this upcoming round in the second --</p>
<p style="text-align: right;">139</p> <p>1 So I think we're all kind of working 2 together on moving forward with this charter school 3 movement and the things that we're doing. 4 We're going to continue, as an advisory 5 group, along with the charter voice group in our 6 weekly meetings, to continue moving the narrative 7 forward about how we can improve charter schools, 8 how charter schools can still be, you know, 9 mechanisms of innovation. 10 I know Secretary Stewart is very 11 supportive along those lines. And maybe looking at 12 things more creatively and with a little bit better 13 innovation and outside-of-the-box thinking on how we 14 approach education. 15 And I think that's all I have right now. 16 I don't need any more coffee, as you can tell; so... 17 THE CHAIR: Thank you for that. Thanks 18 for the update. 19 Commissioners, any questions? 20 (No response.) 21 THE CHAIR: If not, thank you so much for 22 this time. We appreciate your taking the time out 23 for us and everything that you're doing, and 24 really -- and pleased that, you know, we can move 25 forward hopefully with this greater collaboration</p>	<p style="text-align: right;">141</p> <p>1 and the next one will be good ones as well. 2 So I know you've heard it a few times. 3 We're kind of blasting it out amongst our members. 4 And I think there will be some good -- good 5 representation in those rooms. 6 Another thing coming up is I think about 7 two years ago, or at least a year-and-a-half ago, we 8 had noted that we were engaging in a research 9 project with ABT Associates and the Arnold 10 Foundation. 11 We've come to the conclusion of that big 12 research project. And what that did was compare the 13 outcomes of students who applied to a charter school 14 and entered into the school on a lottery with those 15 that also applied but didn't gain admission to the 16 school via a lottery. 17 We're going to have an event at the end of 18 the month, which will be unfortunately short notice 19 for that, but we are very willing to either do 20 something especially -- especially for the PEC in 21 their main meeting or anytime you would want to 22 have, eventually, a work session, and present the 23 findings from that study. 24 There is a little bit of good; there is a 25 little bit of bad in there, you know, like you would</p>

<p style="text-align: right;">142</p> <p>1 think for any rigorous research study. And we're 2 really excited to just take those findings and start 3 learning more on our own and move things forward 4 here. Again as a movement, it's a nice little 5 reflection piece of what the charter school movement 6 has done in the last ten years for certain portions 7 of what our mission are -- is -- as the charter 8 movement.</p> <p>9 So we're excited about that. You will 10 each get invitations -- each of these squares here, 11 each Commissioner, Director Chavez, happy to send 12 that invite out once we have it with all the 13 information to get you at that initial one. But, 14 again, happy to schedule something directly with the 15 PEC to share those findings. So we're excited about 16 that.</p> <p>17 THE CHAIR: Can I just ask, is it 18 possible -- and certainly, thanks for the 19 opportunity -- if Commissioners can't join in, to 20 dig a little bit deeper into it later on. But is 21 there going to be a recording so there could be a 22 link so if someone can't, you know, join in, that 23 they would be able to see it anyway?</p> <p>24 MR. MATT PAHL: Yeah. That's a great 25 thought. We hadn't talked about that yet. But I'm</p>	<p style="text-align: right;">144</p> <p>1 unfamiliar, lots of schools in Taos, many of them 2 get Small School Size Adjustment, including the 3 school district. And it has a declining student 4 population.</p> <p>5 So unlike some of our other school 6 districts, where some of our charters have been 7 growing in response to the fact that they're losing 8 the Small School Size Adjustment, that's not really 9 an option in Taos. There just aren't that many kids 10 to go around. And there's -- there's a just kind of 11 a careful balance of the charter and the district 12 there.</p> <p>13 So pretty exciting news from Taos, even if 14 it's only for one year. I think they'll be grateful 15 for it, and we'll see (indiscernible due to 16 connectivity issues) as we move forward here with 17 this upcoming school year.</p> <p>18 THE CHAIR: And they'd better be careful, 19 because our conversations with -- what was it? -- 20 Red River said that they actually have a -- there's 21 a population boom in there that they've had. So 22 it's like the pandemic is starting to have some 23 effects. So maybe the same will happen to Taos as 24 well.</p> <p>25 MR. MATT PAHL: I believe it. I believe</p>
<p style="text-align: right;">143</p> <p>1 sure that's -- as we get that going, we'll be able 2 to record that. I think that's a wonderful idea.</p> <p>3 THE CHAIR: Okay. Thanks.</p> <p>4 MR. MATT PAHL: Some news out of Taos that 5 I think is something for particularly the long-term 6 Commissioners that's going to be a really good piece 7 of news. I just found out this morning that Taos 8 charter schools are eligible for Small School Size 9 Adjustment this year, where that bill had been 10 particularly devastating for that charter community.</p> <p>11 This is kind of a mix of good and bad 12 news. The enrollment in the district is now under 13 the 2,000 students, which now they're just under; I 14 think it's not more than 10 or 20 or 30 kids. But 15 that means for this year, the schools that had 16 previously been eligible will be eligible this year 17 for Small School Sizes.</p> <p>18 There's a lot of charters in Taos, and 19 they're all quite small. And, yeah, it just -- that 20 piece of legislation from, now, two years back was 21 really hurting that community. And, yeah, they were 22 elated this morning when the news kind of got 23 around.</p> <p>24 And they do understand that that might not 25 last moving forward. But for those of you who are</p>	<p style="text-align: right;">145</p> <p>1 it. So, yeah, they're hanging on by a thread; but I 2 think they're happy about it for this year.</p> <p>3 Wanted to give just a couple of updates on 4 the Legislative Session. You know, we've been doing 5 small recaps with our crew, and we'll do a more 6 in-depth session in the coming weeks here.</p> <p>7 It was a good session for charters. We 8 did not receive anti-charter legislation that was 9 simply looking to dismantle what charters were 10 doing. Doesn't mean there weren't some fights along 11 the way; but it really looked different from the 12 last handful of years, when we really had to fight 13 back something that was just threatening the core of 14 what charters do.</p> <p>15 As the -- as the Chair mentioned, the 16 Senate Bill 51 that provides that enrollment 17 preference for school staff did pass and got signed. 18 That's really exciting. But, of course no good deed 19 goes unpunished. The transition into, you know, 20 making that operational is -- is -- it's just going 21 to be an interesting next couple of years as we 22 transition to that actually being an enrollment 23 preference.</p> <p>24 On the budget, there, again, were no 25 exceptions to charters within the budget. That's</p>

<p style="text-align: right;">146</p> <p>1 often a place where they like to have a couple of 2 lines in there that say, "Charters have to do 3 something different." 4 No attempts at that and nothing in the 5 final bill. And I'll say that, you know, the SEG 6 went up by 7 percent. That doesn't mean what it 7 used to, though. In the past, when the Session goes 8 up by 7 percent, we can kind of count on operational 9 funding going up by something along those lines as 10 well. But there's just more program baked in the 11 SEG now, program that schools and districts opt 12 into. 13 So that's your K-5 Plus, your Extended 14 Learning Time program. Between those two and the 15 backfilling for Impact Aid, that almost takes up 16 30 percent of the new -- the new money in the 17 budget. 18 And so while we should all feel pretty 19 good about, you know, the amount -- investments 20 we're making into public education, it doesn't mean 21 that there's really more operational funding there 22 for new programming and the like. Though the 23 initial feedback that I've gotten from school 24 leaders on the SEG and the unit value is that it -- 25 it should get close to covering the costs.</p>	<p style="text-align: right;">148</p> <p>1 But we can expect about the same amount of money and 2 the same number of schools to be impacted. 3 So that's quite a windfall for the schools 4 that can be -- sorry. The minimum is \$20,000. 5 That's less of a windfall. But some are getting 6 into the six-digit dollars in additional funding, 7 and that goes for both (indiscernible due to 8 connectivity issues) State charters, exciting as a 9 test case to see what people will do with those 10 funds and how successful we can be, which I think is 11 very. 12 There were good changes to K-5 Plus and 13 ELTP. We'll find that more charter schools are 14 going to participate in those programs as a result 15 of some of the flexibilities that were provided. 16 I think the main hindrance right now in 17 schools doing that is, just, they're all -- they all 18 want to make sure that their staff gets a real break 19 this summer. So they're not interested in adding 20 days to the school calendar in August and July, 21 because I think we've all just recognized how 22 difficult of a year this has been. 23 So I think you might even find that the 24 following year is when we really see a ramp-up in 25 K-5 Plus and ELTP among charter schools</p>
<p style="text-align: right;">147</p> <p>1 The cost of a teacher's salary increase of 2 1.5 percent, insurance rates increasing, things of 3 that nature, we don't know all those variables yet. 4 But people seemed satisfied in a way that maybe two 5 years ago when we had a significant teacher salary 6 increase and not a significant SEG increase, that 7 they were not as happy about. So that points to 8 good things between that and the federal funds 9 coming in. So that's exciting. 10 Some schools will benefit from Impact Aid 11 and HB 6. It's not a large number of charter 12 schools. The districts that serve Native 13 communities are certainly more in line. But we may 14 find that charter schools will start to apply for 15 Impact Aid, knowing that they get the whole of it 16 instead of just 25 percent of it. 17 So just know that that can make a 18 difference for our schools. 19 The Family Income Index, which was 20 spearheaded by the Public Ed Department, exciting 21 new bill there. And the totals for charter schools 22 from the Fiscal Impact Report were about a million 23 dollars distributed between 13 schools. 24 I did talk to PED about that analysis. It 25 is likely to change just a little bit, potentially.</p>	<p style="text-align: right;">149</p> <p>1 (indiscernible due to connectivity issues). 2 I did want to note -- and, Madam Chair, we 3 were able to have a small conversation about House 4 Bill 128, which is probably the bill that changes 5 the operations of our charter schools the most from 6 one year to the next. 7 And this has to do with the disclosure and 8 the reporting of sexual and ethical misconduct among 9 school employees. There's elevated reporting that 10 must go to PED; there's a database now that kind of 11 gets held there, and additional reporting that -- or 12 disclosure that happens when somebody applies to a 13 job, things of that nature. 14 It's a pretty big bill and was the result 15 of a couple of years' worth of work between NMPSIA, 16 superintendents, a number of different folks that 17 are stakeholders in our education world. 18 So just know that, you know, we'll be 19 grappling with how to do that, and not in a way 20 where we're resistant to the change. The changes 21 really are meant to address this kind of -- the 22 slogan is, "Passing the trash," you know; not my 23 words, but something they mentioned in the analysis. 24 And I heard a few times, which is just 25 employees that have been found to -- the good things</p>

150

1 they should be that we don't want in our schools,  
2 but they somehow successfully find work somewhere  
3 else. And we have high rates of that happening in  
4 New Mexico. And I think this bill is purely aimed  
5 at trying to end that, which I think we're all  
6 invested in. So we'll be collaborating with PED on  
7 that. Commissioner Carrillo? Or, sorry.  
8 Madam Chair?

9 THE CHAIR: That's all right. That's  
10 fine.

11 COMMISSIONER CARRILLO: So, Matthew, on  
12 that "Passing the trash" thing, we are, up here,  
13 unfortunately too familiar with that, given that  
14 the -- the teacher from Española worked in Santa Fe  
15 prior to being in Española.

16 MR. MATT PAHL: Yes.

17 COMMISSIONER CARRILLO: And PED, as I  
18 understand it -- and -- not as I understand it --  
19 everyone was reluctant to pull his license, okay,  
20 because they were afraid of the legal ramifications  
21 of doing so.

22 So he was able to leave Santa Fe, where  
23 there was -- I can't remember the term that's used  
24 in Human Resources -- where you're just not making  
25 an opinion if someone calls for a recommendation --

151

1 "without prejudice" or something. But he was able  
2 to maintain his license.

3 And, quite frankly, until PED is willing  
4 to -- and it's this will probably be litigated --  
5 but risk the litigation of withdrawing somebody's  
6 license, these people are going to find work in  
7 other states. And that's just reprehensible.

8 MR. MATT PAHL: Yeah. And, Commissioner,  
9 the bill does some things to help in that order.  
10 And one of which is pretty controversial, which  
11 includes the recording of termination hearings,  
12 because I think part of the problem there is for  
13 licensure, it becomes part of this he-said/he-said  
14 thing, or she-said/he-said thing. And when it's  
15 recorded, you actually have some documentation  
16 there. That is optional, but it does provide that.

17 And there's -- you know, the parallel to  
18 it is, you know, if you do have your license,  
19 getting work is kind of a separate thing. And there  
20 are more safeguards to ensure that schools know why  
21 a person was let go in the past.

22 So it might not be perfect; but it sounds  
23 like there are some elements that will be elevated  
24 to create more barriers.

25 COMMISSIONER CARRILLO: Is there a

152

1 national registry? I know there is of sex  
2 offenders. But is there a national registry of  
3 teachers who have lost or had their licenses revoked  
4 due to, you know, bad behavior or unethical conduct?

5 MR. MATT PAHL: Not that I know of.

6 THE CHAIR: No.

7 MR. MATT PAHL: Yeah.

8 THE CHAIR: I'm not familiar with one. I  
9 think school districts had to do their due diligence  
10 to track and contact the state that someone may be  
11 coming in from, in my experience, to see if --  
12 because you had to show a valid license, you know.  
13 So they would do that.

14 But I am not aware of it. It's an  
15 interesting thought to have that national database.  
16 That would be easier to access. Yeah.

17 COMMISSIONER CARRILLO: I think that would  
18 be something. I don't know how we do it as Public  
19 Education Commission. But something on the State  
20 level, we can do here, and maybe we can pass it on  
21 to other states.

22 We looked to Montana and Utah before we  
23 hired this guy in Santa Fe. But they passed him on  
24 to us, right, and wouldn't share with us those  
25 blemishes on his license or his career.

153

1 THE CHAIR: That's what I spent my -- you  
2 know, half my career doing. And it is unfortunate  
3 that, you know, those instances happen. And it  
4 happens way more than anyone is comfortable with,  
5 that school districts just did a duck-and-cover, and  
6 as long as they were rid of the individual, it truly  
7 wasn't a concern about where they went.

8 MR. MATT PAHL: Which I would say  
9 that's -- that's a breach of ethics right there --

10 THE CHAIR: Yeah.

11 MR. MATT PAHL: -- to not care about where  
12 they go next and things of that nature. I think  
13 right now, they rely heavily on the criminal  
14 databases; so if there was no -- there was no -- if  
15 no one pressed charges, and they weren't convicted  
16 or found guilty of that, then that's the -- the  
17 database you're thinking of, Commissioner Carrillo,  
18 is that, but only in those law enforcement  
19 databases. And that does exist.

20 THE CHAIR: Yeah.

21 MR. MATT PAHL: Commissioner Burt, I saw  
22 your hand up at one point.

23 COMMISSIONER BURT: I was just going to  
24 say, it seems like something the State licensing --  
25 PED -- would need to -- I mean, the one thing with

<p style="text-align: right;">154</p> <p>1 teacher licenses, in order to not go to college 2 again, you know, people want recipro- -- reciprocal 3 licenses. 4 And so in order for that to happen, they 5 need to get, like, the current New Mexico license 6 move- -- transfer- -- they have to, like -- the 7 state agencies have to work together. And so if the 8 license is revoked in New Mexico, they would easily 9 find that out from New Mexico. 10 If -- but, I mean, if the school district 11 doesn't even -- if nobody ever reports it to the 12 state, I guess that's a whole other different issue. 13 But, I mean, I guess the only other thing 14 someone could do -- which, I mean, who knows -- but 15 they would essentially have to go get a new degree, 16 right, in a new state. And then they could, like, 17 bypass their background, if it's not in the criminal 18 records. 19 But I know, at least in New Mexico, they 20 do pull the FBI reports before they issue a license. 21 So if it's in another state, you know, it's still -- 22 it's still going to come up for our New Mexico 23 teachers. 24 MR. MATT PAHL: Yeah. And there's lots 25 more to the Session. I don't want to take up too</p>	<p style="text-align: right;">156</p> <p>1 closed now; so that's knowable information, anyhow. 2 COMMISSIONER CARRILLO: Probably a pocket 3 veto then. Good. 4 THE CHAIR: Yeah. 5 MR. MATT PAHL: I wanted to note we have 6 these federal funds coming, transformational, 7 potentially, for schools. 8 We held one of our weekly calls in which 9 we spoke directly about that. We had a number of 10 business managers on there. And, really, there was 11 great conversation about schools recognizing that 12 this is a massive opportunity. And people are 13 watching, you know. Like, people are going to want 14 to know what we did with those funds and that it 15 made sense the investments we made. 16 I'm flagging it, one, because I feel like 17 schools are excited about the possibilities there. 18 And I think it's the thing that allows us to take 19 the learnings from the pandemic and really create 20 real systemic change from here on out. So we should 21 all be excited. 22 The -- we do have a couple of schools that 23 are having -- and these are locally authorized 24 schools, but I know each of you go home and -- and, 25 you know, reside somewhere in New Mexico, and with</p>
<p style="text-align: right;">155</p> <p>1 much time. 2 But to move on from that, we're always 3 happy to kind of tell you our perspective on some of 4 those bills and what we've heard from schools. 5 But one thing I'll just mention before I 6 end here -- oh. Sorry, Commissioner. 7 COMMISSIONER CARRILLO: I thought you were 8 going to mention it, but you didn't. I read the 9 paper every day in terms of what Michelle -- 10 Governor Grisham has signed. But I haven't seen 11 anything, and maybe she's planning a pocket veto on 12 the bill to -- for Commissioners -- for people to 13 sit on Commissions or boards throughout the state to 14 have their per diem lessened by 50 percent for 15 shorter days. 16 Do you know what's happened with that? 17 MR. MATT PAHL: I do not, Commissioner. 18 Sorry. That wasn't a bill we were tracking. 19 THE CHAIR: Right. And I apologize. I 20 did track it through the passage in the Legislature. 21 But I haven't -- I honestly haven't looked to see 22 what's happened with it since then. And I 23 apologize. I will check on that. I'm not sure. 24 COMMISSIONER CARRILLO: Thank you. 25 MR. MATT PAHL: And the signing period is</p>	<p style="text-align: right;">157</p> <p>1 the school district in your backyard, and you're 2 also otherwise connected. 3 The vast majority of schools are getting 4 their federal funds from their school districts. 5 But there are a couple who are -- who there's a bit 6 of resistance here. That money is for kids, not for 7 school districts or for charter schools. And so 8 we're really pushing hard just to make sure that 9 there's an equal distribution of those funds 10 according to the formulas provided by PED. 11 So that's a highlight for you. They're 12 not your schools, but they are a part of the charter 13 community. And if you want any more information on 14 that, I'm happy to follow up offline for that 15 (indiscernible due to connectivity issues) because 16 there may be some confusion at this point. 17 THE CHAIR: I think Corina -- Director 18 Chavez has her -- 19 DIRECTOR CORINA CHAVEZ: Yeah. I just 20 wanted to add to that, thank you. Thank you, Matt. 21 And we are working with -- to address the 22 issues that I have become aware of about the flow of 23 federal funds; because although our main focus is 24 State charters, of course, we work on behalf of all 25 charters at the PED. And so, yeah, we're hoping</p>



<p style="text-align: right;">158</p> <p>1 that will get resolved.</p> <p>2 MR. MATT PAHL: Thank you for that,</p> <p>3 Director Chavez. And thank you, Madam Chair, and</p> <p>4 the rest of the Commission, for your time.</p> <p>5 THE CHAIR: So, Matt, just one quick</p> <p>6 question, going back to Impact Aid. Because I --</p> <p>7 yesterday we had a report that Melissa Sanchez did</p> <p>8 for us on budget and so on. And I think there were</p> <p>9 only five State charters that were getting that.</p> <p>10 And I understand -- so going back. I know</p> <p>11 discussions that I've had with schools, you're</p> <p>12 right. They didn't apply for them before because</p> <p>13 they didn't think the end result was going to be</p> <p>14 worth the time and effort and energy that it took to</p> <p>15 put into that application.</p> <p>16 So I'm just wondering if there's anything</p> <p>17 that can be done. Because I think some of it is</p> <p>18 with some of the -- somewhat smaller schools, just</p> <p>19 the staffing capabilities of, you know, "Here's one</p> <p>20 more application that we have to do."</p> <p>21 What kind of support can be done to give</p> <p>22 those schools that -- you know, that little extra</p> <p>23 lift to say, "This" -- you know, "This may really be</p> <p>24 worth it, because, now..."</p> <p>25 MR. MATT PAHL: You know, I think we have</p>	<p style="text-align: right;">160</p> <p>1 that, and the end result is not going to be worth</p> <p>2 all of the energy that went into it."</p> <p>3 So that -- I think that would be really</p> <p>4 helpful.</p> <p>5 Okay. If there is nothing else, thanks</p> <p>6 once again for this. Appreciate the update and</p> <p>7 the -- all the conversations. Thanks.</p> <p>8 COMMISSIONER VOIGT: Thanks, Matt.</p> <p>9 THE CHAIR: So we are on to PEC Comments.</p> <p>10 I'm looking at my Brady Bunch screen.</p> <p>11 Commissioner Taylor?</p> <p>12 COMMISSIONER TAYLOR: Yeah. I -- again, I</p> <p>13 appreciate being a part of the group. You guys</p> <p>14 are -- it's -- it's always enlightening, and I</p> <p>15 appreciate the way that we work together. Yesterday</p> <p>16 during our Work Session, there were some issues that</p> <p>17 probably weren't the easiest to get through. And I</p> <p>18 appreciate the fact that we can get through them and</p> <p>19 still regard each other with respect. So thank you,</p> <p>20 all.</p> <p>21 THE CHAIR: Thank you.</p> <p>22 Commissioner Davis?</p> <p>23 COMMISSIONER DAVIS: So I have nothing.</p> <p>24 Thanks for letting me be here.</p> <p>25 THE CHAIR: Thanks.</p>
<p style="text-align: right;">159</p> <p>1 a really good -- and it was mentioned earlier today</p> <p>2 on E-Rate. E-Rate was similar. A lot of it --</p> <p>3 anytime you're working with the Feds, it's a lot of</p> <p>4 administrative effort without a lot of payback on</p> <p>5 the end for a small school.</p> <p>6 That was something where the PED and Aces</p> <p>7 came together to help schools get over that hump.</p> <p>8 The math on its own might make sense now for</p> <p>9 Impact Aid. But I think there's some possibilities</p> <p>10 there.</p> <p>11 And I won't volunteer Aces for it. But</p> <p>12 we'd certainly be interested in just helping people</p> <p>13 out. You know, sometimes it's as simple as just</p> <p>14 providing a forum where we all work on the</p> <p>15 application together so we can ask questions as</p> <p>16 we're going through. And we're really interested in</p> <p>17 being supportive for those schools. But nothing</p> <p>18 formalized yet, Madam Chair.</p> <p>19 THE CHAIR: Okay. Thanks.</p> <p>20 DIRECTOR CORINA CHAVEZ: Maybe that needs</p> <p>21 to be one of the sessions at the conference.</p> <p>22 THE CHAIR: Yeah. That would be really</p> <p>23 good. Yeah. Because I know schools historically</p> <p>24 have identified that. When I ask -- it's, all, "We</p> <p>25 don't do -- it's just I don't have the time to do</p>	<p style="text-align: right;">161</p> <p>1 Commissioner Chavez?</p> <p>2 COMMISSIONER CHAVEZ: Sorry. Couldn't</p> <p>3 find my -- my unmute button.</p> <p>4 No. I just want to just mention, again,</p> <p>5 you know, we talked a little bit, Commissioner</p> <p>6 Gipson, earlier about the challenges, you know of</p> <p>7 this year and that sort of thing.</p> <p>8 And, you know, most schools are back in --</p> <p>9 well, they're finishing up their second week of full</p> <p>10 entry, some more than two weeks.</p> <p>11 But it has been an extremely challenging</p> <p>12 year. And I know, for myself, one of the passions</p> <p>13 that I have in working in education is being a</p> <p>14 curriculum and instruction person. And I can</p> <p>15 honestly say that this year, I have not spent a lot</p> <p>16 of time on curriculum instruction because it has</p> <p>17 been -- it has been nonstop putting out fires and</p> <p>18 implementing things and checking and -- and so</p> <p>19 there's always new things.</p> <p>20 This pandemic really has flipped</p> <p>21 everything upside down, and we've been in survival</p> <p>22 mode all year long.</p> <p>23 And so for all of our teachers, all of our</p> <p>24 principals, directors, it's been an extremely</p> <p>25 challenging year. And so I -- you know, the -- the</p>

162	<p>1 little bit that we could do -- and thank you, 2 Commissioner Voigt, for suggesting the recognition 3 of that certificate, because it is just a little 4 something. 5 But I can tell you from experience from 6 this year, it has been extremely difficult. And, 7 you know, we love working with kids; we love working 8 with instruction. We like working -- what goes on 9 in the classroom. 10 But I know administratively, there hasn't 11 been a lot of that -- there hasn't been a focus on 12 that because of all the new things that we've had to 13 deal with that we've never, in the history of 14 education, have had to deal. 15 And so as we move forward, and now we're 16 starting to think about student surveillance 17 testing. That's just another thing that is added on 18 to the plate. And it's almost nonstop. 19 And so I'm really looking forward to this 20 year being done and looking forward to next year, 21 hopefully under much less stressful circumstances. 22 So thank you. 23 THE CHAIR: Thank you. 24 Commissioner Armijo? 25 COMMISSIONER ARMIJO: Thank you. Yeah,</p>	164	<p>1 like, "Ah." But I heard that it was a great, great 2 presentation. So I'm going to forward you the 3 information that I have for that. 4 And I do appreciate the roundtables, 5 because I think they are going to make a huge 6 difference in our education. 7 And that's all I want to say. I just 8 thank everybody for a great meeting. 9 THE CHAIR: Thank you. 10 Commissioner Burt? 11 COMMISSIONER BURT: I'll just say I have 12 been able to attend a training from Dr. Hollie. It 13 is literally life-changing. I don't know how else 14 to explain. Like -- like, I'm sure you're very 15 familiar with him, because I know that's -- in 16 Dr. Bannerman's team, wheelhouse, that equity team 17 uses him a lot. Oh, my gosh, it's so good. 18 So I definitely agree with Commissioner 19 Armijo, in that the conversations about equity and 20 just the way he presents it. Just so practical. 21 That's the one piece that I appreciate the most is, 22 we talk about equity as, like, a -- this, like, 23 lofty ideal, right, like, it just seems, like, you 24 know, we need equity. 25 But there -- for a teacher, for even</p>
163	<p>1 just to echo what Mr. -- Commissioner Chavez just 2 said, you know, I always feel that teachers and 3 administrators -- anybody in education -- feels 4 that's one of the most thankless jobs, because they 5 just do it every day, and they do it without wanting 6 to be thanked. They just care. 7 So I want to say that. Because I have 8 adult children now. You know, Secretary Burt talks 9 about her experience as a teacher and as a parent. 10 And I -- I can't even imagine how difficult it was 11 this year. 12 So I just want to acknowledge that and, 13 you know, thank all the parents out there, too, for 14 their craziness in navigating this year. 15 I want to go back to the roundtables real 16 quick. I'm going to be sending Director Chavez a 17 flier. So I don't -- I think you're familiar with 18 South Valley Preparatory School. They recently 19 shared a -- had, like, a workshop with the Center 20 for Culturally Responsive Teaching and Learning, 21 with Dr. Sharoky Hollie. So I'm going to be 22 sending you his flier so you can kind of get a 23 little bit more information about that. 24 I wasn't able to attend, because it was 25 during one of our Work Sessions. So I was -- I was</p>	165	<p>1 principals, for people on the ground, like, it's, 2 like, "Okay. Well, what does that look like? What 3 does it tangibly look like?" 4 And I think -- I've never seen anyone 5 present it in such a tangible way for people to 6 literally go the next day and start implementing 7 equitable practices in their classrooms. 8 But I just almost, like -- as soon as I 9 heard that name, I was just, like, "Oh, my God," 10 because it really is just really amazing. 11 I actually don't have -- I was going to 12 say I don't have comments, and then you said that. 13 So that's all I have. Thank you. 14 THE CHAIR: Thank you. 15 Commissioner Carrillo. 16 COMMISSIONER CARRILLO: Yes. So the -- 17 well, first, I would like -- and, Bev, if we could 18 add to the agenda under -- I don't think they need 19 to be separate items; they can be under discussion 20 or comments -- but on the next agenda, the first 21 thing would be Sandy Hook Promise. And the second 22 thing would be the Student Pledge Against Gun 23 Violence. 24 So these are two organizations that are 25 really just about kids protecting themselves. But</p>

<p style="text-align: right;">166</p> <p>1 what I would do then is send information through the 2 Chair and through Bev that they would then 3 disseminate to -- because I can't do it because of 4 OMA -- to all of you.</p> <p>5 And then if you wanted -- you know, just 6 to bring it up as a topic, discuss it, and see -- I 7 don't know -- how we feel as a PEC about it. But we 8 can't discuss it now because it's not on the agenda.</p> <p>9 So Sandy Hook Promise and Student Pledge 10 Against Gun Violence. So those two items.</p> <p>11 The next thing is it was really 12 interesting to me to be in on the contract stuff 13 these last couple of weeks. And one of the things 14 that I noticed and -- was universally, the schools 15 said that they did not receive information in a 16 timely fashion. So did counsel on their end.</p> <p>17 And it made me think about how we need to 18 rethink the timing on how we do this, right?</p> <p>19 And so if we're -- if contracts are 20 approved in June, it would make sense that most of 21 the language, anything that's being tweaked is 22 pretty much completed by July, which would make 23 sense that anything that they're going to be working 24 on has to be sent to them probably in March, so that 25 their stakeholders, their school directors, as well</p>	<p style="text-align: right;">168</p> <p>1 renewed.</p> <p>2 COMMISSIONER CARRILLO: Because they 3 want -- what I'm saying is they want the information 4 earlier.</p> <p>5 THE CHAIR: I understand that. But we 6 don't -- okay. We can talk about it. Absolutely.</p> <p>7 COMMISSIONER CARRILLO: Okay. And this, I 8 just -- I made a note to myself on this one thing, 9 because there was someone with a local charter here 10 that I spoke with.</p> <p>11 And they said, "How come you guys never 12 meet at night?"</p> <p>13 Parents, people in the community, they're 14 not able to attend any of our Work Sessions or any 15 of our meetings because they're all during work 16 hours.</p> <p>17 And so just floating this idea out there 18 of, you know, maybe once a quarter, we have our 19 meetings in the evening, so that people who we 20 serve -- again, our constituents -- can attend.</p> <p>21 And I know it means that -- how people 22 travel and do different things. I understand that 23 on Corina's end, you know, it means -- I mean, 24 hopefully, that people can come in later the 25 following day or something if they know they're</p>
<p style="text-align: right;">167</p> <p>1 as their boards and their counsel, have plenty of 2 time -- because we don't know when they meet in that 3 period -- so they have plenty of time to go over 4 things that they're comfortable with, changes they 5 might want to make.</p> <p>6 Because it doesn't seem like -- it doesn't 7 seem like it was -- they all commented on receiving 8 information too last-minute. I know that's not the 9 way we want to be or the way -- I mean, the way 10 that -- I know that's not the way that we can best 11 serve them. And we are their public servants.</p> <p>12 And so I think that's something that 13 whether it goes on the agenda to discuss as an 14 item -- obviously, doesn't -- it's not germane to 15 this coming June. But I believe it is something 16 that we need to look at procedurally to revamp the 17 way we do it.</p> <p>18 THE CHAIR: Okay. So can I just make a 19 short comment on that?</p> <p>20 COMMISSIONER CARRILLO: Sure.</p> <p>21 THE CHAIR: We don't renew a school's 22 contract until December. So that's where the little 23 truncated time comes in, because it really wouldn't 24 be appropriate to send out worksheets and so on to 25 schools because we don't know they're going to be</p>	<p style="text-align: right;">169</p> <p>1 going to be attending a meeting in the evening. 2 Because I know that's the way with the school board 3 sometimes we do it in Santa Fe.</p> <p>4 But it seems like we could better serve 5 our constituents by maybe, once a quarter, meeting 6 in the evening. I don't know. Just floating the 7 idea, running it up the flagpole.</p> <p>8 THE CHAIR: Thanks.</p> <p>9 Commissioner Robbins?</p> <p>10 COMMISSIONER ROBBINS: Thank you. And 11 it's an idea -- you know, having an afternoon or 12 something that runs into the evening would be a good 13 idea. I'd hate for our meetings to start at 5:00 14 and run until midnight, because that's just as much 15 a problem as -- you know.</p> <p>16 And we have to understand. When we have 17 school officials attending, having them go into 18 their evening after they've already had a long day 19 is difficult, also.</p> <p>20 And, usually, when we have parents or 21 students, it's usually during the renewal process. 22 They're in support. Schools are active in bringing 23 those students to the meetings. When we were 24 physical, they would bring sometimes 20, 30, 25 40 students and parents to the meetings.</p>

<p style="text-align: right;">170</p> <p>1 So -- and I understand for the schools 2 further away from Santa Fe, that becomes an issue. 3 But it also becomes a logistical issue to try to 4 have our meetings physically elsewhere also trying 5 to find a site that can accommodate. 6 PSCOC. The two big things that we talked 7 about over the last month: Teacher housing. It's 8 about \$10 million in additional State funding for 9 teacher housing. And while that doesn't directly 10 affect charters, you know, the remote areas, as most 11 of you know, it's difficult to hire teachers because 12 a lot of times there's not sufficient housing in 13 these rural areas, and teachers may have to drive an 14 hour or two hours from their house to get to the 15 school and then back. So that's one of the big 16 issues. 17 And, obviously, for a charter that's in a 18 remote area to apply for and get teacher housing, 19 they have matches also on that. And that's 20 something -- you know, I know Matt Pahl is well 21 aware of this. 22 I want to decouple the current 23 requirements that charter schools on capital 24 funding, they're tied to their school district. So 25 if a school district is eligible for 90 percent</p>	<p style="text-align: right;">172</p> <p>1 Sign Language Academy. And, you know, they're 2 looking at a \$15 million to \$16 million facility. 3 Bernalillo County is more than willing to 4 work with them on site and things like that. But 5 the capital costs of building is in the tune of \$16 6 million to serve their 100-plus students. 7 And they could probably grow. And that 8 would actually serve APS; because APS, many more 9 students would probably go to that, because it's 10 more directly tied to serving those students. 11 So I'd like to see some of that. That's 12 one thing I've been working on. 13 In the most recent federal stimulus 14 package, there was \$20 billion -- that's with a 15 "B" -- dollars for broadband expansion in the 16 United States. There are a lot of state agencies 17 that are involved in wanting to do something. The 18 Governor's Office indicated, through one of its 19 members, that the Governor's Office is going to try 20 to coordinate. 21 But a lot of these funds are 22 first-come-first-serve. So if the State doesn't 23 really actively go after these funds, especially our 24 charter schools in the remote areas, they may be 25 left lacking.</p>
<p style="text-align: right;">171</p> <p>1 State match, the school only has to raise 10 percent 2 of their capital money. But if you're in a place 3 like Albuquerque, even though Albuquerque doesn't 4 even get really any of their capital dollars to the 5 charter schools unless they're a district charter, 6 they don't share their capital dollars with the 7 State charter schools. 8 So they're put at a distinct disadvantage 9 of having to come up with, right now, 55 percent of 10 the capital cost of -- of trying to do something. 11 Unless they're very large, you know. If we have 12 schools, and we have a lot of schools that are 50 to 13 100, 150 students, it's very difficult for them to 14 raise enough capital funds in order to fulfill their 15 mission. 16 That's one of the things I want to work on 17 with the PSCOC to see if they can be decoupled. If 18 school districts are not engaged in working -- you 19 know, Las Cruces, I commend them in Las Cruces, 20 where J. Paul Taylor and Alma d'Arte have actually 21 the schools built and maintain those facilities -- I 22 would like to see them do that in more areas because 23 I think it would be a good complement. 24 One of the schools that really needs a 25 better facility, larger facility, is Albuquerque</p>	<p style="text-align: right;">173</p> <p>1 And there's not generally enough State 2 funding to accommodate that, either; because it can 3 cost \$20,000 to \$50,000 a mile to install the fiber 4 optic and associated infrastructure to provide 5 broadband into remote areas. That's very expensive 6 when you're only going to be serving a few hundred 7 people; very, very costly. 8 So that's one thing we have to be working 9 with, and we will be working with that. 10 I appreciate all the comments we had 11 yesterday. I understand where Commissioners view 12 things. 13 One of the things that I want to maybe 14 point out, you know, and, Director Chavez, you 15 mentioned this, about your staffing. You have 16 vacancies right now. You have a new one that's 17 starting today at the end of the day. If we feel 18 CSD needs the proper staffing, this is where we can 19 identify it in our budget. Because CSD is supposed 20 to be an administrative support to the PEC. 21 And if they need administrative support to 22 support us in our charter schools, we need to be 23 supporting them and using some of that 2 percent in 24 order to fulfill that. 25 So, hopefully, over the next month or two,</p>

<p style="text-align: right;">174</p> <p>1 we'll be working on developing our budget for the 2 '21 -- excuse me -- for the '22-'23 school year. 3 And that sounds kind of weird to be talking about 4 things a year-and-a-half from now; but that's the 5 way State budgeting works. So we really need to 6 think about what we want to put in as far as not 7 only covering CSD, but also the supports that may be 8 necessary for our charter schools above and beyond, 9 or indirectly from what any federal aid or state 10 Monies that they're receiving right now. 11 That's about all. Thanks. 12 THE CHAIR: Commissioner Carrillo? 13 You're still muted. 14 COMMISSIONER CARRILLO: Thank you. I 15 think it's necessary to add to our agenda ongoing -- 16 let's see -- liaison reports. And I totally 17 appreciated hearing your report, especially on 18 properties and things like that, Commissioner 19 Robbins. But as an OMA regulation, something that 20 specific being, you know, presented like that needs 21 to be listed. So have liaison reports in future 22 agendas. 23 And then we list those reports. And 24 somebody has to come to you before the agenda is 25 published 10 days before and say, "Hey, I want to be</p>	<p style="text-align: right;">176</p> <p>1 running by April 5th. 2 And so I really appreciate the support 3 that they're giving the schools in getting out to 4 site visits and in the communication process has 5 been really positive and productive. 6 I was looking at the PEC website sometimes 7 this week. And I noticed that there's -- there's 8 two links -- there's two duplicate links for 2020 9 and 2021 Public Education Commission Meeting Info. 10 There's a link on the right-hand column, and then 11 there's a link in the middle. So there -- I don't 12 know if we need to have two links, or they're the 13 same link. I clicked them both. They go to the 14 same place. So just that. 15 And then I also noticed on the website, on 16 the PEC website, that the calendar -- the calendar 17 meeting dates don't match the calendar meeting dates 18 on the end of this agenda for this month. 19 Specifically, December 6th through 10, December 6th 20 is not listed. And then August 18, 19, and 20, 21 August 18 is not listed. So just letting you know 22 about that. 23 I felt that the OMA training yesterday was 24 reaffirming that the PEC is not totally off the 25 mark. So that was good to know. The practices that</p>
<p style="text-align: right;">175</p> <p>1 able to give my report, because we met two weeks 2 ago." 3 THE CHAIR: Right. You're right. And I 4 know we talked briefly about that this morning. And 5 you're right. And some of the legislative 6 subcommittees are going to be coming together again. 7 So, yeah, we will. Thank you. 8 COMMISSIONER CARRILLO: Thank you. 9 THE CHAIR: Commissioner Voigt? Sorry. 10 COMMISSIONER VOIGT: Just put some peanut 11 butter in my mouth. 12 All right. Yeah. I've been having Wi-Fi 13 issues this morning. I don't know what it is. 14 So -- so thanks for the opportunity to 15 attend the NMASBO conference. So it was insightful 16 to really hear firsthand some of the challenges that 17 schools have to go through with their work, you 18 know, and the shift that everyone is working within 19 right now. So I found several of the breakout 20 sessions very -- very interesting. 21 And I wanted to really commend the -- the 22 Charter School Division staff has done such an 23 amazing job of bringing great perspective to us 24 around their work and around the challenges that the 25 charter schools are living within to get up and</p>	<p style="text-align: right;">177</p> <p>1 we have in place have been within legal 2 ramifications. And so I think that was good to 3 know, that we -- that we are in that ballpark of 4 proper OMA operations. So -- so that was good to 5 know. 6 And that is all I have. 7 THE CHAIR: Thank you. 8 Commissioner Manis? 9 COMMISSIONER MANIS: I just had a couple 10 of things from -- based off the NMPSIA meetings that 11 I have been to. 12 One is that one of the big things that we 13 approved was the prescriptions for weight 14 management. That was one of the things that we 15 hadn't had before, but most insurers do cover that. 16 And so we wanted to just be, kind of like with most 17 of other insurers, that we would start covering that 18 as well. So that's one of the big things that we 19 approved. 20 And the -- the board, in general, is 21 pretty happy that the House Bill 128 was passed in 22 the sense that we've had some -- some issues related 23 to that, some loss issues in the past year or so 24 that even were brought up that is still ongoing. 25 And it's been -- some where it's been like</p>

178	<p>1 a recurrence with the same individual at different 2 schools. So that's one of the things that -- that 3 we had talked about very briefly at the meeting. 4 And then the last thing I know that was 5 brought up during contract negotiations was the 6 issue with House Bill 4 and some of our language in 7 the contract. And so I had brought that up at the 8 meeting. 9 And I believe that during the meeting, 10 they said that it would have to be something that, 11 you know, we're still trying to work through those 12 as a board and with legal counsel to figure out what 13 the -- you know, navigate that whole new 14 legislation. 15 So that's the -- I think the three big 16 takeaways from the meeting. Our meetings usually 17 last between 45 minutes to an hour-and-a-half. So 18 it's not -- not extensive in the sense that most of 19 the other stuff are kind of like financial matters 20 that we're going through. 21 I guess I could mention also, one thing 22 was the -- related to the surveillance testing, we 23 have -- each month it seems like we've gone back to 24 where we cover -- we agree to cover surveillance 25 testing for another month. And so I think that now</p>	180	<p>1 I think the deadline for responding? 2 MS. FRIEDMAN: It is. 3 THE CHAIR: So please double-check that. 4 Thank you. 5 And with that, I am going to move that the 6 Public Education Commission enter Closed Session. 7 COMMISSIONER CARRILLO: Can we take ten 8 minutes? 9 THE CHAIR: I will. I was going to do 10 that as we moved into the next, so other people 11 could also take a break. 12 COMMISSIONER CARRILLO: Okay. 13 THE CHAIR: Okay? So I'm going to move 14 that the Public Education Commission enter into a 15 Closed Session, pursuant to NMSA 16 Section 10-15-1(H)(7). The subject to be discussed 17 is attorney-client privileged issues pertaining to 18 threatened or pending litigation in which the public 19 body is or may become a participant, specifically 20 Petition for Preemptory Writ of Mandamus 21 S-1-SC-38523. 22 COMMISSIONER ROBBINS: Second. 23 THE CHAIR: There's a motion by 24 Commissioner Gipson, a second by Commissioner 25 Robbins.</p>
179	<p>1 we're up to probably like June, where surveillance 2 testing for public schools is going to be covered; 3 at least I think that's what -- what I have in my 4 mind. 5 So we've been coming back to that issue of 6 are we going to cover surveillance testing, because 7 the cost obviously just keeps going up as -- as we 8 have to cover more. 9 So that's about all I have. Thank you. 10 THE CHAIR: Thank you. And before I make 11 the next motion, I just want to remind Commissioners 12 to please check your e-mails. There was an IPRA 13 request. And most Commissioners should have one 14 e-mail that's responsive to that. So please 15 double-check that. 16 And I see the quizzical and the -- 17 Commissioner Carrillo, you're the only Commissioner 18 that doesn't have the e-mail. So you aren't copied 19 on it. 20 COMMISSIONER CARRILLO: I responded. 21 THE CHAIR: Yeah, you did. But other 22 Commissioners do have an e-mail that they were 23 copied on. 24 So please double-check that, because I 25 think it's coming up the -- is it the 20th is the --</p>	181	<p>1 If there is no discussion, roll, please. 2 COMMISSIONER BURT: Commissioner Armijo? 3 COMMISSIONER ARMIJO: Yes. 4 COMMISSIONER BURT: Commissioner Burt, 5 "Yes." 6 Commissioner Carrillo? 7 COMMISSIONER CARRILLO: Yes. 8 COMMISSIONER BURT: Commissioner Chavez? 9 I'll come back. 10 Commissioner Davis? 11 COMMISSIONER DAVIS: Yes. 12 COMMISSIONER BURT: Commissioner Gipson? 13 THE CHAIR: Yes. 14 COMMISSIONER BURT: Commissioner Manis? 15 COMMISSIONER MANIS: Yes. 16 COMMISSIONER BURT: Commissioner Robbins? 17 COMMISSIONER ROBBINS: Yes. 18 COMMISSIONER BURT: Commissioner Taylor? 19 (No response.) 20 COMMISSIONER BURT: Commissioner Taylor is 21 not present. 22 Commissioner Voigt? 23 COMMISSIONER VOIGT: No. 24 COMMISSIONER BURT: And Commissioner 25 Chavez?</p>

182	<p>1 Commissioner Chavez, we are voting to go 2 into Executive Session. 3 COMMISSIONER CHAVEZ: Yes. 4 COMMISSIONER BURT: All right. So the 5 motion passes, eight-to-one. 6 THE CHAIR: Okay. Thank you. And we'll 7 see each other in ten minutes on the other side. 8 Thanks. 9 (Recess taken, 1:02 p.m. to 1:42 p.m.) 10 THE CHAIR: Okay. So I am going to move 11 that the Public Education Commission end Closed 12 Session. The matters discussed in the closed 13 meeting were limited only to those specified in the 14 motion for closure, and no vote was taken during the 15 Closed Session. 16 COMMISSIONER ROBBINS: Second. 17 THE CHAIR: Motion by Commissioner Gipson, 18 a second by Commissioner Robbins. 19 Any further discussion? Or any 20 discussion? 21 (No response.) 22 THE CHAIR: If not, roll, please. 23 COMMISSIONER BURT: Commissioner Taylor? 24 COMMISSIONER TAYLOR: Yes. 25 COMMISSIONER BURT: Commissioner Armijo?</p>	184	<p>1 THE CHAIR: Thank you. I will now 2 entertain a Motion to Adjourn. 3 COMMISSIONER CARRILLO: Prior to 4 adjourning, if we're going to set another date? 5 Because I don't know about the other people on the 6 Commission that have full-time jobs. But I need -- 7 I mean, if you could give me two or three dates to 8 choose from so I could adjust my work schedule, I 9 mean, I think that for other people that are 10 working, that would be helpful also. 11 THE CHAIR: I think it's going to have to 12 go out to Beverly, because this isn't noticed on the 13 agenda for a discussion item for a date for this. 14 So I will have Beverly send out -- 15 COMMISSIONER CARRILLO: Okay. 16 THE CHAIR: -- options. 17 COMMISSIONER CARRILLO: Okay. Thank you. 18 THE CHAIR: Absolutely. Yeah. 19 Motion to adjourn. 20 COMMISSIONER MANIS: Second. 21 THE CHAIR: There's a motion by 22 Commissioner Gipson, a second by Commissioner 23 Robbins. 24 I guess we have to take roll on this, you 25 know.</p>
183	<p>1 COMMISSIONER ARMIJO: Yes. 2 COMMISSIONER BURT: Commissioner Voigt? 3 COMMISSIONER VOIGT: Yes. 4 COMMISSIONER BURT: Commissioner Burt? 5 "No." 6 Commissioner Robbins? 7 COMMISSIONER ROBBINS: Yes. 8 COMMISSIONER BURT: Commissioner Carrillo? 9 THE CHAIR: You're muted, David. We can't 10 hear you. 11 COMMISSIONER CARRILLO: I'm sorry? 12 THE CHAIR: We couldn't hear you. 13 COMMISSIONER CARRILLO: Oh. No. 14 Can you hear me now? 15 THE CHAIR: Yes. Thanks. 16 COMMISSIONER BURT: Commissioner Manis? 17 COMMISSIONER MANIS: Yes. 18 COMMISSIONER BURT: Commissioner Chavez? 19 COMMISSIONER CHAVEZ: Yes. 20 COMMISSIONER BURT: Commissioner Davis? 21 COMMISSIONER DAVIS: Yes. 22 COMMISSIONER BURT: Commissioner Gipson? 23 THE CHAIR: Yes. 24 COMMISSIONER BURT: The motion passes, 25 eight-two.</p>	185	<p>1 COMMISSIONER BURT: Commissioner Gipson? 2 THE CHAIR: Yes. 3 COMMISSIONER BURT: Commissioner Davis? 4 COMMISSIONER DAVIS: Yes. 5 COMMISSIONER BURT: Commissioner Chavez? 6 COMMISSIONER CHAVEZ: Yes. 7 COMMISSIONER BURT: Commissioner Manis? 8 COMMISSIONER MANIS: Yes. 9 COMMISSIONER BURT: Commissioner Carrillo? 10 COMMISSIONER CARRILLO: Yes. 11 COMMISSIONER BURT: Commissioner Taylor? 12 COMMISSIONER TAYLOR: Yes. 13 COMMISSIONER BURT: Commissioner Robbins? 14 COMMISSIONER ROBBINS: Yes. 15 COMMISSIONER BURT: Commissioner Armijo? 16 COMMISSIONER ARMIJO: Yes. 17 COMMISSIONER BURT: Commissioner Voigt? 18 COMMISSIONER VOIGT: Yes. 19 COMMISSIONER BURT: Commissioner Burt, 20 "Yes." 21 The motion unanimously passes. 22 THE CHAIR: Okay. So we stand adjourned. 23 Stay safe, everyone. Thank you for everything. 24 Appreciate. 25 (Proceedings concluded at 1:45 p.m.)</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, in the matter therein stated.

In testimony whereof, I have hereunto set my  
hand on April 28, 2021.

\_\_\_\_\_  
Cynthia C. Chapman, RMR-CRR  
New Mexico Certified Reporter #219  
BEAN & ASSOCIATES, INC.  
201 Third Street, NW, Suite 1630  
Albuquerque, New Mexico 87102  
License Expires: 12/31/2021

Job No.: 4946N (CC)

RECEIPT

JOB NUMBER: 4946N CC Date: 4/16/21  
PROCEEDINGS: OPEN PUBLIC MEETING  
CASE CAPTION: In re: Public Meeting of the Public  
Education Commission

\*\*\*\*\*

ATTORNEY: MS. BEVERLY FRIEDMAN - PED  
DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_  
DATE DELIVERED: \_\_\_\_\_ DEL'D BY: \_\_\_\_\_  
REC'D BY: \_\_\_\_\_ TIME: \_\_\_\_\_

\*\*\*\*\*

ATTORNEY:  
DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_  
DATE DELIVERED: \_\_\_\_\_ DEL'D BY: \_\_\_\_\_  
REC'D BY: \_\_\_\_\_ TIME: \_\_\_\_\_

\*\*\*\*\*

ATTORNEY:  
DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_  
DATE DELIVERED: \_\_\_\_\_ DEL'D BY: \_\_\_\_\_  
REC'D BY: \_\_\_\_\_ TIME: \_\_\_\_\_


\*\*\*\*\*

ATTORNEY:  
DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_  
DATE DELIVERED: \_\_\_\_\_ DEL'D BY: \_\_\_\_\_  
REC'D BY: \_\_\_\_\_ TIME: \_\_\_\_\_



## 1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

3  
4  
5  
6  
7 REPORTER'S CERTIFICATE8 I, Cynthia C. Chapman, RMR, CCR #219, Certified  
9 Court Reporter in the State of New Mexico, do hereby  
10 certify that the foregoing pages constitute a true  
11 transcript of proceedings had before the said  
12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the  
13 State of New Mexico, in the matter therein stated.14 In testimony whereof, I have hereunto set my  
15 hand on April 28, 2021.  
16  
1718   
19 \_\_\_\_\_  
Cynthia C. Chapman, RMR-CRR  
20 New Mexico Certified Reporter #219  
BEAN & ASSOCIATES, INC.  
21 201 Third Street, NW, Suite 1630  
Albuquerque, New Mexico 87102  
License Expires: 12/31/2021  
22  
23  
24

25 Job No.: 4946N (CC)

SANTA FE OFFICE  
119 East Marcy, Suite 110  
Santa Fe, NM 87501  
(505) 989-4949  
FAX (505) 843-9492**BEAN  
& ASSOCIATES, Inc.**  
PROFESSIONAL COURT  
REPORTING SERVICEMAIN OFFICE  
201 Third NW, Suite 1630  
Albuquerque, NM 87102  
(505) 843-9494  
FAX (505) 843-9492  
1-800-669-9492  
e-mail: info@litsupport.com