

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
OPEN PUBLIC MEETING  
May 14, 2021  
9:00 a.m.  
Via Zoom 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. 4947N: (CC)

2

1           A P P E A R A N C E S  
2   COMMISSIONERS:  
3   PATRICIA GIPSON, Chair  
4   GLENN VOIGT, Vice Chair  
5   REBEKKA BURT, Secretary  
6   MELISSA ARMIJO, Member  
7   STEVEN CARRILLO, Member  
8   MICHAEL CHAVEZ, Member  
9   GEORGINA DAVIS, Member  
10   KT MANIS, Member  
11   DAVID ROBBINS, Member  
12   MICHAEL TAYLOR, Member

13   PED STAFF:  
14   CORINA CHAVEZ, Director  
15   Charter School/Options for  
16   Parents and Families Division

17   KAREN WOERNER, Deputy Director  
18   Charter School/Options for  
19   Parents and Families Division

20   BEVERLY FRIEDMAN, PED Custodian of Record  
21   and Liaison to the PEC  
22   BRIGETTE RUSSELL, Charter Schools Program  
23   Grant Manager

24   PEC COUNSEL:  
25   AMI JAEGER, ESQ.

4

1           THE CHAIR: So I am going to bring to  
2   order this meeting of the Public Education  
3   Commission. It is Friday, May 14th, 2021, and it is  
4   9:04 a.m.  
5           I'm going to ask Commissioner Burt to do  
6   roll, please.  
7           COMMISSIONER BURT: Commissioner Armijo?  
8           COMMISSIONER ARMIJO: Here.  
9           COMMISSIONER BURT: Commissioner Burt is  
10   here.  
11           Commissioner Carrillo?  
12           COMMISSIONER CARRILLO: Here.  
13           COMMISSIONER BURT: Commissioner Chavez?  
14           COMMISSIONER CHAVEZ: Here.  
15           COMMISSIONER BURT: Commissioner Davis?  
16           COMMISSIONER DAVIS: Here.  
17           COMMISSIONER BURT: Commissioner Gipson?  
18           THE CHAIR: Here.  
19           COMMISSIONER BURT: Commissioner Manis.  
20           (No response.)  
21           COMMISSIONER BURT: Is not present.  
22           Commissioner Robbins?  
23           COMMISSIONER ROBBINS: Here.  
24           COMMISSIONER BURT: Commissioner Taylor?  
25           COMMISSIONER TAYLOR: Here.

3

1           I N D E X   T O   P R O C E E D I N G S

	PAGE
2   1 Call to Order, Roll Call, Pledge of	4
3   Allegiance & Salute to the New Mexico Flag	
4   2 Approval of Agenda	5
5   3 Open Forum - No Speakers	8
6   4 Consent Agenda	8
7   5 Report from Options for Parents & Families	
8   Division - Discussion and Possible Actions	
9   6 Discussion, Update and Possible Action on	45
10   Letter of Concern for Albuquerque Institute	
11   for Math and Science (AIMS) Regarding Special	
12   Education Concerns	
13   7 Discussion and Possible Action on	65
14   Educational Program Amendment Request -	
15   Albuquerque Bilingual Academy	
16   8 Discussion and Possible Action on Charter	94
17   Renewal Condition Regarding PEC approval	
18   of the FY22 Budget-La Academia Dolores Huerta	
19   9 Discussion and Possible Action on PEC	120
20   Liaison Reports	
21   10 Update on PEC Certificate to All	127
22   State-Chartered Charter Schools	
23   11 Discussion and Possible Action on	130
24   Memorandum of Understanding (MOU) with	
25   PEC and PED	
12 Report from the Chair	155
13 PEC Comments	162
14 Executive Session - Tabled	170
15 Adjourn	173
REPORTER'S CERTIFICATE	175
ATTACHMENT: 1 List of Attendees	

5

1           COMMISSIONER BURT: Commissioner Voigt?  
2           COMMISSIONER VOIGT: Here.  
3           THE CHAIR: Thank you.  
4           And I'm now going to ask Commissioner  
5   Robbins to lead us in the Pledge of Allegiance and  
6   Commissioner Voigt in the New Mexico Pledge.  
7           (Pledge of Allegiance and Salute to the  
8   New Mexico Flag conducted.)  
9           THE CHAIR: Thank you. We are on to Item  
10   No. 2, which is the Approval of the Agenda. And I  
11   don't think we have any changes to the agenda.  
12   So...  
13           MS. KAREN WOERNER: Madam Chair, excuse  
14   me. We do have one change. Amy Biehl did get all  
15   their paperwork submitted for their governing board  
16   change; so if you could leave that on the Consent  
17   Agenda and take it off of the Concerns section...  
18           THE CHAIR: Got you. Okay. Thanks.  
19           So I'm going to ask for a motion to  
20   approve the agenda with the amendment that Item 4B1a  
21   be removed.  
22           MS. KAREN WOERNER: No, Madam Chair. I'm  
23   sorry. That -- they can stay there because the  
24   paperwork was submitted. It needs to be removed  
25   from 5A5a. 5A5a. It's no longer a concern.

6

1 THE CHAIR: Oh, I'm sorry. I was looking  
 2 at the wrong section. Yeah. I was looking at that  
 3 and not at the -- sorry. I apologize.  
 4 All right. So it's --  
 5 MS. KAREN WOERNER: I don't want to panic  
 6 the school.  
 7 THE CHAIR: I know. I apologize.  
 8 So I'm going to ask for a motion to  
 9 approve the agenda with the amendment of removing  
 10 Item No. 5A5a.  
 11 COMMISSIONER DAVIS: I so move.  
 12 COMMISSIONER CHAVEZ: Second.  
 13 THE CHAIR: There's a motion by  
 14 Commissioner Davis and a second by Commissioner  
 15 Chavez.  
 16 Any discussion?  
 17 (No response.)  
 18 THE CHAIR: If not, roll, please.  
 19 COMMISSIONER BURT: Commissioner Voigt?  
 20 COMMISSIONER VOIGT: Yes.  
 21 COMMISSIONER BURT: Commissioner Taylor?  
 22 COMMISSIONER TAYLOR: Yes.  
 23 COMMISSIONER BURT: Commissioner Robbins?  
 24 COMMISSIONER ROBBINS: Yes.  
 25 COMMISSIONER BURT: Commissioner Manis?

7

1 (No response.)  
 2 COMMISSIONER BURT: Oh, not present.  
 3 Commissioner Gipson?  
 4 THE CHAIR: Yes.  
 5 COMMISSIONER BURT: Commissioner Davis?  
 6 COMMISSIONER DAVIS: Yes.  
 7 COMMISSIONER BURT: Commissioner Chavez?  
 8 COMMISSIONER CHAVEZ: Yes.  
 9 COMMISSIONER BURT: Commissioner Carrillo?  
 10 COMMISSIONER CARRILLO: Yes.  
 11 COMMISSIONER BURT: Commissioner Burt,  
 12 "yes."  
 13 And Commissioner Armijo?  
 14 COMMISSIONER ARMIJO: Yes.  
 15 COMMISSIONER BURT: That's nine votes for;  
 16 unanimously passes.  
 17 THE CHAIR: Okay. Thank you.  
 18 MS. KAREN WOERNER: Excuse me. I'm adding  
 19 Commissioner Manis. He's in the attendees.  
 20 THE CHAIR: Okay. Thank you.  
 21 COMMISSIONER MANIS: Thanks. I was stuck  
 22 in the waiting room.  
 23 THE CHAIR: Thanks. Welcome.  
 24 We are on --  
 25 COMMISSIONER CARRILLO: Did you look at

8

1 the magazines?  
 2 THE CHAIR: We are on to Item No. 4, which  
 3 is the Consent Agenda. So I will ask for a motion  
 4 to approve the Consent Agenda.  
 5 MS. BEVERLY FRIEDMAN: Madam Chair, we had  
 6 No. 3, Open Forum.  
 7 THE CHAIR: Oh, shoot. I'm sorry. Do we  
 8 have anyone that's signed up?  
 9 MS. BEVERLY FRIEDMAN: No. No one has  
 10 signed up for Open Forum.  
 11 THE CHAIR: And that's me. I  
 12 unfortunately almost automatically skip it. So I  
 13 apologize. Item No. 3. And no one has signed up.  
 14 Thank you.  
 15 Item No. 4, the Consent Agenda.  
 16 COMMISSIONER VOIGT: Madam Chair, I'll  
 17 move to approve the Consent Agenda.  
 18 COMMISSIONER BURT: I'll second.  
 19 THE CHAIR: There's a motion by  
 20 Commissioner Voigt, a second by Commissioner Burt.  
 21 Is there any discussion?  
 22 (No response.)  
 23 THE CHAIR: If not, roll, please.  
 24 COMMISSIONER BURT: Commissioner Davis?  
 25 COMMISSIONER DAVIS: Yes.

9

1 COMMISSIONER BURT: Commissioner Gipson?  
 2 THE CHAIR: Yes.  
 3 COMMISSIONER BURT: Commissioner Chavez?  
 4 COMMISSIONER CHAVEZ: Yes.  
 5 COMMISSIONER BURT: Commissioner Manis?  
 6 COMMISSIONER MANIS: Yes.  
 7 COMMISSIONER BURT: Commissioner Carrillo?  
 8 COMMISSIONER CARRILLO: Yes.  
 9 COMMISSIONER BURT: Commissioner Robbins?  
 10 COMMISSIONER ROBBINS: Yes.  
 11 COMMISSIONER BURT: Commissioner Burt,  
 12 "Yes."  
 13 Commissioner Taylor?  
 14 COMMISSIONER TAYLOR: Yes.  
 15 COMMISSIONER BURT: Commissioner Armijo?  
 16 COMMISSIONER ARMIJO: Yes.  
 17 COMMISSIONER BURT: Commissioner Voigt?  
 18 COMMISSIONER VOIGT: Yes.  
 19 COMMISSIONER BURT: It unanimously passes.  
 20 THE CHAIR: Thank you.  
 21 And we are now on to Item No. 5, which is  
 22 the Report from the Director.  
 23 DIRECTOR CORINA CHAVEZ: Good morning.  
 24 Good morning, Commissioners. Good to see your faces  
 25 this morning. It's a beautiful day. And we had a

<p style="text-align: right;">10</p> <p>1 really productive meeting yesterday.</p> <p>2 So I just want to start out by giving you</p> <p>3 an update on Charter Schools Division staffing and</p> <p>4 let you know that we currently have two Ed Admin A</p> <p>5 positions that are posted. So if anybody knows of</p> <p>6 someone who would like to join the Charter Schools</p> <p>7 Division team and the authorizing practices part of</p> <p>8 that team, we are looking for dynamic individuals</p> <p>9 who care about charter schools, who would be</p> <p>10 detail-oriented and able to support the work that we</p> <p>11 do with charter school oversight and monitoring in</p> <p>12 support of your authorizing decision making.</p> <p>13 The jobs are posted at the PED's -- there</p> <p>14 is a link from the PED's Web page that then directs</p> <p>15 folks to the site where they could apply. And so</p> <p>16 that's two Admin A positions that are going to be</p> <p>17 super-key, because, as you know, we are losing our</p> <p>18 deputy director, Karen Woerner, at the end of this</p> <p>19 month.</p> <p>20 And we are devastated on the one hand,</p> <p>21 because Karen does so much and is so talented and</p> <p>22 has really kept things afloat for a while with the</p> <p>23 work of the Charter Schools Division. Truly, I --</p> <p>24 you know, I don't know that we'll be able to find</p> <p>25 someone with the kind of technological skills that</p>	<p style="text-align: right;">12</p> <p>1 think it would be more than appropriate.</p> <p>2 I just want to say there's probably no one</p> <p>3 on the screen outside of Bev, and now Corina, who</p> <p>4 truly understands the amount of time that Karen puts</p> <p>5 in; the text messages, the e-mails, the calls,</p> <p>6 especially when we do those high-priority cycles</p> <p>7 like renewals and the new applications, and the</p> <p>8 availability of Karen when I've got questions, when</p> <p>9 we try to work through something. There's no one</p> <p>10 that I've been able to rely on as much.</p> <p>11 So that is going to be woefully missed.</p> <p>12 There -- you know, it is irreplaceable. And I truly</p> <p>13 do appreciate that and will -- and will miss that.</p> <p>14 I don't think I'm going to delete you in</p> <p>15 the contacts; but I know you, I know, won't go</p> <p>16 anywhere. So I do -- I do absolutely appreciate</p> <p>17 that, but always wish someone that they find joy in</p> <p>18 whatever they're doing and happy if someone can move</p> <p>19 on and do something that gives them the fulfillment</p> <p>20 that they need.</p> <p>21 Because that's what's most important in</p> <p>22 life. We'll survive. But it's really important</p> <p>23 that you seek that fulfillment that you need. So I</p> <p>24 absolutely wish you well, good luck and happiness.</p> <p>25 MS. KAREN WOERNER: Thank you very much,</p>
<p style="text-align: right;">11</p> <p>1 Karen has every day. Every day she teaches us</p> <p>2 something new about how to work with one of the</p> <p>3 applications or to -- to move forward with learning</p> <p>4 new things for how we do our work.</p> <p>5 We've described her as an air traffic</p> <p>6 controller. I know that she works hard and long</p> <p>7 hours. And this, I think, is partially why she has</p> <p>8 made the decision to -- to move on for her health</p> <p>9 and wellness and life-balance reasons. She has a</p> <p>10 husband who wants to go on vacation with her. And</p> <p>11 so after today, she does get to go on a vacation,</p> <p>12 and we're super-happy about that for her.</p> <p>13 I just personally want to say that, Karen,</p> <p>14 I've learned so much from you. I appreciate you. I</p> <p>15 know the charter schools all appreciate your</p> <p>16 thoroughness, your accuracy, your speed. Oh, my</p> <p>17 gosh, we're going to miss you tons.</p> <p>18 And I just wanted to acknowledge that the</p> <p>19 team will miss her tremendously. This is a</p> <p>20 farewell. I don't know how appropriate it is to</p> <p>21 have other people speak at this time, but I just</p> <p>22 wanted that to be part of the record.</p> <p>23 THE CHAIR: And I -- you know, I'm</p> <p>24 certainly fine if there's -- if you've got other</p> <p>25 staff that want to come in and say something, I</p>	<p style="text-align: right;">13</p> <p>1 Madam Chair. And I really appreciate that. And</p> <p>2 I've enjoyed my work here. And I totally admire all</p> <p>3 of you for the service you provide to the students</p> <p>4 of New Mexico and to the charter schools.</p> <p>5 And I've enjoyed my work here. It's been</p> <p>6 hard work. Thank you for recognizing that. It was</p> <p>7 a long time with very little staff support and short</p> <p>8 on staff. I'm excited that the Division is going to</p> <p>9 be able to get those positions filled, that this</p> <p>10 Commission is working more collaboratively with the</p> <p>11 Division; just really excited about the future for</p> <p>12 you all.</p> <p>13 And I'm just tired. And it is about my</p> <p>14 work-life balance and my health. And my husband,</p> <p>15 even when I offered to stay on a couple more</p> <p>16 weeks -- because today was supposed to be my very</p> <p>17 last day -- my husband didn't know until I was</p> <p>18 talking to Corina about it. And he looked over at</p> <p>19 me in the office here and said, "What?"</p> <p>20 I want to make sure that things -- I want</p> <p>21 to make the transition as smooth as possible and did</p> <p>22 give a month's notice, but added a little bit of</p> <p>23 time to try to come back and try to help. Of course</p> <p>24 I'll be around; so thank you for that.</p> <p>25 Thank you, Corina, for your kind words as</p>

<p style="text-align: right;">14</p> <p>1 well.</p> <p>2 THE CHAIR: Commissioner Burt?</p> <p>3 COMMISSIONER BURT: Thanks. I also just</p> <p>4 want -- I mean, exactly what the Chair said; I mean,</p> <p>5 it's exactly right. The one thing I'll say is, you</p> <p>6 know, I think -- you have a very cyclical job. I</p> <p>7 mean, it's kind of predictable. You know what</p> <p>8 you're going to be doing in different months</p> <p>9 throughout the year. But it's also different every</p> <p>10 day, the challenges. You get calls to give you</p> <p>11 little surprises throughout the year.</p> <p>12 But it can become something where it's</p> <p>13 just -- you're crossing off -- you're crossing off</p> <p>14 check boxes, you know. You're just making sure</p> <p>15 things get done. And that's just not the way you</p> <p>16 did it, you know. It's just not the way -- it's not</p> <p>17 about check boxes.</p> <p>18 And the passion that you have for the</p> <p>19 schools that you support is just amazing. And I --</p> <p>20 I know in just the few months that I've been able to</p> <p>21 work with you and talk with you, you're very</p> <p>22 passionate about what you -- about what you do,</p> <p>23 which is -- I mean, it's so necessary, you know.</p> <p>24 And if there were, you know, a million Karens, I</p> <p>25 think our schools would find a lot of support and</p>	<p style="text-align: right;">16</p> <p>1 promise, like, obviously. But I hope I can keep</p> <p>2 your contact information, Karen.</p> <p>3 MS. KAREN WOERNER: Thank you,</p> <p>4 Commissioner Burt. And I'm sure you will be fine.</p> <p>5 I'm not worried about that. I think some people</p> <p>6 will miss my passion and some will really not miss</p> <p>7 it; so...</p> <p>8 THE CHAIR: So, Director, I don't know.</p> <p>9 Do you have any CSD folks that want to say something</p> <p>10 now? Or -- I'm sure you probably have done</p> <p>11 something -- are doing something. So I don't know.</p> <p>12 DIRECTOR CORINA CHAVEZ: Well, this</p> <p>13 morning, in our team huddle, everybody wished Karen</p> <p>14 a wonderful vacation, which starts after today for</p> <p>15 one week, and told her not to bring her cell phone</p> <p>16 or her laptop.</p> <p>17 But in the meeting, Brigette Russell, who</p> <p>18 is on the team, may have something to say. Bev, I</p> <p>19 don't know if you want to say anything. And if or</p> <p>20 if there is other Commissioners who would wish to</p> <p>21 say anything, that's where we're at right now.</p> <p>22 THE CHAIR: Okay. Thanks.</p> <p>23 MS. KAREN WOERNER: There's no need for</p> <p>24 that.</p> <p>25 THE CHAIR: I know. These are always the</p>
<p style="text-align: right;">15</p> <p>1 health and knowledge behind them.</p> <p>2 So you're definitely -- I mean, it's going</p> <p>3 to be -- we're excited for you for your next steps</p> <p>4 and gaining that balance. But I know, you know,</p> <p>5 working at the PED every -- it felt like, you know,</p> <p>6 every couple of months, you were the interim. And</p> <p>7 so, you know, ever- -- there would be a little</p> <p>8 announcement that Karen's going to, you know, help,</p> <p>9 you know, right the ship for a little while again.</p> <p>10 And so -- until we get another director.</p> <p>11 And so that's challenging; it's really</p> <p>12 challenging to go back and forth, to be able to do</p> <p>13 that, and now to be able to really get Corina to</p> <p>14 where she -- I feel like she's in a really good</p> <p>15 place, because, you know, you were here during that</p> <p>16 transition.</p> <p>17 So I think, you know, we will be okay</p> <p>18 without you. But not really. I mean, I know --</p> <p>19 like they say, everyone is replaceable; but, really,</p> <p>20 I just don't know how to replace you, not really.</p> <p>21 So thank you for all the work that you've</p> <p>22 done. And like the Chairperson said, you know, I</p> <p>23 hope you're okay with, like, not deleting contact</p> <p>24 information, because I -- I don't know, you know.</p> <p>25 I -- Corina, I'm always going to go to you, I</p>	<p style="text-align: right;">17</p> <p>1 tough moments.</p> <p>2 MS. BEVERLY FRIEDMAN: I'd like to just</p> <p>3 say thank you, Karen, for everything, and especially</p> <p>4 over the last 15 months with all the technology</p> <p>5 having to do with Zoom. And I think that it really</p> <p>6 came to a head this morning when I removed someone,</p> <p>7 the head administrator of a charter school, thinking</p> <p>8 that I could move her from being a panelist to just</p> <p>9 off of the panelist position. And now,</p> <p>10 unfortunately, she's on the phone.</p> <p>11 And thank goodness Karen was here to help</p> <p>12 get her back on so that she can participate in the</p> <p>13 meeting.</p> <p>14 I mean, little technical things like that</p> <p>15 that she has taken care of over the last year, and</p> <p>16 with me, as far as technical issues. And then all</p> <p>17 of the CSD, information, and to keep the bureau</p> <p>18 moving progressively over the past two-and-a-half</p> <p>19 years and working with staff and keeping all of the</p> <p>20 charter schools up to date with everything that</p> <p>21 needs to be done.</p> <p>22 We will miss you. And I wish all of the</p> <p>23 charter school staff, you know, luck in keeping up</p> <p>24 with things. But I think there's a good foundation,</p> <p>25 and we'll make it all work. We will miss you,</p>

<p style="text-align: right;">18</p> <p>1 Karen.</p> <p>2 MS. BRIGETTE RUSSELL: I knew and liked</p> <p>3 Karen as a casual work acquaintance for a number of</p> <p>4 years before I came to Charter Schools Division.</p> <p>5 But until I came to work here, I didn't fully</p> <p>6 appreciate the exceptional competence and</p> <p>7 professionalism that Karen displays day in and day</p> <p>8 out in everything she does. And it's been both a</p> <p>9 pleasure and an honor to work with you, Karen. And</p> <p>10 I wish you all the best.</p> <p>11 MS. KAREN WOERNER: Thank you, Bev and</p> <p>12 Brigitte. Thank you very much.</p> <p>13 THE CHAIR: Thank you. On that happy</p> <p>14 note, let's --</p> <p>15 DIRECTOR CORINA CHAVEZ: Let's move on.</p> <p>16 So in addition to the positions that are open for</p> <p>17 staff members on the team, as the Commission knows,</p> <p>18 the Southwest Regional Educational Cooperative</p> <p>19 currently has open the call for peer review team</p> <p>20 members who will read the new charter school</p> <p>21 applications and provide feedback to us in that</p> <p>22 process.</p> <p>23 So that is open right now. People that</p> <p>24 are interested should apply. And it's a team that</p> <p>25 includes different positions. We want people that</p>	<p style="text-align: right;">20</p> <p>1 opportunity for charter school conference attendees</p> <p>2 just to pop in and meet with you-all during that</p> <p>3 conference, however you want to run your session. I</p> <p>4 understand that in the past it was very casual</p> <p>5 conversation, meet-and-greet and coffee with the</p> <p>6 Commissioners, or however you want to call it. It</p> <p>7 should be really nice.</p> <p>8 We also have other -- we have other</p> <p>9 schools -- charter schools that are giving</p> <p>10 presentations. We have some youth that are</p> <p>11 presenting from Amy Biehl. We have partners -- we</p> <p>12 aren't involving as many Public Education Department</p> <p>13 facilitators, but there are a few sessions; one on</p> <p>14 social-emotional learning, and one that deals with</p> <p>15 MLSS.</p> <p>16 So there's a range of topics, and we are</p> <p>17 currently accepting registration for attendees at</p> <p>18 the charter schools conference. The full schedule</p> <p>19 is not yet published; but it is a real nice mix</p> <p>20 of -- of topics, and I think that it'll be great.</p> <p>21 So I encourage everybody to fully participate with</p> <p>22 that.</p> <p>23 Charter Schools Division has also been</p> <p>24 working really hard on the modified site visits.</p> <p>25 This has just been a wonderful opportunity to meet</p>
<p style="text-align: right;">19</p> <p>1 have some level of charter school experience, people</p> <p>2 that know the charter schools' unique and really</p> <p>3 wonderful movement in New Mexico, which is really</p> <p>4 community-based charter schools. So we're asking</p> <p>5 for -- we have that call open.</p> <p>6 We also have a couple of other positions</p> <p>7 that are in the works. And stay tuned. We hope to</p> <p>8 fully staff up the Division, which has been</p> <p>9 short-staffed for way too long. And this is really</p> <p>10 important work that has continued to evolve; so that</p> <p>11 it is not just oversight, but support for charter</p> <p>12 schools.</p> <p>13 So that's the update on the Charter</p> <p>14 Schools Division. The team that exists now is</p> <p>15 really hard working. In the huddle this morning, we</p> <p>16 gave kudos to all the various things that have been</p> <p>17 going on.</p> <p>18 We have a charter schools conference that</p> <p>19 is coming up June 2nd, 3rd, and 4th. And team</p> <p>20 member Missy Brown has really taken lead with that.</p> <p>21 She's also taking lead with the new charter schools</p> <p>22 applications.</p> <p>23 Commissioners, you need to make note that</p> <p>24 Friday, June 4th, at 9:00, is when your session at</p> <p>25 the conference will be. And it will be an</p>	<p style="text-align: right;">21</p> <p>1 with each of the schools individually and to listen</p> <p>2 and to ask questions that are based on the desktop</p> <p>3 monitoring that we've done.</p> <p>4 And so we're more than halfway done.</p> <p>5 We're getting the preliminary reports written. We</p> <p>6 will send those out to the schools, ask for the</p> <p>7 schools to sign their assurances document and to be</p> <p>8 explicit about the mission-specific goals, were they</p> <p>9 able to implement them, and, if so, what were the</p> <p>10 results. So that's all happening.</p> <p>11 In your packet of materials, you have an</p> <p>12 update on the Implementation Year submissions for</p> <p>13 Explore Academy. So you should be able to see that</p> <p>14 in SharePoint. They're on track in getting feedback</p> <p>15 on any areas that they need support with or that</p> <p>16 they might need to add the next -- and they aren't</p> <p>17 done. We have another date where they will submit</p> <p>18 before the June agenda. And that's when you would</p> <p>19 vote on commencement -- to approve them to commence</p> <p>20 operations.</p> <p>21 So just wanted to let you know. If you</p> <p>22 want the details of where they're at with that, you</p> <p>23 can find that in your packet.</p> <p>24 We are also getting ready for a May school</p> <p>25 leadership roundtable. And we have sent out the</p>

<p style="text-align: right;">22</p> <p>1 invitation for you-all to join. We had, I think, 2 one Commissioner join us last month with the 3 roundtable discussions that we had. And, in May, we 4 are planning one that, instead of three breakouts, 5 we'll have two breakouts. And the details of 6 that -- Brigitte, can I turn it over to you to talk 7 about? 8 MS. BRIGETTE RUSSELL: Yes. I don't think 9 that the details have been set out yet. But those 10 should be going out on Monday. 11 DIRECTOR CORINA CHAVEZ: We'll be sure the 12 Commission has that information. 13 We also send it to all the charter schools 14 leaders. We really tried to with the last one, and, 15 with this one, to invite regular public school 16 leaders to be in the room alongside the charter 17 school leaders, so there's cross-collaboration and 18 discussion. 19 This discussion -- and we're working 20 really closely with Matt Pahl and the Public Charter 21 Schools New Mexico for the facilitation of these. 22 And, you know, when I think about the 23 superintendents of small charter school -- excuse 24 me -- small districts, they have a very similar job 25 to the head administrator of a charter school.</p>	<p style="text-align: right;">24</p> <p>1 bounced out of the last roundtable, I then lost my 2 Internet and I couldn't get back in. So I apologize 3 for that. 4 But did you say you've already sent out 5 the invite to us? 6 DIRECTOR CORINA CHAVEZ: No. That's going 7 to come out on Monday. 8 THE CHAIR: Oh, got you. Okay. Okay. 9 Thanks. 10 DIRECTOR CORINA CHAVEZ: So I am skipping 11 item 5a, because Amy Biehl Charter School submitted 12 all of the paperwork; so -- on their governing board 13 changes. So I just want to recognize that. 14 I also just wanted to let you all know 15 that in terms of some things that are coming up for 16 charter schools, yesterday we talked about the fact 17 that the Public Education Department is seeking a 18 technology and connectivity survey that all charter 19 schools are going to be asked to complete. 20 Charter schools are in the business right 21 now of working on their budgets and looking at their 22 calendars and applying for many, many grants that 23 are open, including the federal grants and state 24 grants. So it's an exciting time. It's a busy 25 time. It's a stressful time for charter school</p>
<p style="text-align: right;">23</p> <p>1 They're responsible for everything. And so this 2 month, we're going to extend an invitation out to 3 them. 4 And the two areas that we thought about 5 was, one, was how do we think about self-care at 6 this time after a full year in the time of the 7 Coronavirus and all that leaders have been through? 8 What are they doing to take care of themselves? 9 This is a theme, I think, for this 10 morning, as we talked about work-life balance and 11 all the many things that educators are doing. 12 People are working really hard. And so what are 13 some things that folks can do to take care of 14 themselves? 15 And then on a more sort of practical level 16 is what are some planning strategies that leaders 17 are using? 18 So that's the brainstorm that we've had so 19 far. But stay tuned. As Brigitte said, we will be 20 sending out more specific information, and we hope 21 to have a good attendance. And, of course, 22 Commissioners, you are always more than welcome to 23 attend. 24 THE CHAIR: Okay. I just have a question 25 and, I guess, an apology. Because I -- when I got</p>	<p style="text-align: right;">25</p> <p>1 leaders. And so just want to recognize all the hard 2 work that's happening. 3 At the same time, we're looking at 4 vaccinations for not just staff at schools, but 5 at -- for students as that continues to evolve 6 nationally and in this state, that vaccines are made 7 available to school-age children. 8 We are asking schools at this point to 9 certify their 40th-day counts. This really helps 10 the schools to be able to move forward with their 11 budgets; it helps the Department to be able to move 12 forward with their budget. 13 For example, the Family Income Index 14 amounts per charter school was estimated during the 15 Legislative Session, but has not been finalized 16 pending the certification of 40th-day certification. 17 So everybody is sort of collectively 18 waiting for the numbers to be finalized in order for 19 budgets to be finalized. So -- so that is an 20 encouragement that's coming from Melissa Sanchez in 21 our division. 22 And then the other thing is that we 23 continue to provide governing council trainings and 24 that we are tracking the number of hours that 25 governing council members have accumulated as part</p>

<p style="text-align: right;">26</p> <p>1 of their annual requirements for governing council 2 changes. We looked at the numbers this morning and 3 we're really pretty disappointed that so few 4 members, as we, you know, are almost in June, have 5 completed all of their training. 6 This year's conference is not about 7 governing councils completing the rest of their 8 hours. We hope that that happens throughout the 9 school year so that the knowledge and understanding 10 and skills can be applied during the school year. 11 But governing council members have until 12 July 1 to complete all their hours. And -- and so 13 we are really wanting to encourage governing council 14 members to get those hours. Our staff provides 15 them -- provides them throughout the school year. 16 COMMISSIONER CARRILLO: Corina? 17 Ms. Chavez? What happens if they don't? And -- 18 yeah. I mean, if somebody just blows it off for 19 weeks at a time and -- what do we do? 20 DIRECTOR CORINA CHAVEZ: So we send 21 regular communication to the schools that provides 22 updates on each governing council member and how 23 many hours they've accumulated. We keep them 24 informed. We encourage them. We offer training. 25 But in terms of accountability purposes,</p>	<p style="text-align: right;">28</p> <p>1 THE CHAIR: Right. We have none. There 2 is no requirements as a Public Education 3 Commissioner for any kind of certification. 4 COMMISSIONER CARRILLO: Well, my personal 5 view is that that should probably change. There 6 should be at least something that we need to do 7 every one or two years, and maybe as credits that 8 come or that are classes that are specifically 9 offered at the charter schools conference, either 10 nationally or here in the state. 11 But it seems that there -- in terms of our 12 accountability to our constituents as well as all 13 the stakeholders, it would be incumbent upon us to 14 require of ourselves the same accountability, if you 15 will, that we require of board members. 16 THE CHAIR: And, you know, that's 17 certainly something that can be a discussion with 18 our Rules of Procedure. There's nothing statutorily 19 that is a requirement. I don't believe -- I know 20 that there isn't anything that is a requirement for 21 local school boards as an authorizer to do. 22 And I agree. I think it's incumbent on 23 all Commissioners to be up to date with what is good 24 authorizing practices. It becomes a little more 25 challenging with national conferences, because of --</p>
<p style="text-align: right;">27</p> <p>1 as we are completing these preliminary modified site 2 visit reports, we're going to give another status 3 check and provide the information to just, again, 4 put into record where schools are right now. 5 At the end of the school year, it is an 6 indicator that could be rated in their performance 7 framework. So I know that we have, in the past, 8 been pretty lenient about members not getting their 9 full hours. And certainly there is need to 10 acknowledge individual situations. 11 But in -- as part of their performance 12 framework, they need to be getting those hours. And 13 so that it could be that the school gets rated that 14 way, and that's reflected on their record. And that 15 feeds into renewal, and we know whether their board 16 members have been obtaining the training that 17 they're supposed to or not. It's a compliance 18 issue. 19 COMMISSIONER CARRILLO: So to follow up on 20 that -- Ms. Gipson, you might answer the question -- 21 what are our required certifications, either 22 annually or every couple of years, as Commissioners? 23 Because I know that with the New Mexico School 24 Boards Association, you had to have a certain number 25 of credits every year to maintain your status.</p>	<p style="text-align: right;">29</p> <p>1 of the expense for -- the availability for everyone 2 to be able to go. But I think on a -- you know, 3 three-year or whatever -- we could figure out 4 rotation. 5 The charter school conference that the 6 Public Charter Schools does often doesn't really 7 satisfy authorizing principles. 8 COMMISSIONER CARRILLO: They would create 9 a course. There would be a course that was 10 specifically created. Like, for instance, our OMA 11 training; that would probably count for a credit. 12 You know, it could be any number of things. But we 13 don't have to decide that now. We can talk about it 14 in PEC Comments. 15 THE CHAIR: Thanks. 16 Commissioner Burt? 17 COMMISSIONER BURT: One thing I wanted to 18 say is we are members -- each one of us have a 19 membership to NACSA. And they provide really great 20 webinars right now. Like, every couple of weeks, 21 they have a webinar about authorizing and best 22 practices. 23 I've been able to attend several, and they 24 are really, really informative. I mean, you don't 25 have to wait on anything or anyone. Like, it's --</p>



<p style="text-align: right;">30</p> <p>1 we pay for that membership. So if we don't utilize 2 those webinars, we're just -- you know, it's just 3 kind of sitting there.</p> <p>4 I would definitely encourage, if you're 5 interested in, like -- they are -- I mean, they are 6 really, really great webinars. You get to meet with 7 people from all over the country who have different 8 authorizing practices to think about as well.</p> <p>9 But they do talk about general, just, 10 authorizing practices. And lately, they've been 11 doing one specifically regarding authorizing during 12 the pandemic, and without as much data as we 13 normally have and without the same kind of, you 14 know, traditional measures that you would typically 15 have and what that could look like.</p> <p>16 So you should definitely look into your 17 membership. And they have a ton of webinars all the 18 time that are really, really great to do.</p> <p>19 THE CHAIR: Yeah. They've got one coming 20 up, actually, on performance framework and 21 assessments for this. So they are -- I mean, 22 they've always been a very good resource. But 23 they've certainly upped their game through the 24 pandemic; they really have.</p> <p>25 And you can access those, you know,</p>	<p style="text-align: right;">32</p> <p>1 THE CHAIR: So --</p> <p>2 COMMISSIONER CARRILLO: So kind of an 3 anecdote on this. When I was with Santa Fe Public 4 Schools, we had big discussion about background 5 checks; right? And I had my background check and 6 everything else real recently and put forth a 7 resolution that we'd all at least have to go through 8 the same thing all of our teachers and every staff 9 in public schools have to go through for background 10 checks.</p> <p>11 It failed, four-to-one. They voted 12 against having board members have background checks 13 as part of what they have to do.</p> <p>14 But this is just for Santa Fe Public 15 Schools. And it was in the paper. I was stunned. 16 But just asking of us what we ask of others. That's 17 all. Thank you, Commissioner Robbins.</p> <p>18 THE CHAIR: I agree. Thanks.</p> <p>19 COMMISSIONER CARRILLO: Thank you, 20 Director.</p> <p>21 DIRECTOR CORINA CHAVEZ: Absolutely. And 22 just, Commissioner Carrillo, to follow up with you, 23 if you look at the performance framework that is 24 attached to all the charter school contracts, we are 25 looking at Indicator 3A, which asks, "Is the school</p>
<p style="text-align: right;">31</p> <p>1 recordings of them any time; and it really is -- it 2 is very informative. Thanks for that.</p> <p>3 Commissioner Robbins?</p> <p>4 COMMISSIONER ROBBINS: Yes. I just wanted 5 to add, school board members are required to get so 6 many hours of training a year. They can generally 7 achieve that by attending the annual school board 8 conference.</p> <p>9 They can't -- they -- I don't think 10 there's a provision for them to be removed. But the 11 board -- board members can censure a board member 12 for not participating and doing the required 13 training.</p> <p>14 I agree with Mr. Carr- -- Commissioner 15 Carrillo that, you know, a minimum level of 16 knowledge and attendance at some form of training 17 like what we had on OMA. And we could incorporate 18 that a few times a year into our work sessions. I 19 think that would be very beneficial.</p> <p>20 THE CHAIR: Yeah. Agreed. And when I was 21 referencing school boards, I was referencing that 22 they're not -- there's not a requirement as an 23 authorizer to --</p> <p>24 COMMISSIONER CARRILLO: Right.</p> <p>25 COMMISSIONER ROBBINS: You're correct.</p>	<p style="text-align: right;">33</p> <p>1 complying with governance requirements?"</p> <p>2 And this is related to statute, where it 3 specifies they need to maintain five members, that 4 they need to inform us if there's any changes in 5 their membership within 30 days and complete the 6 documentation.</p> <p>7 This is what you see on the Consent Agenda 8 when there's -- when there is a change in 9 governance, and that all the governance members must 10 complete the training.</p> <p>11 And that's in NMAC 6.80.5.8 and .9. So it 12 specifies the type of areas that they need to have 13 training in.</p> <p>14 And our staff who provide the training and 15 keep track of governing board trainings also work 16 with other trainers to make sure that the content is 17 consistent across the state and that it aligns with 18 what's required in rule.</p> <p>19 So that's where that is held in the 20 performance framework.</p> <p>21 Moving on to Highlights and Appreciations, 22 I would just like to appreciate all the schools that 23 we've met with who have come to these modified 24 visits with their team members prepared to share the 25 challenges, the successes, the innovations that</p>

<p style="text-align: right;">34</p> <p>1 they've had this year.</p> <p>2 It's been really a wonderful opportunity</p> <p>3 for me and the team to -- to have a face-to-face</p> <p>4 with the school leaders to get a flavor of what the</p> <p>5 year has meant for the various members of the school</p> <p>6 community. We've seen videos that students have</p> <p>7 produced. We've heard about tragedies that</p> <p>8 individual students' families have experienced.</p> <p>9 It's really given us an opportunity to</p> <p>10 hear about how technology, understanding, use, and</p> <p>11 application has occurred this year. Lots of schools</p> <p>12 have talked about no going back with some of the</p> <p>13 ways that they are using technology to keep in</p> <p>14 contact with families, to have student information</p> <p>15 in the learning management systems or other</p> <p>16 applications that they're utilizing, because it's --</p> <p>17 it's been an innovation that they've been able to --</p> <p>18 to apply and they see a lot of value to.</p> <p>19 We've had some really interesting other</p> <p>20 experiences that schools have talked about during</p> <p>21 this time. Aldo Leopold, for example, purchased</p> <p>22 bikes, and the kids are riding their bikes around</p> <p>23 the Western campus where the school is located to</p> <p>24 get from place to place.</p> <p>25 There's other schools that have created</p>	<p style="text-align: right;">36</p> <p>1 eighth-grade reflections project that their art --</p> <p>2 some artwork and just very moving, and I thought</p> <p>3 that the Commission would really enjoy it.</p> <p>4 So let me see if -- hopefully -- would you</p> <p>5 give me a thumbs-up if you hear the sound when it</p> <p>6 starts, because that's my big concern. But I think</p> <p>7 I got it. So --</p> <p>8 (Video is played.)</p> <p>9 (Applause.)</p> <p>10 THE CHAIR: Very good. Thanks so much for</p> <p>11 that. If Commissioners aren't aware, South Valley</p> <p>12 is one of those schools that truly connects their</p> <p>13 students with their community, with their culture,</p> <p>14 and takes this holistic approach that got this</p> <p>15 unique -- I forget how they call -- what they</p> <p>16 reference it.</p> <p>17 They keep the kids in cohorts. So it</p> <p>18 truly helps to allow the school to check on the</p> <p>19 social-emotional welfare of their -- of their school</p> <p>20 and their community. And I don't think there's many</p> <p>21 that do it any better. I really don't.</p> <p>22 Commissioner Voigt?</p> <p>23 COMMISSIONER VOIGT: Thank you,</p> <p>24 Madam Chair. And thank you, Charlotte, for sharing</p> <p>25 that beautiful video.</p>
<p style="text-align: right;">35</p> <p>1 podcasts and YouTube videos.</p> <p>2 It's been really interesting, and we're</p> <p>3 compiling a report that talks about innovations</p> <p>4 that, when these visits are done, we'd like to share</p> <p>5 more thoroughly with you all.</p> <p>6 So I just -- my highlight and</p> <p>7 appreciations go to all the school leaders thus far</p> <p>8 that have -- that have participated in that.</p> <p>9 And we have a video that we'd like to</p> <p>10 share with you all. And here's where I'm relying on</p> <p>11 Karen.</p> <p>12 Did you -- do you have it cued up?</p> <p>13 MS. KAREN WOERNER: I do.</p> <p>14 DIRECTOR CORINA CHAVEZ: See? What are we</p> <p>15 going to do?</p> <p>16 MS. KAREN WOERNER: I just want to also</p> <p>17 say that this is from South Valley Prep, and it was</p> <p>18 something they shared with us on our site visit, one</p> <p>19 of my -- one of my last site visits.</p> <p>20 And the school administrator is also here</p> <p>21 in the Attendees if you wanted to speak to her after</p> <p>22 showing it.</p> <p>23 It is a little long. It's about five</p> <p>24 minutes. But it really is so moving. And it's</p> <p>25 called, "The Pandemic and Me." And it was an</p>	<p style="text-align: right;">37</p> <p>1 I wonder if the students -- you know, I</p> <p>2 always appreciate students expressing themselves and</p> <p>3 speaking up. And using media is a great way.</p> <p>4 That's a very powerful venue for expressing student</p> <p>5 voice.</p> <p>6 Was there anything that, in the process of</p> <p>7 that, that the faculty over at South Valley Prep or</p> <p>8 the students themselves had anything about -- had</p> <p>9 anything to say about the reflection of that process</p> <p>10 in making that video?</p> <p>11 MS. C. ARCHULETA-TRUJILLO: Hi, Glenna,</p> <p>12 Commissioner Voigt -- excuse me, "Commissioner" --</p> <p>13 Chair- -- Chairwoman Gipson. Thank you. Thanks,</p> <p>14 Karen, for sharing that.</p> <p>15 Yes, Commissioner Voigt. We had a long</p> <p>16 discussion. And this was an art project that was</p> <p>17 brought to the school by our art teacher. She had</p> <p>18 seen something similar, I think, in the New York</p> <p>19 Times about an opportunity for kids to express</p> <p>20 themselves through art regarding the pandemic. And</p> <p>21 she modified it to fit what she felt our kids would</p> <p>22 need.</p> <p>23 And I think, you know, going back to what</p> <p>24 Chairwoman Gipson said, was, you know, us really</p> <p>25 focusing on the social-emotional part of our</p>

38	<p>1 students, I think this was, like, no better time 2 than to really, really have that opportunity. 3 We really spent a significant amount of 4 time planning and prepping, and, thank God for our 5 Community Schools Grant, we were able to provide 6 that after-school opportunity. 7 And the kids that were here were able 8 to -- to have that -- those -- that end of the 9 video, those opportunities outside with some of our 10 community partnerships with Cottonwood Gulch and a 11 number of other organizations, community 12 organizations. But yes. 13 And the students -- the one that wrote the 14 end -- the -- they all wrote something with their 15 picture. And that was just half of the students 16 that had done -- half of the eighth-graders that had 17 done that activity at that point. 18 But they also were interviewed by 19 Channel -- eeh. I think it's Channel 7; I'm not 20 positive. But I believe the reporter is putting 21 together an opportunity for them. They were 22 interviewed, and they're going to be on the news 23 sometime soon. 24 COMMISSIONER VOIGT: That's -- 25 THE CHAIR: Commissioner Armijo?</p>	40	<p>1 you for that emotional roller coaster. 2 MS. C. ARCHULETA-TRUJILLO: Makes me cry, 3 too. 4 COMMISSIONER ARMIJO: From the jump, it 5 was like that. So thank you for that. 6 I also want to echo what Vice Chair Voigt 7 said. You know, these kids survived a pandemic. 8 The entire country survived a pandemic. And I so 9 appreciate that you were able to share and 10 visualize, you know, how they were feeling, what 11 they were -- what they were thinking. 12 That last piece, when you think about how 13 many kids had to do that, had to just, like, quickly 14 jump into an adult mode and take care of their 15 siblings, but still also concentrate and maybe deal 16 with Internet issues, all that stuff, compounding, 17 compounding pressure, that was just beautiful to see 18 the way you -- your art teacher -- whoever did that 19 whole thing was just awesome, because it did, it 20 took me from, "Oh, my gosh, this is so heavy," and 21 then it brightened up. 22 So it was beautiful. Thank you for that. 23 I really appreciate that, Charlotte. 24 MS. C. ARCHULETA-TRUJILLO: Thank you, 25 Commissioner. And I'm glad I did that end part as</p>
39	<p>1 COMMISSIONER VOIGT: Just real quick. I 2 have some follow-up Sorry, Melissa. Real quick. 3 I mean, so often, people come from this 4 deficit thinking about New Mexico students being the 5 bottom of the barrel and being this and that because 6 they can't do whatever academic skills. 7 But when you look at students and how 8 resilient they are and how much they overcome, 9 especially getting through a pandemic and making 10 them ready to learn, getting them ready to learn, 11 you know, that is so crucial. 12 And every community is different, and 13 every community in New Mexico has strengths. And 14 I'm glad to see that you're building upon your 15 community's strengths and that your kids are rising 16 to the top and that -- and that it looks like 17 they're having fun doing it, too. 18 So thanks a lot, Charlotte. 19 MS. C. ARCHULETA-TRUJILLO: Thank you, 20 Commissioner. 21 THE CHAIR: Commissioner Armijo? 22 COMMISSIONER ARMIJO: Hi, Charlotte. 23 MS. C. ARCHULETA-TRUJILLO: Hello, 24 Commissioner Armijo. 25 COMMISSIONER ARMIJO: I want to say thank</p>	41	<p>1 well. Because I think it really showed that even 2 though the pandemic and the transitions, the 3 multiple transitions, were difficult on all of us, 4 it was ending -- being able to end the school year 5 with kids in our building is -- you know, 6 heart-warming and made us, you know, all feel like, 7 you know, we had some closure, at least to this 8 year. And so thank you for that. 9 THE CHAIR: Thanks, really truly. And I'm 10 going to -- I'm going to ditto. It was an emotional 11 roller coaster. And thank heavens the music changed 12 at the end. It was like, oh, thank heavens, you 13 know. 14 But -- and, yeah, I think we forget the 15 lens that students have on what's going on, that 16 that absolutely -- you know, I have a good friend 17 who -- I have a neighbor whose daughter is trying to 18 do art therapy education. There are only two 19 schools in the country that offer anything. 20 That's just sad, you know. It really is, 21 because it's examples like this. And it's not -- 22 every art teacher can do it, and that's truly an 23 example. But it -- we -- hopefully, we see how 24 important that is and that expression is; so that, 25 really, thanks for that, and thanks for everything</p>

<p style="text-align: right;">42</p> <p>1 you do.</p> <p>2 MS. C. ARCHULETA-TRUJILLO: Thank you.</p> <p>3 THE CHAIR: Commissioner Burt?</p> <p>4 COMMISSIONER BURT: Thanks. I also --</p> <p>5 that music. I tried to take out my earbud because I</p> <p>6 was, like, I can't -- you guys are going to see,</p> <p>7 like, all this (indicates) is going to be a mess,</p> <p>8 but definitely hits close to home.</p> <p>9 I have two kids who were definitely old</p> <p>10 enough to feel very isolated throughout the</p> <p>11 pandemic. And to see -- I think -- you know, I can</p> <p>12 imagine the amount of healing that these students</p> <p>13 did in creating that -- just by seeing that other</p> <p>14 kids had the same feelings and the same experiences.</p> <p>15 You know, maybe they were not all the same, but for</p> <p>16 everyone to feel they were all a little isolated,</p> <p>17 they were all feeling alone and had to sit with</p> <p>18 their thoughts and have a lot of self-motivation.</p> <p>19 But it was really challenging for them.</p> <p>20 So, really, it was -- it really is -- I think</p> <p>21 that's -- what an amazing experience for your</p> <p>22 students to be able to go through together as well,</p> <p>23 to see their community -- and, hopefully, all of our</p> <p>24 students.</p> <p>25 And, I mean, I know -- you know, everyone</p>	<p style="text-align: right;">44</p> <p>1 Commissioner Burt. I appreciate that.</p> <p>2 Yeah, I think it was very -- some of those</p> <p>3 images were very powerful. And, you know, no matter</p> <p>4 how many times we ask our kids, "How are you doing,"</p> <p>5 and they say, "Okay," you really don't know, you</p> <p>6 know, until you get deep down and provide that space</p> <p>7 for them to express themselves.</p> <p>8 So I'm very grateful for our community</p> <p>9 schools money and opportunities. And, you know, our</p> <p>10 staff is fantastic. But just, you know, allowing us</p> <p>11 to be able to really address our kids and move</p> <p>12 forward, like you said.</p> <p>13 So thank you. I appreciate it.</p> <p>14 THE CHAIR: Okay. Thanks. And glad to</p> <p>15 see you're healthy and well. And glad that the kids</p> <p>16 are back in. Through that, we know even more how</p> <p>17 important that really is, and the fact that the</p> <p>18 school community can have that end-of-the-year</p> <p>19 celebration, and every day it looks more optimistic.</p> <p>20 So it's really -- it's great that we can</p> <p>21 end the school year with that -- with that sense of</p> <p>22 hope that we certainly didn't have, you know, at the</p> <p>23 end of last year.</p> <p>24 So really glad that everyone's doing as</p> <p>25 well as they can. I guess that's the best way we</p>
<p style="text-align: right;">43</p> <p>1 working in education, you know, when something crazy</p> <p>2 happens, everyone is like, "Oh, you know, I miss it</p> <p>3 so much" -- still had crazy appreciation, and then</p> <p>4 kids forget it pretty fast, and then they go right</p> <p>5 back to not liking it again pretty quickly.</p> <p>6 But I do think this generation of kids is</p> <p>7 going to have a different perspective on their peers</p> <p>8 and those relationships and the impact that school,</p> <p>9 like, the in-person school and their teachers and</p> <p>10 their community, their school community, have on</p> <p>11 them. I think that's going to be lasting for a</p> <p>12 really long time, and I think they're going to</p> <p>13 appreciate it more than students have in a long</p> <p>14 time.</p> <p>15 So I think -- I love the project that you</p> <p>16 did, allowing them to express themselves and --</p> <p>17 comes back together as a community and be able to</p> <p>18 start moving forward.</p> <p>19 So it was really beautiful. Man, that</p> <p>20 music is rough. But, yeah, it's a good -- like, it</p> <p>21 was a really -- I really like the, you know,</p> <p>22 optimism at the end and your school community moving</p> <p>23 forward and what that looks like together, which is</p> <p>24 really awesome.</p> <p>25 MS. C. ARCHULETA-TRUJILLO: Thank you,</p>	<p style="text-align: right;">45</p> <p>1 can put it at this point in time. And thank you for</p> <p>2 rolling with all of the constant flow of changes.</p> <p>3 We truly do appreciate that.</p> <p>4 MS. C. ARCHULETA-TRUJILLO: Thank you,</p> <p>5 Chairwoman Gipson. I appreciate you guys watching</p> <p>6 and listening to what our kids have to say, even if</p> <p>7 it's not voice, sometimes, which is more powerful.</p> <p>8 THE CHAIR: Yeah. Absolutely.</p> <p>9 Absolutely. Thanks.</p> <p>10 COMMISSIONER VOIGT: Thanks, Charlotte.</p> <p>11 THE CHAIR: So, Director, your report is</p> <p>12 concluded? Yes?</p> <p>13 DIRECTOR CORINA CHAVEZ: Yes.</p> <p>14 THE CHAIR: Okay. So before we move on to</p> <p>15 Item No. 6, can I ask for a ten-minute break?</p> <p>16 Thanks.</p> <p>17 (Recess taken, 10:04 a.m. to 10:17 a.m.)</p> <p>18 THE CHAIR: Okay. Sorry. Breaks aren't</p> <p>19 what they used to be.</p> <p>20 All right. We are on to Item No. 6, which</p> <p>21 is Discussion and Possible Action on the Letter of</p> <p>22 Concern for Albuquerque Institute for Math and</p> <p>23 Science Regarding the Special Ed Concerns.</p> <p>24 And, Commissioners, you do have a copy in</p> <p>25 SharePoint of the letter that was sent to the</p>

<p style="text-align: right;">46</p> <p>1 school.</p> <p>2 So we do have -- I see the director of the</p> <p>3 school and legal counsel for the school are here.</p> <p>4 Is there anyone else that we're adding</p> <p>5 from the school?</p> <p>6 DIRECTOR CORINA CHAVEZ: Yes. Let's add</p> <p>7 Miguel Lozano, who is the PED special ed attorney.</p> <p>8 And he will let us know if there's any other members</p> <p>9 of the Special Ed Division that should be added.</p> <p>10 And before we get into the discussion,</p> <p>11 yes, Commissioners do have a copy of that letter.</p> <p>12 And I also just wanted to update you all</p> <p>13 that on April 22nd, we had a meeting between the</p> <p>14 Special Ed Division and the school and the Charter</p> <p>15 Schools Division. And it was quite a team of us</p> <p>16 that met to discuss the situation, the Corrective</p> <p>17 Action Plan, to include Mr. Lozano, who is the</p> <p>18 attorney in special ed, Ms. Deborah Dominguez Clark,</p> <p>19 who is the State Director for Special Ed, and a few</p> <p>20 other PED educational administrators in special ed,</p> <p>21 as well as me, Dr. Brigitte Russell from my office,</p> <p>22 and three representatives from the school were at</p> <p>23 that meeting, and including Dr. -- Mr. Marty</p> <p>24 Esquivel, who is the attorney for AIMS, Dr. Steven</p> <p>25 Eckert, who is the Director of Student Services for</p>	<p style="text-align: right;">48</p> <p>1 check in with Miguel --</p> <p>2 THE CHAIR: Sure.</p> <p>3 DIRECTOR CORINA CHAVEZ: -- to see if</p> <p>4 there is anybody else to be added to this call from</p> <p>5 Special Ed.</p> <p>6 MR. MIGUEL LOZANO: Thank you, Director</p> <p>7 Chavez.</p> <p>8 At this time, no. If we need specific</p> <p>9 information, we may bring on Dr. Elizabeth Cassel.</p> <p>10 But I don't think that's necessary at this time.</p> <p>11 THE CHAIR: Thank you. And, Mr. Lozano,</p> <p>12 thank you so much for joining us again.</p> <p>13 So I'm not sure if there's any update that</p> <p>14 you wish to share with us at this point in time.</p> <p>15 MR. MIGUEL LOZANO: Sure, Madam Chair.</p> <p>16 Thank you, and thank you for taking a break after</p> <p>17 that emotional roller coaster that we had. That</p> <p>18 would have been a much tougher act to follow.</p> <p>19 So with respect to the AIMS Corrective</p> <p>20 Action Plan, obviously, we had discussions at the</p> <p>21 last meeting. And at that time, we had already</p> <p>22 scheduled a meeting on April 22nd to move forward</p> <p>23 with this Corrective Action with AIMS.</p> <p>24 As Ms. Chavez said, it -- we felt it was</p> <p>25 very productive; it was very good to get the lines</p>
<p style="text-align: right;">47</p> <p>1 AIMS, and Ms. Kathy Sandoval-Snider, who is the AIMS</p> <p>2 director.</p> <p>3 And I felt like it was a very productive</p> <p>4 meeting. But I will let the others get into the</p> <p>5 details of that.</p> <p>6 THE CHAIR: Okay. Thanks so much,</p> <p>7 everyone.</p> <p>8 And just to remind Commissioners that at</p> <p>9 this point in time, there's -- it's not anticipated</p> <p>10 that we're taking any action. The school</p> <p>11 unfortunately had a conflict with another meeting,</p> <p>12 or hearing -- I'm not exactly sure how it's</p> <p>13 referenced -- the day of our meeting so that they</p> <p>14 were unable to attend.</p> <p>15 So we felt it really important to hear</p> <p>16 from the school as well and also get that update</p> <p>17 from the Special Ed Bureau as well.</p> <p>18 So, Kathy, thank you for -- thank you for</p> <p>19 your time, and welcome. Do we want to do the update</p> <p>20 from the Special Ed Bureau first? And that would</p> <p>21 give an opportunity for, then, the school to add any</p> <p>22 additional information that they wish to.</p> <p>23 DIRECTOR CORINA CHAVEZ: Chair Gipson?</p> <p>24 THE CHAIR: Sure.</p> <p>25 DIRECTOR CORINA CHAVEZ: I just want to</p>	<p style="text-align: right;">49</p> <p>1 of communication open again between PED and AIMS.</p> <p>2 There were -- there was definitely a</p> <p>3 couple of disputed issues. There's no -- I'm not</p> <p>4 going to say that it was all sunshine and rainbows.</p> <p>5 But we thought that the conversations were</p> <p>6 productive and that AIMS came to the meeting with an</p> <p>7 open mind and that they were willing to listen to</p> <p>8 the PED's concerns with the CAP and the sort of</p> <p>9 specific, more substantive concerns with the issues</p> <p>10 in the investigation and complaint.</p> <p>11 And, you know, they certainly engaged in</p> <p>12 that conversation with us. Mr. Esquivel engaged in</p> <p>13 that conversation with us, let us know some of his</p> <p>14 concerns with the process thus far.</p> <p>15 And so as a result of that, you know --</p> <p>16 and when I presented last time, I sort of laid out</p> <p>17 the -- the Corrective Action Plan provisions that</p> <p>18 had not yet been completed, Step 2 and Step 5</p> <p>19 specifically.</p> <p>20 With respect to Step 2, it was the</p> <p>21 compensatory education involving the subject student</p> <p>22 in the complaint, and that the PED had asked that</p> <p>23 AIMS conduct a facilitated IEP meeting to lay out</p> <p>24 the issue -- lay out the compensatory education plan</p> <p>25 with the parents and get their input on that</p>

<p style="text-align: right;">50</p> <p>1 compensatory education plan.</p> <p>2 AIMS agreed to that facilitated IEP</p> <p>3 meeting. The PED offered to pay for that</p> <p>4 facilitator, one of our contracted facilitators.</p> <p>5 They agreed to that.</p> <p>6 Since then, they have chosen to move to</p> <p>7 another PED-approved facilitator and have -- I</p> <p>8 confirm this morning that they were able to schedule</p> <p>9 with the parents on May 28th for this facilitated</p> <p>10 IEP meeting.</p> <p>11 So that's certainly a positive outcome.</p> <p>12 We hope that that facilitated IEP meeting is</p> <p>13 productive and that they're able to move forward</p> <p>14 with the compensatory education plan, either over</p> <p>15 the summer, or, you know, in the remaining months of</p> <p>16 the Corrective Action period.</p> <p>17 With respect to Step 5, there was --</p> <p>18 there's a provision in the CAP that essentially</p> <p>19 requested communication between the school and the</p> <p>20 parents of the students with disabilities outside of</p> <p>21 the subject student in this case.</p> <p>22 And Dr. Eckert, the special education</p> <p>23 director, understood our needs and, almost</p> <p>24 immediately, provided a great deal of communication</p> <p>25 between the -- the school and the parents regarding</p>	<p style="text-align: right;">52</p> <p>1 And so one of the things that PED offered</p> <p>2 was to get one of our technical assistance teams in</p> <p>3 there to help AIMS with the IEP drafting and</p> <p>4 potentially review some of these students'</p> <p>5 evaluations and the like, because some of the</p> <p>6 services, seems like, you know, if those are the</p> <p>7 only services these students need, maybe they should</p> <p>8 not be on program or on an IEP.</p> <p>9 And he said that he would do the work</p> <p>10 himself. And we are going to -- entrusted him to do</p> <p>11 that work and get -- get some of the sort of nuts</p> <p>12 and bolts of those IEPs taken care of. And we look</p> <p>13 forward to his work on that.</p> <p>14 While, you know, obviously, there is --</p> <p>15 you know, we -- we've had this productive</p> <p>16 conversation, there's still work to be done to</p> <p>17 complete this CAP. I believe AIMS is moving in the</p> <p>18 right direction and -- and that, you know, that</p> <p>19 they're going to keep continuing to take further</p> <p>20 steps to complete this CAP. And I hope that that</p> <p>21 continues.</p> <p>22 I don't really have much more to say by</p> <p>23 way of update. So, you know, hopefully, the -- the</p> <p>24 school, you know, is moving in the direction that</p> <p>25 they have been over the past month.</p>
<p style="text-align: right;">51</p> <p>1 IEP meetings, just general check-ins with students,</p> <p>2 which I thought are very positive, and sort of</p> <p>3 general check-ins throughout this pandemic period.</p> <p>4 We're still reviewing those. We want to</p> <p>5 take a look at the IEPs, some of the Prior Written</p> <p>6 Notices and get a sense of what has occurred over</p> <p>7 the past several months.</p> <p>8 But it was -- as I said, Dr. Eckert was</p> <p>9 able to provide the documentation that we requested</p> <p>10 very shortly after that meeting.</p> <p>11 And we will certainly be in touch with</p> <p>12 them about if there are any concerns with that</p> <p>13 communication or the IEPs, Prior Written Notices</p> <p>14 that we're seeing.</p> <p>15 And then as an addition to that, as part</p> <p>16 of, like, the review of the IEPs, we raised</p> <p>17 concerns, and I expressed some of these to the</p> <p>18 Commission, that we had some concerns with the IEPs,</p> <p>19 the detail of the IEPs. And we presented those to</p> <p>20 AIMS, to Dr. Eckert and Ms. Sandoval-Snyder and</p> <p>21 legal counsel.</p> <p>22 And Dr. Eckert was receptive. He</p> <p>23 understood that. In his terms, I believe it was,</p> <p>24 sometimes the conversations that he has with parents</p> <p>25 doesn't always make it to the document.</p>	<p style="text-align: right;">53</p> <p>1 THE CHAIR: Okay. Thank you very much. I</p> <p>2 appreciate that.</p> <p>3 Good morning, Kathy. And thanks for</p> <p>4 joining.</p> <p>5 MS. KAREN WOERNER: Kathy, if you can</p> <p>6 unmute the phone? It's Star-6 to unmute yourself.</p> <p>7 Looks like you're still muted. You can</p> <p>8 either use the "mute" and "unmute" on your phone;</p> <p>9 although for Zoom meetings, sometimes you need to</p> <p>10 use Star-6 to mute and Star-6 to unmute on the</p> <p>11 phone.</p> <p>12 Commissioners, we practiced it earlier,</p> <p>13 and it worked.</p> <p>14 MR. MIGUEL LOZANO: Perhaps, Mr. Esquivel,</p> <p>15 can you get her on the phone? And maybe --</p> <p>16 MR. MARTY ESQUIVEL: She is on the phone,</p> <p>17 and she just sent me a text message that she is</p> <p>18 trying; so --</p> <p>19 THE CHAIR: Thanks.</p> <p>20 MR. MARTY ESQUIVEL: -- give her a couple</p> <p>21 more minutes. And if she can't get on, I can just</p> <p>22 briefly provide a summary. But life in the</p> <p>23 pandemic.</p> <p>24 THE CHAIR: I know. As much as we do this</p> <p>25 and as often as we do it, we still end up in these</p>

<p style="text-align: right;">54</p> <p>1 spots. And it's -- it's amazing.  2 MR. MARTY ESQUIVEL: She's -- we've both  3 been on since 9:00. So it's not that she's not  4 here; so...  5 THE CHAIR: No. And I knew that. Because  6 I believe she was the one that, unfortunately, Bev  7 bounced out; so...  8 MR. MARTY ESQUIVEL: Yeah. She was --  9 THE CHAIR: She's been hovering around all  10 morning.  11 MR. MARTY ESQUIVEL: She was bounced out,  12 and not by her -- anything she did. But, anyway, I  13 can --  14 THE CHAIR: Okay.  15 MR. MARTY ESQUIVEL: She says he's hit  16 Star 6 five times. Was that the proper mechanism to  17 get on?  18 I can just -- I can just summarize here.  19 I think that Mr. Lozano has given a very  20 fair summary of things. I'd just like to hit on a  21 couple of points. I don't think that there's a need  22 to dig in here and have a very long conversation or  23 a debate.  24 The school obviously is interested in  25 moving forward on this. They -- there were attempts</p>	<p style="text-align: right;">56</p> <p>1 shortly, in summary, convey a concern that I have.  2 And that is through an Inspection of Public Records  3 Act, I identified a letter that was sent to PED and  4 to you, as Commissioners, from the parents'  5 attorney. I believe very strongly if two sides are  6 going before an independent, neutral, fact-finding  7 party, then there should be some transparency  8 regarding that letter being copied to opposing  9 counsel. I just can't go to a judge and write a  10 letter to the judge without notifying counsel.  11 To the extent that played any role in your  12 decision last month to issue a Letter of Concern,  13 I'm a little bothered by the fact that I feel that  14 letter should have been disclosed to the school so  15 the school could see what allegations were before  16 you. And we had no idea at your last meeting that  17 that was the case because we were in a due process  18 hearing.  19 In fact, moving into the next week of that  20 due process hearing, we found out about the letter  21 through cross-examination of the parents' attorney  22 bringing that to the attention -- before your letter  23 was even written, it was brought to our attention in  24 a question during cross-examination.  25 So we're obviously the policy-making body.</p>
<p style="text-align: right;">55</p> <p>1 in March. Prior to Spring Break, there's  2 documentation that they were agreeing to meet during  3 Spring Break. There might have been -- I know a lot  4 of conversation went back and forth on the Friday  5 before Spring Break. So there were definitely  6 attempts. There might have been a breakdown, on  7 what end I'm not really sure, to meet back in March  8 when this was raised.  9 There is a bit of a complicated history  10 here, because a lot of the issues that were raised  11 in the State due process complaint were also raised  12 in a separate due process complaint that has been  13 litigated, and is now being appealed by the parents'  14 lawyer, unsatisfied with a decision in that case.  15 So there is a lot of carryover between that  16 complaint and this present complaint.  17 But to focus more on the positive, we did  18 have a very good meeting in April. The facilitated  19 IEP is set up. The documentation of Dr. Eckert  20 working with the student and the parents has been  21 provided, and we're looking forward to getting  22 everything addressed on May 20- -- on May 28th,  23 which has been set up with a very good facilitator  24 on the PED-approved list.  25 So with that said, I'll just, very</p>	<p style="text-align: right;">57</p> <p>1 But it might be wise, and it might be fair, that if  2 you get such letters in the future from a parents'  3 attorney without the school being copied, that you  4 disclose those.  5 I don't think you did anything wrong; but  6 I do think opposing counsel should have disclosed  7 that -- those communications to PED and to yourself.  8 So with that said, I've had a very good,  9 strong, professional working relationship with  10 Mr. Lozano. We're really intent on getting this  11 matter resolved fairly and expeditiously. And we're  12 really looking forward to moving on and doing what's  13 best for this child. So thank you.  14 THE CHAIR: Okay. Thank you. And just  15 quickly, we did not discuss that letter as part of  16 our rationale for the Letter of Concern. I  17 certainly appreciate and hear your concern. And I  18 want to assure you that that letter didn't come via  19 any communication from PED.  20 That, legal counsel copied all of us. And  21 I honestly didn't even look to see who was all on  22 the "cc" of it.  23 But I hear you, and I think that's  24 something that we do have to discuss in terms of  25 what's the -- what's the body of information that's</p>

<p style="text-align: right;">58</p> <p>1 there and making sure that schools are fully aware 2 of everything that we are potentially making a 3 decision on. 4 So thank you for that. And -- 5 MR. MARTY ESQUIVEL: I truly appreciate 6 you hearing me on that. And, again, I'm not 7 disparaging anyone or making any accusations. But 8 certainly that's a concern. And it sounds like you 9 heard me, and I appreciate that. 10 THE CHAIR: Yeah, I do. And, actually, 11 thank you for bringing that point up, because I 12 think it -- it does need to be addressed. So I do 13 appreciate that. 14 So, Commissioners, if there are any 15 questions -- I think, at this point in time, 16 we've -- I think we'll be in a good place, 17 hopefully, at the -- after this IEP meeting, and 18 there's -- we can get a report back that at the June 19 agenda, I hope that we can take action and clear out 20 the Letter of Concern. 21 Commissioner Voigt? 22 COMMISSIONER VOIGT: Thank you, 23 Madam Chair. And thank you, Mr. Esquivel, and 24 Mr. Lozano, for the updates. 25 It appears that AIMS is on the path</p>	<p style="text-align: right;">60</p> <p>1 There is the line in the letter on the top 2 of Page 2 that I think you're referring to that 3 says, "The PEC is also concerned about the ongoing 4 general lack of responsiveness to PED inquiries and 5 requests for information and meetings." 6 And I would have to say that communicating 7 with AIMS for this situation -- and there's been 8 some other requests of the school -- has been a 9 little challenging. 10 I understand we're all going through a lot 11 during this time of the pandemic and that there were 12 incidents that occurred at the school, break-ins and 13 other such incidents, that were obstructions for the 14 school. 15 But I do -- would -- I do want to say that 16 there's been a couple of different times that the 17 school has been asked to either come to the meeting 18 in regards to this CAP or to upload information into 19 the Department of Health portal. And there's -- the 20 school has -- has -- is behind in that work. 21 And then the request for the modified site 22 visit, there was no response. I had to reach out 23 directly to the school and set the meeting for them, 24 because they had not responded back. 25 So I think that there's some challenges</p>
<p style="text-align: right;">59</p> <p>1 towards resolving this complex issue that sounds 2 like it has been going on for a while from whatever 3 and wherever it stemmed. So that's good to hear. 4 And I'm glad to hear that there's progress moving 5 forward. 6 THE CHAIR: Right. 7 Commissioner Carrillo? 8 COMMISSIONER CARRILLO: Yes. Thank you. 9 And I would agree with Ms. Voigt, the positivity in 10 moving forward and having everybody here today. 11 However, one of the things I'm concerned 12 about is the first paragraph of the letter that we 13 have of April 23rd, the lack of responsiveness and 14 kind of the way this was just handled to begin with. 15 And I would ask Director Chavez and maybe 16 the others, what -- what did you-all do together to 17 ensure that something like this doesn't happen 18 again, that somehow the methods of communication 19 between parents, school, counsel -- just so that 20 we're not in this place again, what's being done to 21 ensure that? 22 And, first, maybe Director Chavez. 23 DIRECTOR CORINA CHAVEZ: Thank you, 24 Commissioners and Commissioner Carrillo, for that 25 question.</p>	<p style="text-align: right;">61</p> <p>1 that the school is going through. I know that my 2 team and I do our best to maintain communication 3 with the school, and that we will continue to move 4 forward positively with our relationship with the 5 school. 6 And, again, I just think that the 7 follow-through on both sides is really important 8 moving forward. 9 MR. MARTY ESQUIVEL: Madam Chair, can I 10 respond, because Kathy is not available here? 11 THE CHAIR: Certainly. 12 MR. MARTY ESQUIVEL: And I -- just for the 13 Commissioners' own knowledge, very unfortunately, 14 there has been actually three burglary break-ins to 15 the school this year. Even though it's on the UNM 16 campus, it's been quite disruptive. 17 Obviously, everybody has the explanation 18 that we're in the midst of virtual learning. And I 19 think about the time that the request for the 20 modified site visit came around that's when we were 21 transitioning back into the option of in-person 22 learning. 23 But I'm not going to quibble about the 24 number of e-mails back and forth. But we certainly 25 take the responsibility of responding to be</p>



62

1 something that we need to -- to act on. So -- but  
 2 those are some of the circumstances, without making  
 3 a bunch of excuses.  
 4 So, on a positive note, I just want to  
 5 note that this school was -- you know, you've --  
 6 ranked No. 82 nationally by the U.S. News & World  
 7 Report's latest rankings, which is a pretty  
 8 phenomenal ranking, the highest in New Mexico.  
 9 I know a public charter school has lots to  
 10 offer, and special education is certainly part of  
 11 that equation. But I would like all of you to know  
 12 that that No. 82 ranking nationally, not to mention  
 13 No. 1 in the state, is something everyone should  
 14 take pride in. So I want to convey that.  
 15 THE CHAIR: And let me assure you that it  
 16 is something that we do recognize.  
 17 So, Commissioner Carrillo, you have a  
 18 follow-up.  
 19 COMMISSIONER CARRILLO: This is a  
 20 follow-up. I see Glenna's hand up as well.  
 21 Yes, 82 is great. We have ATC as a  
 22 charter up here in Santa Fe that is fourth in the  
 23 state and in the top 100, which are sources of  
 24 pride; all our charters in New Mexico, sources of  
 25 great pride.

63

1 As counsel, as an attorney, Mr. Esquivel,  
 2 I would just ask that you impress upon the board and  
 3 the school -- and, as an attorney, when you have to  
 4 respond within five business days to the court or a  
 5 client or whatever, it's not, "Five business days  
 6 but if there's a storm."  
 7 And I know you're not trying to make  
 8 excuses at all, but just impressing upon the school  
 9 the importance of not sidelining requests from the  
 10 Commission or CSD. That's all I would ask.  
 11 Thank you so much.  
 12 THE CHAIR: Commissioner Voigt?  
 13 COMMISSIONER VOIGT: Thank you. I just  
 14 wanted to highlight the -- the broad fact that there  
 15 were many extenuating circumstances that were unique  
 16 during this time. And break-ins are -- oh. And to  
 17 have more than one.  
 18 So -- so given that, I know that the  
 19 communication chain and the -- probably some of the  
 20 timeliness behind this was a unique situation. And  
 21 this doesn't happen, I would even say annually for  
 22 this type of situation to arise.  
 23 So just -- just to frame that with the --  
 24 you know, the uniqueness of this whole situation is  
 25 not an everyday practice.

64

1 MR. MARTY ESQUIVEL: Thank you.  
 2 THE CHAIR: Thanks. And I think,  
 3 unfortunately, because of the pandemic and folks  
 4 thought that schools weren't being occupied, schools  
 5 appeared to be targets of break-ins during this time  
 6 period. I think they just felt that the security  
 7 isn't maybe as up-to-date.  
 8 And it's a shame, because we all know  
 9 budget strain, and we know what the -- you know, the  
 10 deductibles are, so that most schools end up eating  
 11 the losses because their deductibles are so high.  
 12 And that's what -- that's what's unfortunate as  
 13 well.  
 14 So if there are no other questions, we're  
 15 going to thank everyone for coming, and we  
 16 appreciate the update, and we appreciate the fact  
 17 that it does appear that things are moving forward  
 18 in a positive manner. And we look forward to a June  
 19 update and hopefully being able to clear this out  
 20 once and for all, and we can close out the school  
 21 year in a really positive manner.  
 22 So thank you.  
 23 MR. MARTY ESQUIVEL: Thank you.  
 24 THE CHAIR: And stay safe, everyone.  
 25 MR. MIGUEL LOZANO: Thank you,

65

1 Commissioners. Thank you, Madam Chair.  
 2 THE CHAIR: And, Kathy, thanks for being  
 3 here, even though we couldn't hear you.  
 4 Okay. Commissioners, we are on to Item  
 5 No. 7, which is Discussion and Possible Action on  
 6 the Ed Program Amendment Request by Albuquerque  
 7 Bilingual.  
 8 MS. KAREN WOERNER: That would be Chris  
 9 Jones.  
 10 THE CHAIR: Right. And just so that the  
 11 record reflects that Commissioner Robbins is on the  
 12 phone now -- he's had to travel somewhere. So his  
 13 video is off, but he is on the phone.  
 14 MR. CHRIS JONES: Good morning,  
 15 Madam Chair and members of the Commission.  
 16 THE CHAIR: Good morning. How are you?  
 17 Good to see you.  
 18 MR. CHRIS JONES: Good to see you as well.  
 19 Good to see everyone.  
 20 THE CHAIR: That's what I tell people.  
 21 It's always good to be seen.  
 22 MR. CHRIS JONES: Absolutely.  
 23 MS. BEVERLY FRIEDMAN: Mr. Jones, if  
 24 there's anyone else you would like me to move on to  
 25 the panel, let me know.

<p style="text-align: right;">66</p> <p>1 MR. CHRIS JONES: Sure. I'd like to 2 invite my assistant principal, David Bryant. He 3 should be with us this morning as well. 4 MR. DAVID BRYANT: Hello. Good morning, 5 everyone. Thank you for having me. 6 THE CHAIR: Good morning. 7 Chris, when I was reading this, I was 8 thinking, didn't we already do this? Didn't we 9 discuss this during contract negotiations? I 10 thought, oh, my gosh, I thought we already did it. 11 MR. CHRIS JONES: I know what you mean. 12 We've met so many times. It seems like we've 13 addressed every facet of our school. 14 THE CHAIR: I know. You were -- 15 unfortunately, for a while, you were one of our 16 frequent fliers. 17 So -- but I do appreciate all of your time 18 and the conversations. 19 Commissioner Chavez -- Director Chavez, do 20 you want to start? 21 DIRECTOR CORINA CHAVEZ: Sure. So I was 22 looking in your packets. You should have 23 information about the changes that Albuquerque 24 Bilingual is proposing, and just wanted to make sure 25 that Albuquerque Bilingual Academy documentation is</p>	<p style="text-align: right;">68</p> <p>1 could not only retain our students, but recruit new 2 students and try to move the needle a little bit 3 when it came to academic achievement. 4 One thing that the committee recommended 5 was that we needed to look a little more closely at 6 the way we taught language, first and foremost; so 7 evaluating our bilingual education program, but also 8 really trying to diversify that offering. 9 And what we have decided to do as a school 10 and as a board is to come together and come before 11 you today to ask that you consider us to add the 12 heritage model. 13 And so for us, as a 50/50 dual language, 14 two-way immersion program, we now understand that 15 now more than ever, students are looking for change. 16 They are looking to get back into schools. There is 17 uncertainty due to the pandemic. 18 We have a beautiful location off of Unser 19 and Ladera. And we are starting to gain interest 20 from the families in that general area. 95 percent 21 of our students do come from 87105 and 87121. The 22 vast majority of our students do come to us speaking 23 Spanish. So that is their home language for the 24 most part. 25 We have over a 50 percent ELL population.</p>
<p style="text-align: right;">67</p> <p>1 on your radar as you're looking at it. 2 And, specifically, we identify what the 3 contract says and what the contract is requesting. 4 And it's contract Section 4.6 to change its 5 educational program. 6 So I want to make sure that people have 7 those documents open. And I'm sure that the school 8 itself could describe them better than I could at 9 this point. 10 MR. CHRIS JONES: I hope so, Director 11 Chavez. 12 So I just wanted to thank the entire 13 Commission for allowing us to have this time this 14 morning and thank you in advance for your 15 consideration. 16 As you guys know, we actually went through 17 a whole lot with the revocation process. And so 18 this is something that's been ongoing for a period 19 of time. This recommendation is to add a heritage 20 model to our bilingual education program. 21 And this was something that was 22 recommended by our parent advisory committee. So 23 back in the revocation year, '17 and '18, we had, of 24 course, or parent advisory committee meetings. And 25 during that time we were brainstorming ways that we</p>	<p style="text-align: right;">69</p> <p>1 Over 30 percent of our students are recently 2 arrived, classified as such, so they've been in the 3 United States for less than three years. 4 So what we want to do is we want to expand 5 our bilingual education program through the heritage 6 model. And that diversification for us, again, will 7 help us to better meet the needs of our kids. 8 We know that the heritage model, for us, 9 provides language instruction in the home language. 10 And one very important thing for us to consider as 11 we move forward is we have a lot of students who 12 come fluent; but we also have those students in 13 which the language is lost over generations. 14 And so students such as myself -- my 15 father is African-American, my grandfather is from 16 Juarez. So on my mom's side, I have that 17 background. But for me, personally, my parents 18 really didn't take the time to teach me the 19 language. And so I've picked some up along the way. 20 But, of course, I'm a huge advocate of 21 bilingual education, because that opportunity that 22 we create for students, and I'm learning along with 23 them every single day. I think it's a necessity 24 that we live in a society where bilingualism is 25 valued and our students are prepared to succeed in</p>

70

1 the global society and the economy.  
 2 So with that in mind, we want to get back  
 3 to valuing students' heritage. We want to get back  
 4 to building that language. And through the heritage  
 5 model, we plan on offering a 4/5 combo class. For  
 6 us, that would give our returning students and new  
 7 enrollment -- students who are entering through new  
 8 enrollment -- a chance to opt into the program so  
 9 they could come and take advantage of our community  
 10 schools model.  
 11 They can come and take advantage of the  
 12 many services that we offer, the small school feel.  
 13 But they'd also be less threatened, because learning  
 14 the content in a language that you are not  
 15 proficient in is a scary thing. We know that  
 16 students, it will take between five and seven years,  
 17 based on the research, before they become fully  
 18 bilingual, before they're fluent.  
 19 And these students do want to learn the  
 20 language; but at the same time, learning math in  
 21 Spanish is somewhat of a daunting challenge for kids  
 22 that don't have the home support.  
 23 So what this would do is allow us to teach  
 24 Spanish Language Arts for an hour to those students  
 25 who do opt into the program, while also serving our

71

1 English Learners for the additional hour. So we  
 2 would offer a two-hour program to students. We'd  
 3 begin with fourth and fifth grade and also  
 4 transition that into middle school so that our  
 5 students at the middle school level can again learn  
 6 the content and the language that they're most  
 7 proficient in while working on becoming bilingual  
 8 and biliterate.  
 9 So that's our plan for school year '21 and  
 10 '22. We're really excited about the plan, and we  
 11 wanted to come before you after getting the board to  
 12 approve the amendment request, because we have a lot  
 13 of marketing to do, and we want to make sure that we  
 14 are describing these options to our families.  
 15 And so it isn't a big change that we're  
 16 asking for. It's an addition. Again, it's to  
 17 diversify our offerings. We've come a long way as a  
 18 school. We recently purchased our building, which  
 19 we are really excited about.  
 20 So we have that home now that's more  
 21 permanent than before. We have a beautiful campus.  
 22 We're looking forward to expansion in the future.  
 23 But with the challenges of enrollment and with the  
 24 challenges of, really, language and academic  
 25 proficiency, it's ongoing. Especially in a pandemic

72

1 year, we want to address those gaps, and we feel  
 2 this is a good path forward.  
 3 THE CHAIR: So, Chris, let me just ask  
 4 you, 'cause -- how did you target the 20 percent as  
 5 a -- you know, as saying, "We're going to offer it  
 6 to 20 percent"?  
 7 And I guess I'm just trying to -- because  
 8 I certainly support this and know that this is an  
 9 important change, so that even for the simple task  
 10 of a site visit, someone's not coming in and saying,  
 11 "Hey, you're supposed to be this," so that it's  
 12 clear that you do have -- you're meeting the needs  
 13 of a certain population of your students.  
 14 But how do you manage that with, say, like  
 15 lotteries and being able to know who's coming in and  
 16 who's going to fit into that -- into those slots?  
 17 MR. CHRIS JONES: That's a really good  
 18 question, Madam Chair. For us, what we would like  
 19 to do in the upcoming year is we really want to  
 20 assess students through interviews at the time of  
 21 enrollment. And, of course, it is not an interview  
 22 to screen students, because that isn't the way  
 23 charter schools operate. It's, more importantly,  
 24 similar to the interviews and the discussions we  
 25 have with parents at the time of enrollment, which

73

1 is, "Sir or ma'am, are you aware that we're a 50/50  
 2 dual-language immersion program, and your student  
 3 will be immersed in the language?"  
 4 So without the home support or the  
 5 commitment, it is a challenge for students to come,  
 6 especially at the intermediate and secondary levels.  
 7 And so it's a similar discussion with  
 8 those students who are currently with us, they're  
 9 enrolled currently, as well as those students who  
 10 are incoming through the lottery process. And at  
 11 that point, we would recommend the program; but, of  
 12 course, it isn't anything that we would make  
 13 mandatory.  
 14 Now, to answer your question about the  
 15 20 percent, I believe that I agree with you. I  
 16 think holding us to a 20 percent sort of mark is  
 17 something that I probably should not have included.  
 18 I think, for me personally, the truth is I feel like  
 19 we're doing a fantastic job with our 50/50 program.  
 20 I think that is who we are as a school,  
 21 and I certainly do not want to get away from that.  
 22 I think our families come to us because they're  
 23 aware of what we offer, and especially with the  
 24 immersion program. So the 20 percent really was  
 25 just as a part of the justification that we're

<p style="text-align: right;">74</p> <p>1 adding an enhancement, as opposed to changing who we 2 are and the integrity of our program. 3 THE CHAIR: Right. So -- and I guess 4 that's my only concern. I don't know whether we 5 want to put in there that 20 percent -- 6 MR. CHRIS JONES: Yes, ma'am. 7 THE CHAIR: -- you know? So I'm just 8 throwing it out there. It's your program; it's your 9 amendment. But I do have a little bit of a concern. 10 I don't want it to lead to something later on to 11 say, "Hey, how come 20 percent of your students 12 aren't in this program?" 13 So, you know, that's -- you know, I'm one 14 of those ones that was at that revocation hearing. 15 So I -- you know, I'm trying to not to have 16 something that could come back to bite you later on. 17 So I am just still chewing on it a little bit. 18 Commissioner Voigt? 19 COMMISSIONER VOIGT: Thank you. Hi, Chris 20 and David. I have a question. But first, I just 21 wanted to appreciate how you went about this. And 22 that was through your community and building upon 23 your community strengths through your parent 24 advisory council and listening to your community's 25 needs. So that's awesome for the way that you</p>	<p style="text-align: right;">76</p> <p>1 that 20 percent piece; because I -- you know, I'm 2 envisioning how a site visit may or may not go. So 3 that's -- you know, that's my -- that's my concern. 4 DIRECTOR CORINA CHAVEZ: Thank you, Chair 5 Gipson. And thank you, Mr. Jones, for your 6 presentation. And, really, what I see here is the 7 school is faced with having a model that is a 8 dual-language model, which is really specific in 9 terms of the amount of instruction that occurs in 10 Spanish. 11 And so, technically, the Public Education 12 expects at least three hours of instruction to be in 13 language, so that students might be getting Spanish 14 language. But then, as Mr. Jones expressed, they 15 might get mathematics in Spanish and maybe science 16 in Spanish. 17 And so what I hear is that the school 18 might be bringing in students in the third grade, or 19 even in the second grade, who haven't had that 20 opportunity to get the foundational Spanish language 21 instruction that would allow content-area 22 instruction in the Spanish language to be as 23 effective as a student who had been with the program 24 throughout. 25 And so what this appears to me to do is to</p>
<p style="text-align: right;">75</p> <p>1 approached that. 2 I think -- my question is, so you're not 3 doing away with your 50/50 bilingual ed program. 4 Okay. Good. This is an enhancement and you're 5 growing your program because of your student base. 6 MR. CHRIS JONES: Yes. 7 COMMISSIONER VOIGT: And then the 8 20 percent that Chair Gipson was referring to, what 9 was she talking about? What was that about, just -- 10 THE CHAIR: In the amendment request, it 11 says 20 percent -- they're going to offer a model to 12 serve 20 percent of the students. 13 COMMISSIONER VOIGT: Okay. That's what I 14 thought. So, you know, the heritage model I think 15 makes the most sense and fit for your kids. Given 16 their demographics of Spanish-speaking home-language 17 skills, that makes the most sense. Building upon 18 those community strengths and using those assets 19 shows that you really value where your students are 20 at. And so I just wanted to give you kudos about 21 that. 22 MR. CHRIS JONES: Thank you, Commissioner 23 Voigt. Thank you. 24 THE CHAIR: So I guess I'm going to ask 25 the Charter School Division for a little input about</p>	<p style="text-align: right;">77</p> <p>1 create some flexibility within the program so that 2 the school is able to provide instruction to all 3 students and to differentiate between those that 4 receive the foundational Spanish and those that are 5 coming in to have the heritage language model, which 6 is an hour of Spanish. 7 So they're not leaving behind the Spanish 8 language, but they are -- they're acknowledging that 9 there's a population of students that may not 10 benefit as well with the -- the dual language. 11 This is a change. It does create 12 flexibility for the school. It allows the school, 13 again, to serve more students. 14 I think that during site visits, if this 15 were to pass, we would need to be very clear. We 16 would need to have clear information from the school 17 about which students are in which categories. 18 I have questions about scheduling. I have 19 questions about what the program looks like for each 20 respective group within the bilingual program, 21 because heritage is different from dual language. 22 And I think that, you know, I would just 23 want to make sure that however that is arranged, 24 that it is meeting the needs of the student 25 population, and they're progressing.</p>

78	<p>1 So that's how I would want to approach 2 looking at this program.</p> <p>3 I'd probably also want to look at the 4 numbers. I do think that the fact that the school's 5 mission is around bilingual and dual language, that 6 this expands it, is significant enough that, you 7 know, the Commission would want to decide about it.</p> <p>8 But I do see this as creating flexibility 9 for the school that we could accommodate as part of 10 your visit.</p> <p>11 THE CHAIR: And I agree with you. And I 12 support all of this. My concern is narrowing down 13 and -- you know, it's up to the school. But, you 14 know, I get concerned about that, you know, "We're 15 going to serve 20 percent."</p> <p>16 And maybe it would be better, so there's 17 not a -- you know, in the future, a checkup that 18 it's going to be 20 percent, if we said maybe "no 19 more than," so that there's that, you know, 20 commitment to that bilingualism, and we've got that, 21 but that it will be no more than 20 percent, I think 22 that offers that greater flexibility, so that, you 23 know, when all of us are gone, someone comes in and 24 says, "But you said 20 percent of those kids were 25 going to be enrolled and they're not," I just want</p>	80	<p>1 Madam Chair and members of the Commission, 2 I would like to also kind of interject. Where 3 I'm -- as far as what I'm feeling about the 4 percentage, the language with having a percentage -- 5 and I completely agree with you. I think that was 6 probably a poor choice on my behalf in submitting 7 the proposal in that way, the amendment; because at 8 the same time, if that amount increases or 9 decreases, we don't want to be held to that.</p> <p>10 I think that should be struck completely. 11 And the other part that I wanted to 12 explain, a couple of quick things just to preface -- 13 what I should have done to preface my presentation, 14 is to let you know within our 50/50 immersion 15 program, we have a language plan. So the 16 instructional plan is submitted along with our 17 bilingual education application.</p> <p>18 And with that in mind, we do have to 19 specify the content areas that are taught in Spanish 20 and in English. At our school, we do offer Spanish 21 language arts as one hour, one of the three required 22 hours of the target language. We also have math as 23 the other, as the second hour. And the third hour 24 is social studies. 25 And so we have those three hours that are</p>
79	<p>1 to make sure that that doesn't become, you know, a 2 ding that should -- that is unnecessary.</p> <p>3 COMMISSIONER VOIGT: I just have a 4 follow-up.</p> <p>5 THE CHAIR: Sure.</p> <p>6 COMMISSIONER VOIGT: Thanks. And don't 7 you mean "no less than 20 percent" instead of "no 8 more than," Madam Chair?</p> <p>9 THE CHAIR: You know, I don't care. It's 10 up to the school. I just -- I like the "no more 11 than" or "no less than" as greater flexibility.</p> <p>12 COMMISSIONER VOIGT: It's not so specific. 13 I agree with Director Chavez that, yeah, this does 14 provide more flexibility to the school.</p> <p>15 THE CHAIR: Yeah.</p> <p>16 COMMISSIONER VOIGT: I just wanted to 17 resonate what Mr. Bryant said about math and 18 language -- math and Spanish -- because sometimes 19 math is seen as another language, you know. And 20 internationally, math is seen as another language. 21 So I just wanted to resonate that two languages, 22 learning two languages at once, meaning math and 23 Spanish, that could be daunting</p> <p>24 MR. CHRIS JONES: Absolutely. And thank 25 you very much.</p>	81	<p>1 taught in Spanish. And with that in mind, being 2 mindful of where students come from, it's really 3 important that we do add this extra model to really 4 meet them where they are.</p> <p>5 When they come to us, they aren't 6 necessarily proficient enough to learn social 7 studies and math and Spanish. That's really where 8 we're coming from.</p> <p>9 Last but not least, I would like to say 10 striking the percentage would help us more so than 11 with just site visits. One thing is that it would 12 be very transparent in the future in terms of how 13 many students we're serving, because it's a part of 14 our application process. We have to identify within 15 the application how many students would be 16 participating within each of the programs.</p> <p>17 And the application itself does provide 18 that flexibility. So it would be very transparent. 19 And the data would be there for Mrs. Chavez's team 20 to come in and take a look.</p> <p>21 THE CHAIR: Right. And I can say I'm 22 perfectly fine with removing the percentage. 23 Commissioner Burt?</p> <p>24 COMMISSIONER BURT: Thanks. I have one 25 more idea that -- for consideration.</p>

<p style="text-align: right;">82</p> <p>1           So your main mission is dual language. 2    You know, that's -- that's, like, the primary focus. 3    So one of the things that I was thinking, you know, 4    I know you're going to have differences, depending 5    on what students enroll in any given year. You 6    know, there's going to need to be flexibility in 7    that. 8           But you definitely -- I mean, providing 9    this option for students where this is going to be 10   where they succeed the best is -- I mean, I think 11   it's a really great option. 12           I would say one of the things that -- I 13   know maybe -- maybe -- so I know the 20 percent is, 14   like, well, maybe you won't get up to there. What 15   I'm actually more worried about is where you get to 16   be where you have more students wanting to enrolling 17   in the heritage than in the dual language. 18           So I would actually say maybe having a 19   percentage as no more than -- you know, 40 percent, 20   or -- you know, to where you don't overtake your 21   main primary mission. 22           And so that way, it still is a flexible 23   option; you know, it allows you to have all that 24   flexibility underneath, but doesn't kind of -- it 25   still keeps the dual language as your primary focus,</p>	<p style="text-align: right;">84</p> <p>1    the diversity of language and cultures of our 2    students and their background. So it lends a hand 3    to either of the models. 4           And last but not least, within the 5    heritage model, there's also flexibility to add 6    additional time. So it wouldn't really overtake our 7    dual-language immersion program. I do feel that 8    we've done a good job with that program, even within 9    the revocation years when we had the high 10   expectations for academic proficiency. It's been a 11   proven model for us. 12           So I just wish -- the 20 percent, again, I 13   think it's language that can be struck and should 14   be. But I didn't want the Commission to come away 15   with the feeling that I didn't think we were serving 16   students well within our current model. 17           So that's where that came from. Thank 18   you. 19           THE CHAIR: Commissioner Carrillo? 20           COMMISSIONER CARRILLO: Commissioner 21   Chavez had his hand up way before me. 22           COMMISSIONER CHAVEZ: Thank you. I just 23   wanted to say, you know, as far as -- thank you for 24   the clarification on the mission, because I didn't 25   see the dual language on there, either. And so --</p>
<p style="text-align: right;">83</p> <p>1    your primary, you know, education plan. And then 2    also allows the flexibility for this additional 3    program for however many students might do it. 4           If it ends up only being, you know, in a 5    particular year only 10 percent of students do it, 6    great. If 30 percent of students do it, great. But 7    just not allowing it to overtake your primary model 8    is what I would suggest. 9           THE CHAIR: Okay. Because I think there's 10   a -- and correct me if I'm wrong -- there's a 11   percentage or a number of students for you to 12   continue to qualify for your bilingual funding; 13   correct? Or no? 14           MR. CHRIS JONES: So within the 15   application, we qualify under either of the models. 16   And there are several models to choose from. So it 17   really depends on what's indicated within the 18   application. And there is some flexibility there. 19           And I do agree with -- with Commissioner 20   Burt, which is I think it's important that we don't 21   cap that number, either, because it may be the 22   program that best serves many of our students. 23           The other thing to consider with our 24   mission is that it isn't necessarily focused on 25   dual-language instruction. It's more about valuing</p>	<p style="text-align: right;">85</p> <p>1    but, you know, the way I'm seeing it is that you're 2    adding the heritage model just to better serve your 3    kids. 4           And -- you know, and you can run the two 5    models together, dual language and heritage model. 6    I've even had a school where we had three models 7    going at the same time. We had heritage, dual 8    language, and enrichment, if you can believe that. 9    So you do what you do to better serve your kids. 10           And so I guess the question that I have 11   with that is I agree with a lot of the things. I 12   read the minutes and the discussion. There was a 13   really good discussion, it seems like. 14           But I guess the question I have is when 15   you're starting kids, and you determine that they 16   will be better served under heritage, will they stay 17   in that heritage model for the entirety that they're 18   with you? 19           Or is there a plan -- you mentioned a 20   language plan. Is part of the plan to transition 21   them -- for lack of a better term, "transition" -- 22   but transition them over into dual language? 23   Because I -- I don't know that I agree, within the 24   minutes, where you talked about kids with high IQs 25   and having a hard time. In fact, the research shows</p>

<p style="text-align: right;">86</p> <p>1 just the -- the opposite.</p> <p>2 You know, kids being able to -- yes, kids</p> <p>3 are going to struggle through it. But the stronger</p> <p>4 they are in their home language, the easier they</p> <p>5 will make that switch over to the second language.</p> <p>6 And so I'm just wondering. Are the kids</p> <p>7 that are enrolled in heritage language, will they</p> <p>8 stay in heritage their whole time with you? Or will</p> <p>9 they be transitioned to dual language? Or is that</p> <p>10 just going to be on a case-by-case situation?</p> <p>11 MR. CHRIS JONES: Thank you, Commissioner</p> <p>12 Chavez. I was reviewing the notes as well, the</p> <p>13 minutes. And I believe that perhaps that was taken</p> <p>14 out of context. Of course, they're minutes.</p> <p>15 So as far as students with high IQs, I</p> <p>16 just wanted to address that. You're absolutely</p> <p>17 right. And what does the bilingual education</p> <p>18 program itself do is it does lend a hand to</p> <p>19 developing students and their academic proficiency</p> <p>20 in both languages. Not only that, but their</p> <p>21 positive self-concept and so forth and self-esteem.</p> <p>22 So thank you for bringing that up.</p> <p>23 I do want to say that our eventual plan is</p> <p>24 to work with students on a case-by-case basis. And</p> <p>25 so if we can transition them back to the 50/50</p>	<p style="text-align: right;">88</p> <p>1 is to have all of our students in the 50/50 program.</p> <p>2 At the same time as a parent, I want to make sure</p> <p>3 that my own two daughters are prepared for that</p> <p>4 transition, and that's what it's really about.</p> <p>5 MR. DAVID BRYANT: If I may add --</p> <p>6 COMMISSIONER CHAVEZ: So given that --</p> <p>7 MR. DAVID BRYANT: I'm sorry.</p> <p>8 COMMISSIONER CHAVEZ: I'm sorry. I would</p> <p>9 just add, then, if that's the case, then my</p> <p>10 recommendation would be to not limit yourself to a</p> <p>11 two-hour heritage language model, because you can go</p> <p>12 up to three hours with heritage language.</p> <p>13 So give yourself more flexibility to take</p> <p>14 full advantage of the heritage model by not limiting</p> <p>15 yourself to a two-hour program.</p> <p>16 MR. CHRIS JONES: Correct. Thank you,</p> <p>17 Commissioner Chavez. And that would make it a lot</p> <p>18 easier so we aren't having to document the changes</p> <p>19 back and forth, right?</p> <p>20 We can say, "Hey, we added the third hour</p> <p>21 because the student proved that they were prepared,</p> <p>22 and we did look at the data, and that was what</p> <p>23 influenced our decision."</p> <p>24 So thank you for that recommendation.</p> <p>25 MR. DAVID BRYANT: And, Mr. Chavez, if I</p>
<p style="text-align: right;">87</p> <p>1 program, that's ideal for us. That's what we want.</p> <p>2 And some of our parent advisory concerns as well,</p> <p>3 just to be perfectly honest with you, in the past</p> <p>4 has been, "Well, my student is planning to</p> <p>5 transition to high school."</p> <p>6 So at the secondary level, a lot of the</p> <p>7 parents expressed their concern about, "Well, do you</p> <p>8 think my daughter or my son will be prepared,"</p> <p>9 because math has looked different, and he or she</p> <p>10 will not be learning math in Spanish when they</p> <p>11 become freshmen at Rio Grande or Volcano Vista or</p> <p>12 wherever they're going.</p> <p>13 Now, we know, by the research and our</p> <p>14 experience, especially you, Mr. Chavez, you've run</p> <p>15 these types of schools before, and you know students</p> <p>16 will be prepared to make that transition. But,</p> <p>17 really, to answer your question, it's about the</p> <p>18 student, and it's about looking at the data, really</p> <p>19 trying to triangulate that data and having</p> <p>20 meaningful discussions with advisory teachers, along</p> <p>21 with parents and our administration, to see, is this</p> <p>22 student best served in the heritage model, or are</p> <p>23 they prepared to transition? And what's their level</p> <p>24 of comfort and commitment to that process?</p> <p>25 So it would be case-by-case. But our goal</p>	<p style="text-align: right;">89</p> <p>1 may add, when I've spoken to parents on the</p> <p>2 committee, I think their concern is getting their</p> <p>3 students to a level where they're comfortable enough</p> <p>4 having a higher participation rate in the classroom.</p> <p>5 I think once you can get that second</p> <p>6 language established to a point where students feel</p> <p>7 more comfortable speaking that second language and</p> <p>8 they don't hold back, that's where we see where the</p> <p>9 exponential learning happens.</p> <p>10 So I think -- so my percentage goal is to</p> <p>11 make sure we are pushing our students towards</p> <p>12 getting back onto that regular model, so that they</p> <p>13 can achieve that comfort and that level that they</p> <p>14 need for the rest of their education.</p> <p>15 COMMISSIONER CHAVEZ: Right. And I agree</p> <p>16 with you. It is harder, especially after third</p> <p>17 grade, to come into a dual-language model. It's</p> <p>18 extremely difficult. But I like the potential of</p> <p>19 this being what would be considered a late-entry</p> <p>20 model through the use of the heritage language</p> <p>21 model. So bravo to you guys. Thank you.</p> <p>22 MR. CHRIS JONES: Thank you.</p> <p>23 THE CHAIR: Sorry.</p> <p>24 COMMISSIONER CARRILLO: One more question</p> <p>25 before an answer. I'm fine, thanks.</p>

90	<p>1 THE CHAIR: Okay. So now that we've might 2 completely changed your amendment, let me get this 3 straight now. Your -- is your request now that 4 you -- that the 20 percent be removed? 5 MR. CHRIS JONES: Madam Chair, yes, that 6 would be my request at this time. 7 THE CHAIR: And then my second question is 8 based on Commissioner Chavez's discussion, do you 9 want to amend that -- amend your amendment to say 10 "opt into one-, two-, three-hour," or "up to 11 three-hour program"?" 12 MR. CHRIS JONES: I would appreciate that 13 flexibility in language as well. 14 THE CHAIR: Okay. Commissioners, were 15 there any -- Commissioner Voigt? 16 COMMISSIONER VOIGT: Thank you, 17 Madam Chair. If we're ready for a motion? 18 THE CHAIR: I think so. 19 COMMISSIONER VOIGT: I approve -- I 20 mean -- I approve -- I move that the PEC approve 21 Albuquerque Bilingual Academy's amendment request -- 22 COMMISSIONER DAVIS: I second that. 23 COMMISSIONER VOIGT: -- to add -- 24 COMMISSIONER DAVIS: Oh. 25 COMMISSIONER VOIGT: -- to add a heritage</p>	92	<p>1 COMMISSIONER CARRILLO: Yes. 2 COMMISSIONER BURT: Commissioner Voigt? 3 COMMISSIONER VOIGT: Yes. 4 COMMISSIONER BURT: Commissioner Gipson? 5 THE CHAIR: Yes. 6 COMMISSIONER BURT: Commissioner Chavez? 7 COMMISSIONER CHAVEZ: Yes. 8 COMMISSIONER BURT: Commissioner Davis? 9 COMMISSIONER DAVIS: Yes. 10 COMMISSIONER BURT: Commissioner Manis? 11 COMMISSIONER MANIS: Yes. 12 COMMISSIONER BURT: And Commissioner Burt, 13 "Yes." So that unanimously passes. 14 THE CHAIR: Thank you. And thank you for 15 everything you're doing every day. I truly 16 appreciate every time you come and we have a 17 conversation, 'cause your school truly does reflect 18 your community. Regardless of the struggles that 19 you had before, it was never a reflection of the 20 school serving the community. 21 So, you know, that's -- and thank heavens 22 we're in a good place. 23 MR. CHRIS JONES: Yes. Thank you, 24 Madam Chair. 25 THE CHAIR: Thank you for everything that</p>
91	<p>1 model to their educational program. 2 COMMISSIONER DAVIS: Okay. I second it. 3 THE CHAIR: There's a motion -- 4 COMMISSIONER CARRILLO: But you've got to 5 add also those changes you want to make, with the 6 proposed changes. 7 COMMISSIONER VOIGT: Okay. Add with the 8 proposed changes. Thank you. 9 THE CHAIR: There's a motion by 10 Commissioner Voigt, a second by Commissioner Davis. 11 If there's no further discussion, roll, 12 please? 13 COMMISSIONER BURT: Commissioner Taylor? 14 COMMISSIONER TAYLOR: Yes. 15 COMMISSIONER BURT: Commissioner Armijo? 16 COMMISSIONER ARMIJO: Yes. 17 COMMISSIONER BURT: Commissioner Robbins? 18 (No response.) 19 COMMISSIONER BURT: Commissioner Robbins, 20 you're not unmuted. 21 MS. KAREN WOERNER: Commissioner Robbins, 22 to unmute yourself on the phone, it's Star-6. 23 COMMISSIONER ROBBINS: Yes. 24 COMMISSIONER BURT: Thank you. 25 Commissioner Carrillo?</p>	93	<p>1 you do, and, hopefully, you have a safe ending to 2 your school year as well. 3 MR. CHRIS JONES: Thank you, Madam Chair. 4 Thank you. 5 If I, may I just say thank you to 6 Ms. Woerner. I wanted to say thank you so much for 7 all you've done, for your service throughout your 8 time with us. You know, you came in at the very 9 beginning of my tenure. And you've been nothing but 10 a pleasure to work with. You've been an advocate 11 for us and for charters, and you've been a partner 12 along the way, and I always felt that. 13 So thank you so much, and I wish you the 14 best of luck in whatever you do in the future. And 15 I hope we can stay in contact as well. So thank 16 you. 17 MS. KAREN WOERNER: Thank you so much. 18 Appreciate that. It's been a pleasure to work with 19 you. 20 THE CHAIR: Take care. Stay safe. 21 MS. KAREN WOERNER: I just told Corina 22 what a great job you've done at that school because 23 you took over when it was really a rough time. So I 24 commend you for the hard work that you and your 25 staff have done. It's been very enjoyable to watch.</p>



<p style="text-align: right;">94</p> <p>1 So thank you.</p> <p>2 MR. CHRIS JONES: Thank you. Thank you.</p> <p>3 Thank you.</p> <p>4 THE CHAIR: And we are moving on to Item</p> <p>5 No. 8, which is the Discussion and Possible Action</p> <p>6 on the Charter Renewal Conditions Regarding the PEC</p> <p>7 Approval of the FY22 Budget for La Academia Dolores</p> <p>8 Huerta.</p> <p>9 DIRECTOR CORINA CHAVEZ: Chair Gipson,</p> <p>10 Commissioners, a little context on this is that when</p> <p>11 La Academia Dolores Huerta was up for renewal in</p> <p>12 December 2020, there was a motion that PEC would</p> <p>13 have a condition in their renewal so that the --</p> <p>14 because of the ongoing audit findings and risk of</p> <p>15 fiscal insolvency, that the school would submit to</p> <p>16 the Public Education Commission their budget at the</p> <p>17 same time that they submit it to the PED, which is</p> <p>18 typical practice.</p> <p>19 The PEC wanted the condition to be able to</p> <p>20 review and approve the budget so that that was the</p> <p>21 condition of renewal. And we have the school's</p> <p>22 director, Ms. Sylvy, who's on.</p> <p>23 And, Ms. Sylvy, are there other members of</p> <p>24 your team that you would like for us to let in?</p> <p>25 You're on mute.</p>	<p style="text-align: right;">96</p> <p>1 everyone. Glad to see everyone. And thanks for</p> <p>2 submitting this, because, as the Director mentioned,</p> <p>3 there -- you know, there were concerns about the</p> <p>4 ability for the school to be able to sustain itself</p> <p>5 financially because of -- to a great extent because</p> <p>6 of a loss of students and some over-projections that</p> <p>7 certainly have a significant impact on -- on a</p> <p>8 school's budget.</p> <p>9 So thank you very much for this.</p> <p>10 And I guess -- so how are you doing at</p> <p>11 this point in time? Because the last time you were</p> <p>12 here, you said that you had -- everyone came back,</p> <p>13 plus a couple more, you know, when you went back</p> <p>14 live.</p> <p>15 So what's your current enrollment?</p> <p>16 MS. GALVAN DE LUCERO: We're sitting at</p> <p>17 78 students right now. When we went -- you know,</p> <p>18 during COVID closures and all of that, we were at</p> <p>19 71. So we're -- like I said, they all came back,</p> <p>20 plus a few more. So we're doing that.</p> <p>21 And then we' currently already have</p> <p>22 approximately 22 -- I haven't counted today --</p> <p>23 preregistered for the incoming year and several</p> <p>24 recruiting events scheduled in the next few weeks</p> <p>25 now that some restrictions have been relaxed; so...</p>
<p style="text-align: right;">95</p> <p>1 THE CHAIR: You're muted.</p> <p>2 MS. GALVAN DE LUCERO: Darn it all. Yes.</p> <p>3 We have Ms. Mary Hagemann, our business manager, who</p> <p>4 should be somewhere there in one of the waiting</p> <p>5 rooms. Mirna Rodriguez, our site-based business</p> <p>6 representative. We have Ms. Natasha Cuylear, our</p> <p>7 attorney, legal counsel. And two of our board</p> <p>8 members, Elaine Palma and Robert Palacios.</p> <p>9 DIRECTOR CORINA CHAVEZ: Okay. And we're</p> <p>10 bringing those people in right now.</p> <p>11 MS. GALVAN DE LUCERO: Thank you.</p> <p>12 DIRECTOR CORINA CHAVEZ: So also just want</p> <p>13 to let the Commissioners know that in your materials</p> <p>14 under Item 8A, should be the Fiscal Year 2022 budget</p> <p>15 that La Academia Dolores Huerta is submitting.</p> <p>16 And when is your budget approval date set</p> <p>17 for?</p> <p>18 MS. GALVAN DE LUCERO: Do you want to jump</p> <p>19 in? I believe we have already gone through that</p> <p>20 process, but I don't remember the exact day.</p> <p>21 MS. MARY HAGEMANN: Hello. Yes. So we</p> <p>22 submitted the budget to the PED on April 19th. I</p> <p>23 know the actual governing board approved the budget</p> <p>24 at the May meeting, which was last night.</p> <p>25 THE CHAIR: Thank you. So -- and welcome,</p>	<p style="text-align: right;">97</p> <p>1 THE CHAIR: So that 22 is additional.</p> <p>2 MS. GALVAN DE LUCERO: That'll be incoming</p> <p>3 sixth graders for next year.</p> <p>4 THE CHAIR: Wow. So that's -- how many</p> <p>5 are you losing? Graduating?</p> <p>6 MS. GALVAN DE LUCERO: Gone forever.</p> <p>7 We're losing -- if they all, you know, finish with</p> <p>8 high energy and do well, we'll be losing</p> <p>9 approximately 40 students.</p> <p>10 THE CHAIR: Okay. So right now, you're</p> <p>11 still at a -- losing 50 percent -- you're still at a</p> <p>12 deficit.</p> <p>13 MS. GALVAN DE LUCERO: Correct. But as I</p> <p>14 said, we just began our hard push for recruiting for</p> <p>15 the coming school year. And, you know, we're</p> <p>16 continuing now, with restrictions being relaxed, to</p> <p>17 push even harder, so...</p> <p>18 THE CHAIR: Right. And this budget</p> <p>19 reflects -- I'm sorry -- how many students?</p> <p>20 MS. GALVAN DE LUCERO: This budget</p> <p>21 currently reflects a project -- I think we</p> <p>22 projected 80? Is that correct, Mary? I don't have</p> <p>23 it sitting in front of me. But, yes, 80 students.</p> <p>24 THE CHAIR: So right now, that's still a</p> <p>25 pretty big stretch. Okay.</p>

98	<p>1 MS. KAREN WOERNER: Madam Chair?</p> <p>2 THE CHAIR: I'm sorry. Deputy Director?</p> <p>3 Sorry.</p> <p>4 MS. KAREN WOERNER: I just wanted to say</p> <p>5 that Melissa Sanchez from our division is also here</p> <p>6 if you'd like to add her to the panel. She actually</p> <p>7 did the Op Bud review for this school and is our</p> <p>8 data and financial analyst. If that's okay, may I</p> <p>9 add her?</p> <p>10 THE CHAIR: Yeah, that would be great.</p> <p>11 COMMISSIONER VOIGT: Commissioner Manis</p> <p>12 has his hand up.</p> <p>13 THE CHAIR: Sorry. I've even lost the --</p> <p>14 okay. Commissioner Manis?</p> <p>15 COMMISSIONER MANIS: I just had a</p> <p>16 question. How do you go about recruiting your</p> <p>17 students? Especially with that big of a deficit,</p> <p>18 how do you go about getting your student population</p> <p>19 back up to your -- your projected amount? Or how do</p> <p>20 you plan on going about that?</p> <p>21 MS. GALVAN DE LUCERO: So previously, we</p> <p>22 relied a lot on feeder schools from the elementary,</p> <p>23 and we would go out and recruit from the incoming</p> <p>24 fifth-grade students from all of the elementaries in</p> <p>25 the community.</p>	100	<p>1 only for our students, but for all the surrounding</p> <p>2 community in the area as well. So that will also</p> <p>3 serve as a huge press and recruiting event for us.</p> <p>4 COMMISSIONER MANIS: Thank you.</p> <p>5 THE CHAIR: Sylvy, just to follow up on</p> <p>6 that? Because if I remember correctly, I guess it</p> <p>7 was maybe last summer, last spring, there was</p> <p>8 originally an event planned on the Plaza with all of</p> <p>9 the charters doing something as a recruitment event.</p> <p>10 Has that gotten any traction for this spring? Or</p> <p>11 no?</p> <p>12 MS. GALVAN DE LUCERO: Not for this</p> <p>13 spring. I will be completely honest. Under trying</p> <p>14 to do renewal and all the other things that have</p> <p>15 been required thanks to COVID, I haven't had a lot</p> <p>16 of chance to collaborate with the other charters. I</p> <p>17 would like to bring that back. And maybe in the</p> <p>18 next couple of weeks, that can be something we</p> <p>19 revisit. I think it's important that we all support</p> <p>20 each other as charters and kind of develop that</p> <p>21 community amongst ourselves so we can show the unity</p> <p>22 to the city at large.</p> <p>23 THE CHAIR: All right. Thanks.</p> <p>24 Commissioner Manis?</p> <p>25 COMMISSIONER MANIS: I was looking through</p>
99	<p>1 COVID put a huge damper on all of that.</p> <p>2 Still it's a little bit more restricted, but we have</p> <p>3 been able to flip gears, and instead of going in</p> <p>4 person, are doing a lot of virtual recruiting</p> <p>5 events.</p> <p>6 Just this past week we got the go-ahead</p> <p>7 from some of the administrators from those</p> <p>8 surrounding elementary schools, to do the full</p> <p>9 recruitment like we used to, but go hand out</p> <p>10 information and be visible.</p> <p>11 We're also doing a large radio and news</p> <p>12 campaign here in the next couple of weeks. And</p> <p>13 we'll at the Farmers and Crafts Market here downtown</p> <p>14 on Saturday, just getting the information out and</p> <p>15 letting people know that we're still here, you know.</p> <p>16 That was a big thing. Because for a</p> <p>17 little while, a lot of people -- we moved across</p> <p>18 town, and there was some negative press in the past.</p> <p>19 So they weren't sure if we were still around or not</p> <p>20 because we weren't in the same building and so on.</p> <p>21 So we're trying to clear up all of that confusion</p> <p>22 and now let people know that we're here.</p> <p>23 We've also begun a collaboration with the</p> <p>24 Department of Health to become a vaccination site,</p> <p>25 now that 12 and over is being brought in, but not</p>	101	<p>1 the budget, and I noticed the reason -- what</p> <p>2 prompted my question was out of curiosity. But also</p> <p>3 in the budget, I don't see any line item that lists</p> <p>4 any type of advertising or branding for the school.</p> <p>5 So I didn't know how much expenses are going towards</p> <p>6 advertising and getting those students recruited.</p> <p>7 MS. GALVAN DE LUCERO: Mary, I'll let you</p> <p>8 help me answer that one. I'm not sure that we've</p> <p>9 ever specified an advertising budget. I'm not</p> <p>10 even -- I'll be honest. I'm not even quite sure</p> <p>11 that's a budget item that's allowed in charter</p> <p>12 budgets.</p> <p>13 MS. MARY HAGEMANN: Yes. So I know, in</p> <p>14 the past, we have had an advertising line. This</p> <p>15 year we did have the CARES Act as well as the CSP</p> <p>16 expansion grants to kind of help us do those</p> <p>17 expenditures for advertising.</p> <p>18 THE CHAIR: And could the record please</p> <p>19 reflect that Michael Vigil has also joined us? Good</p> <p>20 to see you, Mike.</p> <p>21 Commissioner Voigt?</p> <p>22 COMMISSIONER VOIGT: Thank you.</p> <p>23 Commissioner Manis, sometimes that just comes</p> <p>24 straight out of operational.</p> <p>25 So I just have some questions regarding</p>

<p style="text-align: right;">102</p> <p>1 your projection of students.  2 It's so -- it's pretty stressful to rely  3 upon enrollment, you know, to really make your  4 school be successful and to meet those numbers.  5 What was your enrollment at your 120th day  6 of this school year?  7 MS. GALVAN DE LUCERO: I believe we're at  8 77.  9 COMMISSIONER VOIGT: And you're projecting  10 80 for your 40th day of next year?  11 MS. GALVAN DE LUCERO: Correct.  12 COMMISSIONER VOIGT: Okay. And you have  13 how many graduates?  14 MS. GALVAN DE LUCERO: We're hoping --  15 I'll be honest. We're hoping for 40.  16 COMMISSIONER VOIGT: What's the highest  17 enrollment in your school's history that you've ever  18 had?  19 MS. GALVAN DE LUCERO: In the school's  20 history, I believe it was close to 200.  21 COMMISSIONER VOIGT: Yeah. Wow. Okay.  22 Yeah, COVID really has altered things. Okay. That  23 was my question.  24 So you feel pretty confident that you are  25 going to have 80 students on your 40th day?</p>	<p style="text-align: right;">104</p> <p>1 So we're looking at the old full licensure  2 opportunities and things like that. But, currently,  3 they're listed as long-term subs.  4 THE CHAIR: Okay. Thanks.  5 Commissioner Voigt?  6 COMMISSIONER VOIGT: Thanks. Just to  7 follow up. Really having that presence within your  8 community, I'm just curious. Do you go to La Mesa  9 and Canutillo and --  10 MS. GALVAN DE LUCERO: Not necessarily  11 Canutillo, because it's Texas. (Inaudible.)  12 THE CHAIR: Don't do that.  13 COMMISSIONER VOIGT: I thought Canutillo  14 was part of New Mexico.  15 MS. GALVAN DE LUCERO: No. They're Texas.  16 But we do all the way go step on that border there  17 in Anthony, New Mexico/Texas. We actually have a  18 few kids that commute back and forth from the  19 Anthony and La Mesa area.  20 COMMISSIONER VOIGT: That's great.  21 MS. GALVAN DE LUCERO: We also go all the  22 way out to Radium Springs going north. We have some  23 kids coming from there, and a couple from Hatch as  24 well, which is a good 45 to one-hour drive, for  25 those of you who aren't familiar with our area.</p>
<p style="text-align: right;">103</p> <p>1 MS. GALVAN DE LUCERO: Yes, ma'am.  2 COMMISSIONER VOIGT: Okay. Great.  3 Thanks.  4 THE CHAIR: Okay. So just one quick  5 follow-up. You're projecting, if I remember  6 correctly, four-and-a-half full-time staff? Was  7 that it?  8 MS. GALVAN DE LUCERO: I think it's a  9 little more than -- oh, yes. Currently, because of  10 our elective classes, they're currently listed as  11 long-term subs. Correct.  12 THE CHAIR: Got you. My question wrapped  13 around the music component of the school to make  14 sure that that's not being lost. Because that also  15 is -- for Commissioners' information, that's also a  16 great source of recruitment. When a school is able  17 to go out and do the performances in the -- in the  18 community, it's certainly -- shows what the -- what  19 the school means to the -- to the community. So  20 those are -- those are the substitutes?  21 MS. GALVAN DE LUCERO: Yeah. It's really  22 hard to find actual licensed, certified teachers  23 with those credentials. So we're working on finding  24 ways to support those teachers to get their actual  25 full teaching license.</p>	<p style="text-align: right;">105</p> <p>1 THE CHAIR: That's amazing, yeah. But no  2 Texas.  3 COMMISSIONER VOIGT: I have a friend that  4 lived in Canutillo, and I'm going to have to give  5 her a hard time since she was living in Texas.  6 THE CHAIR: Yeah. Absolutely. Yeah.  7 Anthony is that split city. But Canutillo, no.  8 We'll be here for a different reason, you know.  9 Okay. Commissioner Chavez?  10 COMMISSIONER CHAVEZ: Well, I just want to  11 say Canutillo is better than taking them from Hatch.  12 So just be careful with that.  13 I do have a question. I'm assuming that  14 you receive CARES funding?  15 MS. GALVAN DE LUCERO: Yes.  16 COMMISSIONER CHAVEZ: And do you receive  17 Title I funding as well?  18 MS. GALVAN DE LUCERO: Correct.  19 COMMISSIONER CHAVEZ: What other federal  20 programs do you receive?  21 MS. GALVAN DE LUCERO: We have Title I,  22 Title II. We also have some Title IV funding as  23 well. We have bilingual and multicultural education  24 program funding for our bilingual program, along  25 with the CARES funding. We also currently receive</p>

<p style="text-align: right;">106</p> <p>1 the CSP Grant through the Charter Division and a 2 fine arts academic building grant as well. 3 COMMISSIONER CHAVEZ: So what we're seeing 4 here is just the SEG; correct? 5 MS. GALVAN DE LUCERO: Mostly, yeah. 6 COMMISSIONER CHAVEZ: Based on the 910B5. 7 MS. GALVAN DE LUCERO: Yes. 8 COMMISSIONER CHAVEZ: So will you be using 9 any of the CARES funding to supplement your 10 staffing? 11 MS. GALVAN DE LUCERO: Yeah. We have 12 already looked at different ways we can supplement 13 that some with our social worker to make sure we're 14 adding our social-emotional learning and well-being 15 of our students, also supporting our custodial staff 16 to make sure we can sanitize and clean and 17 everything that is taken care of as needed and take 18 a little bit of the stress off of the teachers who 19 have had some responsibility of making sure that 20 everything was clean all of the time so that they 21 can focus more on instruction. So we are looking at 22 all of the allowable ways to supplement. 23 COMMISSIONER CHAVEZ: Okay, great. Thank 24 you. 25 THE CHAIR: So, Sylvy, now that you</p>	<p style="text-align: right;">108</p> <p>1 education plan through the DASH system, is that 2 included in any type of evaluations, or -- when you 3 go through and do the visits or assessments of the 4 schools? 5 DIRECTOR CORINA CHAVEZ: Commissioner 6 Chavez, in the past -- this is the second year for 7 the ed plans. And the ed plans that are now 8 accompanying the 910B5s and the schools' budgets in 9 the past have not been incorporated into the overall 10 performance frameworks that -- that the State 11 charter schools fall under. 12 I would like to ask my colleague, Melissa 13 Sanchez, to see what, if any, follow-up was 14 implemented last year since I was not here. 15 But before she goes on, I would also like 16 to let you know that Melissa and another staff 17 member on our team and I are looking at those ed 18 plans this year. And they are structured 19 differently. And so that is a great question. 20 I think this notion of how do we align all 21 the different systems and make them meaningful is 22 where you're coming from. And so I do think that 23 the information that's provided in those ed plans 24 and how it gets incorporated to our overall 25 oversight and monitoring of schools is a really good</p>
<p style="text-align: right;">107</p> <p>1 mentioned custodial, I guess I have a question, 2 because I know you lease from LCPS. 3 MS. GALVAN DE LUCERO: Correct. 4 THE CHAIR: So they don't -- is that 5 custodial services contracted through LCPS? Or do 6 you have to contract that separately? 7 MS. GALVAN DE LUCERO: We have to contract 8 that separately, unfortunately. That didn't come as 9 part of the package. 10 THE CHAIR: Okay. Only the maintenance 11 of -- if there's high-ticket maintenance. 12 MS. GALVAN DE LUCERO: Correct. 13 THE CHAIR: Thanks. I wasn't exactly sure 14 how that was working out. 15 Mike? 16 COMMISSIONER CHAVEZ: Yes, I just had a 17 follow-up question. Maybe this is for Director 18 Chavez. 19 I'm assuming that all the charter schools 20 as well as other districts have to submit an 21 educational plan to -- to be submitted in 22 conjunction with the budget. Is that the case with 23 this charter school as well? 24 MS. GALVAN DE LUCERO: Yes. 25 COMMISSIONER CHAVEZ: When you submit the</p>	<p style="text-align: right;">109</p> <p>1 question. 2 But I'm going to turn it over to Melissa, 3 who really has expertise in this area. 4 MS. MELISSA SANCHEZ: Thank you, Corina. 5 So, yes, that's a very good question, Commissioner 6 Chavez. 7 Last year, they were -- you know, that was 8 kind of the first year that we were doing them. So 9 we kind of worked out some bugs. 10 This year, it's changing a little bit. 11 And it's to be more inclusive and to -- and to 12 include overlap. 13 So we will be -- like Director Chavez 14 said, we will be reviewing them. 15 Now, these -- the submission of ed plans 16 was also to coincide with the budget submission 17 date. And some schools have not had the opportunity 18 to submit them yet. 19 There has been no -- you know, DS Delgado, 20 who heads up that division of PED, has made it 21 pretty clear that, you know, in this first year that 22 it's really going to count (indicates), that we'll 23 be working with schools that have not yet submitted 24 them to make sure that they are approved. We will 25 have access to all of these ed plans. So it will be</p>

<p style="text-align: right;">110</p> <p>1 part of our -- potentially part of our renewal -- or 2 not renewal -- but our site visit process. 3 And I have to tell you. I did get the 4 opportunity -- and I specifically chose to work with 5 La Academia Dolores Huerta in their -- in their Op 6 Bud process this year, because I wanted to help and 7 support them through this. 8 They were one of the very first schools to 9 submit a -- or LEA to submit a budget this year this 10 time around. So there might be a lag for them in 11 getting their ed plan up. 12 And I can let head administrator Sylvy 13 give you a little bit more information on that 14 particular thing. But, yes, we're looking forward 15 to working with the school through this process. 16 Are there any questions further on that? 17 COMMISSIONER CHAVEZ: No. I just -- I 18 appreciate the information. I just -- I know that 19 PED and this whole process with the ed plan from 20 last year to this year, there was an attempt to 21 streamline things. And I -- I don't know. I guess 22 it's up for interpretation or opinion whether that 23 happened or not. 24 But, you know, what I do get a little 25 frustrated with is when we continue to add more and</p>	<p style="text-align: right;">112</p> <p>1 THE CHAIR: Thanks. 2 Commissioner Taylor, you had your hand up? 3 COMMISSIONER TAYLOR: Yeah. Just a real 4 quick question. So -- and I'm not sure who to 5 direct it to. But the budget that's submitted is 6 for 80 enrollees; is that correct? I think we 7 talked about that. 8 MS. GALVAN DE LUCERO: Correct. 9 COMMISSIONER TAYLOR: What -- is there, 10 like, a -- is there a break-even number of students 11 that you need in order to have your budget be 12 effective and -- I mean, just to break even for the 13 year? 14 MS. GALVAN DE LUCERO: I would say it's 15 the 80. I mean, I haven't really looked at it in 16 that sense. But we definitely don't want to -- to 17 kind of, you know, give yourselves too much relax or 18 leeway. But, Mr. Vigil, maybe you have a little 19 something more. You're the numbers guy. So we rely 20 on you. 21 MR. MICHAEL VIGIL: So as far as we all 22 know in New Mexico, most of this 910B5 funding comes 23 from prior-year counts; and so last year's 910B5. 24 So really the only number of growth units, we're 25 only looking at nine kids for growth.</p>
<p style="text-align: right;">111</p> <p>1 more and more paperwork and just make things more 2 and more difficult for districts and our charter 3 schools, you know, and in adding just another thing 4 to their plate -- and I appreciate your comment, 5 Director Chavez, where you said to have it be 6 meaningful. 7 And I think that is what we're all -- you 8 know, I think that's what we would all want is for 9 it to be meaningful and not just paperwork that is a 10 piece of compliance because somebody is telling us 11 we have to do it. You know, it would just be -- and 12 I don't even know. I don't have any 13 recommendations. 14 But I just want to make this statement, 15 that the more that we can do to not duplicate the 16 submission of information, because it does take a 17 lot of time to go through those ed plans. And then 18 we have the DASH plan, and we have the ed plan. And 19 then we had -- you know, just all of those different 20 pieces. 21 And it does -- it does take a lot of time 22 and effort. And I always get frustrated because 23 it's like we're spending so much time on paperwork, 24 where we should be spending more time with kids and 25 in the classroom. And so I just needed to say that.</p>	<p style="text-align: right;">113</p> <p>1 It compares last year's 40th day to this 2 year's 40-day. The State, the federal government, 3 everybody, we all know we were in a terrible 4 condition with the pandemic last year. School 5 districts and schools lost a lot of enrollment. 6 We're trying to find those kids and get them back. 7 So we're very thankful to the Legislature, 8 to the Governor and all the people that supported -- 9 the "hold harmless" provisions came through and 10 provided us with additional funding for this year. 11 So it's a little bit more difficult to 12 determine what that actual break-even. My hope is 13 that we would actually exceed the 80 -- the number 14 of 80. I think this, both with the "hold harmless" 15 provisions, the ESSER II monies that are coming in. 16 And now with, we're told, the ARPA monies 17 that are coming in, the new stimulus act, that have 18 not been allocated out, that we would work with all 19 our schools and tell them, "This is our opportunity 20 to use those funds to build sustainable programs and 21 sustainable schools by increasing the number of 22 students there, get back to where we used to be, and 23 build the programs that we want, using these 24 short-term funds, but building a sustainable program 25 that will carry on into the future."</p>

<p style="text-align: right;">114</p> <p>1           And that's really what we're going to be 2 trying to do with Dolores Huerta and all of the 3 schools. 4           I want to point out a couple of things 5 that are really going to help this school. When you 6 look at the budget, we're proposing a cash carryover 7 in excess of \$200,000. For most schools, that is a 8 tremendous amount. That's -- I want to point out 9 that's very good on behalf of the school; the 10 administration has maintained the costs, so that we 11 do carry over money. 12          We do know, like I said, the ESSER II and 13 the ARPA are coming forward. And it's not that 14 large of an at-risk number. We're looking at nine 15 kids. I think if -- that's the minimum that we want 16 to hit. But what I -- internally -- and this is 17 what I told the budget office when I talked to 18 Melissa and Corina is, you know, that's what we 19 propose to the State. 20          However, internally, we want to exceed 21 that number. We want to grow the school. But we 22 don't know what's going to happen in July and August 23 and -- you know, every week is a new change. Now we 24 don't have to wear masks according to CDC. But 25 what's going to happen next month? Are the schools</p>	<p style="text-align: right;">116</p> <p>1           COMMISSIONER TAYLOR: Great. Thank you 2 very much. 3           THE CHAIR: Thanks. And I, too -- I was 4 very surprised when I saw that carryover. I thought 5 maybe I was -- I had to look back and see if I was 6 misreading the line. It was, like, wow, they've got 7 a carryover. It was good to see. 8           MS. GALVAN DE LUCERO: I'm good at 9 clipping coupons. 10          THE CHAIR: Commissioners, any other 11 questions? 12          Okay. So -- oh, I'm sorry. Commissioner 13 Voigt? 14          COMMISSIONER VOIGT: No. Go ahead. You 15 got this. 16          THE CHAIR: Okay. So I'm going to move 17 that the Public Education Commission accept the 18 budget of -- for La Academia Dolores Huerta and 19 issue a full five-year contract for the years 2021 20 through 2026. 21          COMMISSIONER CHAVEZ: Second. 22          THE CHAIR: There's a motion by 23 Commissioner Gipson. There's a second by 24 Commissioner Chavez. 25          Any additional discussion?</p>
<p style="text-align: right;">115</p> <p>1           going to open? 2           There are so many unknowns next year that 3 we feel this budget is a good budget. It's 4 compliant; it meets all the requirements. Balanced. 5 Has the 1.5 percent increase. It has the 6 1 additional percent for employer for ERB. It has 7 the increased amount for New Mexico Public School 8 Insurance Authority that we've been told to budget. 9           We looked at the instruction materials and 10 such that are now being asked to put in through the 11 operational budget. 12          So we've met all the requirements. And we 13 just want to make sure that, as changes come up, 14 we're going to be working with Sylvy in making sure 15 that her program remains intact. Because I'm a big 16 believer in charters maintaining what they wrote 17 they said they're going to do. 18          So we're going to -- we don't budget -- we 19 don't plan the budget. I've said this many times. 20 We budget the plan. And that plan is that 21 instructional plan. 22          But we want to make sure that we're 23 compliant with all other aspects, and we grow the 24 schools so they're sustainable for long-term issues 25 within the state.</p>	<p style="text-align: right;">117</p> <p>1           Commissioner Voigt? Oh, I'm sorry. 2           COMMISSIONER VOIGT: That's okay. Good 3 luck with getting your enrollment. I hope that that 4 happens for you. 5           MS. GALVAN DE LUCERO: Thank you very 6 much. And a shout-out to Ms. Karen Woerner. I 7 don't know how we would have survived the last year 8 or two without her guidance and all the bumpy roads 9 we've been through. We're really going to miss you. 10 Congratulations and I hope everything moving forward 11 is full of sunshine for you. 12          MS. KAREN WOERNER: Thank you, Sylvy. 13 Good luck to you and your team. You've worked hard. 14 Thank you. 15          THE CHAIR: Commissioner Burt, roll, 16 please? 17          COMMISSIONER BURT: Commissioner Chavez? 18          COMMISSIONER CHAVEZ: Yes. 19          COMMISSIONER BURT: Commissioner Voigt? 20          COMMISSIONER VOIGT: Yes. 21          COMMISSIONER BURT: Commissioner Davis? 22          COMMISSIONER DAVIS: Yes. 23          COMMISSIONER BURT: Commissioner Taylor? 24          COMMISSIONER TAYLOR: Yes. 25          COMMISSIONER BURT: Commissioner Armijo?</p>

118	<p>1 COMMISSIONER ARMIJO: Yes.</p> <p>2 COMMISSIONER BURT: Commissioner Robbins?</p> <p>3 (No response.)</p> <p>4 THE CHAIR: I don't even see him on the</p> <p>5 screen.</p> <p>6 COMMISSIONER BURT: Okay. Commissioner</p> <p>7 Robbins is not present.</p> <p>8 MS. KAREN WOERNER: I think he might be.</p> <p>9 Hold on. I think he might have dropped and come</p> <p>10 back on the phone.</p> <p>11 COMMISSIONER BURT: I'll come back to him</p> <p>12 at the end. Okay.</p> <p>13 Commissioner Carrillo?</p> <p>14 COMMISSIONER CARRILLO: Yes.</p> <p>15 COMMISSIONER BURT: Commissioner Gipson?</p> <p>16 THE CHAIR: Yes.</p> <p>17 COMMISSIONER BURT: Commissioner Manis?</p> <p>18 COMMISSIONER MANIS: Yes.</p> <p>19 COMMISSIONER BURT: Commissioner Burt,</p> <p>20 "Yes."</p> <p>21 Commissioner Robbins?</p> <p>22 COMMISSIONER ROBBINS: Yes.</p> <p>23 COMMISSIONER BURT: Awesome. Thank you.</p> <p>24 All right. That passes unanimously.</p> <p>25 THE CHAIR: Thanks. Motion passes,</p>	120	<p>1 COMMISSIONER VOIGT: I'm requesting a</p> <p>2 short break.</p> <p>3 THE CHAIR: Yeah. Yeah. So how long a</p> <p>4 little break do you need?</p> <p>5 COMMISSIONER VOIGT: Five minutes would do</p> <p>6 it.</p> <p>7 THE CHAIR: Sure. That's fine.</p> <p>8 Absolutely.</p> <p>9 COMMISSIONER VOIGT: Thanks.</p> <p>10 MS. KAREN WOERNER: No lunch break?</p> <p>11 COMMISSIONER VOIGT: I don't know.</p> <p>12 (Recess taken, 11:49 a.m. to 11:55 a.m.)</p> <p>13 THE CHAIR: So I want to have just a quick</p> <p>14 discussion with Commissioners. Looking at doing 9</p> <p>15 and 10 and then doing a lunch break?</p> <p>16 COMMISSIONER CARRILLO: That would be</p> <p>17 great.</p> <p>18 THE CHAIR: Okay.</p> <p>19 COMMISSIONER VOIGT: Sounds good. Yeah.</p> <p>20 THE CHAIR: Okay. So Item No. 9,</p> <p>21 Discussion -- really, not action -- on Liaison</p> <p>22 Reports. Because there's nothing that we're going</p> <p>23 to vote on.</p> <p>24 But I can offer a little bit of an update</p> <p>25 on the LESC and the LFC. Actually, the LFC next</p>
119	<p>1 ten-zero. Congratulations.</p> <p>2 MS. GALVAN DE LUCERO: Thank you, all.</p> <p>3 THE CHAIR: Good luck on the -- on your</p> <p>4 recruitment, and thank heavens it's opening up so</p> <p>5 that you can -- so that you can do more in-person.</p> <p>6 I think that truly will help.</p> <p>7 MS. GALVAN DE LUCERO: Thank you so much.</p> <p>8 And come on out and see us at the park.</p> <p>9 THE CHAIR: I will. I plan on it.</p> <p>10 MS. GALVAN DE LUCERO: Thank you.</p> <p>11 THE CHAIR: I'm actually going to be close</p> <p>12 to there on Monday. I'm doing a vaccination event.</p> <p>13 MS. GALVAN DE LUCERO: Oh, cool.</p> <p>14 THE CHAIR: I may drop by. Yeah.</p> <p>15 Thank everyone on the screen. We really</p> <p>16 appreciate everything that you do. Those members of</p> <p>17 the governing council, this has been as challenging</p> <p>18 a year; so truly appreciate that, and, hopefully,</p> <p>19 you have a safe and positive ending to this school</p> <p>20 year.</p> <p>21 So stay safe. Thanks.</p> <p>22 COMMISSIONER VOIGT: Madam Chair, could I</p> <p>23 request a short break?</p> <p>24 THE CHAIR: You can request it. It</p> <p>25 doesn't mean you're going to get it.</p>	121	<p>1 week is meeting in Truth or Consequences and</p> <p>2 Las Cruces. So Wednesday, they're in T-or-C doing</p> <p>3 Spaceport stuff.</p> <p>4 And I'm going to go Thursday, because they</p> <p>5 are doing some ed issues -- I know K5 Plus is on it.</p> <p>6 So it's here in Cruces. So I'm going to drop in and</p> <p>7 listen to when they're doing the ed issues.</p> <p>8 LESC hasn't developed their work agenda</p> <p>9 for this year. They're meeting this month to do --</p> <p>10 they're having a roundtable. And they'll decide</p> <p>11 what their work study is going to be for this coming</p> <p>12 year.</p> <p>13 And I originally saw that they were going</p> <p>14 to have their first, quote, unquote, regular meeting</p> <p>15 in June. But that has left the website. And I know</p> <p>16 July -- I'm going to touch base with the chair of</p> <p>17 the LESC and get the accurate information to see if</p> <p>18 they are, in fact, meeting in July with -- with the</p> <p>19 beginning of their work study. So I'll keep you up</p> <p>20 to date on that.</p> <p>21 The next one is the Indian Education</p> <p>22 Advisory. I don't know if you folks have met,</p> <p>23 Commissioner Davis.</p> <p>24 COMMISSIONER DAVIS: No, I have nothing to</p> <p>25 report. Hopefully, something will happen this</p>

<p style="text-align: right;">122</p> <p>1 month.</p> <p>2 THE CHAIR: Right. Because they don't --</p> <p>3 correct me if I'm wrong. They don't meet monthly;</p> <p>4 correct?</p> <p>5 COMMISSIONER DAVIS: No, they don't.</p> <p>6 THE CHAIR: Yeah. Thanks. Next is the</p> <p>7 Coalition of School Administrators.</p> <p>8 COMMISSIONER BURT: Sure. So -- and,</p> <p>9 actually, there is no such thing as the Coalition of</p> <p>10 School Administrators, which leads me to the</p> <p>11 conversation I had with the executive director of --</p> <p>12 it's the New Mexico Coalition of Education Leaders</p> <p>13 now. So I'll make sure Bev changes it on the agenda</p> <p>14 in the future.</p> <p>15 But I did talk to him. He said that, you</p> <p>16 know, in his time of being the executive director,</p> <p>17 that the PEC really hasn't had a liaison actively</p> <p>18 participate with NMCEL. So we're going to meet --</p> <p>19 like, we're going to go have lunch or coffee or</p> <p>20 something together and figure out all the different</p> <p>21 places that the PEC can coordinate with NMCEL.</p> <p>22 And we're planning on meeting -- just Stan</p> <p>23 Rounds and I are going to meet in the next two</p> <p>24 weeks.</p> <p>25 They're also -- they are having the first</p>	<p style="text-align: right;">124</p> <p>1 THE CHAIR: We can.</p> <p>2 COMMISSIONER ROBBINS: Okay. A couple of</p> <p>3 things that the PSCOC is looking at. One of them is</p> <p>4 actually pushing broadband and working with --</p> <p>5 trying to work with DOT -- not DOT, but DoIT, the</p> <p>6 New Mexico Ed Technology Department, and with the</p> <p>7 Governor's Office and PED, to try to ensure that</p> <p>8 schools that want and need funding get applications</p> <p>9 in. There's almost \$20 billion dollars nationwide</p> <p>10 for expanding broadband and E-Rate-type services.</p> <p>11 So that's important.</p> <p>12 They're also looking at developing</p> <p>13 guidelines for teacher housing. Many areas in</p> <p>14 New Mexico either don't have affordable housing or</p> <p>15 any available housing in some of our smaller and</p> <p>16 remote areas. So the Legislature did pass some</p> <p>17 funding for that, separate from schools, and we're</p> <p>18 working on developing guidelines, and there's a plan</p> <p>19 to be working with the schools that require</p> <p>20 teacherages to have those guidelines out by the end</p> <p>21 of the year.</p> <p>22 Finally, I have been working with PSFA,</p> <p>23 the Public School Finance Authority, to try to</p> <p>24 ensure that the proper amount on the MEM allocation</p> <p>25 for lease assistance is properly calculated.</p>
<p style="text-align: right;">123</p> <p>1 in-person conference that they know of. So he</p> <p>2 invited me as a liaison to come to that. It's</p> <p>3 July 19th to the 23rd. So that was really exciting.</p> <p>4 I mean, just the fact that someone's going to have</p> <p>5 an in-person conference was so exciting to hear.</p> <p>6 So I'll definitely be able to report</p> <p>7 more -- I know he -- we did talk briefly about that</p> <p>8 NMCEL is hosting superintendent and charter leader</p> <p>9 calls with the PED a couple of times a month. And</p> <p>10 so I will be advocating that we are added on to that</p> <p>11 list, as, you know, being able to participate in</p> <p>12 those.</p> <p>13 So that's something that we'll be</p> <p>14 discussing right away. And then we'll also be</p> <p>15 figuring out, you know, what other things the NMCEL</p> <p>16 is working on or can do that we can partner with in</p> <p>17 the future.</p> <p>18 THE CHAIR: Okay. Thanks so much. And</p> <p>19 I'm excited, because I'm actually going in-person to</p> <p>20 the LFC. So it's -- yeah, it's -- it's little baby</p> <p>21 steps we're taking.</p> <p>22 All right. Thanks.</p> <p>23 And the next is PSCOC?</p> <p>24 COMMISSIONER ROBBINS: Okay. Can you hear</p> <p>25 me?</p>	<p style="text-align: right;">125</p> <p>1 Back in 19- -- excuse me -- in 2008 -- I</p> <p>2 believe it was 2008 -- the Legislature said that the</p> <p>3 MEM should be \$700 per MEM adjusted upward or</p> <p>4 downwards, based upon the national Consumer Price</p> <p>5 Index.</p> <p>6 I've done some calculations. And right</p> <p>7 now, it's being proposed to be \$757. My</p> <p>8 calculations, based upon the CPI, and having been</p> <p>9 formerly at a labor agency, really, it should be</p> <p>10 closer to \$858. So that's almost \$100 extra for</p> <p>11 schools.</p> <p>12 We realize that there's a cap based upon</p> <p>13 whatever the lease is. But many schools could</p> <p>14 benefit in not having to be dipping into operational</p> <p>15 funding if we can get the PSCOC to go with the</p> <p>16 higher amount, based upon what the CPI has actually</p> <p>17 been.</p> <p>18 So that's my only report based on the</p> <p>19 PSCOC. Thank you.</p> <p>20 THE CHAIR: Okay. Thanks. And that would</p> <p>21 be really great news if we could have that</p> <p>22 calculation changed. And -- 'cause, you know, every</p> <p>23 little bit counts. So thanks for that.</p> <p>24 Next is the School Boards Association.</p> <p>25 COMMISSIONER CARRILLO: Oh. Next is the</p>



126

1 Insurance Authority.  
 2 THE CHAIR: Sorry. The Insurance  
 3 Association?  
 4 (No response.)  
 5 THE CHAIR: So I think next is the School  
 6 Boards Association.  
 7 COMMISSIONER CARRILLO: Okay. Oh, here's  
 8 KT.  
 9 THE CHAIR: Oh, wait a minute. He's back.  
 10 Sorry.  
 11 COMMISSIONER MANIS: I keep having  
 12 connection issues. So sometimes my connection says  
 13 "unstable," so I have to take it off video so the  
 14 screen doesn't freeze, because on my end, I'm  
 15 getting, like, just frozen faces a lot of times and  
 16 delayed talking. So that's why I couldn't --  
 17 couldn't hear you.  
 18 So I was unable to attend the meeting this  
 19 past week. It was my birthday on Friday; so I went  
 20 out of town for a few days and didn't have Internet  
 21 connection to log into the meeting, so I was unable  
 22 to attend the meeting for May.  
 23 THE CHAIR: Okay. Thank you.  
 24 School Boards Association?  
 25 COMMISSIONER CARRILLO: Nothing to report.

127

1 Meeting the first week of June when they have their  
 2 state conference.  
 3 THE CHAIR: Okay.  
 4 COMMISSIONER CARRILLO: Their state board  
 5 meeting.  
 6 THE CHAIR: Right. Okay. Thank you.  
 7 And, lastly, the Library Commission?  
 8 COMMISSIONER ARMIJO: Hi. So we were  
 9 originally going to meet in April, but they  
 10 postponed it until May 21st. The -- Eli -- I'm not  
 11 sure how to pronounce it -- Eli Guinnee, the State  
 12 Librarian, wanted to wait a little while because  
 13 there's big things in development, and he'll be  
 14 better able to report them in May, including staff  
 15 changes, federal ARPA funding, new broadband  
 16 opportunities, E-Book tax issues, tribal funding for  
 17 after-school programs, and the 2016 GO Bond.  
 18 So I'll have more to report in June after  
 19 our meeting.  
 20 THE CHAIR: Okay, thanks. Appreciate  
 21 that.  
 22 And then next up, we have the update on  
 23 the Certificate to all State Chartered Charter  
 24 Schools.  
 25 So, Commissioner Voigt, do you want to do

128

1 that?  
 2 COMMISSIONER VOIGT: Sure. I'm going to  
 3 just hand this over to Beverly, because she is  
 4 leading this charge, and this could not have been  
 5 done without her getting these certificates printed  
 6 and everything. So I just -- I have so much  
 7 appreciation for your work on this, Beverly.  
 8 MS. BEVERLY FRIEDMAN: Thank you, Vice  
 9 Chair Voigt.  
 10 And, Chair Gipson and Commissioners, the  
 11 certificates have been designed and approved, and  
 12 probably as we are speaking, are running off the  
 13 presses at the State Printing Office and should be  
 14 in the mail in the next few days to all of the  
 15 charter schools, the State-chartered charter  
 16 schools.  
 17 And I can send you a link if you would  
 18 like to see the finalized certificates. But they  
 19 are very similar to the ones that Commissioner Voigt  
 20 showed at the last meeting.  
 21 COMMISSIONER VOIGT: They're prettier,  
 22 actually.  
 23 THE CHAIR: They are. They're -- thanks  
 24 so much for all that work. It really was a lot of  
 25 work, and appreciate the fact that they were able to

129

1 be done. And they do, they look -- they far  
 2 exceeded my expectations of what they were going to  
 3 look like. So I really thank -- and that's PED  
 4 Printing that's doing it?  
 5 MS. BEVERLY FRIEDMAN: It's the State  
 6 Printing Office.  
 7 THE CHAIR: Oh, the State Printing Office.  
 8 Yeah. Well -- and it's not that we were able to  
 9 access that and do that, because it really -- it is  
 10 truly a professional looking job. Because it was a  
 11 professional job.  
 12 So -- and appreciate -- you know. I think  
 13 the schools -- it's just a little pat on the back  
 14 and "attaboy" that -- "Thank you so much for  
 15 everything you've done." And the fact that it looks  
 16 nice makes it even better.  
 17 COMMISSIONER VOIGT: So I think it would  
 18 be great for the Commissioners to see the final  
 19 product.  
 20 THE CHAIR: Yeah.  
 21 MS. BEVERLY FRIEDMAN: I will send that  
 22 out to everyone.  
 23 THE CHAIR: Okay. Thanks.  
 24 COMMISSIONER VOIGT: Thanks a lot.  
 25 THE CHAIR: Okay. So next on our agenda

130	<p>1 is lunch break.</p> <p>2 COMMISSIONER CARRILLO: May I suggest we</p> <p>3 just come back at 12:40, which is, like, 31 minutes?</p> <p>4 THE CHAIR: 31 minutes. Okay. Don't</p> <p>5 abuse that one extra minute.</p> <p>6 COMMISSIONER CARRILLO: I won't. Is that</p> <p>7 okay with everybody?</p> <p>8 THE CHAIR: Yeah. That's fine. See you</p> <p>9 soon.</p> <p>10 COMMISSIONER CARRILLO: Bye.</p> <p>11 (A recess was taken at 12:08 p.m., and</p> <p>12 reconvened at 12:43 p.m., as follows:)</p> <p>13 THE CHAIR: Okay. So we're all back. So</p> <p>14 thanks. Hope you-all got your food delivered in</p> <p>15 time.</p> <p>16 So I live out in a no-delivery zone. If I</p> <p>17 want delivery of anything, I have to drive five</p> <p>18 miles to meet the -- whoever it is that delivers,</p> <p>19 get it in the parking lot of the Farm and Ranch</p> <p>20 Museum and then drive home. So it kind of defeats</p> <p>21 the home-delivery piece of it.</p> <p>22 Okay. So we are now -- sorry -- on to</p> <p>23 Item No. 11, which is Discussion and Possible Action</p> <p>24 on the Memorandum of Understanding with PEC and PED.</p> <p>25 So I, once again, want to thank everyone</p>	132	<p>1 artful comma and the word "and" on line 19. So as</p> <p>2 you see, it's struck through.</p> <p>3 THE CHAIR: Oh, you know what? That's</p> <p>4 fine. We agreed yesterday that if there was -- what</p> <p>5 we're going to refer to is, like, scrivener -- those</p> <p>6 changes weren't made in terms of the comma wasn't</p> <p>7 taken out. If there's something struck out on this</p> <p>8 that shouldn't have been, there will be that -- I</p> <p>9 think there's an understanding -- I think -- unless</p> <p>10 Commissioners are unclear?</p> <p>11 COMMISSIONER CARRILLO: Why don't we go</p> <p>12 through the two changes that she has?</p> <p>13 COMMISSIONER VOIGT: Just a second. Can</p> <p>14 we go through -- can you make that bigger, first of</p> <p>15 all, and then go exactly to that place where it's</p> <p>16 struck through? I can't see it.</p> <p>17 DIRECTOR CORINA CHAVEZ: Yes. Hold on.</p> <p>18 Let me make it bigger first.</p> <p>19 COMMISSIONER VOIGT: Thank you.</p> <p>20 Okay. I see it now. Thank you. It's</p> <p>21 hard to see the strike-through versus the underlined</p> <p>22 grammatical stuff.</p> <p>23 THE CHAIR: I have to say, on the copy</p> <p>24 that I opened, it's not struck through.</p> <p>25 DIRECTOR CORINA CHAVEZ: No, because that</p>
131	<p>1 for yesterday. I think we had a great discussion,</p> <p>2 and I hope everyone was heard.</p> <p>3 You know, as with any negotiations, not --</p> <p>4 we all don't get what we want. But the goal of this</p> <p>5 is to be able to move forward and to be able to</p> <p>6 create something that does offer that pathway so</p> <p>7 that we can cooperate and continue to open up those</p> <p>8 doors and work together. So I do appreciate this.</p> <p>9 I did have a conversation, brief, with the</p> <p>10 Cabinet Secretary this morning. And there was one</p> <p>11 piece that he was asking for a word change on the</p> <p>12 document. And that is -- and I just had it open,</p> <p>13 sorry -- that is on line 107. So if Commissioners</p> <p>14 can look at it? And line 107, the reference is to</p> <p>15 vocational education.</p> <p>16 Director Chavez, that's not where we're</p> <p>17 talking?</p> <p>18 DIRECTOR CORINA CHAVEZ: No, ma'am. If</p> <p>19 you want for me to share my screen, I have it cued</p> <p>20 up.</p> <p>21 THE CHAIR: Okay. All right. I thought I</p> <p>22 had it right.</p> <p>23 DIRECTOR CORINA CHAVEZ: That's okay. It</p> <p>24 shows up twice, language around that. So there's</p> <p>25 actually two -- one is what we're calling just an</p>	133	<p>1 happened this morning. And the copy that everybody</p> <p>2 has is what was completed last night. So we are</p> <p>3 looking at line 19, and we are removing a comma and</p> <p>4 the word "and" in this "WHEREAS."</p> <p>5 THE CHAIR: Okay. That's fine.</p> <p>6 COMMISSIONER CARRILLO: I'm sorry. So</p> <p>7 just after the word "Department"?</p> <p>8 DIRECTOR CORINA CHAVEZ: After the word</p> <p>9 "Department," yes.</p> <p>10 COMMISSIONER CARRILLO: Okay.</p> <p>11 DIRECTOR CORINA CHAVEZ: Okay. And then</p> <p>12 the only other change requested by the Secretary was</p> <p>13 lines 54 and 55. And it is everything in between</p> <p>14 the two commas. And that is, "including what is now</p> <p>15 referred to as college and career readiness and</p> <p>16 career technical training."</p> <p>17 And the reason why we are removing that is</p> <p>18 because we want to make sure that there is an</p> <p>19 understanding of the language that we're using</p> <p>20 around this. And that just -- that adds to</p> <p>21 complexity that is not necessary here.</p> <p>22 THE CHAIR: Right. And I'm -- just</p> <p>23 correct me if I'm wrong. I -- I don't -- I don't</p> <p>24 know if the statute says specifically, "including</p> <p>25 what is now referred to as... ."</p>

<p style="text-align: right;">134</p> <p>1 If the statute says that specifically, 2 then, once again, I'm in that conversation from 3 yesterday. If that's what the statute says, it's 4 just statute language, and we're not altering 5 statute language. 6 So I -- that's my -- that's my question. 7 Does the statute say, "including what is now 8 referred to as..."? 9 DIRECTOR CORINA CHAVEZ: So I will go back 10 into statute to take a look. But if it does, I can 11 let you know that there is a plan to revise statute. 12 If it says that, there is a plan to revise statute 13 to eliminate that. We're trying to -- 14 THE CHAIR: And that's fine. But that's 15 in the future. That's the same way as us saying our 16 intention is to work -- I believe -- to work to 17 clean up the statute. So there's a lot that may 18 very well not apply, that won't be statute. Because 19 this doesn't compel anything. This is just 20 statement of fact. This is the statute. The MOU 21 itself is the commitment of what we're doing. 22 And I -- we -- I believe we agreed 23 yesterday that the statute sits as the statute is. 24 And, once again, if it changes, obviously, it 25 doesn't exist any longer, and we can't say, "Well,</p>	<p style="text-align: right;">136</p> <p>1 referring to exactly? 2 DIRECTOR CORINA CHAVEZ: You have a split 3 screen? 4 COMMISSIONER CARRILLO: Yes. 5 DIRECTOR CORINA CHAVEZ: Well, I don't 6 know about that. But I can tell you that I can stop 7 sharing and go back to the Word document, and I will 8 tell you exactly where within the Word document. 9 So if you have it open, look at Page -- 10 lines 54 and 55, where, in this "WHEREAS" -- and I'm 11 not sure who created this "WHEREAS" -- something was 12 inserted that is not in statute. So let's look at 13 the language in the "WHEREAS." 14 THE CHAIR: We looked at that. We see 15 that. 16 DIRECTOR CORINA CHAVEZ: Commissioner 17 Carrillo was asking where it was. 18 THE CHAIR: No. I thought he was asking 19 for the statute language. 20 DIRECTOR CORINA CHAVEZ: Okay. Well, I 21 just wanted -- 22 COMMISSIONER CARRILLO: What I'm hearing 23 is that these lines -- the lines between the comma, 24 what I just heard, including what is now referred, 25 is actually not in the statute; is that correct?</p>
<p style="text-align: right;">135</p> <p>1 we're planning on changing that, so we're not going 2 to include that now." We include the statute as it 3 exists now. It doesn't compel anyone to anything. 4 The -- 5 COMMISSIONER DAVIS: Yes, that is correct. 6 THE CHAIR: The body of the MOU does that. 7 COMMISSIONER DAVIS: That's what we 8 discussed yesterday, and we agreed on it. 9 MS. KAREN WOERNER: Madam Chair, Director, 10 it doesn't say that. 11 DIRECTOR CORINA CHAVEZ: Right. I have it 12 cued up right now. So before we spend too much 13 energy getting upset about it, let's just -- 14 MS. AMI JAEGER: But because -- but, you 15 know, for the Commissioners, it is -- it is in 16 federal law. It is in federal law. 17 THE CHAIR: But this is something -- 18 COMMISSIONER BURT: (Inaudible due to 19 simultaneous speaking.) 20 DIRECTOR CORINA CHAVEZ: We're citing 21 statute, and statute does not have that little 22 clause. So if we're consistent with that -- 23 THE CHAIR: Then, fine, take it out. 24 COMMISSIONER CARRILLO: Hold on. Hold on. 25 You got the split screen now. Where are you</p>	<p style="text-align: right;">137</p> <p>1 DIRECTOR CORINA CHAVEZ: Correct. 2 THE CHAIR: So I think we're good. 3 MS. AMI JAEGER: I mean, except -- except 4 for 22-14-2, sub B, that includes any federal aid 5 funds. So in that sense, the relationship between 6 vocational education, how it's been referred to as 7 CTE or college career readiness, as it has morphed, 8 is included, because the reference to federal law is 9 in the State statute. 10 Look, I don't have an opinion about 11 keeping it in or taking it out. I just feel the 12 conversation needs to be properly grounded in what 13 the New Mexico statute cites, including its 14 reference to federal law. That's all. 15 THE CHAIR: Right. And I appreciate that. 16 But I think if we're -- if we are consistent with 17 everything else, that we've cited New Mexico 18 statute, I think taking that out is consistent with 19 what we talked about yesterday. 20 COMMISSIONER CARRILLO: So then can we 21 agree on that as a group, that between the two 22 commas, including what is now referred to ending in 23 "technical training," we are taking that out? 24 COMMISSIONER VOIGT: Yeah, I agree. I 25 think so.</p>

<p style="text-align: right;">138</p> <p>1 COMMISSIONER CARRILLO: Terrific. Let's 2 move on.</p> <p>3 DIRECTOR CORINA CHAVEZ: Those were the 4 only changes that the Secretary asked me to put this 5 in the record. This morning, as you know, he called 6 both me and Chair Gipson separately and had a 7 conversation.</p> <p>8 And he reiterated exactly what Chair 9 Gipson shared, that he feels good about this process 10 moving forward. He is very appreciative of all the 11 Commissioners for the time that you all are taking 12 to discuss this very important document that we're 13 moving forward with, and he wants to make sure that, 14 for the record, the "WHEREAS"es provisions don't 15 accurately reflect what is going on here.</p> <p>16 We have some conflicting areas of statute 17 which I think we all recognized yesterday -- and, 18 especially, I would say that the "WHEREAS" that 19 speaks to the independence of the Commission; 20 because, really, we're in an interdependent 21 relationship between the Commission and the -- the 22 Public Education Department, especially around 23 charter authorization work.</p> <p>24 You all make authorization decisions 25 independently of the PED. We make recommendations</p>	<p style="text-align: right;">140</p> <p>1 that, you know, this is a huge milestone for both 2 entities, for the PED and the PEC, to develop a 3 collaborative framework that we know will get looked 4 at annually.</p> <p>5 And I'm just reiterating, you know. This 6 is where we're going. We're moving forward in a 7 very positive, amicable manner. And I think as far 8 as working relationships go, it's going to be really 9 productive. And the greatest benefactors of this 10 are going to be our schools and our kids.</p> <p>11 So I want to extend the gratitude to 12 everybody here, and beyond this Zoom call, who have 13 had their hands in this mix. So thank you.</p> <p>14 THE CHAIR: Right, you know. And I 15 certainly opened up with that. And I communicated 16 once again to the Cabinet Secretary this morning 17 that those "WHEREAS"es do, in fact, conflict with 18 each other.</p> <p>19 But that MOU helps to iron out how, at 20 this point in time, we work through those areas that 21 maybe contradict each other some, and that we have 22 to work together to fix and clean up the statute. 23 That's moving forward in that more collaborative 24 manner. But that those "WHEREAS"es don't commit us 25 necessarily to anything. The working document is</p>
<p style="text-align: right;">139</p> <p>1 to you. That is codified in the statute. 2 And the part of statute that is cited 3 towards the beginning of the MOU, which is 4 Section 9.24.9, et cetera, and 9.17 (verbatim) talks 5 about an independence -- independent agency, these 6 are not accurately reflecting the relationship that 7 exists.</p> <p>8 But we want to move forward signing this 9 MOU. We want to move forward in having the 10 agreements that everybody discussed yesterday. The 11 meat of this document is really the numbered areas 12 that talk about how we are related to one another 13 and how we will work together.</p> <p>14 COMMISSIONER VOIGT: Right. Madam Chair? 15 THE CHAIR: Yeah. Sorry. I -- 16 COMMISSIONER VOIGT: That's okay. 17 THE CHAIR: I flipped off for a second. 18 So I apologize.</p> <p>19 COMMISSIONER VOIGT: If Director Chavez is 20 finished, I wanted a follow-up comment. 21 THE CHAIR: Sure. 22 COMMISSIONER VOIGT: Okay. Thank you. 23 So I just really appreciate everybody's 24 work and consideration that has -- that's gone into 25 this MOU. And without speaking deductively, I think</p>	<p style="text-align: right;">141</p> <p>1 that MOU body.</p> <p>2 COMMISSIONER VOIGT: Right. And I think 3 legislatively that would fall within the liaison 4 work of -- you know, future liaison.</p> <p>5 THE CHAIR: Right. Yeah. And as was 6 mentioned, a good topic for a work session for June, 7 so that we -- you know, we have clarity as to the 8 direction that -- you know, and we incorporate as 9 much input. Sorry, Bekka.</p> <p>10 COMMISSIONER BURT: That's okay. I was 11 going to say this is actually such a great piece, 12 because now you have this document that kind of 13 outlines -- you know, like we all know, and I hope, 14 you know, Corina is aware, the Secretary, we all 15 know that there's still going be statutory -- 16 there's still issues how things interact.</p> <p>17 And the legislators probably had some 18 great ideas, and then once things get started, it 19 doesn't go the way they thought it was going to do. 20 There's always going to be fixes and changes.</p> <p>21 The one thing I love about the body of the 22 MOU it does give, for right now, you and the Vice 23 Chair really, really great clear direction on how -- 24 on what -- how -- you know, what the Commission is 25 agreeable in those legislative changes.</p>

142

1 I mean, it's just a very clear -- and,  
 2 honestly, it's going to make it to where -- as the  
 3 PEC and PED collaborate more in the future, it's not  
 4 going to be, you know, that you're -- it's against  
 5 one another; it's, hey, we both want these changes.  
 6 We both want, you know, our working relationship to  
 7 be solidified in this way to where it just makes  
 8 sense.  
 9 And it didn't have to be through -- you  
 10 know, through an MOU. And we do have the  
 11 legislative changes.  
 12 So that's the one thing I really  
 13 appreciate about it is it's just clear. It gives us  
 14 all guidance, and it really allows -- like, I'm  
 15 excited to move forward without the tension of, you  
 16 know, this understanding being -- you know, a part  
 17 of, like, the everyday conversation and moving  
 18 forward on -- getting to move forward, which is  
 19 great.  
 20 THE CHAIR: Right. Commissioner Taylor?  
 21 COMMISSIONER TAYLOR: Yeah. I just want  
 22 to reiterate, I feel like this just sends a message  
 23 to our constituents and to people across the state  
 24 that we're working hard to collaborate with the PED.  
 25 There's -- as you all know, there is a -- there is

143

1 sort of a general feel, or a general idea amongst  
 2 the charter schools across the state, that there's a  
 3 contentious relationship between the PEC and the  
 4 PED.  
 5 And so I'm really thankful that we're able  
 6 to -- to sort of start this process of -- of mending  
 7 that perception, whether or not it's through, you  
 8 know, (indiscernible due to audio distortion) person  
 9 across the state.  
 10 So good job, ya'll. Thank you.  
 11 THE CHAIR: Thanks.  
 12 COMMISSIONER ROBBINS: Madam Chair?  
 13 THE CHAIR: Okay. Is there any fur-- --  
 14 Commissioner Robbins?  
 15 COMMISSIONER ROBBINS: Madam -- yes. I  
 16 would like to, if I could, just take a minute and  
 17 read something that I prepared, if that would be  
 18 okay.  
 19 THE CHAIR: Yeah. I mean, you've been  
 20 recognized; so...  
 21 COMMISSIONER ROBBINS: Thank you. Okay.  
 22 You know, Beverly sent you some files that  
 23 I had submitted. It's unfortunate that we didn't  
 24 discuss those yesterday, because I think they're  
 25 relevant to this MOU and to the interpretation that

144

1 LFC has on the allocation of the 2 percent. It's  
 2 unfortunate that we didn't talk about these or even  
 3 view them on the share drive.  
 4 For years, PED has used a large portion of  
 5 the 2 percent it takes from State charters to fund  
 6 staff and PED beyond the budget of PEC and  
 7 administrative support for PEC and CSD.  
 8 PED has not provided an accounting. And I  
 9 understand this MOU is calling for that, but it has  
 10 not historically provided that.  
 11 PEC and CSD have used between 50 and  
 12 75 percent, most recently, of the SEG withheld from  
 13 State charters.  
 14 PED is funded via an appropriation of the  
 15 State legislature and various grants to support all  
 16 public schools in New Mexico, including State  
 17 charters. Even federal grants and funds awarded to  
 18 PED must be appropriated by the Legislature.  
 19 PED has no statutory authority to withhold  
 20 any of the SEG going to districts or district  
 21 charters for PED operations other than the  
 22 administrative support provided to CSD and PEC.  
 23 PED is statutorily required to support  
 24 educational curriculum, special ed, budget,  
 25 financial, and other support for all public schools

145

1 in New Mexico, including charter schools, via the  
 2 legislatively approved budget.  
 3 The PEC is administratively attached to  
 4 PED. The PED is statutorily authorized to withhold  
 5 up to 2 percent of the SEG allocated by formula to  
 6 State charters to provide administrative support to  
 7 the Charter School Division and the PEC. That is  
 8 direct support to the Division and to the PEC, not  
 9 support to the charter schools.  
 10 Since the PED is funded by the Legislature  
 11 to support all public schools in New Mexico, the PED  
 12 should not also receive a percentage of withheld SEG  
 13 from State charters to fund its operations out of  
 14 the direct administrative support and operation of  
 15 CSD and PEC.  
 16 I have confirmed this with legislators and  
 17 the LFC. All remaining unspent SEG funds, I  
 18 believe, should be returned to State charters for  
 19 their operations. These funds would be extremely  
 20 helpful and appreciated by State charters.  
 21 I believe this MOU is unconstitutional and  
 22 violates New Mexico Statutes.  
 23 Thank you.  
 24 THE CHAIR: Thank you.  
 25 Commissioners, is there any further

<p style="text-align: right;">146</p> <p>1 discussion?</p> <p>2 (No response.)</p> <p>3 Okay. If not, I am going to move that the</p> <p>4 Public Education Commission enter into -- oh, I'm</p> <p>5 sorry. I see your lips moving. Sorry.</p> <p>6 COMMISSIONER CARRILLO: That's okay. My</p> <p>7 understanding from yesterday is that when you make</p> <p>8 your motion about this, there's an attached</p> <p>9 motion -- or attachment you're making with regards</p> <p>10 to the writ. And that's based on --</p> <p>11 THE CHAIR: When I make the motion, you'll</p> <p>12 hear it.</p> <p>13 COMMISSIONER CARRILLO: Okay. Good.</p> <p>14 Well, thank you. Okay. Terrific.</p> <p>15 THE CHAIR: Okay. Thanks.</p> <p>16 So I move that the Public Education</p> <p>17 Commission enter into the memorandum of agreement</p> <p>18 with the Public Education Department, effective when</p> <p>19 signed by both parties -- oh, sorry -- with the</p> <p>20 amendment to the memorandum of agreement that on</p> <p>21 lines 54 to 55, there is a removal of the statement,</p> <p>22 "what is now referred to as college and career</p> <p>23 readiness and career technical training --"</p> <p>24 COMMISSIONER VOIGT: I'll second.</p> <p>25 THE CHAIR: -- and any other scrivener</p>	<p style="text-align: right;">148</p> <p>1 MS. AMI JAEGER: So the current status of</p> <p>2 the case was, you know, we filed -- we filed the</p> <p>3 motion. There was a reply by the PED. We requested</p> <p>4 leave to file a reply to that. The Court has never</p> <p>5 ruled on that. And that was filed in November.</p> <p>6 So there's been a series of motions that</p> <p>7 have been filed without the Supreme Court</p> <p>8 responding.</p> <p>9 You know, it is in the public interest,</p> <p>10 because the writ -- the way the writ was filed, it's</p> <p>11 not responsive to a particular case. Apart from</p> <p>12 that, looking at the Supreme Court rules, it is my</p> <p>13 opinion that dismissal is the proper motion to bring</p> <p>14 in front of the Supreme Court and not a simple</p> <p>15 withdrawal. We can't withdraw it at this point.</p> <p>16 There's been some procedural action on it.</p> <p>17 You know, if I'm directed to request a</p> <p>18 withdrawal instead of dismissal, I will follow the</p> <p>19 advice of -- I will follow the direction of my</p> <p>20 client. And if that's your preference, I certainly</p> <p>21 will -- and the Court will -- determine whether or</p> <p>22 not a withdrawal or a dismissal is proper.</p> <p>23 THE CHAIR: Commissioner Burt?</p> <p>24 COMMISSIONER BURT: I would say -- so,</p> <p>25 Ami, if we do a dismissal, does the PED also need to</p>
<p style="text-align: right;">147</p> <p>1 changes that need to be made.</p> <p>2 In addition, I also move, through the PEC</p> <p>3 legal counsel, to prepare and file a motion for</p> <p>4 dismissal of the preemptory Writ of Mandamus, Case</p> <p>5 No. 5-1-SC-38523, and request that the New Mexico</p> <p>6 Supreme Court order the dismissal of the writ.</p> <p>7 COMMISSIONER VOIGT: Second.</p> <p>8 COMMISSIONER CHAVEZ: Second.</p> <p>9 THE CHAIR: There's a motion by</p> <p>10 Commissioner Gipson. There are seconds by</p> <p>11 Commissioners Voigt and Chavez.</p> <p>12 Commissioner Carrillo?</p> <p>13 COMMISSIONER CARRILLO: I'm not sure</p> <p>14 "dismissal" is the right word, because dismissing</p> <p>15 the case means they've heard the case and they're</p> <p>16 dismissing it, as opposed to we're withdrawing the</p> <p>17 case. I mean, I think the motion is worded</p> <p>18 incorrectly for that reason.</p> <p>19 THE CHAIR: I -- I'm going to defer to our</p> <p>20 legal counsel on that. If she -- because I think</p> <p>21 there has been a hearing. I believe -- or maybe</p> <p>22 there hasn't been a hearing. I know there have been</p> <p>23 briefs that have been submitted, and I thought there</p> <p>24 was a preliminary hearing. So I think it is a</p> <p>25 dismissal. But I could be wrong.</p>	<p style="text-align: right;">149</p> <p>1 file any kind of -- is there -- do they have any</p> <p>2 responsibility in that move?</p> <p>3 MS. AMI JAEGER: So pursuant to Court</p> <p>4 rules, always you need opposing counsel's -- you ask</p> <p>5 for their concurrence. Either they give it to you</p> <p>6 or do not; but you have to report that you've talked</p> <p>7 to them about it.</p> <p>8 There certainly is a different type of</p> <p>9 dismissal. We can petition for a dismissal. And if</p> <p>10 we do that, then, of course, we notify opposing</p> <p>11 counsel. But we have to provide a motion -- a brief</p> <p>12 that explains why we're asking for it at this point.</p> <p>13 If PED were willing to do a stipulated</p> <p>14 dismissal, then the rules are different and both</p> <p>15 parties would be agreeing to it. We don't need to</p> <p>16 provide the reason to the Court.</p> <p>17 So it depends on whether or not PED would</p> <p>18 choose to cooperate on a stipulated dismissal or</p> <p>19 not.</p> <p>20 THE CHAIR: And let me just let you know</p> <p>21 that I had -- in my brief conversation I had with</p> <p>22 the Cabinet Secretary, we -- we glossed over that,</p> <p>23 because we didn't have a whole lot of time. I</p> <p>24 talked a little bit today with the Director about</p> <p>25 that, and we're going to have an additional</p>

150

1 conversation about it.  
 2 So I think if we use the word "dismissal,"  
 3 we're okay. And if PED agrees to that stipulated  
 4 dismissal, it's a dismissal.  
 5 COMMISSIONER BURT: And what would be the  
 6 process -- what does it look like for withdrawal?  
 7 Is there any kind of conversation with the PED?  
 8 What does that look like, that process? And what is  
 9 PED's role if you did that instead?  
 10 MS. AMI JAEGER: I think there's kind of  
 11 this fundamental confusion. Withdrawal. You know,  
 12 it is up to the Justices on the New Mexico Supreme  
 13 Court to make these decisions whether or not they  
 14 would order the case dismissed. It's not like we  
 15 can just send them a text. That's not the way to --  
 16 COMMISSIONER BURT: Okay. So before --  
 17 I'm sorry. I feel -- I don't think that's what I'm  
 18 requesting. What I'm asking is procedurally, if we  
 19 were to request a withdrawal, what does that look  
 20 like as far as the PED's responsibility in that?  
 21 MS. AMI JAEGER: With any motion that's  
 22 filed with the Court, you have to show that you  
 23 contacted opposing counsel, and either they would  
 24 submit their concurrence or their opposition to the  
 25 submission of the motion.

151

1 COMMISSIONER BURT: So I think --  
 2 Chairperson, I guess -- and, Ami, you can definitely  
 3 weigh in on this -- I think for me, I'm not as  
 4 concerned about which one it is as far as -- as much  
 5 as which one takes less effort on the part of both  
 6 parties, you know.  
 7 If one's going to require numerous hours  
 8 of, you know, consideration and compiling a whole,  
 9 you know, lengthy reason why and, you know, pages,  
 10 you know, of explanation and evidence and all kinds  
 11 of -- I would say whatever it is that would, you  
 12 know, relieve that burden from both parties as much  
 13 as possible would be the -- what I would support  
 14 most of all.  
 15 THE CHAIR: I agree. And that's what I  
 16 communicated to the Cabinet Secretary, a pathway to  
 17 get this done as expeditiously, as conservatively in  
 18 terms of money and time and effort to get this done.  
 19 And I -- and I'm hoping that we can do so.  
 20 So with that said -- and, Director, yeah.  
 21 We have a motion out there; so...  
 22 DIRECTOR CORINA CHAVEZ: I have a question  
 23 to Cindy to reread the motion. That's all.  
 24 THE CHAIR: Okay. But we're not -- before  
 25 we even do that, I need to see. Is this the motion

152

1 that we're staying with, or do I have to amend the  
 2 motion?  
 3 DIRECTOR CORINA CHAVEZ: I need to know  
 4 what it is to be --  
 5 THE CHAIR: So the motion was to move that  
 6 the PEC enter into a memorandum of agreement with  
 7 the PED effective when the two parties sign the  
 8 document, with the amended change to the document on  
 9 Page -- on lines 54 and 55, and any other scrivener  
 10 changes, you know, those commas that need to be  
 11 changed, and move that, through the PEC counsel,  
 12 prepare and file a motion for dismissal of the  
 13 preemptory Writ of Mandamus, Case No. 5-1-SC-38523,  
 14 and request that the New Mexico Supreme Court order  
 15 the dismissal of the writ.  
 16 So -- and there was a second by  
 17 Commissioners Chavez and Voigt.  
 18 So are we -- is there any further  
 19 discussion about this?  
 20 If not, Commissioner Burt, roll, please.  
 21 COMMISSIONER BURT: All right.  
 22 Commissioner Gipson?  
 23 THE CHAIR: Yes.  
 24 COMMISSIONER BURT: Commissioner Davis?  
 25 COMMISSIONER DAVIS: Yes.

153

1 COMMISSIONER BURT: Commissioner Manis?  
 2 COMMISSIONER MANIS: Yes.  
 3 COMMISSIONER BURT: Commissioner Chavez?  
 4 COMMISSIONER CHAVEZ: Yes.  
 5 COMMISSIONER BURT: Commissioner Robbins?  
 6 COMMISSIONER ROBBINS: No.  
 7 COMMISSIONER BURT: Commissioner Carrillo?  
 8 COMMISSIONER CARRILLO: Yes.  
 9 COMMISSIONER BURT: Commissioner Taylor?  
 10 COMMISSIONER TAYLOR: Yes.  
 11 COMMISSIONER BURT: Commissioner Burt,  
 12 "Yes."  
 13 Commissioner Voigt?  
 14 COMMISSIONER VOIGT: Yes.  
 15 COMMISSIONER BURT: And Commissioner  
 16 Armijo?  
 17 COMMISSIONER ARMIJO: Yes.  
 18 COMMISSIONER BURT: All right. There are  
 19 nine votes for and one vote against. The motion  
 20 passes.  
 21 THE CHAIR: Okay. The motion passes. And  
 22 I will also -- as I expressed to the Cabinet  
 23 Secretary this morning, I will also forward a  
 24 statement to this effect, what this motion was to  
 25 the Cabinet Secretary as well, as we discussed

<p style="text-align: right;">154</p> <p>1 yesterday. So that will -- that will be done as 2 well. And I'll have that for SharePoint for our 3 next meeting. 4 And as soon as we get the cleaned-up 5 version and it is signed, we'll get it -- we'll get 6 it out to Commissioners as well. 7 So thank you all once again for all of 8 your input and your time and effort and energies on 9 this. You know, this -- this was a big effort. And 10 I recognize that and really appreciate it. 11 Commissioner Burt? 12 COMMISSIONER BURT: The one thing I want 13 to say -- and, Corina, please relay our gratitude to 14 the Secretary personally getting super-involved, 15 making quick recommendations, looking through 16 things, really being thorough and being able to give 17 that feedback without dragging this on for months 18 and months. 19 I know things can get tied up in paperwork 20 and in the chain of command so often. And I think 21 that you and the Secretary made this process really 22 easy on your side; whereas, you could have made it 23 challenging. And it was just -- I am so grateful 24 that it was so fast and -- I'm honestly astound- -- 25 a little astounded with how quickly this was able to</p>	<p style="text-align: right;">156</p> <p>1 that one of the most important pieces not only is 2 the funding, but it's also their lease documents 3 that need to be submitted soon, so that we have to 4 make sure that those contracts are executed for them 5 for that reason. 6 I mentioned that I will be going to the 7 LFC next week. And I saw I had a quick e-mail from 8 someone, I think, who is on the attendees, hoping to 9 touch base also with some LESC staff who will also 10 be there in attendance at the LFC meeting. So it'll 11 be good to touch base with some folks that I already 12 know and meet some of the new faces from both LESC 13 and LFC. So really look forward to that next week 14 and looking at what the agenda is for the LESC, and 15 in particular as we move into next year. 16 There have been some conversations with 17 schools about that remote versus virtual. You know, 18 everyone's navigating these waters right now. So we 19 made it clear yesterday that we're -- our preference 20 is to stay with the amended process. 21 So any of the schools that have contacted 22 me to see what they have to do, I know the Director 23 has also been directing the schools that it needs to 24 go through the regular amendment process if that's 25 something they're looking to add.</p>
<p style="text-align: right;">155</p> <p>1 move forward. So please pass along gratitude. 2 THE CHAIR: Okay. Thanks. 3 So we are on to Item No. 12, which is 4 Report from the Chair. Sorry. 5 So update on contract negotiations. 6 The -- those that attended the contract negotiations 7 know that there were some suggested language changes 8 that were made by legal counsels. And those bullet 9 items were sent out to all the schools that were 10 involved in the contract negotiations to reflect 11 those changes, and the schools were asked to -- to 12 respond back if they were or weren't okay with those 13 changes. 14 The changes were really not, in terms of 15 substantive -- in terms of it didn't change anything 16 that would be a material term necessarily to the 17 contract. 18 So that those contracts are being sent out 19 to the schools. Their governance councils are in 20 the process of voting on them, and they will be 21 voted on in June at our meeting, and Commissioners 22 will have copies of those as soon as the schools get 23 them signed and those materials get populated in. 24 So looking forward to seeing those schools 25 again and getting that done, so -- because we know</p>	<p style="text-align: right;">157</p> <p>1 So that's been a lot of the conversations 2 in terms of how we're going to open for next year 3 with schools. They -- you know, everyone's got a 4 lot of questions; so -- and right now, the answers 5 are kind of in motion. 6 So it's -- you know, I know it gets 7 frustrating. But I appreciate the -- the task 8 that's -- that's here to have to make these 9 decisions. So, hopefully, we can get that guidance 10 and that clarity soon about the remote and the 11 virtual. 12 So that being said, I just want to thank 13 everyone once again. This is a big step today; 14 so -- and it took years to get here. So I truly do 15 appreciate that. 16 I know Matt sent us a message. 17 COMMISSIONER CARRILLO: Chair Gipson? 18 THE CHAIR: I'm sorry. 19 COMMISSIONER CARRILLO: Going back to 12A, 20 "Contract Negotiations," it was my understanding and 21 recollection from the negotiation with J. Paul 22 Taylor that they didn't have a mission statement or 23 something to present to us and that they were going 24 to do so -- have it ready, at least, for our 25 May meeting.</p>



<p style="text-align: right;">158</p> <p>1 THE CHAIR: No. We talked about the fact 2 that -- they do have a mission statement. There 3 was -- they're looking at whether they need to amend 4 it and change it. But they do have a mission 5 statement in their contract. 6 COMMISSIONER CARRILLO: Okay. That's 7 fine. 8 MS. BEVERLY FRIEDMAN: Madam Chair, I'd 9 just like to have the transcript reflect that 10 Commissioner Taylor had to leave for an appointment. 11 THE CHAIR: Okay. Thanks. 12 And, Bev, is Matt -- is Matt here? He 13 said he was on the road to Taos, so he didn't know 14 if he was going to be in an area where he would be 15 connected. 16 MS. BEVERLY FRIEDMAN: He was on the 17 phone, but I don't see him now. 18 THE CHAIR: Okay. Yeah. He indicated, 19 like I said, that he was traveling. He's actually 20 attending a graduation in Taos. So if he pops in -- 21 Director? 22 DIRECTOR CORINA CHAVEZ: Madam Chair, we 23 also do not have a member of the School Advisory 24 Council today. 25 THE CHAIR: Okay.</p>	<p style="text-align: right;">160</p> <p>1 any learning divides that might have occurred and 2 working through those kinds of things. 3 And, actually, we're all very much -- I 4 know we are, at SODA, looking forward to the 5 upcoming school year and what new things are turning 6 the corner. And I suspect that, in the long run, 7 education is going to take on a little bit different 8 view moving forward. But we're up for it, and, you 9 know, we're really excited about it. 10 And, last but not least, I want to be one 11 of the many people that thanks Karen again. I think 12 she already left. But, you know, we did appreciate 13 her support over the years. And we're working very 14 well with Director Chavez, and thank you for doing 15 that. 16 Final thing I want to say is related to 17 the modified site visits. Many of us here out 18 around the state are hoping that that type of visit 19 might become more of a mainstay. I haven't heard 20 any negative at all about the modified site visits. 21 What I really like, and what I've heard, 22 is schools really like the opportunity to showcase 23 what they've done, you know, and get more staff 24 involved during that process. And for us it was a 25 wonderful experience. I've heard that from other</p>
<p style="text-align: right;">159</p> <p>1 MS. BEVERLY FRIEDMAN: We do. Mike Ogas 2 is here. 3 DIRECTOR CORINA CHAVEZ: Oh. Mike is 4 ready to go? That's awesome. He's awesome. 5 MR. MICHAEL OGAS: Hello. How's -- 6 THE CHAIR: Hi, Mike. 7 MR. MICHAEL OGAS: Would you like me to 8 go, Madam Chair? 9 THE CHAIR: Sure. Absolutely. 10 MR. MICHAEL OGAS: Thank you very much. 11 Madam Chair, members of the Commission, I'm going to 12 be extremely brief. 13 We haven't had an Advisory Committee 14 meeting since the Commission met last. But I can 15 tell you, through some of our charter voice meetings 16 and stuff, just a little bit about what we're 17 experiencing on the ground. 18 Of course, it's a very busy time for all 19 of us with the budget season and the different 20 narratives that are required and that kind of thing. 21 So that's pretty much what's consuming most of our 22 time right now. 23 We're also -- many of us are planning on 24 using some of our ESSER funds to provide services 25 during the summertime to try to bridge the gap for</p>	<p style="text-align: right;">161</p> <p>1 places as well. 2 So with that, I just want to, you know, 3 thank you all for everything you do, and we'll just 4 try to keep doing everything that we do well. 5 THE CHAIR: Okay. Thanks so much. And 6 thanks for that little nudge there about the 7 modified site visits. So it's -- you know, we 8 always keep these little pieces of input, and, you 9 know, always hoping to see how we can, you know, 10 streamline some things, make sure we get the right 11 information and do what's probably the least 12 intrusive to -- you know, to a schoolday for folks. 13 So appreciate that. You know, I think the 14 one good thing that's coming out of all of this is 15 education is finally starting to make some of the 16 changes it's needed to make for decades, you know. 17 And we've learned that we can, in fact, do things 18 differently, and education doesn't have to look the 19 exact same way every place. 20 So thanks for that. And thanks for being 21 part of that, because I know it's been particularly 22 challenging with the boots on the ground. So I 23 really do appreciate that. 24 Commissioners, any questions? 25 (No response.)</p>

<p style="text-align: right;">162</p> <p>1 THE CHAIR: Okay. Thank you so much for 2 hanging in and the time. Thank you. 3 MR. MICHAEL OGAS: All right. Thank you. 4 Have a good day. 5 THE CHAIR: Thanks. 6 So we are now on to PEC Comments. 7 So I -- here's my Brady Bunch screen. 8 Commissioner Davis? 9 COMMISSIONER DAVIS: I have nothing to 10 say. Thank you very much. 11 THE CHAIR: Thanks. Commissioner 12 Carrillo? 13 COMMISSIONER CARRILLO: Yes. Okay. So, 14 first, I'd like us to put on the agenda for next 15 month the discussion and possible action of 16 certifications for Commission members, to ask of 17 ourselves what we ask of others. 18 Doesn't mean we have to do anything. But 19 we can't have the discussion now because it's not on 20 the agenda. So at least then we can have the 21 discussion for June's Friday meeting. So it would 22 just be titled Discussion -- "Certifications for PEC 23 Commissioners." 24 THE CHAIR: Well -- and can I just modify 25 a little bit? Because June is the time that we also</p>	<p style="text-align: right;">164</p> <p>1 And that's all I have for now. But I 2 reserve the right to come back. 3 THE CHAIR: Commissioner Chavez is there. 4 COMMISSIONER CHAVEZ: Thank you. You 5 know, I have a lot to say, as you guys know me. But 6 what I want to do is I just want to go back to that 7 incredible presentation we saw from South Valley 8 Prep school. And I was so moved by the drawings, 9 the artwork up front. 10 And I think somebody said -- I don't know 11 if it was Commissioner Burt -- said, you know, it's 12 a good thing the music changed at the end there, 13 because, you know -- but holy cow. Seeing those 14 images just really, really captured what a lot of 15 our kids were feeling this year, and this year just 16 being that year of survival. 17 You know, I think sometimes we don't -- we 18 don't -- somebody said it. Maybe it was 19 Commissioner Voigt that said, you know, we don't 20 always look at things through the lens of kids. And 21 I think sometimes as the adults we neglect that or 22 we don't do that enough. 23 And so I just want to just express, all 24 the people that contributed to that presentation and 25 that artwork and -- just incredible. That needs to</p>
<p style="text-align: right;">163</p> <p>1 modify our Rules of Procedure. So it might be 2 appropriate as a discussion at the Work Session in 3 part of that whole discussion as well and roll it 4 into our actual Rules of Procedure. 5 COMMISSIONER CARRILLO: That's fine. 6 Yeah. Don't care. 7 So the second thing -- and, you know, I 8 was just cognizant of it today more than in the 9 past -- we've really got to be careful with all the 10 chatting, because that's a violation of the Open 11 Meetings Act, and especially when somebody is saying 12 something in the Chat that's germane to a 13 conversation of something that's being discussed. 14 And my suggestion is if you've got 15 something great to add, for God's sake, raise your 16 hand and say it. But when you do it in the Chat, 17 you're violating the Open Meetings Act, because the 18 rest of the public out there can't see it. 19 So I think there's no question Karen 20 deserves all the accolades in Chat that she has 21 received and more. But everything else that was 22 related to specific agenda items was a direct 23 violation of OMA. 24 So I think we need to be more careful 25 about that. If it's on your mind, just say it.</p>	<p style="text-align: right;">165</p> <p>1 be -- that needs to be put on display somewhere for 2 future classes and generations to be able to look 3 back and -- as we look back on this pandemic and 4 remind ourselves of what kids went through during 5 that time. And so I just -- I just needed to speak 6 my heart on that. Thank you. 7 THE CHAIR: Thank you. 8 Commissioner Burt? 9 COMMISSIONER BURT: Thanks. I actually 10 don't have much to say, either. I'm really grateful 11 for the collaboration from everyone. I mean, it 12 really is -- I think it's a great opportunity for 13 all of us to be able to, you know, bridge that 14 relationship between the PED and PEC and be able to 15 move forward. And I'm looking forward to that. And 16 I think that's all. 17 THE CHAIR: Thank you. 18 Commissioner Voigt? 19 COMMISSIONER VOIGT: Thank you. You know, 20 I just -- I want to resonate what Commissioner 21 Chavez was saying about student presentations. I 22 would love to have more. And I think this really 23 gives us the perspective of where our schools are 24 at. And I think we can easily get out of touch with 25 that.</p>

<p style="text-align: right;">166</p> <p>1           So I think if we had an open invitation 2 every Friday of our PEC meetings for schools to 3 voluntarily bring a presentation to us, it would be 4 wonderful. I would love that.</p> <p>5           And hearing from students -- it's from the 6 students, not the administrator bragging about their 7 school, but from the students -- I think that would 8 be a really welcome piece for our PEC meetings.</p> <p>9           I think that the -- I've heard nothing but 10 good also from schools about the modified site 11 visits. I think that, from their perspective, it's 12 less invasive, and so it feels -- it feels less 13 threatening, you know, just -- or less intrusive.</p> <p>14           Because I remember at MACCS, we would 15 do -- you know, the refreshments, the big tour, the 16 presentation. And so as far as a time and 17 efficiency piece, it probably is a lot less strain 18 on a charter school to have those modified site 19 visits. So I'm just throwing that out there from 20 the other side of the fence.</p> <p>21           And -- and it's too bad Karen is not here, 22 because I think, you know, everyone has given the 23 accolades about Karen. But she has been just a 24 spine of the Charter School Division. And so I know 25 that she's -- she deserves this getaway, and she</p>	<p style="text-align: right;">168</p> <p>1           them is in my area, it's the MAS Academy. I went 2 and visited that on -- that school on Wednesday, the 3 one on the west side, on my side of town, and then 4 also the one on Yale. They wanted me to see their 5 dismissal -- the way their dismissal works.</p> <p>6           So I went and had a quick-and-dirty tour 7 of that school. And so that was really nice to be 8 able to get into the community and see what's 9 happening there.</p> <p>10           That school is pretty impressive. They 11 have over 1,100 students. And watching that 12 dismissal chain of command, how that all worked, was 13 pretty -- was pretty impressive. So I just wanted 14 to share that.</p> <p>15           I, too, want to go back to South Valley 16 Prep. Charlotte is a board member on the charter 17 school that I'm the governing board president of, 18 and she is phenomenal. Her school is phenomenal. 19 That presentation was, like we said, a roller 20 coaster of emotions.</p> <p>21           And the art -- I'm going to kind of bring 22 this -- I don't know how many of you are aware of 23 paño art that's done in the penitentiaries. But the 24 art gave me that kind of heartfelt, deep -- gosh -- 25 solid -- it was just -- it was so moving. That's</p>
<p style="text-align: right;">167</p> <p>1           knows that we appreciate all of the value and hard 2 work that she's brought forth.</p> <p>3           So just for the record, bye, Karen. We 4 miss and love you.</p> <p>5           THE CHAIR: Thanks. 6           Commissioner Manis?</p> <p>7           COMMISSIONER MANIS: The only thing that I 8 have to add is just glad that we were able to make 9 such good progress over the past two days. And I 10 understand Commissioner Robbins' statement. 11 Obviously, we can't get everything we want. But I 12 think, as Chair Gipson had mentioned, that it was 13 tremendous progress forward from where the Public 14 Education Commission was and where we're moving to. 15 So just thank everybody for your -- your help in 16 moving us forward. Thank you.</p> <p>17           THE CHAIR: Thanks. 18           Commissioner Armijo?</p> <p>19           COMMISSIONER ARMIJO: Thank you. Yeah. 20 Just echoing what everybody says. The conversation 21 was great the last couple of days. And moving 22 forward is always a good thing. I'm always aware of 23 that.</p> <p>24           I did want to share that I was able to 25 visit one of my charter schools in my area. One of</p>	<p style="text-align: right;">169</p> <p>1           what it felt like to me when I was looking at the 2 art at the beginning of what those children were 3 feeling. So it was very moving.</p> <p>4           So I do agree with Glenna that we 5 definitely should have that as a component of our 6 meetings on Fridays. That would be awesome just to 7 see what children are doing, you know, and just so 8 we can have an opportunity to see that and not so 9 much of the bureaucracy.</p> <p>10           So that's all I have.</p> <p>11           THE CHAIR: Thanks. So, Commissioners, 12 I'm going to ask --</p> <p>13           COMMISSIONER CARRILLO: I do have one more 14 thing. Sorry.</p> <p>15           THE CHAIR: Okay.</p> <p>16           COMMISSIONER CARRILLO: It was -- I want 17 to echo what Commissioner Chavez and actually what 18 some others have said about South Valley. I think 19 we should post that on our website. I know they 20 have it on their own school website. But I think to 21 take what Glenna is saying even further, when school 22 brings us things or presentations like this, I think 23 they should be on the website so someone can just 24 plug in and say, "See all over the state what 25 charters are doing, what kids are doing."</p>

170	<p>1 I don't think it would be difficult. But,</p> <p>2 you know, I don't think it even has to be an action</p> <p>3 item or anything. It could just be that Corina and</p> <p>4 her staff just make happen.</p> <p>5 But that would be a suggestion. For me in</p> <p>6 particular -- and I was really holding back kind of</p> <p>7 getting all verklempt -- the bluebird in the tree</p> <p>8 with the person in the cage, that was the one that</p> <p>9 just put me over the edge.</p> <p>10 And these kids -- and I think in terms of</p> <p>11 social and emotional learning, this really tells us</p> <p>12 the work that we have to do. This -- it was</p> <p>13 remarkable. So I'm very, very grateful to</p> <p>14 South Valley Prep.</p> <p>15 And even when people come to Mabry, if</p> <p>16 they'd be doing presentations for us there, those</p> <p>17 things can be also -- we did it at Santa Fe, I'm</p> <p>18 sure they can do it at Mabry -- where they're not</p> <p>19 broadcast, but, you know, they're on the screen or</p> <p>20 whatever, electronically. So people Zooming in can</p> <p>21 really see it as well.</p> <p>22 So, anyway, that was very moving. So</p> <p>23 thank you for the extra little time there. I</p> <p>24 appreciate it.</p> <p>25 THE CHAIR: Thanks. So, Commissioners,</p>	172	<p>1 THE CHAIR: So -- so a motion to remove</p> <p>2 Item No. 14.</p> <p>3 COMMISSIONER DAVIS: I second that.</p> <p>4 COMMISSIONER VOIGT: I'd like to -- okay.</p> <p>5 THE CHAIR: There's a motion by</p> <p>6 Commissioner Gipson, a second by Commissioner Davis.</p> <p>7 Roll, please.</p> <p>8 COMMISSIONER BURT: Commissioner Voigt?</p> <p>9 COMMISSIONER VOIGT: Yes.</p> <p>10 COMMISSIONER BURT: Commissioner Taylor is</p> <p>11 not present.</p> <p>12 Commissioner Robbins is not present.</p> <p>13 Commissioner Manis?</p> <p>14 COMMISSIONER MANIS: Yes.</p> <p>15 COMMISSIONER BURT: Commissioner Gipson?</p> <p>16 THE CHAIR: Yes.</p> <p>17 COMMISSIONER BURT: Commissioner Davis?</p> <p>18 COMMISSIONER DAVIS: Yes.</p> <p>19 COMMISSIONER BURT: Commissioner Chavez?</p> <p>20 COMMISSIONER CHAVEZ: Yes.</p> <p>21 COMMISSIONER BURT: Commissioner Carrillo?</p> <p>22 COMMISSIONER CARRILLO: Yes.</p> <p>23 COMMISSIONER BURT: Commissioner Burt,</p> <p>24 "Yes."</p> <p>25 And Commissioner Armijo?</p>
171	<p>1 I'm going to ask if there's a need for Item No. 14?</p> <p>2 So I'll entertain a motion to table item</p> <p>3 No. 14.</p> <p>4 COMMISSIONER VOIGT: Madam Chair, I would</p> <p>5 move that we table Item 14 from the agenda.</p> <p>6 COMMISSIONER BURT: Second.</p> <p>7 THE CHAIR: There's a motion by</p> <p>8 Commissioner Voigt and a second by Commissioner</p> <p>9 Burt.</p> <p>10 Any further discussion?</p> <p>11 (No response.)</p> <p>12 DIRECTOR CORINA CHAVEZ: If not, roll,</p> <p>13 please.</p> <p>14 COMMISSIONER BURT: Sorry. I have my</p> <p>15 stuff all mixed up on my computer.</p> <p>16 COMMISSIONER CARRILLO: I'm sorry. But</p> <p>17 procedurally, in Roberts, wouldn't it be -- to table</p> <p>18 implies that we're coming back to it.</p> <p>19 THE CHAIR: We're coming back to it.</p> <p>20 COMMISSIONER CARRILLO: We're not. Why</p> <p>21 don't we make the motion to say, "Ix-nay on the</p> <p>22 it-wray." Or, "We don't need to go into Executive</p> <p>23 Session."</p> <p>24 COMMISSIONER BURT: That's not a real</p> <p>25 motion.</p>	173	<p>1 COMMISSIONER MANIS: Yes.</p> <p>2 COMMISSIONER BURT: All right. That</p> <p>3 passes, eight-zero, unanimously.</p> <p>4 THE CHAIR: Okay. Thank you. And, next,</p> <p>5 a motion to adjourn?</p> <p>6 COMMISSIONER VOIGT: I move that the PEC</p> <p>7 adjourn.</p> <p>8 COMMISSIONER DAVIS: I second it.</p> <p>9 THE CHAIR: Okay. There's a motion by</p> <p>10 Commissioner Voigt and a second by Commissioner</p> <p>11 Davis.</p> <p>12 Roll, please.</p> <p>13 COMMISSIONER BURT: I forgot I have to do</p> <p>14 roll on that. Okay. Hold on.</p> <p>15 Okay. Commissioner Armijo?</p> <p>16 COMMISSIONER ARMIJO: Yes.</p> <p>17 COMMISSIONER BURT: Commissioner Burt,</p> <p>18 "Yes."</p> <p>19 Commissioner Carrillo?</p> <p>20 COMMISSIONER CARRILLO: Yes.</p> <p>21 COMMISSIONER BURT: Commissioner Chavez?</p> <p>22 COMMISSIONER CHAVEZ: Yes.</p> <p>23 COMMISSIONER BURT: Commissioner Davis?</p> <p>24 COMMISSIONER DAVIS: Yes.</p> <p>25 COMMISSIONER BURT: Commissioner Gipson?</p>

1 THE CHAIR: Yes.  
 2 COMMISSIONER BURT: Commissioner Manis?  
 3 COMMISSIONER MANIS: Yes.  
 4 COMMISSIONER BURT: Commissioner Robbins  
 5 is not present.  
 6 Commissioner Taylor is not present.  
 7 Commissioner Voigt?  
 8 COMMISSIONER VOIGT: Yes.  
 9 COMMISSIONER BURT: That passes,  
 10 eight-zero, unanimously.  
 11 THE CHAIR: Okay. We are adjourned. Stay  
 12 safe, everyone. See you soon.  
 13 (Proceedings adjourned at 2:40 p.m.)  
 14  
 15  
 16  
 17  
 18  
 19  
 20  
 21  
 22  
 23  
 24  
 25

1 RECEIPT  
 2 JOB NUMBER: 4947N CC Date: 5/14/21  
 3 PROCEEDINGS: PUBLIC MEETING  
 4 CASE CAPTION: In re: Public Meeting of the Public  
 5 Education Commission  
 6 \*\*\*\*\*  
 7 ATTORNEY: MS. BEVERLY FRIEDMAN - PED  
 8 DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_  
 9 DATE DELIVERED: \_\_\_\_\_ DEL'D BY: \_\_\_\_\_  
 10 REC'D BY: \_\_\_\_\_ TIME: \_\_\_\_\_  
 11 \*\*\*\*\*  
 12 ATTORNEY:  
 13 DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_  
 14 DATE DELIVERED: \_\_\_\_\_ DEL'D BY: \_\_\_\_\_  
 15 REC'D BY: \_\_\_\_\_ TIME: \_\_\_\_\_  
 16 \*\*\*\*\*  
 17 ATTORNEY:  
 18 DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_  
 19 DATE DELIVERED: \_\_\_\_\_ DEL'D BY: \_\_\_\_\_  
 20 REC'D BY: \_\_\_\_\_ TIME: \_\_\_\_\_  
 21 \*\*\*\*\*  
 22 ATTORNEY:  
 23 DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_  
 24 DATE DELIVERED: \_\_\_\_\_ DEL'D BY: \_\_\_\_\_  
 25 REC'D BY: \_\_\_\_\_ TIME: \_\_\_\_\_

1 BEFORE THE PUBLIC EDUCATION COMMISSION  
 2 STATE OF NEW MEXICO  
 3  
 4  
 5  
 6  
 7 REPORTER'S CERTIFICATE  
 8 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 May 27, 2021.  
 16  
 17  
 18  
 19 \_\_\_\_\_  
 Cynthia C. Chapman, RMR-CRR  
 New Mexico Certified Reporter #219  
 BEAN & ASSOCIATES, INC.  
 20 201 Third Street, NW, Suite 1630  
 Albuquerque, New Mexico 87102  
 21 License Expires: 12/31/2021  
 22  
 23  
 24  
 25 Job No.: 4947N (CC)

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

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 May 27, 2021.

*Cynthia Chapman*

-----  
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.: 4947N (CC)

SANTA FE OFFICE  
119 East Marcy, Suite 110  
Santa Fe, NM 87501  
(505) 989-4949  
FAX (505) 843-9492



MAIN 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