

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
OPEN PUBLIC MEETING  
June 11, 2021  
9:00 a.m.  
Via Zoom Video Teleconference

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| 2 | <p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3 PATRICIA GIPSON, Chair</p> <p>4 GLENNA VOIGT, Vice Chair</p> <p>5 REBEKKA BURT, Secretary</p> <p>6 MELISSA ARMIJO, Member</p> <p>7 STEVEN CARRILLO, Member</p> <p>8 MICHAEL CHAVEZ, Member</p> <p>9 KT MANIS, Member</p> <p>10 DAVID ROBBINS, Member</p> <p>11 MICHAEL TAYLOR, Member</p> <p>12 PED STAFF:</p> <p>13 CORINA CHAVEZ Director</p> <p>14 Charter School/Options for</p> <p>15 Parents and Families Division</p> <p>16 MISSY BROWN Technical Assistance and Support and</p> <p>17 Training Administrator</p> <p>18 Charter School/Options for</p> <p>19 Parents and Families Division</p> <p>20</p> <p>21 DYLAN WILSON Authorizing Practices Coordinator,</p> <p>22 Charter School/Options for Parents</p> <p>23 and Families Division</p> <p>24</p> <p>25 BEVERLY FRIEDMAN PED Custodian of Record</p> <p>and Liaison to the PEC</p> <p>PEC COUNSEL:</p> <p>AMI JAEGER, ESQ.</p>  |
| 3 | <p>1 INDEX TO PROCEEDINGS</p> <p>2 PAGE</p> <p>3 1 Call to Order, Roll Call, 4</p> <p>4 Pledge of Allegiance, and</p> <p>5 Salute to the New Mexico Flag</p> <p>6 2 Approval of Agenda 5</p> <p>7 3 Open Forum 7</p> <p>8 4 Consent Agenda 21</p> <p>9 5 Discussion and Possible Action on 23</p> <p>10 Implementation Year Checklist and</p> <p>11 Commencement of Operations for</p> <p>12 Explore Academy - Las Cruces</p> <p>13 6 Charter Contracts and Performance 41</p> <p>14 Frameworks, Including Mission Goals,</p> <p>15 2021-2026</p> <p>16 7 Report from Options for Parents &amp; Families 53</p> <p>17 Division-Discussion and Possible Actions</p> <p>18 8 Discussion and Possible Action on the 86</p> <p>19 Public Education Commission Attorney</p> <p>20 Contract</p> <p>21 9 Discussion, Update and Possible Action on 122</p> <p>22 Letter of Concern for Albuquerque Institute</p> <p>23 for Math and Science (AIMS)</p> <p>24 10 Discussion on the Memorandum of 132</p> <p>25 Understanding Between Albuquerque</p> <p>Institute for Math and Science (AIMS) and</p> <p>University of New Mexico</p> <p>11 Discussion and Possible Action, 134</p> <p>Amendment Requests</p> <p>12 Discussion and Possible Action on 226</p> <p>13 PEC Liaison Reports</p> <p>14 Report from the Chair 236</p> <p>15 PEC Comments 249</p> <p>16 Adjourn 255</p> <p>17</p> <p>18 REPORTER'S CERTIFICATE 258</p> <p>19 ATTACHMENT:</p> <p>20 1 Attendees/Panelists List</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p> |
| 4 | <p>1 THE CHAIR: Okay. So good morning,</p> <p>2 everyone. I'm going to call this meeting of the</p> <p>3 Public Education Commission to order. It is Friday,</p> <p>4 June 11th, and it is 9:01 a.m. I'm going to ask</p> <p>5 Commissioner Burt to call roll, please.</p> <p>6 COMMISSIONER BURT: Commissioner Armijo?</p> <p>7 COMMISSIONER ARMIJO: Here.</p> <p>8 COMMISSIONER BURT: Commissioner Burt is</p> <p>9 here.</p> <p>10 Commissioner Carrillo?</p> <p>11 COMMISSIONER CARRILLO: Here.</p> <p>12 COMMISSIONER BURT: Commissioner Chavez?</p> <p>13 COMMISSIONER CHAVEZ: Here.</p> <p>14 COMMISSIONER BURT: Commissioner Davis --</p> <p>15 oh -- is not present.</p> <p>16 Commissioner Gipson?</p> <p>17 THE CHAIR: Here.</p> <p>18 COMMISSIONER BURT: Commissioner Manis?</p> <p>19 COMMISSIONER MANIS: Here.</p> <p>20 COMMISSIONER BURT: Commissioner Robbins?</p> <p>21 COMMISSIONER ROBBINS: Here.</p> <p>22 COMMISSIONER BURT: Commissioner Taylor?</p> <p>23 COMMISSIONER TAYLOR: Here.</p> <p>24 COMMISSIONER BURT: And Commissioner</p> <p>25 Voigt?</p>  |
| 5 | <p>1 COMMISSIONER VOIGT: Here.</p> <p>2 COMMISSIONER CARRILLO: Ms. Gipson, is</p> <p>3 Georgina okay?</p> <p>4 THE CHAIR: She just notified us that she</p> <p>5 was not going to be able to make yesterday and</p> <p>6 today.</p> <p>7 COMMISSIONER CARRILLO: But she's all</p> <p>8 right?</p> <p>9 THE CHAIR: Yes. Thanks for asking.</p> <p>10 COMMISSIONER CARRILLO: Thank you.</p> <p>11 THE CHAIR: Okay. I will then lead us in</p> <p>12 the Pledge of Allegiance. And I'll ask Commissioner</p> <p>13 Burt to do the Salute to the New Mexico Flag.</p> <p>14 (Pledge of Allegiance and Salute to the</p> <p>15 New Mexico Flag conducted.)</p> <p>16 THE CHAIR: We are on to Item No. 2, which</p> <p>17 is the Approval of the Agenda. I don't have any</p> <p>18 changes. If other Commissioners don't have any</p> <p>19 changes, I'll accept a motion to approve the agenda.</p> <p>20 COMMISSIONER TAYLOR: So moved.</p> <p>21 COMMISSIONER CHAVEZ: Second.</p> <p>22 THE CHAIR: There's a motion by</p> <p>23 Commissioner Taylor, a second by Commissioner</p> <p>24 Chavez.</p> <p>25 Roll, please?</p>   |

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1 COMMISSIONER BURT: Commissioner Voigt?  
 2 COMMISSIONER VOIGT: Yes.  
 3 COMMISSIONER BURT: Commissioner Taylor?  
 4 COMMISSIONER TAYLOR: Yes.  
 5 COMMISSIONER BURT: Commissioner Robbins?  
 6 COMMISSIONER ROBBINS: Yes.  
 7 COMMISSIONER BURT: Commissioner Manis?  
 8 COMMISSIONER MANIS: Yes.  
 9 COMMISSIONER BURT: Commissioner Gipson?  
 10 THE CHAIR: Yes.  
 11 COMMISSIONER BURT: Commissioner Chavez?  
 12 COMMISSIONER CHAVEZ: Yes.  
 13 COMMISSIONER BURT: Commissioner Carrillo?  
 14 COMMISSIONER CARRILLO: Yes.  
 15 COMMISSIONER BURT: Commissioner Burt,  
 16 "Yes."  
 17 And Commissioner Armijo?  
 18 COMMISSIONER ARMIJO: Yes.  
 19 COMMISSIONER BURT: That unanimously --  
 20 THE CHAIR: Passes. Thank you.  
 21 We are on to Item No. 3, which is the Open  
 22 Forum.  
 23 Bev, do we have anybody who signed up?  
 24 MS. BEVERLY FRIEDMAN: Yes, ma'am, we have  
 25 four participants for Open Forum. The first one is

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1 Patrick Barrett.  
 2 COMMISSIONER CARRILLO: Ms. Gipson?  
 3 THE CHAIR: Yes.  
 4 COMMISSIONER CARRILLO: Just as a matter  
 5 of procedure, I wouldn't know this had I not worked  
 6 on that thing yesterday. Even when the vote is  
 7 unanimous by roll, we're supposed to say if there --  
 8 like, you're supposed to ask the question, "Are  
 9 there any negative votes?" It's supposed to be in  
 10 the record.  
 11 THE CHAIR: Okay. Thank you.  
 12 COMMISSIONER CARRILLO: It's just in  
 13 the -- I noticed it.  
 14 THE CHAIR: Okay. Thanks.  
 15 So we have four people that have signed  
 16 up.  
 17 MS. BEVERLY FRIEDMAN: Yes, ma'am.  
 18 THE CHAIR: Okay. Thank you. So the only  
 19 thing I'm going to do is ask people to be respectful  
 20 of time and try to keep comments to around two  
 21 minutes, if possible. We'd just appreciate it.  
 22 Thank you so much.  
 23 And I'm sorry. The first name was?  
 24 MS. BEVERLY FRIEDMAN: The first name is  
 25 Patrick Barrett.

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1 THE CHAIR: Okay. Thank you. Missy, are  
 2 you bringing him in? Thanks.  
 3 MS. MISSY BROWN: All right, Mr. Barrett,  
 4 you've been promoted to panelist. Can you unmute  
 5 yourself and give me your comments?  
 6 OPEN FORUM SPEAKER: Okay. Give me one  
 7 minute.  
 8 Good morning, Madam Chair and members of  
 9 the community -- I'm sorry -- the committee. My  
 10 name is Patrick Barrett and I am a father of a  
 11 14-year-old and a 10-year-old. And I'm here today  
 12 requesting that ACES Technical be extended from K to  
 13 K-7. And the reason being is that my son has had  
 14 some really traumatic events in the Albuquerque  
 15 Public School system.  
 16 And I'm going to let him share a story  
 17 here in a few minutes. I'm going to give him time  
 18 to kind of explain why he wants to attend ACES  
 19 school.  
 20 But one of the reasons I really think ACES  
 21 is so vital for our community is that young Black  
 22 kids have a unique experience.  
 23 And so last year, when my son was in the  
 24 fourth grade, his teacher pulled him out -- pulled  
 25 him in front of the class and called him a liar,

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1 right in front of the entire class. He had a  
 2 meltdown. The principal called me, and she  
 3 apologized about what the teacher did.  
 4 And so having these type of traumatic  
 5 events has really, really impacted his academic  
 6 career. So I'm not going to take much longer. But  
 7 I'm going to let him go ahead and talk about why he  
 8 wants to attend ACES Community.  
 9 Stand up. Introduce yourself.  
 10 OPEN FORUM SPEAKER: My name is Gabriel  
 11 (inaudible).  
 12 THE CHAIR: I'm sorry. It's really hard  
 13 to hear him.  
 14 OPEN FORUM SPEAKER: Talk louder.  
 15 OPEN FORUM SPEAKER: Hi. My name is  
 16 Gabriel (inaudible). I think ACES Tech is going to  
 17 be a good school for young kids, because you'll  
 18 learn a lot, lot more than you would probably learn  
 19 in original school. Because I know Dr. Campbell,  
 20 and he used to sometimes help me with my math. And  
 21 he's done very well, and I think he's a great guy.  
 22 OPEN FORUM SPEAKER: Thank you. So I'm  
 23 going to just -- I just want to just really -- I  
 24 think it's important that we empower young kids and  
 25 give them agency. And this is how they learn their

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1 voice, right, talking to influential people.  
 2 But, again, I really, really hope that you  
 3 all can make -- extend this from K to K-7  
 4 (verbatim), because I think it's going to benefit  
 5 not just my son, but the entire community.  
 6 So thank you so much, Commissioners, for  
 7 giving me a few seconds of your time, because this  
 8 is very, very important to me and the community.  
 9 THE CHAIR: Thank you. And thank you for  
 10 calling us "influential." It's -- appreciate it.  
 11 Thank you.  
 12 OPEN FORUM SPEAKER: No problem.  
 13 THE CHAIR: Thank you so much for your  
 14 time.  
 15 OPEN FORUM SPEAKER: Thank you. You all  
 16 have a great day.  
 17 MS. MISSY BROWN: Thank you, Mr. Barrett.  
 18 I'll move you back into the attendees, and stay if  
 19 you'd like.  
 20 MS. BEVERLY FRIEDMAN: The next speaker is  
 21 Traci Filiss.  
 22 MS. MISSY BROWN: She doesn't appear to be  
 23 at her seat.  
 24 THE CHAIR: Here she comes. No, they're  
 25 muted.

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1 MS. TRACI FILISS: Now we got it. I  
 2 wasn't sure if I was going to be able to speak. I  
 3 never saw any of the icons. So I apologize.  
 4 Good morning, everyone, Commissioners.  
 5 THE CHAIR: No problem.  
 6 MS. TRACI FILISS: Nice --  
 7 THE CHAIR: Traci, introduce yourself for  
 8 the record. Thanks.  
 9 MS. TRACI FILISS: Yes, you bet. Traci  
 10 Filiss from Taos Academy Charter School.  
 11 THE CHAIR: Thanks.  
 12 MS. TRACI FILISS: Sure. So Taos Academy  
 13 is requesting an increase in our cap by 50 students  
 14 from 250 to 300. And you have paperwork for Taos  
 15 Academy on why we're requesting that; but we do have  
 16 plenty of students who want to attend Taos Academy.  
 17 THE CHAIR: Okay. Traci, can I just  
 18 interrupt for a sec?  
 19 MS. TRACI FILISS: You betcha.  
 20 THE CHAIR: Is this separate from the  
 21 agenda item that you're going to get to speak to?  
 22 MS. TRACI FILISS: No. I -- I -- so I --  
 23 I'm sorry. But I -- I -- I'm not sure why I was on  
 24 the speaking list. Because the truth is I assume  
 25 I'm going to be addressing you towards the end of

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1 the meeting.  
 2 THE CHAIR: Yes.  
 3 MS. TRACI FILISS: So, Commissioner  
 4 Gipson, I apologize. I wasn't actually even  
 5 prepared to even speak right now.  
 6 THE CHAIR: I thought maybe there was  
 7 something else. So if it's okay, you're on the  
 8 agenda so we'll see you later.  
 9 MS. TRACI FILISS: Okay. Thank you, guys.  
 10 THE CHAIR: Thanks.  
 11 MS. BEVERLY FRIEDMAN: The next speaker is  
 12 Lee Hopkins.  
 13 THE CHAIR: Okay. Thanks.  
 14 OPEN FORUM SPEAKER: Hello. Can everyone  
 15 hear me?  
 16 THE CHAIR: Yes, we can. Good morning,  
 17 Mr. Hopkins.  
 18 OPEN FORUM SPEAKER: Good morning.  
 19 THE CHAIR: Thank you for joining us. If  
 20 you could just start by introducing yourself for the  
 21 record, we'd appreciate it.  
 22 OPEN FORUM SPEAKER: Yes, ma'am. Thank  
 23 you.  
 24 My name is Lee Hopkins. I am a parent of  
 25 a student at ACES Technical, and I would like to

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1 just spend a minute of your time to speak on their  
 2 behalf.  
 3 Like Mr. Barrett, I am very happy with the  
 4 news that they may be allowed to extend their class  
 5 range from sixth grade up to twelfth, and also  
 6 include K through 5. We put our sixth-grade son in  
 7 ACES Technical last year. It was their very first  
 8 year. We were trying something new. And it was a  
 9 pandemic.  
 10 And I would like to say how pleased we  
 11 were at the efficiency and organization. They hit  
 12 the ground running on day one. And it was amazing  
 13 how good they were. And so we were super-happy with  
 14 everything that my son learned and how he was  
 15 learning and all the -- all the options that he was  
 16 allowed to do.  
 17 And so we would really like to extend the  
 18 opportunity for our daughter, who would be in the  
 19 third grade next year, to also join that school, if  
 20 it's allowed. I couldn't be more enthusiastic a  
 21 supporter of this school and the faculty and the  
 22 administration. I think everything they are doing  
 23 is great.  
 24 And I think that my son got the best  
 25 education he was going to get during the pandemic

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| 14 | <p>1 and he got it at a brand new charter school. So I<br/>2 just wanted to, you know, give them a round of<br/>3 applause, you know. I love the school. I love the<br/>4 teachers. I think they're great, and I can't wait<br/>5 to get my younger one in. And that's it.<br/>6 THE CHAIR: Thank you so much. We<br/>7 appreciate it.<br/>8 OPEN FORUM SPEAKER: Thank you.<br/>9 THE CHAIR: Bev, you're muted.<br/>10 MS. BEVERLY FRIEDMAN: Our last speaker is<br/>11 Jennifer Sloan-Scarpa.<br/>12 OPEN FORUM SPEAKER: Good morning.<br/>13 THE CHAIR: Good morning.<br/>14 OPEN FORUM SPEAKER: I'm sorry. My camera<br/>15 is not on.<br/>16 THE CHAIR: That's okay.<br/>17 OPEN FORUM SPEAKER: Good morning, Madam<br/>18 Chairman and the committee members. My name is<br/>19 Jennifer Sloan-Scarpa. I am a parent of a student<br/>20 that attended ACES Technology -- ACES Tech --<br/>21 sorry -- this year. He was in sixth grade.<br/>22 Like the other two parents that just<br/>23 spoke, the school did a great job transitioning from<br/>24 being in-classroom to online during the pandemic.<br/>25 My son likes school, and this was a new opportunity</p>   | 16 | <p>1 consider letting them increase their grade level<br/>2 from K through 12.<br/>3 THE CHAIR: Okay. Thank you. We<br/>4 appreciate you taking the time out.<br/>5 OPEN FORUM SPEAKER: Thank you for<br/>6 listening to me. Have a good day.<br/>7 THE CHAIR: Thanks. You, too.<br/>8 MS. BEVERLY FRIEDMAN: Madam Chair,<br/>9 there's one more man. Mr. Michael Bryant --<br/>10 THE CHAIR: Okay.<br/>11 MS. BEVERLY FRIEDMAN: -- has asked to<br/>12 speak.<br/>13 THE CHAIR: Sure.<br/>14 COMMISSIONER BURT: Actually, before -- it<br/>15 looks like there's some students in the chat who<br/>16 maybe didn't --<br/>17 THE CHAIR: You know --<br/>18 COMMISSIONER BURT: I know we usually<br/>19 don't; but I --<br/>20 THE CHAIR: The chat was supposed to be<br/>21 shut off, you know. That's the -- that's my<br/>22 concern. But I'm okay, because it's not their fault<br/>23 that it wasn't shut off.<br/>24 MS. BEVERLY FRIEDMAN: So if we can start<br/>25 with Mr. Bryant, Michael Bryant.</p>   |
| 15 | <p>1 trying a charter school for us.<br/>2 And the teachers and Dr. Campbell and his<br/>3 staff were on top of everything. They were<br/>4 prepared. They offered guitar, and each child was<br/>5 given a guitar. So my son now has an electric<br/>6 guitar which he got for his birthday because he<br/>7 enjoyed it so much.<br/>8 They also offered a -- oh, gosh, I forget<br/>9 what it's called; but it's -- they learned -- a<br/>10 flight simulator. Each child was given a simulator,<br/>11 and so they learned how to fly a plane.<br/>12 The teachers were patient with the<br/>13 students. The class numbers were small. And their<br/>14 program, which was STEM-focused, I think is what a<br/>15 lot of kids in the communities would benefit from.<br/>16 And the fact that they offered the guitar and also<br/>17 they offered Spanish, which was on a -- at their own<br/>18 pace.<br/>19 But everything that they offered has<br/>20 helped my son grow in so many ways. We're looking<br/>21 forward to going back and being in-classroom next<br/>22 year. And I just think that the programs that they<br/>23 offer would help so many kids that are out there.<br/>24 And I know that parents would be just as happy as we<br/>25 are with what they've done. And I hope that you</p> | 17 | <p>1 OPEN FORUM SPEAKER: All right. Here we<br/>2 go. Good morning. Good morning.<br/>3 THE CHAIR: Good morning. Welcome. If<br/>4 you could just introduce yourself for the record,<br/>5 we'd appreciate it.<br/>6 OPEN FORUM SPEAKER: Yes. I'm Mr. Michael<br/>7 Bryant. I am the music and fine arts teacher at<br/>8 ACES Technical Charter School. And it's been --<br/>9 it's been a -- an enjoyment teaching there. I'm all<br/>10 about fine arts, music. I believe it causes an<br/>11 increase in their learning.<br/>12 And, you know, being a part of Bernalillo<br/>13 Public Schools and APS Public Schools in the past, I<br/>14 believe that this has been a great innovation for<br/>15 educational learning.<br/>16 Being able to, first of all -- first of<br/>17 all, even, like, during the pandemic, being able to<br/>18 teach young people an instrument online, that was<br/>19 definitely a challenge. But because of their --<br/>20 their longing to add that -- that technology<br/>21 component, which I believe, you know, for our kids<br/>22 today, you know, it's definitely necessary, you<br/>23 know. You got kids today already doing Fortnite and<br/>24 all these other things online and on the Internet<br/>25 at, you know, young ages, you know, you know, we as</p> |

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| 18 | <p>1 educators need to be able to, you know, bring<br/>2 everything up to the future.</p> <p>3 And I believe that ACES Technical Charter<br/>4 School does that. And, you know, having them to be<br/>5 able to go from just middle school, you know, to<br/>6 extended to K to 12 would be -- would be the best<br/>7 thing for that community, being that I was a part of<br/>8 Bernalillo Public School system where they had the K<br/>9 through middle school all on one campus; also, APS<br/>10 and Alice King all on one campus, I believe that<br/>11 this is going to be a great opportunity to bring not<br/>12 only learning -- learning to, like, a whole other<br/>13 level, but if you can grab them early -- and I've<br/>14 witnessed this over my year as an educator -- the<br/>15 earlier that you can grab them, the more that you<br/>16 can -- you can input that input of learning as they<br/>17 go from level -- you know, from K all the way<br/>18 through high school.</p> <p>19 So I just believe that it would be a great<br/>20 opportunity to see a different type of learning on a<br/>21 greater level.</p> <p>22 THE CHAIR: Thank you so much. We<br/>23 appreciate your time.</p> <p>24 OPEN FORUM SPEAKER: Thank you.</p> <p>25 THE CHAIR: Have a good day.</p> | 20 | <p>1 La Tierra, and it was a huge struggle for him to go<br/>2 from such a loving, personalized environment to an<br/>3 environment at a larger middle school that just<br/>4 didn't have what he needed.</p> <p>5 And we kind of lost a couple of years of<br/>6 education in there for him. Got into his first<br/>7 fight, started trying to ditch school and so on.</p> <p>8 So we're really hoping that we can get<br/>9 La Tierra Montessori School for the Arts and<br/>10 Sciences back to being more of a community full<br/>11 school, because, especially in our small community,<br/>12 the older kids mentoring the younger kids is<br/>13 super-important. And also the community that it<br/>14 builds, having the upper elementary, is really<br/>15 important.</p> <p>16 Sorry. We're near a job site, so there's<br/>17 a little background noise. So we really appreciate<br/>18 your time, and we'll leave it at that. I've got the<br/>19 two students here that are destined to go<br/>20 (inaudible). So there you go.</p> <p>21 THE CHAIR: Well, thank you so much. And<br/>22 it looks like a beautiful morning. We appreciate<br/>23 your time.</p> <p>24 OPEN FORUM SPEAKER: Thank you. Yes, it's<br/>25 very nice. Thank you.</p> |
| 19 | <p>1 OPEN FORUM SPEAKER: You, too.</p> <p>2 MS. BEVERLY FRIEDMAN: And, Madam Chair,<br/>3 our next speaker is Kaleo Peixinho. And I'm not<br/>4 sure if the student has other students to speak.<br/>5 But here they are.</p> <p>6 THE CHAIR: Good morning. Bev, is there<br/>7 someone else -- and maybe we can add the next<br/>8 person -- wait. We got it.</p> <p>9 MS. BEVERLY FRIEDMAN: Yeah, they're<br/>10 coming in now.</p> <p>11 THE CHAIR: Thanks. Good morning.</p> <p>12 OPEN FORUM SPEAKER: Yes. Hi. Good<br/>13 morning.</p> <p>14 THE CHAIR: Thanks for -- thanks for<br/>15 joining us. If you could just please identify<br/>16 yourself for the record?</p> <p>17 OPEN FORUM SPEAKER: Yes. Hi. My name is<br/>18 Mateo Peixinho, and my son Kaleo Peixinho is under<br/>19 me hiding, and Enrico Tarin (ph) is here. We wanted<br/>20 to advocate for La Tierra Montessori School adding<br/>21 back the seventh and eighth grades.</p> <p>22 My daughter graduated from La Tierra<br/>23 Montessori School in eighth grade and went on to<br/>24 New Mexico School for the Arts. And my 15-year-old<br/>25 didn't have seventh and eighth grade there at</p>   | 21 | <p>1 THE CHAIR: Thanks. And do we still have<br/>2 one more?</p> <p>3 MS. BEVERLY FRIEDMAN: No, I believe that<br/>4 is it. Those are --</p> <p>5 THE CHAIR: Okay. All right. Thanks.</p> <p>6 So we are now on to Item No. 4, which is<br/>7 the Consent Agenda. And I -- as far as I know,<br/>8 there's no changes to that. So I'll entertain a<br/>9 motion to approve the Consent Agenda.</p> <p>10 COMMISSIONER ARMIJO: So moved. This is<br/>11 Chair Armijo -- Chair -- Commissioner Armijo.</p> <p>12 COMMISSIONER CARRILLO: I'll second.</p> <p>13 THE CHAIR: There's a motion by<br/>14 Commissioner Armijo and a second by Commissioner<br/>15 Carrillo.</p> <p>16 Roll, please.</p> <p>17 COMMISSIONER BURT: Thanks. I actually<br/>18 have a question of how we -- so when Commissioner<br/>19 Carrillo said we need to ask for any negative votes.<br/>20 I think I'm asking for negative votes throughout the<br/>21 roll call. I think that would only be for if we're<br/>22 doing, like, a verbal. Like, if we're doing "All in<br/>23 favor," and then you have to say "All" again.</p> <p>24 I think, the roll call, I'm asking for<br/>25 negative votes throughout it. So I don't think I</p>  |

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| <p style="text-align: right;">22</p> <p>1 need to do a separate one after?</p> <p>2 THE CHAIR: You're right. Because a</p> <p>3 negative vote would be identified by the "No."</p> <p>4 COMMISSIONER VOIGT: That's right.</p> <p>5 COMMISSIONER BURT: So I think that's when</p> <p>6 we're in person and we don't have to do roll-call</p> <p>7 votes every single time.</p> <p>8 THE CHAIR: Except OMA says we have to do</p> <p>9 roll every time.</p> <p>10 COMMISSIONER BURT: Okay. All right.</p> <p>11 Commissioner Chavez?</p> <p>12 COMMISSIONER CHAVEZ: Yes.</p> <p>13 COMMISSIONER BURT: Commissioner Gipson?</p> <p>14 THE CHAIR: Yes.</p> <p>15 COMMISSIONER BURT: Commissioner Carrillo?</p> <p>16 COMMISSIONER CARRILLO: Yes.</p> <p>17 COMMISSIONER BURT: Commissioner Armijo?</p> <p>18 COMMISSIONER ARMIJO: Yes.</p> <p>19 COMMISSIONER BURT: Commissioner Robbins?</p> <p>20 COMMISSIONER ROBBINS: Yes.</p> <p>21 COMMISSIONER BURT: Commissioner Voigt?</p> <p>22 COMMISSIONER VOIGT: Yes.</p> <p>23 COMMISSIONER BURT: Commissioner Manis?</p> <p>24 COMMISSIONER MANIS: Yes.</p> <p>25 COMMISSIONER BURT: Commissioner Taylor?</p>   | <p style="text-align: right;">24</p> <p>1 Is it -- okay. I think that they must be</p> <p>2 having technical challenges. Mr. Baiardo left, and</p> <p>3 so he's probably going to come back in.</p> <p>4 And while we're going through that, I</p> <p>5 would just like to point out to the Commission that</p> <p>6 yesterday during the Work Session, we talked about</p> <p>7 the process for working with charter schools after</p> <p>8 they've been approved to prepare them to open their</p> <p>9 doors.</p> <p>10 This item is Item No. 5 in the -- in the</p> <p>11 agenda and on your list of documents to review.</p> <p>12 There is the Implementation Year Checklist. We have</p> <p>13 been working very closely with the Explore</p> <p>14 Academy-Las Cruces team to oversee all of the items</p> <p>15 on the Implementation Year Checklist that they must</p> <p>16 complete; it's quite extensive.</p> <p>17 And so if you open up that document,</p> <p>18 you'll see that, as we worked with them, we were</p> <p>19 monitoring the completeness of all items. And the</p> <p>20 school has done a tremendous amount in a short</p> <p>21 amount of time, because, as you recall, they got</p> <p>22 started late and had to move very quickly to put</p> <p>23 into place all of the policies, procedures, plans,</p> <p>24 to do student recruitment, to do staff recruitment,</p> <p>25 and to obtain a facility.</p> |
| <p style="text-align: right;">23</p> <p>1 COMMISSIONER TAYLOR: Yes.</p> <p>2 COMMISSIONER BURT: Commissioner Burt is a</p> <p>3 "Yes."</p> <p>4 It passes nine-zero, unanimously.</p> <p>5 THE CHAIR: Okay. Thank you so much.</p> <p>6 We're on to Item No. 5, which is the</p> <p>7 Discussion on the Implementation Year Checklist for</p> <p>8 Explore Academy-Las Cruces.</p> <p>9 Director Chavez, I believe?</p> <p>10 DIRECTOR CORINA CHAVEZ: Good morning,</p> <p>11 Commissioners. Yes, we are here to talk about</p> <p>12 Explore Academy-Las Cruces, and I'm going to ask</p> <p>13 Missy if she can let in some of the members of the</p> <p>14 team. So that would be Justin Baiardo, along with</p> <p>15 Ms. Casedy. And I believe there was one other</p> <p>16 member of their team. We'll let them clarify who</p> <p>17 that is.</p> <p>18 So while -- Justin, do you want to make</p> <p>19 sure that we have everybody on your team? We have</p> <p>20 you and Ms. Casedy. Who else should we bring into</p> <p>21 this meeting?</p> <p>22 I believe you're unmuted.</p> <p>23 Ms. Casedy, do you know who else is at</p> <p>24 this meeting that should be brought on? I'm not</p> <p>25 hearing Justin speak.</p> | <p style="text-align: right;">25</p> <p>1 That is a tremendous amount of work.</p> <p>2 They've done a great job pulling it all together.</p> <p>3 There are a few pending items that I would like for</p> <p>4 the school to talk about. One is that when we</p> <p>5 completed the Implementation Year Checklist, you</p> <p>6 will note that the school had not yet signed a lease</p> <p>7 for their facility. They have worked very closely</p> <p>8 to identify a facility, and they were in the</p> <p>9 process.</p> <p>10 You know that these things change on a</p> <p>11 day-to-day basis. So I would like the school to</p> <p>12 provide an update on where they're at with their</p> <p>13 facility.</p> <p>14 The other item that I will just call your</p> <p>15 attention to is that the school is in the process of</p> <p>16 recruiting students. And they had to project a</p> <p>17 student membership count in order to build a budget.</p> <p>18 And that number of students that they projected has</p> <p>19 not yet been met.</p> <p>20 This is not surprising, because oftentimes</p> <p>21 schools that are in their implementation year, first</p> <p>22 time opening, you know, they're recruiting students</p> <p>23 who don't know the school. But they are actively</p> <p>24 pursuing student recruitment. They are, every day,</p> <p>25 probably adding more students to their roll.</p>                   |

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| <p style="text-align: right;">26</p> <p>1 My team has been working very closely with<br/>2 School Budget and with the school to monitor that,<br/>3 because if they don't meet the enrollment goal that<br/>4 they have set for themselves, their budget will be<br/>5 cut.</p> <p>6 So we have, again, been working very<br/>7 closely with all entities in regards to that.<br/>8 And -- and that's the only item that I'd like<br/>9 to point out, aside from the fact that part of the<br/>10 process for implementation year with a brand new<br/>11 school means that although they've -- they need to<br/>12 have substantially completed all items on this<br/>13 checklist, that, prior to actually opening their<br/>14 doors, there is one more step.</p> <p>15 So what we're reviewing today and what is<br/>16 in the Implementation Year Checklist that you're<br/>17 looking at needed to be completed by May 15th and<br/>18 approved by you all today; but there are still some<br/>19 items that are due two weeks prior to the opening<br/>20 date, including looking at any policies that may<br/>21 need to be revised, looking at curriculum and making<br/>22 sure that that is all set to go.</p> <p>23 Also, their budget was set to be approved<br/>24 on Wednesday, June 9th. So we should probably get<br/>25 an update from the school about that.</p> | <p style="text-align: right;">28</p> <p>1 the updates that you had mentioned, and happy to<br/>2 provide as much information as possible.</p> <p>3 Yeah. I guess let's start with enrollment<br/>4 if that's okay. It's -- we -- you know, obviously,<br/>5 I think a lot of enrollment is driven by location<br/>6 and facility. And facility has become a bit of a<br/>7 challenge in the last six weeks, as the original<br/>8 building we mentioned in our contract negotiations,<br/>9 the Del Rey facility, which was the call center that<br/>10 was a great fit, ended up experiencing some<br/>11 significant water damage as a result of some rain<br/>12 and subsequently just kind of took themselves out of<br/>13 the running as a facility for our use.</p> <p>14 And so that caused us to do a shift. And,<br/>15 you know, we're used to that type of pivoting at the<br/>16 last minute. And we have found a -- a new site that<br/>17 is off of Telshor. And it's a good temporary site<br/>18 for this first year.</p> <p>19 And we are -- we did have PSFA down there<br/>20 two weeks ago and had their final assessment done<br/>21 and sent it over to Charter School Division when I<br/>22 received it late last week. So the -- yeah, that<br/>23 facility looks -- that's the one we -- as Corina<br/>24 alluded to, was the facility that the board approved<br/>25 the lease for earlier this month. And, you know,</p> |
| <p style="text-align: right;">27</p> <p>1 Additionally, we would check in two weeks<br/>2 before the school opens to make sure that all of the<br/>3 recruitment for staff has occurred and that they are<br/>4 ready to serve students.</p> <p>5 In terms of the enrollment, the last time<br/>6 we checked -- and, again, know that this is data as<br/>7 of June 3rd -- the school has inputted into your<br/>8 chart where the school was with enrollment for<br/>9 sixth-, seventh-, and eighth-graders. And so that<br/>10 is in the record with the Implementation Year<br/>11 Checklist. Their goal was 240. And as of June 3rd,<br/>12 the count that had been recruited was 104 students.</p> <p>13 So that is where we are at. And I'm<br/>14 wondering if the full team from Explore-Las Cruces<br/>15 has been added.</p> <p>16 Justin, I wonder if you have audio yet.</p> <p>17 MR. JUSTIN BAIARDO: Yeah, I am here. Can<br/>18 you hear me?</p> <p>19 THE CHAIR: Yes.</p> <p>20 MR. JUSTIN BAIARDO: Sorry. We'll leave<br/>21 video off -- I'm not sure what happened there -- to<br/>22 make sure we have a connection.</p> <p>23 And, yes, thank you for having us today.<br/>24 Corina will probably have to go through multiple<br/>25 items, as you've described, to make sure we give all</p>   | <p style="text-align: right;">29</p> <p>1 we're good to go, pending approval today.</p> <p>2 THE CHAIR: Justin, can I just ask what<br/>3 the address is?</p> <p>4 MR. JUSTIN BAIARDO: Sure. It is<br/>5 910 Telshor. It was an old PrimeTime Fitness<br/>6 location.</p> <p>7 THE CHAIR: Oh, okay. Got you. Okay.<br/>8 Thanks.</p> <p>9 MR. JUSTIN BAIARDO: Regarding the budget,<br/>10 I believe the budget was approved by the board back<br/>11 at our May meeting. So that was submitted by our<br/>12 business office. So I think that was all in order<br/>13 as well.</p> <p>14 THE CHAIR: Okay. I think what -- and<br/>15 correct me, Director Chavez. I believe the notation<br/>16 on the budget approval was approval by PED Budget;<br/>17 correct -- or no? -- on June 9th. I thought that's<br/>18 what I saw in the documentation.</p> <p>19 Am I incorrect on that, that there was<br/>20 something that was -- that was going to be final<br/>21 approval, or something like that, was June 9th? And<br/>22 I thought that was PED Budget. I might have read it<br/>23 wrong.</p> <p>24 DIRECTOR CORINA CHAVEZ: No, I think<br/>25 you're absolutely right, Chair Gipson, that in May,</p>   |



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1 the board's -- the school's board approved it. But  
 2 budget approval at the PED level looks like it is --  
 3 it was to happen June 9th.  
 4 THE CHAIR: So, Justin, do we know if that  
 5 happened?  
 6 MS. ELISHA VARELA: Hi. It's Elisha. I'm  
 7 here as well, because the Internet is not working  
 8 out for either of us. The June 9th date --  
 9 THE CHAIR: You just need to introduce  
 10 yourself for the record.  
 11 MS. ELISHA VARELA: I'm sorry. Elisha  
 12 Varela. I couldn't get my Internet to connect and  
 13 it left me in the waiting room; so --  
 14 THE CHAIR: Thanks.  
 15 MS. ELISHA VARELA: You're welcome. June  
 16 9th was the date I provided the CSD staff. One of  
 17 the checklist items asks for a date for budget  
 18 approval. And, initially, the board wanted to  
 19 approve the budget on June 9th. But they were  
 20 prepared in May, so they actually did it in their  
 21 May meeting instead, because I was told that that  
 22 was, like -- June 24th would be last day, like, it  
 23 was -- it had to be approved before June 24th.  
 24 So June 9th was just the normal June  
 25 meeting. And then they ended up doing it early. So

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1 the June 9th date was my initial date, just 'cause  
 2 that's when the board meeting fell.  
 3 THE CHAIR: Okay. Thanks.  
 4 MS. ELISHA VARELA: Sure.  
 5 THE CHAIR: I guess I just read it wrong.  
 6 So there has been budget approval by PED?  
 7 DIRECTOR CORINA CHAVEZ: So the budget was  
 8 submitted to PED. And, at this point, we -- I would  
 9 need to check with School Budget to see if it was  
 10 approved. I know that they've been going through  
 11 the process and that we have kept in close contact  
 12 with our budget office to assure.  
 13 But let me get back with you on that. I  
 14 know that we asked School Budget about the  
 15 enrollment, and they were -- they were good with  
 16 where the school was at this point in their student  
 17 enrollment.  
 18 Hold on a sec.  
 19 THE CHAIR: Okay. Great. 'Cause, for  
 20 Commissioners, it's been an ongoing concern and  
 21 conversation with deputy secretaries going back as  
 22 they've held the position in -- with Budget and  
 23 Finance, over the concern that schools over-project,  
 24 and then -- and we've seen it. The consequences of  
 25 that budget adjustment can put a new school in

32

1 critical danger, because they did that big  
 2 over-projection and then, you know, for whatever  
 3 reason, you know, students don't show up, and  
 4 there's -- you know, there's a variety of reasons.  
 5 So it is a concern. But as long as -- and  
 6 I know Budget works closely. But we've tried to  
 7 address. And it is a -- it's a guesstimate, you  
 8 know. Schools are hoping for this, but you don't  
 9 know what -- who's going to enroll.  
 10 Commissioner Carrillo?  
 11 COMMISSIONER CARRILLO: Thank you, Chair  
 12 Gipson.  
 13 My question to Justin and Elisha would  
 14 be -- and it's exactly to what you were saying. Do  
 15 they have maybe like a Plan 2 and a Plan 3 budget  
 16 that they've worked on within different  
 17 projection -- enrollment projection parameters so  
 18 that they're not scrambling later in July or early  
 19 August.  
 20 MR. JUSTIN BAIARDO: Yes. Absolutely.  
 21 Thank you, Commissioner Carrillo. I was just going  
 22 to jump in and state it as well in the response.  
 23 Yes, we have many budget scenarios that we  
 24 plan out for full enrollment, half enrollment, you  
 25 know, three-quarters enrollment, et cetera.

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1 One of the reasons why I think we're  
 2 coming in a little low as well is that originally we  
 3 had looked at six-nine, to start with four grades  
 4 coming in. Based on some programmatic reasoning,  
 5 facilities, even, like, sibling enrollment between,  
 6 you know, different students we saw were enrolling,  
 7 we thought it might be better and more conservative  
 8 to go just six-eight.  
 9 Director Chavez alluded to the fact we're  
 10 opening with six-eight rather than six-nine. That  
 11 might be a drop-off from what we're seeing normally.  
 12 Right now, our rate of applications projects us  
 13 right around 175, 175 students to start in August.  
 14 So, yeah, we would be coming in under the  
 15 240. But we are planning a budget around about  
 16 150 students, just -- that is what our budget is  
 17 being based on. So our rent calculations, teaching  
 18 ratio, salary, everything is being based around  
 19 150 students to ensure that we are conservative  
 20 (indiscernible due to audio distortion).  
 21 THE CHAIR: Thanks. And, Justin, just out  
 22 of curiosity, are you getting staff that are  
 23 bringing children?  
 24 MR. JUSTIN BAIARDO: Students? I think we  
 25 have two staff members out of the ten teachers that

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| <p style="text-align: right;">34</p> <p>1 we have -- ten teachers, four supporting staff, and<br/>2 two administrative staff. I believe out of those,<br/>3 there are two of them who have their own children<br/>4 (indiscernible due to audio distortion).<br/>5 THE CHAIR: Okay. Thanks.<br/>6 So just a question regarding facilities.<br/>7 I know the expectation is, of course, that you'll<br/>8 have the E-Occupancy by opening date. But has there<br/>9 been any discussion about, "What if we don't?"<br/>10 MR. JUSTIN BAIARDO: We -- yes,<br/>11 absolutely. And we were very proactive on this. We<br/>12 did engage an architect for early on that we worked<br/>13 closely with in the past, and they've been working<br/>14 with the City of Las Vegas (verbatim).<br/>15 We were on the phone with the fire<br/>16 marshal -- the fire engineer yesterday doing the<br/>17 final look-through, because they did submit the<br/>18 change in occupancy application last week. And<br/>19 the -- it looks like everything is good.<br/>20 They -- the owner is open to doing -- he's<br/>21 doing some work on the building right now. He's<br/>22 doing some paint and some exterior work to freshen<br/>23 it up a little bit. But the occupancy is slated to<br/>24 be received -- they are going to install a fire --<br/>25 fire suppression system. They're going to install</p> | <p style="text-align: right;">36</p> <p>1 Telshor -- it's on Telshor. Is that the area<br/>2 between Highway 70 and Amador now?<br/>3 THE CHAIR: It's between -- it's up by the<br/>4 intersection of Solano and -- and Telshor. So<br/>5 it's -- it's between Lohman and Sam's Club.<br/>6 COMMISSIONER CHAVEZ: Yeah. Okay. That's<br/>7 the area.<br/>8 THE CHAIR: Okay. Yeah.<br/>9 COMMISSIONER CHAVEZ: And I just -- I<br/>10 guess the question I have with that location is if<br/>11 you're familiar with Las Cruces and that area,<br/>12 that's a very congested area with traffic. And I'm<br/>13 just wondering if there was any type of work or<br/>14 collaboration that was done with the City of<br/>15 Las Cruces to study traffic patterns and that sort<br/>16 of thing with -- with the school being there.<br/>17 MR. JUSTIN BAIARDO: And just to clarify,<br/>18 the 910 -- and we've had this address question<br/>19 before. The 910 is 910 North Telshor. And I<br/>20 believe there might be another 910 Telshor that's in<br/>21 a different area.<br/>22 This Telshor is right off of I-25 off the<br/>23 frontage road. So it's not in a -- in a business<br/>24 community or residential community. It's right off<br/>25 the -- you can see it from the interstate as you</p> |
| <p style="text-align: right;">35</p> <p>1 sprinklers in the building, which is one thing that<br/>2 he knew he had to do.<br/>3 But that's really going to be a little bit<br/>4 of a -- it's going to be about a four-week lead time<br/>5 before we can move in. We were hoping to move in<br/>6 July 1st. Now it looks like it's going to be more<br/>7 like July 15th. But that fire sprinkler is going to<br/>8 be a prerequisite before the E-Occupancy.<br/>9 But once that is installed, the city has<br/>10 already approved the occupancy. So it's just a<br/>11 matter of, I think, the final fire marshal<br/>12 inspection, and the Certificate of Occupancy comes<br/>13 shortly thereafter.<br/>14 THE CHAIR: Thanks. And I think we need<br/>15 the record to reflect that it's the City of<br/>16 Las Cruces, not Las Vegas. So --<br/>17 MR. JUSTIN BAIARDO: My apologies. Yes,<br/>18 City of Las Cruces.<br/>19 THE CHAIR: So thanks for that.<br/>20 COMMISSIONER CHAVEZ: Madam Chair, I have<br/>21 a question.<br/>22 THE CHAIR: Sure. Commissioner Chavez?<br/>23 COMMISSIONER CHAVEZ: Being that there is<br/>24 a change in location for this building -- and I just<br/>25 want to make sure I understand. It's on the</p>   | <p style="text-align: right;">37</p> <p>1 drive by.<br/>2 COMMISSIONER CHAVEZ: Right.<br/>3 THE CHAIR: So, Justin, I'm sorry. Isn't<br/>4 it up by where there's some -- there's a couple of<br/>5 auto dealerships? Isn't that the PrimeTime Fitness<br/>6 we're talking about?<br/>7 MR. JUSTIN BAIARDO: Yes. I think there's<br/>8 a Dodge dealer that's right --<br/>9 THE CHAIR: Yeah. Yeah. Yeah.<br/>10 MR. JUSTIN BAIARDO: Yeah. I just wanted<br/>11 to clarify that we're talking about the same<br/>12 location. Because there is a -- okay. Yeah. The<br/>13 city had no concerns with traffic in that area.<br/>14 They found the accessibility was appropriate. And,<br/>15 you know, when we did put it through for the change<br/>16 in occupancy, there was no comment on the traffic --<br/>17 the traffic issue for that location.<br/>18 So they are considering it temporary. You<br/>19 know, we are -- we have applied -- this is all --<br/>20 knowing that this will be a temporary site. This is<br/>21 not our long-term home. But for the first year,<br/>22 they did not see any issues with the number of<br/>23 students we're bringing in and how that might impact<br/>24 any traffic along that frontage road.<br/>25 COMMISSIONER CHAVEZ: Okay. Thank you.</p>            |

38

1 THE CHAIR: And, Justin, if I'm thinking  
 2 correctly, there's not, like, any green space there.  
 3 MR. JUSTIN BAIARDO: Correct. Yeah.  
 4 We're going to have to do most of our PE -- most of  
 5 our physical education will have to be done inside.  
 6 We have a PE room -- it was a fitness gym, so there  
 7 are -- there is a room that we can do some indoor --  
 8 you know, have a physical education program inside,  
 9 yeah. The green space outside does not exist at  
 10 this location, unfortunately.  
 11 THE CHAIR: Okay. Thanks.  
 12 Commissioners, any other questions?  
 13 So we do have to take a vote for the  
 14 commencement of operations for the school.  
 15 So that I -- I will move that the Public  
 16 Education Commission approve Commencement of  
 17 Operations for Explore Academy-Las Cruces under the  
 18 condition that they receive their E-Occupancy.  
 19 COMMISSIONER CHAVEZ: Second.  
 20 COMMISSIONER ROBBINS: Second.  
 21 THE CHAIR: There's a motion by  
 22 Commissioner Gipson and a second by Commissioner  
 23 Chavez.  
 24 Is there any further discussion?  
 25 COMMISSIONER VOIGT: Madam Chair, I think

39

1 also they're waiting on their budget approval by  
 2 PED; is that correct?  
 3 DIRECTOR CORINA CHAVEZ: So,  
 4 Commissioners, there are several steps in the  
 5 process of budget approval. And my understanding,  
 6 that it is approved and in the approval folder, the  
 7 final budget step that we take is the two weeks  
 8 before opening, where we look at the -- the budget  
 9 that the governing board approved and the final  
 10 budget and make sure that everything is good to go  
 11 in terms of enrollment.  
 12 If there is any sort of need to adjust the  
 13 budget because of enrollment we'll know two weeks  
 14 before the school opens. But for this, where we're  
 15 at in this stage of the game, the school is on track  
 16 because their board approved the budget and the PED  
 17 has approved the budget so far.  
 18 I had a question with -- for Justin about  
 19 the ed plan, which is a new requirement in terms of  
 20 the budget approval process. And I wasn't sure  
 21 if -- because he is a brand new school, if he has  
 22 already completed that requirement. But I don't  
 23 have a concern for this stage of implementation,  
 24 Chair Voigt.  
 25 COMMISSIONER VOIGT: Thank you, Director

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1 Chavez, for explaining that budget process. It's  
 2 kind of a tight window, two weeks prior to opening;  
 3 but --  
 4 THE CHAIR: But that would only be for an  
 5 adjustment and approval of -- right, yeah.  
 6 COMMISSIONER VOIGT: Right. Let me finish  
 7 real quick.  
 8 So, also, it's good to hear that Justin  
 9 has Plan B, C, D, E, et cetera, in place for that  
 10 budget. Because that hit at the 40th day enrollment  
 11 could be devastating. So that's good for planning,  
 12 good proactiveness (verbatim) there.  
 13 THE CHAIR: Right. Thanks.  
 14 Is there any further discussion?  
 15 (No response.)  
 16 THE CHAIR: If not, roll, please.  
 17 COMMISSIONER BURT: Commissioner Gipson?  
 18 THE CHAIR: Yes.  
 19 COMMISSIONER BURT: Commissioner Chavez?  
 20 COMMISSIONER CHAVEZ: Yes.  
 21 COMMISSIONER BURT: Commissioner Manis?  
 22 COMMISSIONER MANIS: Yes.  
 23 COMMISSIONER BURT: Commissioner Carrillo?  
 24 COMMISSIONER CARRILLO: Yes.  
 25 COMMISSIONER BURT: Commissioner Robbins?

41

1 COMMISSIONER ROBBINS: Yes.  
 2 COMMISSIONER BURT: Commissioner Burt,  
 3 "Yes."  
 4 Commissioner Taylor?  
 5 COMMISSIONER TAYLOR: Yes.  
 6 COMMISSIONER BURT: Commissioner Armijo?  
 7 COMMISSIONER ARMIJO: Yes.  
 8 COMMISSIONER BURT: Commissioner Voigt?  
 9 COMMISSIONER VOIGT: Yes.  
 10 COMMISSIONER BURT: All right. That was  
 11 nine-zero. The motion unanimously --  
 12 THE CHAIR: All right. Motion passes,  
 13 nine-zero. Thank you so much.  
 14 MR. JUSTIN BAIARDO: Thank you.  
 15 THE CHAIR: Congratulations, Justin, and  
 16 we'll be moving on to the next item for you.  
 17 Thank you.  
 18 So we are now on to Item No. 6, which is  
 19 the charter contracts for the -- the eight schools  
 20 that we did contract negotiations with this year.  
 21 DIRECTOR CORINA CHAVEZ: Commissioners, do  
 22 you have in your set of materials the contracts for  
 23 all of the schools that are listed, as well as -- as  
 24 well as all of the appendices?  
 25 I believe that they're in two groups. One

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| 42 | <p>1 is the contract itself. And the second is the --</p> <p>2 the appendices that are associated with each of</p> <p>3 those.</p> <p>4 Schools have provided their</p> <p>5 Mission-Specific Goals, and we have moved forward</p> <p>6 with each of the schools to be readied for you to --</p> <p>7 to approve their contract.</p> <p>8 THE CHAIR: Okay. Thank you so much. So</p> <p>9 if there's no discussion, I will move that the</p> <p>10 Public Education Commission adopt the contract for</p> <p>11 Explore Academy-Las Cruces.</p> <p>12 COMMISSIONER ROBBINS: Second.</p> <p>13 THE CHAIR: There's a motion by</p> <p>14 Commissioner Gipson, a second by Commissioner</p> <p>15 Robbins.</p> <p>16 If there's no discussion, roll, please.</p> <p>17 COMMISSIONER BURT: All right.</p> <p>18 Commissioner Voigt?</p> <p>19 COMMISSIONER VOIGT: Yes.</p> <p>20 COMMISSIONER BURT: Commissioner Armijo?</p> <p>21 COMMISSIONER ARMIJO: Yes.</p> <p>22 COMMISSIONER BURT: Commissioner Taylor?</p> <p>23 COMMISSIONER TAYLOR: Yes.</p> <p>24 COMMISSIONER BURT: Commissioner Burt,</p> <p>25 "Yes."</p>  | 44 | <p>1 contract work in April. Do you recollect at all,</p> <p>2 or --</p> <p>3 THE CHAIR: Not at all.</p> <p>4 COMMISSIONER CARRILLO: All right. That's</p> <p>5 fine.</p> <p>6 THE CHAIR: And I know it's been brought</p> <p>7 up. And so, as the Director said, the -- you know,</p> <p>8 the materials are all complete. So I think -- as</p> <p>9 far as I'm concerned, we're good to go.</p> <p>10 COMMISSIONER CARRILLO: Okay.</p> <p>11 THE CHAIR: Okay. Thanks.</p> <p>12 COMMISSIONER CARRILLO: Thank you.</p> <p>13 THE CHAIR: I believe Commissioner Taylor</p> <p>14 seconded that; is that correct?</p> <p>15 COMMISSIONER TAYLOR: Yes.</p> <p>16 THE CHAIR: There's a motion by</p> <p>17 Commissioner Gipson and a second by Commissioner</p> <p>18 Taylor.</p> <p>19 Roll, please?</p> <p>20 COMMISSIONER BURT: Commissioner Taylor?</p> <p>21 COMMISSIONER TAYLOR: Yes.</p> <p>22 COMMISSIONER BURT: Commissioner Robbins?</p> <p>23 COMMISSIONER ROBBINS: Yes.</p> <p>24 COMMISSIONER BURT: Commissioner Voigt?</p> <p>25 COMMISSIONER VOIGT: Yes.</p>   |
| 43 | <p>1 Commissioner Robbins?</p> <p>2 COMMISSIONER ROBBINS: Yes.</p> <p>3 COMMISSIONER BURT: Commissioner Carrillo?</p> <p>4 COMMISSIONER CARRILLO: Yes.</p> <p>5 COMMISSIONER BURT: Commissioner Manis?</p> <p>6 COMMISSIONER MANIS: Yes.</p> <p>7 COMMISSIONER BURT: Commissioner Chavez?</p> <p>8 COMMISSIONER CHAVEZ: Yes.</p> <p>9 COMMISSIONER BURT: Commissioner Gipson?</p> <p>10 THE CHAIR: Yes.</p> <p>11 COMMISSIONER BURT: All right. That was</p> <p>12 nine-zero, and it passes unanimously.</p> <p>13 THE CHAIR: Thank you. And I will also</p> <p>14 move that the Public Education Commission approve</p> <p>15 the contract for J. Paul Taylor Academy-Las Cruces.</p> <p>16 COMMISSIONER TAYLOR: Second.</p> <p>17 COMMISSIONER CARRILLO: I have a question</p> <p>18 about that one, Chair Gipson.</p> <p>19 THE CHAIR: Yes.</p> <p>20 COMMISSIONER CARRILLO: My recollection --</p> <p>21 I'm trying to find the notes that I have -- with</p> <p>22 J. Paul Taylor, my recollection, there was something</p> <p>23 else that they were going to bring us this morning</p> <p>24 for us to look at. It was relative to mission. I'd</p> <p>25 have to look back through my notes when we did that</p> | 45 | <p>1 COMMISSIONER BURT: Commissioner Armijo?</p> <p>2 COMMISSIONER ARMIJO: Yes.</p> <p>3 COMMISSIONER BURT: Commissioner Carrillo?</p> <p>4 COMMISSIONER CARRILLO: Yes.</p> <p>5 COMMISSIONER BURT: Commissioner Burt,</p> <p>6 "Yes."</p> <p>7 Commissioner Chavez?</p> <p>8 COMMISSIONER CHAVEZ: Yes.</p> <p>9 COMMISSIONER BURT: Commissioner Manis?</p> <p>10 COMMISSIONER MANIS: Yes.</p> <p>11 COMMISSIONER BURT: Commissioner Gipson?</p> <p>12 THE CHAIR: Yes.</p> <p>13 COMMISSIONER BURT: All right. That is</p> <p>14 nine-zero. Passes unanimously.</p> <p>15 COMMISSIONER ROBBINS: And, Madam Chair?</p> <p>16 THE CHAIR: Yes.</p> <p>17 COMMISSIONER ROBBINS: If I could add? I</p> <p>18 went back and looked at my notes, Commissioner</p> <p>19 Carrillo. It was a matter of getting clarification</p> <p>20 on the E-Occupancy as to what the actual E-Occupancy</p> <p>21 number is for J. Paul Taylor versus Alma d'Arte,</p> <p>22 because they occupy the same site.</p> <p>23 COMMISSIONER CARRILLO: Thank you.</p> <p>24 THE CHAIR: Yeah. And, you know -- and --</p> <p>25 sorry. Technically -- yeah, they occupy the same</p> |

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| 46 | <p>1 land. Yeah. Yeah. Thanks.</p> <p>2 I will move that the Public Education</p> <p>3 Commission approve the contract for La Academia</p> <p>4 Dolores Huerta-Las Cruces.</p> <p>5 COMMISSIONER TAYLOR: Second.</p> <p>6 COMMISSIONER CHAVEZ: Second.</p> <p>7 THE CHAIR: There's a motion by</p> <p>8 Commissioner Gipson, a second by Commissioner</p> <p>9 Taylor.</p> <p>10 Commissioner Burt?</p> <p>11 COMMISSIONER BURT: Commissioner Gipson?</p> <p>12 THE CHAIR: Yes.</p> <p>13 COMMISSIONER BURT: Commissioner Chavez?</p> <p>14 COMMISSIONER CHAVEZ: Yes.</p> <p>15 COMMISSIONER BURT: Commissioner Carrillo?</p> <p>16 COMMISSIONER CARRILLO: Yes.</p> <p>17 COMMISSIONER BURT: Commissioner Burt,</p> <p>18 "Yes."</p> <p>19 Commissioner Armijo?</p> <p>20 COMMISSIONER ARMIJO: Yes.</p> <p>21 COMMISSIONER BURT: Commissioner Voigt?</p> <p>22 COMMISSIONER VOIGT: Yes.</p> <p>23 COMMISSIONER BURT: Commissioner Taylor?</p> <p>24 COMMISSIONER TAYLOR: Yes.</p> <p>25 COMMISSIONER BURT: Commissioner Robbins?</p>  | 48 | <p>1 COMMISSIONER VOIGT: Yes.</p> <p>2 COMMISSIONER BURT: Commissioner Taylor?</p> <p>3 COMMISSIONER TAYLOR: Yes.</p> <p>4 COMMISSIONER BURT: Commissioner Robbins?</p> <p>5 COMMISSIONER ROBBINS: Yes.</p> <p>6 COMMISSIONER BURT: All right. That</p> <p>7 passes nine-zero, unanimously.</p> <p>8 THE CHAIR: Thank you. I move that the</p> <p>9 Public Education Commission approve the contract for</p> <p>10 Red River Valley Charter School-Red River.</p> <p>11 COMMISSIONER MANIS: Second.</p> <p>12 THE CHAIR: There's a motion by</p> <p>13 Commissioner Gipson, a second by Commissioner</p> <p>14 Taylor.</p> <p>15 Roll, please.</p> <p>16 COMMISSIONER BURT: Commissioner Carrillo?</p> <p>17 COMMISSIONER CARRILLO: Yes.</p> <p>18 COMMISSIONER BURT: Commissioner Chavez?</p> <p>19 COMMISSIONER CHAVEZ: Yes.</p> <p>20 COMMISSIONER BURT: Commissioner Gipson?</p> <p>21 THE CHAIR: Yes.</p> <p>22 COMMISSIONER BURT: Commissioner Manis?</p> <p>23 COMMISSIONER MANIS: Yes.</p> <p>24 COMMISSIONER BURT: Commissioner Robbins?</p> <p>25 COMMISSIONER ROBBINS: Yes.</p> |
| 47 | <p>1 COMMISSIONER ROBBINS: Yes.</p> <p>2 COMMISSIONER BURT: Commissioner Manis?</p> <p>3 COMMISSIONER MANIS: Yes.</p> <p>4 COMMISSIONER BURT: All right. That</p> <p>5 passes nine-zero, unanimously.</p> <p>6 THE CHAIR: Okay. Thank you. I will move</p> <p>7 that the Public Education Commission approve the</p> <p>8 contract for North Valley Academy-Albuquerque.</p> <p>9 COMMISSIONER BURT: Second.</p> <p>10 THE CHAIR: There's a motion by</p> <p>11 Commissioner Gipson, a second by Commissioner Burt.</p> <p>12 Roll, please?</p> <p>13 COMMISSIONER BURT: 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 Chavez?</p> <p>18 COMMISSIONER CHAVEZ: Yes.</p> <p>19 COMMISSIONER BURT: Commissioner Carrillo?</p> <p>20 COMMISSIONER ROBBINS: Yes.</p> <p>21 COMMISSIONER BURT: Commissioner Burt,</p> <p>22 "Yes."</p> <p>23 Commissioner Armijo?</p> <p>24 COMMISSIONER ARMIJO: Yes.</p> <p>25 COMMISSIONER BURT: Commissioner Voigt?</p> | 49 | <p>1 COMMISSIONER BURT: Commissioner Taylor?</p> <p>2 COMMISSIONER TAYLOR: Yes.</p> <p>3 COMMISSIONER BURT: Commissioner Voigt?</p> <p>4 COMMISSIONER VOIGT: Yes.</p> <p>5 COMMISSIONER BURT: Commissioner Armijo?</p> <p>6 COMMISSIONER ARMIJO: Yes.</p> <p>7 COMMISSIONER BURT: Commissioner Burt,</p> <p>8 "Yes."</p> <p>9 That passes, nine-zero, unanimously.</p> <p>10 THE CHAIR: Thank you. And I move that</p> <p>11 the Public Education Commission approve the contract</p> <p>12 for Roots &amp; Wings Community School.</p> <p>13 COMMISSIONER TAYLOR: Second.</p> <p>14 THE CHAIR: There's a motion by</p> <p>15 Commissioner Gipson, a second by Commissioner</p> <p>16 Taylor.</p> <p>17 Roll, please?</p> <p>18 COMMISSIONER BURT: Commissioner Voigt?</p> <p>19 COMMISSIONER VOIGT: Yes.</p> <p>20 COMMISSIONER BURT: Commissioner Taylor?</p> <p>21 COMMISSIONER TAYLOR: Yes.</p> <p>22 COMMISSIONER BURT: Commissioner Robbins?</p> <p>23 COMMISSIONER ROBBINS: Yes.</p> <p>24 COMMISSIONER BURT: Commissioner Manis?</p> <p>25 COMMISSIONER MANIS: Yes.</p>            |

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| 50 | <p>1 COMMISSIONER BURT: Commissioner Gipson?<br/>                 2 THE CHAIR: Yes.<br/>                 3 COMMISSIONER BURT: Commissioner Chavez?<br/>                 4 COMMISSIONER CHAVEZ: Yes.<br/>                 5 COMMISSIONER BURT: Commissioner Carrillo?<br/>                 6 COMMISSIONER CARRILLO: Yes.<br/>                 7 COMMISSIONER BURT: Commissioner Burt,<br/>                 8 "Yes."<br/>                 9 Commissioner Armijo.<br/>                 10 COMMISSIONER ARMIJO: Yes.<br/>                 11 COMMISSIONER BURT: All right.<br/>                 12 Passes nine-zero, unanimously.<br/>                 13 THE CHAIR: Thank you. And I need to ask<br/>                 14 for a clarification on this one. I've never seen<br/>                 15 "Questa Six Directions Indigenous."<br/>                 16 COMMISSIONER CARRILLO: You mean Gallup?<br/>                 17 THE CHAIR: It says "Questa." I've never<br/>                 18 seen the name "Questa" included in the name for Six<br/>                 19 Directions Indigenous. So is this a change? That's<br/>                 20 my only concern when we make the motion. I've only<br/>                 21 seen it -- I've only referred to it as Six<br/>                 22 Directions Indigenous, and never "Questa Six<br/>                 23 Directions Indigenous."<br/>                 24 So I'm just asking for that clarification<br/>                 25 for the motion.</p> | 52 | <p>1 COMMISSIONER CARRILLO: Yes.<br/>                 2 COMMISSIONER BURT: Commissioner Chavez?<br/>                 3 COMMISSIONER CHAVEZ: Yes.<br/>                 4 COMMISSIONER BURT: Commissioner Davis --<br/>                 5 oh, sorry. She's not present.<br/>                 6 Commissioner Gipson?<br/>                 7 THE CHAIR: Yes.<br/>                 8 COMMISSIONER BURT: Commissioner Manis?<br/>                 9 COMMISSIONER MANIS: Yes.<br/>                 10 COMMISSIONER BURT: Commissioner Robbins?<br/>                 11 COMMISSIONER ROBBINS: Yes.<br/>                 12 COMMISSIONER BURT: Commissioner Taylor?<br/>                 13 COMMISSIONER TAYLOR: Yes.<br/>                 14 COMMISSIONER BURT: Commissioner Voigt?<br/>                 15 COMMISSIONER VOIGT: Yes.<br/>                 16 COMMISSIONER BURT: That passes,<br/>                 17 nine-zero, unanimously.<br/>                 18 THE CHAIR: Thank you. And we are on to<br/>                 19 our final one.<br/>                 20 I move that the Public Education<br/>                 21 Commission approve the contract for Taos<br/>                 22 International School-Taos.<br/>                 23 COMMISSIONER VOIGT: Second.<br/>                 24 THE CHAIR: Motion by Commissioner Gipson,<br/>                 25 a second by Commissioner Voigt.</p> |
| 51 | <p>1 COMMISSIONER CARRILLO: Madam Chair, we<br/>                 2 received -- somehow there must be a typo. On the<br/>                 3 agenda we received, it just says, "Six Directions<br/>                 4 Indigenous School-Gallup."<br/>                 5 It doesn't say "Questa."<br/>                 6 THE CHAIR: So I'm just questioning why --<br/>                 7 so --<br/>                 8 DIRECTOR CORINA CHAVEZ: Questa was listed<br/>                 9 after Roots &amp; Wings in the agenda I'm looking at.<br/>                 10 And Six Directions has Gallup listed after that. So<br/>                 11 I wonder if the printed copy you got --<br/>                 12 THE CHAIR: Messed up.<br/>                 13 DIRECTOR CORINA CHAVEZ: On those two.<br/>                 14 THE CHAIR: Okay. So I move that the<br/>                 15 Public Education Commission approve the contract for<br/>                 16 Six Directions Indigenous School-Gallup.<br/>                 17 COMMISSIONER VOIGT: I'll second.<br/>                 18 THE CHAIR: Motion by Commissioner Gipson,<br/>                 19 second by Commissioner Voigt.<br/>                 20 Roll, please.<br/>                 21 COMMISSIONER BURT: Commissioner Armijo?<br/>                 22 COMMISSIONER ARMIJO: Yes.<br/>                 23 COMMISSIONER BURT: Commissioner Burt,<br/>                 24 "Yes."<br/>                 25 Commissioner Carrillo?</p>      | 53 | <p>1 Roll, please.<br/>                 2 COMMISSIONER BURT: Commissioner Manis?<br/>                 3 COMMISSIONER MANIS: Yes.<br/>                 4 COMMISSIONER BURT: Commissioner Robbins?<br/>                 5 COMMISSIONER ROBBINS: Yes.<br/>                 6 COMMISSIONER BURT: Commissioner Taylor?<br/>                 7 COMMISSIONER TAYLOR: Yes.<br/>                 8 COMMISSIONER BURT: Commissioner Voigt?<br/>                 9 COMMISSIONER VOIGT: Yes.<br/>                 10 COMMISSIONER BURT: Commissioner Armijo?<br/>                 11 COMMISSIONER ARMIJO: Yes.<br/>                 12 COMMISSIONER BURT: Commissioner Burt,<br/>                 13 "Yes."<br/>                 14 Commissioner Carrillo?<br/>                 15 COMMISSIONER CARRILLO: Yes.<br/>                 16 COMMISSIONER BURT: Commissioner Chavez?<br/>                 17 COMMISSIONER CHAVEZ: Yes.<br/>                 18 COMMISSIONER BURT: Commissioner Gipson?<br/>                 19 THE CHAIR: Yes.<br/>                 20 COMMISSIONER BURT: That passes,<br/>                 21 nine-zero, unanimously.<br/>                 22 THE CHAIR: Okay. Thanks.<br/>                 23 We are on to Item No. 7, Report from<br/>                 24 Options for Parents.<br/>                 25 DIRECTOR CORINA CHAVEZ: Good morning,</p>   |

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| <p style="text-align: right;">54</p> <p>1 Commissioners. I may reorder the order of things<br/>2 that I will talk about. Is that okay?<br/>3 THE CHAIR: Sure.<br/>4 DIRECTOR CORINA CHAVEZ: I would like to<br/>5 give you an update on the Charter Schools Division<br/>6 staffing. My team continues to work really hard now<br/>7 that we no longer have Karen Woerner on staff. And<br/>8 so I'm so appreciative of Missy Brown for serving in<br/>9 the capacity that she has for your meeting. Thank<br/>10 you, Missy.<br/>11 She also did a terrific job as the lead<br/>12 staff person on the conference and we'll get into<br/>13 the conference a little bit more. But just wanted<br/>14 to highlight what superstars there are within the<br/>15 Charter Schools Division, and, with short staffing,<br/>16 how much work all of the members of the team put<br/>17 into keeping us going in a really -- really awesome<br/>18 way.<br/>19 So Staff have been finishing up modified<br/>20 site visits, and Staff have been preparing for the<br/>21 new charter school application review process.<br/>22 We've also been processing a lot of<br/>23 invoices on the charter schools federal grant, the<br/>24 Charter Schools Program Grant, that schools have<br/>25 been awarded. That has -- that has taken up a lot</p>   | <p style="text-align: right;">56</p> <p>1 Deputy Director, and we have another position for Ed<br/>2 Admin B.<br/>3 So lots of new staff that will be joining<br/>4 our team. We need it, because people are working<br/>5 really, really hard, and there's a lot of really<br/>6 wonderful work to do. That is the -- the staffing<br/>7 update, and I'll field any questions that you all<br/>8 have.<br/>9 THE CHAIR: Just looking forward to new<br/>10 faces, as I know you are; so -- it's exciting.<br/>11 DIRECTOR CORINA CHAVEZ: Absolutely. So<br/>12 I'll move on to Item No. 2, which is the new<br/>13 applicant review. And I just want to point out to<br/>14 everybody that we have already posted the two<br/>15 applications that have come to the PEC to be<br/>16 State-authorized.<br/>17 There are -- there's a school in Santa Fe,<br/>18 and there's a school in Albuquerque. And I want to<br/>19 let you know that if you go to the PEC Web page and<br/>20 click on Submitted Applications Archive, all of the<br/>21 applications that have been submitted over the past<br/>22 several years, since 2009, are posted. And the new<br/>23 applications for 2021 are also a link off of that<br/>24 Web page.<br/>25 So we've been able to upload the Executive</p>   |
| <p style="text-align: right;">55</p> <p>1 of effort on the part of our federal grant team. So<br/>2 kudos to them for processing those things very<br/>3 quickly and making sure that schools have the<br/>4 funding that they were awarded, that they've been<br/>5 reimbursed for those expenses.<br/>6 As you know, we had two positions that<br/>7 were open for Educational Administrator A positions<br/>8 in the authorizing arm of our work. We had several<br/>9 candidates that applied this past week. We engaged<br/>10 in interviews with some really excellent candidates,<br/>11 and we're at a place where, just this morning before<br/>12 I jumped on this call, I was confirming some of the<br/>13 processes we need to take to -- to make the offer<br/>14 and/or to do what's needed as part of the HR process<br/>15 to move forward with -- with that candidate -- with<br/>16 the candidates for those positions.<br/>17 So I think by next PEC meeting, we'll be<br/>18 able to introduce you to some new staff members that<br/>19 have accepted the positions in the Ed Admin A<br/>20 category.<br/>21 And we also have open currently an Ed<br/>22 Admin O position that closes, I believe, early next<br/>23 week. So we're getting ready to schedule interviews<br/>24 for that position as quickly as possible.<br/>25 Also in the queue is the position for the</p> | <p style="text-align: right;">57</p> <p>1 Summary and the application for Rio Grande Academy<br/>2 of Fine Arts. It will be a Grade K-through-12<br/>3 school in Albuquerque, should it be approved. And<br/>4 the Thrive Community School that would serve grades<br/>5 K through 8 in Santa Fe.<br/>6 Some of the other links that you see on<br/>7 the Web page are not live, because we have not yet<br/>8 finished the review and analysis of the written<br/>9 application, nor the capacity interview, et cetera.<br/>10 Those will be populated as those steps occur.<br/>11 But we have put together a review team,<br/>12 peer review team, who is actively reading the<br/>13 applications. And there was a training for that<br/>14 review team. And, as you all know, when new<br/>15 applications come in, you read it once, and then you<br/>16 read it two and three, and maybe four times, to<br/>17 really know what the school is proposing.<br/>18 We have a very robust review process with<br/>19 built-in rubrics so applicants know because they've<br/>20 gone through training that Missy Brown has<br/>21 coordinated. Along the way, they know what is<br/>22 expected of new applicants. And things are moving<br/>23 along just great in return -- in terms of the new<br/>24 applicant process.<br/>25 Any questions?</p> |

58

1 THE CHAIR: Thanks for that. 'Cause,  
 2 yeah, I'm on my second go-round with reading through  
 3 them. So it is interesting.  
 4 Commissioner Carrillo?  
 5 COMMISSIONER CARRILLO: Ms. Chavez, I know  
 6 there was another school. There was a high school  
 7 indicated they may want to charter with us in  
 8 Santa Fe. I'm wondering, do you know if they're  
 9 ending up applying for a charter with Santa Fe  
 10 Public Schools?  
 11 DIRECTOR CORINA CHAVEZ: They are.  
 12 COMMISSIONER CARRILLO: Ha. No kidding.  
 13 Okay. Thank you.  
 14 THE CHAIR: It's always interesting.  
 15 So it's -- so, Director Chavez, can I ask  
 16 if the -- the reviewers -- generally, we get the  
 17 reviewers' names. If they could just be put in our  
 18 SharePoint, that would be great. Thanks.  
 19 DIRECTOR CORINA CHAVEZ: We can do that,  
 20 yes.  
 21 THE CHAIR: All right. Thanks.  
 22 So -- and, once again, as the Director  
 23 mentioned and we talked about at the last Work  
 24 Session, with the new applications, taking a number  
 25 of passes at these applications is important,

59

1 because it's always -- it's always surprising. I'll  
 2 write a little question down, and I'll come back and  
 3 say, "Why were you questioning that, because it's  
 4 obvious it's there."  
 5 So it's -- it's always interesting to see  
 6 what you missed the first time and catch the second  
 7 time. So it's an interesting process.  
 8 Thanks.  
 9 DIRECTOR CORINA CHAVEZ: So we'll move on  
 10 to Item No. 3, and that is the input hearing dates.  
 11 Yesterday we were able to discuss this in the PEC  
 12 Work Session.  
 13 We have, on our calendars, reserved, the  
 14 window of time from July 19th through the 23rd. And  
 15 we are going to -- we have made the -- the  
 16 conclusion that these input -- community input  
 17 sessions need to be virtual.  
 18 So if there's people who are attending  
 19 this meeting who are part of the applicant pool, I  
 20 don't know if you attended the Work Session. But,  
 21 Commissioners, you agreed that we would do these  
 22 input hearings virtually and that they would be on  
 23 July 22nd and 23rd. So that the schedule exactly  
 24 for those input meetings will go out from our  
 25 office. We'll share that information with the

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1 applicants.  
 2 The entire process is 90 minutes, but  
 3 we'll build in some time in between. And,  
 4 Commissioner Gipson?  
 5 THE CHAIR: Yeah. I thought we had agreed  
 6 that the input hearings would be held, both of them  
 7 on Thursday, the 22nd, and that the PEC Work Session  
 8 slash, what -- meeting, whatever, would be on  
 9 Friday, the 23rd.  
 10 DIRECTOR CORINA CHAVEZ: Absolutely.  
 11 So --  
 12 THE CHAIR: Okay.  
 13 DIRECTOR CORINA CHAVEZ: It hasn't been  
 14 published yet. But it will go out. We will share  
 15 that application with the applicants. I know that  
 16 they'll want to coordinate their -- their  
 17 stakeholders to be present. And we will certainly  
 18 walk with the candidates -- the applicant, I should  
 19 say -- walk with them through the process of how  
 20 that -- how that input hearing will flow.  
 21 It is in the application kit, so there's  
 22 no question about what that looks like. But just to  
 23 recap, it's 90 minutes; 20 minutes for the  
 24 application presentations. And, you know, being in  
 25 a virtual environment, if they have any sort of

61

1 audiovisual presentations to make, that will be  
 2 easy; it'll be a public presentation.  
 3 And we give 10 minutes for the local  
 4 district to make comment about the application, and  
 5 we give 20 minutes for the public to make comments,  
 6 either for or against the application. And then  
 7 there's 40 minutes, at which time Commissioners will  
 8 be able to ask questions of the applicants.  
 9 Prior to that, you will get a preliminary  
 10 review of the written application.  
 11 THE CHAIR: Okay. And just -- we have  
 12 never held to the exact 40 minutes for questions by  
 13 Commissioners if there's additional questions  
 14 that --  
 15 DIRECTOR CORINA CHAVEZ: We'll build in  
 16 some extra time in between the two.  
 17 THE CHAIR: Yeah, because some of the  
 18 hearings have taken longer, because there have been,  
 19 you know, highlighted concerns that have -- that  
 20 have come up; and often, based on responses.  
 21 So Commissioner Carrillo?  
 22 COMMISSIONER CARRILLO: Yeah. Just  
 23 curiously, I'm happy to hear you say that about the  
 24 Commissioner questions.  
 25 But where did these timelines come from?



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| 62 | <p>1 I imagine years ago, they were established.</p> <p>2 THE CHAIR: It does. Yeah. Yeah. It</p> <p>3 does. This is -- this is historical.</p> <p>4 COMMISSIONER CARRILLO: Okay.</p> <p>5 THE CHAIR: And I think part of it,</p> <p>6 honestly, probably developed when there were, like,</p> <p>7 15 applications, so that there needed to be, you</p> <p>8 know, a kind of condensed time frame, and also</p> <p>9 traveling.</p> <p>10 But it certainly, when we look at the new</p> <p>11 application packet, that's always open for</p> <p>12 discussion.</p> <p>13 COMMISSIONER CARRILLO: Thank you.</p> <p>14 THE CHAIR: Okay. And thanks once again</p> <p>15 for getting them up as quickly as you did. I</p> <p>16 appreciate that.</p> <p>17 DIRECTOR CORINA CHAVEZ: Any other</p> <p>18 questions about the new applications or the review</p> <p>19 process?</p> <p>20 (No response.)</p> <p>21 DIRECTOR CORINA CHAVEZ: No? Okay.</p> <p>22 And everybody has, on their calendar,</p> <p>23 Thursday, July 22nd is the community input hearings.</p> <p>24 Awesome.</p> <p>25 We are -- I would like for us to move on</p>   | 64 | <p>1 11 years.</p> <p>2 And they made this incredible documentary.</p> <p>3 It's 40 minutes long. I will share the link, and I</p> <p>4 encourage everybody to carve out that time. I was</p> <p>5 in tears by the time I finished watching it. It is</p> <p>6 so beautiful. I just thought that it would be great</p> <p>7 to share part of that video with you all today.</p> <p>8 So as soon as Missy can cue it up, we're</p> <p>9 going to show the second part, which -- this</p> <p>10 documentary tells the story of the school. But it</p> <p>11 also tells the story of this school year and what</p> <p>12 COVID has meant.</p> <p>13 And the part that I'm hoping that we'll</p> <p>14 get to watch is when the school comes back to</p> <p>15 in-person learning and has a graduation.</p> <p>16 And I don't want to give away too much</p> <p>17 more. If you are ready, Missy, I think we can all</p> <p>18 appreciate watching some of the beauty that this</p> <p>19 documentary shares with us.</p> <p>20 THE CHAIR: Thanks for that. I shared</p> <p>21 that link -- I've shared it with as many people as</p> <p>22 I -- as I can. And they've actually -- they've done</p> <p>23 a really great job.</p> <p>24 They were on local Albuquerque; they've</p> <p>25 been interviewed. And so that pieces of this have</p> |
| 63 | <p>1 to the highlights.</p> <p>2 I know that the Commission often</p> <p>3 appreciates hearing and seeing from schools. And</p> <p>4 we're in graduation season; right? In fact, most</p> <p>5 schools have already held their graduation. And</p> <p>6 schools have been so busy with finalizing their</p> <p>7 budgets, and there has been some additional requests</p> <p>8 of schools this year to -- to survey all students</p> <p>9 and faculty on connectivity. That is tied to budget</p> <p>10 approval.</p> <p>11 They also have the ed plans to do as part</p> <p>12 of budget approval and so many grants that are</p> <p>13 coming from the State, both State grants and federal</p> <p>14 grants. So schools have been super, super busy.</p> <p>15 But I wanted to share -- and I notice</p> <p>16 Missy is cuing it up -- a video that I ran across</p> <p>17 last night after a very full and long PEC meeting,</p> <p>18 where we worked hard during the Work Session, and we</p> <p>19 talked a lot about processes.</p> <p>20 And students didn't come up as -- as part</p> <p>21 of our discussion yesterday. But this video is a</p> <p>22 video from Tierra Adentro. It's a school whose</p> <p>23 application I read about 12 years ago. And it was a</p> <p>24 dream at that point. It was just the written</p> <p>25 document. And now it's a school that's been open</p> | 65 | <p>1 been shared far and wide. But it is; it's a</p> <p>2 remarkable piece.</p> <p>3 MS. MISSY BROWN: I'm getting a message</p> <p>4 that it's not supported. I'm going to just try the</p> <p>5 regular sharing of my screen instead of the advanced</p> <p>6 sharing of my screen. So I will have to be told if</p> <p>7 the volume is okay.</p> <p>8 Volume?</p> <p>9 MS. BEVERLY FRIEDMAN: Needs to be louder.</p> <p>10 COMMISSIONER CARRILLO: Could we show it</p> <p>11 later when we have no technical problems? Because I</p> <p>12 have no sound at all.</p> <p>13 THE CHAIR: I don't have any sound either.</p> <p>14 COMMISSIONER CARRILLO: We can come back</p> <p>15 to this later, like under PEC Comments or something.</p> <p>16 MS. MELISSA BROWN: I will try to get a</p> <p>17 file that won't be rejected.</p> <p>18 COMMISSIONER CARRILLO: Okay. Is that all</p> <p>19 right, Chair Gipson?</p> <p>20 THE CHAIR: That's perfectly fine.</p> <p>21 DIRECTOR CORINA CHAVEZ: Commissioners, I</p> <p>22 would like to request that we take a break, then, as</p> <p>23 I was counting on the time that we had to watch that</p> <p>24 video to cue up the next item. Is that okay?</p> <p>25 THE CHAIR: Sure.</p>  |

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| 66 | <p>1 COMMISSIONER VOIGT: Thank you. Yes. And<br/>2 maybe the video will come back between now and then.<br/>3 I always appreciate seeing students.<br/>4 THE CHAIR: Me, too. And it is -- it is<br/>5 just a remarkable piece. It is. Thank you.<br/>6 COMMISSIONER BURT: Missy, I think there's<br/>7 a setting, Missy, for you to be able to share --<br/>8 even the way you're sharing, there's, like, an audio<br/>9 sharing for you to be able to share. I think you<br/>10 can still share the way you are. But if you can<br/>11 figure out the audio setting.<br/>12 MS. MISSY BROWN: There is. And I went<br/>13 into the Advanced settings. But then when I clicked<br/>14 "Share," it's asking for a file name. When I put<br/>15 the file name in, it said that the file name was not<br/>16 supported.<br/>17 I will work on it. I'm sure Dylan Wilson<br/>18 will work on it when we take a break.<br/>19 COMMISSIONER VOIGT: Thanks, Missy. We<br/>20 are very patient, and we will appreciate your work.<br/>21 Thank you.<br/>22 MS. MISSY BROWN: Thank you. I appreciate<br/>23 your patience.<br/>24 DIRECTOR CORINA CHAVEZ: And so can we<br/>25 clarify the return time? It is 10:19. Do you want</p>             | 68 | <p>1 it's so beautiful and because the school has worked<br/>2 so hard to get where it's at.<br/>3 THE CHAIR: Thanks. You know, for<br/>4 Commissioners, this is a school that actually shared<br/>5 a parking lot with a gun store. And their staff had<br/>6 to stand out on Central, I believe it was, to direct<br/>7 traffic so that their students could cross Central<br/>8 to get to the other part of their facility.<br/>9 And, unfortunately, they had staff that<br/>10 was attacked in their parking lot. So the fact that<br/>11 they've -- they have persisted and that they can get<br/>12 into this new facility is just remarkable. It<br/>13 really is.<br/>14 Glenna? Commissioner Voigt?<br/>15 COMMISSIONER VOIGT: Thank you. Thank<br/>16 you, Director Chavez, for bringing that student<br/>17 presentation to us. I think that, as the<br/>18 Commission, we should prioritize and solicit for<br/>19 monthly presentations by our schools, because I<br/>20 think it's too easy to lose sight of what the<br/>21 outcomes are that we work so hard to build.<br/>22 So I would like to see that as something<br/>23 that we could do every month, because I greatly<br/>24 appreciate seeing what the students are doing, how<br/>25 they're feeling, how the culture is growing around</p> |
| 67 | <p>1 to come --<br/>2 COMMISSIONER CARRILLO: Why don't we just<br/>3 say 10:30 exactly?<br/>4 DIRECTOR CORINA CHAVEZ: 10:30.<br/>5 COMMISSIONER CARRILLO: Exact-- -- on the<br/>6 nose. Great.<br/>7 (Recess taken, 10:20 a.m. to 10:31 a.m.)<br/>8 (Video is played.)<br/>9 DIRECTOR CORINA CHAVEZ: Commissioners, we<br/>10 had ended the video slightly before the end. But I<br/>11 think it gave you a flavor of the school, the really<br/>12 beautiful programming that the school has and how<br/>13 hard the school has worked and how difficult it is<br/>14 for charter schools to have facilities.<br/>15 And so it is a really big deal that the<br/>16 school is breaking ground with their facility<br/>17 that -- that is going to propel the school forward.<br/>18 I had the great fortune of also being able<br/>19 to visit another school with a facility, the ASK<br/>20 Academy. You might have seen the Secretary on KOB 4<br/>21 this week. I was with him visiting that school.<br/>22 We know that charter schools are really<br/>23 challenged with facilities. And we hope, moving<br/>24 forward, that this could be a policy agenda item.<br/>25 But I just wanted to highlight that video, because</p> | 69 | <p>1 charter schools, and especially that innovative and<br/>2 unique design around their program.<br/>3 So thanks a lot for bringing that to us.<br/>4 DIRECTOR CORINA CHAVEZ: Absolutely.<br/>5 So the other thing I wanted to give you<br/>6 all an update about is the conference and -- that we<br/>7 held. And I saw several you there in various<br/>8 sessions, including the one that you hosted. I felt<br/>9 like it was a great success.<br/>10 And I know that at one point, we had<br/>11 debated whether or not we should even have the<br/>12 conference, because it was near the end of the year,<br/>13 and there was -- it's been such a year.<br/>14 But -- but we did. We held the<br/>15 conference. And I wanted to share just a few<br/>16 highlights from that.<br/>17 Actually, Commissioners that were there, I<br/>18 want to thank you for coming to the conference<br/>19 and -- and say that although the session that you<br/>20 all held we would have liked to have had more<br/>21 attendance, it -- it was still a great success.<br/>22 Actually, my computer is wiggling out at<br/>23 the moment. So excuse me as I try to open up<br/>24 another window.<br/>25 Actually, I don't know what's going on</p>   |

70

1 with my computer. So I'm going to ask Missy Brown  
 2 if she could give the stats and the highlights from  
 3 the conference.  
 4 Thank you, Missy.  
 5 MS. MISSY BROWN: Sure. So we were very  
 6 pleased with our conference. We had approximately  
 7 88 attendees, and that does not include the CSD and  
 8 PEC members. That's 88 other people.  
 9 We had 31 sessions, nine of which were  
 10 provided by our own home-grown New Mexico charter  
 11 school leaders, our board members, and even some of  
 12 our students; definitely something that we want to  
 13 move forward with.  
 14 We had five PED presenters.  
 15 I think the most educational one -- one of  
 16 the most educational ones was from Melanie Granito  
 17 about the Safe Schools plans.  
 18 We had another really -- they were all  
 19 well-attended. We had eight presenters from outside  
 20 of New Mexico and then eight non-PED internal  
 21 New Mexico presenters, and, of course, the PEC.  
 22 The feedback I got from some of the people  
 23 who did attend the PEC session was, "Wow, what a  
 24 luxury to have that much time with the PEC on a  
 25 nearly one-to-one basis." It wasn't quite.

71

1 So we're really happy to have a number of  
 2 new voices being heard by -- by us and by -- by our  
 3 constituents. And the sessions were all recorded,  
 4 and they will be available as soon as I have the  
 5 time to figure out how to do that.  
 6 DIRECTOR CORINA CHAVEZ: Thank you, Missy.  
 7 We also had our last, and final for the school year,  
 8 round-table discussion. As you recall, these are  
 9 opportunities for school leaders to come together  
 10 and connect with one another.  
 11 It took place on May 26th. The theme was  
 12 about reflection, resilience and renewal. We had  
 13 two breakout sessions and facilitators: Frank  
 14 McCulloch, who you know as the former director of  
 15 Amy Biehl, and Antoinette Tellez-Humble, who is a  
 16 professional life coach, led about 20 participants  
 17 in a discussion about how leaders can make balance  
 18 in their lives and resilience a priority as they  
 19 lead up to the summertime.  
 20 Again, this is one where we were really  
 21 pleased with the attendance. And the participants  
 22 felt like, as a close to the school year, this was a  
 23 really nice way to sit back and reflect and feel  
 24 supported.  
 25 And we definitely will be following up

72

1 with the idea of supporting school leaders in all  
 2 they do, and especially I think the new school  
 3 leaders, as we have talked about before. So we're  
 4 in discussions of how we can continue this work with  
 5 them.  
 6 Any questions about the conference or the  
 7 roundtable?  
 8 COMMISSIONER VOIGT: I have one.  
 9 THE CHAIR: Sure. Commissioner Voigt?  
 10 COMMISSIONER VOIGT: Thank you. I do want  
 11 to ask -- so the materials from the conference, when  
 12 the reporting of the conference sessions comes out  
 13 will the materials also be available for  
 14 downloading?  
 15 MS. MISSY BROWN: Thank you, Commissioner  
 16 Voigt. I'm working on that as well.  
 17 COMMISSIONER VOIGT: Thanks, Missy. And I  
 18 want to commend you on your rock-star technology  
 19 skills for that conference, organizing all those  
 20 breakouts. And Corina, for -- Director Chavez --  
 21 for pulling that conference off in what seemed a  
 22 really short amount of time. It was a great  
 23 conference.  
 24 DIRECTOR CORINA CHAVEZ: Thank you,  
 25 Commissioner Voigt. We missed seeing people in the

73

1 hallways. I missed actually getting to see some of  
 2 you in person. And I know that schools missed that  
 3 aspect of the conference.  
 4 Commissioner Gipson, were you going to say  
 5 something?  
 6 THE CHAIR: Yeah. I was going to  
 7 reiterate what Commissioner Voigt said. It  
 8 certainly would have been nice for us to be --  
 9 because that's always one of the nice things about  
 10 this conference. You get to, you know, reconnect  
 11 with folks that you haven't seen in probably at  
 12 least a year. And now, for this year, it would have  
 13 been almost two years.  
 14 And it is -- you know, I think we've  
 15 talked about the fact that the time was just  
 16 challenging for a lot of folks. Their priorities  
 17 are stretched with closing school and doing a lot of  
 18 things.  
 19 So appreciate everyone who took the  
 20 opportunity to join in. And it was really nice to  
 21 be able to -- you know, the smaller sessions were --  
 22 were kind of nice, because it was a little more  
 23 intimate. You really got to -- with the breakouts,  
 24 got to talk to folks a little bit more and really  
 25 feel like you were engaged in that.

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| <p style="text-align: right;">74</p> <p>1 So I did appreciate it. So thanks once<br/>2 again for all that work.<br/>3 MS. MISSY BROWN: I would just like to add<br/>4 for the record that Dylan Wilson is the tech<br/>5 knowledge wind beneath my wings.<br/>6 THE CHAIR: Thanks.<br/>7 DIRECTOR CORINA CHAVEZ: So I'd like to<br/>8 talk a little bit about governing board membership<br/>9 changes, and actually just wanted to highlight that<br/>10 it is -- there were several schools that requested<br/>11 to amend their charter contract with governing board<br/>12 membership changes, as you approved as part of the<br/>13 Consent Agenda.<br/>14 That happens, that schools will have<br/>15 members join towards the end of the school year, and<br/>16 then they must complete all of the hours within a<br/>17 crunched period of time. That is something that is<br/>18 really hard to work with.<br/>19 We encourage schools not to add new<br/>20 members towards the end of the year. But individual<br/>21 lives are what they are, and governing board members<br/>22 come and go. And we make the best effort we can to<br/>23 continue to provide technical assistance and<br/>24 training.<br/>25 Right now, as we're closing up this year,</p>   | <p style="text-align: right;">76</p> <p>1 leadership role at the schools, and -- and, yet,<br/>2 it's one where they are volunteers, and they do come<br/>3 and go.<br/>4 So I just wanted to raise the concern<br/>5 around, you know, the frequency of changes and<br/>6 the -- the challenges that schools have in making<br/>7 sure that the board members are trained and that we<br/>8 are informed on a timely basis of any changes to the<br/>9 GC membership.<br/>10 THE CHAIR: So are you looking at the<br/>11 possibility of reviewing the -- a rule change?<br/>12 DIRECTOR CORINA CHAVEZ: There is one<br/>13 small rule change that we're looking at. And it's<br/>14 more to fix an error that exists in the rule. But I<br/>15 will let Missy Brown talk a little bit about what<br/>16 we're contemplating in terms of a rule change.<br/>17 MS. MISSY BROWN: Thank you, Director<br/>18 Chavez. So what I would like to propose as a rule<br/>19 change would be that because the governing board<br/>20 members have the opportunity to earn training<br/>21 exemption in the area of fiscal understanding, if<br/>22 their school has three consecutive years with no<br/>23 audit findings, that the academic exemption was<br/>24 taken away when the letter grade went away.<br/>25 So I would like to propose that we enable</p> |
| <p style="text-align: right;">75</p> <p>1 we have 24 State-authorized charter school boards<br/>2 that have completed all of the required training,<br/>3 and there's only one school that has completed<br/>4 almost no training. And there are eight members who<br/>5 have -- eight schools who have eight new members who<br/>6 have yet to complete their -- their training.<br/>7 So it is an ongoing effort. We don't have<br/>8 a system that takes into account if you've joined<br/>9 recently that you would have fewer number of hours.<br/>10 So that is what helps complicate the matter.<br/>11 But I'm wondering if it's something that<br/>12 the PEC might think about, you know, how do we get<br/>13 around this? I'm just bringing this up as a future<br/>14 topic of discussion for how we might address this<br/>15 situation.<br/>16 We feel like the governing council<br/>17 training that we provide is robust. It sets the<br/>18 governing councils up for being really high<br/>19 functioning. And we believe that we have seen the<br/>20 results of that effort in the way that the board<br/>21 meetings are run and in the way that governing board<br/>22 members take seriously their responsibilities.<br/>23 We saw governing board members at the<br/>24 conference. We had governing board members<br/>25 yesterday at your Work Session. It's an important</p> | <p style="text-align: right;">77</p> <p>1 individual board members to earn a training<br/>2 exemption the following fiscal year if they complete<br/>3 all of their required training hours within the<br/>4 first quarter of the fiscal year.<br/>5 I think that one of the issues is that<br/>6 board members don't understand the fiscal year.<br/>7 They're thinking calendar year. We get board<br/>8 members that have earned exemptions, but they wait<br/>9 till the very end of the fiscal year, and they take<br/>10 more hours than they need to, which, of course,<br/>11 isn't a bad thing, and then others who can double-up<br/>12 altogether, because, again, they're thinking<br/>13 calendar year and fiscal year.<br/>14 I do think that offering them a carrot of<br/>15 earning an exemption on their own, not as an entire<br/>16 team -- and I was thinking that it would be an<br/>17 exemption for an hour of either ethical and legal<br/>18 responsibility -- yeah -- ethical and legal<br/>19 responsibilities, or possibly the open governance<br/>20 and organizational legal performance.<br/>21 But I think maybe ethics would be a better<br/>22 fit.<br/>23 But that's -- that's my suggestion.<br/>24 THE CHAIR: Okay. So there -- I guess the<br/>25 concern is that one school, that we have one school</p>          |

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| 78 | <p>1 that no one has completed --</p> <p>2 MS. MISSY BROWN: One person has</p> <p>3 completed. And that's as far as I know. If they</p> <p>4 have taken training from another entity that hasn't</p> <p>5 informed me, then -- then, you know, I need them to</p> <p>6 get that information to me.</p> <p>7 That, and the issue that the eight</p> <p>8 schools -- the eight new members that Director</p> <p>9 Chavez mentioned, we have schools as far back as</p> <p>10 July 13th, 2020, who a new member was signed up to</p> <p>11 take the new member introductory course, which used</p> <p>12 to have to be in-person and now it is a self-guided</p> <p>13 course, and they still haven't completed it.</p> <p>14 So, you know, we range from July 13th,</p> <p>15 2020, all the way to May 21st, 2021. And so we</p> <p>16 really do encourage board members to not -- or</p> <p>17 boards -- to not on-board people in the last few</p> <p>18 months of the fiscal year. But sometimes they have</p> <p>19 to.</p> <p>20 COMMISSIONER VOIGT: Yeah.</p> <p>21 THE CHAIR: So I guess -- so let me just</p> <p>22 finish with this.</p> <p>23 COMMISSIONER VOIGT: Okay.</p> <p>24 THE CHAIR: The concern is if only one</p> <p>25 person has completed, you've got -- let's say</p> | 80 | <p>1 doesn't really matter -- there's no consequences</p> <p>2 then, anymore.</p> <p>3 MS. MISSY BROWN: That is correct.</p> <p>4 THE CHAIR: Okay. Got you. Got you. I</p> <p>5 thought the rule just changed that -- for the new</p> <p>6 members, the on-boarding of the new members, that</p> <p>7 they would be able to vote. I didn't catch that</p> <p>8 that also included --</p> <p>9 MS. MISSY BROWN: There's never been a</p> <p>10 consequence for --</p> <p>11 THE CHAIR: Okay. Thanks. Commissioner</p> <p>12 Voigt. Then Commissioner Carrillo and Burt.</p> <p>13 COMMISSIONER VOIGT: Thank you. I think</p> <p>14 Burt was before Carrillo. Just FYI.</p> <p>15 Okay. Thanks a lot.</p> <p>16 So I like the idea of having that</p> <p>17 incentive behind the governing board training. And</p> <p>18 what's really great in how the governing board</p> <p>19 training has evolved over the years is that online</p> <p>20 accessibility at your own pace, on your own time</p> <p>21 aspect; that's huge.</p> <p>22 I think there should be some type of</p> <p>23 parameters that we build around continuing governing</p> <p>24 board training. And it could be maybe an online</p> <p>25 piece. But to give existing governing board members</p>  |
| 79 | <p>1 they've got five members on the board. You've got</p> <p>2 four members that can't vote.</p> <p>3 How does a Board of Finance operate?</p> <p>4 MS. MISSY BROWN: That rule was changed.</p> <p>5 If there's --</p> <p>6 THE CHAIR: That they're allowed to vote?</p> <p>7 MS. MISSY BROWN: It used to be that new</p> <p>8 members were not allowed to vote until they</p> <p>9 completed the new member training. But when the</p> <p>10 rule changed to add the equity, that was taken out,</p> <p>11 over my objection.</p> <p>12 THE CHAIR: I get that. But that one</p> <p>13 school, I -- so that one school was -- that's also</p> <p>14 new members?</p> <p>15 MS. MISSY BROWN: No, they're not new</p> <p>16 members. There's --</p> <p>17 THE CHAIR: Right. So I thought the</p> <p>18 exception was only for new members, that they can</p> <p>19 vote.</p> <p>20 MS. MISSY BROWN: Ah. There is no rule</p> <p>21 that continuing members have to complete any</p> <p>22 training. Once you're a new member and on-boarded,</p> <p>23 you can vote no matter if you've taken your training</p> <p>24 or not.</p> <p>25 THE CHAIR: So if they don't complete, it</p>   | 81 | <p>1 that access to stay within their annual required</p> <p>2 training requirements.</p> <p>3 And some governing board members might be</p> <p>4 losing sight of that. I don't -- I'm sure they get</p> <p>5 reminders and things of that nature.</p> <p>6 As far as this one person who hasn't</p> <p>7 completed, I mean, you know, it's just -- to me, it</p> <p>8 looks like -- it's pure negligence. If a -- if an</p> <p>9 individual cannot do their duty that they have</p> <p>10 stepped up to do and volunteered for, then that</p> <p>11 school needs to be looking for a replacement.</p> <p>12 I'm sorry. It's a very minimal</p> <p>13 requirement to be on a governing board. As some of</p> <p>14 us are serving on governing boards for charter</p> <p>15 schools, it's not that demanding.</p> <p>16 So it's just something to consider going</p> <p>17 forward, something for that continuing governing</p> <p>18 board training that can be, you know, sequentially</p> <p>19 monitored -- can be looked at and monitored.</p> <p>20 MS. MISSY BROWN: Commissioner Voigt, it's</p> <p>21 not just one person who's not complete with their</p> <p>22 training. It's one school that has one member --</p> <p>23 one person who has completed; the other four have</p> <p>24 not. The majority of the other State-authorized</p> <p>25 charter school boards, you know, are -- are almost</p> |

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| <p style="text-align: right;">82</p> <p>1 just one person away from getting completed. So<br/>2 there's a variety.<br/>3 And so next year, we are going to be<br/>4 sharing our tracker for each school with the schools<br/>5 through Google Doc. And I'll just take the<br/>6 opportunity to -- yeah -- to tell Commissioner<br/>7 Taylor that he is complete with his training.<br/>8 COMMISSIONER VOIGT: I heard that. And I<br/>9 think that's great. And it's unfortunate that that<br/>10 one school has four. Not one. Four. But, yeah,<br/>11 there has to be, yeah, some oversight and monitoring<br/>12 behind that. So thanks a lot, Missy.<br/>13 THE CHAIR: Thanks.<br/>14 Commissioner Burt?<br/>15 COMMISSIONER BURT: Thanks. I was just<br/>16 going to make a suggestion that we can maybe -- it<br/>17 seems like we're getting pretty far into a<br/>18 discussion. And I don't know if -- I definitely am<br/>19 not prepared to talk about it. Wonder if we could<br/>20 put it on a Work Session for the next month and go a<br/>21 little bit deeper into this.<br/>22 It just seems like we're going -- we're<br/>23 going pretty far into it without much preparation.<br/>24 THE CHAIR: Sure.<br/>25 DIRECTOR CORINA CHAVEZ: Commissioner</p>  | <p style="text-align: right;">84</p> <p>1 absolutely unconscionable.<br/>2 And I would say that because school board<br/>3 members all over the state have to earn credits and<br/>4 certifications every year. I think we should<br/>5 include in this that we should have to earn<br/>6 certifications and credits every year. And,<br/>7 absolutely, we need to hold these governing board<br/>8 members, their feet, to the fire, and then as well<br/>9 the head learners or administrators at those<br/>10 schools, for making sure this is followed up on.<br/>11 I would say not a Work Session, because it<br/>12 limits a vote to the following month. I would say<br/>13 this is something that could be knocked out in 30,<br/>14 40 minutes in a regular meeting.<br/>15 THE CHAIR: Well -- and I'm going to say I<br/>16 agree with what you're saying. If there's action<br/>17 that certainly is decided to be taken, it needs to<br/>18 be on the agenda.<br/>19 We certainly have the ability, through the<br/>20 Intervention Ladder, to send a Letter of Concern to<br/>21 the school, outlining our -- you know, our concern<br/>22 about their board members not being up-to-date, and<br/>23 that, of course, ultimately could lead to a breach<br/>24 of contract if the school does not actively pursue<br/>25 that training.</p>                              |
| <p style="text-align: right;">83</p> <p>1 Burt, Chair Gipson, thank you. I just wanted to<br/>2 give you a quick -- on that. I also think, as we<br/>3 are entering into many opportunities for input on<br/>4 the Performance Framework, it seems to me that this<br/>5 is an Organizational Performance Indicator that we<br/>6 could take into consideration as we have those<br/>7 listening sessions and we think about any sort of<br/>8 adjustments to your Performance Framework.<br/>9 THE CHAIR: I apologize.<br/>10 Commissioner Carrillo?<br/>11 COMMISSIONER CARRILLO: So I would agree<br/>12 it can be part of the Performance Framework. I<br/>13 would not put it on a Work Session, because this<br/>14 limits us to not voting on it the following day. I<br/>15 don't think this is something that would take that<br/>16 much time. I would suggest having it on the regular<br/>17 agenda for either July or August.<br/>18 And, basically, we just set the boundaries<br/>19 around, if you're going to be on a governing board<br/>20 this is what you have to do; these are the dates you<br/>21 have to do it by; and if don't do it by these dates,<br/>22 your school is going to be found in default.<br/>23 And then there needs to be a consequence.<br/>24 Because I know it's just the one school that has<br/>25 four that didn't and one that did. That is</p> | <p style="text-align: right;">85</p> <p>1 If it is going to go -- changes to the<br/>2 Performance Framework are being looked at in a<br/>3 larger sense, so that that action would be taken<br/>4 later on when we're looking at what other items we<br/>5 may be adding in regards to that. But we could<br/>6 certainly ask for a list of those schools and have<br/>7 it as an action item.<br/>8 And if the determination of the Commission<br/>9 is that a Letter of Concern be issued to whichever<br/>10 of those schools, we can certainly do that.<br/>11 COMMISSIONER CARRILLO: In following up<br/>12 with what you're saying, I would say, based on what<br/>13 Corina said, yes, this needs to be a line item in<br/>14 the Performance Framework as to, you know, seriously<br/>15 Does Not Meet, or, you know, red, yellow, green, all<br/>16 that.<br/>17 In keeping with -- in following up with<br/>18 what Chair Gipson said, I would request now that the<br/>19 CSD please send all of the Commissioners an updated<br/>20 list on board member certification status for each<br/>21 of the charter schools that we have so that we can<br/>22 get a sense of the gravity of the challenge and what<br/>23 we need to meet in terms of a solution.<br/>24 THE CHAIR: Okay. And can I also ask that<br/>25 the -- it might be helpful for Commissioners to see</p> |

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| <p style="text-align: right;">86</p> <p>1 a copy of the rule?<br/> 2 COMMISSIONER VOIGT: Madam Chair?<br/> 3 And as Missy Brown stated, that there is<br/> 4 going to be full transparency, Commissioner<br/> 5 Carrillo, around the governing board training status<br/> 6 through the Google Docs that's coming out. So we'll<br/> 7 be able to see that.<br/> 8 THE CHAIR: Thanks. And appreciate that,<br/> 9 Missy.<br/> 10 Okay.<br/> 11 DIRECTOR CORINA CHAVEZ: Okay.<br/> 12 Commissioners, I just want to end my report by just<br/> 13 expressing gratitude for you all being my partners<br/> 14 in this work with State-chartered schools, and,<br/> 15 again, for all of the team of the Charter Schools<br/> 16 Division, my colleagues at the PED, as we are<br/> 17 closing out this school year.<br/> 18 It's been a tough school year. It's been<br/> 19 one with many challenges. And I know that everybody<br/> 20 is keeping the students in their minds and in their<br/> 21 hearts. And so I just want to express my gratitude<br/> 22 for that.<br/> 23 And I am -- conclude my presentation.<br/> 24 THE CHAIR: Okay. Thank you so much. We<br/> 25 are on to Item No. 8, which is Discussion and</p>  | <p style="text-align: right;">88</p> <p>1 facilitating the Review Committee through the RFP<br/> 2 process.<br/> 3 It meant that we had lots of touch points<br/> 4 with Staff and Deputy Secretary Delgado's team. The<br/> 5 RFP and procurement staff at the PED really guided<br/> 6 us through the process.<br/> 7 As I had presented to you all earlier in<br/> 8 the year, we needed to form a review committee. And<br/> 9 so that committee consisted of three members of the<br/> 10 Public Education Department and three members of the<br/> 11 Public Education Commission.<br/> 12 So it was me and my colleagues Melissa<br/> 13 Sanchez and Brigette Russell, as well as the three<br/> 14 members of the Executive Committee of the PEC. And<br/> 15 we followed the process that is required for the<br/> 16 RFP.<br/> 17 And so we -- we posted the RFP on the<br/> 18 PED's website. There were -- there were some<br/> 19 offers. The review team met, utilized a rubric, and<br/> 20 went through all of the requirements.<br/> 21 But at this point, an offer has not been<br/> 22 made. And I have since learned that -- in a sense<br/> 23 we're between a rock and a hard place with the<br/> 24 procurement policy requiring that we not disclose<br/> 25 any information. We all signed confidential</p>  |
| <p style="text-align: right;">87</p> <p>1 Possible Action on the Public Education Commission<br/> 2 Attorney Contract.<br/> 3 And I am going to turn it over to the<br/> 4 Director, once again, for her to give an update.<br/> 5 DIRECTOR CORINA CHAVEZ: Thank you, Chair<br/> 6 Gipson. And Missy Brown is patching in Deputy<br/> 7 Secretary Adan Delgado, who is in the -- in the<br/> 8 meeting.<br/> 9 I just want to start by letting the<br/> 10 Commissioners know that the request for proposals<br/> 11 for the Public Education Commission Legal<br/> 12 Representation RFP was released May 10th. I gave a<br/> 13 presentation to you all at one of the Work Sessions<br/> 14 earlier that talked about the process.<br/> 15 The proposals were due May 22nd. I'm<br/> 16 holding the packet -- you guys can't really see it.<br/> 17 But it is probably 70 pages long. It is a very<br/> 18 detailed process.<br/> 19 It was a new process for me. Karen<br/> 20 Woerner was going to be the manager of the process.<br/> 21 And during that period of time, she -- she decided<br/> 22 she would leave us.<br/> 23 And so my colleague, Debbie, stepped in<br/> 24 and was learning the process and managing the<br/> 25 process. And I think she did a terrific job really</p> | <p style="text-align: right;">89</p> <p>1 disclosure statements that we would not reveal any<br/> 2 information about the number of offers, who made an<br/> 3 offer, what they put in their offer, the scores that<br/> 4 were generated. None of that information can be<br/> 5 made public until an offer is made for a contract<br/> 6 between the -- the person who would be awarded and<br/> 7 and the Public Education Department.<br/> 8 This process is a little unfortunate,<br/> 9 because it means that the Public Education<br/> 10 Commission, as a whole, therefore, may not engage in<br/> 11 public conversations or even -- even conversations<br/> 12 in -- in Executive Session to talk about the offer<br/> 13 and who we're looking to make an award to.<br/> 14 So that is where we're at right now. It<br/> 15 has been something that both Chair Gipson and I have<br/> 16 been, you know, practically pulling our hair out as<br/> 17 a result of, because it's really difficult.<br/> 18 I understand that the last time that the<br/> 19 PEC went through this process, maybe there was a<br/> 20 different process that was followed, such that the<br/> 21 entire Commission was able to either meet the<br/> 22 candidates or question or weigh in or vote prior to<br/> 23 an award being made; or maybe it was after the award<br/> 24 was made. I was not here, and I do not know.<br/> 25 But we had hoped that that was the case.</p> |

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| <p style="text-align: right;">90</p> <p>1 And as part of our process, we understood that that<br/>2 was not going to happen.</p> <p>3 So that's where we are today. I have<br/>4 invited Deputy Secretary Adan Delgado to be here to<br/>5 be able to offer any responses to questions you all<br/>6 have about the RFP process and how critical it is<br/>7 that we not violate Procurement Code. And so I<br/>8 would open up to the Commission any questions.</p> <p>9 THE CHAIR: Commissioner Carrillo?</p> <p>10 COMMISSIONER CARRILLO: So please correct<br/>11 me if I'm wrong. So what I'm hearing you say -- and<br/>12 I know, just from experience in other boards, that<br/>13 there are a lot of hoops to jump through. And it's<br/>14 very, very challenging.</p> <p>15 But so what I'm hearing is that the six of<br/>16 you, the three from the PEC and the three from<br/>17 PED -- and if you can't answer me, just say so --<br/>18 that you, likely, between the six of you, have a<br/>19 recommendation in mind. But because of the<br/>20 different rules that are in place, you're not<br/>21 allowed to let us -- I have a follow-up, too --<br/>22 you're not allowed to let us know that<br/>23 recommendation or to have us in any way meet, A,<br/>24 this person in any way; is that correct?</p> <p>25 DIRECTOR CORINA CHAVEZ: That is correct,</p> | <p style="text-align: right;">92</p> <p>1 But serving with these people and then,<br/>2 you know, saying that, "Okay, you're going to be on<br/>3 this committee to do this search," I'm comfortable<br/>4 personally with taking that leap of faith so that we<br/>5 could move the process along, make the offer.</p> <p>6 Whether or not this person is going to<br/>7 accept the offer, that's -- we'll see. And then<br/>8 after that, we can meet this person. Because I<br/>9 think, in the worst of all circumstances, this gets<br/>10 put off to July and then August. And, I mean, it's<br/>11 not as though we're in critical trouble on the legal<br/>12 side. But we do need counsel.</p> <p>13 And so I personally would be comfortable<br/>14 with what process has happened so far. Thank you.</p> <p>15 THE CHAIR: Sorry. Commissioner Robbins?</p> <p>16 COMMISSIONER ROBBINS: Yeah. I -- I guess<br/>17 what I heard was the RFP was issued on May 10th and<br/>18 it was closed on May 24th. That seems to me to be a<br/>19 very short time frame for a response for an RFP for<br/>20 someone who is going to represent us in dealing with<br/>21 over 50 charter schools. A very limited time frame.</p> <p>22 And I'm concerned that that was done.<br/>23 Because a lot of times, you'll have a 30- to 45-day<br/>24 time frame. Even for auditors, my past experience<br/>25 is we had a 30- to 45-day opening from the time the</p> |
| <p style="text-align: right;">91</p> <p>1 Commissioner Carrillo.</p> <p>2 COMMISSIONER CARRILLO: Okay. So then<br/>3 what we need to do is -- I'm hearing this, because<br/>4 it's a strange process -- is as -- we need to -- it<br/>5 sounds like we need to entrust our Executive<br/>6 Committee and the PED's recommendation, so that<br/>7 they're able to make an offer. And then -- and if<br/>8 it's accepted, then at that time, we would meet the<br/>9 recipient of that offer; is that correct?</p> <p>10 DIRECTOR CORINA CHAVEZ: Absolutely. I<br/>11 would be happy to invite the awardee to any sort of<br/>12 a session. After we have made the award is when we<br/>13 could disclose more information, and you would be<br/>14 able to meet the awardee and ask questions of the<br/>15 awardee.</p> <p>16 COMMISSIONER CARRILLO: Okay. So I would<br/>17 say --</p> <p>18 THE CHAIR: But the award will have<br/>19 already been made.</p> <p>20 COMMISSIONER CARRILLO: So I would say,<br/>21 for me -- obviously, the way this is all set up,<br/>22 it's a big leap of faith for seven of us on the<br/>23 Commission that aren't on the Executive Committee,<br/>24 of course, and a leap of faith in entrusting the<br/>25 committee members from PED who are involved.</p>  | <p style="text-align: right;">93</p> <p>1 RFP was issued for a proposal to be received.</p> <p>2 Two weeks is very, very short time,<br/>3 because you're asking a prospective awardee to<br/>4 prepare, submit a proposal in a very short period of<br/>5 time. And how comprehensive that proposal can be<br/>6 made is -- is -- and be evaluated properly, I just<br/>7 have concerns.</p> <p>8 And I also have concerns that we're being<br/>9 asked -- because it says "possible voting" -- we<br/>10 don't know any information, what the background,<br/>11 experience of the potential awardee is.</p> <p>12 Or you said an offer has been made. I<br/>13 heard that. But we don't know anything.</p> <p>14 And, you know, I just -- I am very, very<br/>15 concerned that if we have to approve a contract, we<br/>16 don't know anything of what's in that contract and<br/>17 what the limitations the contract will place on the<br/>18 individual when there are differences between PED<br/>19 and PEC.</p> <p>20 THE CHAIR: Okay. So -- because I was<br/>21 here through the first process, I can answer to part<br/>22 of the -- the first part of the concern.</p> <p>23 This is the same time frame for the RFP<br/>24 advertising as it was the last time. So that isn't<br/>25 any different. I hear the -- your concern about the</p>   |



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| <p style="text-align: right;">94</p> <p>1 length. But this was almost exactly the same open<br/>2 window as the first RFP. So -- but I -- I<br/>3 understand that.</p> <p>4 I'm going to speak for myself on the<br/>5 committee. This was not how we thought the process<br/>6 was going to play out. The intention and the work<br/>7 that was done by the RFP subcommittee was certainly<br/>8 never the intention to be the -- the final<br/>9 determiner.</p> <p>10 And I have Open Meetings Act concerns<br/>11 about it. I have expressed them. So -- and I do<br/>12 have concerns. I don't think anyone's worked harder<br/>13 to get legal counsel. And I worry about the<br/>14 transparency here, because it is that huge leap of<br/>15 faith that we're asking.</p> <p>16 Commissioner Carrillo?</p> <p>17 COMMISSIONER CARRILLO: You know, it<br/>18 sounds like -- I concur with Commissioner Robbins.<br/>19 And I would say this is -- there's a couple of<br/>20 things: One, this can be a learning moment for us<br/>21 so that next time we have to do something where an<br/>22 RFP is involved, if we know it's coming up for June<br/>23 so that somebody can, you know, proceed with work in<br/>24 July, then we do this in April or March.</p> <p>25 And I think that what I've experienced in</p>   | <p style="text-align: right;">96</p> <p>1 Commission voted on the -- the offeror that the<br/>2 contract was going to be extended to. That was the<br/>3 understanding as we entered into the RFP<br/>4 subcommittee.</p> <p>5 This time, it didn't -- obviously, it<br/>6 didn't work out that way.</p> <p>7 So that's the unfortunate part, and<br/>8 unanticipated. We're in a position -- as the three<br/>9 of us that served on the subcommittee, we're in a<br/>10 position that we didn't expect to be in.</p> <p>11 COMMISSIONER VOIGT: Madam Chair?<br/>12 THE CHAIR: Commissioner Voigt?<br/>13 COMMISSIONER VOIGT: Thank you. First of<br/>14 all, I want to -- thank you, Director Chavez, for<br/>15 recanting that whole timeline of events so<br/>16 completely, because it's been just kind of a<br/>17 turbulent mess.</p> <p>18 And I would agree with what Commissioner<br/>19 Carrillo said the first time that he spoke, that,<br/>20 you know, this is definitely a unique situation in<br/>21 the leap of faith for the full Commission to put<br/>22 their faith in the review committee that went<br/>23 through this process. And this is an unexpected<br/>24 outcome to be in this place where we are right now.</p> <p>25 So -- so I'm asking for your good faith</p>                         |
| <p style="text-align: right;">95</p> <p>1 the last six months is that sometimes, because we<br/>2 don't necessarily have a calendar worked out -- or<br/>3 sometimes -- we always leave ourselves behind the<br/>4 eight ball, and we don't have to. So when we're<br/>5 pressured to do things more quickly, and sometimes<br/>6 that doesn't lead to the best decisions.</p> <p>7 But it sounds like -- and correct me if<br/>8 I'm wrong here -- especially if the other person--<br/>9 if Adan is involved in procurement and everything --<br/>10 it almost sounds like the process is set up so that<br/>11 we don't have a choice. Or any board for that<br/>12 matter -- school board -- we don't have a choice.</p> <p>13 We can't just have created before us a<br/>14 panel of candidates that we can ask questions from.<br/>15 It sounds like we almost really do have to entrust a<br/>16 subcommittee of sorts to that, the way the system is<br/>17 set up. Is that correct?</p> <p>18 THE CHAIR: It is now. The understanding<br/>19 was not that that's the way the system was set up<br/>20 when we entered into this.</p> <p>21 COMMISSIONER VOIGT: Right.</p> <p>22 THE CHAIR: So the last time we did this<br/>23 process, we did, in fact, meet with all of the<br/>24 offerors that the subcommittee reviewed, and<br/>25 Commissioners were able to fully question. And the</p> | <p style="text-align: right;">97</p> <p>1 and trust in what the review committee worked<br/>2 through with this -- with our applicants. Thanks.</p> <p>3 THE CHAIR: Commissioner Burt and then<br/>4 Commissioner Armijo.</p> <p>5 COMMISSIONER BURT: I had a question about<br/>6 the -- and -- the contract piece versus the offer<br/>7 and maybe what that looks like.</p> <p>8 So after an offer is made, is there --<br/>9 because I hear what Commissioner Robbins is saying<br/>10 about, like, you know, once -- what that contract<br/>11 looks like is really important, as far as, you know,<br/>12 what is going to be allowable, what is available for<br/>13 this -- this contractor.</p> <p>14 What is the -- what is the opportunity --<br/>15 is that then -- you know, because the offer is made,<br/>16 it's public now, we would know who the awardee is.<br/>17 What is the opportunity for the Commission to review<br/>18 the contract before that contract is signed?</p> <p>19 COMMISSIONER VOIGT: Is that --<br/>20 DEP. SECTY. DELGADO: Chair Gipson?<br/>21 THE CHAIR: Sorry. Didn't see you.<br/>22 Apologize. Deputy Secretary Delgado, welcome.<br/>23 Thanks for joining us.</p> <p>24 DEP. SECTY. DELGADO: Thank you. And<br/>25 sorry I'm on the road today, so I'm not at my office</p> |

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| <p style="text-align: right;">98</p> <p>1 and don't have a camera. So sorry about that. But<br/>2 good to be with you today.<br/>3 That's a great question, Commissioner<br/>4 Burt. The -- I actually got clarification from our<br/>5 attorney on this today. Aaron told me in the<br/>6 statute, it says that the -- that the procurement is<br/>7 awarded. And that would be the -- the completion of<br/>8 a contract. So it wouldn't be made public until<br/>9 after the contract is signed.<br/>10 THE CHAIR: So, Deputy Secretary Delgado,<br/>11 can I just ask? Because when the RFP subcommittee<br/>12 did talk -- and without disclosing anything<br/>13 particular with that -- there was a discussion that<br/>14 there would, in fact, be contract negotiations that<br/>15 would take place with that offer.<br/>16 So is that -- I think that's what<br/>17 Commissioner Burt was getting at. So will there --<br/>18 will there be, in fact, contract negotiations? Or<br/>19 will PED simply send a contract to the offeror and,<br/>20 you know, "Here, sign this," or not?<br/>21 And if it's the first part, that there's<br/>22 negotiations, is there any -- will there be<br/>23 opportunity, at the very least, for the RFP<br/>24 subcommittee, so there would be representation of<br/>25 the PEC in that contract negotiations?</p> | <p style="text-align: right;">100</p> <p>1 executed.<br/>2 THE CHAIR: Okay. All right.<br/>3 Commissioner Armijo?<br/>4 COMMISSIONER ARMIJO: Thank you, Chair<br/>5 Gipson. And I'm not sure if Secretary Delgado can<br/>6 answer this, either.<br/>7 But in the contract, is there maybe a<br/>8 probationary period built into that for both<br/>9 parties, for the awardee and the PEC? Just, you<br/>10 know, like sometimes things don't work out, and they<br/>11 have, like, a -- you know, 30-day, 60-day, something<br/>12 like that? I don't know if you can answer that or<br/>13 not. I think that might be another piece that<br/>14 should be in the contract.<br/>15 DEP. SECTY. DELGADO: Commissioner I<br/>16 didn't work on this contract directly. I don't know<br/>17 if maybe Director Chavez knows the answer to that.<br/>18 Most contracts do have a cancellation clause. You<br/>19 know, usually, it's 15 or 30 days.<br/>20 So, I mean, I doubt it would mean -- I<br/>21 would be surprised if there isn't a mechanism to<br/>22 pull out of the contract if there's some reason that<br/>23 it's not working out.<br/>24 THE CHAIR: Now, I do know that the<br/>25 current contract does have that clause for both</p>  |
| <p style="text-align: right;">99</p> <p>1 DEP. SECTY. DELGADO: I believe so,<br/>2 Commissioner Gipson. I believe that there -- that<br/>3 the committee can be involved in the process up<br/>4 until the contract is -- is executed.<br/>5 THE CHAIR: Okay. So let me just follow<br/>6 up, and then Commissioner Carrillo.<br/>7 Or I didn't get to Commissioner Armijo. I<br/>8 apologize. So before Commissioner Carrillo goes, I<br/>9 need to recognize Commissioner Armijo.<br/>10 So if -- when contract negotiations are<br/>11 complete, before the contract is signed, let's say<br/>12 our best case scenario is it's July, and it's our<br/>13 July meeting -- or if the case be we would need to<br/>14 have a special meeting, whatever -- would there be<br/>15 an opportunity for the Commission as a whole to see<br/>16 that contract and have any additional input to it<br/>17 before the offeror signs it? I don't know if that's<br/>18 able to be public.<br/>19 DEP. SECTY. DELGADO: Based on my<br/>20 conversation with Aaron this morning, I don't<br/>21 believe so. Because I think what he's saying is<br/>22 that it becomes public when -- when the --<br/>23 THE CHAIR: Contract is signed?<br/>24 DEP. SECTY. DELGADO: When the award is<br/>25 made, which is translated to the contract is</p>                               | <p style="text-align: right;">101</p> <p>1 parties.<br/>2 Commissioner Carrillo?<br/>3 COMMISSIONER CARRILLO: So for<br/>4 Commissioner Armijo, that's a negotiated item and<br/>5 that's something that they would just sit down<br/>6 together and decide if it's going to be 15, 30, or<br/>7 if it's going to be a probationary period or what<br/>8 that language should be.<br/>9 I agree with you completely, Ms. Armijo,<br/>10 that that's definitely -- that that's a safeguard on<br/>11 both sides. Maybe somebody joins as our attorney<br/>12 and says, "Oh, my God, what have I gotten myself<br/>13 into?" Probably what Ms. Jaeger is saying right<br/>14 now; right?<br/>15 So I would -- so what I'm hearing you say,<br/>16 Deputy Secretary Delgado -- correct me if I'm wrong,<br/>17 and I have a follow-up -- it seems like the next<br/>18 step in keeping also with what the Vice Chair said<br/>19 is for us to basically direct our Executive<br/>20 Committee and the PED team to meet with, you know,<br/>21 the person they're talking about to negotiate a<br/>22 contract and bring that back to us in July, at which<br/>23 time, if that's the case, probably we would go into<br/>24 Executive because it would be a personnel issue.<br/>25 And then we would -- we always have the --</p> |

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| <p style="text-align: right;">102</p> <p>1 all ten of us, we have the opportunity to vote no,<br/>2 to say no if we really feel like "Oh, my God, what<br/>3 did our representatives -- how were we misled?"<br/>4 I don't think that's the case. But it<br/>5 would seem like that's the next piece. And then I<br/>6 have a follow-up.<br/>7 Is that correct?<br/>8 DEP. SECTY. DELGADO: I think so. So I<br/>9 think once that contract is signed, they bring it<br/>10 back to you. And at that time, except for items<br/>11 that were -- that were identified within the<br/>12 submittal to be confidential, would become public<br/>13 record.<br/>14 And even if they did claim anything that<br/>15 was in the submittal was confidential, there would<br/>16 have to be a determination made whether we agree<br/>17 with that or not. I haven't heard if they've<br/>18 claimed confidentiality on any of the data they<br/>19 submitted.<br/>20 But upon the completion -- my<br/>21 understanding is that upon the completion of the<br/>22 contract, that all of the information associated<br/>23 with the RFP would become public. And, yes, I mean<br/>24 at that point, I think the board could decide to<br/>25 take a vote, either -- I guess recognizing the</p>                               | <p style="text-align: right;">104</p> <p>1 third party, because you're receiving the services.<br/>2 But -- and the other thing is, in the RFP<br/>3 process, the contract and the scope of work were<br/>4 provided in the RFP. And, typically, any offeror<br/>5 would have to say, "I agree to these terms," or, "I<br/>6 object to these terms." That's usually part of<br/>7 their response.<br/>8 So, again, if they've accepted the terms,<br/>9 I'm not sure what you're thinking about negotiating.<br/>10 I'm just not sure --<br/>11 COMMISSIONER CARRILLO: If that piece is<br/>12 already done by virtue of the RFP and the<br/>13 information that's in the RFP, then the motion would<br/>14 simply be for the PED and the PEC representatives to<br/>15 make the offer to their desired awardee and bring<br/>16 that back to us in July for the entire Commission to<br/>17 consider. That would be the text of the motion.<br/>18 Is there a second? I know there's a lot<br/>19 more discussion. But this is to move this along as<br/>20 well.<br/>21 COMMISSIONER VOIGT: I'll second.<br/>22 THE CHAIR: Sorry. There's a motion by<br/>23 Commissioner Carrillo and a second by Commissioner<br/>24 Voigt.<br/>25 I guess I have a process question. So if</p>   |
| <p style="text-align: right;">103</p> <p>1 approval.<br/>2 COMMISSIONER CARRILLO: Okay. Thank you.<br/>3 So based on that -- and I know there's going to be<br/>4 more discussion. But based on what has been<br/>5 discussed so far, I would make a motion that we<br/>6 direct the committees from both PED and PEC begin<br/>7 contract negotiations with their desired applicant<br/>8 and bring those findings back to us, if something is<br/>9 agreed to, at our July meeting.<br/>10 That would be the motion. Then I would<br/>11 ask Ms. Jaeger, is that motion language appropriate,<br/>12 given where we are at this time?<br/>13 And I would -- obviously, I would<br/>14 entertain a second.<br/>15 MS. AMI JAEGER: So maybe you can read the<br/>16 motion back to me. But there's -- I mean, in the<br/>17 procurement process, I mean, Deputy Secretary<br/>18 Delgado was correct. I mean, it's about the award<br/>19 of -- of the contract.<br/>20 So once it's awarded, it's awarded. And<br/>21 remember. This is a contract between the PED and an<br/>22 attorney. So your ability -- the PEC's ability to<br/>23 direct things at that point or to negotiate the<br/>24 terms, I'm not sure on what grounds, because you're<br/>25 not really a party to the contract. You're, like, a</p> | <p style="text-align: right;">105</p> <p>1 this -- so it really doesn't matter if this comes<br/>2 back to us at the July meeting. The contract, for<br/>3 all intents and purposes -- and Deputy Secretary<br/>4 Delgado, correct me if I'm wrong. If the award --<br/>5 therefore, the contract -- is completed, it could,<br/>6 in theory, be done before our July meeting.<br/>7 Our July meeting, nothing -- there's<br/>8 nothing in the process that affects the award,<br/>9 because this motion puts that award forward.<br/>10 So that I'm not exactly sure what the July<br/>11 meeting piece is, outside of the information can be<br/>12 made available in SharePoint at any time whenever<br/>13 the award is finalized. Whenever the contract is<br/>14 signed, that information can go into SharePoint<br/>15 whenever it's publicly available.<br/>16 So I'm not exactly sure what the July<br/>17 meeting accomplishes. And that's -- it's a<br/>18 roundabout way. Sorry.<br/>19 Deputy Secretary Delgado, I guess I'm just<br/>20 asking, are we looking at the possibility that this<br/>21 contract could be signed and begin -- when?<br/>22 DEP. SECTY. DELGADO: Yeah. I --<br/>23 Commissioner Gipson, I believe that it would be<br/>24 signed in pretty short order. And if it's signed<br/>25 before the July meeting, if the July meeting has an</p> |

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| <p style="text-align: right;">106</p> <p>1 item to address the contract, it wouldn't really<br/>2 have an effect on the contract. It would<br/>3 potentially be a review of the contract. And it<br/>4 probably wouldn't be an action item; it would<br/>5 probably be just an item for review.<br/>6 COMMISSIONER CARRILLO: I see.<br/>7 THE CHAIR: Right. Right. I see the<br/>8 sigh.<br/>9 COMMISSIONER CARRILLO: It's just like the<br/>10 process here. It's just -- it's all wackadoodle,<br/>11 you know.<br/>12 THE CHAIR: Thanks for sharing.<br/>13 Commissioner Robbins?<br/>14 COMMISSIONER ROBBINS: This goes back to<br/>15 what you said, Chair Gipson, that this process was<br/>16 very different from what we did a few years back.<br/>17 And I have a problem with that with the full<br/>18 Commission.<br/>19 We're being told that we're going to have<br/>20 a contract. The contract is not with the PEC; it's<br/>21 with the PED. But the PED does not govern the PEC.<br/>22 But yet this contract is going to be controlled and<br/>23 administered, not just administratively for<br/>24 financial purposes, but actually controlled and<br/>25 signed by staff of the PED.</p>   | <p style="text-align: right;">108</p> <p>1 sure it's re-signed, up-to-date, and is doing what<br/>2 we're intending it to do. Because I do know it's a<br/>3 wonky -- you know -- you know, it's a wonky piece.<br/>4 So it does seem like that's a -- it's<br/>5 important to continue that or make sure it's still<br/>6 in effect and working the way it should.<br/>7 So I would say it's imperative that we<br/>8 take a look back at that and make sure that that's<br/>9 signed at the same time as this contract is signed<br/>10 as well.<br/>11 THE CHAIR: I agree. I don't think it's<br/>12 that difficult. But I can't answer for the PED<br/>13 side.<br/>14 You know, I do -- I share similar concern<br/>15 as Commissioner Robbins. Without a full PEC vote on<br/>16 the -- on the actual offer, I have a concern about<br/>17 who is the client; so that that's always been a<br/>18 nagging concern for me. And that's why that MOU<br/>19 would be helpful in clarifying that.<br/>20 Because the protection of attorney-client<br/>21 privilege -- I can speak to prior -- when we didn't<br/>22 have a contracted attorney for us, there were times<br/>23 when it was unfortunate that there was interference<br/>24 with -- on a singleton contract for services. And<br/>25 that made it very difficult for us. It didn't</p> |
| <p style="text-align: right;">107</p> <p>1 So I don't -- I cannot, in good<br/>2 conscience, agree to any vote regarding this,<br/>3 because, one, I think the process was flawed. And<br/>4 without knowing what's there, what limits, what<br/>5 conditions, what is PED allowed to do in terms of<br/>6 communication with this attorney outside of our<br/>7 ears, I have concerns about that.<br/>8 THE CHAIR: And I will say that the last<br/>9 time, I actually signed an MOU that delineated just<br/>10 simply that this was that the PEC was the attorney<br/>11 and PED was only administrating the -- the invoices,<br/>12 or -- I don't recall 100 percent exactly what the<br/>13 wording was.<br/>14 But there was an MOU that did clearly<br/>15 define who the client was on this.<br/>16 Commissioner Burt?<br/>17 COMMISSIONER BURT: Is that something that<br/>18 could be done still? I mean, like around the same<br/>19 time while the contract is happening through PED,<br/>20 we're also moving forward on that type of MOU? I<br/>21 mean, if we already -- especially if we already have<br/>22 that -- like, if it's been signed before, it's<br/>23 probably going to look the same or similar or the<br/>24 exact same as before.<br/>25 So maybe we could pull that up and make</p> | <p style="text-align: right;">109</p> <p>1 happen all the time, but it did happen on several<br/>2 occasions.<br/>3 Commissioner Carrillo?<br/>4 COMMISSIONER CARRILLO: There's no<br/>5 question I share both of your concerns. It just --<br/>6 based on what I've heard, it doesn't seem like the<br/>7 system is set up -- the procedures because of<br/>8 Procurement Code and such, it's not set up so that<br/>9 we can, like, even interview our candidate, which<br/>10 just -- like, to me, it just seems ridiculous that<br/>11 we can't have someone -- let's say there were three<br/>12 candidates -- that we wouldn't be able to have three<br/>13 candidates come into an Executive Session and<br/>14 interview them one at a time to see who might be the<br/>15 best fit for us.<br/>16 Because that's the way it would be done in<br/>17 the private sector, because it makes sense.<br/>18 And so I understand your concerns. One of<br/>19 the bigger concerns I have is not having this go out<br/>20 another 30 to 90 days. And I, really, in keeping<br/>21 with what Vice Chair said, I mean, I do have faith<br/>22 that our Public Education Commission representatives<br/>23 and the PED representatives are representing our<br/>24 best interests.<br/>25 As I understand it, we can't even ask how</p>                 |

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| <p style="text-align: right;">110</p> <p>1 many applicants there were. We can't even ask,<br/>2 "Where were the RFPs posted?"</p> <p>3 I mean, to me, that's kind of ridiculous<br/>4 in terms of the notion of transparency, because, you<br/>5 know, if that's the way the system is set up right<br/>6 now, we'll live within it. And then next time we<br/>7 have to go through something like this, we can start<br/>8 maybe in February or March.</p> <p>9 THE CHAIR: Well, I have to say that this<br/>10 isn't for lack of trying earlier to get this done.<br/>11 So there's been -- there's been conversations for a<br/>12 long time about this.</p> <p>13 I think we can certainly answer where the<br/>14 RFP was advertised. I can't answer to the how many,<br/>15 but certainly where they were advertised. Because<br/>16 that's -- I mean, that's already out there. Anyone<br/>17 could search for that.</p> <p>18 So I don't know if the Director wants<br/>19 to -- if she can -- because, honestly, I can't<br/>20 remember.</p> <p>21 COMMISSIONER CARRILLO: Well, since you<br/>22 can't tell me how many applied, I guess the only<br/>23 question I would have, because this is the place<br/>24 that probably every attorney in New Mexico would<br/>25 look, as well as those that live other places that</p> | <p style="text-align: right;">112</p> <p>1 have had to have waited nearly another month to<br/>2 delay the process.</p> <p>3 One of the clear goals that we had for<br/>4 this process was to ensure that you not have any<br/>5 periods of time without legal representation. So we<br/>6 were really seeking to have the candidate in place<br/>7 by July 1.</p> <p>8 In an ideal world, we could have consulted<br/>9 the PEC's existing attorney on how to make a square<br/>10 peg fit into a round hole between the procurement,<br/>11 the OMA, the unique situation in which we find<br/>12 ourselves; but that was -- that was not possible.</p> <p>13 I think that in terms of -- I'm thinking<br/>14 about the comment that Vice Chair Voigt made earlier<br/>15 about the mess. And I would say that, actually, I<br/>16 felt like the -- the posting, the review committee,<br/>17 the work, the criteria that was utilized to evaluate<br/>18 proposals, I felt like that went very smoothly. I<br/>19 would not say that that was a mess.</p> <p>20 My experience with it was that we were<br/>21 clear about how that process would go. But what<br/>22 wasn't clear was when and how the PEC might vote on<br/>23 this issue. I think that we could have used some --<br/>24 some legal counsel a couple of months ago about<br/>25 that.</p>                                    |
| <p style="text-align: right;">111</p> <p>1 would long to live in Santa Fe, I would ask, was<br/>2 this posted on the New Mexico Bar Association Web<br/>3 page?</p> <p>4 MS. AMI JAEGER: (Indicates.)</p> <p>5 THE CHAIR: Ami is shaking her head "no."</p> <p>6 COMMISSIONER CARRILLO: Oh. Okay.</p> <p>7 THE CHAIR: I think there was a -- if I<br/>8 remember correctly, there was a timing issue with<br/>9 that that the Director can probably --</p> <p>10 COMMISSIONER CARRILLO: There you go.</p> <p>11 THE CHAIR: -- I know -- that the Director<br/>12 can probably answer. I remember having that<br/>13 conversation.</p> <p>14 COMMISSIONER CARRILLO: I get it. Thank<br/>15 you.</p> <p>16 DIRECTOR CORINA CHAVEZ: Should I go ahead<br/>17 and respond to that?</p> <p>18 THE CHAIR: Sure.</p> <p>19 DIRECTOR CORINA CHAVEZ: Okay. So the RFP<br/>20 was published on the Public Education Department's<br/>21 website and in the Santa Fe New Mexico -- there was<br/>22 a legal ad that was published.</p> <p>23 We reached out to the State Bar of<br/>24 New Mexico and -- to post the RFP in the Bar<br/>25 Bulletin, but we did not make the cutoff. We would</p>  | <p style="text-align: right;">113</p> <p>1 I think your experience in the previous<br/>2 selection of an attorney might have been different.<br/>3 Maybe there was different procurement rules. The<br/>4 version that we're working with in terms of the RFP<br/>5 is Version 1.5. It has a date of 2020. I don't<br/>6 know if procurement rules have changed at all. But<br/>7 that's what we found ourselves in.</p> <p>8 So that is -- that is my update on how we<br/>9 did make public and follow Open Meetings Act and<br/>10 procurement requirements as best we could.</p> <p>11 MS. AMI JAEGER: I need to clarify<br/>12 something for the record. PED informed me they were<br/>13 not going to extend the contract under the current<br/>14 RFP that I had been awarded. Nobody but PED asked<br/>15 me for advice or input. There was no comment about<br/>16 square pegs or round holes.</p> <p>17 So I just need to be very clear this was a<br/>18 PED-driven process. Had my input been solicited, I<br/>19 would have been more than happy to talk about the<br/>20 process and ideas to share experiences and to make<br/>21 any transition seamless.</p> <p>22 So it's not fair, Corina, because nobody<br/>23 asked for any legal advice on the process or any<br/>24 other details -- maybe PED Legal, but certainly not<br/>25 PEC Legal -- to make the process fair.</p> |

114

1 DIRECTOR CORINA CHAVEZ: So thank you,  
2 Ami, for that. And as the PEC's attorney, I don't  
3 often go to you. I look to the PEC to go to you for  
4 advice, because you are -- although you hold a  
5 contract with the PED, I have really honored that  
6 you are the PEC's attorney.

7 So for whatever happened, you know, we  
8 don't need to bring up too much more controversy in  
9 this conversation except to say that I don't feel  
10 like the guidance for how to make it work occurred,  
11 and we are where we are right now.

12 THE CHAIR: Okay. And I just want to make  
13 it perfectly clear: There was no request for  
14 guidance from our attorney as to how to make this  
15 clear. But I know I have communicated what the OMA  
16 guidance is with clarity. So thank you.

17 Commissioner Robbins?

18 COMMISSIONER ROBBINS: Yeah. Just -- my  
19 past experience, all contracts and RFPs have to be  
20 submitted to the General Services Department to be  
21 posted on their website. If that was not done, if  
22 they were not consulted on this, that would be  
23 grounds for protest of any applicants and grounds  
24 for voiding the entire process. That is a State  
25 Procurement Code requirement.

116

1 Secretary Delgado. And I would agree. I would  
2 think that the PED head of procurement would know  
3 exactly what Commissioner Robbins was just talking  
4 about and would have taken those steps. Otherwise,  
5 why are they in that role?

6 I have a question. So years ago when we  
7 did this last, were there any protests? If so, what  
8 were the protests, and how did we handle those  
9 protests?

10 THE CHAIR: Yes, there was. There was a  
11 protest. So I'm going to use a random number of --  
12 there were five or six original applicants. When  
13 the RFP subcommittee -- which was made up at that  
14 time of only PEC members -- when the review was made  
15 of those offers, there was a determination that we  
16 were only going to hear from -- I think it was  
17 three.

18 So there were at least two that were  
19 not -- were not interviewed. One of those that was  
20 not interviewed expressed a concern that the offer  
21 was not scored and wanted it scored.

22 We were, as a -- as a subcommittee, we  
23 were not given the direction to score every offer.  
24 We were only asked to score the offers that we  
25 interviewed.

115

1 THE CHAIR: And maybe Deputy Secretary  
2 Delgado can -- I don't know if he can speak to that  
3 or not, because I think he mentioned he didn't work  
4 directly with this RFP. But I'm not sure.

5 DEP. SECTY. DELGADO: That's correct,  
6 Commissioner Gipson, Chair Gipson. We'd have to  
7 check to see if that's accurate and whether or not  
8 it was done. Our chief procurement officer from PED  
9 was involved in the process, so I'm fairly confident  
10 that he would have followed whatever requirements  
11 there are for procurement.

12 THE CHAIR: Right. Thanks. I think when  
13 Director Chavez was talking, she was talking about  
14 where the advertisement was. I don't think on that  
15 site it's necessarily an ad, what we're thinking of  
16 in terms of ad. It would be a posting of more of a  
17 notice that this RFP is going out.

18 DEP. SECTY. DELGADO: I'll ask Director  
19 Chavez just to please follow up on that and let us  
20 know if there are any issues there. You can talk to  
21 Ben Naranjo and just make sure we don't have a gap  
22 there.

23 THE CHAIR: Thanks. I appreciate it.

24 Commissioner Carrillo?

25 COMMISSIONER CARRILLO: Thank you, Deputy

117

1 So there was a protest. It did go through  
2 the review, and it was -- it was -- it was found to  
3 have, I guess -- well, they readvertised it. That's  
4 what they did. They readvertised the position.

5 COMMISSIONER CARRILLO: Okay. All right.

6 THE CHAIR: So it did delay it.

7 COMMISSIONER CARRILLO: Yeah. Thank you.  
8 It seems like there's guardrails in place.  
9 Protesting is a guardrail.

10 To what Commissioner Armijo was talking  
11 about earlier and the idea -- and there probably  
12 is -- in whatever language there is already, there  
13 probably is a probationary period where both sides  
14 can say, "Hey, look, this is just not going to work  
15 out."

16 So there are guardrails, and that's a good  
17 thing because also that allows us, I believe, to  
18 take this leap of -- to take the leap of faith.

19 And you know what? I want to quit calling  
20 it a leap of faith. I want to call it an informed  
21 decision based on the expertise of those people that  
22 served on these committees. Because I don't think  
23 I'm taking a leap of faith. I think I'm just really  
24 trusting the six people that were involved in the  
25 process.

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| 118 | <p>1 THE CHAIR: Commissioners --</p> <p>2 COMMISSIONER CARRILLO: I'm hungry.</p> <p>3 THE CHAIR: -- other discussion? If not,</p> <p>4 we can go to a vote.</p> <p>5 DIRECTOR CORINA CHAVEZ: Chair Gipson, I</p> <p>6 just want to say that throughout the process, we</p> <p>7 consulted with the Public Education Commission's</p> <p>8 procurement staff people (verbatim), so that I am</p> <p>9 sure that we followed all of the requirements of</p> <p>10 DFA. We were very careful, which is why we are</p> <p>11 holding so tight to the code of silence and the</p> <p>12 confidentiality until an award is made.</p> <p>13 THE CHAIR: Okay. I think I need the</p> <p>14 record to reflect that it should be corrected that</p> <p>15 it was the PED's procurement and not the Public</p> <p>16 Education Commission's procurement office. So</p> <p>17 just -- we're not that sophisticated yet.</p> <p>18 So do we need the motion re-read? Because</p> <p>19 there's been a significant amount of time? I see</p> <p>20 Commissioner Taylor raising -- shaking his head.</p> <p>21 So, Cindy, can I ask you to work your</p> <p>22 magic and go back and find the motion language so</p> <p>23 everyone is clear on what they're voting on? I</p> <p>24 would say that motion language, because we're not</p> <p>25 entering into contract negotiations, and the July</p> | 120 | <p>1 COMMISSIONER BURT: Commissioner Manis?</p> <p>2 (No response.)</p> <p>3 COMMISSIONER BURT: Commissioner Manis is</p> <p>4 not present.</p> <p>5 Commissioner Chavez?</p> <p>6 COMMISSIONER CHAVEZ: Yes.</p> <p>7 COMMISSIONER BURT: Commissioner Gipson?</p> <p>8 THE CHAIR: I have -- I'm voting no.</p> <p>9 COMMISSIONER BURT: All right. That</p> <p>10 passes, six-to-two.</p> <p>11 THE CHAIR: Okay. The motion passes. And</p> <p>12 I'd like to just explain a little bit my vote.</p> <p>13 It's clearly an OMA violation what we're</p> <p>14 doing. And I have a concern about that. There's no</p> <p>15 transparency -- it has nothing to do -- I sit in a</p> <p>16 unique position, because I know the offer. And it</p> <p>17 has nothing to do with that. And I appreciate the</p> <p>18 support.</p> <p>19 But for the -- the fact that this is</p> <p>20 beyond a leap of faith. There's no public record of</p> <p>21 who this offer is going to. And we're a public</p> <p>22 body. And I have a serious concern about that. And</p> <p>23 that is solely the reason why I'm voting no.</p> <p>24 So thank everyone and appreciate the time</p> <p>25 and the discussion.</p> |
| 119 | <p>1 meeting has been found -- it needs to be altered. I</p> <p>2 would have to ask.</p> <p>3 (The record was read as requested.)</p> <p>4 COMMISSIONER CARRILLO: I would reword</p> <p>5 that then. I would say I would move to direct the</p> <p>6 committees of the PEC and the PED to move forward on</p> <p>7 the award to their determined applicant.</p> <p>8 COMMISSIONER VOIGT: Second.</p> <p>9 THE CHAIR: There's a motion by</p> <p>10 Commissioner Carrillo and a second by Commissioner</p> <p>11 Voigt.</p> <p>12 Is there any further discussion?</p> <p>13 Okay. Commissioner Burt?</p> <p>14 COMMISSIONER BURT: Commissioner Voigt?</p> <p>15 COMMISSIONER VOIGT: Yes.</p> <p>16 COMMISSIONER BURT: Commissioner Armijo?</p> <p>17 COMMISSIONER ARMIJO: Yes.</p> <p>18 COMMISSIONER BURT: Commissioner Taylor?</p> <p>19 COMMISSIONER TAYLOR: Yes.</p> <p>20 COMMISSIONER BURT: Commissioner Burt,</p> <p>21 "Yes."</p> <p>22 Commissioner Robbins?</p> <p>23 COMMISSIONER ROBBINS: No.</p> <p>24 COMMISSIONER BURT: Commissioner Carrillo?</p> <p>25 COMMISSIONER CARRILLO: Yes.</p>  | 121 | <p>1 We are now on to Item No. 9, which is this</p> <p>2 the Update on the -- on the Letter of Concern for</p> <p>3 Albuquerque Institute for Math and Science.</p> <p>4 COMMISSIONER VOIGT: Madam Chair, did we</p> <p>5 want to take a small -- a short break?</p> <p>6 THE CHAIR: Sure, we can, if that's the</p> <p>7 desire. Do you want to take a ten-minute break?</p> <p>8 COMMISSIONER VOIGT: Maybe a 30?</p> <p>9 THE CHAIR: You're looking at more like a</p> <p>10 lunch break. I'm not even paying any attention to</p> <p>11 the time. I apologize. And I know Commissioner</p> <p>12 Carrillo is saying absolutely yes.</p> <p>13 COMMISSIONER CARRILLO: I'm going to order</p> <p>14 it right now.</p> <p>15 THE CHAIR: Okay. So are we good for a</p> <p>16 half-hour?</p> <p>17 COMMISSIONER CARRILLO: Thirty minutes,</p> <p>18 sure.</p> <p>19 THE CHAIR: Okay. See you soon.</p> <p>20 (A recess was taken at 12:02 p.m., and</p> <p>21 reconvened at 12:41 p.m., as follows:)</p> <p>22 THE CHAIR: Okay. Sorry. I apologize. A</p> <p>23 little technical issue.</p> <p>24 So I got a message from Ami that she got</p> <p>25 bounced off. I have to look to see.</p>             |

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| <p style="text-align: right;">122</p> <p>1 Oh, there she is.<br/> 2 Okay. Thanks. Okay. Thanks, everyone.<br/> 3 We are on to Item No. 9, which is the<br/> 4 Discussion on the Letter of Concern for Albuquerque<br/> 5 Institute of Math and Science.<br/> 6 DIRECTOR CORINA CHAVEZ: Chair Gipson,<br/> 7 there are some members in the audience Missy will<br/> 8 let in.<br/> 9 THE CHAIR: Sure. Thanks.<br/> 10 DIRECTOR CORINA CHAVEZ: Missy? And if<br/> 11 you are looking at your Executive Summary,<br/> 12 Commissioners -- and as you recall, there was a<br/> 13 Letter of Concern for AIMS that was sent out. And<br/> 14 so the purpose of this session is to make sure that<br/> 15 you have an update to that April 23rd Letter of<br/> 16 Concern that was sent out to AIMS.<br/> 17 So we have the school represented, the<br/> 18 school's attorney, Marty Esquivel, and then also the<br/> 19 Special Ed attorney who has addressed us before,<br/> 20 Miguel Lozano. So they will be joining us to<br/> 21 provide some updates.<br/> 22 I know that there's been some -- some<br/> 23 productive work in terms of the special ed<br/> 24 Corrective Action Plan that the school has taken,<br/> 25 last time I checked in on that issue. And so my</p>                                  | <p style="text-align: right;">124</p> <p>1 Madam Chair, Commissioners, we are<br/> 2 certainly -- we certainly have good news on the<br/> 3 Corrective Action Plan front.<br/> 4 As you -- as I told you at the last<br/> 5 meeting, the -- the parents of the student that was<br/> 6 involved in this particular State complaint and the<br/> 7 school were scheduled to have a facilitated IEP<br/> 8 meeting on May 28th.<br/> 9 That meeting occurred, and although there<br/> 10 were some sort of logistical issues that arose after<br/> 11 an agreement in principle had been reached, the<br/> 12 parties, as of last Tuesday, reached an agreement on<br/> 13 the compensatory education that was provided to this<br/> 14 particular student. And at this point, the -- the<br/> 15 school has already met its obligation with respect<br/> 16 to that agreement through essentially a payment for<br/> 17 services provided by another LEA.<br/> 18 And so, at this point, although there's<br/> 19 still some reviewing being done by the PED -- or the<br/> 20 Special Ed Division, and potentially some additional<br/> 21 documents that may be requested in the future with<br/> 22 respect to the student's IEPs at AIMS, AIMS is in<br/> 23 compliance with the Corrective Action Plan.<br/> 24 There is obviously -- we're in the<br/> 25 summertime, so there are things that probably</p> |
| <p style="text-align: right;">123</p> <p>1 question, and the question for all of us, is does it<br/> 2 continue to progress as expected?<br/> 3 And then I also just wanted to highlight<br/> 4 the sentence in the letter that talks about the PEC<br/> 5 being concerned about ongoing general lack of<br/> 6 responsiveness to PED inquiries and requests for<br/> 7 information and meetings.<br/> 8 We continue to work with the school. We<br/> 9 had the modified school site visit. And we needed<br/> 10 to cut that meeting short. So we haven't finished<br/> 11 the modified site visit. And that's still pending.<br/> 12 And it's something that I think that you all should<br/> 13 just be aware, that there continues to be<br/> 14 conversation between the school and the Charter<br/> 15 Schools Division. A date has not been set for when<br/> 16 we will finish the modified site visit. And that's<br/> 17 as much as I would like to state.<br/> 18 But I will go ahead and turn it over to<br/> 19 Miguel Lozano, who will give us an update on the --<br/> 20 the Corrective Action Plan for special ed in regards<br/> 21 to AIMS.<br/> 22 And the school is here so they may also<br/> 23 wish to -- to speak.<br/> 24 MR. MIGUEL LOZANO: Thank you, Director<br/> 25 Chavez.</p> | <p style="text-align: right;">125</p> <p>1 wouldn't be able to be closed out until the<br/> 2 beginning of the new year with some annual IEPs and<br/> 3 the like. But, you know, it was a good result. I<br/> 4 think even the parents felt that, although there was<br/> 5 a delay, this may have been the best result that<br/> 6 they could have reached at the end of this process.<br/> 7 So I don't have anything negative to say.<br/> 8 I think although there were issues, it wasn't on<br/> 9 anybody's part or the school's. So, you know, I'm<br/> 10 happy to report that, and, hopefully, we can move<br/> 11 forward and get this CAP closed out in the near<br/> 12 future.<br/> 13 THE CHAIR: Okay. Thank you so much for<br/> 14 that information.<br/> 15 Oh, I see Marty now.<br/> 16 Kathy, welcome as well.<br/> 17 DIRECTOR CORINA CHAVEZ: I put, in Chat,<br/> 18 Marty and Kathy, are there any other members of your<br/> 19 team that you wish to bring on or any response to<br/> 20 Mr. Lozano's presentation?<br/> 21 MR. MARTY ESQUIVEL: I think Mr. Lozano<br/> 22 has accurately summarized that an agreement has been<br/> 23 reached, and we're moving forward.<br/> 24 DIRECTOR CORINA CHAVEZ: Thank you,<br/> 25 Mr. Esquivel. It's nice when everybody gets along.</p>  |



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| <p style="text-align: right;">126</p> <p>1 And sometimes, especially, I think, with this time<br/>2 of COVID, tensions are high. You know, sometimes<br/>3 it's difficult to have the best working<br/>4 relationships as possible.</p> <p>5 I know that shared with the Public<br/>6 Education Commission was some of the -- the<br/>7 back-and-forth information that we shared,<br/>8 Mr. Esquivel about the fact that while we were in<br/>9 the -- while we were in the modified site visit, we<br/>10 did have to end it when we got to the point where we<br/>11 were talking about past performance in regards to<br/>12 and advice that the Charter Schools Division has<br/>13 provided to the school in regards to how you<br/>14 identify English Language Learners.</p> <p>15 We certainly don't mean to be combative.<br/>16 Our -- the Charter Schools Division is responsible<br/>17 for holding schools accountable.</p> <p>18 And so we just wanted to clarify the<br/>19 record that, with any school that there has been any<br/>20 sort of past need for clarifying compliance issues,<br/>21 we brought them up during the -- during the modified<br/>22 site visit. And that day, we just didn't finish the<br/>23 visit; so we hoped to be able to have that<br/>24 conversation with the school to close out the<br/>25 modified visit moving forward.</p> | <p style="text-align: right;">128</p> <p>1 express that I think the challenges -- our e-mails<br/>2 are a public website. So for us to be able to block<br/>3 e-mails that are -- that someone may choose -- I<br/>4 will tell you, I did -- I responded back to that<br/>5 individual saying it was inappropriate for him to<br/>6 communicate with all of the Commissioners, and there<br/>7 was a process for that, and simple as that.</p> <p>8 But I don't see how we could block e-mails<br/>9 from -- so --</p> <p>10 MR. MARTY ESQUIVEL: And I understand<br/>11 that. But the letter was also shared with the<br/>12 Public Education Department. And, you know, I feel<br/>13 that after -- and that's how I got it. I got it on<br/>14 an IPRA from the Public Education Department.</p> <p>15 THE CHAIR: Right.</p> <p>16 MR. MARTY ESQUIVEL: But I feel like<br/>17 that's -- that should at least have been shared with<br/>18 me.</p> <p>19 Let's put that aside for right now and<br/>20 move forward. It's just a suggestion to you as<br/>21 policy-makers just to consider that in all fairness.</p> <p>22 And secondly --</p> <p>23 THE CHAIR: It's okay. We're having a<br/>24 little communication glitch. Sorry. Go on.</p> <p>25 MR. MARTY ESQUIVEL: And, secondly, my</p> |
| <p style="text-align: right;">127</p> <p>1 MR. MARTY ESQUIVEL: Let me respond to<br/>2 that.</p> <p>3 Number one, Madam Chair, you know, I did<br/>4 raise the issue last time about this ex parte<br/>5 communication with the parents' legal counsel to<br/>6 you, which I was excluded on. You assured me, as<br/>7 well as other Commission members, that they did not<br/>8 look at that document or take that into account.</p> <p>9 I just simply ask that perhaps your<br/>10 counsel come up with a process which does not allow<br/>11 a communication like that to go on behind the back<br/>12 of the school. It -- it runs a risk of potentially<br/>13 contaminating the process. And the school wants to<br/>14 do what's right in the end; but I don't think it was<br/>15 proper for that attorney to contact you on an<br/>16 ex parte basis.</p> <p>17 So, moving forward, if there's a process<br/>18 or a policy you can -- you can present for<br/>19 consideration just to make sure that there are no<br/>20 problems and no perception of unfairness, I think<br/>21 that would be beneficial both for the parents and<br/>22 for the schools.</p> <p>23 THE CHAIR: Right.</p> <p>24 MR. MARTY ESQUIVEL: Go ahead.</p> <p>25 THE CHAIR: I'm sorry. Can I just kind of</p>  | <p style="text-align: right;">129</p> <p>1 understanding here was that we were going to be<br/>2 talking about the Corrective Action Plan, not the<br/>3 modified site visit.</p> <p>4 THE CHAIR: Correct. Correct.</p> <p>5 MR. MARTY ESQUIVEL: We had some issues<br/>6 that are probably not appropriate for me to bring up<br/>7 in this forum, but I have brought up. And I'm not<br/>8 going to get into it right now, because I don't<br/>9 think it's appropriate to put you in this position.</p> <p>10 This school is willing to -- is going to<br/>11 proceed with the modified site visit. It must be<br/>12 done respectfully. It's a separate issue for<br/>13 another day, not today. But we plan on going<br/>14 forward with that.</p> <p>15 Kathy, did you have anything else to say?</p> <p>16 MS. KATHY SANDOVAL: No.</p> <p>17 THE CHAIR: And, Mr. Esquivel, you are<br/>18 correct. The only item that is noted, and the issue<br/>19 is, whether we will or will not clear out the Letter<br/>20 of Concern and put the school back into good<br/>21 standing. And that is -- that is the topic at this<br/>22 point in time.</p> <p>23 MR. MARTY ESQUIVEL: Understood.</p> <p>24 THE CHAIR: Thanks.</p> <p>25 So, Commissioners, are there any questions</p>               |

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| 130 | <p>1 related to the Letter of Concern, and are we</p> <p>2 comfortable with the Special Ed Bureau's attorney's</p> <p>3 good report?</p> <p>4 And it appears that the school, outside</p> <p>5 of, you know, deadlines that haven't come yet, but</p> <p>6 for all intents and purposes, the servicing of the</p> <p>7 student, that does not appear to be a concern any</p> <p>8 longer.</p> <p>9 So I will move that the Public Education</p> <p>10 Commission remove the Letter of Concern and place</p> <p>11 the school back -- Albuquerque Institute of Math and</p> <p>12 Science back into good standing.</p> <p>13 COMMISSIONER TAYLOR: I'll second.</p> <p>14 THE CHAIR: There's a motion by</p> <p>15 Commissioner Gipson, a second by Commissioner</p> <p>16 Taylor.</p> <p>17 If there's no -- Commissioner Carrillo?</p> <p>18 COMMISSIONER CARRILLO: So the motion --</p> <p>19 in your motion, you said to remove the Letter of</p> <p>20 Concern. So I'm just wondering, is that normal? I</p> <p>21 mean, 'cause, usually, a letter -- any Letter of</p> <p>22 Concern or any kind of records would remain in the</p> <p>23 file for the school. They just wouldn't be</p> <p>24 germane -- you would just say that the action has</p> <p>25 been corrected, and we're, you know, moving on to</p> | 132 | <p>1 COMMISSIONER CHAVEZ: Yes.</p> <p>2 COMMISSIONER BURT: Commissioner Gipson?</p> <p>3 THE CHAIR: Yes.</p> <p>4 COMMISSIONER BURT: Commissioner Carrillo?</p> <p>5 COMMISSIONER CARRILLO: Yes.</p> <p>6 COMMISSIONER BURT: Commissioner Robbins?</p> <p>7 COMMISSIONER ROBBINS: Yes.</p> <p>8 COMMISSIONER BURT: Commissioner Burt,</p> <p>9 "Yes."</p> <p>10 Commissioner Taylor?</p> <p>11 COMMISSIONER TAYLOR: Yes.</p> <p>12 COMMISSIONER BURT: Commissioner Armijo?</p> <p>13 COMMISSIONER ARMIJO: Yes.</p> <p>14 COMMISSIONER BURT: Commissioner Voigt?</p> <p>15 COMMISSIONER VOIGT: Yes.</p> <p>16 COMMISSIONER BURT: All right. That</p> <p>17 passes, eight-zero, unanimously.</p> <p>18 COMMISSIONER ROBBINS: Madam Chair, you're</p> <p>19 muted.</p> <p>20 THE CHAIR: Sorry. So there will be a</p> <p>21 letter that will be -- to the school communicating</p> <p>22 this as well for their records and our records.</p> <p>23 So the next item, actually, still deals</p> <p>24 with AIMS as well, and that's the Memorandum of</p> <p>25 Understanding.</p>   |
| 131 | <p>1 what's next. I was just concerned about the word</p> <p>2 "remove."</p> <p>3 THE CHAIR: Okay. So would it be more</p> <p>4 desirable for the motion to say I move that the</p> <p>5 Public Education Commission clear the Letter of</p> <p>6 Concern and place the school back into good</p> <p>7 standing.</p> <p>8 COMMISSIONER ROBBINS: Second that.</p> <p>9 COMMISSIONER TAYLOR: (Indiscernible due</p> <p>10 to audio distortion.)</p> <p>11 COMMISSIONER CARRILLO: I would like that</p> <p>12 wording. Sure.</p> <p>13 THE CHAIR: Okay. There's a motion by</p> <p>14 Commissioner Gipson, a second by Commissioners</p> <p>15 Taylor and Robbins. If there is any additional</p> <p>16 discussion? If not, Commissioner Burt --</p> <p>17 COMMISSIONER CARRILLO: I'm sorry. So</p> <p>18 then I have a question for Ms. Chavez.</p> <p>19 So this remains a part of the record.</p> <p>20 We're just clearing this as a concern; right?</p> <p>21 DIRECTOR CORINA CHAVEZ: Correct.</p> <p>22 COMMISSIONER CARRILLO: Great. That's</p> <p>23 all. Thank you very much, Chair Gipson.</p> <p>24 THE CHAIR: Commissioner Burt?</p> <p>25 COMMISSIONER BURT: Commissioner Chavez?</p>  | 133 | <p>1 When we did contract negotiations a year</p> <p>2 ago with the school, it was noted that the -- the</p> <p>3 MOU between the school and UNM was to expire in</p> <p>4 November.</p> <p>5 And I'm going to ask our legal counsel as</p> <p>6 well, because I do believe there was communication</p> <p>7 between the two attorneys in regard to this after we</p> <p>8 did the contract negotiations.</p> <p>9 So, Ami, if you want to weigh in on this</p> <p>10 as well?</p> <p>11 MS. AMI JAEGER: Yeah. So I agree it</p> <p>12 was -- that was an issue that was brought up at</p> <p>13 contract negotiations about the expiration of the</p> <p>14 MOU, because the reference to the MOU was in the</p> <p>15 contract.</p> <p>16 But we went ahead and renewed the charter</p> <p>17 contract. And I do remember speaking with</p> <p>18 Mr. Esquivel, and -- although it was a while ago --</p> <p>19 to the best of my recollection, that the school</p> <p>20 would take care of the MOU with UNM timely and then</p> <p>21 give us a report back to us that it was completed.</p> <p>22 THE CHAIR: Great. So the only -- at this</p> <p>23 point in time, if the school is following the spirit</p> <p>24 of that MOU, there's not -- there's not a huge</p> <p>25 concern. But we wanted it on the record, because</p> |

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| <p style="text-align: right;">134</p> <p>1 the school is, I believe, saying that the MOU<br/>2 doesn't expire until this upcoming November;<br/>3 although that wasn't what the information was when<br/>4 we had the contract negotiations discussion.<br/>5 So it's just for the record to be clear<br/>6 that the Public Education Commission expects a<br/>7 renewed MOU with UNM by this upcoming November.<br/>8 MR. MARTY ESQUIVEL: That will happen. As<br/>9 I have exchanged correspondence with UNM General<br/>10 Counsel, we're working on it. There was<br/>11 COVID-related issues and issues regarding<br/>12 availability of the University counsel who was<br/>13 working on this. So we'll get that done. Thank<br/>14 you.<br/>15 THE CHAIR: Okay. Thank you. I<br/>16 appreciate it.<br/>17 Okay. So thank you very much for your<br/>18 time. We appreciate it.<br/>19 MR. MARTY ESQUIVEL: I appreciate it.<br/>20 Have a good day.<br/>21 THE CHAIR: You, too.<br/>22 So the next item on the agenda is the<br/>23 Possible Action on Amendment Requests that we have<br/>24 from, actually, three schools.<br/>25 And the first school on the agenda is ACES</p>  | <p style="text-align: right;">136</p> <p>1 to allow the school to increase the grade levels<br/>2 served to include K through 5, such that the school<br/>3 would be a full K-through-12 school.<br/>4 I want to share that in your documents,<br/>5 the application was completed and timely submitted<br/>6 by Dr. Campbell. You will see that there is a<br/>7 letter, a rationale, and some data.<br/>8 But one of the things that is typically<br/>9 taken into consideration is the prior three years'<br/>10 worth of data, including academic performance and<br/>11 academic tier rating. And that information was not<br/>12 provided to you because we simply don't have that<br/>13 yet as a first-year school.<br/>14 THE CHAIR: So can I just interrupt for a<br/>15 second? Because -- and I'm not trying to "86" this.<br/>16 But the amendment request form doesn't say<br/>17 "typically" we take into consideration or that "we<br/>18 will" take into consideration.<br/>19 The amendment request form does, in fact,<br/>20 say, "You are eligible if, in the three prior years,<br/>21 you have... ." So that's -- that's the clear<br/>22 wording. So that it's not that we "typically take<br/>23 into account." Schools have not been eligible to<br/>24 apply for this without having that three years.<br/>25 That's what the amendment request form does say.</p> |
| <p style="text-align: right;">135</p> <p>1 Technical Charter School. And this -- the first two<br/>2 are for grade-level changes.<br/>3 MS. MISSY BROWN: Shall I promote<br/>4 Dr. Campbell to the panel?<br/>5 THE CHAIR: Yes, please. Yeah.<br/>6 And I don't know if -- I looked before. I<br/>7 don't know if there's anyone else from the school.<br/>8 I didn't see the head of (incomprehensible) there,<br/>9 so...<br/>10 DIRECTOR CORINA CHAVEZ: Dr. Campbell, if<br/>11 there's other members of your team that you wish to<br/>12 be brought on, please send a Chat to Ms. Brown.<br/>13 And while that's happening, I will just<br/>14 provide a little bit of information about this<br/>15 agenda item.<br/>16 Again, as Chair Gipson mentioned, what<br/>17 this is about is an item to amend the contract<br/>18 between ACES Technical and PEC, such that,<br/>19 currently, the contract and the school is authorized<br/>20 to serve Grades 6 through 12 and has just completed<br/>21 its first year of operation and is phasing in -- is<br/>22 set to phase in Grades -- the school served Grades 6<br/>23 in this school year and is set to phase in a grade<br/>24 every year.<br/>25 And the request at your -- at your desk is</p> | <p style="text-align: right;">137</p> <p>1 So I'm -- I'm not trying to put a stop on<br/>2 this. But I want Commissioners to be clear on what<br/>3 the form specifically says for eligibility.<br/>4 Commissioner Carrillo?<br/>5 COMMISSIONER CARRILLO: So if I'm hearing<br/>6 correctly, we had -- there's two things at play<br/>7 here: One, asking for additional grades. But the<br/>8 second -- and this is maybe -- there may be a<br/>9 foundational challenge -- is that the school is also<br/>10 asking really for a variance in our procedures and<br/>11 rules in terms of when you're even eligible to ask<br/>12 for a change; is that correct?<br/>13 THE CHAIR: Correct. By the wording of<br/>14 the eligibility in our policy, the school<br/>15 technically does not qualify -- is not eligible<br/>16 because they don't have that data.<br/>17 COMMISSIONER CARRILLO: So in -- and I'm<br/>18 not making a decision either way. I'm just asking<br/>19 some questions here.<br/>20 THE CHAIR: Right. Right.<br/>21 COMMISSIONER CARRILLO: So this could<br/>22 also, then, set a precedent for schools -- other<br/>23 schools that may be on the newer side wanting some<br/>24 changes, and because of the pandemic, we don't have<br/>25 any information, and/or they haven't completed three</p>   |

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| <p style="text-align: right;">138</p> <p>1 years of service. Is that correct?</p> <p>2 THE CHAIR: Well, yes and no. The data --</p> <p>3 because there's -- there's a variety of the</p> <p>4 three-year data that has to be provided. So that's</p> <p>5 not -- that's not the effect of this.</p> <p>6 It is purely the effect that the school</p> <p>7 hasn't been in existence for three years to be able</p> <p>8 to provide that data. I'm going to say the pandemic</p> <p>9 issue is not -- doesn't fall into consideration for</p> <p>10 this. But it is the fact that the policy does say</p> <p>11 three years, and the school simply has not operated</p> <p>12 for three years.</p> <p>13 So it could -- it certainly would</p> <p>14 establish a precedence for us offering that variance</p> <p>15 in -- if it was granted, that we don't have -- we're</p> <p>16 offering this to a school that does not have three</p> <p>17 years of data.</p> <p>18 COMMISSIONER CARRILLO: Got it. Thank</p> <p>19 you.</p> <p>20 THE CHAIR: Thanks. Sorry. I'm letting</p> <p>21 the dog out.</p> <p>22 Commissioner Voigt?</p> <p>23 COMMISSIONER VOIGT: All right. Thank</p> <p>24 you, Madam Chair. It seems that the three years is</p> <p>25 put there so that schools have a chance to really</p>  | <p style="text-align: right;">140</p> <p>1 move forward on hearing this amendment request or --</p> <p>2 Commissioner Carrillo?</p> <p>3 COMMISSIONER CARRILLO: No. I agree with</p> <p>4 you. But procedurally -- and I -- procedurally, do</p> <p>5 we -- I mean, I think we should allow Mr. Campbell</p> <p>6 to let us know what his plans are, to let us know</p> <p>7 why he believes, if we're going to grant a variance,</p> <p>8 that this is the school to grant that variance with.</p> <p>9 That, to me, makes sense in terms of what's next.</p> <p>10 And then the eight Commissioners that are</p> <p>11 present -- or nine, I think -- can then ask a lot of</p> <p>12 questions germane to the issue.</p> <p>13 THE CHAIR: And that was my -- or if I had</p> <p>14 been able to finish. My first was, do you want to</p> <p>15 just make a decision that we can't move forward? Or</p> <p>16 do you want to hear and then make a decision after</p> <p>17 that? That was -- that was my full question.</p> <p>18 COMMISSIONER VOIGT: Madam Chair, I would</p> <p>19 be open to hearing from Dr. Campbell, because -- I</p> <p>20 mean, this is very unusual that a brand new school</p> <p>21 with one year of operation wants to go K-12 all of a</p> <p>22 sudden. So I would love to hear how -- what the</p> <p>23 plan is for that.</p> <p>24 THE CHAIR: Okay. So are we -- okay.</p> <p>25 Thank you.</p> |
| <p style="text-align: right;">139</p> <p>1 build some stability and foundation in order to be</p> <p>2 successful.</p> <p>3 And the first three years of a charter</p> <p>4 school, that is -- those are some tough times.</p> <p>5 You're really trying to implement, you know, your --</p> <p>6 your capital and get the right people on board for</p> <p>7 your staff. And if you're rolling in -- so right</p> <p>8 now, you're at Grade 6, and you're rolling in one</p> <p>9 year -- one grade every year -- correct,</p> <p>10 Dr. Campbell? -- going forward?</p> <p>11 You've got a Grade 6 now? Next year, you</p> <p>12 would go Grade 7. In two years, you would go 6, 7,</p> <p>13 8? Is that how that's working?</p> <p>14 DR. JERON CAMPBELL: You want me to speak?</p> <p>15 That is -- I'm just wondering when I'm going to get</p> <p>16 a chance to -- but, yes, that is the current plan.</p> <p>17 COMMISSIONER VOIGT: Okay. Thank you.</p> <p>18 So I'm just -- just given my previous</p> <p>19 experience, I feel that three years is a -- is a</p> <p>20 fair amount of minimal time for a school to really</p> <p>21 be able to demonstrate that they have foundational</p> <p>22 structures and sustainability in place to continue</p> <p>23 to grow and be successful.</p> <p>24 THE CHAIR: So, Commissioners, I think</p> <p>25 that the question is does the Commission want to</p> | <p style="text-align: right;">141</p> <p>1 So, Director Chavez, I don't know whether</p> <p>2 there was anything additional that you wanted to add</p> <p>3 before we allow Dr. Campbell to -- to speak.</p> <p>4 DIRECTOR CORINA CHAVEZ: No. I think that</p> <p>5 you identified the crux of the issue. And that is</p> <p>6 is the Commission willing to make this sort of a</p> <p>7 change in the charter without the record of</p> <p>8 performance.</p> <p>9 I do think that Dr. Campbell completed the</p> <p>10 request form as well as he could. And -- and I just</p> <p>11 want to remind Dr. Campbell that all communication</p> <p>12 should happen -- I was trying to find out if there</p> <p>13 was anybody else on your team to add. I might have</p> <p>14 sent you a chat about that.</p> <p>15 But if there's anything you'd like to</p> <p>16 share with the Commission about the history of the</p> <p>17 school, please -- please share it in this forum.</p> <p>18 THE CHAIR: So, Dr. Campbell --</p> <p>19 Dr. Campbell, thanks once again. You seem to be a</p> <p>20 frequent flier here with us. So appreciate seeing</p> <p>21 you.</p> <p>22 So it's -- you know. And truly enjoyed</p> <p>23 the public forum and the input especially from the</p> <p>24 students.</p> <p>25 So thank you once again. And the time is</p>   |

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| <p style="text-align: right;">142</p> <p>1 yours.</p> <p>2 DR. JERON CAMPBELL: All right. Thank</p> <p>3 you. First, I'm not -- you know, it's -- it's</p> <p>4 disheartening to an extent to have the</p> <p>5 interpretation of the discussion that just occurred,</p> <p>6 because it says that it's been forgotten, the past,</p> <p>7 and why I'm bringing this forward.</p> <p>8 This is me on behalf of ACES Tech</p> <p>9 returning to the PEC. This is not new. And this</p> <p>10 was part of the negotiation.</p> <p>11 If you recall -- and I've heard a couple</p> <p>12 of times in this meeting today that the contracts</p> <p>13 between the school and the PEC are a negotiation.</p> <p>14 When that occurred, in May of 2020, I had</p> <p>15 one negotiation point, and it was to expand my</p> <p>16 grades. And you were -- Madam Chair, you may recall</p> <p>17 that you asked me to delay that request to a later</p> <p>18 date, and that is this later date.</p> <p>19 But this was prior to the signature on a</p> <p>20 first, initial contract. So as far as I'm</p> <p>21 concerned, this item is pre-contract. So it would</p> <p>22 not contain any precedent on the part of the</p> <p>23 Commission, unless you're considering -- or the</p> <p>24 Commission's request to delay an item a precedent.</p> <p>25 So what it would set a precedent for is a</p>   | <p style="text-align: right;">144</p> <p>1 opportunity to provide high-quality elementary</p> <p>2 education to those students who will become our</p> <p>3 secondary students.</p> <p>4 The data shows that students are not</p> <p>5 receiving a strong enough education to be prepared</p> <p>6 for our well-rounded and rigorous curriculum. Our</p> <p>7 ability to implement our complete school program</p> <p>8 will continue to be negatively affected by this</p> <p>9 fact.</p> <p>10 And so I ask for permission to share my</p> <p>11 screen. I'm not sure if I may do that.</p> <p>12 Let's see.</p> <p>13 All right. All right.</p> <p>14 So -- and when I did my original</p> <p>15 proposal -- and, you know, I've been doing --</p> <p>16 working with a lot of data throughout my career.</p> <p>17 But one thing I looked at -- all right. Here's a</p> <p>18 couple of things.</p> <p>19 So this first one, this is third- and</p> <p>20 fourth-grade data. Somebody might say why would you</p> <p>21 use third and fourth? Because these are going to be</p> <p>22 the students who enter our school at sixth grade.</p> <p>23 Any color -- and this looks like at</p> <p>24 New Mexico as a full state, Albuquerque as a full</p> <p>25 district -- Albuquerque Public Schools, and a set of</p>  |
| <p style="text-align: right;">143</p> <p>1 school's ability to actually negotiate its contract.</p> <p>2 And so I would argue that the word "negotiation"</p> <p>3 should be removed if that's not true, because this</p> <p>4 is the only item I brought forward.</p> <p>5 I submitted the required documentation, as</p> <p>6 Ms. Chavez has stated. But I did add, because it</p> <p>7 was just part of the process, and it was a part of a</p> <p>8 good exercise, anyway, just to go ahead and do the</p> <p>9 things that a school would typically do for all</p> <p>10 grade levels. And that took me a considerable</p> <p>11 amount of time personally. So I did get that done.</p> <p>12 I have submitted the rationale. I also</p> <p>13 submitted the supporting data for why I feel that</p> <p>14 this is extremely important for the school. And I</p> <p>15 also submitted, of course, the staffing, enrollment,</p> <p>16 and facilities information that was required.</p> <p>17 So there won't be a school barely in the</p> <p>18 United States that, say, would provide data for this</p> <p>19 past year and a half. So we're not unique in that</p> <p>20 regard. But we are, obviously, teaching students</p> <p>21 and conducting all the activities of any school that</p> <p>22 would be expected and meeting all requirements</p> <p>23 associated therein.</p> <p>24 The request -- and, again I'm taking this</p> <p>25 back to pre-contract -- is we're requesting the</p> | <p style="text-align: right;">145</p> <p>1 schools that we are targeting in our part of the</p> <p>2 city that we are most heavily recruiting from,</p> <p>3 because it's a very diverse part of town.</p> <p>4 And I looked at the reading and math</p> <p>5 proficiency scores in 2018 and 2019. Anything</p> <p>6 that's red or yellow -- under 30 percent proficient</p> <p>7 is yellow; under 20 is red. So I can see clearly</p> <p>8 that there is a crisis occurring in elementary</p> <p>9 schools in that entire segment of the city.</p> <p>10 And so Bandelier and Monte Vista are the</p> <p>11 only two that have any group -- any subgroup of</p> <p>12 students -- and that's female students in third</p> <p>13 grade -- who are performing -- where at least even</p> <p>14 half of them are proficient in reading. And then</p> <p>15 only that -- only at Bandelier in math. And this is</p> <p>16 third grade.</p> <p>17 And then fourth grade is to the right of</p> <p>18 that. And you can see also there's not one group</p> <p>19 that has -- that's green, 50 percent or above.</p> <p>20 And this here is another chart that shows</p> <p>21 third- and fourth-grade data statewide, and</p> <p>22 Albuquerque Public Schools, which is where most of</p> <p>23 our students come from. And this is with racial</p> <p>24 information. And, again, you can see that the only</p> <p>25 group that's green is Asian students at the State or</p> |

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| <p style="text-align: right;">146</p> <p>1 at the Albuquerque Public Schools level.<br/> 2 The one reason I couldn't do it at the<br/> 3 school level is because there are so few students of<br/> 4 Asian, American Indian and African American<br/> 5 identification in most of the schools in<br/> 6 Albuquerque. So there is no data, because they hide<br/> 7 behind FERPA, and they hide the data. I'm working<br/> 8 with the State to do that. Maybe now 1/10 of the<br/> 9 schools have data, so it's not really enough.<br/> 10 But this is what I was basing this request<br/> 11 on. Because I started -- really, as I analyzed this<br/> 12 data, I started to see that this is going to be<br/> 13 detrimental to our program if we deal with these<br/> 14 gaps that are coming to us from throughout the city<br/> 15 and our different schools.<br/> 16 And to the right here, I put the<br/> 17 Black/White and Hispanic/White gap. And you see<br/> 18 it's double-digit across the board, for English --<br/> 19 and these are eight- and nine-year-olds.<br/> 20 So, again, as a data person I know that<br/> 21 data doesn't improve over time; it gets worse. So<br/> 22 if you're already double digits behind other groups<br/> 23 at eight years old, the future does not look very<br/> 24 bright in terms of your academic performance going<br/> 25 forward.</p> | <p style="text-align: right;">148</p> <p>1 rigorous secondary program, it just makes sense to<br/> 2 me that we would try to provide the educational<br/> 3 opportunities that we're providing for our students<br/> 4 to students who are younger, and, therefore, they<br/> 5 would be a pipeline for our school.<br/> 6 So I just wanted to share that information<br/> 7 with the Commission.<br/> 8 All right. And so -- I can stop the<br/> 9 share.<br/> 10 So it's the request. So I showed you the<br/> 11 data.<br/> 12 There are other things mentioned, too.<br/> 13 And even if you do want to include our first year,<br/> 14 we had a very successful first year, as the parents<br/> 15 indicated. We held every day of school, August 6th<br/> 16 through May 26th -- May 16th, I'm sorry. And we<br/> 17 didn't miss one day, and it was 100 percent live<br/> 18 instruction.<br/> 19 I don't know any other school, personally,<br/> 20 that was able to accomplish that, despite all the<br/> 21 years of experience and all the funding that people<br/> 22 are receiving.<br/> 23 You take CARES, for instance. We were one<br/> 24 of the only schools in the state that didn't get any<br/> 25 CARES money. Because we happened to be new, they</p>   |
| <p style="text-align: right;">147</p> <p>1 So in an effort to mitigate this concern,<br/> 2 I thought that I would try to negotiate that<br/> 3 particular item in our contract from the beginning,<br/> 4 before the school ever opened the doors. All right?<br/> 5 And I was asked to delay it, which is -- you know,<br/> 6 which was fine. I mean, I understand, just like<br/> 7 today, the PEC has time timelines they have to meet<br/> 8 after me, and there's things that have to be done.<br/> 9 You want to get votes done. So I agreed to do that<br/> 10 as long as I was given the opportunity to bring it<br/> 11 back in the future.<br/> 12 This chart here also is a five-year look<br/> 13 at the data across New Mexico -- I'll make it<br/> 14 bigger -- and Albuquerque.<br/> 15 And you can see for the State of New<br/> 16 Mexico only one demographic group has gone down in<br/> 17 terms of its data for reading; that's the<br/> 18 African-American group. And others have not, you<br/> 19 know, fared that well, either; but at least they<br/> 20 haven't gone down.<br/> 21 And then in terms of Albuquerque Public<br/> 22 Schools, every group has gone down in reading. You<br/> 23 can look at a five-year window.<br/> 24 And so, you know, this is alarming data<br/> 25 for me. And if I want to have a well-rounded and</p>                        | <p style="text-align: right;">149</p> <p>1 made an exception and gave us \$5,000 out of their<br/> 2 discretionary account. But in terms of the core<br/> 3 account, we were the only school that I know of that<br/> 4 didn't get CARES money.<br/> 5 So we were underfunded in a number of ways<br/> 6 compared to our peers; but yet we performed as a<br/> 7 school.<br/> 8 So we've met all the requirements. I<br/> 9 submitted all the information and documentation as<br/> 10 required for our school trying to expand its grades.<br/> 11 And I absolutely want to make sure I reiterate that<br/> 12 I made this request prior to the signing of our<br/> 13 first initial contract as my negotiating point when<br/> 14 we first started.<br/> 15 So I honestly don't see any reason why,<br/> 16 you know, the Commission would have an issue with<br/> 17 granting this. All we're asking for is to change a<br/> 18 "6" to a "K" on our contract, and then we would<br/> 19 obviously, through our board, go through all of the<br/> 20 things we need to do in order to actually implement<br/> 21 the additional grades going forward.<br/> 22 So I think that pretty much covers it. I<br/> 23 do have my English teacher who joined, just in case<br/> 24 somebody wanted to ask any questions specifically<br/> 25 about performance of students and things like that.</p> |

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| 150 | <p>1 But other than that, I will entertain any questions<br/>2 that the Commission may have.</p> <p>3 THE CHAIR: Okay. Thank you. And I<br/>4 just -- before questions, I just want to make<br/>5 something clear through the contract negotiations.<br/>6 When the school made the application, the<br/>7 application was approved for the grades that they<br/>8 initially applied for. And, as often happens during<br/>9 contract negotiations, we have conversations about<br/>10 how the school has aspirations of growing.<br/>11 We did not negotiate any agreement that<br/>12 the school would, in fact, increase grades. In<br/>13 fact, Dr. Campbell is correct. Schools are advised<br/>14 that, in order to do that, because it is not part of<br/>15 the initial application, it is not what the Public<br/>16 Education Commission approved and not part of the<br/>17 contract that we were negotiating, that in order to<br/>18 be able to grow, an amendment request would, in<br/>19 fact, have to be submitted. So that there was no<br/>20 agreement through contract negotiations that this<br/>21 school, or any assurance that the Commission would<br/>22 approve any growth plan.<br/>23 Commissioner Voigt had her hand up first,<br/>24 and then Commissioner Carrillo.<br/>25 COMMISSIONER VOIGT: I think it was</p> | 152 | <p>1 You have a plan. It's incremental. It's not a<br/>2 big -- big step off a cliff.<br/>3 My question is, though, how many<br/>4 students -- what was your enrollment this year<br/>5 for -- you just had sixth grade; is that right?<br/>6 DR. JERON CAMPBELL: Correct.<br/>7 COMMISSIONER VOIGT: How many students did<br/>8 you have this year?<br/>9 DR. JERON CAMPBELL: Forty-five.<br/>10 COMMISSIONER VOIGT: And then your plan?<br/>11 How would you add K-5? Because you're also growing<br/>12 up, would you add a grade on each end and expand<br/>13 from the middle?<br/>14 DR. JERON CAMPBELL: I have -- it's in my<br/>15 chart, so let me see.<br/>16 THE CHAIR: Yeah. We have the chart in<br/>17 our SharePoint.<br/>18 DR. JERON CAMPBELL: The six, seven, eight<br/>19 would continue to grow. My initial thought is to<br/>20 bring in K1-2. Of course I have to get my board's<br/>21 approval and all that for that. That's my initial<br/>22 thought. And that's what other schools have done.<br/>23 I've looked at other schools as well.<br/>24 You can even see -- well, we just heard<br/>25 from Explore-Las Cruces. I think they're doing six,</p>  |
| 151 | <p>1 myself, Commissioner Manis, then Carrillo and then<br/>2 Director Chavez.<br/>3 THE CHAIR: Okay. Sorry. Commissioner<br/>4 Manis kind of moved on my screen.<br/>5 COMMISSIONER VOIGT: Oh, okay.<br/>6 THE CHAIR: So I didn't even -- sorry. I<br/>7 apologize.<br/>8 COMMISSIONER VOIGT: So thank you,<br/>9 Madam Chair.<br/>10 Dr. Campbell, thank you. I remember,<br/>11 during that contract negotiation (indicates), that<br/>12 you did mention wanting to expand grades. So thanks<br/>13 for bringing that up and rekindling my memory on<br/>14 that.<br/>15 And you know what? I really appreciate<br/>16 your passion in going after those academics. It<br/>17 says a lot. Every parent that spoke and students<br/>18 that spoke really appreciated the fact that they are<br/>19 getting a quality academic education.<br/>20 And, you know, for a first-year school,<br/>21 you've -- you've really -- you've built a lot around<br/>22 your program and around this early success.<br/>23 I think that it would be a risk to try to<br/>24 grow so fast within such a short amount of time; but<br/>25 it sounds like you're doing it very intentionally.</p>   | 153 | <p>1 seven, and eight the first year. I decided to do<br/>2 one grade, because I wanted to get each grade right.<br/>3 And so we did sixth. Then we wanted to do<br/>4 seven. Then we did -- there was no rush to do<br/>5 multiple grades in the beginning. My goal was<br/>6 really to try to get the one grade at a time, a<br/>7 strong foundation for each one.<br/>8 But at the elementary, it's a lot<br/>9 different, obviously, because I've seen schools even<br/>10 combine K and 1 or 1 and 2 in a school. So it's not<br/>11 as rigid as, say, my secondary schedule, which is<br/>12 very -- you know, we have electives; we have four<br/>13 core subjects; every kid has a more structured<br/>14 schedule than in a self-contained environment like<br/>15 an elementary school.<br/>16 So my goal is to do K1-2. I have heard --<br/>17 I think one board member wondered why we didn't do<br/>18 4-5 first. I know one thing. When I went to<br/>19 Sandia's Career School Fair before the pandemic, the<br/>20 majority of the parents there were looking for K.<br/>21 And so that was one thing also that drove me to want<br/>22 to do K.<br/>23 But the other thing, obviously, too, is<br/>24 the earlier we get the students, the earlier we are<br/>25 able to ensure that they are getting the strongest</p> |

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| <p style="text-align: right;">154</p> <p>1 education that we can provide.</p> <p>2 So my niece and nephew started playing</p> <p>3 music at kindergarten. And so there's no reason for</p> <p>4 us to get sixth-graders -- and this is literally the</p> <p>5 first time in their lives they ever picked up an</p> <p>6 instrument. And that's true for computer</p> <p>7 programming this year. It's true for a few of the</p> <p>8 activities we have our students doing. This is the</p> <p>9 first time they've ever done it; and so you can only</p> <p>10 imagine if they had that several-year head start,</p> <p>11 how strong our program would be, even at the</p> <p>12 sixth-grade level.</p> <p>13 So there's a lot of robotics programs that</p> <p>14 are starting at elementary school now. So there's a</p> <p>15 lot of STEM space and also just general curriculum</p> <p>16 things that you can do at the K-to-5, which would</p> <p>17 ensure that we have just a stronger secondary</p> <p>18 program going forward.</p> <p>19 COMMISSIONER VOIGT: Super. Thank you</p> <p>20 very much. And I also really appreciate your</p> <p>21 attention to students who have historically been</p> <p>22 marginalized.</p> <p>23 THE CHAIR: Commissioner Manis?</p> <p>24 COMMISSIONER MANIS: My question is a</p> <p>25 follow-up on the enrollment projection matrix. I</p> | <p style="text-align: right;">156</p> <p>1 Dr. Campbell, the -- I have a couple of questions,</p> <p>2 just so you know, Madam Chair.</p> <p>3 First, just congratulations on 100 percent</p> <p>4 live instruction for Grade 6. I mean, that's</p> <p>5 incredible. And I personally believe that there are</p> <p>6 a lot of smaller schools, even district schools,</p> <p>7 that could have thought a little bit outside the</p> <p>8 box, separating kids in different places, even add</p> <p>9 portables.</p> <p>10 There were ways to do instruction if there</p> <p>11 was a will, I think, in local school districts to do</p> <p>12 so. And I think we as a State failed miserably in</p> <p>13 putting kids first in the entire agenda.</p> <p>14 So I just commend you, Dr. Campbell, on --</p> <p>15 and your parents and teachers as well -- on putting</p> <p>16 kids first, because, clearly, that's where that</p> <p>17 decision comes from.</p> <p>18 So a couple of questions:</p> <p>19 One -- and I heard what Madam Chair said.</p> <p>20 So what I heard was in 2020, it wasn't necessarily</p> <p>21 made part of the contract because it wasn't</p> <p>22 necessarily negotiated? Is that what I heard?</p> <p>23 THE CHAIR: No. It wasn't part --</p> <p>24 COMMISSIONER CARRILLO: Because I heard</p> <p>25 from Dr. Campbell that they wanted to have this solo</p> |
| <p style="text-align: right;">155</p> <p>1 want to share my screen real quick, because I have</p> <p>2 it pulled up.</p> <p>3 The numbers on the total enrollment, they</p> <p>4 don't necessarily match up to the total here. I'm</p> <p>5 thinking it should be 225 instead of 300.</p> <p>6 DR. JERON CAMPBELL: Yeah, it is 225.</p> <p>7 Yeah, that's a typo.</p> <p>8 COMMISSIONER MANIS: And that was just on</p> <p>9 these others as well. I did like the matrix. I</p> <p>10 think it helped understand kind of your plan as far</p> <p>11 as what you're doing. So I appreciate that,</p> <p>12 especially because I wasn't a Commissioner at the</p> <p>13 time that you had contract negotiations last year.</p> <p>14 So this -- your whole comprehensive</p> <p>15 package that you provided helped me understand what</p> <p>16 you're doing as a school. So I appreciate all the</p> <p>17 information. I'll go ahead and stop sharing now.</p> <p>18 But that was the only question I really had was that</p> <p>19 those numbers were correct, or if you -- or if the</p> <p>20 ones really in the white were the correct ones.</p> <p>21 So I think you answered my question.</p> <p>22 That's just a typo.</p> <p>23 THE CHAIR: Thanks.</p> <p>24 Commissioner Carrillo?</p> <p>25 COMMISSIONER CARRILLO: Yes. So,</p>   | <p style="text-align: right;">157</p> <p>1 grade to start.</p> <p>2 THE CHAIR: It was not part of the</p> <p>3 original application. So when the Public Education</p> <p>4 Commission approved the application for the new</p> <p>5 school, it was based on the grade request in the</p> <p>6 application. So that's what becomes part of the</p> <p>7 contract negotiations. We can't add to that during</p> <p>8 those negotiations. It has to come through the</p> <p>9 amendment.</p> <p>10 COMMISSIONER CARRILLO: I get it. Because</p> <p>11 we have to base our decisions on what's in the</p> <p>12 application. No. I totally get that. Okay.</p> <p>13 When you were having the preliminary</p> <p>14 discussions with the PEC and the idea of amending</p> <p>15 later to include some of the lower grades and build</p> <p>16 up, was it made clear to you that you wouldn't be</p> <p>17 able to do this for at least three years?</p> <p>18 DR. JERON CAMPBELL: No.</p> <p>19 THE CHAIR: No. We didn't have that</p> <p>20 discussion.</p> <p>21 COMMISSIONER CARRILLO: I was asking</p> <p>22 Dr. Campbell if that was made really clear.</p> <p>23 DR. JERON CAMPBELL: No, it was not. And</p> <p>24 I was aware that it's usually -- that I would have</p> <p>25 to wait until the five-year. I did know that. So</p>  |



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| <p style="text-align: right;">158</p> <p>1 if I didn't do it then, I had to do this then or<br/>2 wait five years.</p> <p>3 I didn't want to wait five years. And so<br/>4 I said, "You know what? Let me negotiate this<br/>5 upfront."</p> <p>6 My perception was the Public Education<br/>7 Commission can do whatever it wanted; that's what<br/>8 I've been told. Changing a grade level didn't seem<br/>9 like a big lift for the PEC. So I was under the<br/>10 impression that if I brought it up earlier enough<br/>11 when that contract was signed, that it was on the<br/>12 table, like anything else might be on the table for<br/>13 negotiation.</p> <p>14 COMMISSIONER CARRILLO: No, I understand.<br/>15 Because, I mean, I would say -- maybe this is --<br/>16 this is a learning moment for us also. Clearly, I<br/>17 was not at the table in May of 2020.</p> <p>18 DR. JERON CAMPBELL: Right.</p> <p>19 COMMISSIONER CARRILLO: But I would say,<br/>20 you know, we're always learning, not necessarily<br/>21 from mistakes we made, but from situations in the<br/>22 past, on how we could be better at communicating in<br/>23 the future so that everyone is super-clear on what<br/>24 the expectation is.<br/>25 And I know that I brought up earlier the</p>  | <p style="text-align: right;">160</p> <p>1 others coming to talk to us about the importance of<br/>2 the ACES environment in their kids' ability to learn<br/>3 and to be open to learning.</p> <p>4 So, I mean, this is a complicated one,<br/>5 just because of the whole three-year deal. But I<br/>6 can also see that if we, as a Commission, made the<br/>7 decision to go ahead and grant this, that in life,<br/>8 as we all know, there are always exigent<br/>9 circumstances. People are going to come to us in<br/>10 the next -- new members in the next -- all of us in<br/>11 the next three-and-a-half years, and they're going<br/>12 to have circumstances that we didn't foresee or plan<br/>13 on.</p> <p>14 And where I always try to come from,<br/>15 always, is what's going to be best for the kids,<br/>16 really; not for us, not for our rules and<br/>17 procedures, not for PED, but what's going to be best<br/>18 for the children.</p> <p>19 So I'm very grateful that you're here.<br/>20 And I see that -- that Ms. Romero was here as well.<br/>21 And, yeah, so that that's what I have for now.</p> <p>22 THE CHAIR: Okay. Thanks.<br/>23 Commissioner Taylor?<br/>24 COMMISSIONER TAYLOR: Yeah.<br/>25 THE CHAIR: Then Commissioner Robbins.</p> |
| <p style="text-align: right;">159</p> <p>1 idea of precedence. If we make a change at this<br/>2 stage of the game, what does that say for the down<br/>3 the line if someone else wants to make the change as<br/>4 well.</p> <p>5 And I'm -- I would say in a lot of ways<br/>6 I'm inclined not to want to set those kinds of<br/>7 precedents. But then Ms. Voigt brought up a really<br/>8 good point. And the point was around risk. Points<br/>9 that Ms. Voigt made were also around serving those<br/>10 who are often marginalized.</p> <p>11 And you showed us data -- really showing<br/>12 us, in those schools -- it's, like, okay, these<br/>13 schools, for whatever reason -- they probably need<br/>14 to be turnaround models at one point or another, you<br/>15 know, where you just kind of terminate everybody and<br/>16 make everybody reapply for their positions. I mean,<br/>17 I think that's what needs to happen with schools<br/>18 that consistently fail their kids.</p> <p>19 But here, to me, the bigger risk, the<br/>20 bigger risk, is having some of these kids in some of<br/>21 these environments where they're not getting the<br/>22 learning that they need.</p> <p>23 And so for me the decision and the<br/>24 thoughts are kids-centric. And I don't take lightly<br/>25 at all, you know, Mr. Barrett and Mr. Hopkins and</p> | <p style="text-align: right;">161</p> <p>1 COMMISSIONER TAYLOR: Thank you. Thank<br/>2 you very much, Commissioner Carrillo, and -- you<br/>3 know, I -- you nailed it on the head as far as I'm<br/>4 concerned, what -- you know, despite the rules and<br/>5 regulations, what's best for the kids that are being<br/>6 served, you know. And that needs to be our -- that<br/>7 needs to be our focus and so forth. So I'm all<br/>8 about that.</p> <p>9 And, as well, Commissioner Voigt<br/>10 mentioned, you know, that is our -- that's our goal,<br/>11 you know.</p> <p>12 So let's -- my question is -- and I don't<br/>13 know who to direct this to, necessarily -- but is<br/>14 there -- is there a pathway for this to happen<br/>15 currently? Or -- I mean, is there a pathway for<br/>16 this to happen for them if we decide that that's the<br/>17 case?</p> <p>18 THE CHAIR: Absolutely. All someone has<br/>19 to do is make the motion and we vote on it. So<br/>20 there is that -- there is that -- there is that<br/>21 pathway.</p> <p>22 COMMISSIONER TAYLOR: So would we have to<br/>23 change -- make an amendment to the -- the<br/>24 regulation? Or no?<br/>25 THE CHAIR: We can't now, because it's not</p>   |

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| <p style="text-align: right;">162</p> <p>1 on the agenda. So this would be -- that's -- that's<br/> 2 that little bit of the concern. Because it's not on<br/> 3 the agenda to alter the policy. So, therefore, it<br/> 4 is -- it is offering an exemption to this policy.<br/> 5 But there is that pathway. Sorry.<br/> 6 COMMISSIONER TAYLOR: Okay.<br/> 7 THE CHAIR: Sorry. Commissioner Robbins,<br/> 8 and then Commissioner Burt.<br/> 9 COMMISSIONER ROBBINS: Thank you.<br/> 10 Dr. Campbell, I applaud you on this<br/> 11 initiative. And I think, as he points out in his<br/> 12 data, Albuquerque is kind of dragging the rest of<br/> 13 the state down; the Albuquerque Public Schools are.<br/> 14 And, unfortunately, they were the one primary<br/> 15 district in the state that resisted going back to<br/> 16 live, in-person teaching.<br/> 17 And less than half -- overall, as a<br/> 18 district, less than half their students went back,<br/> 19 even when they opened up the schools, between a lack<br/> 20 of teachers that were willing to do live, and<br/> 21 parents, because of lack of communication, they<br/> 22 didn't bring their students back.<br/> 23 You know, my -- I have two grandsons that<br/> 24 were in APS. They both suffered their education<br/> 25 this last year because of that.</p>   | <p style="text-align: right;">164</p> <p>1 grades.<br/> 2 Thank you.<br/> 3 THE CHAIR: Thanks. Commissioner Burt?<br/> 4 COMMISSIONER BURT: Thank you. So at<br/> 5 first, I want to start by saying I think you guys<br/> 6 were definitely speaking my love language of<br/> 7 education in presenting the way that you did and<br/> 8 looking at the data the way you're doing; because, I<br/> 9 mean and just like everybody's been saying, I mean,<br/> 10 I think they're -- I don't know if this is the<br/> 11 actual thing, you know. So it goes with<br/> 12 Albuquerque, so it goes with the State is typically<br/> 13 what we get.<br/> 14 And until we get that uplift in<br/> 15 Albuquerque, we're not going to see dramatic gains<br/> 16 everywhere. A quarter of our students are in that<br/> 17 one district.<br/> 18 So we do need to -- the targeted areas<br/> 19 where you have -- if you look back past 2018,<br/> 20 they're not good, right? And so just failing<br/> 21 generations of students is -- is not what we want.<br/> 22 And I -- like I said, I genuinely loved<br/> 23 your presentation. This is the first time I really<br/> 24 got to hear about your school from your families and<br/> 25 then from you. So I'm very grateful for that.</p>  |
| <p style="text-align: right;">163</p> <p>1 And I think, you know, the exigent<br/> 2 circumstances here are that I don't have faith that<br/> 3 APS is going to do anything in the fall -- and we're<br/> 4 look- -- you know, the timeline that the school is<br/> 5 looking at is actually the fall of next year opening<br/> 6 this, that would give them that year of preparation<br/> 7 and everything.<br/> 8 But I don't have confidence, based upon my<br/> 9 experience with APS, that they're going to do<br/> 10 something in this next year that's going to improve<br/> 11 the outcomes of those students that would be<br/> 12 possibly feeding into ACES. And I think, you know,<br/> 13 I think we need to take a dramatic step here and<br/> 14 support this school and support Dr. Campbell's<br/> 15 vision for reaching these students in the science<br/> 16 and technology area that he's focused on.<br/> 17 So I applaud you, and I hope the rest of<br/> 18 the Commission will also see the unique<br/> 19 circumstances here.<br/> 20 And, yes, as Commissioner Gipson said, we<br/> 21 would be making an exception to the traditional<br/> 22 three years of data. But I think, because of what<br/> 23 we saw this last year coming from the district, I<br/> 24 think this is absolutely essential for this charter<br/> 25 to be allowed to do this proposal and to add these</p> | <p style="text-align: right;">165</p> <p>1 That being said, I want so deeply and<br/> 2 badly to support this. I do. And I know it's not<br/> 3 going to make what I'm about to say next any better.<br/> 4 But I love the idea of your school, and I<br/> 5 love what you're doing, the vision behind it, the<br/> 6 mission behind it. But I'm also a data person as<br/> 7 well.<br/> 8 And I don't know the data on your school.<br/> 9 And while I want to believe that every -- you know,<br/> 10 it's -- what you -- you know, it's everything and is<br/> 11 more of what the mission is and those -- like, there<br/> 12 are so many hopeful pieces to it. But I don't have<br/> 13 the data.<br/> 14 And so I think for me what's difficult in<br/> 15 this position is, like I said, I want to. And,<br/> 16 honestly, I would say, you know -- and I hate -- I<br/> 17 will also say I hate the fact that it wasn't very<br/> 18 clear and that there wasn't very -- that there<br/> 19 wasn't great guidance for you last year in knowing<br/> 20 what this eligibility criteria was ahead of time.<br/> 21 And I wish, honestly, I could go back even<br/> 22 further. I wish you had applied for a K-to-12<br/> 23 school. I wish your initial application was<br/> 24 K-to-12. That way, you could have served these<br/> 25 students for their whole careers, and we wouldn't be</p> |

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| <p style="text-align: right;">166</p> <p>1 in this situation to begin with.</p> <p>2 But that being said, with the initial</p> <p>3 application being 6-to-12, I see how you can look at</p> <p>4 the data of your elementary kiddos coming into your</p> <p>5 sixth grade and going, "Oh, my gosh, we need to do</p> <p>6 more. Like, there's more to do here."</p> <p>7 I understand, like, where all that process</p> <p>8 came from.</p> <p>9 But I do think, for me, I do think I need</p> <p>10 to see data your school is successful. And it's of</p> <p>11 no fault of your own. And I would love to see that</p> <p>12 three years of data, and, I would say, the next</p> <p>13 couple of years. I mean, just to have nothing is</p> <p>14 really hard for me to approve an increase in a</p> <p>15 school that's not proven yet.</p> <p>16 And I'm wishing you all the best. And I</p> <p>17 believe you could come back to me, and you're going</p> <p>18 to show me, like, "See, you could have approved</p> <p>19 me..." -- like, "You could have done this back --</p> <p>20 you should have believed. Look at what we can show</p> <p>21 you."</p> <p>22 But I think for me, not -- that's just --</p> <p>23 the absence of that right now, today, is too</p> <p>24 difficult for me to approve an increase -- a</p> <p>25 grade-level increase.</p>  | <p style="text-align: right;">168</p> <p>1 know, based on my experience in four different</p> <p>2 school districts, I found that the master schedule</p> <p>3 itself is the most underutilized thing, because it</p> <p>4 dominates the time, right?</p> <p>5 And so when I put my balanced schedule</p> <p>6 together, the number just pops out from that because</p> <p>7 of class size, right? You want to have a certain</p> <p>8 class size.</p> <p>9 So my initial plan was to have a secondary</p> <p>10 program for six through twelve with eight classes</p> <p>11 for everybody. COVID caused me to reduce my classes</p> <p>12 to six at middle school. And I'm glad I did that,</p> <p>13 because even going from one to two classes to six</p> <p>14 was a big jump. My high school still will have</p> <p>15 eight classes.</p> <p>16 But if you say each student has six</p> <p>17 classes -- oh, I'm sorry -- that there -- the</p> <p>18 schedule says there's four periods being taught at a</p> <p>19 time. There's 25 kids in a class right now; the</p> <p>20 goal is 100, right? So that would be a full -- but</p> <p>21 with eight classes, it was 125. That's where that</p> <p>22 number came from. It wasn't a number I made up or</p> <p>23 anything like that.</p> <p>24 Mind you, that's extremely aggressive.</p> <p>25 That would have made me the third largest sixth</p> |
| <p style="text-align: right;">167</p> <p>1 But I -- I know other people have</p> <p>2 questions. I do have a couple of questions for you</p> <p>3 before I move on.</p> <p>4 What was -- this being your first year,</p> <p>5 what was the -- so I would say my other concern is</p> <p>6 recruitment, right? So if this passes, and -- how</p> <p>7 are you getting these kiddos to come to your school?</p> <p>8 I know it's a very challenging thing, because those</p> <p>9 communities that you're targeting, their families</p> <p>10 have grown up in those communities. Their grandma,</p> <p>11 their mom went to those schools.</p> <p>12 So a lot of times they think they're</p> <p>13 really great schools, but they're not as great</p> <p>14 academically as they should be. But they don't know</p> <p>15 any better, because they're community -- they're</p> <p>16 community schools, right? Like, their families have</p> <p>17 gone there, and it's just kind of the way of life.</p> <p>18 So what was your recruiting effort to</p> <p>19 get -- what was your target for your sixth-graders?</p> <p>20 What were your recruiting efforts? And I know you</p> <p>21 said you ended up with 45 this year. What was the</p> <p>22 target you were trying to get for this school year?</p> <p>23 DR. JERON CAMPBELL: It's a two-answer.</p> <p>24 My original application had 125. Now, the</p> <p>25 number pops out from the schedule, though. You</p> | <p style="text-align: right;">169</p> <p>1 grade in the state -- right? -- amongst charters if</p> <p>2 I had done this. So it was extremely aggressive.</p> <p>3 But COVID hit, right? I was going to a</p> <p>4 bunch of community meetings, all these different</p> <p>5 neighborhood associations. You name it, right?</p> <p>6 Community events, school fairs. And all of a</p> <p>7 sudden, we couldn't do anything. All of that came</p> <p>8 to a complete halt in March of '20, right in the</p> <p>9 middle of our recruiting, before our lottery even</p> <p>10 occurred, right?</p> <p>11 So at that point, I switched over to</p> <p>12 postcards and direct mail. And so -- and that's</p> <p>13 pretty much been my goal, too, since then, for</p> <p>14 recruiting.</p> <p>15 COMMISSIONER BURT: And I know that that's</p> <p>16 really hard. Because, like, seeing something in</p> <p>17 black-and-white versus hearing the story behind it</p> <p>18 and being able to talk to the director and hearing</p> <p>19 the vision and mission and what that means and</p> <p>20 hearing from other people definitely makes a</p> <p>21 difference.</p> <p>22 So I can understand that being</p> <p>23 super-challenging.</p> <p>24 My other question -- this might be for</p> <p>25 Corina -- or, Dr. Campbell, you're welcome to,</p>   |

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| <p style="text-align: right;">170</p> <p>1 because I'm sure you know this, too -- what did the<br/>2 modified site visit look like this year?<br/>3 DR. JERON CAMPBELL: They did come. She<br/>4 can speak to the result.<br/>5 DIRECTOR CORINA CHAVEZ: Yeah. It was a<br/>6 good modified site visit. Significantly different<br/>7 from one we would typically have, in terms of being<br/>8 able to take a look at more evidence associated with<br/>9 the Performance Framework.<br/>10 So I recall Dr. Campbell's story of having<br/>11 the student concert and being able to give families<br/>12 access. There's no doubt that Dr. Campbell is<br/>13 working really hard and that the school had both a<br/>14 challenging year because of the timing of its<br/>15 opening and when the -- and how the federal funds<br/>16 flowed to the school.<br/>17 That has been a big challenge for the<br/>18 school. It hasn't had the financial support that a<br/>19 lot of the other schools get just because of timing<br/>20 and federal rules.<br/>21 But I would say that, you know, we don't<br/>22 have a record of performance that is substantial.<br/>23 And the other thing that I would want to<br/>24 add is that, you know, when a school submits a<br/>25 charter school application, there's a very thorough</p>  | <p style="text-align: right;">172</p> <p>1 years.<br/>2 So just wanted to kind of make that<br/>3 statement that we're not -- I don't know if we're<br/>4 too far off from what your original plan was if we<br/>5 still want to kind of maintain that idea -- the<br/>6 ideal behind kind of having some -- some oomph<br/>7 behind you.<br/>8 Because I do -- I deeply -- after hearing<br/>9 your -- hearing from your families and from hearing<br/>10 your presentation, it is -- I deeply, deeply would<br/>11 want to see your school succeed.<br/>12 So I know if I would -- you know, I would<br/>13 support really honing in on your sixth-, seventh-,<br/>14 and eighth-graders these next three years, and I<br/>15 would support coming back and then looking at adding<br/>16 those grades at the appropriate time.<br/>17 Thank you. I appreciate -- thank you.<br/>18 THE CHAIR: I just need a clarification<br/>19 before Commissioner Carrillo. Dr. Campbell --<br/>20 COMMISSIONER CARRILLO: Ms. Armijo was<br/>21 before me.<br/>22 THE CHAIR: Okay. Thanks.<br/>23 Maybe I misinterpreted the chart. Aren't<br/>24 you looking to do K-2 next year, this coming-up<br/>25 school year? No?</p>           |
| <p style="text-align: right;">171</p> <p>1 and detailed analysis of what the plan is. And I<br/>2 would say that at this point, the plan for serving<br/>3 the elementary students -- you know, I understand<br/>4 the argument and the rationale for it. And I'm not<br/>5 saying that Dr. Campbell wouldn't do a terrific job.<br/>6 I also -- I don't know that we were able<br/>7 to provide as deep of a scrutiny, given the<br/>8 amendment request and the request form, as needed to<br/>9 be able to say is this a solid plan.<br/>10 COMMISSIONER BURT: Thank you. That was<br/>11 very helpful. The last -- the last question I -- or<br/>12 I guess it's more of a statement.<br/>13 I did notice that your -- you're not<br/>14 applying to do K-to-5 this year; it's for starting<br/>15 for 2022, so giving yourself that year.<br/>16 And so I would assume that's because you<br/>17 have a lot to figure out, right, because you still<br/>18 have governing board members, like, "Well, why<br/>19 didn't we do 4 to 5," there's still planning that<br/>20 needs to happen.<br/>21 That being said, you're only one year away<br/>22 from Year Three and being able to possibly do this<br/>23 amendment request with the appropriate timing with<br/>24 the data behind it, I mean -- because that would<br/>25 be -- 2023 would be -- you would have the three</p> | <p style="text-align: right;">173</p> <p>1 DR. JERON CAMPBELL: Not this coming-up.<br/>2 The year after.<br/>3 THE CHAIR: I'm sorry. I guess I just --<br/>4 I missed something. Got you. Okay. Sorry. I<br/>5 apologize.<br/>6 Commissioner Armijo?<br/>7 COMMISSIONER ARMIJO: Thank you. I was<br/>8 just going to -- after listening to Commissioner<br/>9 Burt, I -- I kind of agree with her, and then I kind<br/>10 of don't.<br/>11 I mean, we're talking about data. And<br/>12 Dr. Campbell brought us some good data about his<br/>13 surrounding schools.<br/>14 And I don't know. I just -- I just don't<br/>15 see that granting this at this time would be so bad.<br/>16 I think the quicker we start the process, the<br/>17 quicker he can go out and recruit and just have that<br/>18 momentum going a little bit quicker.<br/>19 I really don't think it would cause a huge<br/>20 precedent problem going -- for the future of other<br/>21 schools. I just think there's a need, and he's<br/>22 filling that need. And I'm just excited that he's<br/>23 ready to jump on board and do that.<br/>24 And just like you, Secretary Burt, you<br/>25 know, it's all about the kids. And I know you're</p> |

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| <p style="text-align: right;">174</p> <p>1 data-driven, and the heart is there, and all of it's<br/>2 there.</p> <p>3 I'm just -- I would vote yes to go ahead<br/>4 and move on this.</p> <p>5 Thank you.</p> <p>6 THE CHAIR: Thanks. Commissioner Carrillo<br/>7 and then Commissioner Taylor.</p> <p>8 COMMISSIONER CARRILLO: So question for<br/>9 you. What is the ethnic makeup of the school? Just<br/>10 curious.</p> <p>11 DR. JERON CAMPBELL: Oh, man.</p> <p>12 COMMISSIONER CARRILLO: Because I don't<br/>13 know Albuquerque that well. I only go down there<br/>14 when I have to.</p> <p>15 DR. JERON CAMPBELL: I have a chart that I<br/>16 show -- let me see.</p> <p>17 COMMISSIONER CARRILLO: It's mostly a<br/>18 minority population school; is that correct?</p> <p>19 DR. JERON CAMPBELL: Yes. Uh-huh.</p> <p>20 COMMISSIONER CARRILLO: So kids that have<br/>21 been systemically underserved, not just in<br/>22 New Mexico, but around the country.</p> <p>23 DR. JERON CAMPBELL: I'm sorry. Was there<br/>24 a question?</p> <p>25 COMMISSIONER CARRILLO: I said, so it's</p>   | <p style="text-align: right;">176</p> <p>1 American, who do not identify as Hispanic; and then<br/>2 you have the groups that do. So I'd like to make<br/>3 that distinction, because it's not a race; it's an<br/>4 ethnicity, and this proves it.</p> <p>5 IEPs. You have 36, no; 11 yeses. So,<br/>6 currently, there are 11 students, eight of which<br/>7 are -- have a special need and three of which are<br/>8 gifted.</p> <p>9 And the school, this is the ZIP code<br/>10 breakdown. The biggest ZIP code is actually the<br/>11 west side. So that's Tony Hillerman, which is the<br/>12 largest middle school in Albuquerque, that sends me<br/>13 the greatest percentage of students, because they're<br/>14 looking for options there; but they come from all<br/>15 over the city. Then we had allergies and free and<br/>16 reduced lunch. These are some of the demographics.</p> <p>17 COMMISSIONER CARRILLO: Thank you. thank<br/>18 you for bringing that up.</p> <p>19 So the -- I appreciate Secretary Burt's<br/>20 use of data to inform decision-making. But I think<br/>21 in some ways, we can get bogged down with data.</p> <p>22 I would agree with Commissioner Armijo,<br/>23 the data supports that the kids in the area are --<br/>24 are just not being served, okay? And then the<br/>25 result of that is they're not going to be served</p>               |
| <p style="text-align: right;">175</p> <p>1 kids that have been systemically underserved, not<br/>2 just in New Mexico but around the country.</p> <p>3 DR. JERON CAMPBELL: Yeah. I mean --<br/>4 well, both. I mean, if you just do the -- the<br/>5 correlation -- let me see if this is it, the chart.<br/>6 Demographics. Yeah. I do Excel every<br/>7 day.</p> <p>8 Here it is. So let me share my screen.</p> <p>9 COMMISSIONER CARRILLO: Well -- oh, here<br/>10 we go.</p> <p>11 DR. JERON CAMPBELL: Trying to find the<br/>12 files there.</p> <p>13 All right. So this was 1/15. So it's 45<br/>14 now; it was 47 at the time, just to give you an<br/>15 idea.</p> <p>16 So we had a gender makeup there:<br/>17 28 percent female, 72 percent male.</p> <p>18 The racial breakdown is here. we have one<br/>19 Asian student, 11 Blacks. So we're about a quarter<br/>20 African-American students, which is pretty high in<br/>21 Albuquerque. 30 white students, five Native<br/>22 American.</p> <p>23 Then I break it down between Hispanic and<br/>24 non-Hispanic as well. And so you have the<br/>25 non-Hispanic here with Black, White, Native</p> | <p style="text-align: right;">177</p> <p>1 next year, the year after, the year after. And the<br/>2 result of that is going to be when kids come to<br/>3 Dr. Campbell and they come to ACES in the sixth<br/>4 grade, they're going to be one and two years behind<br/>5 grade level.</p> <p>6 So then you spend the sixth grade trying<br/>7 to bring kids up to grade level, because we have<br/>8 systemically in Albuquerque Public Schools failed<br/>9 them so badly in their earliest years.</p> <p>10 Because we know -- and we put together a<br/>11 program called Reads First Santa Fe to have kids<br/>12 reading and writing by Grade 1. Because if you get<br/>13 to Grade 3, it's too late. If you can get these<br/>14 kids at -- well, pre-K, if you can. But if you can<br/>15 get these kids at K and 1, you're on the path to<br/>16 success.</p> <p>17 And so not only would I see -- I'm going<br/>18 to grant the request. So not only would I see not<br/>19 granting the request as detrimental to these kids in<br/>20 these younger grades, I see it as being an added<br/>21 burden to the school in Grade 6, specifically, and<br/>22 probably 7, as they're -- we'll say feverishly and<br/>23 dedicatingly (verbatim) trying to bring kids up to<br/>24 grade level because we dropped the ball initially.</p> <p>25 And, again, I just think -- you know, I</p> |

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| <p style="text-align: right;">178</p> <p>1 really enjoy that this is here, because -- and this<br/> 2 day, in general, because today has been a lot about<br/> 3 kids, not about politics or procedure. It's been<br/> 4 about kids. And I love that.<br/> 5 So I know it's why we're all here. So I<br/> 6 want to thank you for bringing this forward. I'm<br/> 7 willing to make the exception on the rule stuff.<br/> 8 And I want to do -- I want to do right by these<br/> 9 children.<br/> 10 THE CHAIR: Thanks.<br/> 11 Commissioner Taylor and then Commissioner<br/> 12 Voigt.<br/> 13 COMMISSIONER TAYLOR: Yeah. Thank you.<br/> 14 Thank you, Dr. Campbell, for your energy<br/> 15 and hard efforts towards making this happen. I --<br/> 16 and I want to make a -- just a statement, basically.<br/> 17 When -- you know, when we base our -- how<br/> 18 do we base our decisions for approval of a new<br/> 19 school? It's not based on -- it's not based on<br/> 20 previous academic data, you know? It's based on --<br/> 21 it's based on the belief that this -- this group or<br/> 22 this person can serve a community that's -- in a<br/> 23 better way than they're being offered, you know.<br/> 24 So I feel like opening this up for him is<br/> 25 just allowing that same sort of opportunity for</p> | <p style="text-align: right;">180</p> <p>1 And so I think that exceptions are good;<br/> 2 flexibility is good. And I think that this does not<br/> 3 mean we're opening floodgates. This means that we<br/> 4 look at schools and their programs as individuals,<br/> 5 as unique entities that are serving kids in<br/> 6 different ways that are working for those<br/> 7 communities to bring those communities up.<br/> 8 So that's all I wanted to say.<br/> 9 THE CHAIR: Commissioner Burt, did you<br/> 10 have your hand up? Sorry.<br/> 11 COMMISSIONER BURT: Yes. Commissioner<br/> 12 Chavez has his little digital hand up before me.<br/> 13 THE CHAIR: Commissioner Chavez?<br/> 14 COMMISSIONER CHAVEZ: Thank you,<br/> 15 Commissioner Burt.<br/> 16 I'm just -- you know, we've seen a lot of<br/> 17 data. And, you know, I shared -- I kind of have the<br/> 18 same kind of philosophy as Commissioner Burt when it<br/> 19 comes to data.<br/> 20 And I agree with you also, Commissioner<br/> 21 Carrillo, that sometimes you can get bogged down<br/> 22 with data.<br/> 23 But data is helpful in informing<br/> 24 decisions. And we've seen the need for this,<br/> 25 because we've seen the data that was presented from</p>   |
| <p style="text-align: right;">179</p> <p>1 those kids in the younger grades.<br/> 2 So I -- you know, I don't think that we<br/> 3 necessarily have to base this -- it's not a renewal,<br/> 4 you know. It's just a request to expand on what<br/> 5 we're already trying to do and give us a few more<br/> 6 grades to kind of show you how good we can be, you<br/> 7 know.<br/> 8 So kudos for your efforts. Good job.<br/> 9 I'm -- I would totally be in favor of expanding the<br/> 10 grades.<br/> 11 THE CHAIR: Thanks.<br/> 12 Commissioner Voigt?<br/> 13 COMMISSIONER VOIGT: Thank you.<br/> 14 Madam Chair.<br/> 15 I just wanted to say that, you know, we<br/> 16 are -- we always talk about individualizing within<br/> 17 the classroom, looking at individualized educational<br/> 18 programs and making things work for kids that have<br/> 19 different needs, learn differently, things like<br/> 20 that.<br/> 21 So this is a perfect example of how we can<br/> 22 step out of the box and look at a school that has a<br/> 23 unique and individual situation where they are<br/> 24 providing program to kids that is not being met<br/> 25 within their community.</p>   | <p style="text-align: right;">181</p> <p>1 APS. No doubt. And those who are familiar with<br/> 2 Dr. Campbell's, you know, application and his<br/> 3 presentation and the work that he's doing, it's<br/> 4 amazing; it's exciting.<br/> 5 And -- but I guess what I'd like to ask<br/> 6 is -- so you had a year, and you said you were<br/> 7 in-person; you did in-person instruction for your<br/> 8 kids in sixth grade. But I didn't see any data from<br/> 9 you, whether it's formative, and/or did you elect to<br/> 10 participate in summative data?<br/> 11 DR. JERON CAMPBELL: Yeah. And I do want<br/> 12 to -- oh, sorry.<br/> 13 COMMISSIONER CHAVEZ: No. Just -- I was<br/> 14 just going to ask, could you share with us, you<br/> 15 know, what were the results of your first year?<br/> 16 DR. JERON CAMPBELL: Sure. Well, let me<br/> 17 make a correction, first of all. We had 100 percent<br/> 18 live instruction; it was not in-person. Remember,<br/> 19 that would be breaking the Governor's rule. So it<br/> 20 was not -- we were not allowed to do in-person<br/> 21 instruction until April 5th.<br/> 22 And so I even tried to do a couple of<br/> 23 in-person things, like tutoring events, and my board<br/> 24 said, and my attorney said, "Do not do it."<br/> 25 So I was not allowed to do that.</p> |

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| <p style="text-align: right;">182</p> <p>1 But it was live.</p> <p>2 So what I did was I literally Googled how</p> <p>3 to set up a YouTube studio, and I made my classrooms</p> <p>4 look like that with my teachers. Everybody had a</p> <p>5 camera, a 75-inch monitor to see the whole class in</p> <p>6 front of them. It really made it feel more like a</p> <p>7 regular classroom.</p> <p>8 It was live, though. There was no</p> <p>9 synchronous or asynchronous instruction. We had</p> <p>10 zero asynchronous. It was all synchronous, on time,</p> <p>11 on the schedule. In class, we took attendance and</p> <p>12 all those good things. It was 100-percent live.</p> <p>13 When April 5th came, we did have in-person</p> <p>14 when we were allowed to do it and at the school,</p> <p>15 and it went very well.</p> <p>16 Now, in terms of the data, we, of course,</p> <p>17 with COVID, a lot of the assessments were not given.</p> <p>18 We didn't do the NWEA. That was part of my plan,</p> <p>19 anyway. I'm not a fan of NWEA. I do give my</p> <p>20 teachers some autonomy.</p> <p>21 I do have options for curriculum. The</p> <p>22 overall curriculum has to be very stringent, has to</p> <p>23 be approved by the State, has to be very highly</p> <p>24 rated and all those good things.</p> <p>25 But once they get the curriculum, I do</p> | <p style="text-align: right;">184</p> <p>1 Ms. Romero. I teach English at ACES Tech. So it</p> <p>2 was super-exciting. Obviously, like Dr. Campbell</p> <p>3 said, we were live every day, except we weren't</p> <p>4 in-person. So we were basically Zoom -- we were,</p> <p>5 like, pixels to our students, and we had to just</p> <p>6 kind of make that work.</p> <p>7 We did give -- I have a little bit of data</p> <p>8 just from, like, my end as the English teacher.</p> <p>9 Let's see. Okay.</p> <p>10 So I did a beginning of the year test when</p> <p>11 my sixth-graders came in. So, like, I had never</p> <p>12 seen them before; I hadn't given any instruction.</p> <p>13 And just talking in terms of proficiency,</p> <p>14 I only had -- out of my students, I only had</p> <p>15 43 percent that were at sixth-grade proficiency. So</p> <p>16 this is at the beginning of the year.</p> <p>17 And that already determines -- you know, I</p> <p>18 can't start with a very rigorous sixth-grade</p> <p>19 curriculum if half my students can't read at that</p> <p>20 level. And so we looked at that.</p> <p>21 We did the -- a similar test. I did a</p> <p>22 test on the standards in the middle of the year.</p> <p>23 And looking at that, we -- my biggest proficient</p> <p>24 level was "Proficient." So 49 percent of students</p> <p>25 were in the "Proficient" range; 8 percent were in</p> |
| <p style="text-align: right;">183</p> <p>1 give my teachers autonomy to do assessments and</p> <p>2 things of that nature.</p> <p>3 I mean, Ms. Romero, I'll ask her to speak</p> <p>4 in a moment. She would have more of the in class</p> <p>5 type situation, I mean in her class. But I did, to</p> <p>6 answer your other question, we did participate in</p> <p>7 the State exam at the end of the year. I did make</p> <p>8 that option available to my parents.</p> <p>9 And I'd say about half of our students did</p> <p>10 take advantage of that, where they did come in</p> <p>11 person and take the physical paper-and-pencil exam.</p> <p>12 Of course, we don't have those results</p> <p>13 back. I'm not exactly sure what those results will</p> <p>14 look like, like most other schools. But I was not</p> <p>15 afraid to go ahead and do it, right, so that we will</p> <p>16 have some type of data from the State level for our</p> <p>17 students.</p> <p>18 But I do know that Ms. Romero -- we were</p> <p>19 going to bring this new HMH-type assessment for next</p> <p>20 year, which is going to fill in the gap for us to</p> <p>21 know where our students are in a better sense at the</p> <p>22 beginning of the year. So she can speak more to</p> <p>23 that.</p> <p>24 Ms. Romero? Okay.</p> <p>25 MS. BIANCA ROMERO: Okay. So I'm</p>    | <p style="text-align: right;">185</p> <p>1 the "Advanced" range.</p> <p>2 And so it did change, and it was exciting</p> <p>3 to see.</p> <p>4 I didn't do an end-of-year because we had</p> <p>5 our end -- in-person summative assessment. We did</p> <p>6 the State assessment. But it was just exciting,</p> <p>7 because even the students were excited to take the</p> <p>8 test. They were so proud of what they had learned.</p> <p>9 They were, like, "Test? Do we get to show</p> <p>10 off what we know?"</p> <p>11 So even that, like, shift from the</p> <p>12 beginning of the year, when they were, like, "I</p> <p>13 don't even want to take a test, I don't know</p> <p>14 anything," to, "Yeah, let's rock it out, let's do</p> <p>15 something exciting," that was -- it was just amazing</p> <p>16 to see.</p> <p>17 And that can only happen because</p> <p>18 Dr. Campbell provided us teachers with literally</p> <p>19 everything we needed to be successful this year.</p> <p>20 And then whenever we found something -- because, of</p> <p>21 course, as a first year, there were things that we</p> <p>22 didn't know that we would need.</p> <p>23 So, for instance, for me, it would -- I</p> <p>24 was like, "Hey, can I please have, you know,</p> <p>25 something a little more targeted so that I can see</p>   |

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| <p style="text-align: right;">186</p> <p>1 exactly how I can meet my students?"</p> <p>2 And Dr. Campbell was, like, "Sure. Tell</p> <p>3 me exactly what you want. We'll make it happen to</p> <p>4 next year," so I can give that more targeted</p> <p>5 instruction.</p> <p>6 So I really think that us opening up to</p> <p>7 the younger grades will help that. We'll be able to</p> <p>8 start preparing to bring new teachers in. We'll be</p> <p>9 able to start preparing to, like, how are we really</p> <p>10 going to make this happen in cohesion with what</p> <p>11 we're already building in secondary.</p> <p>12 So thank you.</p> <p>13 COMMISSIONER CHAVEZ: Thank you for that</p> <p>14 clarification. Thank you for the clarification on</p> <p>15 the in-person versus live.</p> <p>16 And I just -- again, I just want to go</p> <p>17 back. You know, when I read in this -- in our</p> <p>18 paperwork that we received on your school -- and the</p> <p>19 statement is made, "We could do better."</p> <p>20 And I'm not doubting that you can't do</p> <p>21 better. I'm sure you can, especially given the data</p> <p>22 you mentioned.</p> <p>23 It's just, you know, if you're going to</p> <p>24 make a statement, we've got to compare apples to</p> <p>25 apples, you know, and that sort of thing.</p>   | <p style="text-align: right;">188</p> <p>1 THE CHAIR: Thanks. Commissioner Carrillo</p> <p>2 and then Commissioner Burt. You're muted.</p> <p>3 COMMISSIONER CARRILLO: I think Ms. Burt</p> <p>4 was before me.</p> <p>5 THE CHAIR: Commissioner Burt?</p> <p>6 COMMISSIONER BURT: Thanks. Dr. Campbell,</p> <p>7 is there any way -- before I ask more questions, can</p> <p>8 you go ahead and pull up that demographics chart</p> <p>9 that you had with the yellow titles? Can you share</p> <p>10 that again? Because I just want to make sure before</p> <p>11 I say what I'm thinking.</p> <p>12 DR. JERON CAMPBELL: The demographic one.</p> <p>13 The one I made for my board.</p> <p>14 COMMISSIONER BURT: Yes. I think it had</p> <p>15 yellow or gold titles on it.</p> <p>16 DR. JERON CAMPBELL: All right. Let me</p> <p>17 get to where I can share this.</p> <p>18 All right. I can put it on the screen.</p> <p>19 Okay. Are you able to see that?</p> <p>20 COMMISSIONER BURT: It's pretty -- it's</p> <p>21 too small.</p> <p>22 DR. JERON CAMPBELL: Is this better? Oh.</p> <p>23 Too small.</p> <p>24 COMMISSIONER BURT: If you could blow it</p> <p>25 back up again?</p>  |
| <p style="text-align: right;">187</p> <p>1 Where's the proof? The proof is in the</p> <p>2 pudding and that sort of thing. That's what I had</p> <p>3 hoped to see is that type of data that shows us, you</p> <p>4 know, "Look at this -- we're successful, and here's</p> <p>5 the data that shows it."</p> <p>6 You know, I don't doubt that you're doing</p> <p>7 great things and your students are doing well. It's</p> <p>8 just, you know, we're looking at data. We've got to</p> <p>9 be able to look at, you know, what it is that --</p> <p>10 what's the end result?</p> <p>11 And I know you did the summative, and so,</p> <p>12 you know, you'll get those results when those</p> <p>13 summative results come in and have a better idea of</p> <p>14 how well and how successful your first year was.</p> <p>15 The last thing -- the last concern that I</p> <p>16 have is just the whole rules and regs concerning</p> <p>17 this. And I appreciate Madam Chair saying that</p> <p>18 there is a pathway.</p> <p>19 However, you know, it's one of those</p> <p>20 things -- it does open a can of worms sometimes. It</p> <p>21 could open a can of worms for other schools to make</p> <p>22 this kind of, you know, request to the Commission.</p> <p>23 And so I don't know. You know, it's --</p> <p>24 that -- I'm struggling with it a little bit. But,</p> <p>25 anyways, that's all I have to share.</p> | <p style="text-align: right;">189</p> <p>1 Okay. So I know one -- one of the things</p> <p>2 that I saw that this school, in particular --</p> <p>3 because -- you know, what you're looking to serve</p> <p>4 are those students specifically in that area that</p> <p>5 you saw those really low proficiency rates.</p> <p>6 And it's true. Those are -- I mean, that</p> <p>7 is a problematic kind of quality education desert in</p> <p>8 Albuquerque.</p> <p>9 That being said, where your students are</p> <p>10 coming from are not from those areas. I mean,</p> <p>11 they're not coming from those schools. So I don't</p> <p>12 know -- you know, it looks like they're coming --</p> <p>13 and I know the Westside very well, because I lived</p> <p>14 there for about 15 years. That's a much more</p> <p>15 affluent area of town.</p> <p>16 And, actually, if you go down a little</p> <p>17 bit, if you could scroll down in your Free and</p> <p>18 Reduced Lunch, I think there was -- it looked like</p> <p>19 79 percent of your students do not qualify for</p> <p>20 reduced lunch; is that correct?</p> <p>21 DR. JERON CAMPBELL: Yeah.</p> <p>22 COMMISSIONER BURT: So, once again, I</p> <p>23 think the school could really benefit from more time</p> <p>24 in getting those kiddos who you really are</p> <p>25 targeting -- and, I mean, I hear -- when I heard</p> |



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| <p style="text-align: right;">190</p> <p>1 Ms. Romero talk about the proficient rates about her<br/>2 incoming sixth-graders, I want proficiency rates to<br/>3 be 80, 90 percent. But 40 percent proficiency rate<br/>4 is in the top tier of New Mexico schools.<br/>5 To come in at 40 percent proficient, which<br/>6 is not okay, but still, like, across the board, even<br/>7 across New Mexico, that's like Los Alamos numbers.<br/>8 So I do -- once again, it sounded like -- when I<br/>9 first heard, you know, "These are the students we<br/>10 want to serve. They're not getting the education<br/>11 they need."<br/>12 But now -- but who you're actually getting<br/>13 aren't necessarily those kids.<br/>14 So, once again, I think we definitely need<br/>15 to up, like, the -- the -- we have to get on those<br/>16 communities more that need -- like, they just<br/>17 don't -- I mean -- and, like I said, I've worked in<br/>18 the communities where those schools that you pulled<br/>19 up -- I mean, it's very difficult to convince a lot<br/>20 of those families that their grandchild, that their<br/>21 child should not go to the same elementary school<br/>22 that they went to, because they loved their<br/>23 elementary school growing up, and it's part of the<br/>24 community.<br/>25 So it's a very difficult thing to get</p> | <p style="text-align: right;">192</p> <p>1 Westside's largest middle school, but the<br/>2 achievement gaps between the racial groups over<br/>3 there is really high.<br/>4 Another thing with these groups, African<br/>5 Americans -- for instance, most cities I've lived<br/>6 in, there are particular schools in particular areas<br/>7 where the African American students tend to be at<br/>8 the highest population. Not so true here. In<br/>9 Albuquerque, they've scattered all over the city.<br/>10 So you'll see, a lot of African Americans have moved<br/>11 to the Westside. But they're still low performing;<br/>12 that's what's interesting.<br/>13 So no matter where they go -- and I've<br/>14 seen that in other cities. Because in Detroit,<br/>15 where I'm from, you can go to Novi, which is very<br/>16 affluent, where the African American students were<br/>17 at the bottom. So it doesn't matter. For some<br/>18 reason, particular groups struggle wherever they<br/>19 are. So here in Albuquerque I had to recruit<br/>20 wherever.<br/>21 It is true my target is the Southeast<br/>22 side, and the vast majority of my efforts, in terms<br/>23 of fliers -- I didn't go to any community meetings<br/>24 on the Westside, not one. I went to all community<br/>25 meetings on the Southeast side.</p>                |
| <p style="text-align: right;">191</p> <p>1 families to entrust you when they know their<br/>2 neighborhood school so well. Even if it's a low<br/>3 performing school, they know it.<br/>4 So I know it's difficult to get them and<br/>5 get them into a high performing school, which<br/>6 starting off in those proficiency rates and getting<br/>7 the kind of growth Ms. Romero talked about is<br/>8 already showing that you are on that right track to<br/>9 provide that.<br/>10 But, once again, I just think -- I think<br/>11 the school needs more time to really get its<br/>12 bearings before getting those younger kiddos.<br/>13 DR. JERON CAMPBELL: Okay. A couple of<br/>14 things. One, Tony Hillerman is by no means a high<br/>15 performing school, even though it's the largest in<br/>16 the city. I did look at Tierra Antigua, which is<br/>17 the elementary school right next door. Their<br/>18 numbers are only a little bit higher than the<br/>19 average for the city.<br/>20 The racial data, meaning -- well, I can<br/>21 even bring it over. So I'll bring that over.<br/>22 This is -- well, (inaudible). I just<br/>23 happened to look at that and do this other chart.<br/>24 But you can see that not only are the proficiency<br/>25 rates low for Tierra Antigua, which is the</p>   | <p style="text-align: right;">193</p> <p>1 So like you were saying, it is difficult<br/>2 to recruit from that side. But it doesn't mean the<br/>3 effort and planting those seeds won't pay off some<br/>4 dividends going forward.<br/>5 But by no means am I going to reject a<br/>6 student because of where they live. By the same<br/>7 token, we have such a diverse population, because<br/>8 even if a student is African American, Hispanic, or<br/>9 Native American, they are coming from different ZIP<br/>10 codes than the ZIP codes that we traditionally, in<br/>11 town, would say the Southeast, Southwest, that they<br/>12 may traditionally come from.<br/>13 So the recruitment efforts are there, and<br/>14 the performance is low across the board. I mean,<br/>15 even if you look at the Northeast schools, still<br/>16 certain groups are not doing very well. And -- but<br/>17 the efforts are being made to recruit from the<br/>18 poorer -- you know, lower-income. That's my<br/>19 background areas of town.<br/>20 And you're right; it's going to take time.<br/>21 You need to build a reputation, continue to build<br/>22 the programming of the school, and hopefully that<br/>23 will attract students, too.<br/>24 And I'll be -- another thing that's<br/>25 frustrating to me, but is a reality, is that there</p> |

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| 194 | <p>1 are several parents that looked at sports as a<br/>2 reason they didn't come to my school. It's part of<br/>3 reality. I'm hoping to start a basketball team and<br/>4 all that stuff in the future as we grow.</p> <p>5 But it was a reason that a couple of<br/>6 parents on the Southeast side literally told me that<br/>7 was the reason they were not bringing their kid to<br/>8 my school. But that's the reality we're dealing<br/>9 with. So, hopefully, we'll continue to expand and<br/>10 grow and attract students from those areas in<br/>11 addition to others.</p> <p>12 COMMISSIONER BURT: Thank you. Thank you<br/>13 for that explanation. Because I thought I had read<br/>14 that right. The only reason -- so my daughters have<br/>15 been at Tierra Antigua since -- so my 14-year-old<br/>16 went there in kindergarten through fifth grade, and<br/>17 my mother-in-law has taught there for years. So I<br/>18 just know that demographic really, really, really<br/>19 well.</p> <p>20 Hopefully, no one on the Westside -- but I<br/>21 just -- it's a very -- it's a very affluent area.<br/>22 So that's why I was, like -- those are not those<br/>23 kids that I want at your school -- I do want them at<br/>24 your school as well. I shouldn't say that. That's<br/>25 not the point. I didn't mean to say it.</p> | 196 | <p>1 I don't think anybody up there is probably<br/>2 listening. I just had a funny thought with<br/>3 Commissioner Chavez. Sometimes you've got to open a<br/>4 can of worms if you want to catch any fish.</p> <p>5 So I don't know. Just a little platitude<br/>6 of nothingness.</p> <p>7 I'd like to make a motion. And so, Cindy,<br/>8 here's the motion. Are you ready?</p> <p>9 THE CHAIR: All right.</p> <p>10 COMMISSIONER CARRILLO: I would move that<br/>11 we grant the variance needed and amend the ACES<br/>12 contract to add the grade levels applied for.</p> <p>13 THE CHAIR: Okay. I'm a little concerned<br/>14 with putting the word "variance" in there. I think<br/>15 it's sufficient enough simply to say, "to grant the<br/>16 amendment request for the grade-level increase."</p> <p>17 COMMISSIONER CARRILLO: Then exactly what<br/>18 Commissioner Gipson just said.</p> <p>19 COMMISSIONER VOIGT: I've got some<br/>20 verbiage, if I may.</p> <p>21 COMMISSIONER CARRILLO: And I would<br/>22 entertain a second, certainly.</p> <p>23 COMMISSIONER VOIGT: I move that the<br/>24 Public Education Commission approve the amendment<br/>25 request.</p> |
| 195 | <p>1 But, honestly, there are students who are<br/>2 not receiving an education of any quality whatsoever<br/>3 right in your back door. So that's -- that's<br/>4 what -- I thought I saw that right, and that's why I<br/>5 was, like, "Wait. No. Those are not the kids I was<br/>6 expecting to be at your school." Yeah.</p> <p>7 THE CHAIR: So, Dr. Campbell, on that<br/>8 note, did you see any changes with your recruitment<br/>9 for next year in regards to that? Or is it staying<br/>10 fairly consistent with those same areas?</p> <p>11 DR. JERON CAMPBELL: I have not looked at<br/>12 ZIP codes now for the coming year. Yeah.</p> <p>13 THE CHAIR: Okay.</p> <p>14 DR. JERON CAMPBELL: But, I mean -- so I<br/>15 know they're coming from a lot of different ZIP<br/>16 codes again, but I haven't done the addition,<br/>17 because I'm still recruiting. So I'm still kind of<br/>18 in the middle of it. Yeah.</p> <p>19 THE CHAIR: Okay. Thanks.<br/>20 Commissioner Carrillo?</p> <p>21 COMMISSIONER CARRILLO: So, to<br/>22 Commissioner Burt, I think the people in Los Alamos<br/>23 would take great exception to what you said about<br/>24 40 percent is something to be proud of. I just<br/>25 cracked up at that.</p>   | 197 | <p>1 COMMISSIONER CARRILLO: I have to withdraw<br/>2 my motion if you're going to make a new one. I<br/>3 withdraw my motion.</p> <p>4 COMMISSIONER VOIGT: Okay. Thanks. Okay.<br/>5 I'll start again.</p> <p>6 I move that the Public Education<br/>7 Commission move to approve the amendment request for<br/>8 ACES Technical Charter School to increase their<br/>9 grade levels to include Grades K through 5.</p> <p>10 COMMISSIONER TAYLOR: Second.</p> <p>11 THE CHAIR: There's a motion by<br/>12 Commissioner Voigt and a second by Commissioner<br/>13 Manis.</p> <p>14 COMMISSIONER MANIS: It was Commissioner<br/>15 Taylor. I was chewing popcorn at the time.</p> <p>16 THE CHAIR: Commissioner Taylor. Sorry.<br/>17 So, Dr. Campbell, I just have one<br/>18 question.</p> <p>19 COMMISSIONER VOIGT: Commissioner<br/>20 Carrillo, your hand is still raised.</p> <p>21 COMMISSIONER CARRILLO: That's because I<br/>22 did the electronic thing because I knew you would<br/>23 notice.</p> <p>24 COMMISSIONER MANIS: Can we stop the<br/>25 screen sharing?</p>  |

198

1 THE CHAIR: Dr. Campbell, my only question  
 2 is I guess there was the concern that there was  
 3 difficulty in finding a special ed teacher this time  
 4 around. And I know you've got -- if granted, you've  
 5 got additional -- you've got time to be able to find  
 6 that.  
 7 So, you know, that's, to me, just to  
 8 highlight that that -- I'm sure for you it's going  
 9 to be a priority?  
 10 DR. JERON CAMPBELL: It's already handled.  
 11 THE CHAIR: Thanks. Appreciate it.  
 12 DR. JERON CAMPBELL: A gentlemen just  
 13 accepted the offer. He's got three or four  
 14 certifications, including administration. So I just  
 15 got a couple of heavy-hitters that were, like,  
 16 multiple-certified. His majority (indiscernible) is  
 17 special education. He will handle all special  
 18 education for us starting next year.  
 19 THE CHAIR: Okay. Great. Thanks.  
 20 Appreciate it. Okay.  
 21 Commissioner Burt?  
 22 COMMISSIONER BURT: Commissioner Armijo?  
 23 COMMISSIONER ARMIJO: Yes.  
 24 COMMISSIONER BURT: Commissioner Burt,  
 25 "No."

199

1 Commissioner Carrillo?  
 2 COMMISSIONER CARRILLO: Yes.  
 3 COMMISSIONER BURT: Commissioner Chavez?  
 4 (No response.)  
 5 THE CHAIR: I don't see him.  
 6 COMMISSIONER CHAVEZ: I said "No."  
 7 THE CHAIR: Oh, sorry. There you go.  
 8 COMMISSIONER BURT: Commissioner Gipson?  
 9 THE CHAIR: You know, I'm -- this is --  
 10 this is really a tough one for me. Because I  
 11 support the school wholeheartedly. But I have -- I  
 12 have concerns about what this could mean, but my  
 13 heart goes with "Yes."  
 14 COMMISSIONER BURT: Commissioner Manis?  
 15 COMMISSIONER MANIS: Yes.  
 16 COMMISSIONER BURT: Commissioner Robbins?  
 17 COMMISSIONER ROBBINS: Yes.  
 18 COMMISSIONER BURT: Commissioner Taylor?  
 19 COMMISSIONER TAYLOR: Yes.  
 20 COMMISSIONER BURT: Commissioner Voigt?  
 21 COMMISSIONER VOIGT: Yes.  
 22 COMMISSIONER BURT: All right. The motion  
 23 passes, seven-to-two.  
 24 THE CHAIR: Thanks. Thank you so much  
 25 always for your time. And it was great to see the

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1 guitar players.  
 2 COMMISSIONER VOIGT: I want to wish you  
 3 good luck going forward. And I look forward to  
 4 hearing more good things.  
 5 THE CHAIR: Thanks.  
 6 DR. JERON CAMPBELL: Thank you, everyone.  
 7 THE CHAIR: Take care.  
 8 COMMISSIONER CARRILLO: Thank you.  
 9 THE CHAIR: So the next on our agenda is  
 10 La Tierra Montessori School of the Arts and  
 11 Sciences.  
 12 DIRECTOR CORINA CHAVEZ: Commissioners,  
 13 while Dylan is bringing on the La Tierra staff, I  
 14 want to point out that in your materials, you will  
 15 see that the proposal to expand grade level for  
 16 La Tierra is an action that is reversing an action  
 17 to remove the grade levels that they once had.  
 18 So La Tierra Montessori Arts and Sciences  
 19 is requesting to add Grades 7 and 8. Currently,  
 20 they have K through 6. The board voted to remove 7  
 21 and 8 in School Year '18-'19 because of staffing  
 22 challenges. And they have since felt like they  
 23 would like to bring back their seventh- and  
 24 eighth-graders. I will let them certainly speak as  
 25 to why.

201

1 We do have a record of performance for  
 2 this school. And it's indicated and highlighted for  
 3 you in the Executive Summary. You'll see that the  
 4 school has mostly Meets and is Working to Meets on  
 5 their academic -- I mean, excuse me -- I mean on  
 6 their Performance Framework.  
 7 There's a couple of Does Not Meet and that  
 8 comes from a process in place for identifying  
 9 English Learners and ensuring that those English  
 10 Learners are well-served and coded correctly within  
 11 the S.T.A.R.S. -- within the S.T.A.R.S. system,  
 12 which has been a challenge for many schools.  
 13 And so I hope that, as part of the  
 14 questions today, you'll be able to glean from the  
 15 school the processes that they are now currently  
 16 using to make sure that the school is -- is clear on  
 17 that process.  
 18 So I will ask the La Tierra Montessori --  
 19 well, actually, I'll turn it back over to you,  
 20 Commissioner Gipson.  
 21 MR. DYLAN WILSON: Real quick. Amy  
 22 Larsen, is there anyone else that you want to be  
 23 here? I see Willie Williams is in the attendees.  
 24 Is he wanting want to be on the panel?  
 25 MS. AMY LARSEN: For me -- Ms. Willie

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| <p style="text-align: right;">202</p> <p>1 Williams, she can join the panel. And I'm not sure<br/>2 if Isaac Casados -- an 803 number, or Chris Baca<br/>3 might also be on. They're also board members.<br/>4 COMMISSIONER VOIGT: You have Traci Filiss<br/>5 in as a panelist. Is she not with this school?<br/>6 THE CHAIR: No, she's with Taos, next one<br/>7 up. She just keeps appearing all morning.<br/>8 MR. DYLAN WILSON: All the panelists'<br/>9 names are shuffling around as I'm trying to let<br/>10 people in.<br/>11 COMMISSIONER CARRILLO: Ms. Gipson, I just<br/>12 had a question for Ms. Chavez as we're letting<br/>13 people in.<br/>14 THE CHAIR: Sure.<br/>15 COMMISSIONER CARRILLO: I wanted to make<br/>16 sure that I heard you correctly, that in the School<br/>17 Year '18-'19, the reason for eliminating Grade 7 and<br/>18 8 was due to staffing, right?<br/>19 Okay? That's what I heard?<br/>20 And then -- and then I, too, looked at the<br/>21 Performance Framework over those last years when we<br/>22 had them and saw that there was highlighted the<br/>23 Rights of all Students and the Rights of English<br/>24 Language Learners, and I heard you saying that's<br/>25 being addressed by codifying things correctly; is</p> | <p style="text-align: right;">204</p> <p>1 in our conference room. We're all anxious about<br/>2 this decision.<br/>3 I wanted to thank you for hearing our<br/>4 request this afternoon and be happy to address any<br/>5 questions.<br/>6 Dr. Peña is here to discuss any data.<br/>7 We have several board members.<br/>8 Basically, this is just a really big<br/>9 decision for our school. A couple of years ago,<br/>10 they voted to take away seventh and eighth grade,<br/>11 and it was just detrimental. And we are really<br/>12 hoping that we can add it back and grow and continue<br/>13 the mission of the school and continue our work in<br/>14 Montessori.<br/>15 It's very important to have those leaders<br/>16 of the school. And I think at the time -- I was not<br/>17 here -- I don't think any of the board members were<br/>18 on at the time. Everybody's new, and we're trying<br/>19 to revamp and revitalize the school. And I think<br/>20 that, at the time, the people just didn't have the<br/>21 Montessori training and didn't understand what they<br/>22 were doing and didn't understand how to properly<br/>23 staff a Montessori school. And we're here to bring<br/>24 it back and do it the right way, with authentic<br/>25 Montessori for the children of the Española Valley.</p>  |
| <p style="text-align: right;">203</p> <p>1 that true?<br/>2 DIRECTOR CORINA CHAVEZ: I would say that<br/>3 we can ask the school about their process right now.<br/>4 And so you can hear from them exactly how they're<br/>5 rectifying that situation.<br/>6 COMMISSIONER CARRILLO: Sure thing. Thank<br/>7 you. Thank you, Chair Gipson.<br/>8 THE CHAIR: Sure. Thanks.<br/>9 And thanks, everyone. I don't know who<br/>10 wants to start. Okay. If someone's talking, we<br/>11 can't hear. So...<br/>12 UNIDENTIFIED SPEAKER: Can you hear us<br/>13 now?<br/>14 THE CHAIR: It's very garbled and our<br/>15 reporter can't. I apologize, it's really hard.<br/>16 UNIDENTIFIED SPEAKER: Is it better now,<br/>17 Commissioner?<br/>18 THE CHAIR: It is, significantly, thanks.<br/>19 And please, as you speak, could you please identify<br/>20 yourself for the record?<br/>21 MS. ANGELA FEATHERS: Absolutely. Good<br/>22 afternoon, Commissioners. My name is Angela<br/>23 Feathers. I'm the Head of School here at La Tierra.<br/>24 And I apologize for the audio, but we had the -- we<br/>25 had our computer way out because we're all gathered</p>  | <p style="text-align: right;">205</p> <p>1 THE CHAIR: Okay. Thanks. And, you know,<br/>2 it's not very usual, common, that a school comes and<br/>3 asks to take away grades. I don't think there was a<br/>4 whole lot of discussion, because it's, like, the<br/>5 school's decision. So if that's the pathway you<br/>6 want to go, we're certainly not going to stand in<br/>7 your way to be able to do that.<br/>8 I guess the biggest concern is that<br/>9 ability to be able to staff the Montessori way. And<br/>10 I know you -- you address that you're looking to be<br/>11 able to train and offer the opportunity for someone<br/>12 to be trained.<br/>13 So do you have someone identified, and has<br/>14 the training started? Or is it scheduled?<br/>15 MS. ANGELA FEATHERS: We have two people<br/>16 identified. The training takes place over the<br/>17 summer also. All of our staff is trained under the<br/>18 umbrella of Montessori, which is the international<br/>19 standard. And we have several trainings that are<br/>20 available to us this summer, and just hoping to be<br/>21 able to send somebody if this gets approved.<br/>22 THE CHAIR: Okay. Thanks. And so my<br/>23 other question is, the statute has changed. And<br/>24 statute does require if you sit on tribal land, for<br/>25 a consultation with tribal entities. So I guess my</p> |

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| <p style="text-align: right;">206</p> <p>1 question is -- because I'm not 100 percent sure. I<br/> 2 know you're somewhere in the vicinity. But do you<br/> 3 actually sit on tribal land? And, if so, has there<br/> 4 been consultation regarding this expansion?<br/> 5 MS. ANGELA FEATHERS: We do sit on tribal<br/> 6 land. And we have discussed this with the Governor<br/> 7 and the (indiscernible) is actually the<br/> 8 representative of Ohkay Owinge with our landlord.<br/> 9 And I've been in talks with them to increase<br/> 10 enrollment. They were all for it.<br/> 11 THE CHAIR: Okay. Thanks. And one final<br/> 12 thing. In your documentation, when you were<br/> 13 addressing an equity issue, you made the statement<br/> 14 that you're going to minimize disruptions, and that<br/> 15 you acknowledge that these options might affect<br/> 16 families in a different way. And you're going --<br/> 17 you're going to try to avoid any approach which the<br/> 18 primary benefits are felt by families with most<br/> 19 privilege, and disruptions are felt by those with<br/> 20 the least privilege.<br/> 21 I found that a unique statement. And just<br/> 22 curious as to how you go about doing that.<br/> 23 MS. ANGELA FEATHERS: So I think that we<br/> 24 have a very unique demographic here. Because we sit<br/> 25 on tribal land and because we serve most of our</p> | <p style="text-align: right;">208</p> <p>1 decision. At that time, you didn't necessarily<br/> 2 support that, but you were being -- you were being<br/> 3 asked to do that by your board?<br/> 4 MS. ANGELA FEATHERS: Commissioner Voigt,<br/> 5 I actually was not here in 2018.<br/> 6 COMMISSIONER VOIGT: Okay.<br/> 7 MS. ANGELA FEATHERS: And most of the<br/> 8 governing board, I think, was not here either. So<br/> 9 we are trying to reverse that decision, because it<br/> 10 just -- I mean, quite frankly, it just doesn't make<br/> 11 any sense.<br/> 12 COMMISSIONER VOIGT: Right. So,<br/> 13 secondly -- and you've already started -- you've<br/> 14 staffed up already for the next school year to<br/> 15 accommodate those grade levels. And you've already<br/> 16 met your -- your marketing and advertising for<br/> 17 Grades 7 and 8.<br/> 18 MS. ANGELA FEATHERS: Yes. We actually<br/> 19 have students that left because they took away<br/> 20 seventh and eighth that are on -- they sent in<br/> 21 letters of intent that they want to come back.<br/> 22 So we have everybody ready to go. We have<br/> 23 the materials. We have the classroom. We have<br/> 24 everything in place. We just need to have the<br/> 25 approval.</p> |
| <p style="text-align: right;">207</p> <p>1 students from the Española community. At the same<br/> 2 time, there are a lot of families that are coming<br/> 3 specifically for Montessori. So we're starting to<br/> 4 draw from the Los Alamos area and even from<br/> 5 Santa Fe.<br/> 6 And so I think that when we're looking at<br/> 7 trying to serve all of our students well, you want a<br/> 8 well-rounded microcosm that reflects real-world<br/> 9 community. And I think that's what we're trying to<br/> 10 do.<br/> 11 So it's -- it's a very different -- I was<br/> 12 listening to the previous school and all of his<br/> 13 demographics, and I was like, oh, my gosh, we're all<br/> 14 over the place, because we pull from everywhere. So<br/> 15 I think that we're unique in that, in that we're<br/> 16 trying to serve all of our students in the best way<br/> 17 possible.<br/> 18 THE CHAIR: Okay. Thanks.<br/> 19 Commissioner Voigt?<br/> 20 COMMISSIONER VOIGT: Thanks, Madam Chair.<br/> 21 I just have a straightforward question about the --<br/> 22 would you say that your reversal for taking away<br/> 23 Grades 7 and 8 in 2018 was premature? Or was it, at<br/> 24 that time, also based on the staffing?<br/> 25 I know it was your governing board's</p>  | <p style="text-align: right;">209</p> <p>1 COMMISSIONER VOIGT: Right. And then when<br/> 2 do you plan on having your lottery for those grades,<br/> 3 should this be approved?<br/> 4 MS. ANGELA FEATHERS: We did have a<br/> 5 lottery. And for the families that knew about what<br/> 6 was happening, we just asked them to indicate<br/> 7 seventh and eighth grade. If we need to have a new<br/> 8 or a special lottery for these approved grades, we<br/> 9 can do that immediately.<br/> 10 COMMISSIONER VOIGT: Okay. Thank you.<br/> 11 MS. ANGELA FEATHERS: Thank you.<br/> 12 THE CHAIR: I guess the challenge always<br/> 13 is we're talking about grades, and we're talking<br/> 14 about Montessori. So it gets convoluted to a great<br/> 15 extent.<br/> 16 Commissioner Carrillo?<br/> 17 COMMISSIONER CARR: Hi, Ms. Feathers.<br/> 18 It's nice to finally speak with you. I know that<br/> 19 we've sent correspondences since I've joined the<br/> 20 Commission.<br/> 21 First thing. Obviously, you have the<br/> 22 space for this because you had Grades 7 and 8<br/> 23 before.<br/> 24 MS. ANGELA FEATHERS: Yes, sir.<br/> 25 COMMISSIONER CARRILLO: Right. Is there</p>  |

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| <p style="text-align: right;">210</p> <p>1 any plan to have high school athletics?<br/> 2 MS. ANGELA FEATHERS: No.<br/> 3 COMMISSIONER CARRILLO: Okay. So they can<br/> 4 just go -- especially if they play basketball, they<br/> 5 can play for Española High or the middle school.<br/> 6 Because you know it's a basketball town. Right?<br/> 7 MS. ANGELA FEATHERS: Yes.<br/> 8 COMMISSIONER CARRILLO: I was very happy<br/> 9 to hear about the training-of-the-staff question was<br/> 10 answered. Just for this fall, correct? 2021?<br/> 11 MS. ANGELA FEATHERS: Yes, sir.<br/> 12 COMMISSIONER CARRILLO: Great. For me,<br/> 13 this comes down to the same issue as the last one,<br/> 14 quite frankly. It hurts my heart that the Española<br/> 15 Valley is suffering the way it is on the educational<br/> 16 level. And I believe that -- I believe that if<br/> 17 Española Valley Schools were to have a really good<br/> 18 board and hire a superintendent from out of New<br/> 19 Mexico (verbatim), they could not only change the<br/> 20 structure of education in Española, but the entire<br/> 21 culture, whether it has to do with crime or drugs or<br/> 22 families being raised. Everything. Because in a<br/> 23 town that size, we all know it's about the district;<br/> 24 right? It's the hub.<br/> 25 So -- and having said that, I'm here on</p>                     | <p style="text-align: right;">212</p> <p>1 measures, you all had a designation in math and in<br/> 2 reading.<br/> 3 Your growth is super-high for your<br/> 4 students. You're in a really great position that<br/> 5 you're growing your students, you're doing well<br/> 6 academically, you're following your model, you're<br/> 7 staying true to it. And it's -- it's apparent.<br/> 8 So I definitely -- it does make sense.<br/> 9 I -- I didn't know too much about your school<br/> 10 before. And so when I was reading through this, I<br/> 11 just assumed you were a K-to-5 -- or K-to-6 school<br/> 12 only, and you were, of course, going to add -- not<br/> 13 that you were just missing this little -- this gap.<br/> 14 So I definitely think it makes sense to<br/> 15 continue these students through middle school. I<br/> 16 know, starting out, it's -- because if you have<br/> 17 students who are diligent, they love your school,<br/> 18 and then they have to go to a different middle<br/> 19 school in seventh grade, I mean, it's -- that has to<br/> 20 be the worst for them.<br/> 21 So definitely glad that, you know, you<br/> 22 have a newish board, that you all -- you've looked<br/> 23 at this, and you're, like, "We can do this, we want<br/> 24 to have it," and make sure to bring it forward.<br/> 25 So I'll definitely -- I'll be definitely</p> |
| <p style="text-align: right;">211</p> <p>1 this -- I decided to be on this Commission because I<br/> 2 want to give kids options where their district is<br/> 3 completely failing them. And I don't think that<br/> 4 Española has any chance of rebounding anytime --<br/> 5 anytime in the next six, seven years.<br/> 6 So, I mean, for me, this is really about,<br/> 7 again, giving the kids in the Española Valley, and<br/> 8 especially at Ohkay Owingeh another option. I'm<br/> 9 really happy to hear there are kids from Los Alamos<br/> 10 and Santa Fe. But that's not my driving concern,<br/> 11 because I think there are really great options;<br/> 12 maybe not Montessori, but in both districts.<br/> 13 It's around making sure that kids in the<br/> 14 Española Valley, and especially Ohkay Owingeh, have<br/> 15 a great educational opportunity.<br/> 16 And so that's what -- it's very simple for<br/> 17 me. That's what it comes down to here. So thank<br/> 18 you very much for being here. And look forward to<br/> 19 visiting the school.<br/> 20 THE CHAIR: Commissioner Burt?<br/> 21 COMMISSIONER BURT: Thank you. So I want<br/> 22 to also say this is actually the same exact idea for<br/> 23 me as the last one as well. However, you do have<br/> 24 data to support your success. And I see, in the<br/> 25 last -- the last time we had accountability</p> | <p style="text-align: right;">213</p> <p>1 supporting this. And I think it's going to be great<br/> 2 for your -- for your sixth-graders to know next year<br/> 3 that they don't have to go find a new school. It's<br/> 4 going to make a big difference for those students<br/> 5 and their families.<br/> 6 So thank you.<br/> 7 THE CHAIR: Thanks. So, Commissioners,<br/> 8 I'm going to move that the Public Education<br/> 9 Commission approve the grade-level increase for<br/> 10 La Tierra Montessori School of the Arts and<br/> 11 Sciences.<br/> 12 COMMISSIONER CHAVEZ: Second.<br/> 13 THE CHAIR: There's a motion by<br/> 14 Commissioner Gipson, a second by Commissioner<br/> 15 Chavez.<br/> 16 Any further discussion?<br/> 17 (No response.)<br/> 18 THE CHAIR: If not, Commissioner Burt?<br/> 19 COMMISSIONER BURT: Commissioner Voigt?<br/> 20 COMMISSIONER VOIGT: Yes.<br/> 21 COMMISSIONER BURT: Commissioner Taylor?<br/> 22 COMMISSIONER TAYLOR: Yes.<br/> 23 COMMISSIONER BURT: Commissioner Robbins?<br/> 24 COMMISSIONER ROBBINS: Yes.<br/> 25 COMMISSIONER BURT: Commissioner Manis?</p>  |

214

1 COMMISSIONER MANIS: Yes.  
 2 COMMISSIONER BURT: Commissioner Gipson?  
 3 THE CHAIR: Yes.  
 4 COMMISSIONER BURT: Commissioner Chavez?  
 5 COMMISSIONER CHAVEZ: Yes.  
 6 COMMISSIONER BURT: Commissioner Carrillo?  
 7 COMMISSIONER CARRILLO: Yes.  
 8 COMMISSIONER BURT: Commissioner Burt,  
 9 "Yes."  
 10 And Commissioner Armijo?  
 11 COMMISSIONER ARMIJO: Yes.  
 12 COMMISSIONER BURT: That passes,  
 13 nine-zero, unanimously.  
 14 THE CHAIR: So congratulations. Glad  
 15 you're whole again.  
 16 MS. ANGELA FEATHERS: Thank you.  
 17 MS. AMY LARSEN: On behalf of our board,  
 18 we thank you all, the Commissioners, so much for  
 19 giving us this opportunity. And on behalf of all  
 20 the families, they'll be definitely excited to hear  
 21 this. So thank you so much. We really appreciate  
 22 it.  
 23 THE CHAIR: All right. Have a good  
 24 summer.  
 25 And we are now on for the final amendment

215

1 request, and that's for an enrollment increase for  
 2 Taos Academy. So we need to bring Traci in.  
 3 DIRECTOR CORINA CHAVEZ: I think  
 4 Ms. Filiss is in.  
 5 Commissioners, the amendment request is  
 6 for the cap. So Taos Academy currently has a cap of  
 7 250 students, and it's requesting a cap for  
 8 300 students. I know that the school maintains a  
 9 lottery. And there's many students on the list.  
 10 And when we look at the school's  
 11 Performance Framework, we see that the school is  
 12 either Meets or Working to Meet on all of the  
 13 indicators that we have been able to -- to track.  
 14 And that's true for most of the charter term. There  
 15 is just one exception to that. But you see a lot of  
 16 green on that chart.  
 17 The board met to discuss this. And I will  
 18 turn it back over to Chair Gipson if -- I guess if  
 19 the Commission were to ask me do I recommend  
 20 approval, I would say yes.  
 21 THE CHAIR: So, Traci, good to see you  
 22 again and again and again. Thanks for hanging in  
 23 there today with us. We -- we certainly appreciate  
 24 your time.  
 25 So anything that you want to add, please

216

1 feel free at this time, anything you want to  
 2 highlight.  
 3 MS. TRACI FILISS: Thank you,  
 4 Commissioner. Just -- I saw a note at the bottom  
 5 asking if we have anybody else. Oh, now I see the  
 6 Chat box. Sorry, I missed that.  
 7 I do have our business manager, Deanna,  
 8 and Elizabeth LeBlanc. So if they could be allowed  
 9 in, that would be great if there are any questions.  
 10 But, Madam Chair and members of the  
 11 Commission, we just really appreciate the  
 12 opportunity to bring this forward to you. As  
 13 mentioned, Taos Academy does very well, has done  
 14 very well for many years. But specifically, we are  
 15 a hybrid school. And we've been a hybrid school for  
 16 12 years.  
 17 And our students did extremely well over  
 18 the COVID. We really -- our students really didn't  
 19 have learning loss. They went through the  
 20 curriculum, and, with our teachers, just like they  
 21 would in a normal school year, they performed  
 22 extremely well. We -- we do very well.  
 23 So a couple of things. One is our waiting  
 24 list continues to rise even past where we were a few  
 25 weeks ago, when I believe -- when I pulled the data

217

1 for you guys. We get calls every day, and  
 2 especially to our high school. So our high school  
 3 is considered -- is recognized as an early college  
 4 high school. So that means students can, of course,  
 5 take classes out at UNM. And it's a really strong  
 6 program for us.  
 7 And especially during COVID, it was -- it  
 8 continued to be very strong, and students are  
 9 wanting the opportunity to be able to join us  
 10 specifically for early college high school.  
 11 And so the ninth-grade class, I believe  
 12 when I wrote this, was -- we had a waiting list  
 13 of -- was it 27? Well, anyway, it continues to  
 14 grow. Every day, we're getting more and more.  
 15 The -- the other -- let's see. Well, yes.  
 16 Our waiting list continues to grow. And to be  
 17 honest with you, I want to apologize directly to  
 18 Commissioner Gipson. I realized that I wanted this  
 19 to happen. And it was -- we -- the application was  
 20 done in May, pushed our board minutes to have to  
 21 happen in a special meeting.  
 22 But the truth is when you guys talk about  
 23 heart, when I have kids walk in my front of my  
 24 building and beg me to let them in or parents  
 25 calling in tears because their kids have failed out

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| <p style="text-align: right;">218</p> <p>1 of traditional school and really need a different<br/>2 option for this next year knowing we are specialists<br/>3 in digital learning, I had to push forward. And I<br/>4 just couldn't -- I couldn't wait another year.<br/>5 So there's concern about that, that is why<br/>6 I just -- my heart -- like Commissioner Gipson said<br/>7 your heart was in it, honestly, when I talked to<br/>8 Corina, I said, "Corina, I have to push this<br/>9 forward. I have to; I can't not."<br/>10 Now you're hearing (inaudible).<br/>11 THE CHAIR: No apologies necessary. I<br/>12 know that everything comes from passion. And I can<br/>13 read through that most of the time. So -- and<br/>14 certainly not any consideration. So -- but thank<br/>15 you for the thought.<br/>16 Commissioner Voigt?<br/>17 COMMISSIONER VOIGT: Thank you,<br/>18 Madam Chair.<br/>19 Hi, Traci. You know, I just wanted to --<br/>20 historically, when Traci opened Taos Academy, it was<br/>21 the first of its kind in the state to offer a truly<br/>22 hybrid learning environment. And it's just thrived<br/>23 over the years.<br/>24 And I don't know when the first year was<br/>25 that you got, like, this -- not blue ribbon, but you</p> | <p style="text-align: right;">220</p> <p>1 our facility master plan, we have a Building E. And<br/>2 the Building E is our -- will be our early college<br/>3 high school, will have our CTE program which is new<br/>4 and we're getting it started; it's just getting<br/>5 going. And we -- our early college high school has<br/>6 within it our college link program, which is those<br/>7 kids are on and off our campus all day. They have<br/>8 their own individualized schedule, all that stuff,<br/>9 yeah.<br/>10 And then the CTE program is getting<br/>11 started for those kids who are more on career<br/>12 pathways.<br/>13 THE CHAIR: Okay. So I guess just that<br/>14 question. Because under -- it says, "Current Site,<br/>15 A, B, C, D."<br/>16 So E is being added? Or E is already<br/>17 there?<br/>18 MS. TRACI FILISS: No. E is being added.<br/>19 THE CHAIR: Okay. Got you.<br/>20 MS. TRACI FILISS: Yes.<br/>21 THE CHAIR: Okay. Thanks. Commissioner<br/>22 Carrillo?<br/>23 COMMISSIONER CARRILLO: Hi, Ms. Filiss.<br/>24 Hi, Deanna. It's nice to see you and speak with you<br/>25 in person -- almost in person.</p>  |
| <p style="text-align: right;">219</p> <p>1 had this status within the state of a high achieving<br/>2 school, and you've been able to hold that for many<br/>3 years in a row.<br/>4 And so the fact that you have so many<br/>5 students knocking at your door speaks volumes to the<br/>6 value and the credibility and the quality of<br/>7 education that you're offering for that community.<br/>8 So I just wanted to give you kudos and say it's good<br/>9 to see you. It's been a long time.<br/>10 THE CHAIR: And for some of us -- I might<br/>11 be the only one that's had the opportunity to<br/>12 physically be in the building. The school hosted us<br/>13 for one of our PEC meetings when we were on our<br/>14 community input tour.<br/>15 So I just have one question. In the<br/>16 facility, you highlighted that Building D. So is<br/>17 that -- is that the area where -- and I know kids<br/>18 are in and out. But is that the area that's<br/>19 primarily going to be utilized for the additional<br/>20 students?<br/>21 THE CHAIR: Okay. Traci, you are muted.<br/>22 MS. TRACI FILISS: There we go. It told<br/>23 me on my screen.<br/>24 So Building D is a multipurpose building<br/>25 and will house some of those students, yes. But in</p> | <p style="text-align: right;">221</p> <p>1 I have a question for you. Because of<br/>2 your success using hybrid -- because I'm not a huge<br/>3 fan of online learning. And the people that know me<br/>4 know that. That doesn't mean kids don't thrive, and<br/>5 when it's done well, it's done well, right?<br/>6 But you just see it sometimes as just this<br/>7 kind of second thought to not lose student body<br/>8 and -- which I'm not a fan of.<br/>9 So I'm just curious, though. Because of<br/>10 the success that you've had, have you ever thought<br/>11 of partnering, or at least mentoring in some way,<br/>12 folks at Taos High School that may really want to do<br/>13 hybrid? They want to be in a traditional high<br/>14 school for whatever reasons; oftentimes, like that<br/>15 school has sports, all the different activities,<br/>16 band, all those different things.<br/>17 Is that something you all would ever<br/>18 consider? Is that something they've asked? It<br/>19 seems like we're all about kids in the community. I<br/>20 don't care where they go to school. I just want<br/>21 them to do well. Is that something you've ever<br/>22 thought of or something they've come to you for?<br/>23 MS. TRACI FILISS: Absolutely. Dr. Torrez<br/>24 is the superintendent of the Taos Municipal Schools.<br/>25 And I -- she's been there, I believe, four or five</p> |



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| 222 | <p>1 years now. She and I have a great relationship.<br/> 2 We've had many conversations about the success of<br/> 3 Taos Academy.<br/> 4 And, you know, they have their own Cyber<br/> 5 Academy. But they -- it runs differently than ours<br/> 6 does. It's more of a credit recovery program, which<br/> 7 a lot of online programs are, which is unfortunate.<br/> 8 Hence the reason it gets a bad name, Commissioner<br/> 9 Carrillo, because that's not a good place to put<br/> 10 your credit recovery kids. Your credit recovery<br/> 11 kids need that attention, right? More attention.<br/> 12 So we -- to answer the question, yes,<br/> 13 we've had conversations. There are some barriers.<br/> 14 There's policy barriers for the district for their<br/> 15 own board -- their own teachers, their own stuff.<br/> 16 She certainly would like to have something similar<br/> 17 to Taos Academy. But it just has not been able for<br/> 18 happen.<br/> 19 And I will tell you, she and I had a<br/> 20 conversation about two weeks ago now. So they are<br/> 21 looking at putting -- so that you realize that the<br/> 22 State is doing this kind of consortium of online<br/> 23 schools to offer curriculum to local students. So<br/> 24 she and I are working on a plan to be a part of --<br/> 25 well, I'm already part of a consortium, by the way,</p> | 224 | <p>1 THE CHAIR: There is a motion by<br/> 2 Commissioner Gipson, a second by Commissioner<br/> 3 Carrillo.<br/> 4 If there's no further discussion,<br/> 5 Commissioner Burt?<br/> 6 COMMISSIONER BURT: Commissioner Chavez?<br/> 7 COMMISSIONER CHAVEZ: Yes.<br/> 8 COMMISSIONER BURT: Commissioner Gipson?<br/> 9 THE CHAIR: Yes.<br/> 10 COMMISSIONER BURT: Commissioner Carrillo?<br/> 11 COMMISSIONER CARRILLO: Yes.<br/> 12 COMMISSIONER BURT: Commissioner Manis?<br/> 13 COMMISSIONER MANIS: Yes.<br/> 14 COMMISSIONER BURT: Commissioner Armijo?<br/> 15 COMMISSIONER ARMIJO: Yes.<br/> 16 COMMISSIONER BURT: Commissioner Robbins?<br/> 17 COMMISSIONER ROBBINS: Yes.<br/> 18 COMMISSIONER BURT: Commissioner Voigt?<br/> 19 COMMISSIONER VOIGT: Yes.<br/> 20 COMMISSIONER BURT: Commissioner Taylor?<br/> 21 COMMISSIONER TAYLOR: Yes.<br/> 22 COMMISSIONER BURT: And Commissioner Burt,<br/> 23 "Yes."<br/> 24 That passes unanimously, nine-to-zero.<br/> 25 THE CHAIR: Okay. Congratulations. Thank</p>  |
| 223 | <p>1 with the State.<br/> 2 But the local district, Lillian and I are<br/> 3 talking about how we would help the district out,<br/> 4 our own school, would not add to our cap, would only<br/> 5 add to our online piece.<br/> 6 I can talk more about that if you're<br/> 7 interested in that. It's something that the State<br/> 8 had asked me to do. I agreed to it with the State,<br/> 9 with PED, because we can. And -- but it's -- it<br/> 10 shows the communication with Dr. Torrez.<br/> 11 COMMISSIONER CARRILLO: Well, I hope their<br/> 12 board starts to embrace it. Because, after all,<br/> 13 it's just -- it's better for their kids. I agree<br/> 14 about how E2020 is used, not fond at all. Really<br/> 15 happy with what you're doing up there. Keep it up.<br/> 16 Thanks very much. Absolutely, I would support your<br/> 17 enrollment cap.<br/> 18 MS. TRACI FILISS: Thank you,<br/> 19 Commissioner.<br/> 20 THE CHAIR: Commissioners, any other<br/> 21 questions?<br/> 22 If not, I will move that the Public<br/> 23 Education Commission grant the enrollment cap<br/> 24 increase for Taos Academy.<br/> 25 COMMISSIONER CARRILLO: Second.</p>   | 225 | <p>1 you so much for what you do every day. Look forward<br/> 2 to seeing you soon in person.<br/> 3 MS. TRACI FILISS: Absolutely. Thank you,<br/> 4 Madam Chair. And Glenna, I wanted to say hi to you<br/> 5 specifically. Glenna and I, of course, were<br/> 6 colleagues for a while.<br/> 7 So good to see you. Thank you all,<br/> 8 Commissioners. We really appreciate, and we'll keep<br/> 9 plugging on. Thanks so much.<br/> 10 COMMISSIONER CARRILLO: Thank you so much.<br/> 11 THE CHAIR: Have a good summer. Bye.<br/> 12 MS. TRACI FILISS: Commissioner Carrillo,<br/> 13 come up any time. I want to change your mind on --<br/> 14 on digital education.<br/> 15 COMMISSIONER CARRILLO: Okay. You<br/> 16 probably will. I'm sorry I missed your graduation<br/> 17 this year, but we had a meeting that day. So next<br/> 18 year we have to be much more cognizant of when we're<br/> 19 having these meetings on a Friday, because that's<br/> 20 when all of these schools are having their<br/> 21 graduations. So we'll see you soon, definitely.<br/> 22 MS. TRACI FILISS: Bye, everybody.<br/> 23 COMMISSIONER VOIGT: Actually, there's a<br/> 24 two-week period in May, like from May 11th to May --<br/> 25 end of the month, that it's just graduation one day</p> |

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| <p style="text-align: right;">226</p> <p>1 after the other. You know, Saturdays, Fridays,<br/>2 Thursdays, Mondays.<br/>3 THE CHAIR: Yeah. And I'm sure in<br/>4 Albuquerque, it's just -- you know -- yeah. Yeah.<br/>5 We can get it over with fairly quickly in<br/>6 Las Cruces. One day, boom, everyone is done. But<br/>7 Albuquerque, it's got to be significantly more.<br/>8 COMMISSIONER VOIGT: You can't get a<br/>9 venue. Of course, this year, they were mostly<br/>10 outside, which was great. And the weather helped.<br/>11 THE CHAIR: Yeah. Yeah. Okay.<br/>12 We are on to Item No. 12, which is<br/>13 Discussion and Possible Action on the Liaison<br/>14 Reports.<br/>15 So I had the opportunity, I guess, three<br/>16 weeks ago to attend my first live meeting. The LFC<br/>17 was down here. And it was great to see everyone. I<br/>18 got to see and hear Commissioner Chavez as he was<br/>19 reporting to the LFC. And it was -- it was good to<br/>20 be able to reconnect, not only with LFC staff, but<br/>21 there was LESC staff that was there as well, so that<br/>22 we were able to reengage with each other and talk<br/>23 about, you know, what next year is going to look<br/>24 like.<br/>25 The LESC had their organizational meeting</p> | <p style="text-align: right;">228</p> <p>1 meeting this coming Monday.<br/>2 We did have an Administrative and<br/>3 Maintenance Standards meeting on Monday. But it was<br/>4 really more just informational, going over the<br/>5 financial plan and things like that. So there's<br/>6 nothing really new to report because we won't meet<br/>7 till Monday.<br/>8 THE CHAIR: Okay. That's very unusual.<br/>9 Thanks.<br/>10 So the next is NMPSIA with Commissioner<br/>11 Manis. We'll skip, and, hopefully, he'll come back<br/>12 in.<br/>13 Next is Commissioner Carrillo and<br/>14 New Mexico School Boards Association.<br/>15 COMMISSIONER CARRILLO: Okay. So talked<br/>16 to Joe Guillen before the meeting and he said to<br/>17 tune in at 11:00. It was just, like, why am I doing<br/>18 this? That's what I left with when it was over. I<br/>19 said, "Next quarter, I don't know."<br/>20 But so they didn't get to me on the agenda<br/>21 till 12:30. They almost forgot entirely. And talk<br/>22 about a -- it was just very challenging to kind of<br/>23 listen to their procedures and everything to get<br/>24 through things.<br/>25 And, you know, I don't know. It just is</p>  |
| <p style="text-align: right;">227</p> <p>1 a couple of weeks ago, and they're set to meet next<br/>2 week -- actually, Commissioner Manis, they're going<br/>3 to be in Hobbs on the -- actually, the 23rd to the<br/>4 25th. The focus of the LESC in Hobbs, because Hobbs<br/>5 has that incredible new CTE facility, the focus of<br/>6 the LESC meeting in Hobbs is completely around<br/>7 Workforce and CTE.<br/>8 The LFC will -- as they do traditionally,<br/>9 they'll be back this way in a way. They meet in<br/>10 Cloudcroft always in the summer. You can figure out<br/>11 why. So I'll trek to the LFC when they're in<br/>12 Cloudcroft.<br/>13 But we're just -- they're just beginning<br/>14 to roll out -- I haven't seen yet the complete LESC<br/>15 work study plan for this year. So we'll have to<br/>16 wait and see what that looks like.<br/>17 Next is -- well, Georgina is not here.<br/>18 So the next is the Coalition of Education<br/>19 Leaders.<br/>20 COMMISSIONER BURT: No new updates.<br/>21 THE CHAIR: Thanks. And then next is<br/>22 Commissioner Robbins with PSCOC. There's always<br/>23 work with that.<br/>24 COMMISSIONER ROBBINS: Well, since our<br/>25 last meeting, PSCOC didn't meet. We're actually</p>                          | <p style="text-align: right;">229</p> <p>1 what it is. And I'll continue to serve diligently<br/>2 and bring reports back and do reports.<br/>3 So I talked to them. And when I came on,<br/>4 I could see a lot of the people left the -- just<br/>5 names appeared. They left -- maybe they were paying<br/>6 attention, but I don't think so.<br/>7 But, I mean, based on what I talked to a<br/>8 few people on the Commission about, there's a lot of<br/>9 stuff that we're doing which is germane to school<br/>10 districts, like our Performance Framework. Why<br/>11 should they have to recreate the wheel when we spent<br/>12 so much time and money and, really, experts at PED<br/>13 working on this.<br/>14 They can use us. They can leverage our<br/>15 experience to help them guide and administrate their<br/>16 charters. And -- but no one seemed to care. No one<br/>17 asked any questions.<br/>18 I also talked about our conference coming<br/>19 up and that we were going to have that meeting<br/>20 around Performance Framework and they should<br/>21 consider attending. You know, I said, "There's only<br/>22 this two schools at this point this year that we're<br/>23 thinking that are being brought forward; one in<br/>24 Santa Fe, one in Albuquerque."<br/>25 I did say to them -- and this is the point</p> |

230

1 at which -- and I'm very careful about this. I did  
 2 say to them, "As school districts," I said,  
 3 "speaking for myself here and not the Commission,  
 4 that if you all were to try to be a little bit more  
 5 innovative and a little bit more thinking out of the  
 6 box you wouldn't have people constantly wanting to  
 7 open charters in your districts, because you realize  
 8 you can open these schools on your own. But you  
 9 first have to think twice about how you're going to  
 10 address the challenges of kids in your district."  
 11 And nobody had any comment on that and --  
 12 which I was surprised about. And, you know, I had  
 13 heard today, I guess -- oh, yes. I'll get back to  
 14 that in a second.  
 15 And I had a little list of what I talked  
 16 to them about, just about really kind of what we're  
 17 doing, how we're public schools, we're serving the  
 18 same kids and offering them opportunities that don't  
 19 necessarily exist within their districts.  
 20 You know, called for questions. Nobody  
 21 had any.  
 22 And at the end of the whole thing, I said  
 23 to myself, "Why on earth did I just set aside all of  
 24 this time for a group of people who are completely  
 25 disinterested?"

231

1 Anyway, that was my experience.  
 2 THE CHAIR: I hear you, because I actually  
 3 sat in for the -- at one live meeting for the  
 4 Commissioner who served. And I fully understand  
 5 what you just said. Fully.  
 6 COMMISSIONER CARRILLO: On a follow-up  
 7 note, I remember -- I think I had asked Corina  
 8 earlier the two schools that are applying this year,  
 9 one with us and one with Santa Fe. And the one  
 10 that's applying in Santa Fe, clearly, the district  
 11 could do this better. And at each of the  
 12 comprehensive high schools. And it's like, for  
 13 God's sakes, man, just get off the dime and respond  
 14 to what parents and kids want.  
 15 Anyway, enough of my speechifying. There  
 16 you go.  
 17 THE CHAIR: Thanks.  
 18 Commissioner Armijo with the Library  
 19 Commission?  
 20 COMMISSIONER ARMIJO: Do we want to let  
 21 Corina talk real quick?  
 22 THE CHAIR: I'm sorry. Yes. Sorry.  
 23 DIRECTOR CORINA CHAVEZ: Thank you,  
 24 Commissioners. Commissioner Carrillo's presentation  
 25 made me realize that, as we are working with

232

1 Albuquerque Public Schools and SchoolWorks on  
 2 seeking to create tools and support for local  
 3 authorizers, we didn't think of the boards, the  
 4 local boards. We thought about staff, and we think  
 5 about small districts where typically there's one  
 6 charter school only and we're asking about what sort  
 7 of processes do they have in place, what sort of  
 8 tools do they have.  
 9 Commissioner Carrillo is absolutely right.  
 10 The Public Education Commission has so many tools  
 11 and processes already identified that how the  
 12 elected officials conduct their business is  
 13 something that could be shared with the school  
 14 board.  
 15 Let's keep that in mind moving forward as  
 16 we continue our work. We're engaging staff, and  
 17 we're engaging superintendents. But this just calls  
 18 the question in my head, should we attempt to  
 19 survey -- and even if we don't survey, I think for  
 20 sure you would help us be a conduit to present some  
 21 information to the local elected officials where  
 22 there are charter schools.  
 23 THE CHAIR: Thanks.  
 24 COMMISSIONER ARMIJO: Now I'll go.  
 25 THE CHAIR: Thanks.

233

1 COMMISSIONER ARMIJO: So the Library  
 2 Commission, we -- they did meet on May 21st. They  
 3 sent out a ten-page report by Eli Guinee. He's the  
 4 director, I guess of the State Library Commission.  
 5 Some of the highlights -- I was actually  
 6 really impressed by this Commission. They were  
 7 pretty engaged. There were a few more commissioners  
 8 that were more engaged than others.  
 9 But I was pretty impressed with the  
 10 organization of the Commission and all of the work  
 11 that's being done. There's a lot of money going to  
 12 tribal libraries.  
 13 Tribal libraries are going to receive \$4.5  
 14 million in State funding over the next two fiscal  
 15 years from Senate Bill 377. And they're going to be  
 16 working closely with the Indian Education Division,  
 17 who's administering the funds.  
 18 They're also doing emergency connectivity  
 19 funds, which provides over \$7 billion nationwide to  
 20 schools and libraries for laptops, tablets and  
 21 hotspots. So I thought that was really good work.  
 22 The New Mexico Legislature also passed  
 23 Senate Bill 273, definition of rural libraries,  
 24 which clarifies that the population of legal  
 25 services area for the purposes of eligibility for

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| <p style="text-align: right;">234</p> <p>1 receiving funding from the Rural Library Endowment<br/>2 is based on the current population rather than when<br/>3 the library was established. And once eligible, a<br/>4 library will remain eligible, even if their<br/>5 population subsequently increases above 3,000.<br/>6 So I just thought, again, that was really<br/>7 good legislative work going on here; all in all,<br/>8 just positive across the board.<br/>9 There was one more thing I highlighted.<br/>10 And it was -- here we go. Bookmobiles.<br/>11 Bookmobile staff were unable to travel due to<br/>12 restrictions from COVID. But from January to March<br/>13 2021, they continued providing books by mail and<br/>14 responding to patrons interested in E-books.<br/>15 I thought it was really just good work all<br/>16 the way across the board from the Library<br/>17 Association -- or Commission -- and I'm really<br/>18 excited to be on that Commission. Appreciate it.<br/>19 If anybody wants it, I can provide you the ten-page<br/>20 report. It's a good read. Good information.<br/>21 THE CHAIR: I really appreciate this. We<br/>22 had a short time in when we had a Commissioner that<br/>23 was serving, who asked, "Why are we on this? We<br/>24 shouldn't be on this. Somebody else should be on<br/>25 this and not the Commission." And this obviously</p> | <p style="text-align: right;">236</p> <p>1 make that trip happen, because they were waiting to<br/>2 see if enough members of the board would be<br/>3 interested in participating. So it's going to be a<br/>4 hybrid meeting, where I think some are in Santa Fe<br/>5 and then, obviously, some will be on the call. So<br/>6 that's it on my end.<br/>7 THE CHAIR: Okay. Thanks for the update,<br/>8 and thanks, everyone.<br/>9 So we're on to Item No. 13, which is<br/>10 Report from the Chair.<br/>11 We have the update on the input hearing,<br/>12 so we're set for the 23rd. So looking forward to<br/>13 that.<br/>14 And, once again, encourage Commissioners<br/>15 to get on the website and to access those new<br/>16 applications, because it really is important.<br/>17 I've already told you that I attended the<br/>18 LFC. We've spent a lot of time, I guess, dealing<br/>19 with, I think, primarily, the issues around the<br/>20 attorney contract through this time period.<br/>21 Hopefully, we can move forward in a really positive<br/>22 manner.<br/>23 I'd like to take this opportunity to thank<br/>24 Ami. There's probably been no one who has advocated<br/>25 better for her client professionally and ethically.</p> |
| <p style="text-align: right;">235</p> <p>1 goes back to when we were the State School Board.<br/>2 So we appreciate the ongoing support with<br/>3 them, because I think it is important. And I think<br/>4 a lot of our charters, in particular, especially<br/>5 when we're looking at those new connectivity issues<br/>6 and support, I think a lot of our charters might be<br/>7 able to partner with libraries to help with that and<br/>8 gain access.<br/>9 So I think that's -- I hope that's going<br/>10 to be important. So thanks for that.<br/>11 And, Commissioner Manis, I see you're<br/>12 back. So you want to update us with NMPSIA?<br/>13 COMMISSIONER MANIS: Sure. We really<br/>14 didn't have anything that was out of the order as<br/>15 far as, like, routine matters that we had to vote on<br/>16 for benefits and risk; just the regular normal<br/>17 things that come on our agenda.<br/>18 The only thing that I would say that we're<br/>19 kind of excited about is that we're going to be able<br/>20 to have our first face-to-face meeting in July. And<br/>21 we have that tentatively planned for Santa Fe. They<br/>22 had scheduled last year that that was going to be in<br/>23 Ruidoso. But they actually scheduled it for<br/>24 Santa Fe.<br/>25 So we'll see if we're going to be able to</p>  | <p style="text-align: right;">237</p> <p>1 So I really want to thank --<br/>2 COMMISSIONER ROBBINS: Absolutely.<br/>3 THE CHAIR: -- for the time and effort<br/>4 and energy and the access that she has afforded us<br/>5 as a client .<br/>6 So I really do appreciate everything that<br/>7 you've done. I wanted to say a big thank-you.<br/>8 COMMISSIONER ROBBINS: Thank you.<br/>9 THE CHAIR: Is Matt -- I saw Matt on<br/>10 before. I didn't -- I don't know if he's still with<br/>11 us so we can do -- oh, I'm sorry. The next one<br/>12 actually is Charter School Advisory. And I don't<br/>13 know if Mike Ogas is here. I didn't see --<br/>14 DIRECTOR CORINA CHAVEZ: Chair Gipson, he<br/>15 is not. So let's let Matt Pahl in.<br/>16 THE CHAIR: Okay. Thanks.<br/>17 MR. MATT PAHL: Hi, everyone.<br/>18 THE CHAIR: Good afternoon.<br/>19 MR. MATT PAHL: Madam Chair, can I get<br/>20 started? Or would that --<br/>21 THE CHAIR: Yeah. You're good.<br/>22 MR. MATT PAHL: Thanks, Madam Chair. And,<br/>23 you know, I won't belabor too much on the<br/>24 roundtables and the conference from PED. But they<br/>25 were both great events. And really appreciate</p>   |

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| <p style="text-align: right;">238</p> <p>1 Director Chavez for inviting us to present.<br/> 2 I really enjoyed our session. I know<br/> 3 Chairwoman Gipson was there. And I agree with her<br/> 4 that the small rooms were really good for just<br/> 5 conversation. And I think, you know, that<br/> 6 conversation helped those who were less initiated<br/> 7 with the -- with the Roundhouse learn a lot more<br/> 8 quickly, and then it allowed people who knew a<br/> 9 little bit more, like the Chair, to participate and<br/> 10 give their take. So really appreciated that forum<br/> 11 and want to thank the CSD again on that.<br/> 12 The roundtables that focused on renewal<br/> 13 was really neat, too, and it's something that our<br/> 14 folks need to hear right now. Of course, things<br/> 15 keep coming. You know, we're still in a reasonably<br/> 16 unpredictable environment. Most recently, the Home<br/> 17 Connectivity Survey that's been put out there was<br/> 18 something that kind of hit our schools pretty hard.<br/> 19 I know that, you know, through some work<br/> 20 that we did with the Secretary, we were able to<br/> 21 really fine-tune that to just focus on the focus<br/> 22 districts, the plaintiffs, for that real quick<br/> 23 turnaround deadline and get two more weeks for State<br/> 24 charters, which includes all of your schools, and<br/> 25 the districts who were not plaintiffs. That was a</p> | <p style="text-align: right;">240</p> <p>1 been covering a lot of the northern schools since<br/> 2 I'm up in Santa Fe. I've seen Commissioner Carrillo<br/> 3 more than a few times at those graduations, and I<br/> 4 know other Commissioners have been at other<br/> 5 graduations. Just want to really appreciate you all<br/> 6 for making that extra time as unpaid public servants<br/> 7 to show up at those and get to know our schools as<br/> 8 you are able. So just want to give a shout-out to<br/> 9 all of you for showing up for our schools.<br/> 10 I did want to spend a little bit of time<br/> 11 telling you about some of our work that we're doing<br/> 12 with governing councils right now. We've always had<br/> 13 a role in working with governing councils to help<br/> 14 them fulfill their training requirements. This<br/> 15 year -- and we worked with PED on this, which was<br/> 16 really great -- we were able to create a model to<br/> 17 fulfill training requirements in which we actually<br/> 18 served as a trainer and a coach at the governing<br/> 19 board meeting itself.<br/> 20 What this does is it allows us to convey<br/> 21 some content, just like you'd find at any other<br/> 22 training, but also just serve as a live realtime<br/> 23 coach for those boards who are moving forward.<br/> 24 And, you know, it's been really eye<br/> 25 opening for us, because, you know, some of the</p> |
| <p style="text-align: right;">239</p> <p>1 big deal for our schools.<br/> 2 The Sunday of Memorial Day Weekend was a<br/> 3 pretty tough deadline to meet, and I think it was<br/> 4 just -- it was just -- yeah, it was just tough. And<br/> 5 there was a lot going on. So I think a number of<br/> 6 schools missed the opportunity to get going on it<br/> 7 (inaudible).<br/> 8 So always appreciate the fact that PED is<br/> 9 going to listen to new rationale on maybe how to do<br/> 10 things and see if there's a good path forward. And<br/> 11 I think that's where we did.<br/> 12 We at least saved some people's weekends<br/> 13 at a moment in time where they really needed a<br/> 14 Memorial Day Weekend. So always appreciative of<br/> 15 that.<br/> 16 We've been to over 20 graduations over the<br/> 17 past month. And they have really been a blast. And<br/> 18 I just wanted to note -- I mean, the -- the things<br/> 19 we're hearing at those are just so cool, the<br/> 20 connection with the charter and the community that<br/> 21 they have. I mean, every group of kids, there's<br/> 22 just something special about this graduating class<br/> 23 and what they've been through together. And it's<br/> 24 just really neat to hear those stories.<br/> 25 Also want to give a shout-out to -- I've</p>   | <p style="text-align: right;">241</p> <p>1 things that you just -- like, going into a closed<br/> 2 session, the times where, "Oh, do we need to make a<br/> 3 motion for that?" Like, those are really good<br/> 4 things.<br/> 5 And I think over the last year that we've<br/> 6 done this, it's really improved the confidence of<br/> 7 those boards. We don't think this is great training<br/> 8 for brand new boards; but real well-established<br/> 9 ones, we do think it's really -- we think it's<br/> 10 great.<br/> 11 And we have -- and so we're going to<br/> 12 expand that this year and try and bring on another<br/> 13 handful of schools. So we'll be serving somewhere<br/> 14 between 10 and 12 schools. So just wasn't sure how<br/> 15 aware -- we haven't been talking about it because we<br/> 16 kind of -- we kind of picked schools based on<br/> 17 knowing that they had stable boards; but now we're<br/> 18 kind of opening it up, and, hopefully, we'll be able<br/> 19 to provide that training for more schools.<br/> 20 In addition to that, there's been more<br/> 21 interest, again, from the more developed boards,<br/> 22 on -- to do some strategic planning and really sit<br/> 23 down. You know, Susan Lumley, the long-time leader<br/> 24 of Academy of Technology and the Classics, is now on<br/> 25 our staff. We still work very closely with Kelly</p>   |

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| <p style="text-align: right;">242</p> <p>1 Callahan.</p> <p>2 We are working with a couple of schools,</p> <p>3 neither of which are currently PEC schools, but on</p> <p>4 doing a strategic planning retreat with their board.</p> <p>5 And the way we like to talk about that, at least</p> <p>6 initially here, is to create a strategic plan that</p> <p>7 runs through the end of their charter term.</p> <p>8 Because, ideally, they're thinking about these</p> <p>9 things in concert with one another. They get a new</p> <p>10 contract and go do a five-year strategic plan.</p> <p>11 So in one case, we're going to do a</p> <p>12 three-year plan, which I think is still very</p> <p>13 appropriate. I think schools that are very close to</p> <p>14 their renewal, we might just be focusing on renewal.</p> <p>15 But that, I think, both the coaching model and</p> <p>16 working on retreats, I think provides our boards an</p> <p>17 opportunity to truly be that strategic guide for</p> <p>18 their schools.</p> <p>19 Not every board kind of has their feet</p> <p>20 fully grounded and ready to do that. And I think we</p> <p>21 see our next iteration of board engagement really</p> <p>22 helping to do just that. And when you see a good</p> <p>23 charter board doing their work, just like any board</p> <p>24 or commission, it's a cool thing to watch. It's --</p> <p>25 it truly embodies that community spirit behind our</p> | <p style="text-align: right;">244</p> <p>1 changes, you know, it's that time of year. And</p> <p>2 understanding that probably because they're not</p> <p>3 elected, it's a little bit easier to come off a</p> <p>4 board. It's like, "Oh, I didn't make that. I</p> <p>5 really didn't make that commitment because I wasn't</p> <p>6 elected to it."</p> <p>7 So we face that challenge all the time.</p> <p>8 And if you saw the agenda, we also have concerns</p> <p>9 about governance councils not fulfilling their</p> <p>10 hours. And that's always -- you know, it's not</p> <p>11 about the hours; it's about the -- you know, the</p> <p>12 experience and the understanding that you hopefully</p> <p>13 get from the training.</p> <p>14 And that's what's so important. Because I</p> <p>15 know I've been at -- I've been at those meetings</p> <p>16 when it's like, Holy cow, they're going to violate</p> <p>17 OMA. Do I tell them this?</p> <p>18 It's uncomfortable. And I've been at</p> <p>19 these great ones where they're having these in-depth</p> <p>20 conversations about their curriculum and their goals</p> <p>21 for, you know, two and three years out. And it is</p> <p>22 so engaging and really exciting to hear that. You</p> <p>23 want everyone to be able to be at that place.</p> <p>24 MR. MATT PAHL: Madam Chair, if I can add</p> <p>25 on to that real quick? Having that pathway, I</p> |
| <p style="text-align: right;">243</p> <p>1 schools. And we're really excited for that.</p> <p>2 So just wanted to let you know that we're</p> <p>3 moving forward with that kind of work, and we'll</p> <p>4 have a full slate of schools that we'll be working</p> <p>5 with on the training side by September, and likely</p> <p>6 have a couple more schools interested in that</p> <p>7 strategic planning work.</p> <p>8 And the folks at CSD, who have always been</p> <p>9 a really good partner of ours, you know, as we --</p> <p>10 these will be our first strategic planning retreats.</p> <p>11 But, you know, as learn and move forward, we</p> <p>12 definitely want to work with them and you all to</p> <p>13 make sure these things are working in concert with</p> <p>14 one another. And, yeah, just want to thank you in</p> <p>15 advance for your continued partnership in that work</p> <p>16 with our boards.</p> <p>17 So thank you, Madam Chair, members of the</p> <p>18 Commission. I'll stand for any questions you might</p> <p>19 have; and, otherwise, have a great weekend.</p> <p>20 THE CHAIR: And thanks for that. Because,</p> <p>21 you know, thinking about that whole concept of</p> <p>22 strategic plans, hopefully, that also helps to keep</p> <p>23 boards stable as people come on and off, because</p> <p>24 you've got that plan in place.</p> <p>25 If you look at our agenda, the numbers of</p>                     | <p style="text-align: right;">245</p> <p>1 think, makes it also easier to recruit new board</p> <p>2 members. Join something exciting that's going</p> <p>3 somewhere, you know.</p> <p>4 And I think, you know, we oftentimes --</p> <p>5 you know, none of us -- none of us are very</p> <p>6 braggadocious, you know. So we recruit people as if</p> <p>7 it's just about the sacrifice of their time instead</p> <p>8 of jump on board something exciting here. Look at</p> <p>9 what you're trying to accomplish. You can be a part</p> <p>10 of that.</p> <p>11 THE CHAIR: Right. You're right. You can</p> <p>12 make a difference. I think that is an important</p> <p>13 engagement piece.</p> <p>14 The only ask I'll have -- and then</p> <p>15 Commissioner Taylor and Voigt -- is we are in the</p> <p>16 process of looking at those potential revisions to</p> <p>17 our Performance Framework, the Academic in</p> <p>18 particular. So anything that you can do to try to</p> <p>19 encourage schools as we move forward in creating</p> <p>20 those subcommittees for that engagement, we'd really</p> <p>21 appreciate this, because it's only as good as the</p> <p>22 input that -- you know, that we receive. So we'd</p> <p>23 appreciate that.</p> <p>24 MR. MATT PAHL: I'm happy to do that.</p> <p>25 THE CHAIR: Thanks. Commissioner Taylor?</p>   |

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| <p style="text-align: right;">246</p> <p>1 COMMISSIONER TAYLOR: Yeah, Matt. I just<br/>2 want to say that I always enjoy your very<br/>3 informative and -- presentations. I appreciate your<br/>4 passion with which you do your work and the way that<br/>5 you present things. So I -- that's one thing.<br/>6 The other thing I wanted to ask was<br/>7 those -- those, like, strategic planning efforts<br/>8 that you're providing, are those -- are those<br/>9 available just to the State-authorized charter<br/>10 schools? Or are those district-authorized charter<br/>11 school, are they able to take -- take advantage of<br/>12 those?<br/>13 MR. MATT PAHL: Yeah. Any charter school<br/>14 can take advantage of the strategic planning<br/>15 workshops.<br/>16 COMMISSIONER TAYLOR: Okay.<br/>17 MR. MATT PAHL: For the board training,<br/>18 the in-person coaching, we're making that available<br/>19 to our members only right now, just because we're<br/>20 keeping it small. But, yes.<br/>21 COMMISSIONER TAYLOR: Okay.<br/>22 THE CHAIR: Commissioner Voigt?<br/>23 COMMISSIONER VOIGT: Thank you. Hi, Matt.<br/>24 It's great to see that embedded board training.<br/>25 It's so much more relevant. It's more authentic.</p>   | <p style="text-align: right;">248</p> <p>1 Then we are able to commit to going to<br/>2 four board meetings, at which point we actually<br/>3 deliver content like you'd see at a normal training,<br/>4 but also work with the board towards meeting their<br/>5 objective, which can be in a lot of different<br/>6 places.<br/>7 And then at the end, we -- we kind of have<br/>8 a closure meeting, you know. If it was a strategic<br/>9 plan, we review the strategic plan together to make<br/>10 sure they feel okay.<br/>11 So a board could do this year in and year<br/>12 out for the next handful of years and progress in<br/>13 many different ways as they move forward here.<br/>14 If we haven't been able to touch on topics<br/>15 that are within the rule, then we're able to give<br/>16 them the asynchronous online training, which we<br/>17 include in the cost. So that's kind of -- sometimes<br/>18 you can't control where the board goes necessarily,<br/>19 why I always hit the OMA and the finance as a result<br/>20 of the budget process.<br/>21 But sometimes we don't hit on things, and<br/>22 then we are -- we do have kind of that backup in the<br/>23 case that we don't naturally get to some of the<br/>24 topic areas.<br/>25 Did that answer your question, Vice Chair?</p> |
| <p style="text-align: right;">247</p> <p>1 But every board has different dynamics and different<br/>2 procedures in their operations and different<br/>3 thinking. So having that embedded board training is<br/>4 really, really smart to do.<br/>5 And I was just curious. So I know you<br/>6 have staff and contractors or whoever that's doing<br/>7 that. What's the longevity of that? I mean, how<br/>8 long would your board trainers be able to sit with<br/>9 boards, you know? For, like, what duration, you<br/>10 know, to make that so -- to make that meaningful?<br/>11 MR. MATT PAHL: Yeah. That's a great<br/>12 question. And, first, I have to say that, you know,<br/>13 this is -- you guys know her, Kelly Callahan, this<br/>14 is her brainchild. And she's really made it into<br/>15 what it is. So let me go one step deeper into how<br/>16 we do the work.<br/>17 We sit down with the board, sometimes it's<br/>18 just the board chair and the executive director, and<br/>19 say, "What's the focus here? What do you want to<br/>20 work towards for the next -- for the next year?"<br/>21 Sometimes it's the evaluation of the<br/>22 executive director. Sometimes it's a project like a<br/>23 future growth plan for the school. They get to kind<br/>24 of personalize some of that training within -- in<br/>25 that space. So we start with a meeting like that.</p> | <p style="text-align: right;">249</p> <p>1 COMMISSIONER VOIGT: It did. And too bad<br/>2 you can't just clone about 20 Kellys.<br/>3 THE CHAIR: Yeah.<br/>4 MR. MATT PAHL: Agree.<br/>5 COMMISSIONER VOIGT: Yeah. Take care.<br/>6 Thanks.<br/>7 THE CHAIR: Okay. Thanks, Matt. Truly<br/>8 appreciate the update. It was good to see you in<br/>9 person.<br/>10 MR. MATT PAHL: Agree.<br/>11 THE CHAIR: Take care. Thank you.<br/>12 MR. MATT PAHL: Thanks, everyone.<br/>13 THE CHAIR: So we are now on to Item<br/>14 No. 14, which is PEC Comments.<br/>15 Commissioner Voigt?<br/>16 COMMISSIONER VOIGT: Oh, thank you. I<br/>17 really don't have anything. But I did want to<br/>18 extend my appreciation to Ami for serving the Public<br/>19 Education Commission for the -- since I've been on.<br/>20 And I learned a lot. And your great advocacy and<br/>21 your knowledge behind what you do has been really<br/>22 meaningful to me and very valuable. Thank you.<br/>23 THE CHAIR: Thanks. Commissioner Taylor?<br/>24 COMMISSIONER TAYLOR: Yeah. I just want<br/>25 to say I'm really excited to see how our students</p>  |

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| <p style="text-align: right;">250</p> <p>1 and teachers are going to emerge from this<br/> 2 post-COVID freedom -- the post-COVID lockdown into<br/> 3 freedom this next year. I've had several of my<br/> 4 parents this year who would normally be very excited<br/> 5 that they were out of school really express that<br/> 6 they were disappointed that school was over already.<br/> 7 So I think it's going to -- it's going to<br/> 8 take on a different -- you know, a different sort of<br/> 9 atmosphere and culture next year, hopefully. And<br/> 10 I'm excited to see that happen.<br/> 11 Again -- once again, I just want to say<br/> 12 I'm -- you know, I'm thankful for being here and<br/> 13 being able to work with y'all. Y'all are doing a --<br/> 14 you're teaching me a lot about how this process<br/> 15 works. So I appreciate that.<br/> 16 And go Indie; that's my dog. Hear for her<br/> 17 tomorrow.<br/> 18 THE CHAIR: We will. We will.<br/> 19 Commissioner Robbins?<br/> 20 COMMISSIONER ROBBINS: Thank you. I also<br/> 21 want to thank Ami for the excellent work that she --<br/> 22 and counsel that she has provided to the PEC, the<br/> 23 guidance, advice, and friendship that she's provided<br/> 24 us and to me personally. She has been a tremendous<br/> 25 colleague and, I think, advocate for charter</p> | <p style="text-align: right;">252</p> <p>1 and kids that I've talked to are just, like, "But<br/> 2 the school year just started." Like, "It's so weird<br/> 3 it only lasted for" -- I'm, like, "Well, not really.<br/> 4 That's not how" -- but it feels like that. So it'll<br/> 5 definitely be good.<br/> 6 I know -- you know, my -- between my own<br/> 7 daughters and then, you know, family that I have,<br/> 8 the kids are, like, "I went into quarantine as this,<br/> 9 and now I'm going to be a freshman." Right?<br/> 10 I have a seventh grader who's going to be<br/> 11 a freshman. She's, like, "I was barely in school<br/> 12 for two months of that time. It is weird."<br/> 13 So it's definitely going to be exciting to<br/> 14 see schools get back in their rhythm and get going<br/> 15 on that. So that's -- I don't really have much to<br/> 16 say.<br/> 17 THE CHAIR: Thank you.<br/> 18 Commissioner Carrillo?<br/> 19 COMMISSIONER CARRILLO: Nothing much.<br/> 20 Just want to thank Ami for your not just PEC, but<br/> 21 public schools in general; so your service to public<br/> 22 schools and public school kids. Thanks very much<br/> 23 and good luck in whatever's next, all right? And<br/> 24 everyone have a great weekend.<br/> 25 THE CHAIR: Thanks. Commissioner Chavez?</p>  |
| <p style="text-align: right;">251</p> <p>1 schools, and in trying to further the not only the<br/> 2 work of the Commission, but the legal position of<br/> 3 the Commission.<br/> 4 So thank you very much. I wish you all<br/> 5 the best, and that's about all I have to say today.<br/> 6 THE CHAIR: Thank you. Commissioner<br/> 7 Armijo?<br/> 8 COMMISSIONER ARMIJO: Hi. Gosh. I don't<br/> 9 have much to say. Like Commissioner Taylor, I'm<br/> 10 grateful for the education that I'm receiving from<br/> 11 the -- the veteran Commissioners and learning a lot.<br/> 12 And I love the dialogue. I'm really -- I like the<br/> 13 way we can see everybody's perspectives and come<br/> 14 together. Even if the decision doesn't go<br/> 15 somebody's way, everybody's fine with that.<br/> 16 And thank you to Ami. I didn't get much<br/> 17 time to know you very well. But I can tell you that<br/> 18 you know what you're talking about when you do talk.<br/> 19 So thank you so much. I appreciate it.<br/> 20 THE CHAIR: Commissioner Burt?<br/> 21 COMMISSIONER BURT: Thanks. I'll just --<br/> 22 I'll mimic what Commissioner Taylor said. I'm<br/> 23 excited for this summer to see how schools, you<br/> 24 know, figure it out going into the next school year.<br/> 25 And I think it's absolutely right. Like, teachers</p>        | <p style="text-align: right;">253</p> <p>1 COMMISSIONER CHAVEZ: Yes. I just want to<br/> 2 say thank you, Ami. Just you've been awesome.<br/> 3 I just want to just talk -- thank you,<br/> 4 Director Chavez, for sharing that video this<br/> 5 morning. I forgot the name of the school already.<br/> 6 I'm sorry. I'm so bad with names.<br/> 7 But one of the things I keep talking<br/> 8 about -- I think I mentioned this last time and I'm<br/> 9 going to say it again. Because I keep hearing this<br/> 10 term "learning loss" that just bugs the heck out of<br/> 11 me about this last year.<br/> 12 And, you know, I think Commissioner Voigt<br/> 13 has -- has expressed that -- you know, we<br/> 14 survived -- we were surviving, you know, a pandemic.<br/> 15 But schools continued. And it didn't look the same.<br/> 16 But to say, you know, we had learning loss, that's<br/> 17 such a deficit mindset.<br/> 18 And, you know, our kids did learn. And<br/> 19 watching that video today just was another reminder<br/> 20 that it looked different and school was different,<br/> 21 but kids still learned.<br/> 22 And -- and I'll guarantee you that all<br/> 23 schools across the state of New Mexico are already<br/> 24 looking forward to next year to make up for a time<br/> 25 that maybe where kids may have -- they may not be</p> |



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| 254 | <p>1 where they need to be. But we know that. And we're<br/>2 going to get the kids there. You know, it's just<br/>3 not going to happen, you know, overnight, and it's<br/>4 probably not even going to happen in one year.<br/>5 However, what kids learned this year was a<br/>6 plus, you know. It -- the glass was definitely<br/>7 half-full and not half-empty. So that's all I have<br/>8 to say.<br/>9 Thank you.<br/>10 THE CHAIR: Thank you.<br/>11 Commissioner Manis?<br/>12 COMMISSIONER MANIS: I just wanted to say<br/>13 thanks to Ami and thanks for -- to the Commission<br/>14 and all those who presented. It was a good meeting.<br/>15 Thank you.<br/>16 THE CHAIR: Okay. Thanks. Just a<br/>17 reminder on the calendar, because it still does say<br/>18 the 19th through the 23rd; but it's only going to be<br/>19 the 22nd and 23rd, and we will have that adjusted.<br/>20 But just a reminder to folks. So that being said,<br/>21 I'll entertain a motion to adjourn.<br/>22 DIRECTOR CORINA CHAVEZ: Did Commissioner<br/>23 Burt say words?<br/>24 THE CHAIR: I'm sorry. I didn't catch<br/>25 that. I'm sorry.</p> | 256 | <p>1 Voigt.<br/>2 Roll, please?<br/>3 COMMISSIONER CARRILLO: No discussion.<br/>4 COMMISSIONER BURT: No. No discussion.<br/>5 THE CHAIR: The only thing I'll add is<br/>6 Commissioner Voigt hit them better than most.<br/>7 Okay. Roll, please?<br/>8 COMMISSIONER BURT: All right.<br/>9 Commissioner Armijo?<br/>10 COMMISSIONER ARMIJO: Yes.<br/>11 COMMISSIONER BURT: Commissioner Burt,<br/>12 "Yes."<br/>13 Commissioner Carrillo?<br/>14 COMMISSIONER CARRILLO: Yeah.<br/>15 COMMISSIONER BURT: Commissioner Chavez?<br/>16 COMMISSIONER CHAVEZ: Yes.<br/>17 COMMISSIONER BURT: Commissioner Gipson?<br/>18 THE CHAIR: Yes.<br/>19 COMMISSIONER BURT: Commissioner Manis?<br/>20 COMMISSIONER MANIS: Yes.<br/>21 COMMISSIONER BURT: Commissioner Robbins?<br/>22 COMMISSIONER ROBBINS: Yes.<br/>23 COMMISSIONER BURT: Commissioner Taylor?<br/>24 COMMISSIONER TAYLOR: Yes.<br/>25 COMMISSIONER BURT: Commissioner Voigt?</p> |
| 255 | <p>1 DIRECTOR CORINA CHAVEZ: Did Commissioner<br/>2 Burt have some final words?<br/>3 COMMISSIONER VOIGT: Yeah.<br/>4 THE CHAIR: I'm sorry. Commissioner Burt,<br/>5 is there something else you need to say?<br/>6 COMMISSIONER BURT: No. One thing I<br/>7 wanted to say is thank you to CSD for the work that<br/>8 they've done through the end of the school year. I<br/>9 know it's a ridiculous time in closing out fiscal<br/>10 year, to throw conferences and to host meetings and<br/>11 do all these trainings and get everyone caught up<br/>12 and going and all the support they're providing to<br/>13 all these schools is just, like, over the top.<br/>14 So I did want to say that, and I didn't.<br/>15 So thanks for not listening to me the first time,<br/>16 Director Chavez.<br/>17 THE CHAIR: Thanks.<br/>18 COMMISSIONER ROBBINS: I'll move for<br/>19 adjournment.<br/>20 THE CHAIR: There's a motion.<br/>21 Commissioner Voigt, did you second?<br/>22 COMMISSIONER VOIGT: No. But I will. I<br/>23 second.<br/>24 THE CHAIR: There's a motion by<br/>25 Commissioner Robbins, a second by Commissioner</p>          | 257 | <p>1 COMMISSIONER VOIGT: Yes.<br/>2 COMMISSIONER BURT: All right. Nine-zero.<br/>3 that passes unanimously.<br/>4 THE CHAIR: We stand adjourned. Thank you<br/>5 very much. Stay cool.<br/>6 (Proceedings adjourned at 3:32 p.m.)<br/>7<br/>8<br/>9<br/>10<br/>11<br/>12<br/>13<br/>14<br/>15<br/>16<br/>17<br/>18<br/>19<br/>20<br/>21<br/>22<br/>23<br/>24<br/>25</p>  |

BEFORE THE PUBLIC EDUCATION COMMISSION  
STATE OF NEW MEXICO

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In testimony whereof, I have hereunto set my hand on June 16, 2021.

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