

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>
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.

11

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

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

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

<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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1 My team has been working very closely with  
2 School Budget and with the school to monitor that,  
3 because if they don't meet the enrollment goal that  
4 they have set for themselves, their budget will be  
5 cut.

6 So we have, again, been working very  
7 closely with all entities in regards to that.  
8 And -- and that's the only item that I'd like  
9 to point out, aside from the fact that part of the  
10 process for implementation year with a brand new  
11 school means that although they've -- they need to  
12 have substantially completed all items on this  
13 checklist, that, prior to actually opening their  
14 doors, there is one more step.

15 So what we're reviewing today and what is  
16 in the Implementation Year Checklist that you're  
17 looking at needed to be completed by May 15th and  
18 approved by you all today; but there are still some  
19 items that are due two weeks prior to the opening  
20 date, including looking at any policies that may  
21 need to be revised, looking at curriculum and making  
22 sure that that is all set to go.

23 Also, their budget was set to be approved  
24 on Wednesday, June 9th. So we should probably get  
25 an update from the school about that.

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1 Additionally, we would check in two weeks  
2 before the school opens to make sure that all of the  
3 recruitment for staff has occurred and that they are  
4 ready to serve students.

5 In terms of the enrollment, the last time  
6 we checked -- and, again, know that this is data as  
7 of June 3rd -- the school has inputted into your  
8 chart where the school was with enrollment for  
9 sixth-, seventh-, and eighth-graders. And so that  
10 is in the record with the Implementation Year  
11 Checklist. Their goal was 240. And as of June 3rd,  
12 the count that had been recruited was 104 students.

13 So that is where we are at. And I'm  
14 wondering if the full team from Explore-Las Cruces  
15 has been added.

16 Justin, I wonder if you have audio yet.

17 MR. JUSTIN BAIARDO: Yeah, I am here. Can  
18 you hear me?

19 THE CHAIR: Yes.

20 MR. JUSTIN BAIARDO: Sorry. We'll leave  
21 video off -- I'm not sure what happened there -- to  
22 make sure we have a connection.

23 And, yes, thank you for having us today.  
24 Corina will probably have to go through multiple  
25 items, as you've described, to make sure we give all

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1 the updates that you had mentioned, and happy to  
2 provide as much information as possible.

3 Yeah. I guess let's start with enrollment  
4 if that's okay. It's -- we -- you know, obviously,  
5 I think a lot of enrollment is driven by location  
6 and facility. And facility has become a bit of a  
7 challenge in the last six weeks, as the original  
8 building we mentioned in our contract negotiations,  
9 the Del Rey facility, which was the call center that  
10 was a great fit, ended up experiencing some  
11 significant water damage as a result of some rain  
12 and subsequently just kind of took themselves out of  
13 the running as a facility for our use.

14 And so that caused us to do a shift. And,  
15 you know, we're used to that type of pivoting at the  
16 last minute. And we have found a -- a new site that  
17 is off of Telshor. And it's a good temporary site  
18 for this first year.

19 And we are -- we did have PSFA down there  
20 two weeks ago and had their final assessment done  
21 and sent it over to Charter School Division when I  
22 received it late last week. So the -- yeah, that  
23 facility looks -- that's the one we -- as Corina  
24 alluded to, was the facility that the board approved  
25 the lease for earlier this month. And, you know,

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1 we're good to go, pending approval today.

2 THE CHAIR: Justin, can I just ask what  
3 the address is?

4 MR. JUSTIN BAIARDO: Sure. It is  
5 910 Telshor. It was an old PrimeTime Fitness  
6 location.

7 THE CHAIR: Oh, okay. Got you. Okay.  
8 Thanks.

9 MR. JUSTIN BAIARDO: Regarding the budget,  
10 I believe the budget was approved by the board back  
11 at our May meeting. So that was submitted by our  
12 business office. So I think that was all in order  
13 as well.

14 THE CHAIR: Okay. I think what -- and  
15 correct me, Director Chavez. I believe the notation  
16 on the budget approval was approval by PED Budget;  
17 correct -- or no? -- on June 9th. I thought that's  
18 what I saw in the documentation.

19 Am I incorrect on that, that there was  
20 something that was -- that was going to be final  
21 approval, or something like that, was June 9th? And  
22 I thought that was PED Budget. I might have read it  
23 wrong.

24 DIRECTOR CORINA CHAVEZ: No, I think  
25 you're absolutely right, Chair Gipson, that in May,

<p style="text-align: right;">30</p> <p>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</p>	<p style="text-align: right;">32</p> <p>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.</p>
<p style="text-align: right;">31</p> <p>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</p>	<p style="text-align: right;">33</p> <p>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</p>

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

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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

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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?

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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

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>

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>

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

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

<p style="text-align: right;">58</p> <p>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,</p>	<p style="text-align: right;">60</p> <p>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</p>
<p style="text-align: right;">59</p> <p>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</p>	<p style="text-align: right;">61</p> <p>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?</p>

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1 I imagine years ago, they were established.  
 2 THE CHAIR: It does. Yeah. Yeah. It  
 3 does. This is -- this is historical.  
 4 COMMISSIONER CARRILLO: Okay.  
 5 THE CHAIR: And I think part of it,  
 6 honestly, probably developed when there were, like,  
 7 15 applications, so that there needed to be, you  
 8 know, a kind of condensed time frame, and also  
 9 traveling.  
 10 But it certainly, when we look at the new  
 11 application packet, that's always open for  
 12 discussion.  
 13 COMMISSIONER CARRILLO: Thank you.  
 14 THE CHAIR: Okay. And thanks once again  
 15 for getting them up as quickly as you did. I  
 16 appreciate that.  
 17 DIRECTOR CORINA CHAVEZ: Any other  
 18 questions about the new applications or the review  
 19 process?  
 20 (No response.)  
 21 DIRECTOR CORINA CHAVEZ: No? Okay.  
 22 And everybody has, on their calendar,  
 23 Thursday, July 22nd is the community input hearings.  
 24 Awesome.  
 25 We are -- I would like for us to move on

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1 to the highlights.  
 2 I know that the Commission often  
 3 appreciates hearing and seeing from schools. And  
 4 we're in graduation season; right? In fact, most  
 5 schools have already held their graduation. And  
 6 schools have been so busy with finalizing their  
 7 budgets, and there has been some additional requests  
 8 of schools this year to -- to survey all students  
 9 and faculty on connectivity. That is tied to budget  
 10 approval.  
 11 They also have the ed plans to do as part  
 12 of budget approval and so many grants that are  
 13 coming from the State, both State grants and federal  
 14 grants. So schools have been super, super busy.  
 15 But I wanted to share -- and I notice  
 16 Missy is cuing it up -- a video that I ran across  
 17 last night after a very full and long PEC meeting,  
 18 where we worked hard during the Work Session, and we  
 19 talked a lot about processes.  
 20 And students didn't come up as -- as part  
 21 of our discussion yesterday. But this video is a  
 22 video from Tierra Adentro. It's a school whose  
 23 application I read about 12 years ago. And it was a  
 24 dream at that point. It was just the written  
 25 document. And now it's a school that's been open

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1 11 years.  
 2 And they made this incredible documentary.  
 3 It's 40 minutes long. I will share the link, and I  
 4 encourage everybody to carve out that time. I was  
 5 in tears by the time I finished watching it. It is  
 6 so beautiful. I just thought that it would be great  
 7 to share part of that video with you all today.  
 8 So as soon as Missy can cue it up, we're  
 9 going to show the second part, which -- this  
 10 documentary tells the story of the school. But it  
 11 also tells the story of this school year and what  
 12 COVID has meant.  
 13 And the part that I'm hoping that we'll  
 14 get to watch is when the school comes back to  
 15 in-person learning and has a graduation.  
 16 And I don't want to give away too much  
 17 more. If you are ready, Missy, I think we can all  
 18 appreciate watching some of the beauty that this  
 19 documentary shares with us.  
 20 THE CHAIR: Thanks for that. I shared  
 21 that link -- I've shared it with as many people as  
 22 I -- as I can. And they've actually -- they've done  
 23 a really great job.  
 24 They were on local Albuquerque; they've  
 25 been interviewed. And so that pieces of this have

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1 been shared far and wide. But it is; it's a  
 2 remarkable piece.  
 3 MS. MISSY BROWN: I'm getting a message  
 4 that it's not supported. I'm going to just try the  
 5 regular sharing of my screen instead of the advanced  
 6 sharing of my screen. So I will have to be told if  
 7 the volume is okay.  
 8 Volume?  
 9 MS. BEVERLY FRIEDMAN: Needs to be louder.  
 10 COMMISSIONER CARRILLO: Could we show it  
 11 later when we have no technical problems? Because I  
 12 have no sound at all.  
 13 THE CHAIR: I don't have any sound either.  
 14 COMMISSIONER CARRILLO: We can come back  
 15 to this later, like under PEC Comments or something.  
 16 MS. MELISSA BROWN: I will try to get a  
 17 file that won't be rejected.  
 18 COMMISSIONER CARRILLO: Okay. Is that all  
 19 right, Chair Gipson?  
 20 THE CHAIR: That's perfectly fine.  
 21 DIRECTOR CORINA CHAVEZ: Commissioners, I  
 22 would like to request that we take a break, then, as  
 23 I was counting on the time that we had to watch that  
 24 video to cue up the next item. Is that okay?  
 25 THE CHAIR: Sure.

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

70	<p>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.</p> <p>4 Thank you, Missy.</p> <p>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.</p> <p>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.</p> <p>14 We had five PED presenters.</p> <p>15 I think the most educational one -- one of 16 the most educational ones was from Melanie Granito 17 about the Safe Schools plans.</p> <p>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.</p> <p>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.</p>	72	<p>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.</p> <p>6 Any questions about the conference or the 7 roundtable?</p> <p>8 COMMISSIONER VOIGT: I have one.</p> <p>9 THE CHAIR: Sure. Commissioner Voigt?</p> <p>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?</p> <p>15 MS. MISSY BROWN: Thank you, Commissioner 16 Voigt. I'm working on that as well.</p> <p>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.</p> <p>24 DIRECTOR CORINA CHAVEZ: Thank you, 25 Commissioner Voigt. We missed seeing people in the</p>
71	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>25 And we definitely will be following up</p>	73	<p>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.</p> <p>4 Commissioner Gipson, were you going to say 5 something?</p> <p>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.</p> <p>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.</p> <p>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.</p>

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

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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1 just one person away from getting completed. So  
 2 there's a variety.  
 3 And so next year, we are going to be  
 4 sharing our tracker for each school with the schools  
 5 through Google Doc. And I'll just take the  
 6 opportunity to -- yeah -- to tell Commissioner  
 7 Taylor that he is complete with his training.  
 8 COMMISSIONER VOIGT: I heard that. And I  
 9 think that's great. And it's unfortunate that that  
 10 one school has four. Not one. Four. But, yeah,  
 11 there has to be, yeah, some oversight and monitoring  
 12 behind that. So thanks a lot, Missy.  
 13 THE CHAIR: Thanks.  
 14 Commissioner Burt?  
 15 COMMISSIONER BURT: Thanks. I was just  
 16 going to make a suggestion that we can maybe -- it  
 17 seems like we're getting pretty far into a  
 18 discussion. And I don't know if -- I definitely am  
 19 not prepared to talk about it. Wonder if we could  
 20 put it on a Work Session for the next month and go a  
 21 little bit deeper into this.  
 22 It just seems like we're going -- we're  
 23 going pretty far into it without much preparation.  
 24 THE CHAIR: Sure.  
 25 DIRECTOR CORINA CHAVEZ: Commissioner

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1 Burt, Chair Gipson, thank you. I just wanted to  
 2 give you a quick -- on that. I also think, as we  
 3 are entering into many opportunities for input on  
 4 the Performance Framework, it seems to me that this  
 5 is an Organizational Performance Indicator that we  
 6 could take into consideration as we have those  
 7 listening sessions and we think about any sort of  
 8 adjustments to your Performance Framework.  
 9 THE CHAIR: I apologize.  
 10 Commissioner Carrillo?  
 11 COMMISSIONER CARRILLO: So I would agree  
 12 it can be part of the Performance Framework. I  
 13 would not put it on a Work Session, because this  
 14 limits us to not voting on it the following day. I  
 15 don't think this is something that would take that  
 16 much time. I would suggest having it on the regular  
 17 agenda for either July or August.  
 18 And, basically, we just set the boundaries  
 19 around, if you're going to be on a governing board  
 20 this is what you have to do; these are the dates you  
 21 have to do it by; and if don't do it by these dates,  
 22 your school is going to be found in default.  
 23 And then there needs to be a consequence.  
 24 Because I know it's just the one school that has  
 25 four that didn't and one that did. That is

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1 absolutely unconscionable.  
 2 And I would say that because school board  
 3 members all over the state have to earn credits and  
 4 certifications every year. I think we should  
 5 include in this that we should have to earn  
 6 certifications and credits every year. And,  
 7 absolutely, we need to hold these governing board  
 8 members, their feet, to the fire, and then as well  
 9 the head learners or administrators at those  
 10 schools, for making sure this is followed up on.  
 11 I would say not a Work Session, because it  
 12 limits a vote to the following month. I would say  
 13 this is something that could be knocked out in 30,  
 14 40 minutes in a regular meeting.  
 15 THE CHAIR: Well -- and I'm going to say I  
 16 agree with what you're saying. If there's action  
 17 that certainly is decided to be taken, it needs to  
 18 be on the agenda.  
 19 We certainly have the ability, through the  
 20 Intervention Ladder, to send a Letter of Concern to  
 21 the school, outlining our -- you know, our concern  
 22 about their board members not being up-to-date, and  
 23 that, of course, ultimately could lead to a breach  
 24 of contract if the school does not actively pursue  
 25 that training.

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1 If it is going to go -- changes to the  
 2 Performance Framework are being looked at in a  
 3 larger sense, so that that action would be taken  
 4 later on when we're looking at what other items we  
 5 may be adding in regards to that. But we could  
 6 certainly ask for a list of those schools and have  
 7 it as an action item.  
 8 And if the determination of the Commission  
 9 is that a Letter of Concern be issued to whichever  
 10 of those schools, we can certainly do that.  
 11 COMMISSIONER CARRILLO: In following up  
 12 with what you're saying, I would say, based on what  
 13 Corina said, yes, this needs to be a line item in  
 14 the Performance Framework as to, you know, seriously  
 15 Does Not Meet, or, you know, red, yellow, green, all  
 16 that.  
 17 In keeping with -- in following up with  
 18 what Chair Gipson said, I would request now that the  
 19 CSD please send all of the Commissioners an updated  
 20 list on board member certification status for each  
 21 of the charter schools that we have so that we can  
 22 get a sense of the gravity of the challenge and what  
 23 we need to meet in terms of a solution.  
 24 THE CHAIR: Okay. And can I also ask that  
 25 the -- it might be helpful for Commissioners to see

<p style="text-align: right;">86</p> <p>1 a copy of the rule?  2 COMMISSIONER VOIGT: Madam Chair?  3 And as Missy Brown stated, that there is  4 going to be full transparency, Commissioner  5 Carrillo, around the governing board training status  6 through the Google Docs that's coming out. So we'll  7 be able to see that.  8 THE CHAIR: Thanks. And appreciate that,  9 Missy.  10 Okay.  11 DIRECTOR CORINA CHAVEZ: Okay.  12 Commissioners, I just want to end my report by just  13 expressing gratitude for you all being my partners  14 in this work with State-chartered schools, and,  15 again, for all of the team of the Charter Schools  16 Division, my colleagues at the PED, as we are  17 closing out this school year.  18 It's been a tough school year. It's been  19 one with many challenges. And I know that everybody  20 is keeping the students in their minds and in their  21 hearts. And so I just want to express my gratitude  22 for that.  23 And I am -- conclude my presentation.  24 THE CHAIR: Okay. Thank you so much. We  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  2 process.  3 It meant that we had lots of touch points  4 with Staff and Deputy Secretary Delgado's team. The  5 RFP and procurement staff at the PED really guided  6 us through the process.  7 As I had presented to you all earlier in  8 the year, we needed to form a review committee. And  9 so that committee consisted of three members of the  10 Public Education Department and three members of the  11 Public Education Commission.  12 So it was me and my colleagues Melissa  13 Sanchez and Brigette Russell, as well as the three  14 members of the Executive Committee of the PEC. And  15 we followed the process that is required for the  16 RFP.  17 And so we -- we posted the RFP on the  18 PED's website. There were -- there were some  19 offers. The review team met, utilized a rubric, and  20 went through all of the requirements.  21 But at this point, an offer has not been  22 made. And I have since learned that -- in a sense  23 we're between a rock and a hard place with the  24 procurement policy requiring that we not disclose  25 any information. We all signed confidential</p>
<p style="text-align: right;">87</p> <p>1 Possible Action on the Public Education Commission  2 Attorney Contract.  3 And I am going to turn it over to the  4 Director, once again, for her to give an update.  5 DIRECTOR CORINA CHAVEZ: Thank you, Chair  6 Gipson. And Missy Brown is patching in Deputy  7 Secretary Adan Delgado, who is in the -- in the  8 meeting.  9 I just want to start by letting the  10 Commissioners know that the request for proposals  11 for the Public Education Commission Legal  12 Representation RFP was released May 10th. I gave a  13 presentation to you all at one of the Work Sessions  14 earlier that talked about the process.  15 The proposals were due May 22nd. I'm  16 holding the packet -- you guys can't really see it.  17 But it is probably 70 pages long. It is a very  18 detailed process.  19 It was a new process for me. Karen  20 Woerner was going to be the manager of the process.  21 And during that period of time, she -- she decided  22 she would leave us.  23 And so my colleague, Debbie, stepped in  24 and was learning the process and managing the  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  2 information about the number of offers, who made an  3 offer, what they put in their offer, the scores that  4 were generated. None of that information can be  5 made public until an offer is made for a contract  6 between the -- the person who would be awarded and  7 and the Public Education Department.  8 This process is a little unfortunate,  9 because it means that the Public Education  10 Commission, as a whole, therefore, may not engage in  11 public conversations or even -- even conversations  12 in -- in Executive Session to talk about the offer  13 and who we're looking to make an award to.  14 So that is where we're at right now. It  15 has been something that both Chair Gipson and I have  16 been, you know, practically pulling our hair out as  17 a result of, because it's really difficult.  18 I understand that the last time that the  19 PEC went through this process, maybe there was a  20 different process that was followed, such that the  21 entire Commission was able to either meet the  22 candidates or question or weigh in or vote prior to  23 an award being made; or maybe it was after the award  24 was made. I was not here, and I do not know.  25 But we had hoped that that was the case.</p>

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1 And as part of our process, we understood that that  
 2 was not going to happen.  
 3 So that's where we are today. I have  
 4 invited Deputy Secretary Adan Delgado to be here to  
 5 be able to offer any responses to questions you all  
 6 have about the RFP process and how critical it is  
 7 that we not violate Procurement Code. And so I  
 8 would open up to the Commission any questions.  
 9 THE CHAIR: Commissioner Carrillo?  
 10 COMMISSIONER CARRILLO: So please correct  
 11 me if I'm wrong. So what I'm hearing you say -- and  
 12 I know, just from experience in other boards, that  
 13 there are a lot of hoops to jump through. And it's  
 14 very, very challenging.  
 15 But so what I'm hearing is that the six of  
 16 you, the three from the PEC and the three from  
 17 PED -- and if you can't answer me, just say so --  
 18 that you, likely, between the six of you, have a  
 19 recommendation in mind. But because of the  
 20 different rules that are in place, you're not  
 21 allowed to let us -- I have a follow-up, too --  
 22 you're not allowed to let us know that  
 23 recommendation or to have us in any way meet, A,  
 24 this person in any way; is that correct?  
 25 DIRECTOR CORINA CHAVEZ: That is correct,

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1 Commissioner Carrillo.  
 2 COMMISSIONER CARRILLO: Okay. So then  
 3 what we need to do is -- I'm hearing this, because  
 4 it's a strange process -- is as -- we need to -- it  
 5 sounds like we need to entrust our Executive  
 6 Committee and the PED's recommendation, so that  
 7 they're able to make an offer. And then -- and if  
 8 it's accepted, then at that time, we would meet the  
 9 recipient of that offer; is that correct?  
 10 DIRECTOR CORINA CHAVEZ: Absolutely. I  
 11 would be happy to invite the awardee to any sort of  
 12 a session. After we have made the award is when we  
 13 could disclose more information, and you would be  
 14 able to meet the awardee and ask questions of the  
 15 awardee.  
 16 COMMISSIONER CARRILLO: Okay. So I would  
 17 say --  
 18 THE CHAIR: But the award will have  
 19 already been made.  
 20 COMMISSIONER CARRILLO: So I would say,  
 21 for me -- obviously, the way this is all set up,  
 22 it's a big leap of faith for seven of us on the  
 23 Commission that aren't on the Executive Committee,  
 24 of course, and a leap of faith in entrusting the  
 25 committee members from PED who are involved.

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1 But serving with these people and then,  
 2 you know, saying that, "Okay, you're going to be on  
 3 this committee to do this search," I'm comfortable  
 4 personally with taking that leap of faith so that we  
 5 could move the process along, make the offer.  
 6 Whether or not this person is going to  
 7 accept the offer, that's -- we'll see. And then  
 8 after that, we can meet this person. Because I  
 9 think, in the worst of all circumstances, this gets  
 10 put off to July and then August. And, I mean, it's  
 11 not as though we're in critical trouble on the legal  
 12 side. But we do need counsel.  
 13 And so I personally would be comfortable  
 14 with what process has happened so far. Thank you.  
 15 THE CHAIR: Sorry. Commissioner Robbins?  
 16 COMMISSIONER ROBBINS: Yeah. I -- I guess  
 17 what I heard was the RFP was issued on May 10th and  
 18 it was closed on May 24th. That seems to me to be a  
 19 very short time frame for a response for an RFP for  
 20 someone who is going to represent us in dealing with  
 21 over 50 charter schools. A very limited time frame.  
 22 And I'm concerned that that was done.  
 23 Because a lot of times, you'll have a 30- to 45-day  
 24 time frame. Even for auditors, my past experience  
 25 is we had a 30- to 45-day opening from the time the

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1 RFP was issued for a proposal to be received.  
 2 Two weeks is very, very short time,  
 3 because you're asking a prospective awardee to  
 4 prepare, submit a proposal in a very short period of  
 5 time. And how comprehensive that proposal can be  
 6 made is -- is -- and be evaluated properly, I just  
 7 have concerns.  
 8 And I also have concerns that we're being  
 9 asked -- because it says "possible voting" -- we  
 10 don't know any information, what the background,  
 11 experience of the potential awardee is.  
 12 Or you said an offer has been made. I  
 13 heard that. But we don't know anything.  
 14 And, you know, I just -- I am very, very  
 15 concerned that if we have to approve a contract, we  
 16 don't know anything of what's in that contract and  
 17 what the limitations the contract will place on the  
 18 individual when there are differences between PED  
 19 and PEC.  
 20 THE CHAIR: Okay. So -- because I was  
 21 here through the first process, I can answer to part  
 22 of the -- the first part of the concern.  
 23 This is the same time frame for the RFP  
 24 advertising as it was the last time. So that isn't  
 25 any different. I hear the -- your concern about the

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

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

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

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

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

<p style="text-align: right;">114</p> <p>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.</p>	<p style="text-align: right;">116</p> <p>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.</p>
<p style="text-align: right;">115</p> <p>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</p>	<p style="text-align: right;">117</p> <p>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.</p>

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>

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

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

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>

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

<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>

<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>

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

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

<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>

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

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

<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>

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

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

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

<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>

<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>

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

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

198	<p>1 THE CHAIR: Dr. Campbell, my only question</p> <p>2 is I guess there was the concern that there was</p> <p>3 difficulty in finding a special ed teacher this time</p> <p>4 around. And I know you've got -- if granted, you've</p> <p>5 got additional -- you've got time to be able to find</p> <p>6 that.</p> <p>7 So, you know, that's, to me, just to</p> <p>8 highlight that that -- I'm sure for you it's going</p> <p>9 to be a priority?</p> <p>10 DR. JERON CAMPBELL: It's already handled.</p> <p>11 THE CHAIR: Thanks. Appreciate it.</p> <p>12 DR. JERON CAMPBELL: A gentlemen just</p> <p>13 accepted the offer. He's got three or four</p> <p>14 certifications, including administration. So I just</p> <p>15 got a couple of heavy-hitters that were, like,</p> <p>16 multiple-certified. His majority (indiscernible) is</p> <p>17 special education. He will handle all special</p> <p>18 education for us starting next year.</p> <p>19 THE CHAIR: Okay. Great. Thanks.</p> <p>20 Appreciate it. Okay.</p> <p>21 Commissioner Burt?</p> <p>22 COMMISSIONER BURT: Commissioner Armijo?</p> <p>23 COMMISSIONER ARMIJO: Yes.</p> <p>24 COMMISSIONER BURT: Commissioner Burt,</p> <p>25 "No."</p>	200	<p>1 guitar players.</p> <p>2 COMMISSIONER VOIGT: I want to wish you</p> <p>3 good luck going forward. And I look forward to</p> <p>4 hearing more good things.</p> <p>5 THE CHAIR: Thanks.</p> <p>6 DR. JERON CAMPBELL: Thank you, everyone.</p> <p>7 THE CHAIR: Take care.</p> <p>8 COMMISSIONER CARRILLO: Thank you.</p> <p>9 THE CHAIR: So the next on our agenda is</p> <p>10 La Tierra Montessori School of the Arts and</p> <p>11 Sciences.</p> <p>12 DIRECTOR CORINA CHAVEZ: Commissioners,</p> <p>13 while Dylan is bringing on the La Tierra staff, I</p> <p>14 want to point out that in your materials, you will</p> <p>15 see that the proposal to expand grade level for</p> <p>16 La Tierra is an action that is reversing an action</p> <p>17 to remove the grade levels that they once had.</p> <p>18 So La Tierra Montessori Arts and Sciences</p> <p>19 is requesting to add Grades 7 and 8. Currently,</p> <p>20 they have K through 6. The board voted to remove 7</p> <p>21 and 8 in School Year '18-'19 because of staffing</p> <p>22 challenges. And they have since felt like they</p> <p>23 would like to bring back their seventh- and</p> <p>24 eighth-graders. I will let them certainly speak as</p> <p>25 to why.</p>
199	<p>1 Commissioner Carrillo?</p> <p>2 COMMISSIONER CARRILLO: Yes.</p> <p>3 COMMISSIONER BURT: Commissioner Chavez?</p> <p>4 (No response.)</p> <p>5 THE CHAIR: I don't see him.</p> <p>6 COMMISSIONER CHAVEZ: I said "No."</p> <p>7 THE CHAIR: Oh, sorry. There you go.</p> <p>8 COMMISSIONER BURT: Commissioner Gipson?</p> <p>9 THE CHAIR: You know, I'm -- this is --</p> <p>10 this is really a tough one for me. Because I</p> <p>11 support the school wholeheartedly. But I have -- I</p> <p>12 have concerns about what this could mean, but my</p> <p>13 heart goes with "Yes."</p> <p>14 COMMISSIONER BURT: Commissioner Manis?</p> <p>15 COMMISSIONER MANIS: Yes.</p> <p>16 COMMISSIONER BURT: Commissioner Robbins?</p> <p>17 COMMISSIONER ROBBINS: Yes.</p> <p>18 COMMISSIONER BURT: Commissioner Taylor?</p> <p>19 COMMISSIONER TAYLOR: Yes.</p> <p>20 COMMISSIONER BURT: Commissioner Voigt?</p> <p>21 COMMISSIONER VOIGT: Yes.</p> <p>22 COMMISSIONER BURT: All right. The motion</p> <p>23 passes, seven-to-two.</p> <p>24 THE CHAIR: Thanks. Thank you so much</p> <p>25 always for your time. And it was great to see the</p>	201	<p>1 We do have a record of performance for</p> <p>2 this school. And it's indicated and highlighted for</p> <p>3 you in the Executive Summary. You'll see that the</p> <p>4 school has mostly Meets and is Working to Meets on</p> <p>5 their academic -- I mean, excuse me -- I mean on</p> <p>6 their Performance Framework.</p> <p>7 There's a couple of Does Not Meet and that</p> <p>8 comes from a process in place for identifying</p> <p>9 English Learners and ensuring that those English</p> <p>10 Learners are well-served and coded correctly within</p> <p>11 the S.T.A.R.S. -- within the S.T.A.R.S. system,</p> <p>12 which has been a challenge for many schools.</p> <p>13 And so I hope that, as part of the</p> <p>14 questions today, you'll be able to glean from the</p> <p>15 school the processes that they are now currently</p> <p>16 using to make sure that the school is -- is clear on</p> <p>17 that process.</p> <p>18 So I will ask the La Tierra Montessori --</p> <p>19 well, actually, I'll turn it back over to you,</p> <p>20 Commissioner Gipson.</p> <p>21 MR. DYLAN WILSON: Real quick. Amy</p> <p>22 Larsen, is there anyone else that you want to be</p> <p>23 here? I see Willie Williams is in the attendees.</p> <p>24 Is he wanting want to be on the panel?</p> <p>25 MS. AMY LARSEN: For me -- Ms. Willie</p>

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

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

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

214	<p>1 COMMISSIONER MANIS: Yes.</p> <p>2 COMMISSIONER BURT: Commissioner Gipson?</p> <p>3 THE CHAIR: Yes.</p> <p>4 COMMISSIONER BURT: Commissioner Chavez?</p> <p>5 COMMISSIONER CHAVEZ: Yes.</p> <p>6 COMMISSIONER BURT: Commissioner Carrillo?</p> <p>7 COMMISSIONER CARRILLO: Yes.</p> <p>8 COMMISSIONER BURT: Commissioner Burt,</p> <p>9 "Yes."</p> <p>10 And Commissioner Armijo?</p> <p>11 COMMISSIONER ARMIJO: Yes.</p> <p>12 COMMISSIONER BURT: That passes,</p> <p>13 nine-zero, unanimously.</p> <p>14 THE CHAIR: So congratulations. Glad</p> <p>15 you're whole again.</p> <p>16 MS. ANGELA FEATHERS: Thank you.</p> <p>17 MS. AMY LARSEN: On behalf of our board,</p> <p>18 we thank you all, the Commissioners, so much for</p> <p>19 giving us this opportunity. And on behalf of all</p> <p>20 the families, they'll be definitely excited to hear</p> <p>21 this. So thank you so much. We really appreciate</p> <p>22 it.</p> <p>23 THE CHAIR: All right. Have a good</p> <p>24 summer.</p> <p>25 And we are now on for the final amendment</p>	216	<p>1 feel free at this time, anything you want to</p> <p>2 highlight.</p> <p>3 MS. TRACI FILISS: Thank you,</p> <p>4 Commissioner. Just -- I saw a note at the bottom</p> <p>5 asking if we have anybody else. Oh, now I see the</p> <p>6 Chat box. Sorry, I missed that.</p> <p>7 I do have our business manager, Deanna,</p> <p>8 and Elizabeth LeBlanc. So if they could be allowed</p> <p>9 in, that would be great if there are any questions.</p> <p>10 But, Madam Chair and members of the</p> <p>11 Commission, we just really appreciate the</p> <p>12 opportunity to bring this forward to you. As</p> <p>13 mentioned, Taos Academy does very well, has done</p> <p>14 very well for many years. But specifically, we are</p> <p>15 a hybrid school. And we've been a hybrid school for</p> <p>16 12 years.</p> <p>17 And our students did extremely well over</p> <p>18 the COVID. We really -- our students really didn't</p> <p>19 have learning loss. They went through the</p> <p>20 curriculum, and, with our teachers, just like they</p> <p>21 would in a normal school year, they performed</p> <p>22 extremely well. We -- we do very well.</p> <p>23 So a couple of things. One is our waiting</p> <p>24 list continues to rise even past where we were a few</p> <p>25 weeks ago, when I believe -- when I pulled the data</p>
215	<p>1 request, and that's for an enrollment increase for</p> <p>2 Taos Academy. So we need to bring Traci in.</p> <p>3 DIRECTOR CORINA CHAVEZ: I think</p> <p>4 Ms. Filiss is in.</p> <p>5 Commissioners, the amendment request is</p> <p>6 for the cap. So Taos Academy currently has a cap of</p> <p>7 250 students, and it's requesting a cap for</p> <p>8 300 students. I know that the school maintains a</p> <p>9 lottery. And there's many students on the list.</p> <p>10 And when we look at the school's</p> <p>11 Performance Framework, we see that the school is</p> <p>12 either Meets or Working to Meet on all of the</p> <p>13 indicators that we have been able to -- to track.</p> <p>14 And that's true for most of the charter term. There</p> <p>15 is just one exception to that. But you see a lot of</p> <p>16 green on that chart.</p> <p>17 The board met to discuss this. And I will</p> <p>18 turn it back over to Chair Gipson if -- I guess if</p> <p>19 the Commission were to ask me do I recommend</p> <p>20 approval, I would say yes.</p> <p>21 THE CHAIR: So, Traci, good to see you</p> <p>22 again and again and again. Thanks for hanging in</p> <p>23 there today with us. We -- we certainly appreciate</p> <p>24 your time.</p> <p>25 So anything that you want to add, please</p>	217	<p>1 for you guys. We get calls every day, and</p> <p>2 especially to our high school. So our high school</p> <p>3 is considered -- is recognized as an early college</p> <p>4 high school. So that means students can, of course,</p> <p>5 take classes out at UNM. And it's a really strong</p> <p>6 program for us.</p> <p>7 And especially during COVID, it was -- it</p> <p>8 continued to be very strong, and students are</p> <p>9 wanting the opportunity to be able to join us</p> <p>10 specifically for early college high school.</p> <p>11 And so the ninth-grade class, I believe</p> <p>12 when I wrote this, was -- we had a waiting list</p> <p>13 of -- was it 27? Well, anyway, it continues to</p> <p>14 grow. Every day, we're getting more and more.</p> <p>15 The -- the other -- let's see. Well, yes.</p> <p>16 Our waiting list continues to grow. And to be</p> <p>17 honest with you, I want to apologize directly to</p> <p>18 Commissioner Gipson. I realized that I wanted this</p> <p>19 to happen. And it was -- we -- the application was</p> <p>20 done in May, pushed our board minutes to have to</p> <p>21 happen in a special meeting.</p> <p>22 But the truth is when you guys talk about</p> <p>23 heart, when I have kids walk in my front of my</p> <p>24 building and beg me to let them in or parents</p> <p>25 calling in tears because their kids have failed out</p>

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

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

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

<p style="text-align: right;">230</p> <p>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?"</p>	<p style="text-align: right;">232</p> <p>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.</p>
<p style="text-align: right;">231</p> <p>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</p>	<p style="text-align: right;">233</p> <p>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</p>

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1 receiving funding from the Rural Library Endowment  
2 is based on the current population rather than when  
3 the library was established. And once eligible, a  
4 library will remain eligible, even if their  
5 population subsequently increases above 3,000.

6 So I just thought, again, that was really  
7 good legislative work going on here; all in all,  
8 just positive across the board.

9 There was one more thing I highlighted.

10 And it was -- here we go. Bookmobiles.  
11 Bookmobile staff were unable to travel due to  
12 restrictions from COVID. But from January to March  
13 2021, they continued providing books by mail and  
14 responding to patrons interested in E-books.

15 I thought it was really just good work all  
16 the way across the board from the Library  
17 Association -- or Commission -- and I'm really  
18 excited to be on that Commission. Appreciate it.  
19 If anybody wants it, I can provide you the ten-page  
20 report. It's a good read. Good information.

21 THE CHAIR: I really appreciate this. We  
22 had a short time in when we had a Commissioner that  
23 was serving, who asked, "Why are we on this? We  
24 shouldn't be on this. Somebody else should be on  
25 this and not the Commission." And this obviously

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1 make that trip happen, because they were waiting to  
2 see if enough members of the board would be  
3 interested in participating. So it's going to be a  
4 hybrid meeting, where I think some are in Santa Fe  
5 and then, obviously, some will be on the call. So  
6 that's it on my end.

7 THE CHAIR: Okay. Thanks for the update,  
8 and thanks, everyone.

9 So we're on to Item No. 13, which is  
10 Report from the Chair.

11 We have the update on the input hearing,  
12 so we're set for the 23rd. So looking forward to  
13 that.

14 And, once again, encourage Commissioners  
15 to get on the website and to access those new  
16 applications, because it really is important.

17 I've already told you that I attended the  
18 LFC. We've spent a lot of time, I guess, dealing  
19 with, I think, primarily, the issues around the  
20 attorney contract through this time period.  
21 Hopefully, we can move forward in a really positive  
22 manner.

23 I'd like to take this opportunity to thank  
24 Ami. There's probably been no one who has advocated  
25 better for her client professionally and ethically.

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1 goes back to when we were the State School Board.

2 So we appreciate the ongoing support with  
3 them, because I think it is important. And I think  
4 a lot of our charters, in particular, especially  
5 when we're looking at those new connectivity issues  
6 and support, I think a lot of our charters might be  
7 able to partner with libraries to help with that and  
8 gain access.

9 So I think that's -- I hope that's going  
10 to be important. So thanks for that.

11 And, Commissioner Manis, I see you're  
12 back. So you want to update us with NMPSIA?

13 COMMISSIONER MANIS: Sure. We really  
14 didn't have anything that was out of the order as  
15 far as, like, routine matters that we had to vote on  
16 for benefits and risk; just the regular normal  
17 things that come on our agenda.

18 The only thing that I would say that we're  
19 kind of excited about is that we're going to be able  
20 to have our first face-to-face meeting in July. And  
21 we have that tentatively planned for Santa Fe. They  
22 had scheduled last year that that was going to be in  
23 Ruidoso. But they actually scheduled it for  
24 Santa Fe.

25 So we'll see if we're going to be able to

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1 So I really want to thank --

2 COMMISSIONER ROBBINS: Absolutely.

3 THE CHAIR: -- for the time and effort  
4 and energy and the access that she has afforded us  
5 as a client .

6 So I really do appreciate everything that  
7 you've done. I wanted to say a big thank-you.

8 COMMISSIONER ROBBINS: Thank you.

9 THE CHAIR: Is Matt -- I saw Matt on  
10 before. I didn't -- I don't know if he's still with  
11 us so we can do -- oh, I'm sorry. The next one  
12 actually is Charter School Advisory. And I don't  
13 know if Mike Ogas is here. I didn't see --

14 DIRECTOR CORINA CHAVEZ: Chair Gipson, he  
15 is not. So let's let Matt Pahl in.

16 THE CHAIR: Okay. Thanks.

17 MR. MATT PAHL: Hi, everyone.

18 THE CHAIR: Good afternoon.

19 MR. MATT PAHL: Madam Chair, can I get  
20 started? Or would that --

21 THE CHAIR: Yeah. You're good.

22 MR. MATT PAHL: Thanks, Madam Chair. And,  
23 you know, I won't belabor too much on the  
24 roundtables and the conference from PED. But they  
25 were both great events. And really appreciate

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

<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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1 COMMISSIONER TAYLOR: Yeah, Matt. I just  
2 want to say that I always enjoy your very  
3 informative and -- presentations. I appreciate your  
4 passion with which you do your work and the way that  
5 you present things. So I -- that's one thing.

6 The other thing I wanted to ask was  
7 those -- those, like, strategic planning efforts  
8 that you're providing, are those -- are those  
9 available just to the State-authorized charter  
10 schools? Or are those district-authorized charter  
11 school, are they able to take -- take advantage of  
12 those?

13 MR. MATT PAHL: Yeah. Any charter school  
14 can take advantage of the strategic planning  
15 workshops.

16 COMMISSIONER TAYLOR: Okay.

17 MR. MATT PAHL: For the board training,  
18 the in-person coaching, we're making that available  
19 to our members only right now, just because we're  
20 keeping it small. But, yes.

21 COMMISSIONER TAYLOR: Okay.

22 THE CHAIR: Commissioner Voigt?

23 COMMISSIONER VOIGT: Thank you. Hi, Matt.  
24 It's great to see that embedded board training.  
25 It's so much more relevant. It's more authentic.

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1 Then we are able to commit to going to  
2 four board meetings, at which point we actually  
3 deliver content like you'd see at a normal training,  
4 but also work with the board towards meeting their  
5 objective, which can be in a lot of different  
6 places.

7 And then at the end, we -- we kind of have  
8 a closure meeting, you know. If it was a strategic  
9 plan, we review the strategic plan together to make  
10 sure they feel okay.

11 So a board could do this year in and year  
12 out for the next handful of years and progress in  
13 many different ways as they move forward here.

14 If we haven't been able to touch on topics  
15 that are within the rule, then we're able to give  
16 them the asynchronous online training, which we  
17 include in the cost. So that's kind of -- sometimes  
18 you can't control where the board goes necessarily,  
19 why I always hit the OMA and the finance as a result  
20 of the budget process.

21 But sometimes we don't hit on things, and  
22 then we are -- we do have kind of that backup in the  
23 case that we don't naturally get to some of the  
24 topic areas.

25 Did that answer your question, Vice Chair?

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1 But every board has different dynamics and different  
2 procedures in their operations and different  
3 thinking. So having that embedded board training is  
4 really, really smart to do.

5 And I was just curious. So I know you  
6 have staff and contractors or whoever that's doing  
7 that. What's the longevity of that? I mean, how  
8 long would your board trainers be able to sit with  
9 boards, you know? For, like, what duration, you  
10 know, to make that so -- to make that meaningful?

11 MR. MATT PAHL: Yeah. That's a great  
12 question. And, first, I have to say that, you know,  
13 this is -- you guys know her, Kelly Callahan, this  
14 is her brainchild. And she's really made it into  
15 what it is. So let me go one step deeper into how  
16 we do the work.

17 We sit down with the board, sometimes it's  
18 just the board chair and the executive director, and  
19 say, "What's the focus here? What do you want to  
20 work towards for the next -- for the next year?"

21 Sometimes it's the evaluation of the  
22 executive director. Sometimes it's a project like a  
23 future growth plan for the school. They get to kind  
24 of personalize some of that training within -- in  
25 that space. So we start with a meeting like that.

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1 COMMISSIONER VOIGT: It did. And too bad  
2 you can't just clone about 20 Kellys.

3 THE CHAIR: Yeah.

4 MR. MATT PAHL: Agree.

5 COMMISSIONER VOIGT: Yeah. Take care.  
6 Thanks.

7 THE CHAIR: Okay. Thanks, Matt. Truly  
8 appreciate the update. It was good to see you in  
9 person.

10 MR. MATT PAHL: Agree.

11 THE CHAIR: Take care. Thank you.

12 MR. MATT PAHL: Thanks, everyone.

13 THE CHAIR: So we are now on to Item  
14 No. 14, which is PEC Comments.  
15 Commissioner Voigt?

16 COMMISSIONER VOIGT: Oh, thank you. I  
17 really don't have anything. But I did want to  
18 extend my appreciation to Ami for serving the Public  
19 Education Commission for the -- since I've been on.  
20 And I learned a lot. And your great advocacy and  
21 your knowledge behind what you do has been really  
22 meaningful to me and very valuable. Thank you.

23 THE CHAIR: Thanks. Commissioner Taylor?

24 COMMISSIONER TAYLOR: Yeah. I just want  
25 to say I'm really excited to see how our students

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

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1 where they need to be. But we know that. And we're  
 2 going to get the kids there. You know, it's just  
 3 not going to happen, you know, overnight, and it's  
 4 probably not even going to happen in one year.  
 5 However, what kids learned this year was a  
 6 plus, you know. It -- the glass was definitely  
 7 half-full and not half-empty. So that's all I have  
 8 to say.  
 9 Thank you.  
 10 THE CHAIR: Thank you.  
 11 Commissioner Manis?  
 12 COMMISSIONER MANIS: I just wanted to say  
 13 thanks to Ami and thanks for -- to the Commission  
 14 and all those who presented. It was a good meeting.  
 15 Thank you.  
 16 THE CHAIR: Okay. Thanks. Just a  
 17 reminder on the calendar, because it still does say  
 18 the 19th through the 23rd; but it's only going to be  
 19 the 22nd and 23rd, and we will have that adjusted.  
 20 But just a reminder to folks. So that being said,  
 21 I'll entertain a motion to adjourn.  
 22 DIRECTOR CORINA CHAVEZ: Did Commissioner  
 23 Burt say words?  
 24 THE CHAIR: I'm sorry. I didn't catch  
 25 that. I'm sorry.

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1 DIRECTOR CORINA CHAVEZ: Did Commissioner  
 2 Burt have some final words?  
 3 COMMISSIONER VOIGT: Yeah.  
 4 THE CHAIR: I'm sorry. Commissioner Burt,  
 5 is there something else you need to say?  
 6 COMMISSIONER BURT: No. One thing I  
 7 wanted to say is thank you to CSD for the work that  
 8 they've done through the end of the school year. I  
 9 know it's a ridiculous time in closing out fiscal  
 10 year, to throw conferences and to host meetings and  
 11 do all these trainings and get everyone caught up  
 12 and going and all the support they're providing to  
 13 all these schools is just, like, over the top.  
 14 So I did want to say that, and I didn't.  
 15 So thanks for not listening to me the first time,  
 16 Director Chavez.  
 17 THE CHAIR: Thanks.  
 18 COMMISSIONER ROBBINS: I'll move for  
 19 adjournment.  
 20 THE CHAIR: There's a motion.  
 21 Commissioner Voigt, did you second?  
 22 COMMISSIONER VOIGT: No. But I will. I  
 23 second.  
 24 THE CHAIR: There's a motion by  
 25 Commissioner Robbins, a second by Commissioner

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1 Voigt.  
 2 Roll, please?  
 3 COMMISSIONER CARRILLO: No discussion.  
 4 COMMISSIONER BURT: No. No discussion.  
 5 THE CHAIR: The only thing I'll add is  
 6 Commissioner Voigt hit them better than most.  
 7 Okay. Roll, please?  
 8 COMMISSIONER BURT: All right.  
 9 Commissioner Armijo?  
 10 COMMISSIONER ARMIJO: Yes.  
 11 COMMISSIONER BURT: Commissioner Burt,  
 12 "Yes."  
 13 Commissioner Carrillo?  
 14 COMMISSIONER CARRILLO: Yeah.  
 15 COMMISSIONER BURT: Commissioner Chavez?  
 16 COMMISSIONER CHAVEZ: Yes.  
 17 COMMISSIONER BURT: Commissioner Gipson?  
 18 THE CHAIR: Yes.  
 19 COMMISSIONER BURT: Commissioner Manis?  
 20 COMMISSIONER MANIS: Yes.  
 21 COMMISSIONER BURT: Commissioner Robbins?  
 22 COMMISSIONER ROBBINS: Yes.  
 23 COMMISSIONER BURT: Commissioner Taylor?  
 24 COMMISSIONER TAYLOR: Yes.  
 25 COMMISSIONER BURT: Commissioner Voigt?

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1 COMMISSIONER VOIGT: Yes.  
 2 COMMISSIONER BURT: All right. Nine-zero.  
 3 that passes unanimously.  
 4 THE CHAIR: We stand adjourned. Thank you  
 5 very much. Stay cool.  
 6 (Proceedings adjourned at 3:32 p.m.)  
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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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16  
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18                                   *Cynthia Chapman*

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