

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
COMMUNITY INPUT HEARING
RIO GRANDE ACADEMY OF FINE ARTS
THRIVE COMMUNITY SCHOOL

July 22, 2021

9:00 a.m.

Via Zoom Webinar Video Teleconference

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

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1630

Albuquerque, New Mexico 87102

JOB NO.: 4952N(CC)

2	<p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3</p> <p>4 PATRICIA GIPSON, Chair</p> <p>5 GLENNA VOIGT, Vice Chair</p> <p>6 REBEKKA BURT, Secretary</p> <p>7 MELISSA ARMIJO, Member</p> <p>8 STEVEN CARRILLO, Member</p> <p>9 GEORGINA DAVIS, Member</p> <p>10 KT MANIS, Member</p> <p>11 DAVID ROBBINS, Member</p> <p>12 MICHAEL TAYLOR, Member</p> <p>13</p> <p>14 PED STAFF:</p> <p>15</p> <p>16 CORINA CHAVEZ Director</p> <p>17 Charter School/Options for</p> <p>18 Parents and Families Division</p> <p>19</p> <p>20 MISSY BROWN Technical Assistance and Support and</p> <p>21 Training Administrator</p> <p>22 Charter School/Options for</p> <p>23 Parents and Families Division</p> <p>24</p> <p>25</p>	3
4	<p>1 THE CHAIR: So, good morning, everyone.</p> <p>2 I'm going to bring to order this meeting of the</p> <p>3 Public Education Commission. This is a community</p> <p>4 input hearing for two proposed new State Charter</p> <p>5 Schools. it is Thursday, July 22nd, 2021. And it</p> <p>6 is 9:01 a.m. I'm going to ask Commissioner Burt to</p> <p>7 do roll, please.</p> <p>8 COMMISSIONER BURT: All right.</p> <p>9 Commissioner Voigt?</p> <p>10 COMMISSIONER VOIGT: Here.</p> <p>11 COMMISSIONER BURT: Commissioner Taylor?</p> <p>12 COMMISSIONER TAYLOR: Here.</p> <p>13 COMMISSIONER BURT: Commissioner Robbins?</p> <p>14 COMMISSIONER ROBBINS: Here.</p> <p>15 COMMISSIONER BURT: Commissioner Manis is</p> <p>16 not present.</p> <p>17 Commissioner Gipson?</p> <p>18 THE CHAIR: Here.</p> <p>19 COMMISSIONER BURT: Commissioner Davis?</p> <p>20 COMMISSIONER DAVIS: Here.</p> <p>21 COMMISSIONER BURT: Commissioner Chavez is</p> <p>22 not present.</p> <p>23 Commissioner Carrillo?</p> <p>24 COMMISSIONER CARRILLO: Here.</p> <p>25 COMMISSIONER BURT: Commissioner Armijo?</p>	5
2	<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 the Agenda - Not Conducted 5</p> <p>7 3 Community Input Hearing for 5</p> <p>8 Rio Grande Academy of Fine Arts</p> <p>9</p> <p>10 4 Recess Until 1:00 P.M. 118</p> <p>11</p> <p>12 5 Community Input Hearing for 119</p> <p>13 THRIVE Community School</p> <p>14 REPORTER'S CERTIFICATE 228</p> <p>15 ATTACHMENTS:</p> <p>16 1 Meeting Attendees and Panelists List</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>	3

6

1 grant the proposed charter application.
 2 According to this section of the law, the
 3 Commission may appoint a subcommittee of no fewer
 4 than three members to hold a public hearing.
 5 According to law, these hearings are being
 6 transcribed by a professional court reporter.
 7 The total time allocated to each
 8 application is approximately 90 minutes, which will
 9 be timed to ensure an equitable opportunity to
 10 present applications.
 11 During the hearing, the Commission will
 12 allow for community input about the charter
 13 application.
 14 The time for public comments will be
 15 limited to 20 minutes. If you wish to speak
 16 regarding the application -- and I do believe we've
 17 closed that off now. Correct, Missy?
 18 MS. MISSY BROWN: Correct.
 19 THE CHAIR: Okay. Thank you.
 20 The Commission chair, based on the number
 21 of requests to comment, will allocate time to those
 22 wishing to speak. If there are a large number of
 23 supporters or opponents, they are asked to select a
 24 speaker to represent common opinions. We will try
 25 to allocate an equitable amount of time to represent

8

1 school, the names of the founder of the school and
 2 any other person who is here today on behalf of your
 3 school.
 4 MR. JORDAN FRANCO: Madam Chair, the name
 5 of the proposed school is the Rio Grande Academy of
 6 Fine Arts. The founders of the school are myself,
 7 Jordan Franco, Michele Platis and Michelle
 8 Sanchez-St. Andre. We also have on our behalf Kathy
 9 McClendon, Dr. Jenn Peña, Lee Baldwin, Rebekah
 10 Runyan, Daniel Hill, Amer Child, and Susan
 11 McConnell.
 12 THE CHAIR: Okay. Thank you very much.
 13 Missy, are you timing?
 14 MS. MISSY BROWN: I am.
 15 THE CHAIR: Okay. All right. Thank you.
 16 So, Mr. Franco, whenever you are ready,
 17 you have 20 minutes. And the time will begin when
 18 you start.
 19 MR. JORDAN FRANCO: Thank you,
 20 Madam Chair.
 21 All right. And we will go ahead and start
 22 now.
 23 Madam Chair, members of the Commission, it
 24 is such a great honor to be here with you all today.
 25 It's hard to find the words to express to you all

7

1 the community accurately.
 2 The Commission will follow this process
 3 for each of our hearings today:
 4 The Commission will ask each applicant or
 5 group to be present on Zoom. They will be given
 6 20 minutes to present their application in the
 7 manner they deem appropriate. The Commission will
 8 not accept any written documentation from the
 9 applicant, but the applicant may use exhibits to
 10 describe their school, if necessary. However --
 11 we're going to leave the setup time out.
 12 Following the applicant's presentation,
 13 the local school district representatives, which
 14 include the superintendent, administrators, and
 15 board members, will be given 10 minutes to comment.
 16 Subsequently, the Commission will allow 20 minutes
 17 for public comment, as described before.
 18 All the -- all Commissioners -- we have
 19 eight Commissioners present today. Do we have
 20 everyone from the school in at this point in time?
 21 MS. MISSY BROWN: We do, Commissioner
 22 Gipson.
 23 THE CHAIR: Okay. Thank you. So I'm
 24 going to ask at this point in time that, for the
 25 record, that the applicant state the name of your

9

1 how much this journey has meant to us and how
 2 grateful we are to be given the opportunity to
 3 express our deep passion for the Rio Grande Academy
 4 of Fine Arts and the desperate need for
 5 Albuquerque's west side to have a school that is
 6 rich in the arts and arts-integrated, rigorous
 7 academics. This has been a huge dream for all three
 8 of us, as we have seen the benefits of arts and arts
 9 education with the New Mexico students and within
 10 their personal lives.
 11 MS. MICHELE PLATIS: As I have reflected
 12 on this wonderful dream, I realize I have been an
 13 arts educator my entire adult life, even before I
 14 understood what that meant. From being the toddler
 15 teacher at the Albuquerque Children's Museum to
 16 teaching art in my home and trading piano lessons
 17 for art lessons for my children, to being a parent
 18 volunteer in my children's classes, and, finally, in
 19 my own classroom I have lived and breathed teaching
 20 the arts.
 21 Arts education has played an essential
 22 role in my life, my children's lives, and my
 23 students' lives. Art has always been a way for me
 24 to express myself and help with healing in my life
 25 but as an educator, I have discovered that art is a

10	<p>1 learning pathway that allows learning to stick and 2 makes learning fun. I have seen students learn 3 measurement through one-point-perspective drawing 4 and learn the Bill of Rights through creating a rap. 5 I have learned to love science myself, 6 because I taught science through the arts. And I 7 believe that all students deserve the best 8 education, and that includes a rigorous 9 arts-integrated learning experience. 10 MR. JORDAN FRANCO: Michelle, you're on 11 mute. 12 MS. SANCHEZ ST. ANDRE: Okay. Here we go. 13 Thank you. Sorry. Okay. 14 I demonstrated artistic abilities early in 15 my youth, but was -- 16 (Reporter cautions speaker.) 17 MR. SANCHEZ: As an art educator, I became 18 an artist by joining the New Mexico Art Education 19 Association and eventually being on an executive 20 board as the president supporting art educators and 21 art education across the state. 22 With this experience, I learned about the 23 research supporting arts and education and how the 24 use of art contributes to the development of the 25 whole brain and the benefits to all students.</p>	11	<p>1 I want to provide an opportunity for all 2 students by opening a school with the foundation 3 rich in the arts curriculum and academic rigor. 4 MR. JORDAN FRANCO: For me as the son of 5 an immigrant father from Mexico and a mother from 6 the most impoverished beginnings, odds and 7 statistics were stacked against me. But my parents 8 taught me resilience and the arts found me and gave 9 me the drive to succeed. 10 Without stumbling into dance my sophomore 11 year of high school with a local dance company, I 12 would have never accepted a coaching position at 13 John Adams Middle School to start their first ever 14 dance school. 15 I would not have met the 80 amazing women 16 and one boy that joined my program my first year and 17 changed my life. I would not have seen them 18 transform into motivated students with dreams and 19 goals because of their desire to be a part of the 20 arts. I would not have seen them grow up into 21 successful young adults that defied the odds and 22 attended college, even though many of them were from 23 the most at-risk and impoverished circumstances. 24 I would not have become an educator and I 25 would not have pushed myself to become a school</p>
12	<p>1 leader, and, ultimately, I would not have decided to 2 push myself to my absolute limits to be here in 3 front of you today, asking you to consider this 4 incredible idea we've created. 5 The arts gave me my purpose. And my 6 purpose is to be here today and open this school for 7 all students that need it. 8 Throughout this process, we've been 9 fortunate enough to meet so many individuals from 10 New Mexico that want this for future generations. 11 With their help, we've created a video to share with 12 you to share their story of how arts transformed 13 their lives. 14 (Video plays.) 15 MR. SANCHEZ: It's time for Albuquerque's 16 west side to have a school rich in arts and 17 academics. 18 MS. MICHELE PLATIS: Let's hear from New 19 Mexicans that have benefited from an arts education. 20 MR. GILBERT SANCHEZ: I am Gilbert 21 Sanchez. I am from Albuquerque, New Mexico, 22 originally, but I currently live in New York City. 23 I am here to tell you how important the 24 arts were in my school in New Mexico. When I was in 25 kindergarten, my music teacher, Ms. Cailin, taught</p>	13	<p>1 the students this song. (Song performed.) 2 And from that moment on, I thought, "Oh, I 3 know what I want to do with my life. I want to be a 4 singer; I want to be an actor." 5 And that class changed my whole life. I 6 wanted to sing. I sang every moment of my life 7 after that. I went to high school, and with my 8 theater department in school, I did plays and 9 musicals. And I went to college and got my degree 10 in musical theater and vocal performance, and that 11 ultimately led me to moving to New York City and 12 becoming a professional actor. 13 Without arts in school, I wouldn't have 14 had that spark that led me to do that and to be 15 that. It also gave me the confidence to be who I am 16 as a Latino and a queer person and gave me a 17 community of people who also had that same spark 18 growing up with the arts in their school. 19 I don't think that people understand how 20 important it is, because even if you don't go into a 21 career in the arts, there's something about music 22 and painting and acting and all of the arts that are 23 very therapeutic, and, I think, really, really 24 important for people to have. And it would be a 25 shame for kids not to have that in schools.</p>

<p style="text-align: right;">14</p> <p>1 And I know they don't actually currently 2 have that in the schools, but I think it's super, 3 super important to do that. Thank for listening to 4 me, and I appreciate it. 5 (Video plays.) 6 MS. TENNISE LUCAS: Hi. My name is 7 Tennise Lucas, and I've been an educator for over 8 20 years. I have taught both in a classroom and in 9 a dance classroom. I have seen the amazing things 10 that art can do for young people. It helps them 11 with emotional issues; it helps them academically; 12 it helps them be able to read and do math at a very 13 more rigorous rate because of the rhythm that 14 students are subjected to in a performing arts-type 15 of a situation. 16 It helps them gain independence. It gives 17 them something to work for. It gives them something 18 to be excited about. It gives them a sense of 19 family. It gives them a sense of belonging. It 20 gives them an outlet for either maybe things that 21 are making them happy or things that are making them 22 sad. 23 They can use that as they grow up and -- 24 and use it in their lives to promote things and to 25 open other people's eyes to what's happening in the</p>	<p style="text-align: right;">15</p> <p>1 world around them. 2 It gives them critical thinking skills. 3 It gives them just so many different things. 4 When you are talking about putting 5 performing art and visual art in a school, you are 6 opening up eyes to every single job that a child 7 could -- or young person could have. 8 I am very excited to be able to see this 9 new school open, because I know that it is going to 10 do so many children and so many families such a 11 great service. 12 Thank you so much. I hope the very best, 13 and I know that the school will be a vital part of 14 this community. 15 (Video plays.) 16 MS. SAMANTHA MARTINEZ: My name is 17 Samantha Martinez. I am an occupational therapy 18 graduate student at the University of New Mexico. I 19 got my undergrad in psychology and dance 20 concentrating in flamenco at UNM. 21 I'm born and raised in Albuquerque. 22 Having an arts-based education experience in college 23 was absolutely rich. It brought so much 24 inspiration, motivation, meaning, connection to my 25 roots, community, networking, so much into my life.</p>
<p style="text-align: right;">16</p> <p>1 I couldn't imagine my life without it. It would 2 be -- I don't want to imagine my life that way. 3 I'm in full support of RioGAFA. I think 4 it'll provide a very rich experience for kids, an 5 outlet of expression. So much creativity, 6 innovation and strength will come out of this. I 7 think New Mexico needs it. So please make this 8 happen. Thank you. 9 (Video plays.) 10 MS. ECHO FINNER: Hi. My name is Echo 11 Finner. I am an arts administrator and advocate 12 from Roswell, New Mexico. I just want to pop in and 13 talk for a second about why I believe that it's 14 really important that children receive an arts 15 education early on, whether that is in the 16 performing arts, in the fine arts, a mixture of 17 both, the arts create more well-rounded human 18 beings. 19 The arts stimulate empathy and compassion, 20 which, as we all know, is very necessary in the 21 world that we live in and the world that we have 22 created and that we need to bear in mind going 23 forward. 24 But also when you receive an arts 25 education in your early years, it doesn't mean that</p>	<p style="text-align: right;">17</p> <p>1 you are training to become a professional artist, 2 not that there's anything wrong with that. But if 3 we look at the engineers and the designers who 4 create our favorite Apple products, that streamlined 5 look, those are artists. The people who design our 6 cities, our walkways, our parks, those are artists. 7 If we look at the architecture around us, 8 those are artists. And not only that, but also the 9 arts and culture sector, people who work in the arts 10 and culture sector provide more to every other 11 sector in business and commerce than any other 12 sector because of our varied skills and interests. 13 When you are learning to be an artist, 14 when you are learning to think creatively, to think 15 critically, and also to present projects, to present 16 your work, it teaches you to be brave. And I think 17 that ties in really closely with this idea of 18 stimulating empathy. 19 But there are a few things that are more 20 important than being able to advocate and stand up 21 for yourself and also being willing and able to 22 stand up for other people. 23 (Video plays.) 24 MS. JUDY BELLA: Hello. My name is Judy 25 Bella. I am the tenth-ranked woman poet in the</p>

<p style="text-align: right;">18</p> <p>1 world and the author of Big Feelings. I am also a 2 Push Cart Prize Nominee and a bunch of other stuff. 3 The arts changed my life. When I was 4 really young, when I was 16, I stumbled into a 5 poetry slam that was being offered by a community 6 organization, and that changed the course of my life 7 forever. And I kept writing poems, and it pushed me 8 to be a better, more complex artist and to tell my 9 stories and to encourage other people to tell their 10 stories. 11 I've toured all the country. I've written 12 two books. I am a competitive slam poet, and it's 13 been eleven years. So that is really exciting, and 14 I can only hope that other young people get 15 opportunities like this so that they can know that a 16 career in the arts is viable and important and that 17 their voices are necessary. 18 And I really think that that's what this 19 charter school offers to the community. And I'm 20 just really excited to see it come to fruition. 21 (Video plays.) 22 MR. MIGUEL LASTRA: Hello. My name is 23 Miguel Lastra. I'm a sculptor working in clay, 24 fiber, and sound. (Inaudible) Rhode Island School 25 of Design in the ceramics department.</p>	<p style="text-align: right;">19</p> <p>1 And arts education like the one that I was 2 able to receive (inaudible) Rio Rancho really 3 offered me the opportunity to not only learn quite a 4 few technical skills and critical thinking skills 5 and being able to create and drive forward ideas and 6 concepts, but it also allowed me to be able to 7 expand my mind in order to realize what sort of 8 things can sort of coagulate with an art practice. 9 And that goes on to inform a lot of the 10 recent studies that I've been able to take currently 11 at the Rhode Island School of Design, as far as 12 working in computation, having research studies and 13 opportunities working with (inaudible) and so many 14 other opportunities that maybe would not have been 15 afforded to me had I not had (inaudible). 16 (Video plays.) 17 MS. ANASTASIA: Hi. My name is Anastasia. 18 And some positive aspects of art in my life, or, 19 more specifically, dance, includes mood-lifter. 20 Whether I'm sad or just had a stressful day, I can 21 go to dance and come home feeling much better than 22 before. 23 It's also really good at putting me in my 24 comfort zone with its harder choreographies, stunts, 25 and requirement for performing in front of an</p>
<p style="text-align: right;">20</p> <p>1 audience. 2 There were numerous times when I doubted 3 my abilities in those areas, and sometimes I still 4 do. But I give it my best shot every time. And it 5 makes me realize that I'm capable of more than I 6 think I am, and it really helps me to grow as a 7 dancer and as an artist in general. So thank you. 8 (Video plays.) 9 MS. MARISA GONZALES: Hello. My name is 10 Marisa Gonzales, and I grew up in Albuquerque. I 11 currently work for Wicked on Broadway. And before I 12 head back to New York City, I'm spending my summer 13 on Cape Cod working for a non-profit educational 14 theater company called the College Light Opera 15 Company. 16 At the very least, theater has taught me 17 empathy and teamwork and being proud of the ability 18 to build something from the ground up. And so 19 instilling these, plus many, many other positive 20 values in students from such a young age is nothing 21 short of incredible. 22 I fully support the Rio Grande Academy of 23 Fine Arts and its mission to provide an arts 24 education to the student. Providing a place for 25 students to find their passion early on would be</p>	<p style="text-align: right;">21</p> <p>1 such an asset to the Albuquerque area, and it's so 2 important for New Mexicans and the Hispanic 3 community in general to lend their voices to the 4 arts world. 5 I can't even imagine what a school like 6 this would have meant to me growing up. I urge you 7 to make this school possible, and I look forward to 8 it becoming a reality. Thank you. 9 (Video concludes.) 10 MR. JORDAN FRANCO: Although 11 inspirational, it is so important to note that these 12 incredible people are among a small group of 13 individuals that had access to the arts. 14 Gilbert and Marisa attended private 15 schools in Albuquerque to access the arts. 16 Samantha was not given the gift of 17 flamenco until she attended college. And J.J. and 18 Anastasia had to find the arts outside of school. 19 It's been a motivator for the RioGAFa team 20 to think about the possibilities of these 21 individuals if the arts were accessible in school 22 during all subjects. Would there be more Gilberts, 23 Tennesis, Echos, Samanthas or Marisas? 24 What happened to these students that did 25 not have this access? Were they given the</p>

<p style="text-align: right;">22</p> <p>1 opportunity to discover themselves and develop 2 creative problem-solving skills, or did these 3 students fall through the cracks because they did 4 not have the opportunity to connect to their most 5 inner beings through the arts? 6 In talking to these individuals in the 7 video, they have helped us realize that New Mexico 8 must do more for its student to access the arts. 9 They want to help our effort and mentor our future 10 students to show that someone that looks like them, 11 sounds like them, and grew up like them has power 12 and purpose and can find them through the arts. 13 MS. MICHELE PLATIS: Access to the arts 14 outside of school costs financial resources or the 15 ability to pay for private education. To the 16 RioGafa team, this is not equitable, particularly 17 for the students on Albuquerque's west side. Our 18 proposed ZIP codes are amongst the poorest in the 19 state, and there is no schools on the west side that 20 are focused on the arts. 21 Students that want to attend a school that 22 focus on the arts must travel to the east side of 23 town, which means their families must have reliable 24 transportation to do so. Placing that burden on 25 these families forces them to choose between</p>	<p style="text-align: right;">23</p> <p>1 allowing their students to have access to the arts 2 or making the best financial decision for their 3 family and sending students to schools that do not 4 have access to the arts because that's what they can 5 afford. 6 To us, this is not equitable and something 7 that we strive to correct for our students by 8 providing a multitude of resources, including free 9 food and transportation, year one, to its students. 10 MS. SANCHEZ-ST. ANDRE: We are confident 11 that the community at large supports and sees that 12 there is a need for this school. We currently have 13 the support of two of the largest associations on 14 the west side with the West Side Business 15 Association and the West Central Community 16 Development Group, which is composed of 15 17 neighborhood associations that have committed their 18 support to RioGafa. 19 We've also received over 40 letters of 20 support from different businesses and individuals, 21 including UNM, CNM, NMHU, Music on the West Side, 22 Keshet Dance Company, Rio Grande Jewelry, 23 Commissioner Steven Michael Quezada, and 24 Representative Antonio (Moe) Maestas. 25 Over 30 educators have reached out to us</p>
<p style="text-align: right;">24</p> <p>1 and attached their resumes in hopes of working with 2 RioGafa, and our social media presence has reached 3 over 655 followers. 4 We currently have 186 families that have 5 filled out support and interest surveys saying they 6 wish to send their students to RioGafa, which 7 already exceeds our projected first-year enrollment. 8 We want to again share our appreciation 9 for this opportunity to answer your questions 10 regarding our school. We hope that we will continue 11 to show you the need there is to have a school on 12 Albuquerque's west side, where students can discover 13 themselves through the arts while serving a 14 high-quality and rigorous arts-integrated academic 15 program. Thank you. 16 MS. MISSY BROWN: That's time. Wow. You 17 guys must have practiced. 18 THE CHAIR: Okay. Thank you. Thank you 19 for the presentation. 20 I would just like the record to reflect 21 now that Commissioner Manis has also joined us. So 22 we have nine Commissioners here. Thank you. 23 Missy, do we have anyone from Albuquerque 24 Public Schools? 25 MS. MISSY BROWN: I do not see anyone from</p>	<p style="text-align: right;">25</p> <p>1 Albuquerque Public Schools at this time. Just 2 checking again. 3 THE CHAIR: Okay. 4 MS. MISSY BROWN: I do not see -- 5 THE CHAIR: Okay. All right. Thank you. 6 We are now going to hear public comment 7 from the community of Albuquerque. And, Missy, you 8 have the list. 9 MS. MISSY BROWN: I do have the list. 10 THE CHAIR: How many people have signed 11 up? 12 MS. MISSY BROWN: Fourteen people have 13 signed up. This would give everybody a minute and 14 43 seconds. 15 THE CHAIR: Okay. All right. So, 16 hopefully, everyone heard that. Everyone has about 17 a minute and 43 seconds. 18 We'll ask you to please identify yourself 19 and to also identify whether you are speaking for or 20 in opposition of the school. 21 MS. MISSY BROWN: Our first and second 22 speakers are Jennifer Hillsey and Elizabeth Hillsey. 23 I'm going to move them to the panel. 24 THE CHAIR: Thanks. 25 MS. MISSY BROWN: So, Jennifer, I have you</p>

<p style="text-align: right;">26</p> <p>1 listed first. If you'd like to unmute yourself? We 2 can hear you.</p> <p>3 Please spell your last name for the court 4 reporter.</p> <p>5 FROM THE PUBLIC: It's H-I-L-L-S-E-Y. 6 MS. MISSY BROWN: Thank you. I'll start 7 the timer when you start.</p> <p>8 FROM THE PUBLIC: Thank you, Madam Chair 9 and members of the Commission. My name is Jennifer 10 Hillsey. This is my daughter, Elizabeth. I've been 11 an educator in a private school for 20 years, and on 12 the west side, over 25 years.</p> <p>13 I want to voice my support for the 14 Rio Grande Academy of Fine Arts because it is 15 exactly what west-side families need.</p> <p>16 If there were a fine arts charter school 17 on the west side when we were choosing a school for 18 Elizabeth, I assure you she would be enrolled there 19 today. Instead, she will attend the Public Academy 20 for Performing Arts Charter School on the east side.</p> <p>21 Because we live and work on the west side, 22 we will cross the river four times a day for the 23 next seven years. And while it is inconvenient for 24 us, we are lucky enough to have the resources to 25 make it possible.</p>	<p style="text-align: right;">27</p> <p>1 But not all families are so fortunate. In 2 fact, Elizabeth was originally wait-listed for PAPA, 3 but I was told that every year, spots open up 4 because there are many west-side families who would 5 like this opportunity for their children but are 6 ultimately unable to provide transportation and have 7 to give up their spot, and that is why Elizabeth has 8 a spot.</p> <p>9 So the Rio Grande Academy of Fine Arts 10 would afford west-side families equitable access to 11 a fine-arts-based education. Now I'm going to turn 12 it over to Elizabeth to share some thoughts.</p> <p>13 FROM THE PUBLIC: Madam Chair and members 14 of the Commission, my name is Elizabeth Hillsey, and 15 I think this school is a great idea because it is 16 kindergarten through twelfth grade. I am so excited 17 to go to PAPA in the fall, but it is hard to start a 18 new school and make new friends. I would have loved 19 to go into a fine arts school in my own neighborhood 20 starting in kindergarten.</p> <p>21 FROM THE PUBLIC: Thank you so much for 22 this opportunity for Elizabeth and I to voice our 23 support, our enthusiastic support, for RioGafa. 24 THE CHAIR: Thank you so much. 25 MS. MISSY BROWN: All right. The next</p>
<p style="text-align: right;">28</p> <p>1 speakers I have are Kelly Luzzi -- and sorry if I'm 2 mispronouncing your name. Let me -- Kelly -- and 3 the fourth speaker is Christopher, who is also with 4 her. And I believe the last name is "Luzzi" as 5 well.</p> <p>6 So, Kelly, you can unmute yourself. 7 FROM THE PUBLIC: Hi. 8 MS. MELISSA BROWN: All right. 9 FROM THE PUBLIC: All-righty. My name is 10 Kelly Luzzi. I am in favor of the new charter 11 school opening up on the west side.</p> <p>12 I am a parent in northwest Albuquerque. I 13 live in 87114. I have three children. Two are 14 school-aged. And I can guarantee that this is the 15 school my children would be attending if we had the 16 opportunity.</p> <p>17 I do have experience with arts 18 integration. I was an intern at La Mesa about five 19 years ago. We did an arts integration program 20 there. And I saw tremendous learning happening with 21 students who are ELL and students who were in the 22 special education department, because that's where I 23 was focused.</p> <p>24 Arts integration is a really great model 25 for learning, and it really helps the students stay</p>	<p style="text-align: right;">29</p> <p>1 engaged and go to school. I think with this school 2 on the west side, we'll see a huge decrease in the 3 dropout rate, especially at the high school level. 4 It's really needed.</p> <p>5 THE CHAIR: Thank you. 6 MS. MELISSA BROWN: Next is Christopher 7 Luzzi.</p> <p>8 FROM THE PUBLIC: Hello, everybody. My 9 name is Christopher Luzzi, and I am in support of 10 Rio Grande Academy of Fine Arts. I am a special 11 educator. And so when I heard about this school, I 12 am very excited for the special education population 13 as well.</p> <p>14 I use an art integration model in my 15 classroom. And every time I use arts integration, 16 those are the units and the lessons that my students 17 hold onto, they learn the best from, and they're 18 excited for. It gets my students excited to come in 19 the door. It gets them excited to be there. And it 20 makes the major learning happen.</p> <p>21 With that arts integration, they have the 22 most fun, and they are the most engaged than any 23 other of the units. Having that arts integration 24 also lets those who are not science-based or not 25 STEM-based really flourish to learn their standards.</p>

<p style="text-align: right;">30</p> <p>1 Thank you.</p> <p>2 MS. MISSY BROWN: All right. Thank you.</p> <p>3 Please hold on while I move you back to attendees.</p> <p>4 Our next speaker is Molly Bell. Molly,</p> <p>5 you've been promoted to the panel. You can unmute.</p> <p>6 FROM THE PUBLIC: Hello. My name is Molly</p> <p>7 Bell. My husband and I are Albuquerque natives, as</p> <p>8 are our extended family and all of our children,</p> <p>9 nieces, nephews. We graduated from West Mesa in the</p> <p>10 '70s.</p> <p>11 And this is really amazing how the west</p> <p>12 side has exploded in the years since we've lived</p> <p>13 here. I think that cultural and socioeconomic</p> <p>14 diversity of the west-side communities is remarkable</p> <p>15 and it's very deserving of access for a school</p> <p>16 matching RioGAFA's mission and mission statements.</p> <p>17 I think their intention and vision aligned</p> <p>18 with my personal experience as a long-time employer</p> <p>19 of creative people serving creatives.</p> <p>20 So Rio Grande Jewelry Supply has grown</p> <p>21 from a very small business of eight people in</p> <p>22 downtown Albuquerque to now serving worldwide. We</p> <p>23 employ over 300 people.</p> <p>24 And I can assure you that the creative</p> <p>25 people with creative background, the jewelers on our</p>	<p style="text-align: right;">31</p> <p>1 staff, the artists on our staff are the ones who</p> <p>2 really are problem-solvers. They're team players.</p> <p>3 They have creative ways of solving things and great</p> <p>4 ways of collaboration.</p> <p>5 So I think that regarding the power of</p> <p>6 arts and creativity is a way to express cultural</p> <p>7 perspectives and enrich lives.</p> <p>8 It's just such an important thing. I</p> <p>9 think that the power of creativity as a equalizer</p> <p>10 and universal way to express and enrich lives is</p> <p>11 such an important part of life.</p> <p>12 I personally am an artist and have worked</p> <p>13 in many mediums, and it's been a really important</p> <p>14 part of who I am. And I believe that that's true</p> <p>15 for a lot of people. And we need to be able to</p> <p>16 serve this and make it -- make it accessible to many</p> <p>17 people. Thank you.</p> <p>18 MS. MISSY BROWN: Thank you.</p> <p>19 THE CHAIR: Thank you.</p> <p>20 MS. MISSY BROWN: Our next speaker is Lea</p> <p>21 Anderson. Lea, you can unmute yourself.</p> <p>22 FROM THE PUBLIC: Hello. I'm sorry if you</p> <p>23 can't see me. I'm not sure why that's -- my video</p> <p>24 isn't working. My name is Lea Anderson, and I am</p> <p>25 full-time faculty in the Art Department at Central</p>
<p style="text-align: right;">32</p> <p>1 New Mexico Community College. I've been teaching</p> <p>2 there since 2008.</p> <p>3 And I get students who are straight out of</p> <p>4 high school and often also dual-credit students who</p> <p>5 are in high school and taking college courses. And</p> <p>6 what I realize is that this arts education is really</p> <p>7 helping them with all of their education. A lot of</p> <p>8 times, they're taking it as a general education</p> <p>9 credit, but then it sort of leads them in directions</p> <p>10 that they may have not known were even an option for</p> <p>11 them as far as careers or interests.</p> <p>12 One of the things I also think is</p> <p>13 important is that we need young people to be able to</p> <p>14 grow into the problems that we're dealing with in</p> <p>15 our world, such as climate, race, infrastructure,</p> <p>16 et cetera. And those issues require adaptation</p> <p>17 skills, communication skills, and just creative</p> <p>18 problem-solving, as we've talked about many times.</p> <p>19 Art and creativity can enrich things like</p> <p>20 engineering, technology, and science, and you can</p> <p>21 teach those subjects with art.</p> <p>22 They build personal skills such as</p> <p>23 confidence, the ability to take risks to complete</p> <p>24 tasks and strong work ethic. They help with</p> <p>25 people's mental health and being able to express</p>	<p style="text-align: right;">33</p> <p>1 themselves.</p> <p>2 And we also have, you know, the issue of</p> <p>3 what are people going to do for a job. And a lot of</p> <p>4 times I'm dealing with helping someone toward a</p> <p>5 career.</p> <p>6 And, yes, someone can find a career in the</p> <p>7 arts. But we also have, in our state, such a great</p> <p>8 industry of art and entrepreneurship. It will</p> <p>9 strengthen our economy to have more arts as far as</p> <p>10 those students coming out of school and becoming</p> <p>11 part of our -- our economical health.</p> <p>12 So I am in full support of this academy,</p> <p>13 and I think it's really important that we start with</p> <p>14 younger students. I am often dealing with students</p> <p>15 who have never had art before, as well as students</p> <p>16 who have art through school. And I see a big</p> <p>17 difference in their confidence and their ability to</p> <p>18 complete college. So it really helps them to have</p> <p>19 that at the beginning of their education.</p> <p>20 MS. MISSY BROWN: Thank you, Ms. Anderson.</p> <p>21 That's time.</p> <p>22 Our next speaker is Agnes Noonan. I don't</p> <p>23 see Agnes Noonan in the Attendees list anymore.</p> <p>24 So we'll go to Mike Quinn. I do not see</p> <p>25 Mike Quinn in the Attendees list anymore.</p>

<p style="text-align: right;">34</p> <p>1 Next I have Jeanette Olvera. I moved the 2 wrong Lea. I'm sorry. I'll move Lee Baldwin back 3 in. 4 All right. Jeanette, whenever you're 5 ready. And will you please spell your name for the 6 court reporter? 7 FROM THE PUBLIC: Yes. J-E-A-N-E-T-T-E. 8 Olvera, O-L-V-E-R-A. 9 MS. MISSY BROWN: Thank you. 10 FROM THE PUBLIC: All right. Hello, 11 everyone. My name is Jeanette, and I am someone who 12 had the opportunity to benefit from the fine arts in 13 my life. I'm here to express my desire and support 14 for the Rio Grande Academy of Fine Arts school in 15 our city. Here is my story of how the fine arts 16 have impacted my life. 17 I am a Hispanic, native New Mexican, born 18 and raised in Albuquerque. I was raised in a low 19 socioeconomic household. I attended elementary 20 school in the southwest at Via Vista Elementary 21 School where I was introduced to the fine arts for 22 the first time, joining Baile Folklorico and the 23 drill team. From this moment in my young life, 24 dance became all I thought about. 25 I distinctly remember practicing routines</p>	<p style="text-align: right;">35</p> <p>1 and tricks all over our small apartment. The best 2 part of it all was performing. Performing on the 3 stage was exhilarating, and there was no better 4 feeling than seeing your parents in the audience 5 clapping and cheering you on. Sorry. 6 After my time as an elementary student was 7 over, I attended John Adams Middle School, where I 8 was introduced to Coach Jordan and the girls dance 9 team. As a middle school student, life is confusing 10 and challenging, so dance was again my escape. 11 I maintained a high grade point average so 12 I could guarantee a spot to perform on the floor and 13 make those around me proud. 14 Coach Jordan was the first of many who 15 have believed in not only myself but 20-plus girls 16 that were very similar to myself. He believed in 17 each of us regardless of our background, 18 socioeconomic status, ability, and circumstances. 19 His belief in myself encouraged me to try 20 out for the dance team at West Mesa High School. I 21 was successful and made the team as a freshman and 22 remained on the team all four years while making the 23 top ten of my class and graduating with a 4.2 GPA. 24 My coaches, Beto and Carlos and Jesse, 25 taught me the true value of beauty and discipline</p>
<p style="text-align: right;">36</p> <p>1 and hard work as we practiced 25-plus hours a week 2 and placed top three at our state competition every 3 year. And as a junior in high school, I had the 4 honor of returning to John Adams to coach the dance 5 team for a season with a former John Adams teammate 6 and a new coach. 7 My time doesn't end there, as I was 8 accepted for the University of New Mexico. I tried 9 out for the Lobo dance team, made it, and became a 10 collegiate athlete as a freshman. I graduated with 11 a 3.9 GPA, and dance taught me so many lessons about 12 what life is all about. 13 I learned the value of discipline, how to 14 work alongside a team, and how hard work in school 15 pays off. By no means did I have any professional 16 studio training or parents that could afford the 17 dance expenses. But I did have coaches, teachers, 18 and a teammate who believed in me. 19 Now, at 24 years old, I am a second-grade 20 teacher pursuing my Master's degree who believes in 21 every single one of her students and has the ability 22 to give back to my community. 23 All of this is why Albuquerque, 24 New Mexico, needs the RioGafa so a multitude of New 25 Mexicans can chase their dreams, excel in their</p>	<p style="text-align: right;">37</p> <p>1 studies, succeed in life, and give back to their 2 community. Thank you all for your time this 3 morning. 4 MS. MISSY BROWN: Thank you, Jeanette. I 5 let Jeanette go on a little bit longer because we 6 have other people that were no longer in the -- and 7 it was lovely to hear. 8 So I will be promoting Jessie -- I'm going 9 to say DuBois -- or DuBois, since I lived in 10 Wyoming -- as our next speaker. And I still have to 11 get Lea Anderson. 12 FROM THE PUBLIC: Good morning. You got 13 it right. It's DuBois. 14 Well, good morning, everybody. My name is 15 Jessie DuBois, and I'm the Albuquerque Outreach 16 Artistic Director for the National Dance Institute 17 of New Mexico, and I'm speaking in favor of the 18 Rio Grande Academy of Fine Arts. 19 I have worked for an outreach dance 20 program for 12 years and have seen firsthand how 21 impactful the arts can be on children. Not only do 22 the arts allow children to express themselves and 23 have a unique creative and therapeutic outlet, but 24 the strong impact arts can have on academics for 25 children is undeniable.</p>

38	<p>1 The arts were mostly an extracurricular</p> <p>2 activity for me in school, and I wish I had the</p> <p>3 opportunity to have a more integrated arts in my</p> <p>4 daily school life.</p> <p>5 Having access to the arts, even</p> <p>6 extracurricularly, helped me feel seen, gave me</p> <p>7 purpose, and allowed me to focus more on my</p> <p>8 academics.</p> <p>9 I personally have lived on the west side</p> <p>10 of Albuquerque my whole life and I've always wished</p> <p>11 there was a fine arts school here. I most</p> <p>12 definitely would have attended a school like this</p> <p>13 myself, and I know parents of many children on the</p> <p>14 west side who would benefit from having access to an</p> <p>15 arts school near them.</p> <p>16 My son is a very musical and theatrical</p> <p>17 child who would benefit greatly from having a focus</p> <p>18 in the arts, in addition to academics in his daily</p> <p>19 school schedule, and I would absolutely send him to</p> <p>20 the Rio Grande Academy of Fine Arts.</p> <p>21 So thank you for your time.</p> <p>22 MS. MISSY BROWN: Thank you. Our next</p> <p>23 speaker on the list is Shane Hendren.</p> <p>24 FROM THE PUBLIC: Can you hear me now?</p> <p>25 My name is Shane Hendren, H-E-N-D-R-E-N.</p>	39	<p>1 And I want to thank the Commission for this</p> <p>2 opportunity to address you all in support of the</p> <p>3 Rio Grande Academy of the Arts. I have been a</p> <p>4 lifetime artist, and I've been a professional artist</p> <p>5 for over 30 years. I can attest that the art</p> <p>6 program that was in my schools in the rural</p> <p>7 community of Moriarty, New Mexico, is what helped me</p> <p>8 to stay engaged in school and then, further, go on</p> <p>9 to study at the Institute of American Arts and the</p> <p>10 University of New Mexico, receiving a degree from</p> <p>11 both.</p> <p>12 I am an internationally collected artist</p> <p>13 both in public and private collections around the</p> <p>14 world. Currently, I work for the Rio Grande Jewelry</p> <p>15 Supply Company as a technical person. But I've also</p> <p>16 worked on construction projects for Intel, as well</p> <p>17 as other large projects around the country. And I</p> <p>18 can say that I would not be able to do all the</p> <p>19 things I do were it not for my background in the</p> <p>20 arts.</p> <p>21 They've given me the breadth and the</p> <p>22 creativity to be able to tackle any kind of project</p> <p>23 and take on all kinds of things.</p> <p>24 In addition to that, I believe the arts</p> <p>25 also provide people with the ability to communicate</p>
40	<p>1 when language and other sources are unavailable.</p> <p>2 Art is -- it transcends language; it transcends</p> <p>3 culture. And a school like this only serves not</p> <p>4 only the community that it's in, but it allows the</p> <p>5 students, as well as those who are experiencing the</p> <p>6 students' work, to see things in an entirely</p> <p>7 different light.</p> <p>8 Thank you for this time. And, once again,</p> <p>9 I'm in support of the institute.</p> <p>10 MS. MISSY BROWN: Thank you. The next</p> <p>11 speaker is Jordan Diggs.</p> <p>12 FROM THE PUBLIC: All right. I support</p> <p>13 RioGAFA. As a former public school educator here on</p> <p>14 the west side, I've seen an extreme need for</p> <p>15 students who are (inaudible).</p> <p>16 MS. MISSY BROWN: Jordan, you faded out.</p> <p>17 Can you please start again?</p> <p>18 FROM THE PUBLIC: I have seen an extreme</p> <p>19 need for students who are interested in the fine</p> <p>20 arts to have a specific place to dive deeper into</p> <p>21 their interests and passions. In the public school</p> <p>22 system, students are generally limited to taking one</p> <p>23 elective per semester that explores the fine arts.</p> <p>24 But imagine the possibilities if these west-side</p> <p>25 students are given the chance to develop their</p>	41	<p>1 creative minds and spirits in all aspects of their</p> <p>2 academic career. Imagine the possibilities if</p> <p>3 students have an environment where they felt</p> <p>4 supported and challenged as a creative growing up.</p> <p>5 RioGAFA is an opportunity for students who</p> <p>6 live on the west side to have an option to explore</p> <p>7 their passions and grow as a creative spirit.</p> <p>8 Parents wouldn't have to drive across town or pay</p> <p>9 outrageous private school tuitions, which is not</p> <p>10 reasonable for all families.</p> <p>11 Art saved my life in middle school. It</p> <p>12 helped me process trauma and become a healthy output</p> <p>13 to express myself. It kept me in school. Art was</p> <p>14 my language and my foundation to understand the</p> <p>15 world around me, which is why I chose to get my</p> <p>16 bachelor's and Master's in art education, so that I</p> <p>17 could be the guide for younger generations to stay</p> <p>18 in school and find that connection to the arts.</p> <p>19 I fully support RioGAFA. Thank you.</p> <p>20 MS. MISSY BROWN: Thank you. Our next</p> <p>21 speaker is Anne Taylor. And I am promoting you to</p> <p>22 the panel. You can unmute yourself and make your</p> <p>23 statement.</p> <p>24 FROM THE PUBLIC: Here I am, Anne Taylor,</p> <p>25 Dr. Anne Taylor.</p>

42	<p>1 I was on the art education faculty for 2 many years, and because there wasn't an 3 interdisciplinary appointment in University of New 4 Mexico, I moved to architecture and worked on a 5 program for many, many years teaching architecture 6 and design education to K-through-12 -- 12 and 7 beyond, and was on the faculty of the School of 8 Architecture with architects going into the schools 9 to teach design education. 10 And design education is long overdue. I 11 mean, we've been trying to get art programs in the 12 schools since the '70s. And Rollie Helpman (ph), 13 who was at the Legislature, got a memorial passed 14 that, yes, we've got to have arts programs in 15 schools. 16 So we've done a lot of work with both art 17 education and architecture through a program called 18 the School Zone Institute. 19 And one wonderful thing was students who 20 are immigrants and refugees at Eubank school could 21 use visual thinking as a way of expressing 22 themselves. They weren't facile yet with the 23 English language, and so they were able to 24 communicate through model building and drawing. It 25 was just fabulous.</p>	43	<p>1 What I'm excited about is your 2 integrated -- the word "integrated" arts education. 3 You know, our environment is degrading. As somebody 4 mentioned earlier -- one of Jordan's students, I 5 think -- about opening our eyes. And we need to 6 look at our environment, the built, the natural, and 7 the cultural environment as a way of saving our 8 environment, and not only expressing ourself as 9 artists and architects, but really enhancing the 10 environment and doing something very creative to 11 solve some of the problems we have. 12 There's design everywhere. Look at your 13 flowers; look at your plants; look at your trees, 14 the Fibonacci number series, you know, in the way 15 that trees -- 16 MS. MISSY BROWN: Dr. Taylor, I'm sorry. 17 Your time is up. I'm sorry. 18 FROM THE PUBLIC: Okay. Anyway, you get 19 the message. Yes, I'm all for this school. 20 MS. MISSY BROWN: Thank you. Sorry. I 21 promoted you back -- I moved you back to Attendee. 22 Our final speaker is Representative Maestas. 23 FROM THE PUBLIC: Thank you very much, 24 Madam Chair, honorable members, for the courtesy. 25 My name is Moe Maestas. I'm the State</p>
44	<p>1 Representative from District 16 on the west side. 2 I'm actually here at the Santa Ana Pueblo for a 3 Legislative Finance Committee meeting. But I felt 4 compelled to come out and publicly support this 5 application. 6 I urge certification of a fine arts 7 school. I think -- I truly believe New Mexico is on 8 the precipice of a renaissance economically, 9 historically, and that has to include cultural 10 aspects of New Mexico, to develop the fine arts 11 skills of students. Allowing them to learn 12 entrepreneurship with regards to their art would 13 enhance their lives as well as the community. 14 And the fact that it's set for the west 15 side just makes it that much more fantastic. As you 16 all know, the schools have not kept up with the 17 population growth on the west side. So I think this 18 is tremendous, and, once again, thank you for the 19 time. 20 THE CHAIR: Thank you. 21 So, Missy, that concludes anyone that 22 signed up? 23 MS. MELISSA BROWN: It does, Commissioner. 24 THE CHAIR: Thank you so much. 25 Commissioners, I'm going to ask for a</p>	45	<p>1 ten-minute break before we begin our time period for 2 questions. So it's 9:56 -- so at five after? 3 COMMISSIONER VOIGT: Thank you. Sounds 4 good. 5 THE CHAIR: Thank you. 6 (Recess taken, 9:56 a.m. to 10:05 a.m.) 7 THE CHAIR: Okay. So I just need to 8 double-check for the record. I do believe we are 9 missing, at this point in time, Commissioner Armijo 10 and Commissioner Manis? Am I incorrect on that? 11 COMMISSIONER BURT: Commissioner Armijo is 12 on the phone. 13 THE CHAIR: But I used to see her name. I 14 don't see her -- 15 COMMISSIONER BURT: You can see her in the 16 Attendees, not on the Panelists. 17 MS. MISSY BROWN: She's on the bottom of 18 my screen. 19 THE CHAIR: See, she's not on -- I've lost 20 both of them. If she's in the Attendees, she should 21 be as a panelist so she can speak. 22 MS. MISSY BROWN: Well, that was my 23 problem before. I wasn't able -- I don't know how 24 she was showing up in the -- 25 THE CHAIR: Oh, got you.</p>

46	<p>1 MS. MISSY BROWN: -- panelists, because my 2 options for a phone call are either to give them 3 permission to speak, rename them, or remove them. 4 So I was thinking that maybe if 5 Commissioner Armijo can text me or you to let us 6 know if she wants to speak so I can unmute her? 7 So -- 8 THE CHAIR: Okay. All right. Thanks. 9 And Commissioner Manis? 10 MS. MISSY BROWN: I'm looking for 11 Commissioner Manis. And I do not see Commissioner 12 Manis in the Attendees anymore. 13 THE CHAIR: Okay. So the record needs to 14 reflect that Commissioner Manis is not here right 15 now. Thank you. 16 And I do -- I see Commissioner Armijo now 17 on the screen -- on my screen. 18 Okay. Thank you, everyone. And welcome 19 back. 20 So now we are at the portion of the 21 meeting where Commissioners get to dig in a little 22 bit -- oh. And I see Commissioner Manis is now 23 back. So thank you. 24 So Commissioners have an opportunity to 25 ask questions.</p>	47	<p>1 Commissioner Voigt, I think your hand is 2 up already. So... 3 COMMISSIONER VOIGT: Thank you, 4 Madam Chair. 5 Well, first of all, I just want to commend 6 the school on bringing forth this model of arts 7 integration. I'm a firm believer in what you're 8 proposing, and especially the piece about students 9 using their creativity to bring forth their voices 10 and their identity. Those are so important. 11 And so I really want to thank you for the 12 work you've done behind this application. I know 13 you have a field of very qualified educators working 14 on this. So great work. 15 I read through your application. And a 16 couple of things just came up. I just have some 17 clarifying questions to ask. 18 In your special education, are you 19 planning on starting with full inclusion or being 20 full inclusion with your SpEd program? 21 MS. JENN PEÑA: I can speak to this if 22 that's okay with everyone. 23 Yes, Commissioner Voigt, that is our plan 24 is to use a full inclusion model. 25 THE CHAIR: Okay. Super. Perfect. Thank</p>
48	<p>1 you. 2 MS. JENN PEÑA: For the most part. Sorry. 3 If we do have children that need to be pulled out, 4 we can adjust that as well. But that is the idea is 5 to go in with the idea of full inclusion, to make 6 sure that we provide that for students. 7 MS. MICHELE PLATIS: And we believe that 8 with the arts integration, it lends itself really -- 9 THE CHAIR: Okay. Michele, you're -- 10 you've broken up and now you're frozen. 11 MS. MICHELE PLATIS: (inaudible) to 12 inclusion. 13 THE CHAIR: Michele, once again, you're 14 not coming through. 15 MS. MICHELE PLATIS: (Inaudible) 16 differentiation. I'm going to log out and log back 17 in. 18 MS. JENN PEÑA: Based on the little bit of 19 what I got, what we have been talking about is that 20 the arts integration model is naturally 21 differentiated for students with disabilities as 22 well as any diverse student. And so we really feel 23 that that inclusion model is going to be the best 24 option for our students, making sure they have 25 access to the general curriculum as well as the</p>	49	<p>1 individualized supports that they need as well. 2 COMMISSIONER VOIGT: Super. Thanks a lot. 3 I think I heard Michele when she was 4 saying as far as differentiation, that the arts 5 provide that different palate for those services. 6 I think also -- I think your pullout would 7 just be your ancillary services, basically. 8 MS. JENN PEÑA: That -- agreed. 9 COMMISSIONER VOIGT: Yeah, super. Thanks. 10 You get it. 11 Also, I just had a question regarding -- 12 it was on your budget. I know you're working with a 13 model of codirectors, which is great. Won't be such 14 a big lift for one administrator. 15 So the salary that was posted in the 16 budget was something like \$170,000. Was that for 17 both codirectors? So, basically, half of that would 18 be for your academics director and one for the 19 operational director? 20 MR. JORDAN FRANCO: Madam Chair and 21 Commissioner Voigt, yes. The salary posted will be 22 split between the two codirectors. 23 COMMISSIONER VOIGT: Okay. Super. That's 24 what I wanted to hear. 25 And then another question I had. What SIS</p>

<p style="text-align: right;">50</p> <p>1 program are you going to be using for your student 2 information system? Is that -- what are you 3 planning on using for that? 4 MR. JORDAN FRANCO: Madam Chair and 5 Commissioner Voigt, we are looking currently for the 6 system that is most cost-effective for us during 7 that opening year. We are doing research with K12, 8 which is represented by Rebekah Runyan. And so we 9 have put that into the application that we will 10 employ the most cost-effective system for us for 11 those beginning years. 12 COMMISSIONER VOIGT: Okay. Super. I know 13 PowerSchool is very comprehensive, but it's also 14 very pricy. So if K12 can -- if you have something 15 that works and is compatible with some of the PED 16 pieces and S.T.A.R.S., that'll help you out a lot. 17 MR. JORDAN FRANCO: I will say that we 18 have extensive experience in PowerSchool, and that's 19 what we would like. So that's -- conversations that 20 we've had with K12 is seeing if we can fit that. 21 Because you're right, it is very costly into our 22 budget. But we do know that it is the most 23 popularly used and the most effective, and we've all 24 seen that. 25 COMMISSIONER VOIGT: Right. Yeah.</p>	<p style="text-align: right;">51</p> <p>1 And then also I noticed on your -- your 2 schedule that your teacher contract days are going 3 to be well over, you know, what normal teacher 4 contract days are. And I understand -- you know, 5 teachers, given the stakeholderhood that they're 6 going to have in your school, especially that first 7 year planning their curriculum and their integrative 8 pieces with each other -- hopefully, it's very 9 collaborative. 10 That 190 days, I'm sure that you're 11 planning on the remuneration for them that coincides 12 with the work and the time that they're spending? 13 And the periods on your students' 14 schedule, there's a lot of long days for those 15 kiddos. And the passing periods were only three 16 minutes. 17 So I'm just -- I'm looking at -- I mean, 18 how are you going to look at the burnout when it 19 comes around, like after the fourth month after the 20 school year, when the teachers have put in all of 21 this two weeks of PD prior to the school opening, if 22 not more, and then the kiddos with long days? What 23 do you have in mind for taking a deep breath 24 schoolwide? 25 MS. MICHELE PLATIS: Madam Chair and</p>
<p style="text-align: right;">52</p> <p>1 Commissioner, we will absolutely -- am I breaking up 2 again, by the way? No? I'm okay? Good. 3 MS. MISSY BROWN: Actually, Michele, I 4 think you just turned off your camera. 5 THE CHAIR: I'm sorry. You're breaking up 6 again. 7 MS. MISSY BROWN: Turn off your camera. 8 MS. MICHELE PLATIS: Okay. How's that? 9 Sorry. 10 So breaks and recesses will be scheduled 11 appropriately for the age of the children. Recess 12 is really important to the social development of 13 students and that breaks really help increase that 14 creativity and learning retention by improving 15 divergent thinking. So -- and arts integration also 16 lends itself to those breaks. 17 So we feel like there's going to be a lot 18 of natural transitions and breaks. Our teachers 19 will be trained in good Tier 1 instruction; that 20 includes brain breaks, movement discussion, and 21 group work. 22 And we know it's a long day. But our 23 artistry blocks will be taught by licensed teachers. 24 They get to volunteer for those positions. Or we 25 might have somebody else in that position. We're</p>	<p style="text-align: right;">53</p> <p>1 working on what those contracts might look like so 2 that teachers might have a regular school day where 3 we have another teacher tied to a guest artist also 4 teaching the end of the day. 5 So they should have plenty of time -- 6 breaks. They will also have a 70-minute prep time, 7 which gives them the time to work on the things they 8 need to work on and be refreshed if they need to be. 9 Hopefully, one of the things we'll be 10 encouraging as artists ourselves is that they 11 continue to create themselves. Because I know, as a 12 teacher, when I was creating with my students, it 13 always gave me a lot of -- like, of the mental 14 health that I needed. 15 COMMISSIONER VOIGT: Right. Okay. Super. 16 Thank you for that. 17 And I just want to say that, you know, I 18 love reading that you're planning on having student 19 presentations and performances. I'm a firm believer 20 that when students can stand up and present their 21 learning and defend what they know and why what they 22 know is important to know, that that just opens 23 doors, and it speaks to -- to true learning, and 24 it's authentic. 25 So I really -- I really appreciate your</p>

<p style="text-align: right;">54</p> <p>1 application. And I want to thank you for your time 2 being here and for all of the community that you 3 brought together, Dr. Anne Taylor, Moe Maestas. 4 It's great to see some people that are in the 5 community that have great standing that are 6 supporting your school. So thank you very much. 7 MR. JORDAN FRANCO: Thank you, 8 Commissioner. We really appreciate that. And it 9 has been such an incredible opportunity to connect 10 with these people. 11 THE CHAIR: Thank you. Commissioner 12 Carrillo. And then I've got some questions. 13 COMMISSIONER CARRILLO: Thank you. And 14 thank you, Vice Chair Voigt, for touching on, one, 15 the long day and how there may not be burnout. I'm 16 thinking, just if I were attending a school like 17 this or teaching at a school like this, the chances 18 of my burnout are so much slimmer because I'm so 19 much into and enjoying what I'm teaching, and I'm 20 happy. 21 So I just want to start by saying thank 22 you very much. I thought your presentation was 23 excellent. One of the things that I was not able to 24 do at Santa Fe Public Schools was have us be what I 25 would call an art-integrated district. And I was</p>	<p style="text-align: right;">55</p> <p>1 trying to model this after Guilford County, 2 North Carolina, because of the success that they 3 achieved with -- in attendance. 4 Kids -- they want to go to school, so 5 they're there every day. Their dropout scores 6 plummeted; their graduation scores went way up. And 7 what I refer to as the happiness index among 8 everybody in the school just soared because kids 9 were now being spoken to and taught in a way that 10 was relevant to them. So thank you so much for 11 bringing this forward. 12 So what I kind of did is followed the 13 Capacity Interview comments that are given to all of 14 the Commissioners in terms of concerns that they 15 had. Because my -- my goal, hopefully, in this -- 16 in this discussion is that maybe not on paper, but 17 that all of these areas that said "Approaches" are 18 now kind of "Meets" by the end of this meeting 19 because all of us have our concerns met and our 20 questions answered. 21 So because special education was something 22 that Vice Chair Voigt brought up right away, I was 23 concerned about the -- the peer group's use of the 24 word "ambiguous" in their plan for special ed. 25 So could you please kind of clarify, if</p>
<p style="text-align: right;">56</p> <p>1 you will, how you plan to have a robust special ed 2 program? And I think you did that a little bit with 3 Ms. Voigt. 4 But why do you think that the peer review 5 committee used that -- the word "ambiguous"? 6 Because I found that unsettling. 7 MS. JENN PEÑA: Thank you, Commissioner 8 Carrillo. I -- I'm -- I was a little maybe confused 9 myself about that word "ambiguous," specifically. I 10 think that in -- in our planning, we did mention, in 11 section 1g1 through 3, we talked about hiring a 12 special education teacher. 13 And the plan is to eventually be able to 14 have, you know, someone on the staff be the special 15 education coordinator. 16 During the first year, just in terms of 17 being cautious about the budget, the director of 18 academics will oversee that position. 19 And then just as kind of the -- I guess 20 the other side of that, I am a special education 21 consultant. And I am on the founding team as well. 22 And so we do have -- we do have knowledge as a group 23 about special education programs. 24 The intent is that the director of 25 academics will oversee that program and be able to</p>	<p style="text-align: right;">57</p> <p>1 build someone up from inside, you know, someone that 2 is a teacher there that wants to take on that role 3 and we will be able to build them up. 4 However, that being said, that I have some 5 limited capacity in what -- you know, as a potential 6 board member, there are some lines there. And so we 7 have spoken with several different consultants, 8 local consultants, and we have relationships with 9 them, who are willing to work with us and help to be 10 able to provide guidance and support. 11 And, additionally, we have -- on the board 12 side, we do have quite a bit of experience with 13 special education. We have the academic committee 14 as well. So if there are issues, we're able to 15 provide some guidance, some advice, resources that 16 would be able to be there. 17 Our plan is to have, as we said with 18 Commissioner Voigt, an inclusion program that 19 provides the direct special education support to 20 students in the general ed classroom. The 21 arts-integrated curriculum naturally differentiates 22 that program, in addition to whatever other 23 accommodations/modifications we need to be able to 24 provide to those students. 25 This is less of a traditional pullout</p>

<p style="text-align: right;">58</p> <p>1 model, because we know from research, anecdotal 2 stories, anybody that you talk to, that inclusion 3 not only follows the law and allows us to be more in 4 compliance with ensuring that students are in a 5 regular classroom 80 percent or more of the day, but 6 also provides a better education for every student 7 with and without disabilities. And -- 8 COMMISSIONER CARRILLO: (Inaudible) I just 9 love the idea of the full inclusion, because kids 10 want to be a part of their class with other kids, 11 and especially the art integration. So pulling them 12 out doesn't foster that. We want to nurture their 13 relationships with art and other kids. 14 Okay. The other -- I have a question. 15 This was not in their little -- "little" -- it's 16 comprehensive -- but their minutes. One of the 17 areas I have found in my brief time as a 18 Commissioner is that the boards of schools often 19 struggle. And they make mistakes. They're -- they 20 don't seem that well -- they don't seem that they're 21 getting the instruction that they need to be 22 effective board members. 23 And I know that I had spoken with someone 24 over at PED -- I had spoken with you, Ms. Chavez, 25 about the idea of us -- would you be open to us</p>	<p style="text-align: right;">59</p> <p>1 training board members so that they can end up being 2 fully compliant, rather than have somebody come in 3 from the outside who may or may not be kind of 4 looking at what our kind of the foundational 5 education for board members would require? 6 MR. JORDAN FRANCO: Madam Chair and 7 Commissioner Carrillo, thank you for the question. 8 As we referenced in our application, we will follow 9 any State-mandated training. It's a great idea. I 10 think our board is willing and ready to be trained 11 by the most experienced individuals to help make 12 that board as sound as can be. 13 We have worked with Kelly Callahan 14 throughout our application process to help us create 15 bylaws and just give us some reference of how the 16 board works and make sure we're doing this right 17 from day one. But we're able and willing to ensure 18 our board members complete that training that is 19 required by the State. 20 COMMISSIONER CARRILLO: Fantastic. Yeah, 21 we always are seeing audit findings from that. And 22 while I have other questions right now, I don't want 23 to monopolize time here. I'm going to let some 24 other Commissioners ask their questions. And if 25 they haven't asked mine, I'll come back.</p>
<p style="text-align: right;">60</p> <p>1 But I'm very well excited about what 2 you're doing and why you're doing it and who you 3 have doing it. So thank you. 4 THE CHAIR: Okay. Thank you. And I'm 5 next in the queue, and then Commissioner Taylor and 6 then Commissioner Robbins. 7 Okay. So Jordan, just a little follow-up 8 on Commissioner Voigt's question about the salaries. 9 And maybe I read the budget incorrectly. But I 10 thought I saw, when I was looking at the budget, 11 that you budgeted for the two codirectors, each with 12 a salary of the 170 or whatever it is. So that's -- 13 and I had a similar question. So did I just read 14 that wrong? 15 MR. JORDAN FRANCO: Madam Chair, thank you 16 for bringing up that question. We did put in the 17 salary, but it is a combined for that line. And 18 Rebekah, feel free to jump in if you have 19 clarification to add to that. But that is to be 20 split between the two proposed codirectors. 21 THE CHAIR: So that you're -- okay. So 22 that's 85, roughly, apiece for that. 23 MR. JORDAN FRANCO: That is correct. 24 THE CHAIR: On that codirectors piece and 25 with the special ed, you know, the breakdown of the</p>	<p style="text-align: right;">61</p> <p>1 workload, the one codirector was listed as the SpEd 2 director -- 3 MR. JORDAN FRANCO: Yes, that is correct. 4 THE CHAIR: -- in the first year or two. 5 Are they SpEd-certified? 6 MR. JORDAN FRANCO: No. They -- 7 Michele -- the proposed codirector is not special 8 ed-certified. But we will have a special education 9 teacher that is certified, that the director of 10 academics will oversee that person in that program. 11 THE CHAIR: Okay. All right. Thanks. 12 And, you know, let me just say up front. I've 13 always supported STEM, but reluctantly, because it 14 didn't have the arts in it, you know. And I'm a -- 15 I'm a Catholic school student who, you know, there 16 was no such thing as free expression. 17 So -- and then when I went to high school, 18 it was, like, "Holy cow, what you are you talking 19 about? I can have a thought of my own?" 20 And it was -- it was jolting, to say the 21 least. 22 So -- and I'm a humanities major. So I 23 fully understand and support that opportunity and 24 know that everyone doesn't learn the same way, and 25 we all have to do the best we can to reach out and</p>

<p style="text-align: right;">62</p> <p>1 let students shine and learn the best they can. 2 But in my learning through this 3 application, I had a couple of struggles. So I 4 just -- I guess I need some clarification there. 5 I get arts integration. And I -- from 6 being on the Commission, I know that that's one of 7 the struggles that so many schools have had, that 8 concept of integration, not just having your 9 academics and then you're going off to an arts 10 class, but schools struggle with that creation of 11 the integration. 12 And reading through the application, I 13 didn't quite see that vision completed as well as I 14 would have been comfortable with. It still seemed 15 to be more, to me, a school where the arts kind of 16 floated on the outside a little bit more in terms of 17 the specialized piece at the end. So can you 18 just -- you know, show me -- you know. 19 MS. MICHELE PLATIS: Yes. 20 THE CHAIR: -- how you envision the 21 classroom. Because I didn't get that vision when I 22 read the application. 23 MS. MICHELE PLATIS: Thank you, 24 Madam Chair. I want to go back real quick to the -- 25 the special education coordinator piece. Just a</p>	<p style="text-align: right;">63</p> <p>1 brief note is while the -- director of academics may 2 not be certified or licensed in special ed, as a 3 licensed administrator, they can be a coordinator. 4 So I just wanted to mention that really briefly. 5 Am I okay? Do I need to go off camera? 6 THE CHAIR: You're actually doing well 7 now. 8 MS. MICHELE PLATIS: Okay. Awesome. Say 9 a little prayer. 10 So arts integration is -- is a learning 11 vehicle. All right? It's the way -- approach of 12 teaching. So students will be learning two 13 objectives; one that is in the creative process, 14 also one that is in the academic content. 15 So, for instance, a lesson in math might 16 look like -- as I was mentioning in our opening, a 17 one-point perspective, students might be learning 18 about angles; they might be learning about 19 measurement at the same time. 20 In theater, you might have something where 21 they're learning about the history to bring 22 immigrants to the United States and where students 23 will be creating, like, a performance that provides 24 that authentic context for students to learn more 25 about those historical events, while also having a</p>
<p style="text-align: right;">64</p> <p>1 deep understanding of performance and theater and 2 the impact of performance. 3 So, you know, we feel that these go hand 4 in hand. It's not isolated. And not that students 5 will be -- every moment be creating. I mean, 6 teaching reading is teaching reading. 7 However, you know, as many times as we can 8 integrate that art form into a lesson where a 9 student learns, but is also assessing their learning 10 through the arts, is where we'll be using it. Does 11 that help? 12 THE CHAIR: It does. I guess, you know, 13 my struggle is we have found it's very difficult to 14 find faculty that gets that. And that's -- you 15 know. But that's -- you know, that's a later-on 16 struggle. But it is -- you know, it's -- it's been 17 a profound issue in those schools that have tried to 18 integrate, you know. That's -- you know. 19 MR. JORDAN FRANCO: Madam Chair, if I can 20 jump in here, we have also built a connection with 21 New Mexico Highlands. They would like for us to 22 attend their summit, which helps, kind of, them 23 formulate a plan for us63 to help us and support us 24 in this arts integrative approach that we are going 25 to instill in our students.</p>	<p style="text-align: right;">65</p> <p>1 With that comes a multitude of resources 2 that they will help us find to ensure that we 3 implement it to the best of our ability. So we are 4 very excited about that partnership, and that 5 partnership will lead to future -- future faculty in 6 our school. And they have committed to potentially 7 sending student teachers to our building. 8 THE CHAIR: Okay. Thank you. 9 MS. MICHELE PLATIS: And I'll also add, as 10 far as professional development -- I'm sorry -- 11 Michelle Sanchez-St. Andre and I have extensive 12 training in arts integration. And so that's what 13 we'll be training our students -- not our 14 students -- our teachers in professional 15 development. 16 We also have Kennedy Center 17 representatives in the State of New Mexico, which we 18 can bring into the school as well. And that's what 19 their job is. They do arts integration. 20 THE CHAIR: Okay. Thank you. I 21 appreciate that. 22 You know -- and I truly -- you know, the 23 presentation that you did was great, and listening 24 to, you know, individuals who felt the empowerment 25 of what arts did for them in the -- through their</p>

66

1 education is important, and supporting that and
 2 empowering so many marginalized communities as well,
 3 which you also identified.
 4 But going along with that, I found it
 5 somewhat odd to a degree that you're only planning
 6 on using your equity council meeting four times a
 7 year, when, to me, the equity council being made up
 8 of the community and the voice of the community, to
 9 have them have that input, especially into
 10 curriculum and instructional materials to make sure
 11 that all those voices are heard, I wonder if you can
 12 talk a little bit about that.
 13 MR. JORDAN FRANCO: Thank you,
 14 Madam Chair. So the equity council for us will have
 15 many different stakeholders including students,
 16 parents, faculty, family, and board members. We did
 17 outline a quarterly meeting with the equity council,
 18 and we do see the importance of having them meet to
 19 ensure that we are providing that culturally and
 20 linguistic-responsive curriculum and material.
 21 We do think that quarterly will be
 22 sufficient in providing feedback and providing those
 23 meetings and just getting feedback from this
 24 committee. However, we are open, and we want them
 25 to be an integral part of this school.

68

1 And so we're looking, you know, for students to
 2 grow.
 3 We know when our students are coming to us
 4 where their scores are going to be at. So to say
 5 that our students are going to be at 75 percent or
 6 80 percent proficient during those first years, we
 7 want to make sure that our goals are always headed
 8 towards 100 percent. But we'll be looking just that
 9 they're growing every day.
 10 THE CHAIR: And I -- yeah. I understand
 11 what measurable growth is. But for a goal -- like
 12 schools are going to make measurable growth. And
 13 I'm not looking at saying, "Our kids are going to be
 14 proficient by." But we're looking at the fact that
 15 students are coming in here no matter what,
 16 especially when -- correct me if I'm wrong -- you're
 17 rolling in at the middle-school level, are you not?
 18 MS. MICHELE PLATIS: No, we'll be starting
 19 kinder, first, and then sixth grade.
 20 THE CHAIR: You've got gaps. Because
 21 they're coming from wherever. And everyone is
 22 coming from last year. Everyone is coming from last
 23 year. So, by and large, even if a student grows a
 24 year, that's not going to be sufficient to make a
 25 target, really, for proficiency in many cases,

67

1 To us, the equity council is very
 2 important because they represent our school, and we
 3 want that to truly be the case for them. So we are
 4 open to including more meetings with them.
 5 THE CHAIR: Okay. Thanks. And just one
 6 more question.
 7 When you were -- when you were working on
 8 your mission goals, and you identified the goal, and
 9 you said that students will make measurable -- I
 10 think the term you used was "measurable growth"?
 11 Let me just double-check.
 12 And I was just wondering -- yeah. You say
 13 "measurable growth." What do you mean by
 14 "measurable growth"? You know --
 15 MS. MICHELE PLATIS: So we'll be giving
 16 our baseline assessments, which also include other
 17 assessments that we're going to create besides the
 18 New Mexico iMSSA and MSSA. But we'll be using those
 19 as well.
 20 So we'll have some baseline scores to go
 21 off of. We'll be doing weekly data meetings so that
 22 we can ensure that we know how to ensure that our
 23 students are making growth.
 24 And then throughout the year, as we have
 25 the interim assessments, we'll look at that growth.

69

1 especially if you're looking at, as an example,
 2 middle school coming in in sixth grade and leaving
 3 at eighth grade.
 4 So that, you know, target goals just
 5 simply say, "They're going to make measurable
 6 growth." Well -- and, hopefully, everyone will grow
 7 a little bit while they're in the school. But to
 8 have a target that students have to achieve, you
 9 know, a year and a half's growth by the end of the
 10 year or something like that, you know, generally is
 11 what we have found more acceptable than just to say,
 12 well -- because if every student grows just a nano,
 13 you've met your goal.
 14 And that's -- you know, that's not,
 15 hopefully, what we're looking for in terms of
 16 setting higher targets. But I'll leave it at that
 17 for now.
 18 Commissioner Taylor?
 19 COMMISSIONER TAYLOR: Yes. Thank you,
 20 Chairwoman Gipson.
 21 First of all, I'd like to say that I am
 22 really, really excited about the -- this proposed
 23 school. I think it's -- it has a lot of potential
 24 for success, because the excitement and enthusiasm
 25 that you all are -- are putting forth. So thank you

<p style="text-align: right;">70</p> <p>1 for that.</p> <p>2 You know, I -- these -- I'm a new</p> <p>3 Commissioner. I've worked -- I've been on the</p> <p>4 governing council of a local district-authorized</p> <p>5 charter school in Roswell. So my questions are</p> <p>6 going to be a little more -- maybe some of the</p> <p>7 practical matters.</p> <p>8 So I just was -- as far as your facility</p> <p>9 goes, how likely is it -- I mean, I'm sure you --</p> <p>10 how likely is it that this -- the facility that you</p> <p>11 propose is going to be the facility that you</p> <p>12 eventually end up in?</p> <p>13 MR. JORDAN FRANCO: Madam Chair and</p> <p>14 Commissioner, thank you so much for bringing this</p> <p>15 question up.</p> <p>16 We have identified three potential</p> <p>17 locations in the Facility Master Plan and are in</p> <p>18 communication with these organization managements --</p> <p>19 management organizations.</p> <p>20 And so the one that we are proposing is</p> <p>21 actually an old charter school, and we have been in</p> <p>22 contact with that management organization to discuss</p> <p>23 the possibility of leasing one of the three</p> <p>24 buildings on that site.</p> <p>25 We also have the support of representative</p>	<p style="text-align: right;">71</p> <p>1 Antonio (Moe) Maestas and the West Central</p> <p>2 Development Group that is -- that is committed -- as</p> <p>3 well as the West Side Business Association -- that</p> <p>4 is committed to help us identify and locate</p> <p>5 potential facilities for our school on the west</p> <p>6 side.</p> <p>7 So although that would be our proposed</p> <p>8 facility, we do have the support of many different</p> <p>9 individuals that are committed to help us finding a</p> <p>10 facility that will meet our needs.</p> <p>11 COMMISSIONER TAYLOR: Okay, great. Thank</p> <p>12 you.</p> <p>13 And another question I have is with your</p> <p>14 funding, how much of your funding is really in place</p> <p>15 or is semi-secure at this point?</p> <p>16 MR. JORDAN FRANCO: Madam Chair and</p> <p>17 Commissioner -- Rebekah, do you want to speak to</p> <p>18 that?</p> <p>19 MS. REBEKAH RUNYAN: In funding, as far</p> <p>20 as, like, donors that have already pledged to the</p> <p>21 school?</p> <p>22 COMMISSIONER TAYLOR: Sure. Yeah. I</p> <p>23 mean, I -- I -- what I read was that obviously</p> <p>24 you're going to be working on seeking grants and so</p> <p>25 forth, you know, to help with your funding. But</p>
<p style="text-align: right;">72</p> <p>1 what of that is secure so far? And what -- I mean</p> <p>2 what's your nest egg to begin with?</p> <p>3 MS. REBEKAH RUNYAN: So I think -- so</p> <p>4 right now, the school has received a commitment from</p> <p>5 Rio Grande Jewelers. And as soon as we receive</p> <p>6 approval, we'll be applying for the CSP funding.</p> <p>7 COMMISSIONER TAYLOR: Right. Okay. One</p> <p>8 last question.</p> <p>9 MR. JORDAN FRANCO: Sorry. If I can add,</p> <p>10 we're also in communication with the Daniels Fund.</p> <p>11 We have a connect there that is working on trying to</p> <p>12 identify some grants that lend themselves to the</p> <p>13 arts. So we are communicating with them as well.</p> <p>14 COMMISSIONER TAYLOR: Okay. One other</p> <p>15 question I had, just real quick, is the -- the --</p> <p>16 the idea -- or the structure of having codirectors</p> <p>17 is -- is really fantastic as far as splitting the</p> <p>18 workload and allowing people to work within their</p> <p>19 giftings and so forth. I appreciate that very much.</p> <p>20 But -- and I guess that the peer review</p> <p>21 committee said that there's a very robust job</p> <p>22 description in place and so forth.</p> <p>23 So -- but it seems that -- that -- my</p> <p>24 question is, is that I've seen too many -- I've seen</p> <p>25 a few situations where we have people that are</p>	<p style="text-align: right;">73</p> <p>1 co-responsible and have the equal authority end up</p> <p>2 in sort of a quandary of not being able to resolve,</p> <p>3 you know, issues. And it seems that things work</p> <p>4 better if there's ultimately one -- you know, one</p> <p>5 person responsible, kind of has the last say.</p> <p>6 Can you tell me what your -- what your --</p> <p>7 your methods are, or what your -- what your proposed</p> <p>8 idea is as far as what happens if we have a -- just</p> <p>9 a really valid difference of opinion and -- on how</p> <p>10 things should be -- how things should be managed?</p> <p>11 MR. JORDAN FRANCO: Madam Chair,</p> <p>12 Commissioner Taylor, I appreciate the question.</p> <p>13 We formulated this idea of codirectors in</p> <p>14 talking to Altura Prep as well as Tierra Adentro.</p> <p>15 They currently employ similar models with these</p> <p>16 schools.</p> <p>17 In talking to the schools, we decided to</p> <p>18 go with codirectors, one to be titled Director of</p> <p>19 Academics and one to be titled Director of</p> <p>20 Operations, to help remediate that issue of who is</p> <p>21 in charge of what.</p> <p>22 However, these two individuals are</p> <p>23 expected to be professionals. And with that,</p> <p>24 includes conflict resolution. We expect that there</p> <p>25 may be things the codirectors may not agree upon,</p>

<p style="text-align: right;">74</p> <p>1 but it is their responsibility to oversee the 2 mission and vision of the school. 3 We have also included within the 4 application a clear outline of the potential -- or 5 the proposed -- duties of the codirector of 6 academics and the codirector of operations, and we 7 are prepared to show that to you if you would like 8 to see. 9 COMMISSIONER TAYLOR: No, I'm fine with 10 that. I just feel like there are -- there's 11 ultimately going to be some decisions that are going 12 to need to be made that deal with both -- both sides 13 of that, operations and academics. And it seems 14 like there needs to be something in place that 15 really says, "Ultimately, this person is going to 16 say," or, "This group," or, "The governing council" 17 or whatever, "needs to have the final authority to 18 make those decisions if need be." 19 MR. JORDAN FRANCO: Yes. I agree. And I 20 think the clearly outlined job descriptions that we 21 have will help remediate that. But, again, I just 22 want to relate the fact that these individuals must 23 be able and willing to work together to solve 24 issues; because, I mean, I know you know, as well as 25 I do, that the governing board's responsibility is</p>	<p style="text-align: right;">75</p> <p>1 not the day-to-day operation of the school. 2 So it is the responsibility of the 3 codirectors to really problem-solve and figure out 4 these issues and solve them accordingly. 5 And, Michele, I don't know if you would 6 like to add anything to that. 7 MS. MICHELE PLATIS: I would. Thank you, 8 Commissioner. 9 I -- we believe that anyone hired, right, 10 should work professionally. And that includes the 11 codirectors. Professionalism, it comes with the 12 job. And the codirector model is not unheard of, 13 not -- we have some schools here in New Mexico. But 14 in businesses in general, you know, codirector 15 models work as long as, as we said, we have very 16 specific, outlined responsibilities of who is 17 working within what, and we have outlined that. 18 We also do have a grievance policy that we 19 will put into place. And if there is an issue, that 20 policy will be worked through step by step just like 21 with any other employee. 22 COMMISSIONER TAYLOR: Okay. Thank you. 23 THE CHAIR: Commissioner Robbins? 24 COMMISSIONER ROBBINS: Thank you. I do 25 want to acknowledge, it was a very good application.</p>
<p style="text-align: right;">76</p> <p>1 I was very impressed, and with the presentation that 2 was put forward and the comments by, you know, 3 potential or students that wish they had had this. 4 A couple of things I wanted to hit on. 5 Your first-year contract actually spans two State 6 fiscal years. And, generally, that's kind of an odd 7 thing to go a couple of days into the next fiscal 8 year. It was going into July of the next fiscal 9 year. And that's a very odd thing when there's not 10 any teaching or anything going on at that point in 11 time, you know, looking at your calendar. 12 So that seems like it's a very odd thing. 13 Maybe someone just thought, "Hey, you know, we'll 14 set it up that way." But to me, that's kind of odd. 15 I don't know if PED would have any issues or 16 anything with teacher contracts spanning more than 17 one fiscal year. 18 That's a comment, not a question. 19 You're looking at very aggressive 20 enrollment growth. Most schools that this 21 Commission has approved and oversees -- 22 authorizes -- they project this wonderful growth. 23 And very, very few of them hit it in the first two, 24 three, four years. And, you know, even in the fifth 25 year, you're only looking at about 860 students, but</p>	<p style="text-align: right;">77</p> <p>1 you're asking for over 1,100 as a cap. 2 And, generally, you know, the Commission, 3 when a school is doing well and their performance is 4 doing well, this Commission has been very -- 5 generally very agreeable to increasing caps, even 6 during a contract period, but especially when we're 7 renewing a contract. 8 How are you going to address, from a 9 budget standpoint, the -- like, a Plan B if you 10 don't hit your benchmarks and your SEG doesn't come 11 in at nearly the level, which a lot of new schools, 12 that happens, and they do run into financial issues 13 those first couple of years, which forces them to 14 struggle and cut back on their plans? How are you 15 going to address that? 16 MR. JORDAN FRANCO: Madam Chair, 17 Commissioner Robbins, thank you for the question. I 18 will address the enrollment, and then I'd like 19 Rebekah to jump in and talk about our strategies if 20 we are in that situation where enrollment is not 21 realized. 22 Commissioner Robbins, I think you heard 23 today the passion behind so many people that want 24 this school. The west side has no arts schools. 25 And these students are desperate for some type of</p>

<p style="text-align: right;">78</p> <p>1 access to the arts. And you've heard it here today. 2 And we are so confident that we will reach 3 this enrollment. And we've actually undershot our 4 enrollment. Our proposed cap will elicit 5 88 students per grade level, and we've 6 underestimated that to 66 kindergarteners, 66 7 sixth-graders, and 44 first-graders for our first 8 year. So we are prepared with those numbers. 9 But I really just wish to kind of express 10 to you how much support we have at this point. We 11 have 186 families that are committing to send their 12 students to the Rio Grande Academy of Fine Arts, 13 which overshoots our first-year enrollment of 14 176 students. So we plan to double that number, if 15 not triple that number of students that are 16 interested in this school, pending approval. 17 And I think that we will not have that 18 issue of enrollment, because there is not another 19 west-side school that will be like this. 20 I just want to express that passion of the 21 community. I feel like we represent the community 22 at large. And it is widely, widely supported by 23 this school. And, Rebekah, please jump in because 24 we have considered that reality of minimum 25 enrollment, and so we have built, in our</p>	<p style="text-align: right;">79</p> <p>1 application, strategies to address that. 2 MS. REBEKAH RUNYAN: Commissioner Robbins, 3 thank you for the question. We worked with RioGAFA 4 to -- first of all, come up with a budget where the 5 revenue was extremely conservative. So when we 6 built the budget, we know the first year that we 7 will be able to take advantage of the Small School 8 Size Adjustment, and will be the final year, and 9 APS's Teacher Training Index. And we have used a 10 teacher cost index that's lower than APS so that 11 that first year, we really are -- have an extremely 12 conservative revenue budget that we first started 13 out with. 14 As far as strategies if the enrollment 15 isn't realized, some of the strategies that we've 16 come up with as a team are to reduce costs. 17 So we as, a partner with RioGAFA, will 18 work with them and let them know right away, if the 19 enrollment isn't realized, what the revenue 20 reductions that are expected from that are. So 21 we're going to keep in constant contact throughout 22 the summer and those first few days of school to 23 say, "What is the actual enrollment that's 24 realized," so that we can immediately take action, 25 calculate what the reduced revenue would be for the</p>
<p style="text-align: right;">80</p> <p>1 school, and we can start making those plans to 2 reduce expenditures. 3 Some of our things that we would consider 4 would be delaying expenditure timing. So those 5 would be the things -- like contractual and 6 employment start dates would be aligned with the 7 start of school to make staffing decisions based on 8 the actual enrollment of the school, which would 9 then, of course, help lower costs. 10 Delaying administrative and additional 11 instructional support hires. So anything that is 12 not absolutely necessary to get the school up and 13 running, we would delay those hires until we made 14 sure that our enrollment was actually realized. 15 And just working with the school weekly to 16 develop that cash flow projection and just make sure 17 that, expenditure-wise and budget-wise, that the 18 school can account for that decreased enrollment, 19 should that happen. 20 MR. JORDAN FRANCO: Also -- sorry. I 21 would just like to add that both proposed 22 codirectors are prepared and licensed teachers to 23 teach the first semester, if need be, based off of 24 enrollment numbers. 25 COMMISSIONER ROBBINS: And that's very</p>	<p style="text-align: right;">81</p> <p>1 helpful. That's a fallback plan. That's -- sounds 2 like you've thought it through, and I appreciate 3 that. 4 We noted that at the beginning that no one 5 from APS was here. I assume you did indeed notify 6 APS of your intent to form a charter school. 7 MR. JORDAN FRANCO: Yes, that is correct. 8 COMMISSIONER ROBBINS: And have you gotten 9 any response from APS, from their administration or 10 their charter school division of APS? 11 MR. JORDAN FRANCO: No, sir. Just 12 receipt (verbatim) of the Notice of Intent. 13 COMMISSIONER ROBBINS: That's fine. As 14 you may know, I was an APS board member, and I'm 15 very much in favor of charters, because I believe 16 the district school hasn't really been addressing a 17 lot of the needs of students. 18 So I'm not, you know, one of these people 19 that says, "Oh, if APS is against it, then I'm 20 against it." That's absolutely not the case. 21 I'll second what Commissioner Gipson said 22 about measurable growth. When we get into contract 23 negotiations, those goals are going to have to be 24 very specific. You can't have something saying 25 "measurable."</p>

82	<p>1 Also, in looking at the proposed targets 2 of what would exceed growth, who would meet growth 3 and what -- under goals, I realize you'd be a new 4 school, but they appear to be very low. 5 And one of them, I noticed it was 6 75 percent, you would -- if 75 percent meets the 7 goal, you've exceeded your overall goal. That seems 8 like it's a very, very low target to be in the 9 "Exceeds" category. 10 Most of the charter schools that we are 11 authorizing, that is set at an 85 to 90 percent 12 level for Exceeds. So, again, we'll get into that 13 with contract negotiations, but I just want to 14 caution you that some of these things -- and I 15 understand what you're saying, students coming in at 16 a low level. But I think we're going to want to see 17 the school perform significantly better than what 18 the district does with the support that you have, 19 and we hope that that's there. 20 Last quick question. Are -- will you have 21 a foundation, or have you already formed a 22 foundation? And that may be a premature question. 23 But what are your intentions in that area? 24 MR. JORDAN FRANCO: Madam Chair, 25 Commissioner Robbins, first, I would just like to</p>	83	<p>1 address your comment. We are happy to enter 2 negotiations, love a challenge. And we would be 3 happy to take any and all criticism and take that to 4 heart. 5 As far as a foundation, Rebekah, you can 6 speak to that. 7 MS. REBEKAH RUNYAN: Okay. Commissioner 8 Robbins, the school does plan to open a foundation. 9 It has not yet opened. We've been waiting on the 10 final approval. But they do plan to open a 11 foundation. 12 We've kind of looked at the Academy of 13 Fine Arts. And the foundation that they have is 14 very robust and big. There's a lot of people within 15 the community and state who, you know, want to be 16 able to donate to a fine arts school. And we will 17 start looking at starting up that foundation after 18 the school is approved. 19 COMMISSIONER ROBBINS: Thank you. I 20 appreciate it. 21 THE CHAIR: Thanks. And I know, 22 Commissioner Burt -- I've had my hand up and then 23 Commissioner Burt. So thanks. 24 So just a follow-up concern with 25 Commissioner Robbins' concern about enrollment.</p>
84	<p>1 There's a number of us that have been at 2 these community input hearings that have -- it's 3 been standing-room-only in support of the school. 4 We get that. 5 But we've also seen the opening day. And 6 that's the concern. You know, the bottom line is, 7 as many people say, "Yeah, I'd like to send my kid 8 there," you don't know until the first day of school 9 who shows up. 10 And we've seen those devastating effects 11 of, you know, the kids just didn't come, for 12 whatever reason. And some of it, honestly, is also 13 the ability for a school to coordinate the opening 14 of school and that facility. 15 You know, we've seen schools that weren't 16 able to make their target opening day because of 17 facility issues. So parents naturally just said, 18 "I'm going to send -- this year, I'm going to have 19 to send my child here, because I need them to start 20 school, you know, now." 21 So there's -- you know, there's always a 22 lot of things in motion. And as far as people are 23 passionate about things, you know, until they 24 actually put the kiddo on the bus or in the car -- 25 and that's always our concern, that you're not</p>	85	<p>1 overestimating and then you get yourself in a 2 devastating issue. Because the last thing we want 3 to see are those modifications of contracts and 4 having to fire staff, you know, when school is 5 opening because you don't have the kiddos there. 6 So just -- you know, that's always that 7 cautionary tale. And trying not to burst the 8 balloon as well, you know, of enthusiasm. It's -- 9 you know, you balance that. It's like, yeah, we 10 understand that; but -- you know. So just that 11 cautionary. 12 You know, in your -- in your application, 13 you mentioned, I think it's in the sixth grade, 14 you're going to start offering bilingual education. 15 And I was just wondering, is that a full program, or 16 just the opportunity for students to have that 17 exposure to languages, and/or are you looking at 18 seeking funding for that program? 19 MS. MICHELE PLATIS: We are open to 20 seeking funding if it is out there. We do want it 21 to be a full program going forward. We want to 22 embrace our students' languages so that they have a 23 way to celebrate them as well as their culture and 24 history. So it would be a program that's 25 all-inclusive of language and culture.</p>

<p style="text-align: right;">86</p> <p>1 THE CHAIR: So that it would be something 2 that -- and, once again, I think you said starting 3 in the sixth grade. So it would be -- it would be 4 part of the educational programming of all 5 sixth-graders in -- enrolled in the school. 6 MS. MICHELE PLATIS: Yes, that's the plan. 7 And we -- it will be a lot dependent -- we talked 8 about it more in depth really for high school, in 9 that we'd like to start it in sixth grade if 10 possible. 11 THE CHAIR: Okay. Thanks. And one last 12 on facilities. And I know you mentioned you're 13 looking at the school. What's your vision when 14 you're fully or closer to fully rolled out? It's a 15 lot of kids, K-12. And what's your vision in terms 16 of interaction within the -- if it's your ideal 17 building, what this would look like in terms of will 18 there be separation? Won't there be separation? 19 What's the commingling? You know, what are you 20 looking at? 21 MR. JORDAN FRANCO: Madam Chair, thank you 22 for asking this question. I am so passionate about 23 this, so I'm very excited to hear you ask this. 24 The proposed school is actually three 25 separate buildings. So our vision for that is to</p>	<p style="text-align: right;">87</p> <p>1 have separation for the day. But we have such a 2 really great opportunity to promote interaction 3 vertically. And we have a really great opportunity 4 to have interaction from high school students to 5 elementary students through the arts and have it 6 very structured and very rich and very rewarding. 7 So although the facility will promote 8 separation to make sure that safety is upheld, we 9 really want the interaction to really get these 10 elementary kids to have a role model in high school 11 and just help them connect to this model, 12 K-through-12. 13 MS. MICHELE PLATIS: I'd like to jump in, 14 too, Madam Chair. Just -- there are some huge 15 benefits of students teaching students. And when 16 our older students, even, you know, starting in 17 upper elementary, can be mentors and teachers to 18 their younger peers, it's of huge benefit, we 19 believe. 20 THE CHAIR: Yeah. And I agree. I also 21 like the phrasing "controlled interaction," you 22 know. There are always those times when 23 kindergarteners shouldn't be hearing that, you know, 24 and vice versa. So that's a tough commingling, and 25 glad to hear that there's thought being put into it.</p>
<p style="text-align: right;">88</p> <p>1 Thank you. 2 Commissioner Burt? 3 COMMISSIONER BURT: Thank you. So a 4 little tiny sliver of my district covers Albuquerque 5 west side. I can't even tell you, like, the exact 6 street where it is, like, the maps are so terrible. 7 But I do have a tiny piece of it. 8 I am a longtime west-side, Albuquerque, 9 Rio Rancho resident. So when I heard you say "west 10 side fine arts," I mean, knowing this community 11 really well, it's a huge absence. 12 And I know, you know, Commissioner Voigt 13 talks a lot about the assets that New Mexico has. 14 And, in general, New Mexico is a fine arts state. 15 Like, I mean, you could say that about literally 16 everywhere. I mean, we really are. 17 And so to have this, like, huge state -- 18 and also my daughters went through APS all through 19 elementary school. And, you know, they only offer 20 art every other year. It's so, so sad. 21 And so -- and then music every other year; 22 right? So you either get music or art. 23 So, like -- you know. I think, you know, 24 offering this opportunity to students who have 25 already, you know, shown any kind of interest in it</p>	<p style="text-align: right;">89</p> <p>1 at any point throughout their educational careers 2 is -- I mean, I love the idea that it's K-12. I 3 think that's a really unique thing that you-all are 4 doing. And, hopefully, other folks around the state 5 can see that that's something that could be a really 6 great model. 7 And, like Representative Maestas said, I 8 mean, west-side schools are overpacked. I mean, 9 they -- as soon as a new one opens, it's already -- 10 there's portables outside of it. They build a 11 building, and there's portables after the first 12 year. 13 So I think it's a really great location 14 for this type of concept. And -- but, generally, I 15 think anywhere in New Mexico, this is a really great 16 concept because of who we are as New Mexicans. 17 So those are all the positives. I love 18 hearing about, you know, the integration with the 19 arts in the academic portion. I was able to 20 spend -- you know, I've been to New Mexico School 21 for the Arts and got to spend a day seeing how 22 they -- what that looks like, which -- and they 23 don't really integrate it throughout the day; right? 24 It's like academic, break, arts. Right? And I 25 think PAPA does that similarly: Academic, space,</p>

<p style="text-align: right;">90</p> <p>1 arts.</p> <p>2 So I really like the idea of integrating</p> <p>3 those throughout the day as well. So I do think --</p> <p>4 I think it's going to be challenging. I think</p> <p>5 that -- you know, another Commissioner said that</p> <p>6 that's going to be a really big challenge, but</p> <p>7 interested in seeing what that looks like.</p> <p>8 The questions I have are, first of all --</p> <p>9 and a lot of them have already been answered, so I'm</p> <p>10 really grateful for the other Commissioners in</p> <p>11 talking through things.</p> <p>12 One of the things that I was wondering</p> <p>13 that was kind of mentioned, but I couldn't really</p> <p>14 find it in the application anywhere, you talk a lot</p> <p>15 about community, like it being a community hub and</p> <p>16 having community partners. And because we are such</p> <p>17 a fine arts state and because there's so many</p> <p>18 organizations out -- and in Albuquerque, you have</p> <p>19 this wealth of resources in community partners.</p> <p>20 I did notice you've met with a lot of</p> <p>21 folks. But it didn't look like there is a lot of</p> <p>22 necessarily super-fine-artsy organizations that</p> <p>23 are -- that you're meeting with yet.</p> <p>24 So I'm wondering if you could talk a</p> <p>25 little bit more about maybe more partners and/or how</p>	<p style="text-align: right;">91</p> <p>1 do partners engage in your school? What kind of</p> <p>2 partners are you looking for? And how do those</p> <p>3 interactions come together in your school? So</p> <p>4 that's my first question.</p> <p>5 MR. JORDAN FRANCO: Madam Chair,</p> <p>6 Commissioner Burt, thank you so much. Again, I'm</p> <p>7 loving these questions. These are just things I</p> <p>8 could talk about all day.</p> <p>9 So our partnerships -- we've built an</p> <p>10 extensive amount of partners, one of which we're</p> <p>11 really excited about is Music on the West Side,</p> <p>12 which is a private music school that does</p> <p>13 after-school work with students that has to work</p> <p>14 with -- it's basically a private location for</p> <p>15 private lessons.</p> <p>16 We communicated with that school, and they</p> <p>17 are, like, just chomping at the bit to come into our</p> <p>18 school and provide instruction to our students.</p> <p>19 And then they ultimately want to have our</p> <p>20 high school students intern at that location. We</p> <p>21 have a similar partnership with Keshet Dance</p> <p>22 Company. Same thing. The instructors would like to</p> <p>23 provide instruction to our students, and then our</p> <p>24 students would go and intern at those locations.</p> <p>25 We also have built a great relationship</p>
<p style="text-align: right;">92</p> <p>1 with NDI. NDI is incredible. And we are actually</p> <p>2 looking at the potential of being a private school</p> <p>3 for their kinder program.</p> <p>4 And they don't have a kinder program. And</p> <p>5 so we have been communicating with Liz, their</p> <p>6 artistic director, to talk about the potentiality of</p> <p>7 us being that location where they implement this</p> <p>8 first pilot program.</p> <p>9 In addition, we also have received a</p> <p>10 letter of support from Dean Harris, the -- UNM Fine</p> <p>11 Arts Dean. And he has also committed the same</p> <p>12 thing, where teachers go into our classrooms to</p> <p>13 provide instruction and to just promote our students</p> <p>14 to attend UNM and really attend that fine arts</p> <p>15 department.</p> <p>16 So I think the -- the partners that we've</p> <p>17 built already are really rich. And I think once we</p> <p>18 get approved, we're just going to take off and</p> <p>19 really just make that a big effort of ours is to get</p> <p>20 all of these arts communities involved in this</p> <p>21 school, because we truly -- you said it yourself.</p> <p>22 We want to be a community hub. We want these people</p> <p>23 to access our facility and have access to instruct</p> <p>24 our kids, but to also just make a community for the</p> <p>25 arts community.</p>	<p style="text-align: right;">93</p> <p>1 And that's truly our -- our big goal is to</p> <p>2 become that facility for this community.</p> <p>3 MS. MICHELE PLATIS: Also I'd like to add</p> <p>4 a few others. Lea Anderson, who is in support of</p> <p>5 us, is a local artist here in town. And then</p> <p>6 Ms. Molly Bell, she also has several connections in</p> <p>7 the fine arts community to share.</p> <p>8 And then I do want to add that Michelle</p> <p>9 Sanchez-St. Andre and I are members of the</p> <p>10 New Mexico Art Educators. We've both been</p> <p>11 presidents, so we have a lot of connections through</p> <p>12 the fine arts community that way. And the</p> <p>13 New Mexico Music Art Education is also supporting</p> <p>14 us. So they also have resources for us.</p> <p>15 COMMISSIONER BURT: Awesome. So if I'm</p> <p>16 hearing you right, the idea is that these</p> <p>17 organizations can come into your school during that</p> <p>18 arts time. They can participate by actually</p> <p>19 providing some of that arts education. And then, in</p> <p>20 addition, your goal especially for the</p> <p>21 high-schoolers, is that they end up going off to</p> <p>22 those companies to work with or for them, interning</p> <p>23 or actually getting a career later maybe?</p> <p>24 MR. JORDAN FRANCO: It's a huge goal of</p> <p>25 ours for -- we want New Mexicans to stay here and</p>

<p style="text-align: right;">94</p> <p>1 really provide that community for our arts 2 communities. And I think by doing that, we'll 3 promote that, and we'll provide sustainability for 4 these individuals that may not have had access to 5 the arts before.</p> <p>6 COMMISSIONER BURT: Okay. And then my -- 7 I have a couple of more questions, though. So one 8 of mine -- and this isn't just you guys, but I do 9 think it could provide a unique challenge for 10 you-all.</p> <p>11 In -- I think, in general, you know -- 12 and, actually, I have a little bit of hope, just 13 because of where Michelle works. But, in general, I 14 think a lot of times, folks who are choosing charter 15 schools are already spoke to -- are already folks 16 who have a lot of resources in their back pocket, 17 and so they choose charter schools because they 18 have, you know, the resources or the wherewithal 19 around it.</p> <p>20 And I know, as charter schools, a lot of 21 times I hear -- I hear it. Like, "Hey, we want the 22 low-income students that don't get these 23 opportunities, like, that's our goal to provide that 24 equity." 25 But then a lot of times we end up getting,</p>	<p style="text-align: right;">95</p> <p>1 you know, students whose parents already have a lot 2 of resources that are choosing charter schools. And 3 you don't -- I know you can't, you know, pick out, 4 you know, certain kids from your lottery, which I 5 appreciate your lottery was very fair and no 6 auditions, and I was very grateful for that. I was 7 like, open. They don't have an audition process or 8 something. Let them all come in and explore 9 whatever they need to.</p> <p>10 But I am worried. You know, I think a lot 11 of times, not only -- and I think this is a charter 12 school issue in general, that, you know, a lot of 13 families don't really understand or know about 14 charter schools and that they're free and available 15 and they can be really good opportunities for their 16 students.</p> <p>17 I love that you're providing 18 transportation. I do think that's a barrier, often, 19 so I'm grateful for that. But I'm still wondering 20 if you're going to get families who are paying for 21 their students to go to fine arts programs, right, 22 they're paying for Music on the West Side, so, 23 they're, like, "Oh, I don't have to pay for that 24 anymore, I'll just go to this charter school." 25 They have the means to provide these finer</p>
<p style="text-align: right;">96</p> <p>1 opportunities to their students. So they're going 2 to pick you because they're going to hear about you 3 right away.</p> <p>4 So where -- can you talk to me a little 5 bit about how you can target students whose families 6 may not see fine arts as an opportunity for them to 7 make a sustainable income, because that's not where 8 they're -- that's not their reality in their life?</p> <p>9 So how can you get those students and 10 families who do need these equitable options the 11 most to hear about and to buy into your school to 12 come there?</p> <p>13 MR. JORDAN FRANCO: Thank you, 14 madam Chair, Commissioner Burt. Thank you so much 15 for the question.</p> <p>16 I think a big strategy of ours is to get 17 in there. And I think that "in there" meaning the 18 community. We want to be at these low-income, 19 at-risk communities. And I think the only way to do 20 that is to get in front of these people and show 21 them what arts integration is by somebody that looks 22 and sounds like them.</p> <p>23 I think the powerful video that we created 24 is a testament of that, but I think more powerful 25 than anything is to find these local artists, which</p>	<p style="text-align: right;">97</p> <p>1 we have already, and help them explore -- like, 2 expose their work to people, but have them do that 3 on our behalf. I think that that's truly how we're 4 going to get people to connect with us. "this 5 person looks like me, sounds like me, and is from 6 this community. I want to go there because I feel 7 motivated to."</p> <p>8 I want to include we have that partnership 9 with the West Central Community Development Group, 10 which is composed of that 15 neighborhood 11 associations, our plan is to hit those associations 12 as hard as we can after approval and really get 13 these communities to see, because this is the exact 14 community we want to be located in, that this school 15 is viable and valuable to their students.</p> <p>16 And, again, the only way to do that is 17 human-to-human interaction. And I think this team 18 here is very committed to that and very motivated to 19 get out in front of these people, because we all are 20 artists. We all have been affected by the arts, and 21 we want to show them that this is an option for 22 their students, and it's not just for these 23 higher-income students, that it's particularly for 24 these students, because we are removing those 25 barriers like transportation.</p>

98

1 We want to provide food for students. We
 2 want to provide supplies for students. That -- we
 3 want them to access these arts that they have not
 4 had the opportunity to do so before.
 5 COMMISSIONER BURT: Thank you for that.
 6 Yeah. I mean, it sounds very reassuring. I think
 7 that -- I just -- that's -- I mean, it's something
 8 that I'll definitely be looking for years to come
 9 is, you know, who's actually enrolling in your
 10 school and how are you adjusting to that, because I
 11 do think that that's so -- it's just so important,
 12 and it's such a difficult thing to do.
 13 But I think -- I am hopeful that that's
 14 the lens you have going in. And so -- and, once
 15 again, you know, I know that Michele works at MAS,
 16 and they have great success in getting students of
 17 low-income areas who may not know what a charter
 18 school is, and they grab them and bring them in. So
 19 having that kind of experience behind you can help
 20 lead them to this as well.
 21 I think all of the rest of the questions I
 22 have are pretty much answered. I'm so grateful that
 23 Chair Gipson asked about the -- like, how you're
 24 going to separate or keep them together, because I
 25 was very concerned about that.

100

1 probably familiar with them, Jordan and the other
 2 staff, called Mentoring with Kids -- or, no. It's
 3 called Mentoring Kids Works.
 4 It was a program we had in Santa Fe Public
 5 Schools that started at Nina Otero and El Camino,
 6 those middle schools, and Capital High School, which
 7 is right across the street from Nina Otero, just the
 8 interaction with having kids teach kids, older,
 9 younger, but still maintaining the necessary
 10 separation, because the hormones, you know.
 11 You might just want to look into them.
 12 They're, I know, receiving more grants now. They
 13 really want to spread out beyond just the Santa Fe
 14 community. And, especially, they reached out to me
 15 to reach out to our charters to see what help they
 16 might want there. So I'm very happy to hear about
 17 that.
 18 I don't think the question that
 19 Commissioner Taylor was zeroing in on was actually
 20 answered. Certainly -- because sooner or later, no
 21 matter how much you have two people that are going
 22 to work together, and they know how to get to "yes,"
 23 and they realize that, you know, the goal is the
 24 thing, not personalities, who is designated? Is
 25 there someone in either of those roles where the

99

1 Because I have -- I have a middle-schooler
 2 and a high-schooler now, and I'm nervous having the
 3 middle-schooler with the high-schooler. So I'm glad
 4 you guys already have that that in your vision, but
 5 keeping them together as well.
 6 Thank you so much. I'm very excited and
 7 hopeful. So thank you for a great application and
 8 putting this together, and the vision.
 9 THE CHAIR: Thanks. I guess we're always
 10 concerned about hormones. That's where -- you know,
 11 it's like, oh, my God, you know, those little kids
 12 are good. But, oh, now you start all those
 13 hormones, and -- you know, we hate to phrase the
 14 question exactly that way.
 15 Commissioner Carrillo had his hand up, and
 16 then Commissioner Voigt.
 17 COMMISSIONER VOIGT: Madam Chair, Melissa
 18 Armijo was unable to raise her hand, and she reached
 19 out a long time ago.
 20 THE CHAIR: Okay. All right. Thanks.
 21 I'll put her in the queue. Thanks. Sorry.
 22 COMMISSIONER CARRILLO: I'm happy that
 23 Commissioner Burt, and that you, Chair Gipson --
 24 where's my -- brought up the mentoring stuff and the
 25 division of kids. There's an organization. You're

101

1 buck stops definitively if they can't make that
 2 decision?
 3 MR. JORDAN FRANCO: Madam Chair,
 4 Commissioner Carrillo, I appreciate the question.
 5 Madam Chair, I think it's just important to show the
 6 graphic that we've included in the application. Is
 7 that okay if I share my screen?
 8 THE CHAIR: Sure.
 9 COMMISSIONER CARRILLO: Thank you, Jordan.
 10 MR. JORDAN FRANCO: Okay. So here is the
 11 graphic of what we have proposed for the
 12 responsibilities for the codirectors, academics and
 13 operational.
 14 THE CHAIR: Could you just make that a
 15 little bit bigger?
 16 MR. JORDAN FRANCO: Absolutely. One
 17 second.
 18 THE CHAIR: Thanks.
 19 MR. JORDAN FRANCO: Is that working?
 20 THE CHAIR: For me, it didn't get any
 21 bigger. Okay. That -- now, that's -- okay.
 22 Thanks.
 23 MR. JORDAN FRANCO: No problem. So we
 24 have outlined -- and, again, this will be up to the
 25 board to finalize within the first 60 days. That's

<p style="text-align: right;">102</p> <p>1 how long they're required to find candidates for 2 these two positions, to finalize the job 3 descriptions.</p> <p>4 As it stands, these are the 5 responsibilities of the Director of Academics and 6 the Director of Operations. And then we have 7 outlined the shared responsibilities between the 8 two.</p> <p>9 So as you can see, Director of Academics 10 is very, very structured in what the buck stops with 11 this person, as well as the Director of Operations. 12 These are the places that they're sole in charge of 13 these areas.</p> <p>14 And then as we go down to the shared 15 responsibilities, these are things that are more 16 big-picture, and they should be working on, to 17 ensure that the mission and vision is executed 18 correctly.</p> <p>19 So, again, Madam Chair and Commissioner 20 Carrillo, I think it's very important to express 21 that we have thought about this, and we have 22 outlined clear things, that this person is solely in 23 charge for these responsibilities, and the other 24 person is responsible for these.</p> <p>25 And, again, this will be reviewed by the</p>	<p style="text-align: right;">103</p> <p>1 board and formalized within that first 60 days 2 following approval.</p> <p>3 COMMISSIONER CARRILLO: Thank you, Jordan. 4 Having the graph there helps a lot. And I imagine 5 if we do ever get to that point, as long as we put 6 the kids first, we always find a way to get to the 7 right decision, right, as long as it's kids first.</p> <p>8 MR. JORDAN FRANCO: And if I could just-, 9 I'm sorry, Commissioner Carrillo. If I could just 10 add, in addition, the formal evaluation that 11 codirectors will participate in, they will be 12 evaluated on communication. And if that is not 13 something that is being executed correctly, that is 14 something that the board will take action on.</p> <p>15 That's something that both codirectors 16 will be held to a very high accountability, because 17 we are promoting a collaborative work effort between 18 the two of them.</p> <p>19 COMMISSIONER CARRILLO: Thank you. You 20 used one of my favorite words, "accountability." 21 People often like accountability until they're the 22 ones that are held accountable. Thank you for 23 saying that.</p> <p>24 What I really like about the program 25 also -- and even though -- New Mexico School for the</p>
<p style="text-align: right;">104</p> <p>1 Arts up here -- I'm in Santa Fe if people didn't 2 know that -- it's an excellent program. But it is 3 so distinctly different from what y'all are doing, 4 because they are not an arts-integrated program. 5 They're basically a school and then an arts school 6 for kids that want to absolutely go to Juilliard. 7 That is their goal.</p> <p>8 Whereas, I see the goal of a school like 9 this is really building the whole child from the 10 inside out, and that artistic core and everything 11 kind of goes from there.</p> <p>12 And so I want to make a comment on that 13 really quickly. There's a guy -- you probably read 14 about him. Robert Vladem is the one that gave the 15 bulk of the money to build the new museum up in 16 Santa Fe. Because he knows I'm involved in 17 education, he said, "Steve, there needs to be more 18 emphasis on art." Because I was telling him about 19 my idea that the Guilford County thing for Santa Fe 20 Public Schools.</p> <p>21 He said when he looks for employees in 22 upper-level management, he wants kids that can think 23 creatively that have art backgrounds, because those 24 are the ones, those are the ones that run successful 25 companies and everything else.</p>	<p style="text-align: right;">105</p> <p>1 And so I see you as a breeding ground for 2 that.</p> <p>3 I'm very happy that both Chair Gipson -- 4 and I think it was Commissioner Robbins -- talked 5 about the term "measurable" relative to growth. So 6 I just want to reiterate that when it is contract 7 time, "measurable" is not going to cut it.</p> <p>8 We're going to want to hear some 9 percentages, where you are, where you expect to be, 10 so that there's a quantitative aspect. Because I 11 think the qualitative is going to be there just 12 relative to being an arts-integrated school.</p> <p>13 So I -- the only other thing I have is -- 14 this is relative to the -- I just want to make sure 15 that all of us, and me, I understand that we all 16 understand -- 'cause this was in their approaches 17 thing -- on the artistry blocks, just making sure 18 that we understand what that word "design" means and 19 how -- how artistry blocks will be -- will work 20 functionally.</p> <p>21 MS. MICHELE PLATIS: Thank you. 22 Madam Chair and Commissioner Carrillo.</p> <p>23 So our artistry blocks run two different 24 ways. We have elementary will run a little 25 different than secondary. And there will be, just</p>

<p style="text-align: right;">106</p> <p>1 to emphasize, a break in between the regular school 2 day to the artistry blocks. 3 So for elementary, they're going to start 4 with a 45-minute block where there's a rotation of 5 dance, media arts, theater, and visual arts. 6 They are going to be aligned with the 7 state and national core arts standards. So RioGAFAs 8 students will be provided with a curriculum that 9 provides that sequential instruction with strong 10 foundational skills, the New Mexico Core Arts 11 Standards, and they ensure that valuable student and 12 community learning and instruction, with the 13 inclusion of New Mexico's rich history and culture. 14 Both -- again, both Michelle 15 Sanchez-St. Andre and I have been significantly 16 trained in the New Mexico Core Arts Standards. We 17 both started using them in the classroom before they 18 were even approved in 2018 by New Mexico. Or 19 adopted, I should say. So we've already been using 20 them. 21 We understand them. And I have built my 22 open -- I was also part of the Model Cornerstone 23 Assessment Pilot for the -- nationwide on building 24 assessments from using the standards. So that 25 backwards design of starting with your objective and</p>	<p style="text-align: right;">107</p> <p>1 the standards, and then building upon your 2 performance assessment. So the students don't even 3 know they're performing an assessment because 4 they're creating art. 5 So that is -- that'll be that first 6 artistry block. 7 During the second artistry block, students 8 will have the opportunity to choose -- and this, 9 again, is elementary -- to explore a new arts 10 elective. So they'll have 60 minutes in a variety 11 of forms. It will change. It's going to be very 12 dependent on what our resources are and who can 13 teach, you know, what their gifts are. 14 So it could be ukulele; it could be 15 needlework; it could be creative writing, hip-hop, 16 recycled fashion. Again, training in the National 17 Core Arts Standards still applies, and looking back 18 and making sure that kids are, you know, building 19 those sequential foundational skills. 20 We also are going to have -- this is why, 21 within our elementary group, we'll have multiple 22 grade levels so that students can explore different 23 art forms and collaborate and learn together with 24 similar interests. And they'll have -- they will be 25 able to choose something different every quarter.</p>
<p style="text-align: right;">108</p> <p>1 So that's exciting. 2 And then our secondary block changes. 3 They have two 88-minute artistry blocks with a break 4 in between. Secondary students will participate in 5 a visual or performing arts instruction, where they 6 will learn to achieve mastery in dance, drama, 7 media, music, or visual arts. 8 And then middle students will start -- 9 well, they'll continue to explore those art forms, 10 because we know that students will often come to us 11 that have had no art. So we will still continue to 12 give them those foundational skills that they need. 13 And seventh and eighth grade, we hope 14 students will be given that opportunity to narrow 15 their focus so in high school, they'll have multiple 16 pathways they can choose, and options. If they want 17 to focus more on a performance art, visual arts, 18 media arts. Again, we've talked a lot about where 19 we'll be bringing in those guest artists. But we'll 20 always, always start with the New Mexico Core Arts 21 Standards as the objective and then building from 22 there into the curriculum. 23 COMMISSIONER CARRILLO: Thank you very 24 much for the answer. You made me think of one 25 thing. And that is -- there was the young lady who,</p>	<p style="text-align: right;">109</p> <p>1 in the presentation -- the poet, where she talked 2 about learning about the Constitution and the Bill 3 of Rights with -- by rapping. 4 MS. MICHELE PLATIS: That was me. 5 COMMISSIONER CARRILLO: So there's two 6 areas that I think, not only in New Mexico, but in 7 our country, seriously lack, and that is civics and 8 geography. Geography, I think, is a natural to all 9 the things that can happen artistically. 10 You don't have to tell how you're going to 11 do it now, because we're not talking about high 12 school now. But just integrating those two items 13 now, civics and geography, because they're so darned 14 important, and they're just getting lost. 15 Anyway, thank you very much. I believe 16 that's all I have. And thank you for the extended 17 explanation of the artistry blocks. I appreciate 18 that, Michele. 19 THE CHAIR: So, Commissioner Carrillo, do 20 you want Schoolhouse Rocks to come back? 21 COMMISSIONER CARRILLO: I loved 22 Schoolhouse Rocks. I loved that. 23 THE CHAIR: How a bill became a law. 24 COMMISSIONER CARRILLO: You know what 25 would be super-cool, Chair Gipson? If the kids at</p>

<p style="text-align: right;">110</p> <p>1 this school wrote and performed the music for a 2 statewide Schoolhouse Rocks. 3 THE CHAIR: I agree. Thanks. 4 Commissioner Armijo? Sorry. 5 COMMISSIONER ARMIJO: Hi. Can everybody 6 hear me? 7 THE CHAIR: Yes, we can. 8 COMMISSIONER ARMIJO: Okay. Great. Thank 9 you. And I'm sorry I couldn't be there with my 10 face, kind of in-person, as we are in Zoom. So I 11 apologize. 12 But thank you for letting me have this 13 opportunity to speak real quick. 14 First of all, I just want to let everybody 15 know all the rest of the Commissioners answered any 16 of the questions that I had. You guys were very 17 thorough, and I was able to read through the 18 application. 19 And I'm really excited about this school. 20 I had the opportunity to meet Jordan when I was at a 21 groundbreaking ceremony for Solare Collegiate. So I 22 had the opportunity to meet Jordan. Great to hear 23 your voice, Jordan. 24 And Michelle Sanchez-St. Andre. Michelle, 25 you and I are third cousins, so I'm excited about</p>	<p style="text-align: right;">111</p> <p>1 the school. 2 I just wanted -- this school will be in my 3 district, which is exciting for me. The west side, 4 the southwest side, the South Valley could 5 definitely use a school like this. 6 I was just sharing with a friend of mine 7 how children just -- just don't learn the same. And 8 providing that opportunity for them in the arts and 9 making it fun and exciting and out of the box, I 10 think is going to be great. 11 I know that Michelle and Jordan both are 12 authentic in their endeavors for this school and 13 dedicated to this unique educational model in 14 New Mexico. So I'm really excited about that. 15 That's all I wanted to say. Just wanted 16 to share that, and thank you all for your 17 presentation and the great feedback. 18 THE CHAIR: Thank you. Thank you. 19 Commissioner Robbins? 20 COMMISSIONER ROBBINS: Just one last 21 thing. And I'm glad that you showed the 22 differentiation between the two directors, academic 23 and operations. 24 In looking at the full graphic on Page 212 25 of your -- or 211 of your application, it seemed</p>
<p style="text-align: right;">112</p> <p>1 like you have a lot of administrative positions. 2 You're going to have a dean of students for every 3 school -- for, you know, elementary, middle, and 4 high school. You know, it almost looks like you've 5 taken an APS administrative framework and brought it 6 down to your school; whereas, most charters don't 7 have all those extra positions and everything. 8 People are wearing multiple hats to get to know the 9 students. 10 And my concern is there's going to be a 11 lot of layers between the people running the school 12 and the teachers and the students. And that's a 13 caution. Because APS has been criticized and 14 probably has one of the most top-heavy districts in 15 the entire state. 16 And this just looks -- I look at a school 17 that has 1,000 students. They don't have that 18 many -- all these different administrative-type 19 positions. 20 And so I'm a little concerned that even 21 though you may get funding from outside, that it 22 actually could separate, you know, the people 23 running the school from the school, and you're going 24 to have too many layers built in there. 25 MR. JORDAN FRANCO: Madam Chair and</p>	<p style="text-align: right;">113</p> <p>1 Commissioner Robbins, thank you for the concern. We 2 will be a very reflective organization. These 3 decisions will be made upon enrollment. And during 4 the first years, we won't have a dean, I believe, 5 until year four. During the first years, Michele 6 and I -- I'm sorry -- the proposed codirectors -- 7 will be taking on multiple roles at the school. So 8 we understand. We have worked both in public and 9 charter entities, and so we understand the concern, 10 and we appreciate the feedback. 11 THE CHAIR: Thanks. And not to be a 12 balloon buster again, but a cautionary tale. We 13 never look -- we always advise schools, when they're 14 looking at their foundations, never look at 15 New Mexico School for the Arts and what they're able 16 to fundraise. 17 Because that's -- you know, that's great 18 to look at. But, you know, the notion that that's 19 ever going to happen is so highly unlikely that I 20 think you need your feet a little bit more on the 21 ground with that. It would be great, but, you know, 22 it's -- it takes a lot of effort for them to do that 23 as well. 24 And I think that goes along kind of with 25 Commissioner Burt's concern about, you know, you get</p>

<p style="text-align: right;">114</p> <p>1 out there with a foundation like the New Mexico 2 School for the Arts, and you start contacting folks 3 that way. And they learn about your school. And it 4 does potentially change the demographics of the 5 school, because it's, like, "Oh, I can send my kid 6 there." 7 So that's -- you know, that's just what it 8 is. 9 MR. JORDAN FRANCO: Madam Chair, if -- 10 sorry. 11 THE CHAIR: Sure. 12 MR. JORDAN FRANCO: I would just like to 13 say that I appreciate the concern. We are a team of 14 visionaries. And we firmly believe in reaching for 15 the stars. I think the fact that we're here is a 16 testament of we have goals, and we want to reach 17 them. 18 And I appreciate the concern, and we will 19 definitely take that into consideration. But I do 20 just want to provide that testament that you're 21 staring at a team of people that aren't afraid to 22 reach for the stars and see where we get. 23 And I think that our motivation and our 24 teamwork and our dedication to this school is really 25 profound. And I'm excited to see what we can do --</p>	<p style="text-align: right;">115</p> <p>1 THE CHAIR: Thanks. 2 MR. JORDAN FRANCO: -- and will do. 3 THE CHAIR: Thanks. Just one quick 4 question. You're rolling out K-1 and 6 that first 5 year. That's the -- you know. And that 6 is always 6 hard. It's always hard to capture middle-schoolers. 7 But long-term, are you looking at some point in 8 time, and would the facility also -- if you get that 9 facility, are you looking at, at any point, putting 10 in a pre-K? 11 MR. JORDAN FRANCO: Madam Chair, we love a 12 challenge, like I said. So, I mean, if that -- if 13 that presents itself, we aren't opposed to that 14 option. We have all worked with pre-K students in 15 some way, shape, or form. 16 I will say they are -- they are an intense 17 bunch of energy; they're just balls of energy. But 18 we will meet that challenge if it presents itself. 19 THE CHAIR: Okay. Thanks. And, you know, 20 we always find -- you know, for a lot of folks, it's 21 easier to capture those K students when you've 22 reached all the way down into that pre-K to that 23 community. But I was just curious. So thanks for 24 that. 25 MS. MICHELE PLATIS: May I add,</p>
<p style="text-align: right;">116</p> <p>1 Madam Chair, that to Jordan's point, too, we will 2 always be looking at the needs of the community. 3 And if the community is asking us for a pre-K, then 4 we'll meet that need. 5 THE CHAIR: Okay. Thanks. I appreciate 6 that. 7 Commissioners, any other questions? 8 Okay. So, once again, thank you for all 9 of this. I mean, no matter what happens, we know 10 the time and effort and energy and passion that goes 11 into this application process. We know it's not 12 easy. And we don't make it easy for a purpose. 13 You know, we're -- you're asking us to 14 allow you to serve these communities. So it 15 shouldn't be an easy -- you know, it shouldn't be an 16 easy task to get through this. 17 So, you know, we -- once again, we 18 appreciate everything that you've done to get 19 yourself prepared for today and hopefully prepared 20 for the future. So thank you for that, and everyone 21 on the screen. 22 COMMISSIONER CARRILLO: Thank you. Yeah. 23 THE CHAIR: In closing, any member of the 24 public, including the applicants, may submit written 25 input following this hearing.</p>	<p style="text-align: right;">117</p> <p>1 Written comments can be sent to the 2 Commission via charter.schools@state.nm.us. And I 3 believe that's going to be on the Web site; correct? 4 Yes? 5 Okay. Thanks. 6 They can also -- well, now I have to 7 double-check. The building is open, so there is 8 mail being accepted. I don't want to say mail will 9 be accepted if it's not. 10 DIRECTOR CORINA CHAVEZ: We are accepting 11 mail at the PED. 12 THE CHAIR: So they can also be mailed. 13 Can it be hand-delivered? 14 DIRECTOR CORINA CHAVEZ: It can. Although 15 there is a skeletal crew at the PED. 16 THE CHAIR: Okay. All right. Thanks. 17 The details and addresses are listed on the website. 18 Make sure you identify the school you are 19 commenting on in the letter, or in the drop-down 20 menu that is there. 21 Please note that any written input must be 22 received no later than 5:00 p.m. on the third 23 business day following the hearing on the 24 application on which the public wishes to comment. 25 For Rio Grande Academy of Fine Arts, that</p>

118	<p>1 would be July 27th, 2021, at 5:00.</p> <p>2 And thank you all for your presentations</p> <p>3 once again. And the Commission will be meeting</p> <p>4 on -- in Santa Fe on August 27th, 2021, to render</p> <p>5 their decision on approval or denial of this and any</p> <p>6 other applications.</p> <p>7 And we stand now in recess until 1:00 p.m.</p> <p>8 for our next community hearing.</p> <p>9 So thank you all once again. Take care</p> <p>10 and we will see you in August. Thank you.</p> <p>11 (Recess held, 11:39 a.m. to 1:03 p.m.)</p> <p>12 THE CHAIR: Okay. I think we can get</p> <p>13 started. If other Commissioners come in, we can</p> <p>14 certainly join them in. But, just for the record,</p> <p>15 Commissioner Burt, would you take record -- would</p> <p>16 you take roll for this one, please?</p> <p>17 COMMISSIONER BURT: Yeah, no problem. All</p> <p>18 right.</p> <p>19 Commissioner Armijo is not present.</p> <p>20 Commissioner Burt is present.</p> <p>21 Commissioner Carrillo?</p> <p>22 COMMISSIONER CARRILLO: Yes.</p> <p>23 COMMISSIONER BURT: Commissioner Chavez is</p> <p>24 not present.</p> <p>25 Commissioner Davis?</p>	119	<p>1 COMMISSIONER DAVIS: Yes.</p> <p>2 COMMISSIONER BURT: Commissioner Gipson?</p> <p>3 THE CHAIR: Here.</p> <p>4 COMMISSIONER BURT: Commissioner Manis is</p> <p>5 not present.</p> <p>6 Commissioner Robbins?</p> <p>7 COMMISSIONER ROBBINS: Here.</p> <p>8 COMMISSIONER BURT: Commissioner Taylor?</p> <p>9 COMMISSIONER TAYLOR: Here.</p> <p>10 COMMISSIONER BURT: And Commissioner</p> <p>11 Voigt?</p> <p>12 COMMISSIONER VOIGT: Here.</p> <p>13 COMMISSIONER BURT: All right. So there</p> <p>14 are seven Commissioners present.</p> <p>15 THE CHAIR: Okay. Thank you so much.</p> <p>16 So welcome, everyone. I just have a short</p> <p>17 little blurb that I have to say and then we can move</p> <p>18 on to the meat of this.</p> <p>19 This meeting is being conduct- -- well, I</p> <p>20 guess I'm bringing back from recess this community</p> <p>21 input hearing for THRIVE Community School. And it</p> <p>22 is Thursday, July 22nd, and it is now 1:05 p.m.</p> <p>23 This meeting is being conducted pursuant</p> <p>24 to New Mexico Statutes Annotated, Title 22,</p> <p>25 Section 8B-6J 2009.</p>
120	<p>1 The purpose of this community input</p> <p>2 hearing that will be held on July 22nd, 2021, is to</p> <p>3 obtain information from the applicants and to</p> <p>4 receive community input to assist the Public</p> <p>5 Education Commission in its decision whether to</p> <p>6 grant the proposed charter application.</p> <p>7 According to this section of the law, the</p> <p>8 Commission may appoint a subcommittee of no fewer</p> <p>9 than three members to hold a public hearing.</p> <p>10 According to the law, these hearings are being</p> <p>11 transcribed by a professional court reporter.</p> <p>12 The total time allocated to each</p> <p>13 application is approximately 90 minutes, which will</p> <p>14 be timed to ensure an equitable opportunity to</p> <p>15 present applications.</p> <p>16 During the hearing, the Commission will</p> <p>17 allow for community input about the charter</p> <p>18 application.</p> <p>19 The time for public comments will be</p> <p>20 limited to 20 minutes. If you wish to speak</p> <p>21 regarding the application, that time in chat has now</p> <p>22 been closed. So hopefully everyone has signed up.</p> <p>23 Please be sure that you indicate when you</p> <p>24 do sign up if you are speaking in favor or in</p> <p>25 opposition of the charter school.</p>	121	<p>1 The Commission chair, based on the number</p> <p>2 of requests to comment, will allocate time to those</p> <p>3 wishing to speak. If there are a large number of</p> <p>4 supporters or opponents, you're asked to select a</p> <p>5 speaker to represent common opinions. We will try</p> <p>6 to allocate an equitable amount of time to represent</p> <p>7 the community accurately.</p> <p>8 The Commission will follow this process</p> <p>9 for each of the hearings today:</p> <p>10 The Commission will ask each applicant or</p> <p>11 group to present. They will be given 20 minutes to</p> <p>12 present their application in the manner they deem</p> <p>13 appropriate. The Commission will not accept any</p> <p>14 written documentation from the applicant, but the</p> <p>15 application -- but the applicant may use any</p> <p>16 exhibits that they choose.</p> <p>17 Following the applicant's presentation,</p> <p>18 the local school district representatives, which</p> <p>19 include superintendent, administrators, and board</p> <p>20 members, will be given 10 minutes to comment.</p> <p>21 Subsequently, the Commission will allow</p> <p>22 20 minutes for the public comment, as referenced</p> <p>23 before.</p> <p>24 And, finally, the Commissioners will then</p> <p>25 have time to ask questions.</p>

122

1 So I'm going to ask the applicant team to
 2 please now identify who was here that will be able
 3 to speak for the school. And please identify their
 4 role at this point in time.
 5 So thanks once again. And, Julie, are you
 6 doing this?
 7 FROM THE PUBLIC: I've got this. Thank
 8 you, Commissioner Gipson.
 9 THE CHAIR: I'm sorry. Missy?
 10 MS. MELISSA BROWN: I just wanted make
 11 sure that you all understood that Commissioner
 12 Armijo was here.
 13 THE CHAIR: Thank you. I did not. I
 14 didn't see -- and Commissioner Manis is here. Yes?
 15 MS. MISSY BROWN: Yes.
 16 THE CHAIR: So please have the record
 17 reflect that. Sorry for the interruption. And,
 18 Sean, I'm sorry.
 19 MR. SEAN DUNCAN: Thank you, Madam Chair.
 20 My name is Sean Duncan. I am a cofounder of THRIVE
 21 Community School. I am joined by Ms. Valverde, a
 22 proposed board member and our proposed board chair;
 23 Mr. Brian Crider, proposed board member and our
 24 proposed treasurer; Ms. Amy Chacon, a cofounder;
 25 Julie Lucero, a cofounder; Dr. Angelia Moore,

124

1 Community School and the proposed executive
 2 director. I'm incredibly grateful for the
 3 opportunity to be here today with members of our
 4 founding group and many of the community members who
 5 have helped inform our proposed model.
 6 My career in education was precipitated by
 7 my work with a younger family member who had special
 8 needs, where I learned valuable lessons about
 9 equity, access, and advocacy at an early age. Those
 10 experiences led me to become a special education
 11 teacher myself, and then later a school
 12 administrator and school psychologist.
 13 For the previous three years, I have
 14 worked as a school psychologist and reading coach
 15 for Santa Fe Public Schools, where I have worked
 16 closely with teachers, leaders, and students and
 17 families. Those roles are all in addition to the
 18 most important role of being a husband and father of
 19 two young children.
 20 For over a year, I've had the honor of
 21 working with the three other cofounders and members
 22 of our proposed board. During this time, we've had
 23 the privilege of engaging with our community to
 24 develop an evidence-based school model that will
 25 meet the needs of students in our city in

123

1 cofounder. And we are also joined by our attorney,
 2 Mr. Dan Hill. And -- I have not seen him present
 3 yet, but Mr. Michael Vigil from the Vigil Group for
 4 our business -- our school business services.
 5 THE CHAIR: Okay. Thanks. And let me
 6 just double-check.
 7 Missy, do you see Mike Vigil in the
 8 participants? I hadn't.
 9 DIRECTOR CORINA CHAVEZ: He is.
 10 THE CHAIR: He is? Okay. So I'm assuming
 11 the school wants him brought in?
 12 MR. SEAN DUNCAN: Yes, please. Thank you.
 13 THE CHAIR: Okay. So we've got everyone
 14 in now. Your 20 minutes starts whenever the
 15 presentation -- whenever you start your
 16 presentation. And Missy is doing the timing.
 17 MR. SEAN DUNCAN: Wonderful. Thank you.
 18 I'll do a quick screen transition here, and we'll
 19 begin.
 20 THE CHAIR: Sure.
 21 MR. SEAN DUNCAN: All right. We are ready
 22 to begin.
 23 Good afternoon, Madam Chair and members of
 24 the Public Education Commission. My name is Sean
 25 Duncan. I'm one of the cofounders of THRIVE

125

1 transformative ways.
 2 Myself and members of this founding team
 3 bring deep and varied experiences to this work, and
 4 we are eager, excited, and humbled to be here today.
 5 Now I'll pass it to Ms. Valverde.
 6 MS. RANDI VALVERDE: Madam Chair, members
 7 of the Commission, good afternoon. It's a pleasure
 8 to be here with you.
 9 I am very honored to have been selected as
 10 the proposed board chair for THRIVE Community
 11 School.
 12 In terms of services that I'll bring to
 13 the board, I'm a shareholder at Montgomery & Andrews
 14 Law Firm, and I've been practicing law in New Mexico
 15 for about 12 years.
 16 I served on the Human Rights Commission
 17 for about six years.
 18 And as part of my law practice, I
 19 represent boards and commissions, so I know what it
 20 takes to run an efficient board.
 21 In terms of why I'm committed to this
 22 board, my mom was a teacher for nearly 30 years,
 23 which gave me an insight into some of the issues
 24 that the education system faces.
 25 And as a Native New Mexican, I believe

<p style="text-align: right;">126</p> <p>1 that it's very important to provide New Mexican 2 families with as many choices as possible with 3 regard to the educational experiences that they 4 believe will best suit the needs of their children. 5 Thank you so much, and I'll pass it to 6 Mr. Crider to introduce himself. 7 MR. BRIAN CRIDER: I'm Brian Crider, 8 proposed member of the governing board and its 9 proposed treasurer. I will serve as a member of the 10 finance committee and bring 14 years of experience 11 in finance and accounting to this position. 12 I'm currently a fixed income investment 13 analyst at Thornburg Investment Management here in 14 Santa Fe and have an MBA degree from the UCLA 15 Anderson School of Management. 16 As a first-generation college student and 17 a product of New Mexico public schools, strong 18 education has played a major role in my life, and I 19 want all of our kids to have the same opportunities 20 that were provided to me. So I'm excited to be part 21 of such an amazing team and look forward to helping 22 THRIVE create a community where students know that 23 there are no limits to what they can achieve. 24 MS. AMY CHACON: Good afternoon, 25 Madam Chair, members of the Commission. My name is</p>	<p style="text-align: right;">127</p> <p>1 Amy Chacon, and I am thrilled to be here today as 2 one of the founders of THRIVE Community School. I 3 am deeply committed to the mission that THRIVE is 4 proposing. 5 And as a Native New Mexican and 6 educational practitioner for over 15 years, I 7 believe that this charter's commitment to an 8 equitable educational model that has a focus on 9 education mastery and social-emotional learning will 10 provide new and essential opportunities to the young 11 people in my community. 12 I am a special education teacher, and, if 13 authorized, intend to apply for a position with 14 THRIVE Community School as a special education 15 teacher. 16 Additionally, I have a background in 17 education administration and teacher recruitment. 18 And this is something where I would bring a 19 professional perspective during the implementation 20 year. 21 I look forward to this hearing today, and 22 I thank you for the opportunity. 23 I will now turn it to my colleague, 24 Ms. Lucero, to introduce herself. 25 MS. JULIE LUCERO: Good afternoon,</p>
<p style="text-align: right;">128</p> <p>1 Madam Chair and members of the Commission. Thank 2 you so much for the opportunity to be here as one of 3 the cofounders of the proposed THRIVE Community 4 School. 5 I am born and raised here in New Mexico 6 and a first-generation college student. I have 7 26 years of experience in public education in a 8 variety of capacities, to include teacher, 9 principal, charter leader, Charter School Division 10 General Manager, and, most recently, retired from 11 Santa Fe Public Schools as their executive director 12 of special education. 13 I also have a passion for work in policy, 14 where I serve as an educational analyst for the 15 Speaker of the House during Legislative Session. I 16 am hoping to be given the opportunity to share my 17 experience with THRIVE Community School if 18 authorized. Again, thank you so much. I will now 19 turn it over to Dr. Angelia Moore. 20 DR. ANGELIA MOORE: Good afternoon, 21 Madam Chair and Commissioners. My name is 22 Dr. Angelia Moore. I'm a THRIVE cofounder and proud 23 to support THRIVE's work towards authorization and 24 launch, and am a first-generation college graduate, 25 been an educator for 23 years, designed a middle</p>	<p style="text-align: right;">129</p> <p>1 school as an expedition model, a high school 2 leadership program, and I've written curriculum and 3 delivered workshops across the country. 4 I've worked with families on the south 5 side of Santa Fe for five-and-a-half years as an 6 assistant principal, and then principal at two 7 pre-K-through-8 community schools in the Santa Fe 8 Public School District. Prior to that, I was a 9 classroom teacher for 17 years. 10 It is a privilege to be before you today 11 and continues to be a privilege to serve our 12 families in Santa Fe. 13 Now I'd like to turn it over to our 14 proposed executive director, Sean Duncan, for an 15 overview of our community outreach efforts. 16 MR. SEAN DUNCAN: Thank you, Dr. Moore. 17 So we'll now transition to talk -- to talk about how 18 our team has engaged with our community through a 19 variety of outreach activities. 20 Ms. Chacon will give an overview of our 21 approach to our outreach and the types of activities 22 we engaged in before we talk about what type of 23 input we received from our community. 24 MS. AMY CHACON: So the THRIVE Community 25 School founding team has a sincere commitment to</p>

<p style="text-align: right;">130</p> <p>1 ensuring that the charter we are presenting to you 2 here today is reflective of the stated needs and 3 wants in our community. 4 Therefore, we worked diligently to create 5 and execute a comprehensive inclusive community 6 outreach process. 7 This process included three essential 8 components: community meetings, a Google survey, 9 and a professional survey. I will now defer to 10 Dr. Moore to address the community meetings. 11 DR. ANGELIA MOORE: Sure. We've held over 12 225 meetings with individuals in 65 community 13 organizations. The conversations, connections, 14 feedback we've received from these meetings have 15 helped us to shape our school model and make sure 16 that our school model is aligned to the needs of our 17 community. 18 So the feedback we've received from the 19 Santa Fe community prioritizes the following: 20 More accessible public school options for 21 families. 22 Options that prioritize social and 23 emotional needs. 24 Options that are reflective of the 25 economic, racial, and cultural diversity of our</p>	<p style="text-align: right;">131</p> <p>1 city. 2 And new approaches that dramatically 3 improve academic outcomes. 4 Now Mr. Duncan will talk about some of the 5 data we considered based on this feedback from our 6 community. 7 MR. SEAN DUNCAN: So as Dr. Moore 8 mentioned, the meetings that we held helped us to 9 better understand what our community wants to say in 10 a new K-to-8 public school option. And one of those 11 points was dramatically improved academic outcomes. 12 So one of the pieces of data that has been 13 foundational to better understanding this need is 14 related to the significant gaps in performance we've 15 seen in student outcomes in Santa Fe. 16 An analysis of the most recent academic 17 student performance reveals gaps of 20 to 40 points 18 between students from middle and upper income 19 backgrounds and students from lower income 20 backgrounds, as well as between Caucasian students 21 and Hispanic students, Native American students, and 22 English Language Learners. 23 Our team recognizes that disparities in 24 outcomes are innately connected to the opportunities 25 that children are provided. And we have kept that</p>
<p style="text-align: right;">132</p> <p>1 understanding at the core of our commitment to 2 collaboratively develop our school model. 3 Now Ms. Lucero will talk through our 4 Google survey results. 5 MS. JULIE LUCERO: Thank you. 6 So the Google survey that we completed 7 included 145 surveys. 72.6 percent were parents or 8 guardians of school-age children. 87 -- excuse 9 me -- 40 percent were in the 87507 ZIP; 21.9 in the 10 87501 ZIP code. 11 85.6 percent were supportive or very 12 supportive. And out of those, 77 volunteered for 13 focus groups. 14 What they want to see in a school option: 15 Small group learning. Social and 16 emotional learning. STEAM education. Rigorous 17 instruction. Mastery learning, and intentional 18 diversity. Two other components that were noted 19 were wanting transportation for their students and 20 an extended day. 21 I'll now pass it on to Mr. Sean Duncan. 22 MR. SEAN DUNCAN: So in an effort to help 23 reduce our survey bias and to ensure that we are 24 reaching an even wider audience, we worked with 25 Research & Polling to survey 501 adults in Santa Fe</p>	<p style="text-align: right;">133</p> <p>1 to gauge interest level in a new STEAM-focused 2 K-to-8 charter school. 3 The survey revealed three pieces of data 4 that offers -- that offers very clear support for 5 our proposed model. 6 First, four out of five residents were 7 either supportive or very supportive of seeing a 8 STEAM-focused K-to-8 charter school in Santa Fe. 9 Second, 73 percent of residents expressed 10 interest in sending their own child to a new 11 STEAM-focused K-to-8 charter school, while only 12 14 percent said that they were not interested. 13 Third, 74 percent agreed that parents need 14 more free public school choices. That number goes 15 up higher to 82 percent when we looked exclusively 16 at results from residents who are parents of 17 children aged 13 and below. 18 And only 10 percent of all residents do 19 not believe that we need more free public school 20 choices in our city. 21 Another trend that's worth noting is that 22 generally similar levels of interest were observed 23 across demographic groups, including income levels, 24 ethnicity, educational attainment, and the section 25 of the city which further underscores the broad and</p>

<p style="text-align: right;">134</p> <p>1 diverse level of support THRIVE's model has received 2 from our community, particularly parents and 3 families of school-aged children. 4 So from the meaningful input that we 5 collected from our community, we were able to 6 develop THRIVE's mission and values. 7 Now I'll turn it over to Mr. Crider, who 8 will share THRIVE's mission. 9 MR. BRIAN CRIDER: THRIVE Community School 10 is a diverse and affirming K-through-8 Learning 11 Community that embraces social and emotional 12 learning practices and utilizes evidence-based 13 teaching to advance educational equity. 14 We use innovative approaches to drive 15 academic achievement, eliminate disparities in 16 student outcomes, and reinforce a positive 17 self-concept so that all students are positioned to 18 follow paths of their choice. 19 MR. SEAN DUNCAN: The takeaways from our 20 community outreach efforts also helped us to 21 identify and define our four school values. We 22 understand that these values are the qualities that 23 really permeate all aspects of the school community 24 and define not what we do, but how we do it. 25 At THRIVE, we show love. We affirm one</p>	<p style="text-align: right;">135</p> <p>1 another and recognize the innate beauty and 2 brilliance in each one of us. We remind one another 3 every day to be the best version of ourselves. We 4 create joy. We find joy in learning and being part 5 of a community. We smile and laugh and prioritize 6 finding the fuel we have need to overcome the 7 challenges we face. At THRIVE, we work as a team. 8 We rely on one another to achieve our shared goals, 9 and we value different goals and perspectives and 10 elevate voices that are often ignored. We grow and 11 we take risks and lean into discomfort, and we value 12 mistakes because we are committed to learning from 13 them and adjusting. 14 So -- ooh, let me back up here. All 15 right. 16 So the voice of our community and our 17 mission and values were developed in -- as we were 18 thinking about what the proposed model would need to 19 be able to achieve our stated mission. 20 So as we look at our proposed programming, 21 our model consists of four innovative approaches and 22 three unique features. 23 We'll start with our innovative 24 approaches. 25 So our four innovative approaches were</p>
<p style="text-align: right;">136</p> <p>1 developed to ensure that we were utilizing 2 evidence-based and sustainable solutions that are 3 currently not being utilized at a wide scale in our 4 city and region. 5 First, THRIVE is committed to investing 6 deeply in the development of our teachers and staff. 7 We recognize that being an educator means that you 8 are a lifelong learner yourself. And to have that 9 impact that you want to have on your students, we 10 must have regular access to high quality 11 professional development opportunities that are 12 truly mission-aligned. 13 So THRIVE will offer 25 days of paid 14 professional development for all teachers and staff. 15 Second, we know that our community wants 16 to see more developmentally appropriate and 17 effective practices being used with students and 18 families. The majority of K-to-8 community schools 19 in our city operate as an elementary school in 20 Grades K through 5 and a middle school in Grades 6 21 through 8. 22 THRIVE will operate as one school on one 23 campus. However, we believe that structuring our 24 school as a primary school in Grades K to 2 and an 25 intermediate school in Grades 3 to 5, in addition to</p>	<p style="text-align: right;">137</p> <p>1 the middle school in Grades 6 to 8, will position us 2 to better meet the needs academically and socially 3 of our students in Grades K through 5 so they are 4 more successful when they enter the middle school 5 grades. 6 We also believe that this structure will 7 help facilitate strong relationships and clear 8 communication with parent and families. 9 Third is that we've developed an expanded 10 definition of student success. This definition is 11 inclusive of three specific elements: 12 One, transformative academic achievement. 13 Two, exceptional emotional intelligence. 14 Three, demonstrated awareness of our 15 community's resources and assets. 16 Our fourth is that we offer a 21st Century 17 calendar and schedule that is reflective of the 18 demonstrated need expressed by our community. We've 19 prioritized extended learning that will allow us to 20 offer a bonus block of instruction where STEAM labs 21 will take place on a daily basis where students will 22 have the opportunity to engage in hands-on learning 23 activities. 24 So our model also consists of three unique 25 features: Intentional diversity, equitable</p>

138	<p>1 academics, and social-emotional learning.</p> <p>2 Ms. Chacon will begin by taking us through</p> <p>3 our first feature.</p> <p>4 MS. AMY CHACON: Unique feature of</p> <p>5 intentional diversity includes targeted coordinated</p> <p>6 outreach throughout our community. This is done to</p> <p>7 support the families through the lottery and the</p> <p>8 enrollment process, as well as to cultivate partners</p> <p>9 within our community that are already playing a</p> <p>10 critical role in the lives of our potential students</p> <p>11 and their families.</p> <p>12 We will use an antibias, antiracist</p> <p>13 approach to teaching and learning that will help us</p> <p>14 maintain a practice that is culturally and</p> <p>15 linguistically responsive and that supports the</p> <p>16 development of positive self-concept across all</p> <p>17 diverse identities.</p> <p>18 Our approach to intentional diversity will</p> <p>19 include extensive family and community programming</p> <p>20 to drive a truly community-centered approach to</p> <p>21 intentional diversity.</p> <p>22 I will now turn it over to Ms. Lucero to</p> <p>23 speak to equitable academics.</p> <p>24 MS. JULIE LUCERO: So THRIVE's approach to</p> <p>25 equitable academics prioritizes the use of</p>	139	<p>1 evidence-based and culturally and linguistically</p> <p>2 responsive practices that have been shown to support</p> <p>3 students' success in an engaging and affirming</p> <p>4 manner.</p> <p>5 The first component of this feature is</p> <p>6 mastering learning. We implement a research-proven</p> <p>7 approach to teaching numeracy skills, concepts, and</p> <p>8 background knowledge. This approach utilizes</p> <p>9 systems of positive reinforcement and flexible small</p> <p>10 groups, which allows instruction to be modified to</p> <p>11 accommodate each student's pace of learning.</p> <p>12 The second component is STEAM education.</p> <p>13 We utilize a cross-curricular, integrated approach</p> <p>14 to teaching and learning known as STEAM to help</p> <p>15 prime passions and build academic proficiency. This</p> <p>16 innovative approach helps students develop the</p> <p>17 critical thinking, collaboration, communication and</p> <p>18 problem-solving skills needed for long-term</p> <p>19 succession.</p> <p>20 The third component is experiential</p> <p>21 learning. We assure students are able to engage in</p> <p>22 place-based experiential learning opportunities</p> <p>23 across all content areas to increase relevance,</p> <p>24 deepen conceptual knowledge, gain an appreciation</p> <p>25 for our cultural heritage, cultures, landscapes and</p>
140	<p>1 opportunities, while providing students with</p> <p>2 multiple pathways to demonstrate mastery of content.</p> <p>3 I'll now pass it on to Dr. Angelia Moore</p> <p>4 to speak on social-emotional learning.</p> <p>5 DR. ANGELIA MOORE: So social and</p> <p>6 emotional learning at THRIVE includes the following:</p> <p>7 Students are going to be spending quite a</p> <p>8 bit of time during the day working in small group</p> <p>9 learning structures. Staff members will be teaching</p> <p>10 the skills of emotional intelligence to support</p> <p>11 strong and healthy relationships, interpersonal</p> <p>12 skills, and self-awareness.</p> <p>13 Additionally, we'll be utilizing</p> <p>14 restorative justice approaches to management and</p> <p>15 relationships.</p> <p>16 Now I'll pass it along to our proposed</p> <p>17 governing board chair, Ms. Randi Valverde.</p> <p>18 MS. RANDI VALVERDE: Thank you. Our board</p> <p>19 members each bring a wealth of experience and</p> <p>20 knowledge to the team, including real estate and</p> <p>21 facilities law, employment and administrative law,</p> <p>22 finance, special education, development in</p> <p>23 marketing, social justice and gender equity</p> <p>24 expertise, community services and outreach, and</p> <p>25 education administration at the state and local</p>	141	<p>1 levels.</p> <p>2 In terms of our key responsibilities, the</p> <p>3 board recognizes that success of the charter is</p> <p>4 highly reliant on the strong governance of the board</p> <p>5 with a specific focus on all of the key</p> <p>6 responsibilities outlined in the bullets.</p> <p>7 In terms of our Implementation Year</p> <p>8 priorities, with regard to board functioning, the</p> <p>9 board will first vote to approve the board officers</p> <p>10 and the committee members, including our finance</p> <p>11 committee and our audit committee. We'll also take</p> <p>12 all necessary action to become a board of finance,</p> <p>13 including submitting our application to the</p> <p>14 Commission within 90 days, and in full compliance</p> <p>15 with all state statutes and regulations.</p> <p>16 In terms of development and approval of</p> <p>17 our policies, we will first finalize our bylaws,</p> <p>18 including our conflict of interest policy as well as</p> <p>19 our Open Meetings Act compliance policy.</p> <p>20 During our first regular meeting and then</p> <p>21 after that, we will begin the process of adopting</p> <p>22 four separate sets of policies, including board</p> <p>23 policies, fiscal policies, personnel policies, and</p> <p>24 our school policies.</p> <p>25 Finally, with regard to hiring and</p>

<p style="text-align: right;">142</p> <p>1 oversight of our proposed executive director, the 2 board will take formal action to hire our proposed 3 executive director and finalize the evaluation for 4 that position. 5 I'll now turn it over to Mr. Duncan. 6 Thank you. 7 MR. SEAN DUNCAN: Thank you. So as we 8 conclude, I would just like to extend my 9 appreciation to the Commission, the Charter Schools 10 Division, and all of our community members who have 11 shown up to speak on our behalf and support us in 12 spirit. 13 Our team recognizes that this is a 14 rigorous process, and it should be, and we are eager 15 to answer any questions that we can to provide 16 clarity. Thank you. 17 THE CHAIR: Thank you so much. Appreciate 18 it. 19 Missy, is there anyone here identified 20 from Santa Fe Public Schools? 21 MS. MISSY BROWN: Not that I am aware of. 22 I don't know what name I would be looking for; 23 but... 24 COMMISSIONER BURT: It looks like there is 25 someone that has "SFPS" by their name. Joshua</p>	<p style="text-align: right;">143</p> <p>1 Granata. 2 THE CHAIR: That would be the attorney for 3 Santa Fe Public Schools, I believe. This is like 4 "old home" week for -- for folks. Joshua is at the 5 AG's Office and came in for PEC meetings when I 6 first came on. So, Josh, good to see you. 7 MR. JOSHUA GRANATA: Good afternoon, 8 Commissioner Gipson. It's nice to see you, too. 9 Good afternoon, Commissioners. Our 10 current superintendent, Chavez, is also waiting, I 11 believe. Hilario Chavez, Larry Chavez. 12 MS. MISSY BROWN: Ah. Thank you. 13 SUPT. HILARIO CHAVEZ: Yes. Good 14 afternoon, Commissioners. This is Larry Chavez, 15 Superintendent of Santa Fe Public Schools. 16 I appreciate you guys giving us the 17 opportunity to voice our thoughts and ideas about 18 the application. So if you don't mind, I guess I 19 can get started. 20 THE CHAIR: Certainly. 21 SUPT. HILARIO CHAVEZ: Thank you very 22 much. 23 Santa Fe Public Schools has seen a 24 consistent pattern of declining enrollment over the 25 last few years. Santa Fe also has a very low number</p>
<p style="text-align: right;">144</p> <p>1 of birth rates which directly contributes to our 2 declining enrollment. 3 During the pandemic, Santa Fe Public 4 Schools also saw an additional loss of 615 students. 5 And coming out of the pandemic, we're wondering if 6 we're going to see those students return, but an 7 unknown question that not only Santa Fe Public 8 Schools has, but a lot of districts across the 9 street. 10 With previous discussions at our Board of 11 Education meetings on school closure due to loss of 12 enrollment and under the State of Emergency due to 13 the pandemic, the application is contrary to the 14 best interests of Santa Fe Public Schools and the 15 District. 16 And with that being said, I will hand the 17 mic over and conclude my statement. 18 THE CHAIR: Thank you. I'm just -- so, 19 Josh, are you going to say something? Is he handing 20 the mic over to you? Or no? You're just here as 21 eye candy for the Superintendent? 22 SUPT. HILARIO CHAVEZ: Exactly. He is eye 23 candy for the District. 24 THE CHAIR: Thanks. So if there's no one 25 else -- thank you so much. We appreciate your</p>	<p style="text-align: right;">145</p> <p>1 comments. And there is additional opportunity to 2 provide written comment, which is identified on the 3 website. So just so you're aware of that, there is 4 a time limit of three business days for those 5 comments to come in. 6 SUPT. HILARIO CHAVEZ: Great. I 7 appreciate it. Thank you, guys. 8 THE CHAIR: Thank you so much. 9 Oh, I'm sorry. Commissioner Carrillo? 10 You're muted. 11 COMMISSIONER CARRILLO: There we go. 12 Sorry about that. I thought you were transitioning 13 to the next piece, and I was going to say something. 14 But I'll wait until you move to your next -- 15 THE CHAIR: Okay. Thanks. Thanks. 16 So we are now on to the public comment 17 portion. We'll hear -- we will now hear public 18 comment from the community of Santa Fe. 19 And, Missy, how many do we have? 20 MS. MISSY BROWN: Well, there are 21 21 people signed up. But one of them, I do not see 22 on the Attendees list, Nora Geiss. So I don't know 23 if she's named herself something other than Nora 24 Geiss, but I do not see her. 25 So I would say there are 20 people. And</p>

146

1 also Commissioner Armijo has lost connection and she
 2 can't get back on. So I'll keep looking for that.
 3 So with 20 people --
 4 THE CHAIR: Everyone's got one minute,
 5 provided that everyone is still here.
 6 MS. MISSY BROWN: Provided that everyone
 7 is still here. So I will try to time the 20 minutes
 8 on this and the one minute on this, and I'll try to
 9 see if we can add time at the end if everybody's
 10 here or not.
 11 So I will start with --
 12 THE CHAIR: So let me just double-check
 13 before we do this. I'm making the assumption
 14 everyone is speaking in favor. So if we have to, to
 15 make sure that we're hearing, if we need to, from
 16 both sides. So we don't have to divvy up the time
 17 that way.
 18 MS. MISSY BROWN: Everybody indicated that
 19 they were in favor of the school.
 20 THE CHAIR: Thanks so much. You can bring
 21 the first person in. Thanks.
 22 MS. MISSY BROWN: Molly Conway from
 23 Española Outreach. You can unmute yourself.
 24 THE CHAIR: And I would ask folks, as they
 25 begin to speak, if you would please identify

148

1 In all of my years of teaching, I never
 2 attended a training on domestic violence or signs
 3 and symptoms of domestic abuse exposure in children.
 4 With great upset, I looked back in retrospect and
 5 wondered how many children, teens, and young adults
 6 I could have helped if I did have that knowledge.
 7 MS. MISSY BROWN: Time.
 8 FROM THE PUBLIC: I support THRIVE.
 9 THE CHAIR: Thank you.
 10 MS. MISSY BROWN: I'm sorry.
 11 All right. I'm going to -- hold on,
 12 Molly. I'll move you back into the Attendees. I'm
 13 going to be moving Mr. Jose Lopez.
 14 COMMISSIONER CARRILLO: Madam Chair?
 15 THE CHAIR: Yes.
 16 COMMISSIONER CARRILLO: Can we remind
 17 people before they speak, just in case they're not
 18 reminded, that they do have a minute. It goes
 19 quickly, in case they need to kind of fine tune what
 20 they're saying so they're not cut off. Thank you.
 21 THE CHAIR: And I will also add that if
 22 someone's on and they know that someone -- they have
 23 the opportunity to yield their time as well. So
 24 that I'll let people be aware of that as well.
 25 As I spoke before, I try to kind of

147

1 yourself, spell your last name, please.
 2 FROM THE PUBLIC: Good afternoon,
 3 everyone. My name is Molly Conway. C-O-N-W-A-Y.
 4 And it's a great honor to be here today to show my
 5 support for the THRIVE Community School.
 6 I currently hold the position title as
 7 community outreach and education coordinator at
 8 Esperanza Shelter. Esperanza is a dynamic nonprofit
 9 providing nonresidential and residential support
 10 services for those who are impacted by domestic
 11 violence.
 12 I hold a Master's degree in special
 13 education, and I have had the opportunity to work
 14 with children, teens, and young adults with a wide
 15 scope of exceptionalities in Westchester County,
 16 New York, and Santa Fe, New Mexico, for 15 years.
 17 Most recently, I worked at the Santa Fe
 18 Indian School in their Restorative Justice Education
 19 model.
 20 When the dedicated founders and staff from
 21 the THRIVE Community School reached out to me in my
 22 position as the community outreach and education
 23 coordinator, they wanted to know how they could
 24 incorporate and include education on and awareness
 25 of domestic abuse into THRIVE.

149

1 coordinate the thoughts about the school.
 2 But, yes, a minute does seem often like a
 3 lot of time. But, in this case, it seems -- it
 4 often goes quickly.
 5 COMMISSIONER CARRILLO: Thank you.
 6 MS. MISSY BROWN: All right. Mr. Lopez.
 7 FROM THE PUBLIC: Good afternoon, guys,
 8 esteemed members of the board, thank you for the
 9 opportunity to speak today on behalf of THRIVE
 10 Community School.
 11 As a lifelong resident of Santa Fe,
 12 New Mexico, I've had the opportunity of going
 13 through our public school system and also the
 14 opportunity of working through our private
 15 educational system.
 16 The one difference that I saw came down to
 17 expectation. When I was a student at Agua Fria
 18 Elementary School, success was celebrated. When I
 19 got to Santa Fe Preparatory School, success was
 20 expected.
 21 What we're looking at at THRIVE Community
 22 School is a model that's been established to not
 23 only redefine what success is, but to establish the
 24 means on how to obtain success on behalf of our
 25 students.

<p style="text-align: right;">150</p> <p>1 Looking at the models that we've 2 established, looking at the diverse efforts that 3 we've made to obtain as much information about what 4 the community truly needs, I am speaking today in 5 support of THRIVE Community School because I feel we 6 do need to diversity our opportunities on behalf of 7 our parents. 8 I'm a basketball coach; I'm a parent; I'm 9 a special education teacher; and I'm an active 10 participant in this community. Santa Fe means 11 enormous amounts to me, and I think it's very, very 12 important that we continue to look towards the 13 future and recognize that the models of education 14 are evolving, and it's very, very important to be on 15 the cusp of that evolution. 16 And I think what we see here today is the 17 presentation of a group of individual who are 18 willing to stay on the cusp of that evolution and be 19 on the forefront of what modern education needs to 20 be. 21 Thank you for your time. And, again, I'm 22 speaking today on behalf of THRIVE and education. 23 THE CHAIR: Thank you so much. And I'd 24 also like to remind folks that you've got a minute. 25 This is being transcribed. And our transcriber's</p>	<p style="text-align: right;">151</p> <p>1 fingers can only move so fast. Sometimes pictures 2 says a thousand words. Cindy's eyes sometimes -- 3 it's like I don't want her fingers to blow out. So 4 it's not a race to the finish, either, for that one 5 minute. We want to accurately capture what's being 6 said. 7 MS. MISSY BROWN: Also I would like people 8 to know, particularly our next speaker, that I don't 9 start the timer until after you've spelled your name 10 for our court reporter. 11 THE CHAIR: Right. Thanks. 12 FROM THE PUBLIC: Hi. My name is Yesenia 13 Bermejo. B-E-R-M-E-J-O. Yesenia. 14 I am currently site coordinator for 15 communities and schools at Nina Otero. I am a 16 first-generation college student from immigrant 17 parents. I am a product of Turquoise Trail Charter 18 School. I had the privilege of attending and had 19 the privilege of having my family be served by the 20 charter school community. 21 I am also here to speak for THRIVE, in 22 that if it wasn't for my charter school education, I 23 wouldn't be who I am today. I know I'm very young 24 and I have only started my career here. But I feel 25 like if it wasn't for Turquoise Trail Charter</p>
<p style="text-align: right;">152</p> <p>1 School, I wouldn't have been a product of 2 breakthrough and ultimately been a Davis Scholar. 3 And that's all I have to say. I am for 4 THRIVE. 5 THE CHAIR: Thank you so much. 6 MS. MISSY BROWN: All right. Our next 7 speaker is Juan Acevedo. 8 FROM THE PUBLIC: Hi. Good afternoon. 9 Thank you for the opportunity to let me speak here 10 in favor of THRIVE Community School. 11 My name is Juan Acevedo. A-C-E-V-E-D-O. 12 I am a current high school teacher at Capital High 13 School. I teach an elective business class there, 14 as well as I am part of the New Mexico board member 15 for DECA; that is, Distributive Education Clubs of 16 America. 17 I want to speak as a father and also as an 18 educator in favor of THRIVE. As a father, I think 19 it's important for me to be part of a community that 20 emphasizes equity and inclusion. I come from 21 another country as well as any other members of this 22 beautiful community in Santa Fe, and I believe that 23 for me and for all of them to feel included in a 24 community that emphasizes these two elements is 25 really, really important for the education of our</p>	<p style="text-align: right;">153</p> <p>1 children. 2 I'm a father of two beautiful children, 3 one a boy that is five years old, and my daughter 4 that is just one. 5 And as an educator in the high school in 6 the public schools, I have been seeing a lot of gaps 7 that our students have that they carry for the 8 elementary and middle school in terms of reading and 9 critical thinking, problem solving, but also in 10 their social-emotional development. And I believe 11 that THRIVE Community School is going to be a great 12 option for these new generations coming to have the 13 pillars that are going to set the foundation that 14 they need in terms of the development of those 15 skills. 16 Thank you. 17 THE CHAIR: Thank you so much. 18 MS. MISSY BROWN: Next speaker is Chris 19 Eide. 20 FROM THE PUBLIC: Good afternoon, 21 Madam Chair, members of the Commission. I hope this 22 find you well. It's really good to see you. I am 23 here today in support of THRIVE Community School for 24 a variety of reasons. 25 One, we occupy this dusty outpost on</p>

<p style="text-align: right;">154</p> <p>1 Highway 14. And Yesenia gave us a shout-out already 2 and, hi, Yesenia. We know through all of our 3 community outreach work that there is a really 4 strong need, in South Santa Fe in particular, for a 5 great school, a great K-through-8 school that would 6 be a competitor of ours, that would -- that would be 7 thinking about the same students that we serve. 8 But, in my opinion -- and I know this is 9 the shared opinion of many members on the Commission 10 as well -- we need to be in the business of good 11 schools for all of our kids, no matter what type of 12 school it is. 13 I've gotten to know the leadership team at 14 THRIVE really well over the past year. I know 15 what's in their heart. And I know what's in their 16 wealth of experience. 17 This is going to be a great school. It's 18 going to be great for our kids. It's going to be 19 great for our community. And this next year, 20 pending approval, I look forward to hosting the 21 leadership team at THRIVE here at our school so that 22 we can work together to develop great systems that 23 can hopefully spread out in Santa Fe for the benefit 24 of more and more students. 25 I'm really excited about the possibility</p>	<p style="text-align: right;">155</p> <p>1 of having them join this charter school community 2 here, and I hope that you are, too. Go, THRIVE 3 Community School. 4 THE CHAIR: Thanks, Chris. And it is good 5 to see you. 6 FROM THE PUBLIC: Thanks, Madam Chair. 7 MS. MISSY BROWN: All right. The next 8 speaker we have is -- sorry. They named themselves 9 THRIVE. Okay. THRIVE. Melynn Schuyler -- 10 Schuyler? Schuyler? 11 So, Melynn, I hope I'm pronouncing that 12 correctly. Please unmute yourself, spell your name, 13 and then I will start the timer. 14 FROM THE PUBLIC: Hello, everybody. My 15 name is Melynn Schuyler. S-C-H-U-Y-L-E-R. I am the 16 founder and executive director of YouthWorks in 17 Santa Fe. YouthWorks turned 20 in May, in this last 18 May. 19 And we set up to assist young people who 20 were not succeeding through traditional school or 21 pathways of care in order to help them finish an 22 alternative education and to gain job skills, 23 social-emotional skills, and life skills in order to 24 be successful. 25 YouthWorks is highly in support of THRIVE</p>
<p style="text-align: right;">156</p> <p>1 and their concepts. We believe that YouthWorks can 2 be an incredible community partner. We work widely 3 across the district and into rural environs in the 4 Santa Fe area, and we are -- have seen thousands and 5 thousands of young people not make it through 6 traditional pathways and end up in our hands. 7 We believe a really strong early start is 8 what THRIVE is -- is proposing, and we're in great 9 support. We would love to be able to partner with 10 THRIVE and help families and students with 11 alternative resources, community service 12 opportunities, alternatives, tutoring, home 13 tutoring, all -- and food resources. 14 YouthWorks has a huge wraparound system of 15 care, and we completely support THRIVE's mission and 16 know that this is a necessary option for Santa Fe 17 students and families. 18 Thank you very much. 19 THE CHAIR: Thank you. 20 MS. MISSY BROWN: The next person on the 21 list is Laura Ingram. 22 FROM THE PUBLIC: Hi. Good afternoon. 23 Commissioners. My name is Laura Ingram. I am a 24 supporter of THRIVE Community School. 25 My last name is spelled I-N-G-R-A-M.</p>	<p style="text-align: right;">157</p> <p>1 When I first learned that Sean Duncan was 2 starting a school, I was very pleased. I am a 3 parent of a three-year-old who has an IEP as well as 4 a young daughter who is delayed. 5 I feel as a parent -- and I'm also a 6 teacher, special education teacher for 17 years -- 7 that THRIVE Community School really reflects the 8 needs of my children, my child who will soon be 9 going into pre-K, myself as a parent, and the 10 overall community. 11 I know I don't have much time, but I 12 really want to talk about the social-emotional 13 piece, the approach that THRIVE is proposing. 14 Proficiency. 15 It's really important to have the explicit 16 instruction and the small group learning and to give 17 the teachers those skills to then provide it to 18 their children -- their students and the families. 19 I don't think it should take a pandemic or an IEP to 20 address the social and emotional needs of the 21 students. 22 I think having the -- the curriculum to 23 start from an early age that continues through as 24 part of the curriculum is very important. 25 I also think the professional development</p>

<p style="text-align: right;">158</p> <p>1 piece that THRIVE is proposing is huge for 2 attracting teachers as well as retaining them. I am 3 surprised that it is hard to get teachers here in 4 Santa Fe, and I do think it's a lack of support, 5 often. And I am very confident that Sean, Angelia, 6 Amy, and Julie will fulfill their vision and mission 7 with THRIVE, and I support it. Thank you. 8 THE CHAIR: Thank you. 9 MS. MISSY BROWN: Our next speaker is 10 Kasey Johnson, Kasey with a "K." 11 FROM THE PUBLIC: Hello. My name is Kasey 12 Johnson, spelled J-O-H-N-S-O-N. It is nice to see 13 everyone. I am a multigenerational Native 14 New Mexican. I am a former T-Bird and Capshaw 15 Falcon. I am a passionate public educator, 16 including I being a school psychologist. 17 Most importantly, I am a parent of two 18 school-aged children, and I am honored to speak 19 today with 100 percent certainty that I would be 20 honored to enroll my children at THRIVE based on a 21 couple of things. 22 I have full faith in the capacity of every 23 single proposed team member at THRIVE to meet new 24 norms for equitable academics for every child, not 25 just mine.</p>	<p style="text-align: right;">159</p> <p>1 I am very attracted to their commitment to 2 a more racially, economically, and culturally 3 integrated school, ensuring that all New Mexican 4 children attending THRIVE would be more secure in 5 their unique identities and part of a design of a 6 more just world. 7 I am drawn to THRIVE's social and 8 emotional learning focus, validating not only my own 9 children, but, again, all children attending 10 THRIVE's identity. 11 Finally, having had already the unique 12 opportunity to share my perspective and voice as a 13 parent and an educator and what is important to me 14 contributes to my full support for THRIVE. 15 Again, I believe in every single proposed 16 team member's ability to meet their vision and 17 goals, and I do believe that -- with zero doubt, 18 that having this option for all students and 19 families in our communities would truly benefit our 20 beautiful city and state. Thank you. 21 THE CHAIR: Thank you. 22 MS. MISSY BROWN: Our next speaker is John 23 Rizzo. 24 FROM THE PUBLIC: Can you hear me? 25 THE CHAIR: We can, yes.</p>
<p style="text-align: right;">160</p> <p>1 MR. JOHN RIZZO: I guess it's the 2 afternoon. My name is John Rizzo, spelled 3 R-I-Z-Z-O. I want to give you perspective on my 4 background and talk about why I support THRIVE. My 5 grandfather came over from Italy; he was illiterate. 6 My father joined the Air Force to get his college 7 degree paid for by the GI Bill. He eventually 8 became a Ph.D. scientist and ran the nuclear weapons 9 in Albuquerque. So I lived here 50 years ago. 10 We then moved to Silicon Valley, where I 11 began my career in the technology business, and I've 12 been at companies like Intel and Apple and others 13 you've probably heard of. 14 The key thing about technology is that it 15 creates tremendous upward mobility for society and 16 tremendous job growth. 17 One of our new initiatives here is to 18 create technology to New Mexico. We want to create 19 25,000 innovation jobs over the next ten years. And 20 in order to do that, we need a very strong 21 educational system that cranks out kids who have the 22 knowledge and skills to work in these new innovation 23 economies. 24 That's a very interesting and key part of 25 our strategy. One of the things that the</p>	<p style="text-align: right;">161</p> <p>1 Superintendent said was that Santa Fe Schools are 2 getting smaller; they're shrinking. That's because 3 the state of New Mexico is not growing. Younger 4 people are leaving; older people are coming into the 5 state. That's not a great recipe for economic 6 growth. 7 The reason we support THRIVE is that it's 8 a STEAM school and a STEM school. Those educational 9 components drive the right quality of people that 10 can learn in the schools, go to local universities 11 in New Mexico, and stay in New Mexico to create 12 these new innovation jobs. 13 It's a place-placed approach which creates 14 a lot synergy with our local businesses, art and 15 cultural community. And, finally, tech is one of 16 the most diverse employers on earth. Diversity is 17 critical for the success of tech, and THRIVE's 18 approach to diversity is very important as well. 19 We're building an innovation village on 20 the south side of Santa Fe, and we'd be excited to 21 have THRIVE be a part of that, and we're very 22 supportive of the program and Sean and his team and 23 support this school wholeheartedly, and others in 24 the area of Santa Fe, to drive economic development 25 and growth for everyone in the city.</p>

162	<p>1 Thank you so much.</p> <p>2 THE CHAIR: Thank you very much.</p> <p>3 MS. MISSY BROWN: Our next speaker is Mary</p> <p>4 Rose C de Baca. Where did she go? There she is.</p> <p>5 Mary, you're part of the panel, if you</p> <p>6 would like to unmute yourself and please spell your</p> <p>7 name.</p> <p>8 FROM THE PUBLIC: Okay. Madam Chair,</p> <p>9 members of the Commission, I'm Dr. Mary Rose C de</p> <p>10 Baca. C-D-E-B-A-C-A. And I'm here in support of</p> <p>11 the THRIVE Community School.</p> <p>12 The school is going to be taking an</p> <p>13 activity-based learning approach. And this requires</p> <p>14 more time. And because -- because of this, the</p> <p>15 students' day will be one hour longer.</p> <p>16 And this is absolutely needed, especially</p> <p>17 for the kids that are behind. We can't keep on</p> <p>18 doing the same thing and expect different results.</p> <p>19 And so students need the additional instructional</p> <p>20 time.</p> <p>21 Additionally, there's a misconception that</p> <p>22 teachers are prepared once they exit the university</p> <p>23 and get a license. In fact, that's just the</p> <p>24 beginning. So it has really become the</p> <p>25 responsibility of the school to continue to prepare</p>	163	<p>1 the teachers. Our world is changing; the student</p> <p>2 demographics are changing. And the additional</p> <p>3 25 days of instructional support for teachers is</p> <p>4 really important.</p> <p>5 This will end up ensuring the continuity</p> <p>6 in the application of the mastery learning approach.</p> <p>7 And as students move and progress from one</p> <p>8 level to another, it's really important that they</p> <p>9 have that continuity and that teachers have the same</p> <p>10 approach to teaching.</p> <p>11 MS. MISSY BROWN: Thank you, Dr. C de</p> <p>12 Baca.</p> <p>13 FROM THE PUBLIC: I appreciate your time.</p> <p>14 Thank you.</p> <p>15 MS. MISSY BROWN: Sorry for interrupting.</p> <p>16 Next speaker is Jenny Parks.</p> <p>17 FROM THE PUBLIC: Hello. Can you hear?</p> <p>18 THE CHAIR: Yes, we can.</p> <p>19 FROM THE PUBLIC: Thank you,</p> <p>20 Commissioners. Thank for you letting me speak. My</p> <p>21 name is Jenny Parks. I'm the president and CEO of</p> <p>22 the LANL Foundation based in Española, but covering</p> <p>23 a seven-county region, including Santa Fe County,</p> <p>24 the mom of a 15-year-old and a Santa Fe High</p> <p>25 graduate myself.</p>
164	<p>1 I'm supporting, today, THRIVE for a</p> <p>2 variety of reasons, some that have been mentioned</p> <p>3 already. But if I could design a charter school</p> <p>4 based on our learning and understanding of education</p> <p>5 in our region, it would look almost exactly like</p> <p>6 THRIVE. Everything they have thought out so well,</p> <p>7 from a social-emotional learning, aspect which often</p> <p>8 gets overlooked in our whole system in New Mexico,</p> <p>9 to the 25 days of learning for teachers.</p> <p>10 I can't tell you what a huge difference</p> <p>11 that can make, both in the job satisfaction, but</p> <p>12 also in the quality of teaching that our teachers</p> <p>13 will have, the extended school day so that parents</p> <p>14 who work aren't scrambling to try to find care for</p> <p>15 their children.</p> <p>16 The mastery learning. That is something</p> <p>17 that I hope that all of us can learn from THRIVE and</p> <p>18 see them succeed.</p> <p>19 We are huge supporters of Santa Fe Public</p> <p>20 Schools. They are one of our largest recipients of</p> <p>21 grants and programming, and my hope is that the</p> <p>22 promise of charter schools which charter schools</p> <p>23 were started for, which is that their innovations</p> <p>24 would teach the rest of us, will come true with</p> <p>25 THRIVE, and that all of our schools will be the</p>	165	<p>1 better for it.</p> <p>2 And I know that the students who go there</p> <p>3 will have an incredible opportunity that all of our</p> <p>4 students should be able to have.</p> <p>5 So thank you for listening, and I fully</p> <p>6 support THRIVE's charter. Thank you.</p> <p>7 THE CHAIR: Thank you.</p> <p>8 MS. MISSY BROWN: Next speaker is Shirlee</p> <p>9 Cole.</p> <p>10 FROM THE PUBLIC: Hi, everybody. Okay.</p> <p>11 My name is Shirlee Cole. That's C-O-L-E. And I am</p> <p>12 an educator at E.J. Martinez and a parent of a</p> <p>13 school-age child in Santa Fe who is starting</p> <p>14 kindergarten in just a week and a half.</p> <p>15 And I am speaking on behalf of my support</p> <p>16 for THRIVE Community School.</p> <p>17 With one of the foundations of THRIVE</p> <p>18 being based around equitable academics, all students</p> <p>19 will have the same opportunities to master the</p> <p>20 content. Also, promoting flexible learning groups</p> <p>21 ensures that each learner will have the knowledge</p> <p>22 and skills to take them through their educational</p> <p>23 journey successfully.</p> <p>24 Being a K-8 school, which I truly believe</p> <p>25 Santa Fe needs more of, will provide continuity and</p>

<p style="text-align: right;">166</p> <p>1 a caring learning environment for all students. And 2 having the K-8 model being broken down into three 3 smaller schools will give each student the chance to 4 learn in a smaller, more focused setting. 5 In the world we live in, having the 6 opportunity to attend a school with the core 7 foundation of justice and diversity, the students of 8 New Mexico will become the agents of change that our 9 society truly needs. When students are loved and 10 cared for at school and given the same opportunity 11 regardless of race, gender, or economic status, they 12 thrive and they are set up for a successful 13 educational career. So short and sweet, in closing, 14 I am in full support of THRIVE Community School. 15 THE CHAIR: Thank you very much. 16 MS. MISSY BROWN: Our next speaker is 17 Andrea Romero. 18 FROM THE PUBLIC: Sorry about that. Okay. 19 Hi, everyone. My name is Andrea Romero. I'm a 20 lifelong resident of Santa Fe, the mother of two 21 college students now. And I have my background in 22 early childhood education and development. So my 23 passion is on social-emotional learning. And that's 24 the reason why I support THRIVE Community School. 25 I agree with their core values, and I'm</p>	<p style="text-align: right;">167</p> <p>1 especially in support of them utilizing restorative 2 practices. Restorative practices gives our students 3 the tools to build and maintain relationships that 4 last a lifetime. 5 These practices give our students 6 confidence and the ability to use their voice as 7 well as the tools to resolve conflict and recognize 8 what it looks like when we are at our best. 9 And, most importantly, restorative justice 10 practices celebrates students for the values that 11 they bring to the community. 12 So thank you. And, again, I'm in support. 13 THE CHAIR: Thank you so much. 14 MS. MISSY BROWN: All right. Our next 15 speaker is Toby Wright. 16 FROM THE PUBLIC: Hi. My name is Toby 17 Wright, and I'm here to speak briefly in support of 18 THRIVE School. Last name is W-R-I-G-H-T. 19 I currently am the testing coordinator at 20 Capital High School. But in 13 years of working in 21 the college and career readiness framework, and six 22 years of teaching AVID at Capital High School, I've 23 learned that maintaining high expectations for 24 students is a key approach to their success in the 25 college and career readiness game.</p>
<p style="text-align: right;">168</p> <p>1 I've seen so many times over the years 2 where expectations have been lowered in order to 3 improve our graduation rates. And I've also spent a 4 great deal of time in the credit recovery arena at 5 Capital High School. I know that so many of our 6 students are expanding into credit recovery because 7 they are ill-prepared for high school. 8 I support the THRIVE model for many 9 reasons, not the least of which being that they are 10 managing high expectations and prepared to work in a 11 collaborative environment, which the AVID program 12 found over 30 years ago was one of the best ways for 13 students to achieve. 14 I, as a member of the alternative 15 licensure program, am also hugely in support of 16 25 days of professional development which I would 17 sorely could have used in my first few years of 18 teaching. 19 Thank you for letting me speak, and I am 20 fully in support of the THRIVE Community School. 21 THE CHAIR: Thank you so much. 22 MS. MISSY BROWN: Six more to go. Our 23 next speaker is Jay Henniecke, I guess? 24 THE CHAIR: One thing I don't miss is 25 trying to figure out people's names when they've</p>	<p style="text-align: right;">169</p> <p>1 written them by hand on that sheet. 2 MS. MISSY BROWN: So, Jay, you are on the 3 panel. Please remember to spell your name. 4 FROM THE PUBLIC: Great. Thank you. Yes, 5 my name is Jay Henniecke. H-E-N-N-I-C-K-E. 6 Currently, I work for Santa Fe YouthWorks. I'm the 7 director of operations. But for the past 17 years, 8 I have also taught at the community college level 9 English, composition, and philosophy. And for about 10 20 years, I've been a private tutor of all ages, 11 pre-K through adult. 12 I -- and one thing that I've learned in my 13 career as an educator and working with the youth 14 here in Santa Fe is that when it comes to education, 15 more in most aspects is usually better, and more in 16 terms of opportunities, options, innovation, and 17 care. 18 And from all of the meetings I've had with 19 the leadership at THRIVE and everything that I've 20 experienced with them, I believe that they will 21 bring more of all of those things to the youth and 22 to the families of Santa Fe. I believe in the large 23 scale that this school and, in general, the 24 resources are available to bolster our education. 25 And this gives us an opportunity to do more for the</p>

<p style="text-align: right;">170</p> <p>1 youth, which will expand out to families and 2 community.</p> <p>3 So, yes, I am strongly in favor of THRIVE 4 Elementary School. (Verbatim.)</p> <p>5 THE CHAIR: Thank you very much.</p> <p>6 MS. MISSY BROWN: Our next speaker is Mike 7 Loftin.</p> <p>8 FROM THE PUBLIC: Hi. My name is Mike 9 Loftin. It's L-O-F-T-I-N. I'm the CEO of Homewise 10 here in Santa Fe. Homewise's mission is to help 11 people improve their financial security over the 12 long-term through home ownership. We're very 13 committed to this. This year, we'll help about 14 600 households buy their first home.</p> <p>15 The -- you know, we really care about the 16 intergenerational transfer of wealth, which home 17 ownership is effective at.</p> <p>18 The other thing that really helps the next 19 generation get ahead is access to good education. 20 And that's why we're supporting the THRIVE school, 21 because THRIVE is committed to serving low and 22 moderate income families, the same families that 23 Homewise tries to help.</p> <p>24 And there -- and we are -- and they also 25 have assembled a leadership team that is just an</p>	<p style="text-align: right;">171</p> <p>1 incredible leadership team. And I think this 2 school, I think, is going to be a great school, and 3 Santa Fe really needs it.</p> <p>4 We're -- Homewise is now actively working 5 with THRIVE to help them find a location for this 6 school. We're looking on the south side of 7 Santa Fe, where, till today, the public schools have 8 been saying is where they have an overcrowding 9 problem. So this would help alleviate that 10 overcrowding.</p> <p>11 And so I think that, like -- you know, 12 we're very excited to work with THRIVE. We're also 13 very excited to work with the regular public 14 schools. I've helped over 10 percent of their 15 teachers buy a home in Santa Fe.</p> <p>16 I would just encourage our new 17 superintendent to, rather than, like, oppose this 18 kind of innovation and leadership coming to our 19 city, to embrace it and to look for ways to partner 20 with them, because working together is how we're 21 going to provide the opportunity for all kids to get 22 the education that they deserve. We need to work 23 together.</p> <p>24 Thank you.</p> <p>25 THE CHAIR: Thank you so much.</p>
<p style="text-align: right;">172</p> <p>1 MS. MISSY BROWN: Next speaker is Jeff 2 Pinkerton.</p> <p>3 FROM THE PUBLIC: Hello. Thank you. 4 Thank you, Commissioners, for allowing me to speak 5 to you guys in supports o THRIVE. My last name is 6 Pinkerton, P-I-N-K-E-R-T-O-N. And I'm an 7 instructional support specialist for Santa Fe Public 8 Schools.</p> <p>9 And I delve in a lot in the curriculum and 10 development working with teachers. And this -- 11 their objective of basing instruction on mastery and 12 small group learning and using the science and 13 technology, I think that so many have said this in 14 the past -- or that have spoken -- we have to move 15 into that direction.</p> <p>16 And I think that this board has spot-on a 17 great idea for what needs to happen for Santa Fe. 18 And working for Santa Fe Public Schools, I'll say 19 that it could be perceived as competition. But I 20 think that whenever we're all working together for 21 the benefit of our students, we're raising the bar. 22 And I think that it would benefit the children of 23 Santa Fe.</p> <p>24 I think it's a very strong academic 25 foundation that THRIVE is trying to -- to put</p>	<p style="text-align: right;">173</p> <p>1 forward to our community, and I am in very strong 2 support. Thank you.</p> <p>3 THE CHAIR: Thank you so much.</p> <p>4 MS. MISSY BROWN: Next up is Donald 5 Walcott.</p> <p>6 FROM THE PUBLIC: Hello. My name is 7 Donald Walcott. W-A-L-C-O-T-T. I'll try to give 8 Cindy a break. She -- I'm an attorney here in 9 Santa Fe for the last 25 years, mostly in real 10 estate, commercial, and corporate law. And I've 11 been scolded a few times by Cindy for speaking too 12 fast.</p> <p>13 I've been working with this board. I've 14 never seen such a talented group of energetic, 15 passionate people that are absolutely dedicated to 16 diversity. And not just superficial diversity. 17 They're dedicated to making sure all kids and their 18 parents have the support and the education that they 19 need, and they're striving to do that.</p> <p>20 And I -- I know a lot of people have 21 already addressed the Superintendent's comments. I 22 have a daughter who's in a Santa Fe public school 23 going into fourth grade. Several of her friends' 24 parents have decided to put their kids in different 25 schools. And it's not because of more choice in the</p>

<p style="text-align: right;">174</p> <p>1 public schools. Having more choice will actually 2 draw more people back into the schools, I think. 3 So I think that is an argument for the 4 public schools allowing this kind of diversity and 5 innovation, and, hopefully, it'll bring kids back 6 into the fold. Thank you. 7 THE CHAIR: Thank you so much. 8 MS. MISSY BROWN: Next is Bridget Dixon. 9 Ms. Dixon, you're on the panel. You can unmute 10 yourself. 11 FROM THE PUBLIC: Great. Thank you so 12 much for that. Sorry I was having some technical 13 difficulty. Hope you all can hear me okay. 14 Good afternoon, esteemed members of the 15 board. I'm Bridget Dixon. That's D-I-X-S-O-N. 16 And I am the Santa Fe Chamber of Commerce President 17 and CEO. And the mission of the Santa Fe Chamber of 18 Commerce is to strengthen the local economy and to 19 serve as the voice of business and community 20 affairs. 21 We represent over 700 businesses in Santa 22 Fe County and surrounding areas. Business leaders 23 understand the importance of a well-educated 24 workforce to support a strong local economy. Our 25 education system at times can fall short in</p>	<p style="text-align: right;">175</p> <p>1 preparing students to succeed. 2 Building a highly skilled workforce is 3 more important than ever. Therefore, the Santa Fe 4 Chamber of Commerce has a committee that is 5 dedicated to education. We feel that supporting 6 THRIVE Community School is another way that our 7 business community can come together to support our 8 children and our future workforce. 9 Also on a personal note, I just want to 10 mention that I am the mother of a 21-year-old who's 11 a junior in college who has a learning difference. 12 And if it wasn't for the hard work of all the tutors 13 that she had from third grade to sophomore in high 14 school, she would not have the success that she's 15 experienced today as an honor student in college. 16 And I only wish that THRIVE Community 17 School would have been available to support her when 18 she was in school. Thank you so much for your time. 19 THE CHAIR: Thank you. 20 MS. MISSY BROWN: Finally, Amanda Aragon. 21 FROM THE PUBLIC: Hello. I'm Amanda 22 Aragon. A-R-A-G-O-N. And I'm the executive 23 director of NewMexicoKidsCAN. Good afternoon, 24 Madam Chair and member Commissioners. It's my 25 privilege to be here to support the charter</p>
<p style="text-align: right;">176</p> <p>1 submitted by THRIVE Community School, too. 2 Santa Fe families and students deserve and 3 need a robust set of high quality schools to meet 4 their needs. THRIVE will undoubtedly provide 5 another needed option to students in Santa Fe. It 6 is clear that THRIVE Community School, their 7 proposed staff and board have done DEAP community 8 engagement. And from the poll data mentioned, we 9 know that over 80 percent of families want this 10 option in their community. 11 Furthermore, from our own experiences 12 monitoring the progress of new charter schools, we 13 know that a strong founding team is critical. It's 14 clear that this founding team has the knowledge and 15 experiences they need to deliver results to THRIVE 16 students on day one. 17 For all of these reasons I strongly 18 encourage the approval of this charter school. 19 Thank you. 20 THE CHAIR: Thank you so much. And thank 21 everyone who took the time and the effort and the 22 energy to come today and offer that support. We 23 truly do appreciate that. And also the comments by 24 the Superintendent. We appreciate the time that he 25 took.</p>	<p style="text-align: right;">177</p> <p>1 So I'm going to ask the Commissioners, at 2 this point in time, can we do another ten-minute 3 break, like we did before, before we go into our 4 questions? 5 So we're looking at coming back about 25, 6 27 after. Thank you. 7 (Recess taken, 2:17 p.m. to 2:27 p.m.) 8 THE CHAIR: Okay. We can get started. 9 Yeah. And I know Commissioner Voigt. My 10 hand's been up. And then, Commissioner Carrillo, 11 did I just see you put your hand up? Or no? 12 COMMISSIONER CARRILLO: You did. But I 13 wanted to make a comment before the questions 14 started. But I asked you earlier to wait until 15 after public comment. 16 THE CHAIR: Oh. Got you. Okay. I 17 thought that was the other comment. Okay. Got you. 18 Now I understand. I'm sorry. Sure. 19 COMMISSIONER CARRILLO: Got it. Thank 20 you. 21 THE CHAIR: Okay. So you want to say 22 something now before we start the -- 23 COMMISSIONER CARRILLO: Prior to the 24 questioning, yes, please. 25 THE CHAIR: Okay. All right. You've got</p>

<p style="text-align: right;">178</p> <p>1 your five seconds of fame.</p> <p>2 COMMISSIONER CARRILLO: Oh, okay. I</p> <p>3 just -- others had commented on it, but I think it's</p> <p>4 very important. First, I want to congratulate Larry</p> <p>5 Chavez on his appointment as Superintendent.</p> <p>6 They've left you with an incredibly difficult job.</p> <p>7 And I respect you, as you know, very much, and the</p> <p>8 position.</p> <p>9 As many of you know I was with Santa Fe</p> <p>10 Public Schools for nine years on the board. And I</p> <p>11 want to say that, first, Mandela International</p> <p>12 Magnet School, if we didn't open that charter school</p> <p>13 as a -- a magnet school as a district, it would have</p> <p>14 been a charter by now.</p> <p>15 It's about choices. And many of you have</p> <p>16 probably heard Larry -- I'm sorry -- Johnny Taylor,</p> <p>17 the president of SHRM, especially if you were at the</p> <p>18 last school board's conference a couple of years</p> <p>19 ago. He said, to public school board members, "We</p> <p>20 have to change. We have to change to accept what</p> <p>21 parents and kids now want in public schools, and</p> <p>22 it's not traditional models."</p> <p>23 And if you remember that movie "Moneyball"</p> <p>24 which is a favorite movie of mine, the Brad Pitt</p> <p>25 character says, "Adapt or die."</p>	<p style="text-align: right;">179</p> <p>1 So when Larry and other superintendents</p> <p>2 say they're worried about declining enrollment, I</p> <p>3 am, too. I love Santa Fe Public Schools with</p> <p>4 everything that I am. But the fact that the</p> <p>5 enrollment is declining is not because there are</p> <p>6 great other choices. It's because districts around</p> <p>7 the state and around the country are not innovating,</p> <p>8 okay? And that's -- you know, I just think that's</p> <p>9 so important.</p> <p>10 And I'm sorry that Santa Fe Public Schools</p> <p>11 is losing kids. A lot of different reasons. And I</p> <p>12 would just ask Santa Fe Public Schools to kind of</p> <p>13 look at what's stopping them from their innovation,</p> <p>14 because there's going to be more THRIVES throughout</p> <p>15 the state. And this is just exceptional for kids,</p> <p>16 and I can speak for the Commissioners to say we're</p> <p>17 all about putting kids first. Thank you.</p> <p>18 THE CHAIR: Thanks. Okay.</p> <p>19 Commissioner Voigt?</p> <p>20 COMMISSIONER VOIGT: Okay. Thanks,</p> <p>21 Madam Chair.</p> <p>22 Well, first of all, it's so wonderful to</p> <p>23 see such a collective of experts behind this school.</p> <p>24 Amy and Julie, it's great to see you again. Many</p> <p>25 lifetimes ago, we worked together.</p>
<p style="text-align: right;">180</p> <p>1 But THRIVE School, I love -- I love your</p> <p>2 mission, especially -- and I -- you know, I don't</p> <p>3 know why more schools don't have this -- this</p> <p>4 social-emotional learning component in your model is</p> <p>5 so huge, and I'm so appreciative to see that. Also</p> <p>6 this equity integrated component within your</p> <p>7 curricular program is wonderful. It's refreshing.</p> <p>8 I think the way that you've broken down</p> <p>9 your three small schools within a school is going to</p> <p>10 be really, really successful. And this is so well</p> <p>11 thought out.</p> <p>12 I read through your application. And I</p> <p>13 also really, really love the way that you're not --</p> <p>14 you're not pigeonholing students by a narrow</p> <p>15 definition of student success. And your</p> <p>16 community-based approach and building on the assets</p> <p>17 that you know are in your community is going to be,</p> <p>18 I think, really, really successful.</p> <p>19 The guiding principles that you have are</p> <p>20 so concise and comprehensive and so thoroughly</p> <p>21 explained. I really especially like No. 6 about how</p> <p>22 you are engaging in building relationships right off</p> <p>23 the bat. You're establishing foundational support,</p> <p>24 people capital, which is huge.</p> <p>25 You've already brought in a lot of</p>	<p style="text-align: right;">181</p> <p>1 community partners, which is so important to your</p> <p>2 stability and growth going forward.</p> <p>3 But this piece about building on your</p> <p>4 community assets and those strengths, I think is</p> <p>5 huge, because you haven't taken a template and just</p> <p>6 plopped it into THRIVE from wherever and expecting</p> <p>7 those -- that community to fit in a template.</p> <p>8 You're building your parameters around the community</p> <p>9 that you know so well and that you've researched so</p> <p>10 thoroughly.</p> <p>11 All throughout your application, I can see</p> <p>12 the "hows" of how you're going to implement the</p> <p>13 STEAM, how you're going to really root within your</p> <p>14 community.</p> <p>15 So I just want to congratulate you on what</p> <p>16 a great application.</p> <p>17 I think that this intentional diversity</p> <p>18 piece is really powerful. I just want to -- I just</p> <p>19 have one little question about that.</p> <p>20 So it's like a what-if question. So what</p> <p>21 if your lottery one year is comprised of applicants</p> <p>22 that are 96 percent Caucasian, and, you know,</p> <p>23 4 percent Hispanic? I mean, how are you going to</p> <p>24 address that intentionality with -- of your</p> <p>25 diversity -- maintaining that intentional diversity?</p>

<p style="text-align: right;">182</p> <p>1 MR. SEAN DUNCAN: Madam Chairwoman and 2 Commissioner Voigt, thank for you this question. 3 And I appreciate your feedback. That is -- you 4 know, that is a trend that seems to happen at 5 different schools around the country as they begin 6 to establish a record of success. Families with 7 more and more resources sort of flock to them. 8 And I think that if we continue to rely on 9 our approach that we are going to utilize in our 10 first year of operation, where we approach our first 11 year of operation, if authorized, where we are 12 constantly evaluating what our outreach efforts look 13 like, we'll be able to make sure we are establishing 14 meaningful connections prior to entering the 15 lottery. 16 And a huge piece of that is who we are 17 choosing to develop community partners with. A 18 couple of folks spoke. But I think that the real 19 mechanism to that is not necessarily for us to just 20 do it ourselves, but to really work with 21 mission-aligned community-serving organizations to 22 ensure that our student body is really reflective of 23 our city as a whole and that we don't end up with a 24 level of imbalance. 25 COMMISSIONER VOIGT: Thank you.</p>	<p style="text-align: right;">183</p> <p>1 DR. ANGELIA MOORE: I would just like to 2 add that some of the specific organizations that 3 have really supported us that we believe will be 4 good tools for recruitment are organizations that 5 really support our most vulnerable families. So 6 that would be Boys and Girls Club, YouthWorks, 7 NMCAN, Girls, Inc., Many Mothers -- they do work 8 with new moms -- Esperanza, and, of course, other 9 art organizations that are, you know, large, like 10 ARTsmart for all of our schools. 11 And I think one other approach that we've 12 talked about as a team in terms of intentional 13 recruiting is just making sure -- I was a south-side 14 principal. And we know that many of our families 15 struggle with technology, struggle with 16 understanding the whole lottery system. For those 17 of us that are well educated, it's cumbersome and 18 difficult to figure out. 19 So our plan is to push into lower 20 socioeconomic areas and communities of color on the 21 south side and just make sure that we're proactive 22 in terms of our student recruitment policies and 23 that families have what they need to understand how 24 to navigate lottery systems. 25 COMMISSIONER VOIGT: Super. Thank you so</p>
<p style="text-align: right;">184</p> <p>1 much for that. 2 I think that -- you know, and 3 understanding your community and being a part of 4 that south-side community and knowing the 5 demographics there, you know, going to neighborhood 6 association meetings or hanging out at the 7 restaurants, things like that, that recruitment 8 piece is going to be huge. 9 I think that the mastery learning piece of 10 your academics is very progressive also. Do you 11 foresee having multi-age classrooms in that mastery 12 component? 13 MR. SEAN DUNCAN: Thank for that question. 14 So our point is not to have multi-age classrooms at 15 this point. However, we -- because we will be 16 utilizing flexible small groups, there might be 17 times where kindergarten and first grade may work 18 together during a specific block of the day, so that 19 students are actually working at the levels that 20 they need for both acceleration, but also to add any 21 underlying deficits in terms of reading or math 22 skills the students, might have in a way that's 23 super-affirming. 24 So our plan is to have traditional sort of 25 grade classrooms, but then have specific times</p>	<p style="text-align: right;">185</p> <p>1 during the day where students might be working in 2 different groups with students from different grade 3 levels. 4 COMMISSIONER VOIGT: Okay. Super. Thanks 5 a lot. And then you have a really broad component 6 of special education within your staff. You know, 7 that's -- that's commendable, and that's huge. And 8 it's hard to come by. 9 So that's wonderful that you were able to 10 bring that much special education experience forward 11 in formulating the school. 12 Do you plan on having, like, full 13 inclusion classrooms? 14 MR. SEAN DUNCAN: Aside from my related 15 services -- and I'll defer to Julie in just a 16 second. But aside from related services, we do plan 17 to work a -- within an inclusive practices structure 18 with a push to always be included, unless the 19 service absolutely needs to be delivered outside of 20 the classroom. 21 We think our small group approach is going 22 to allow that to happen. And many of us have seen 23 it happen in some different settings where we have 24 worked. So that is our initial response. And I'll 25 pass it to Ms. Lucero.</p>

<p style="text-align: right;">186</p> <p>1 MS. JULIE LUCERO: Mr. Duncan did a great 2 job of answering that. But, really, just 3 emphasizing access to general education for all of 4 our students, and, you know, making sure that all of 5 their needs are met no matter what that looks like. 6 So, yes. Thank you. 7 COMMISSIONER VOIGT: Great. Thank so you 8 much. Fantastic application to read. 9 THE CHAIR: Are you done? 10 Okay. And I just have a couple of 11 questions, and then I'm going to Commissioner 12 Robbins. I saw his hand up. 13 So, once again, I mean, I -- I have to 14 echo most of what Commissioner Voigt said for the 15 thoroughness and the thoughtfulness that went into 16 this application. And, in particular, I was struck 17 by the thoroughness of how you're incorporating your 18 equity council into this school, that we all know 19 that Yazzie-Martinez was an admonition that you have 20 to do better. We all knew that we needed to do 21 better, and we can do better. 22 And the equity council, although an answer 23 as a component of the lawsuit, needs to be how do we 24 make -- how do we assure you that our students and 25 also our communities are being supported</p>	<p style="text-align: right;">187</p> <p>1 intellectually and emotionally? 2 And what you gave us in that application 3 is really that outline for me how you do it well. 4 And I think that -- and you can tell me if I'm 5 wrong. But I'm hoping that that incorporation of 6 that equity council will also help in assuring the 7 diversity in the -- in the lottery. Hopefully. So 8 I truly do thank you for that. 9 And the thoroughness for the discussion on 10 MLSS. It's -- it's a difficult process, and it's 11 still kind of in motion, as Julie can certainly 12 attest to more than probably any of us here. But 13 that you did address it so thoroughly, I do 14 appreciate it. 15 I just have one question, 'cause -- if I 16 remember correctly, you're doing 1-2 -- K-1-2-6, 17 yes? That's your anticipated first-year enrollment 18 is those four grades. 19 So I guess the -- the concern is -- so if 20 I look at the numbers correctly, you're looking at 21 approximately two classes of each of those grades 22 for that first year. 23 And budget is kind of tying in to 24 facility. Because I think your facility presents a 25 little bit of a challenge. And if I remember,</p>
<p style="text-align: right;">188</p> <p>1 looking at all of the possible facilities, none of 2 them are adequate for full rollout, whenever that 3 happens. 4 So, future, what are you really looking at 5 in terms of what the site -- what your site will 6 look like and where it might be? And how likely is 7 it that you might get that -- I think it was a 8 private school, the closed private school? What's 9 the likelihood? Because that, to me, would be the 10 easiest for E-Occupancy, to be able to move in and 11 not have to do much, because that always is the 12 challenge. 13 But there's a little concern about the 14 numbers that you're looking at for the first year 15 and how attainable those numbers are and what that 16 budget looks like. 17 So I think I've thrown a lot out there. 18 DR. ANGELIA MOORE: Yeah. I can speak to 19 the facilities side of things and then pass it along 20 to Sean. Is that okay, Madam Commissioner? 21 THE CHAIR: Absolutely. 22 DR. ANGELIA MOORE: Yeah. So as we looked 23 at facilities -- and we certainly went to several, 24 and we understand the complexities of making sure 25 that we meet the PSFA requirements for appropriate</p>	<p style="text-align: right;">189</p> <p>1 E-Occupancy, and also ensure that we have -- you 2 know, have a great space for kids to learn, we 3 believe that the Multedo campus, which housed the 4 former Desert Academy, is our most viable -- like, 5 initial option for us as a school. 6 There is adequate existing classroom space 7 for Years 1 and 2, with the potential to add 8 additional classroom space to accommodate our third 9 year of growth if we have to do that. 10 But we have been working closely with 11 Homewise to identify land in our proposed community 12 on the south side, which would allow us, hopefully 13 before year three, but, you know, could be as late 14 year two, that would accommodate all of our growth 15 needs from the end of year two, beginning of year 16 three, all the way -- all the way through. 17 But we also know that something could fall 18 through and Multedo campus may not be financially 19 viable for us, or, you know, they lease it out to 20 somebody else. So we're still working with Cozette 21 Hansen and T.C. Warner of Santa Fe Properties, 22 because we know, like, typically charter schools 23 struggle with the first option you really think they 24 have. So I'll pass it over to Sean to talk about 25 budget.</p>

<p style="text-align: right;">190</p> <p>1 MR. SEAN DUNCAN: Yes. Thank you, 2 Dr. Moore. 3 The only thing that I would add to that is 4 the -- the owners of the Multedo campus are very 5 interested in continuing to talk with us upon 6 authorization about possibilities of us locating 7 there, and their current projected costs are well 8 within our budget amounts for facilities, which is 9 encouraging. 10 But we are, you know, working very closely 11 with Homewise to explore all options, including if 12 we needed to purchase or lease modular space for a 13 while while a campus was being built. 14 We're -- like Dr. Moore said, there are a 15 number of commercial spaces that are available in 16 Santa Fe that we are continuing to look at that 17 could be transformed. But we do know that they -- 18 it would be a couple of steps to get the 19 E-Occupancy. 20 So we are -- we're just -- we know that 21 this is what we're rolling our sleeves up on, but 22 feel confident that we have a Plan B, and Plan A, 23 and then also a Plan A for a long-term facility with 24 our partnership with Homewise. 25 THE CHAIR: Thanks. So the folks at the</p>	<p style="text-align: right;">191</p> <p>1 Multedo campus, they are okay with a lease that 2 probably won't be beyond two years, at best three 3 years, if you were able to put some portables on 4 there? That's -- they just want to lease it out 5 and -- 6 MR. SEAN DUNCAN: So we have not -- our 7 real estate agents have spoken directly to them. 8 They're not -- they're not in-state. I think they 9 live in another place now. But the information that 10 our real estate agents have communicated to us is 11 that they -- there's plenty of land to do additional 12 classroom space out there, which is encouraging if 13 things were to not come together for a long-term 14 facility. 15 And the only thing that they would need to 16 be responsible for is additional access to water 17 which they said they've already started to research. 18 So that would be the only hurdle to us potentially 19 being there for the long-term. 20 And they are -- they feel confident, 21 because they had a long-term plan for the property 22 that included accessing additional water. And 23 that's -- yeah. So they said that they would just 24 be able to follow through on whatever that plan was. 25 THE CHAIR: Okay. All right. Thanks.</p>
<p style="text-align: right;">192</p> <p>1 So there is the possibility that if you 2 had the appropriate funding, you might be able to 3 simply add on to that space and that could become 4 your permanent home. 5 MR. SEAN DUNCAN: Absolutely. 6 THE CHAIR: Okay. All right. Thanks. I 7 appreciate that. Because -- you know. And, of 8 course, you know, I guess the concern is if you 9 don't get the numbers that you're going to get that 10 day one, are you going to be able to afford the 11 lease? 12 MR. SEAN DUNCAN: That's a great question. 13 and an important one, because we need numbers to be 14 able to afford the lease. 15 So Dr. Moore and other members of the 16 team, we've developed a pretty -- maybe overly, but 17 I don't think we can be overly sort of out there on 18 our recruitment efforts to really be tracking the 19 level of interest from all of our outreach events 20 prior to the lottery. 21 So we'll know if we need to make sort of 22 adjustments to our budget well before the lottery 23 even happens, and, then again, once the lottery 24 happens. So the good thing about the Multedo campus 25 is it's currently listed as having multiple lease</p>	<p style="text-align: right;">193</p> <p>1 options on the property itself. So if our numbers 2 did shift and we had to say, "We actually can't 3 afford this much classroom space because our 4 students' enrollment does not hit the targets that 5 we had set," we could request to lease less space 6 than -- than we might need if we were occupying more 7 for higher student enrollment. 8 THE CHAIR: Okay. Thanks. And just one 9 last quick question. In the application, you 10 mention that lottery opportunities are not as 11 available to the south-side community because of 12 transportation -- the unavailability of 13 transportation. But Turquoise Trail does bus, do 14 they not? 15 MR. SEAN DUNCAN: Yeah. 16 THE CHAIR: What were you referencing 17 there? 18 DR. ANGELIA MOORE: So I can speak to 19 transportation. The reference is really in terms of 20 district-provided transportation. So the policy 21 within Santa Fe Public School district is that if -- 22 say, for example, you don't want your child to 23 attend Nina Otero. You want to -- you want a 24 lottery seat over at Piñon; right? 25 If you get that lottery seat at Piñon or</p>

<p style="text-align: right;">194</p> <p>1 another school, the district is not going to 2 transport your child out of the school that they're 3 zoned for. So it becomes a burden on the families 4 to access lottery choices within the schools on the 5 south side.</p> <p>6 Sean, correct me if I'm wrong. But I 7 think Monte del Sol has transportation; Turquoise 8 Trail has transportation. So many of the charter 9 options do, in fact, have transportation.</p> <p>10 We'll be working with the Herrera Bus 11 Company to make sure that -- we've already talked 12 with them and gotten an estimate for transportation 13 routes for our families, too.</p> <p>14 THE CHAIR: Okay. Thanks for that 15 clarification. And, you know, even though they do 16 offer transportation, I don't think there's too many 17 open seats at those schools. So thanks for that.</p> <p>18 Commissioner Robbins?</p> <p>19 COMMISSIONER ROBBINS: Yes. Thank you.</p> <p>20 THE CHAIR: And then Commissioner 21 Carrillo.</p> <p>22 COMMISSIONER ROBBINS: And my comments 23 will be similar -- and questions -- will be similar 24 to what Chair Gipson had.</p> <p>25 But in terms of your aggressive -- and it</p>	<p style="text-align: right;">195</p> <p>1 is a very aggressive growth in your enrollment, and 2 aggressive especially the first year. New schools, 3 sometimes you'll get a really high initial 4 indication of acceptance, but then when the reality 5 comes, people back off.</p> <p>6 One of the things I noted in your numbers 7 is you're projecting 25 students in the sixth-grade 8 classes. You know, a lot of parents are wanting -- 9 they're looking to charter schools to have smaller 10 class size. And that can be a deterrent for a lot 11 of parents wanting to come in.</p> <p>12 How are you going to address the goal that 13 a lot of individuals, parents and teachers, want to 14 have smaller class sizes when you're projecting 15 fairly significant sized classes, especially in 16 sixth grade?</p> <p>17 MR. SEAN DUNCAN: Thank for you that 18 question. And, absolutely, when we have met with 19 families, the biggest concern, particularly from 20 parents and families of middle-school students, is 21 that, you know, it seems like there are reasonable 22 class sizes in the elementary grades, and then all 23 of a sudden kids get to middle school, and they 24 are -- they feel like they're just a number.</p> <p>25 So that is a top priority for us. And I</p>
<p style="text-align: right;">196</p> <p>1 know that based on looking at the numbers, like just 2 on a list, that it would appear that it would be one 3 teacher, 25 students in a classroom. Because we do 4 have a plan, both within our staffing plan, to 5 utilize both additional enrichment support through 6 our STEAM labs teachers, which is ultimately an 7 additional enrichment, as well as utilizing 8 educational assistants all the way through the -- 9 the upper grades. We know that we're going to be 10 able to keep those same small group learning 11 structures in place, even if, on a specific class 12 roster, there are 25 students.</p> <p>13 Additionally, just the -- the way that 14 we're going to be able to do certain portions of the 15 day will have more teachers involved in sort of a 16 more all hands on deck for, say, like a 17 differentiated literacy block where kids are working 18 in small groups for up to 45 to 60 minutes.</p> <p>19 And, you know, I think that one of the 20 things that we know is that our educational 21 assistants in our community bring so much value, and 22 we want to be able to support them to become 23 teachers as well, if they choose that path. But we 24 also want to be able to rely on them to help 25 facilitate these small group learning structures</p>	<p style="text-align: right;">197</p> <p>1 that will help the class sizes feel as small as we 2 know our families want to see in a new school.</p> <p>3 COMMISSIONER ROBBINS: Okay. Thank you. 4 I am impressed by the number of people in the 5 community, the different organizations, business 6 groups that are supporting THRIVE. And I compliment 7 you on reaching out and getting that type of 8 support.</p> <p>9 Because a lot of times, you know, this is 10 one thing that -- you know, sometimes -- I think 11 Commissioner Carrillo said this -- you know, looking 12 at the goals of the students and the parents, 13 well -- but, ultimately, it goes to the business 14 community. And if the business community -- if 15 their needs of getting educated students, you know, 16 students capable of getting into the workforce and 17 performing, regardless if it's STEM or health care, 18 whatever it may be, or the arts, having people who 19 are competent and can read and write and do basic 20 math is very, very important.</p> <p>21 So I've always stressed the importance of 22 the community is really the customer of our public 23 education system, not just the parents, not just the 24 students. The students are -- and I don't -- for 25 lack of a better word, they're the cog, okay? We're</p>

198	<p>1 producing a cog that will fit into being a</p> <p>2 contributing member of society. And it's a living</p> <p>3 cog.</p> <p>4 But the thing is, is if schools don't, you</p> <p>5 know, shape and mold that individual along with</p> <p>6 community support, then we fail.</p> <p>7 Just the last thing I wanted to mention is</p> <p>8 the location. And if you have to change location,</p> <p>9 you're going to lose students. Because a lot of</p> <p>10 times, people will be attracted to a school</p> <p>11 initially. But if you have to change locations</p> <p>12 you're going to lose some of those students that you</p> <p>13 anticipate keeping from year to year. And that's</p> <p>14 going to be a challenge.</p> <p>15 So looking at locations, having build-out</p> <p>16 opportunities or the ability to lease additional</p> <p>17 space within a campus, very, very important.</p> <p>18 Because what I've experienced is when parents seek a</p> <p>19 school, and they like the school, if that school</p> <p>20 starts shifting around and doing things and moving,</p> <p>21 you lose some, if not a lot, of your students.</p> <p>22 Just a cautionary thing. But I'm very</p> <p>23 impressed with the support that this school has from</p> <p>24 the community. Thank you.</p> <p>25 THE CHAIR: Thanks. Commissioner</p>	199
200	<p>1 And so I would really caution you. And I</p> <p>2 also am familiar with the last lease they had with</p> <p>3 Desert Academy from parents/friends that went there.</p> <p>4 And it was a balloon lease; it was a horrible lease.</p> <p>5 And, basically, you know, Desert signed a deal with</p> <p>6 the devil that they could never keep, ever, ever.</p> <p>7 So I would just caution you against that</p> <p>8 property, because great ideas find a way of having</p> <p>9 other great people find properties for them. I</p> <p>10 don't think that's going to be a huge obstacle for</p> <p>11 you. I would just caution you on that property.</p> <p>12 In terms of questions, I'm using, like I</p> <p>13 said for the earlier one with the peer review report</p> <p>14 where it was "Approaches," because my goal is</p> <p>15 hopefully at the end of this meeting that those</p> <p>16 areas where the peer review said you approach, you</p> <p>17 know, the standard you're supposed to meet that all</p> <p>18 of our questions and concerns are satisfied, so that</p> <p>19 essentially we can look at this and say, "Oh,</p> <p>20 they've met all the requirements. You know, bravo."</p> <p>21 So one of the areas they were concerned</p> <p>22 with was the board, how board members are going to</p> <p>23 transition. So I would like you to speak in general</p> <p>24 to how -- how you're going to get board members,</p> <p>25 what training you expect them to have, both in terms</p>	201

1 Carrillo?

2 COMMISSIONER CARRILLO: Yes. Thank you.

3 Building on what Commissioner Robbins just

4 said, extremely impressed by the people that rolled

5 out to speak in favor of -- of THRIVE. It speaks to

6 what the community wants, what business wants, and

7 what parents and kids need, to have that array of

8 community leaders speak out.

9 And, I mean, hearing from Ms. Parker at

10 LANL and Mr. Rizzo and Mr. Loftin in their areas,

11 that was super-impressive.

12 Relative to location, couldn't agree with

13 Mr. -- Commissioner Robbins more. And even though I

14 don't want to, like, throw water on whatever --

15 whatever might be relative to the Mercado property,

16 I personally would caution against it.

17 You couldn't get further away from the

18 south side except to be in the Pecos Wilderness, in

19 terms of serving kids and parents in the area. And

20 I think in terms of the equity, you would lose a lot

21 of people wanting to lotto in if they knew they

22 really did have to drive 30 minutes.

23 I mean, for people that aren't familiar

24 with Santa Fe, it's over by El Gaucho off Old

25 Santa Fe Trail. It's way -- it's way out.

1 of academics and financials, board norms, the Open

2 Meetings Act. I mean -- because we find that there

3 are so many -- so many of the challenges that people

4 come to us or that we see have to do with boards

5 that are just ill-prepared, members that didn't know

6 what they were getting themselves into, and then

7 they get themselves into trouble.

8 So if you guys could talk about the

9 financial part, the academic part, oversight of

10 everything, and then training for board members,

11 that would be swell. Thanks.

12 MS. RANDI VALVERDE: Madam Chair,

13 Commissioner Carrillo, I'm happy to address the

14 board piece, and then I'll pass it to Mr. Crider to

15 talk about more of the financial piece.

16 Our governance committee will take the

17 lead for ensuring that there is a process for

18 regular ongoing assessment of our board needs, based

19 on skill sets and community engagement.

20 We will keep a developed list of the

21 potential board members running and keep them up for

22 consideration. We will cultivate and evaluate

23 prospective candidates based on their resumes, based

24 on their reputations in the community. And all of

25 those potential board members will be vetted for

<p style="text-align: right;">202</p> <p>1 approval by the full board and will have to have a 2 majority of our board to become a member.</p> <p>3 And then when you look in terms of the 4 diversity of our founding board members and all of 5 our respective networks that we could potentially 6 tap into to find new board members and make sure 7 that we have the right people on an ongoing basis, I 8 think that we can be confident that we'll maintain 9 the right number of board members and the right 10 people on our board.</p> <p>11 COMMISSIONER CARRILLO: Terrific.</p> <p>12 MR. BRIAN CRIDER: Just to speak to that 13 transition, first, we do anticipate that, you know, 14 once approved, all founding members of the board or 15 founding board members will transition to the 16 governing board.</p> <p>17 Second, you know, that Mr. Duncan will 18 serve as our executive director, and other members 19 of the school will transition, you know, into other 20 school-based positions as leaders and classroom 21 teachers.</p> <p>22 In terms of, you know, the finances, so, 23 you know, we understand that, you know, within 24 90 days of approval of the charter, you know, as Ms. 25 Valverde mentioned earlier, we will seek -- you</p>	<p style="text-align: right;">203</p> <p>1 know, file an application with the Commission 2 seeking approval as a Board of Finance.</p> <p>3 Once approved, you know, the governing 4 board understands that ultimately we will be 5 responsible for maintaining the fiscal solvency and 6 financial stability of the school.</p> <p>7 What does that look like? So moving 8 forward, the board will conduct financial and 9 academic oversight of the school. And to accomplish 10 that, we're going to be provided with detailed 11 financial and academic dashboards; so, you know, 12 cash flows, you know, actual and projected 13 financials. Then on the academic side, you know, 14 attendance, attribution, assessment, and 15 performance. That will be provided by the executive 16 director and the business manager. And during each 17 meeting, we will address those on an ongoing basis.</p> <p>18 And, finally, you know, just to mention, 19 you know, we also have, you know, discussed 20 thoroughly the establishment of the audit committee 21 and finance committee. The executive director and 22 the business manager will be members of each, and 23 the audit committee will, you know, oversee the 24 selection of auditors, receive the auditor's report 25 and respond to any of the auditor's recommendations.</p>
<p style="text-align: right;">204</p> <p>1 So our goal, you know, is to be very 2 proactive in setting policies in order to avoid 3 these issues from the start. But if there are 4 issues, which there usually are, we want to set up a 5 clear process where the audit committee can address 6 those issues and present them to the board so we can 7 get corrective action.</p> <p>8 COMMISSIONER CARRILLO: Great. Thank you. 9 I have a couple more. There's a comment I wanted to 10 make.</p> <p>11 And I don't know how long you have been, 12 Mr. Crider, with Thornburg. But there was a time 13 many years ago where he was not going to stay in 14 Santa Fe. They were considering moving to Colorado 15 because of the public schools in Santa Fe.</p> <p>16 And so this -- I mean, it's a really -- a 17 dire need, not just a need -- for business if they 18 want to look at coming here and so that we can 19 service all their high-tech fields.</p> <p>20 But a question here is -- and I had this 21 one written out earlier, so I'm just going to read 22 it.</p> <p>23 The peer analysis indicated that they had 24 concerns about the calendar and schedule. Based on 25 your capacity interview, you appear to have</p>	<p style="text-align: right;">205</p> <p>1 alleviated these concerns.</p> <p>2 But please tell us, the Commission, about 3 your daily schedule, your annual calendar, and how 4 it supports your proposed model. Does the 5 daily/weekly schedule allow for adequate planning 6 time, teachers, lunch, recess, and enrichment?</p> <p>7 And the final thing that I would add that 8 I didn't write down. You probably all know that 9 Turquoise Trail starts later and ends earlier -- I 10 mean starts later and ends later, into June, which 11 parents actually love.</p> <p>12 So I'm wondering if you're considering 13 something like that. Public schools are going 14 backwards; they're starting on August 6th. It's not 15 what the community wants; right? So if you could 16 speak to that as well.</p> <p>17 MR. SEAN DUNCAN: Thank you, Commissioner 18 Carrillo. And I appreciate this question. And we 19 did have a good conversation with our review 20 committee about that.</p> <p>21 We're going to offer 180 days of 22 instruction for our students. In year one, I also 23 clarified in that interview that based on the 24 guidance and funding that is allocated or not 25 allocated, our team will consider pursuing K5-plus</p>

<p style="text-align: right;">206</p> <p>1 or K8-plus programming to ensure that we're 2 continuing to build on extended learning 3 opportunities if it aligns with our mission and sort 4 of our programming. 5 Now, the -- in terms of the time, we want 6 to keep our teachers. We want to make sure that we 7 hire people in year one and they stay for at least 8 two decades. And in order to do that, we need to 9 make sure that they have the coaching, but also you 10 have to have time during the day to be effective at 11 what you are trying to do. 12 So in our primary grades, we've built in a 13 lot of extra planning time, because we know that 14 teachers in Grade K through 5 have multiple preps. 15 So teachers will have anywhere between 70 to 80 16 minutes of planning Monday through Thursday, as well 17 as a 40-minute lunch. 18 In middle school, there is a little less 19 planning, but that's with the assumption that we 20 have primarily content-area teachers with one, 21 maximum two, preps. They would have just under an 22 hour of planning, as well as a 30- or 40-minute 23 lunch, depending on the year. 24 And we're committed to that. 25 Part of what our commitment is is, having</p>	<p style="text-align: right;">207</p> <p>1 worked in the schools, we have to be reflective. As 2 leaders, we're all very aware that teachers' 3 feelings might change on things, and we want to make 4 sure we are adapting our schedule in a way that's 5 mission-aligned, but also meets the needs of our 6 highest impact team members. 7 And then I know the last part of your -- 8 could you tell me the last part of your question 9 again? Apologize. 10 COMMISSIONER CARRILLO: The last part had 11 to do with when school starts and ends. That was 12 the very last thing I talked about. 13 MR. SEAN DUNCAN: I would say we are 14 absolutely open to making sure that our calendar 15 works for our families, or else we will not have 16 families. And if Turquoise Trail has made that 17 adjustment, and we'll have the opportunity to work 18 and learn from some of their presentations they've 19 had along the way, we would absolutely make that 20 adjustment to our calendar. 21 COMMISSIONER CARRILLO: Yeah. I still 22 have people call me. They think I'm on the board. 23 And they're so angry about the early start for 24 Santa Fe Public Schools. They said, "Look, we're 25 going on our vacation. Forget it. You guys are</p>
<p style="text-align: right;">208</p> <p>1 crazy." 2 Anyway, that's good to know. Because I 3 think Chris is taking his parents and families into 4 account. 5 In terms of facility, your thoughts and 6 direction to your realtors around separating the 7 bigs from the littles, right, but then also seeing 8 the value of mentorship of those kids that are in 9 grades, you know, seven and eight for the littles. 10 Can you explain how you're kind of looking -- how 11 you're approaching this? 12 DR. ANGELIA MOORE: So I can speak to this 13 a little, Commissioner Carrillo. 14 As principal at Nina Otero and assistant 15 principal prior at El Camino Real Dual Language 16 Academy, pre-K-through-8 model, I had previously run 17 a high school leadership program back in St. Louis 18 for five years before coming here. 19 And mentorship is the way; right? If -- 20 if you ask any child who really impacts their lives, 21 you know, typically, you hear that it's an older 22 sibling or, you know, aunts or uncles or cousins. 23 And the littles really look up to the older kids. 24 And we saw a lot of mentoring 25 relationships happening between sixth-, seventh-,</p>	<p style="text-align: right;">209</p> <p>1 and eighth-graders with the smaller ones. So we had 2 reading buddies. We had rolled out a peer panel 3 restorative justice practice, where we had trained 4 seventh- and eighth-graders working with Grades 3, 5 4, 5 on problem-solving and self-regulation. 6 We had older students hosting celebrations 7 for kids. 8 There's just -- we -- at El Camino, we 9 took the eighth-grade math class, we created a math 10 elective. And those students who were really 11 passionate about math got to push into some of the 12 fourth-grade classes and work on teaching math 13 lessons and do some skill building with kids. 14 So there's -- I mean, you know, those are 15 things that were in place. But with this team, you 16 know, the sky is the limit in terms of growing 17 students as leaders and learners and hopefully 18 growing that through the grade levels. 19 COMMISSIONER CARRILLO: Well, I'm sure, 20 actually -- 21 THE CHAIR: Commissioner Carrillo, you 22 froze. You're freezing. 23 COMMISSIONER CARRILLO: I'm freezing 24 still. 25 THE CHAIR: I think you're back now, but</p>

210

1 we didn't catch whatever you just said.
 2 COMMISSIONER CARRILLO: Okay. So there's
 3 an organization called Mentoring Kids Works that I'm
 4 sure, Angelia, you're familiar with.
 5 DR. ANGELIA MOORE: Yes, they're
 6 working --
 7 COMMISSIONER CARRILLO: They reached out
 8 to me, because they want to reach out to state
 9 charters.
 10 DR. ANGELIA MOORE: Yes. Louise was going
 11 to be here to speak, but she's actually on the road
 12 and couldn't log in. And we're looking at a
 13 possible partnership. We just wrote a grant to do
 14 some Saturday Scholars work, and Louise's students
 15 would help us with that.
 16 COMMISSIONER CARRILLO: That's fantastic.
 17 Finally, I'm going to ask Commissioner
 18 Robbins' question that he hasn't asked yet. That
 19 is, do you plan on having a foundation, and how do
 20 you plan on being -- making sure that you don't have
 21 an administrator serving as the head and all these
 22 conflicts of interest that we all see happen? So
 23 that's probably Mr. Crider.
 24 MR. SEAN DUNCAN: I'll start off, and I'll
 25 defer to Mr. Crider. I -- we absolutely do plan to

212

1 used to head that school, a great resource.
 2 So I'm going to ask something, because I
 3 haven't seen -- oh, I think her hand's going up, so
 4 I'll let her ask it herself. Commissioner Burt.
 5 About equity, I just am concerned about equity and
 6 location. If you start making this school on the
 7 other side of St. Michael's or too far away from the
 8 people you want to serve, they're not even going to
 9 try to lotto in.
 10 So really please take that into
 11 consideration. I know you will. Thank you very
 12 much. Very impressed by all of you.
 13 THE CHAIR: Commissioner Burt?
 14 COMMISSIONER BURT: Thanks. Commissioner
 15 Carrillo is absolutely correct. I get so stressed
 16 about it, because I know -- you know, I know
 17 intentions are there, and even all the work is
 18 there. But at the end of the day, all the moms on
 19 your board and panel and all the parents that are on
 20 here, but if I have to send my kindergartener on a
 21 bus for 45 minutes, that's going to be difficult for
 22 me. You know, it's going to be a little hard.
 23 So I definitely agree with that. Like,
 24 location is going to be really important. And
 25 you're calling yourself a community school; so -- I

211

1 have a foundation. Once we're authorized, we'll be
 2 able to begin taking necessary and appropriate steps
 3 to form a foundation.
 4 And we similarly would be modeling
 5 ourselves off of the approaches that local charter
 6 schools that have started foundations have done to
 7 try to learn from some of the successes and setbacks
 8 they've had along the way and be able to use the
 9 foundation to support the mission of the school.
 10 COMMISSIONER CARRILLO: Great.
 11 MR. BRIAN CRIDER: Yes. We've discussed
 12 that as well. You know, one of the things as -- you
 13 know, there's a lot of community support, you know,
 14 in Santa Fe. The Santa Fe Community Foundation, you
 15 know, they also have, you know, a program where you
 16 can set up an endowment and do fundraising going
 17 forth.
 18 That's one of the things that the board
 19 has discussed. You know, how are we going to
 20 approach fundraising going forward? And I think
 21 that's -- that's certainly in the plan. It's
 22 definitely something we would like to accomplish,
 23 you know, move forward with.
 24 COMMISSIONER CARRILLO: Terrific. I know
 25 ATC is a great model for that. And Susan Lumley

213

1 mean, just -- just that. So, actually, that's --
 2 first, I'm going to start by saying I genuinely was
 3 just enthralled reading through this application.
 4 I think, you know, when I think about the
 5 PEC and kind of, you know, who we are and what we're
 6 looking for and what we're trying to do with charter
 7 schools, we really are looking for those innovative
 8 progressive schools that, you know, are going to
 9 kind of test out the waters on new ideas; right? Or
 10 do something different that is not available to the
 11 community otherwise.
 12 What I would like -- I mean, honestly, the
 13 only thing that a little bit bums me out is, you
 14 know, I hope that one day social-emotional learning,
 15 student-centered, relevant, like all these things
 16 that you are that is going to be unique and tested
 17 out, I really do hope that that's not going to be
 18 stuff of privilege for every student in the future.
 19 I mean, when you think about what
 20 community needs are, once again, what community
 21 doesn't need social-emotional learning for their
 22 students? I mean, any community literally ever
 23 needs this kind of -- this kind of learning for
 24 their students.
 25 So, I mean, like I said, just

<p style="text-align: right;">214</p> <p>1 super-thrilled about the concept of this. I can't 2 wait, you know, to hopefully get to the opportunity 3 to see it play out and how it works, where maybe, 4 you know, traditional district schools and the rest 5 of the state charters aren't so scared to do 6 social-emotional learning and making it a primary 7 focus in the future.</p> <p>8 But I think, you know, we need some 9 trailblazers. So I think that's what you offer 10 right now.</p> <p>11 My question is about community schools. 12 I'm a huge fan, like really, really big fan of 13 community schools. I know Santa Fe's model -- 14 Santa Fe Public Schools' model is community in 15 schools that's around Santa Fe.</p> <p>16 I actually worked more prevalently with 17 community schools in Albuquerque, and so they're a 18 little bit different, a little bit different of a 19 model. I know the heart of it remains the same.</p> <p>20 But I'm wondering what does the community 21 school model look like for your school? So if you 22 could talk a little bit about that.</p> <p>23 MR. SEAN DUNCAN: Thank you. I appreciate 24 that question.</p> <p>25 When we -- when we sort of began to throw</p>	<p style="text-align: right;">215</p> <p>1 ideas around about how we were going to sort of 2 define what it would mean for THRIVE to be a 3 community school, we really thought about it in a 4 couple of different ways.</p> <p>5 One was thinking about which partnerships 6 we need to establish that would be able to be 7 working directly with us in our building to be able 8 to provide students additional services that might 9 extend beyond the scope of our practice as 10 educators; but then also how to have those same 11 services available for community members that are in 12 proximity, as well as parents and families. So 13 there's sort of the -- like in the school sort of 14 functioning as a partner within the building.</p> <p>15 And then the second is -- which, you know, 16 there are a lot of in Santa Fe, and we're 17 super-grateful for that up here in our community -- 18 that there are a lot of social service agencies that 19 do external work, and that by having those 20 partnerships, we can better help connect families 21 and students to services that are community- and 22 home-based.</p> <p>23 So those are two of the things. And I 24 think the third thing that I would elevate as sort 25 of what we would use to define as how we are a</p>
<p style="text-align: right;">216</p> <p>1 community-centric school -- and I think this will 2 come to fruition once we reach our higher levels of 3 enrollment -- is that we really do plan to offer 4 robust family and community programming through some 5 of those organizations within our building, but then 6 also from some of our own staff members, so that 7 families can really come and see these culminations 8 of learning that will take place several times a 9 year.</p> <p>10 And then we also -- you know, we want to 11 make sure that the programming that we are sort of 12 organizing internally is responsive to what our 13 families want to do with other families.</p> <p>14 So there are fun things. And there's a 15 lot of great models for that that we would like to 16 incorporate, including just things that are fun in 17 community building, to say, like, "Hey, we are all 18 parents and families within this inclusive school. 19 How can we come together to teach each other what 20 some of our favorite cooking approaches are, or some 21 of our favorite sports and athletics are?"</p> <p>22 So we're excited to begin to develop some 23 of our founding family list so they can really 24 inform some of the finer details of the vision for 25 what that programming will look like.</p>	<p style="text-align: right;">217</p> <p>1 And the last thing that I'll say just on 2 the -- I want to emphasize -- and I hope I didn't 3 overemphasize that we are like trying to locate on 4 the Multedo campus -- just to rephrase this, we 5 recognize that the transportation issue will 6 immediately cut down our recruitment efforts. And 7 if we had to figure out a short-term solution that 8 slowed our growth rate down while a more permanent 9 facility was being established in the community that 10 we intend to serve, we would revise that and adjust 11 sort of our staffing plan as well.</p> <p>12 COMMISSIONER BURT: That makes sense. So 13 it kind of sounds like if you -- it sounds like a 14 little bit more like you're doing the Albuquerque 15 community schools model; that's what I'm hearing a 16 little bit. Because I know in the community 17 schools, it's more of a case-based -- you know, each 18 student that needs that support.</p> <p>19 So if you haven't reached out to ABC 20 Community Schools, you might want to, because 21 they -- I know they love talking to people about 22 what they're doing. And it sounds very similar to 23 what you guys are kind of envisioning. It sounds 24 like you have a little bit of both, because you do 25 have, like, those other pieces.</p>

<p style="text-align: right;">218</p> <p>1 But -- and I don't know if you are 2 considering or already know you're going to apply 3 for the Community Schools money through the PED. 4 But I know that's also just a great process to go 5 through. They have good support in starting that 6 up. 7 And one of the great things that I love 8 about community schools and making sure you have a 9 community school coordinator is they end up just 10 paying for themselves. They just do. Like, they 11 bring in all these resource- -- they end up -- you 12 know, their salary ends up basically being free for 13 what you would have spent otherwise. So that was 14 definitely encouraging to hear. 15 That -- honestly, that was my only 16 question. I just -- I was wondering what your 17 community school looks like, because I know -- you 18 know, there are a lot of schools that call 19 themselves community schools. And I guess, 20 technically, if you're in a community, you could say 21 that. 22 But I think it's a little bit more than 23 that. It's a little bit more in-depth. It's a 24 little bit more integrated than just calling 25 yourself it.</p>	<p style="text-align: right;">219</p> <p>1 So being thoughtful about that and 2 utilizing the other -- I mean, New Mexico is on the 3 leading forefront of community school. They really 4 are. It's well known across the country that 5 New Mexico is moving -- moving that way. 6 So I think you have a lot of resources 7 just in-house to kind of help you-all out as well. 8 But, honestly, I was so impressed with the 9 application. I, like, really tried to find, like, 10 nitpicky things to do. And I think -- and I think 11 all the Commissioners went through a lot of them. I 12 mean, I -- I just never underestimate the 13 willingness of, you know, upper middle class, upper 14 class white people, to go find good schools and make 15 their kids get into them. 16 And I -- so I do -- I just am worried for 17 that all the time. Like, as soon as they find out 18 there's a good school, they're, like, "I want my kid 19 in it"; right? 20 So I know I -- the communities -- the 21 thing I loved about the folks that came and spoke 22 about you were they were serving the -- like, 23 starting out from the beginning, serving, you know, 24 people who are homeless and needing -- like, women 25 needing support. Like, those are the kids that you</p>
<p style="text-align: right;">220</p> <p>1 want; like, those are the kids that need that, like, 2 boost. 3 And so just who you've aligned yourself 4 with, who you've focused on partnering with right 5 away does say a lot about where your intentions are. 6 I just get so -- you know, I get so 7 worried. Don't underestimate the power of those 8 people who are willing to go out of their way to get 9 their kids an upper hand. 10 So thank you all very much and really 11 appreciate it. 12 THE CHAIR: Thanks. Commissioners, if 13 there are no other questions? 14 Oh. Commissioner Carrillo. 15 COMMISSIONER CARRILLO: So it says I'm 16 muted, but can you hear me? 17 THE CHAIR: I can hear you. 18 COMMISSIONER CARR: Okay. Good. All 19 right. So I'm just curious. Sean, do you guys have 20 colors or a mascot yet? 21 MR. SEAN DUNCAN: Thank you. We have -- 22 we've thrown around ideas. However, we ultimately 23 landed in saying that how empowering and exciting 24 would it be to get a group of prospective founding 25 parents and families to lead a -- like, have a focus</p>	<p style="text-align: right;">221</p> <p>1 group to say, like, which way should we go? We've 2 kind of used a blue-and-orange color, but we are 3 ready to turn that over to our families as soon as 4 possible. 5 COMMISSIONER CARRILLO: That's a great 6 idea. It totally worked for us. At our Milagro 7 school, the colors are the UCLA colors, and they 8 call themselves "The Thunder." It was the kids -- 9 not even the parents -- it was the kids that chose 10 it. There was a point at which the district said, 11 "No, it should be Thunderbolts." 12 We said, "No, you told the kids you were 13 going to let them make the decision. And that's 14 what they said." 15 They've kept it that, and it's really 16 great. 17 The only last thing I would say is -- and 18 this goes exactly to what Ms. Burt was saying. A 19 way to attract yourself to the kids that want to be 20 in that school and need it is to have something 21 along the lines of a parent academy, where those 22 people, where, in the home, English is not the first 23 language, and there really is no -- there are no 24 financial resources for them feeling welcome. 25 Because we found out the hard way in</p>

<p style="text-align: right;">222</p> <p>1 Santa Fe Public Schools that so many of these 2 families didn't feel welcome coming to our schools. 3 And that was just heartbreaking. 4 But, anyway, thanks for everything, and I 5 look forward to first day. 6 THE CHAIR: Okay. Thanks. And I'll just 7 add, leaving it to parents and students, it's what 8 my high school did. And our mascot was a rock. 9 So -- so just putting it out there, you know. 10 COMMISSIONER CARRILLO: You have veto 11 power. 12 THE CHAIR: Be careful what you get stuck 13 with. Made uniforms a little difficult. So just -- 14 you know, just a little aside there. So thanks a 15 lot, everyone. We appreciate that. 16 And absolutely, there is no doubt we 17 appreciate every bit of time and effort that you've 18 put into this application. The thoughtfulness that 19 went into this does not go unnoted. 20 It was -- for me, it was a pleasure to 21 read it. I think I was very similar to Commissioner 22 Burt. I kept going back, and, it's, like, why am I 23 purposely looking for something to find? And it's 24 like -- it's just -- you know, there's got to be 25 something that I can ask.</p>	<p style="text-align: right;">223</p> <p>1 And it's like, oh, my God. There's 2 really -- you know, my -- I use an application that 3 I can physically write notes on. I'm going through 4 the pages and I've got no notes. So it's, like, 5 thank you for that, because it saved a lot of time, 6 too. So I do appreciate that. 7 You know, no matter what happens, we look 8 forward to seeing you in August, and thank you. And 9 you even acknowledge the fact. This isn't an easy 10 process. And it's -- it shouldn't be, you know, 11 where you're asking to let us let you do something 12 profound. And it does. And if it works 13 appropriately, you're changing communities; you're 14 changing children's and families' lives. 15 And that's -- you know, that's what we 16 hope happens. But we all know that it's not easy. 17 It's not an easy task. So having the capacity to be 18 able to do that -- because, unfortunately, we've 19 also seen those schools that we had to close that 20 failed. But you can never say that community 21 members didn't feel that their children were being 22 served there. And that's sad in some cases, because 23 they thought their children were being served, and 24 they really weren't. 25 So it's -- it's a rigorous process, and we</p>
<p style="text-align: right;">224</p> <p>1 appreciate you taking that time and your willingness 2 to work for your community, because you're doing it, 3 you know, out of the goodness of your heart at this 4 point in time. And your time is very valued by us, 5 so thank you for that. 6 So that being said, in closing, any member 7 of the public, including the applicants, may submit 8 written input following this hearing. 9 Written comments can be sent to the 10 Commission via charter.schools@state.nm.us. 11 And that address is on the bottom of the 12 agenda as well, and it's on the website. It can be 13 mailed to PED, or it can be hand-delivered. The 14 details and addresses, once again, are listed. 15 Make sure whoever is doing the input 16 identifies the school that they're commenting on. 17 And on the website, there's a drop-down box for 18 that. 19 Please note that any written input must be 20 received by no later than 5:00 p.m. on the third 21 business day following the hearing on the 22 application on which you wish to comment. And the 23 THRIVE Community School, that would be July 27th, 24 2021, at 5:00 p.m. 25 And thank you once again. We will be</p>	<p style="text-align: right;">225</p> <p>1 meeting on August 27th, 2021, and we will be live at 2 the Roundhouse for -- for the meeting. So we look 3 forward to actually seeing you and hopefully being 4 able to shake your hand and hearing from you in 5 person. And thank you once again. 6 COMMISSIONER CARRILLO: Thanks, everyone. 7 THE CHAIR: So I guess we do actual- -- 8 no. I guess we do actually need a motion to 9 adjourn. 10 COMMISSIONER ROBBINS: So move. 11 THE CHAIR: Now that I'm thinking. So 12 there's a motion by Commissioner Robbins. 13 COMMISSIONER VOIGT: Second. 14 THE CHAIR: There's a second by 15 Commissioner Voigt. 16 Commissioner Burt, do you want to do roll, 17 please, even though I said we didn't have to do 18 anything? 19 COMMISSIONER BURT: That's okay. It's 20 okay. 21 All right. Commissioner Burt, yes. 22 Commissioner Carrillo? 23 COMMISSIONER CARRILLO: Yes. 24 COMMISSIONER BURT: Commissioner Davis? 25 COMMISSIONER DAVIS: Yes.</p>

226

1 COMMISSIONER BURT: Commissioner Gipson?
 2 THE CHAIR: Yes.
 3 COMMISSIONER BURT: Commissioner Manis?
 4 COMMISSIONER MANIS: Yes.
 5 COMMISSIONER BURT: Commissioner Robbins?
 6 COMMISSIONER ROBBINS: Yes.
 7 COMMISSIONER BURT: Commissioner Taylor?
 8 COMMISSIONER TAYLOR: Yes.
 9 COMMISSIONER BURT: And Commissioner
 10 Voigt?
 11 COMMISSIONER VOIGT: Yes.
 12 COMMISSIONER BURT: All right. That was
 13 unanimously approved.
 14 THE CHAIR: Thank you very much. The
 15 motion passes, and we will see you bright and early
 16 tomorrow morning for the work session.
 17 And thanks for everything that you did
 18 today, Missy. It really worked seamlessly.
 19 Appreciate it and see you all, tomorrow. Have a
 20 good night.
 21 COMMISSIONER TAYLOR: Chair Gipson?
 22 THE CHAIR: Oh, sorry, yes.
 23 COMMISSIONER TAYLOR: Just a quick
 24 question of clarification. Our meeting -- our next
 25 PEC meeting, are we going to meet the 20th and the

227

1 21st and then 27th as well?
 2 THE CHAIR: No, we changed the meeting
 3 dates.
 4 COMMISSIONER TAYLOR: Okay. I'm sorry. I
 5 didn't have that on my schedule yet. So -- okay.
 6 Thank you.
 7 THE CHAIR: Okay. Thanks. See you all
 8 tomorrow.
 9 (Proceedings in recess at 3:30 p.m.)
 10
 11
 12
 13
 14
 15
 16
 17
 18
 19
 20
 21
 22
 23
 24
 25

228

1 BEFORE THE PUBLIC EDUCATION COMMISSION
 2 STATE OF NEW MEXICO
 3
 4
 5 REPORTER'S CERTIFICATE
 6 I, Cynthia C. Chapman, RMR, CCR #219, Certified
 7 Court Reporter in the State of New Mexico, do hereby
 8 certify that the foregoing pages constitute a true
 9 transcript of proceedings had before the said
 10 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the
 11 State of New Mexico, in the matter therein stated.
 12 In testimony whereof, I have hereunto set my
 13 hand on August 5th, 2021.
 14
 15
 16 _____
 17 Cynthia C. Chapman, RMR-CRR, NM CCR #219
 18 BEAN & ASSOCIATES, INC.
 19 201 Third Street, NW, Suite 1630
 20 Albuquerque, New Mexico 87102
 21 License Expires: 12/31/21
 22
 23
 24
 25 Job No.: 4952N (CC)
 Proofed By: KW

RECEIPT

1
 2 JOB NUMBER: 4952N CC Date: 7/22/21
 3 PROCEEDINGS: Community Input Hearing Proceedings
 4 CASE CAPTION: In Re: Community Input Hearings, Rio
 5 Grande Academy of Fine Arts and THRIVE Community
 6 School
 7 *****
 8 ATTORNEY: MS. BEVERLY FRIEDMAN, NMPED
 9 DOCUMENT: Transcript / Exhibits / Disks / Other _____
 10 DATE DELIVERED: _____ DEL'D BY: _____
 11 REC'D BY: _____ TIME: _____
 12 *****
 13 ATTORNEY:
 14 DOCUMENT: Transcript / Exhibits / Disks / Other _____
 15 DATE DELIVERED: _____ DEL'D BY: _____
 16 REC'D BY: _____ TIME: _____
 17 *****
 18 ATTORNEY:
 19 DOCUMENT: Transcript / Exhibits / Disks / Other _____
 20 DATE DELIVERED: _____ DEL'D BY: _____
 21 REC'D BY: _____ TIME: _____
 22 *****
 23
 24
 25

1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

3
4
5 REPORTER'S CERTIFICATE

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

12 In testimony whereof, I have hereunto set my
13 hand on August 5th, 2021.

14
15
16 *Cynthia Chapman*

17 Cynthia C. Chapman, RMR-CRR, NM CCR #219
18 BEAN & ASSOCIATES, INC.
19 201 Third Street, NW, Suite 1630
20 Albuquerque, New Mexico 87102
21 License Expires: 12/31/21

22
23
24 Job No.: 4952N (CC)
25 Proofed By: KW

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

BEAN
& ASSOCIATES, Inc.
A
PROFESSIONAL COURT
REPORTING SERVICE

MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com