

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
OPEN PUBLIC MEETING

July 23, 2021

1:00 p.m.

Via Zoom Webinar Video Teleconference

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

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1 APPEARANCES

2 COMMISSIONERS:

3 PATRICIA GIPSON, Chair

4 GLENNA VOIGT, Vice Chair

5 REBEKKA BURT, Secretary

6 MELISSA ARMIJO, Member

7 STEVEN CARRILLO, Member

8 MICHAEL CHAVEZ, Member

9 GEORGINA DAVIS, Member

10 KT MANIS, Member

11 DAVID ROBBINS, Member

12 MICHAEL TAYLOR, Member

13 PED STAFF:

14 CORINA CHAVEZ Director

15 Charter School/Options for

16 Parents and Families Division

17 MISSY BROWN Technical Assistance and Support and

18 Training Administrator

19 Charter School/Options for

20 Parents and Families Division

21 PEC COUNSEL:

22 JULIA HOSFORD BARNES, ESQ.

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4

1 THE CHAIR: So I am going to bring to

2 order this meeting of the Public Education

3 Commission. It is Friday, July 23rd, and it is

4 1:01 p.m.

5 And I'm going to ask Commissioner Burt to

6 do roll, please.

7 COMMISSIONER BURT: Commissioner Armijo,

8 you're muted.

9 Do you want to try again, Commissioner

10 Armijo?

11 COMMISSIONER ARMIJO: Sorry. I didn't

12 hear you.

13 Here.

14 COMMISSIONER BURT: Commissioner Burt is

15 here.

16 Commissioner Carrillo?

17 COMMISSIONER CARRILLO: Here.

18 COMMISSIONER BURT: Commissioner Chavez?

19 I'm getting a lot of feedback. I don't

20 know who has that amount of feedback, but maybe if

21 you could mute when you're not called. Thank you.

22 Okay. Commissioner Chavez is not present.

23 Commissioner Davis?

24 COMMISSIONER DAVIS: Here.

25 COMMISSIONER BURT: Commissioner Gipson?

5

1 THE CHAIR: Here. And at least we know

2 it's Commissioner Davis that the feedback is coming

3 from.

4 COMMISSIONER BURT: I noticed. Okay.

5 Yes.

6 Commissioner Manis?

7 COMMISSIONER MANIS: I am here. Thank

8 you.

9 COMMISSIONER BURT: Commissioner Robbins?

10 COMMISSIONER ROBBINS: Here.

11 COMMISSIONER BURT: Commissioner Taylor?

12 COMMISSIONER TAYLOR: Here.

13 COMMISSIONER BURT: And Commissioner

14 Voigt?

15 COMMISSIONER VOIGT: Here.

16 COMMISSIONER BURT: All right. There are

17 nine Commissioners present.

18 COMMISSIONER CARRILLO: Madam Chair, is

19 Commissioner Chavez okay?

20 THE CHAIR: He is. You know, this is

21 challenging times for superintendents.

22 COMMISSIONER CARRILLO: Okay.

23 THE CHAIR: So he did say he'd be here

24 this afternoon. And, hopefully, he will join us.

25 Yeah.

6	<p>1 COMMISSIONER CARRILLO: Just making sure 2 he's all right. Cool. 3 THE CHAIR: I think they're in the 4 process -- this may be their first week of school; 5 it may be. So -- yeah. But, yeah, thanks for 6 asking. 7 So -- all right. So I'm going to ask 8 Commissioner Taylor to lead us in the Pledge and 9 Commissioner Carrillo in the Salute. 10 MS. MISSY BROWN: Commissioner Chavez just 11 arrived. 12 (Pledge of Allegiance and Salute to the 13 New Mexico Flag conducted.) 14 THE CHAIR: Okay. Thank you. So we are 15 on to Item No. 2, which is the approval of the 16 agenda. 17 I know I don't have any modifications to 18 it. So if -- oh, Commission- -- sorry -- Director 19 Chavez? 20 DIRECTOR CORINA CHAVEZ: That's okay. 21 Yes, ma'am. So there is just one change that I 22 would like to specify. And that is under the 23 consent agenda, 4-B-6-c. The Albuquerque Sign 24 Language Academy was unable to obtain all of the 25 paperwork for this to go through for the additional</p>	7	<p>1 square footage. So we'll aim for that to happen in 2 August. 3 THE CHAIR: Okay. Thank you. So it's a 4 complete removal. 5 DIRECTOR CORINA CHAVEZ: (Indicates.) 6 THE CHAIR: So sad. 7 Okay. So I'll entertain a motion for 8 approval of the agenda with the change to removing, 9 under Consent Agenda, 4 -- Item No. 4, No. 6, Change 10 in Facilities, No. 6c, removing Albuquerque Sign 11 Language. 12 COMMISSIONER CARRILLO: Madam Chair? 13 THE CHAIR: Correct. Sorry. Yes. 14 COMMISSIONER CARRILLO: Are we going to -- 15 because we had a very robust discussion this 16 morning, I'm wondering if on Item 8 -- I know we're 17 not going to vote on anything. But just what are 18 your thoughts on that being a part of the next 19 meeting with another robust discussion and possibly 20 a vote? 21 I'm fine with it. I'm just curious. 22 THE CHAIR: I would prefer to leave Item 23 No. 8 here to be able to provide some guidance, 24 because the awards do need to be made. So I think 25 we can accommodate both without digging into a full</p>
8	<p>1 policy. 2 COMMISSIONER CARRILLO: Got it. Thank 3 you. 4 THE CHAIR: Thanks. I appreciate it. 5 COMMISSIONER VOIGT: Madam Chair? 6 THE CHAIR: Yes. 7 COMMISSIONER VOIGT: Yeah. I move to 8 approve the Consent Agenda with the change to Item 9 4-B-6-c to be removed. 10 THE CHAIR: Okay. Except we're approving 11 the agenda, not just the consent agenda. 12 COMMISSIONER VOIGT: Okay. I move to 13 approve the agenda with the item under the Consent 14 Agenda of Item 4-B-6-c to be removed. 15 THE CHAIR: Okay. Is there a second? 16 COMMISSIONER BURT: Second. 17 COMMISSIONER CARRILLO: Sure. Second. 18 THE CHAIR: There's a motion by 19 Commissioner Voigt, a second by Commissioner Armijo. 20 If there's no further -- I thought it was 21 Commissioner Armijo that -- 22 COMMISSIONER BURT: No, it was 23 Commissioner Burt. 24 THE CHAIR: Oh, sorry. Sorry. 25 COMMISSIONER BURT: That's okay. I just</p>	9	<p>1 was already unmuted, so I figured I'd just go for 2 it. 3 THE CHAIR: Okay, thanks. I knew it was 4 wrong immediately, because Cindy's head was going 5 back and forth "no." Thank you for that. 6 There's a second by Commissioner Burt. 7 If there's no further discussion, roll, 8 please. 9 COMMISSIONER BURT: Commissioner Voigt? 10 COMMISSIONER VOIGT: Yes. 11 COMMISSIONER BURT: Commissioner Taylor? 12 COMMISSIONER TAYLOR: Yes. 13 COMMISSIONER BURT: Commissioner Robbins? 14 COMMISSIONER ROBBINS: Yes. 15 COMMISSIONER BURT: Commissioner Manis? 16 COMMISSIONER MANIS: Yes. 17 COMMISSIONER BURT: Commissioner Gipson? 18 THE CHAIR: Yes. 19 COMMISSIONER BURT: Commissioner Davis? 20 COMMISSIONER DAVIS: Yes. 21 COMMISSIONER BURT: Commissioner Chavez? 22 COMMISSIONER CHAVEZ: Yes. 23 COMMISSIONER BURT: Commissioner Carrillo? 24 COMMISSIONER CARRILLO: Yes. 25 COMMISSIONER BURT: Commissioner Burt?</p>

10	<p>1 Oh. Yes.</p> <p>2 And Commissioner Armijo?</p> <p>3 COMMISSIONER ARMIJO: Yes.</p> <p>4 COMMISSIONER BURT: All right. That's</p> <p>5 approved.</p> <p>6 THE CHAIR: And thanks. And the record</p> <p>7 now reflects that Commissioner Chavez was able to</p> <p>8 join us. So welcome. Thank you.</p> <p>9 Missy, has anyone signed up for open</p> <p>10 forum?</p> <p>11 MS. MISSY BROWN: No, Commissioner.</p> <p>12 THE CHAIR: Okay. Thanks. So we are on</p> <p>13 to Item No. 4, the Consent Agenda, which -- so I</p> <p>14 need a motion -- so do we have a motion to approve</p> <p>15 the Consent Agenda?</p> <p>16 COMMISSIONER BURT: I move to approve the</p> <p>17 Consent Agenda.</p> <p>18 THE CHAIR: I'll second it.</p> <p>19 There's a motion by Commissioner Burt, a</p> <p>20 second by Commissioner Gipson.</p> <p>21 If there's no further discussion, roll,</p> <p>22 please.</p> <p>23 COMMISSIONER BURT: Commissioner Davis?</p> <p>24 COMMISSIONER DAVIS: Yes.</p> <p>25 COMMISSIONER BURT: Commissioner Gipson?</p>	11	<p>1 THE CHAIR: Yes.</p> <p>2 COMMISSIONER BURT: Commissioner Chavez?</p> <p>3 COMMISSIONER CHAVEZ: Yes.</p> <p>4 COMMISSIONER BURT: Commissioner Manis?</p> <p>5 COMMISSIONER MANIS: Yes.</p> <p>6 COMMISSIONER BURT: Commissioner Carrillo?</p> <p>7 COMMISSIONER CARRILLO: Yes.</p> <p>8 COMMISSIONER BURT: Commissioner Robbins?</p> <p>9 COMMISSIONER ROBBINS: Yes.</p> <p>10 COMMISSIONER BURT: Commissioner Burt.</p> <p>11 "Yes."</p> <p>12 Commissioner Taylor?</p> <p>13 COMMISSIONER TAYLOR: Yes.</p> <p>14 COMMISSIONER BURT: Commissioner Armijo?</p> <p>15 COMMISSIONER ARMIJO: Yes.</p> <p>16 COMMISSIONER BURT: Commissioner Voigt?</p> <p>17 COMMISSIONER VOIGT: Yes.</p> <p>18 COMMISSIONER BURT: All right. The motion</p> <p>19 passes unanimously.</p> <p>20 THE CHAIR: Thank you. So we are on to</p> <p>21 Item No. 5, the Discussion and Possible Action on</p> <p>22 the Annual Report from the New Mexico School for the</p> <p>23 Arts.</p> <p>24 So I did see that their written report was</p> <p>25 loaded into SharePoint. I'm not -- and I see that</p>
12	<p>1 Eric's coming in. So that was my next question. Is</p> <p>2 Eric going to come?</p> <p>3 So he's answered my question. It's great</p> <p>4 to see you, always.</p> <p>5 MR. ERIC CRITES: Thank you so much,</p> <p>6 Chairperson Gipson and others. Thanks for having</p> <p>7 us.</p> <p>8 I have a couple of other staff members.</p> <p>9 I'll put them on in just a second; they were a</p> <p>10 stand-by.</p> <p>11 THE CHAIR: Okay.</p> <p>12 MR. ERIC CRITES: It's great to see you</p> <p>13 all. Those of you that know me, I love talking</p> <p>14 about the New Mexico School for the Arts. Thank you</p> <p>15 for giving us the opportunity to do that.</p> <p>16 I'll go ahead and get started, and I know</p> <p>17 a couple other of our team members will be joining</p> <p>18 us.</p> <p>19 MS. MISSY BROWN: So you can let me know</p> <p>20 who they are so I can let them in as soon as they</p> <p>21 are here.</p> <p>22 MR. ERIC CRITES: Yes. So it's Karina</p> <p>23 Hean, Denise Hinson, Chelamia Quintana, Fred Graham.</p> <p>24 I brought a whole team.</p> <p>25 MS. MISSY BROWN: So that's three of them.</p>	13	<p>1 Who was the other person? I'm sorry.</p> <p>2 MR. ERIC CRITES: The other one was Denise</p> <p>3 Hinson.</p> <p>4 Okay. She may arrive in a minute. Oh.</p> <p>5 She's with Fred; they're in the same office.</p> <p>6 Okay, great. So they're all here.</p> <p>7 Thanks, team, for being there.</p> <p>8 So I know that you have our written</p> <p>9 report, but we definitely wanted to just share with</p> <p>10 you our -- our experience of what this year was like</p> <p>11 and sort of what direction we're pointing in as we</p> <p>12 head into this new year with students coming back in</p> <p>13 just a few days.</p> <p>14 So one thing I really want to share is</p> <p>15 that -- and this is so important for us -- that</p> <p>16 overall our students continue to learn and grow in</p> <p>17 both their arts and their academic subject areas</p> <p>18 this year. There -- we all know there were</p> <p>19 unmistakable impacts on learning this year for our</p> <p>20 students, and also it was not a lost year of</p> <p>21 learning for our students. So I'm happy to report</p> <p>22 that.</p> <p>23 Some of the few things I wanted to</p> <p>24 highlight for you are that, as we ended the year, 56</p> <p>25 of our 56 seniors graduated on time. All were</p>

<p style="text-align: right;">14</p> <p>1 pursuing secondary education or other professional 2 preparation pathways as they graduated.</p> <p>3 I'm super proud that we had three Davis 4 New Mexico Scholars, which if you're familiar with 5 that scholarship is a scholarship that covers the 6 full cost of attendance at a partner school, one of 7 the six partner schools of that organization.</p> <p>8 And I'm also thrilled that our 9 valedictorian was offered admission into both 10 Harvard and Yale, Zoë Colfax, and she is headed to 11 Yale.</p> <p>12 I'm also really happy to report that as we 13 ended the year for the second semester -- and 14 Chelamia Quintana, our principal, will talk a little 15 bit more about how we got to this -- but 273 of our 16 278 students finished the year, completed that 17 second semester having passed all of their 18 diploma-required courses.</p> <p>19 And I'm also happy to report that our 20 students continued making and presenting art, even 21 though, as we well know, there were unprecedented 22 challenges to being able to do things that require 23 physicality in many cases.</p> <p>24 And I think what we really saw in this 25 past year was the deep, deep value of art-making as</p>	<p style="text-align: right;">15</p> <p>1 a protective factor in the lives of young people and 2 others as they're going through a time of crisis and 3 stress. It was very evident to us that our students 4 were deeply supported by having that practice in 5 their lives and the outlet for that and the 6 instruction for developing that.</p> <p>7 We were able to get 100 percent of our 8 students who needed them Chromebooks and 100 percent 9 of our students who needed them Wi-Fi hotspots. We 10 definitely had connectivity issues due to the 11 infrastructure challenges that we know exist and are 12 being addressed. That was one of our big challenges 13 of the year.</p> <p>14 And another challenge that we saw -- and 15 it's sort of stating the obvious -- but is that our 16 students who really need that relationship to learn 17 with their teacher, with their peers, those were the 18 students who were at greater risk of struggling this 19 year. And so we saw that. And that's why we were 20 thrilled when we were able to start getting students 21 back on campus.</p> <p>22 When we returned in April and May, 23 82 percent -- by the time we got through May, 24 82 percent of our students had returned to the 25 campus. And I can see that the percentage kept</p>
<p style="text-align: right;">16</p> <p>1 increasing as time went on in April and May, because 2 our students at home were seeing and hearing from 3 their peers about how well they were doing and the 4 benefits of being back on campus.</p> <p>5 We also saw the first students who had 6 been more disconnected being back on campus made the 7 difference that we were hoping that it would and 8 reinforced why we do school here on campus.</p> <p>9 I want to address a little bit how we 10 addressed COVID safety. So we followed that -- the 11 Swiss-cheese model of layered protective measures. 12 And, so, of course, we addressed ventilation, air 13 quality. We addressed vaccination, and we were able 14 to get 98 percent of our staff members vaccinated 15 before we returned to campus.</p> <p>16 We continued encouraging student and 17 family vaccination partnered with DOH to offer two 18 vaccine clinics here on campus. Of course, we all 19 wore masks and practiced physical distancing. We 20 used CARES funding to increase our custodial so that 21 we could provide frequent disinfection of those 22 high-touch surfaces.</p> <p>23 And I think another really important 24 factor was that because we have good relationships 25 with our families and our students, we were able to</p>	<p style="text-align: right;">17</p> <p>1 maintain excellent communication with those 2 families, so that if their kid was feeling sick, 3 they stayed home, and they follow- -- they called 4 DOH, they got advice, they got tested if necessary.</p> <p>5 So we were very fortunate that we did not 6 have to close the school or send groups of students 7 into quarantine during April and May.</p> <p>8 I want to address learning impact.</p> <p>9 We know, as I said, that there's 10 definitely an impact of this past year. But, you 11 know, our approach is going to be to address it not 12 from a deficit model but from a strengths model.</p> <p>13 And so our approach for going forward is 14 going to be to double-down on the approach that has 15 always served us well in accelerating learning and 16 achievement for our students when they get here.</p> <p>17 As a statewide school, our students are 18 coming from everywhere, from every different 19 possible corner of the state and really varied 20 experiences and strengths and things that they need 21 to build on. And so we've had an approach in place 22 for the entirety of our existence of meeting those 23 students where they're at and then accelerating them 24 to where they need to be by the end of yearlong 25 subject matter or that four-year cycle for things</p>

<p style="text-align: right;">18</p> <p>1 like their literacy skills, for example; so getting 2 them to college readiness within that four-year time 3 limit.</p> <p>4 And so what we're going to do going 5 forward is, like I said, really double-down on these 6 things: Assessing students where they are when they 7 arrive, and assessing them frequently while they're 8 here, and meeting them where they're at.</p> <p>9 So just as examples, nearly all of our 10 seniors took the SAT in October. Nearly all of our 11 juniors took the SAT in the spring. And nearly all 12 of our sophomores took the PSAT in the spring as 13 well. So we have data that we'll be using to inform 14 where our students are at as we start the year.</p> <p>15 Also incoming students, as we always do, 16 we give them pre-assessments in math, literacy, and 17 other subject areas so we can ensure we're meeting 18 them where they're at and accelerating them to the 19 goal point from there.</p> <p>20 Our goal is never to say, "Okay, this 21 student is at the seventh-grade reading level, so by 22 the end of ninth grade, we're going to get them to 23 the eighth-grade reading level."</p> <p>24 It is to accelerate them so over the 25 course of those four years, they're ready to go for</p>	<p style="text-align: right;">19</p> <p>1 college and career.</p> <p>2 We will -- we have been doing it for 3 years, but we're going to double-down on the PED's 4 guidance around focusing on essential standards and 5 skills in each content area and really accelerating 6 those.</p> <p>7 We have been, for about six years, using 8 internal interim assessments every quarter to 9 identify where students are at, which students need 10 reteaching or extra support, which students need 11 enrichment, and also to address what teaching 12 strategies are working and what teaching strategies 13 are not working, where we don't wait till the end of 14 the year to see where we're at.</p> <p>15 We'll be doing all of this in an 16 environment that provides a community of care, 17 relationships, equity, sense of belonging for 18 students and staff and support for the growth of our 19 students in their individual identity and the 20 expression of that identity.</p> <p>21 And we will also be doing it in an 22 environment -- I do have some notes -- that 23 really -- we really do have an environment that 24 breathes and lives the growth mindset through 25 explicit instruction of what the growth mindset is,</p>
<p style="text-align: right;">20</p> <p>1 but also through just the natural approach of a 2 growth mindset that is inherent in arts instruction.</p> <p>3 And I think that's one of -- there are 4 many benefits to arts instruction, but that is 5 definitely one of them.</p> <p>6 And we will be doubling down on doing it 7 in an environment that supports hands-on learning, 8 relevant learning, project-based learning.</p> <p>9 Another update I wanted to share with you 10 is that our nonprofit partner, the New Mexico School 11 for the Arts Art Institute, which is under the 12 leadership of NMSA co-founder, Cindy Montoya, even 13 under these circumstances, continued to meet the 14 fundraising goals that allow our partner to provide 15 the school with over \$2 million in support of our 16 arts programming, our outreach programming across 17 the state, and our residential program at NMSA, 18 which we will be relaunching this year.</p> <p>19 I wanted to give you an update on our 20 cafeteria construction project.</p> <p>21 The cafeteria has been built. There are 22 some finishing touches that are still to be added to 23 it. But we have been using it since the beginning 24 of April and, construction is about to commence on 25 finishing out our kitchen so we'll have that on</p>	<p style="text-align: right;">21</p> <p>1 site.</p> <p>2 Our next goal is going to be to secure the 3 funding that we're going to be requesting from the 4 Legislature and the Governor to support the 5 construction of an on-site dormitory here at our new 6 campus to support up to 60 students in our dorm.</p> <p>7 We are getting ready in the next couple of 8 weeks to reopen our dorm program, which, as you know 9 from me speaking with you about it this last summer, 10 we had to close due to COVID this last year. So we 11 are returning to the Immaculate Heart of Mary 12 Retreat Center, where we have leased space for our 13 dorm for the past -- I can't remember how many 14 years -- over five. And we are looking forward to 15 welcoming back, we estimate, about 35 of our 16 students; so a little bit more than 10 percent of 17 our students.</p> <p>18 I'm also happy to report -- and Fred will 19 address this a little bit more -- that we are really 20 close to on track of reaching our goal of increasing 21 our enrollment this year up to 330. So we ended 22 last year at 278. We've been in a period of growth. 23 And as you all know, we received approval on an 24 expansion of our enrollment cap last summer, and so 25 we are on track to continue that growth.</p>

<p style="text-align: right;">22</p> <p>1 So with that -- and you can cut us off at 2 any time, but we're going to keep going if it's okay 3 with you -- I'm going to hand it over to Chelamia 4 Quintana, our principal, and I'd like to ask her to 5 talk a little bit about what our student support 6 team did this past year to support our students in 7 navigating this really challenging year.</p> <p>8 MS. CHELAMIA QUINTANA: Good afternoon, 9 everybody. I am Chelamia Quintana. And I'm going 10 to talk a little bit about some of the things that 11 we put into place and actually kind of amped up when 12 we decided to go remote.</p> <p>13 So every year now, for the fifth year, 14 we've been putting on a boot camp for new students. 15 And so the idea behind the boot camp has always been 16 to expose new students who are coming from all over 17 the state to our school and the people who work here 18 and the people that are going to spend a great deal 19 amount of time with those who are here from 8:30 20 sometimes to 5:00, and then those who are residents 21 and who are part of our family.</p> <p>22 And so every year we put on a boot camp 23 that addresses some of the challenges that we see 24 students face every year with regard to coming to a 25 brand new community, a brand new school, high</p>	<p style="text-align: right;">23</p> <p>1 school.</p> <p>2 And so our curriculum for the boot camp is 3 based upon that, and every year we revise it based 4 upon the feedback from students and families and the 5 people who volunteer to do that, which are from our 6 faculty.</p> <p>7 We -- we spent time with them online. We 8 tried to tailor it to the fact that we were going to 9 be remote, and really just tried to get to know 10 those students as well as we could remotely, which 11 was a huge challenge and continued to be a challenge 12 throughout the year.</p> <p>13 And so we put that on over the summer. 14 And it was a series of workshops through Zoom to be 15 able to familiarize themselves with us and also with 16 their campus. We know that the campus excites 17 students here at NMSA, and so we were trying to get 18 them to interact with that virtually.</p> <p>19 At the beginning of the year, as we 20 usually do, we start to monitor attendance as per 21 the guidelines from the State and our policies. 22 But, again, we amped that up to make sure that we 23 were capturing, you know, the students who were 24 feeling isolated and the students who needed that 25 additional support.</p>
<p style="text-align: right;">24</p> <p>1 And so in addition to the things that we 2 would normally do, you know, the normal reaching 3 out, we made additional attempts to talk to 4 families, to get to know families, to try and figure 5 out what was going on.</p> <p>6 I mean, our usual, you know, procedure of 7 addressing attendance was very -- looked very 8 different this past year. A lot of it was just 9 really having to do with support.</p> <p>10 "How can we -- how can we get you into 11 class?"</p> <p>12 "How can we get you to turn on your 13 camera?"</p> <p>14 "How can we help you with finishing some 15 of these assignments and retaking some tests and 16 studying," and all of those things?</p> <p>17 And so attendance monitoring was big. We 18 had a team of people who met every week and just 19 monitored students. And we followed up and -- 20 again, just doubling up on all of the efforts we 21 usually make -- to make sure students were in class 22 and participating and that we had the supports in 23 place as much as we could.</p> <p>24 We also met weekly as a student support 25 team. Some of the same people who met for</p>	<p style="text-align: right;">25</p> <p>1 attendance met weekly separately for student support 2 team, where we monitored student -- students' 3 progress in PowerSchool, where we keep grades, where 4 we keep attendance.</p> <p>5 And all of it, of course, was 6 interconnected. And all of us had groups of 7 students that we were following up with and that we 8 were monitoring. Some of those participants are 9 also our 504 coordinators, our special education 10 coordinators, our gifted coordinators, our 11 counselor. And so we worked feverishly on 12 supporting students and getting them to participate 13 and show up.</p> <p>14 Let's see. As Eric mentioned in his 15 highlights, the academic classes, I mean, it was a 16 big accomplishment for us to be able to have all 17 students -- students pass all of their academic 18 classes.</p> <p>19 There were two classes I believe: A 20 Spanish class and -- I can't remember the other one; 21 it's not in my mind right now. But there was one 22 other class that hadn't been passed. But for us 23 that was a huge accomplishment, because the year was 24 just so -- such a rollercoaster with grades and 25 attendance that for us that was a big celebration.</p>

<p style="text-align: right;">26</p> <p>1 Let's see. And then, like Eric mentioned, 2 all of our students graduated. And that didn't come 3 with a lot of effort, because we had students who 4 were taking online courses, which we normally do. 5 But we knew that that was going to be doubly 6 difficult for students to be motivated to finish. 7 And so that was a lot of meeting times, 8 extra office hours, time during lunch on Zoom. So 9 even though we were trying to pull away from too 10 much Zoom time, it turned out to be more Zoom time 11 when students fell behind and when they, you know, 12 were getting closer to that deadline of graduation 13 requirements. 14 So all of it was a huge effort, but it 15 felt very good at the very end when we had students 16 feel success and finish and be prepared for this 17 year. 18 So, Eric, I don't know if there was 19 something else you wanted me to mention in that, but 20 that is what I have. 21 MR. ERIC CRITES: Thank you. And I asked 22 Denise Hinson, who is starting a new role as our 23 assistant principal, but this last year worked as 24 our curriculum and instruction specialist and as a 25 teacher in our special education department, speak</p>	<p style="text-align: right;">27</p> <p>1 to what it took to provide instruction remotely. 2 Thanks, Denise. 3 MS. DENISE HINSON: Good afternoon, 4 everybody. I am Denise Hinson. And, yeah, I just 5 want to talk a little bit -- it's not a surprise to 6 say that the year was very challenging. Being able 7 to move from our face-to-face interactions and the 8 energy with our students to a Zoom setting, where 9 things become very two-dimensional and sometimes all 10 we see is an avatar or that sort of thing. 11 But we did prepare by -- we provided our 12 faculty extensive online training. We were able to 13 actually pivot and build online training in best 14 practices on what it means to teach online and 15 offered them some support. And we also were able to 16 implement some great apps, you know, educational 17 apps that are better out there, including Zoom, 18 Nearpod, Google's Jamboard, other kinds of Google 19 apps. Nearpod was a big hit, and that's something 20 that we will be continuing with. 21 We were able to, when we knew that it was 22 time to start bringing in the small groups and 23 moving back towards full, you know, bringing 24 everybody back in, we were able to purchase -- I 25 don't know how many -- Eric would have to say --</p>
<p style="text-align: right;">28</p> <p>1 what we're calling Cylons. I'm saying that because 2 they look like the Cylons from Battlestar Galactica 3 when they're put together. 4 They're TV screens with cameras, and 5 they're computerized. And so we were able to -- you 6 can have concurrent teaching with that sort of 7 thing. You can have your students who could not 8 come in who were in on Zoom, and they could see 9 their classmates, and their classmates could see 10 them. There was a lot of pivoting and challenge to 11 work out systems, but it was great to watch the 12 collaboration. 13 When a faculty member would figure out how 14 to make something work, they would share it. We'd 15 all get excited because we'd find out how to make 16 sure, like you didn't have to, like, wear headphones 17 or that sort of thing. 18 And a lot of -- we'll continue to use 19 those Cylons. So despite the stress and the -- and 20 the angst that sometimes came with Zoom, there was 21 so much we did learn. We learned our students maybe 22 were feeling a little far behind in math or science 23 or English. But what they really did learn was -- I 24 mean, the resilience was unbelievable, how much 25 resilience they had.</p>	<p style="text-align: right;">29</p> <p>1 And they picked up a lot of skills around 2 time management and independent learning. They just 3 kind of rose to the occasion. And so we can't say 4 that it was a loss. There was nothing about the 5 year that was a loss, that it was a year of very 6 difference (verbatim) and different ways of building 7 community. 8 And we, of course, will leverage that when 9 we come back, and we'll continue to use the 10 technology. We've learned some really great things 11 about how to leverage technology in a way that's 12 not -- it's not about the technology, but the 13 technology is supporting everything that we're doing 14 in the classroom. So we will continue that. 15 Something -- a couple of things that also 16 were happening was the year before the -- the great 17 COVID, we moved into project-based learning. And we 18 had trained all of our faculty at the end of the 19 school year of 2020. And then we came back -- or 20 2019 -- excuse me. 21 Then we came back that fall, and we were 22 ready to implement project-based learning across 23 campus, and then, of course, we were online. But we 24 still continued with the project-based learning. 25 And so there were some really fascinating things and</p>

<p style="text-align: right;">30</p> <p>1 projects that came out of it. 2 For instance, my freshmen all developed 3 podcasts around social justice issues in education. 4 They interviewed experts. They interviewed other 5 colleagues and peers, and they put together -- they 6 learned what a podcast is, and they put together 7 some really remarkable approaches to all these 8 social justice issues. 9 The other thing that we have been working 10 on is our equity leadership team. And so we have 11 moved forward with that. And, of course, COVID -- 12 again, I'm not going to say anything that's going to 13 surprise anybody. But COVID really did reveal a lot 14 of the inequities that we are seeing with our 15 students, and it really gave us a purpose to focus 16 in on. 17 And we are partnering with the Western 18 Educational Equity Assistance Center out of Denver 19 with Dr. Georgia Garcia (verbatim), who will be 20 working with our equity leadership team, and also 21 the school at large, on some of these equity issues 22 that we want to look at, including representation in 23 our curriculum, our grading, and assessment models, 24 everything that we want to look at through the lens 25 of equity.</p>	<p style="text-align: right;">31</p> <p>1 And a really great thing that's happened 2 from that is that we branched out and started a 3 student-led equity leadership team that's kind of -- 4 you know, the -- combined with our adult equity 5 leadership team. 6 And our last meeting, we had 23 students 7 who came. And it was after school had let out. So 8 they are very motivated. They are very interested 9 in pursuing equity issues. They have brought some 10 wonderful ideas to the table. 11 And, yeah, coming after such a hard year 12 and still showing up after school had let out to 13 come and talk. And they stayed for four hours. We 14 had scheduled it for two. They stayed for about 15 four hours. So we're really excited for the -- 16 combining these two teams. 17 I'm just kind of looking at my notes. 18 We're really excited to continue with 19 project-based learning this year. We're going to be 20 able to double-down on it and actually implement a 21 lot of things that maybe we felt we couldn't do on 22 the online. 23 And we are also pursuing our third year 24 with our One Book One School initiative, in which 25 we, schoolwide, select a novel, and every single</p>
<p style="text-align: right;">32</p> <p>1 person reads the novel, including faculty, staff, 2 students; everybody gets a copy of the novel. And 3 then we do a lot of activities and projects around 4 that. 5 So the first thing that will happen is all 6 the English classes will be doing vertical projects 7 so that we know that every single student has read 8 the book in preparation for other campus faculty to 9 take it on. 10 And did I miss anything, Eric? I think 11 that's about it for me. 12 MR. ERIC CRITES: Thanks, Denise. 13 Next, I'm going to ask Karina Hean, the 14 chair of our visual arts department, who has an 15 example of the work created this year as her 16 background on Zoom, just to talk about what does it 17 look like to teach, learn, and make art in this past 18 year. 19 MS. KARINA HEAN: Thank you, Mr. Crites. 20 And thank you, Commissioners, for hearing us through 21 on how the year went. 22 I would have to reiterate that it was a 23 year translating skill sets and consolidating what 24 could work remotely and how to take advantage of the 25 remote technical aspects of learning that we really</p>	<p style="text-align: right;">33</p> <p>1 focused on. 2 So we're excited to also pull those into 3 this year. There are skill sets the students 4 learned that I'll speak to that we're going to bring 5 into our current expectations and coursework moving 6 forward. 7 So to kick off what we did was really hone 8 in on the essential courses and skills so that we 9 could offer and deliver bigger -- well, rather, 10 consolidated chunks of learning with students and 11 make course kits and packets that they could drive 12 through and pick up. 13 That was no small feat with about 75 14 students and 12 different courses running 15 concurrently. So it was really exciting to have 16 them come and get something. Plus just see with a 17 mask on at a distance gave them a smile. I know 18 that for sure. 19 Key to drop-offs and pickups, we also did, 20 to create the piece behind me, a 25-foot drawing, 21 also a drop-off/pickup in connection with that same 22 day, textbook and tech pickup for other things in 23 academics was also, "Here's supplies to make a 24 collaborative drawing. Go work on this on something 25 we'll do on Zoom," and then they dropped it off</p>

<p style="text-align: right;">34</p> <p>1 later on in the year, and we made a connected 2 collaborative Mylar drawing that's a real 3 beautiful -- I guess a symbol of "Drawing Alone 4 Drawing Together." 5 That was a sort of theme for our year was 6 we can do a lot of things. We can also bring that 7 back together and keep each other going, keep each 8 other inspired and motivated. 9 So how do we motivate students at a 10 distance to work on skill sets like this? 11 It was a significant number, as Denise 12 mentioned, of using different software programs and 13 connecting methods and modes. A lot of them just 14 one-on-one in small group and varied interactions, 15 as you would in the classroom. But translating that 16 to maybe Nearpod, Jamboard, small group sessions, 17 bringing in guest artists. 18 We were able to take advantage of Zoom's 19 ability to be all over the map and bring people in 20 from The Netherlands, and bring people in from 21 California or New York, colleagues and friends and 22 guest artists of your own, to go to museums in Spain 23 and visit them virtually, help the students to feel 24 a little bit more connected, as best we could, in 25 this particular school year.</p>	<p style="text-align: right;">35</p> <p>1 So we still had guest artist visits, which 2 are a big part of our program of four-year 3 pre-professional training. 4 We turned our exhibitions from being 5 in-person into virtual exhibitions. And so we made 6 multiple different websites for six of our 7 exhibitions, which typically are held in-person with 8 events that students learn to install and things 9 like that. But they still had these big markers, 10 these big moments, like project-based learning needs 11 of having a public-facing, viewed experience and 12 having a culminating deadline by which something 13 still had to get done. 14 And I think that's the part of the 15 creative arts that continued forward for them was 16 there was still this consequence of, "Others will 17 see what I'm up to, my colleagues, my peers, my 18 classmates, the rest of the school." 19 We had, also -- just to speak to how the 20 school as a total, Ms. Quintana, Mr. Crites and 21 Denise and others, worked together as a whole team 22 to bring the students together, we had multiple 23 virtual sessions of, like, assemblies, we called 24 them, I guess. They were about once a month or 25 more.</p>
<p style="text-align: right;">36</p> <p>1 But we would highlight the work being done 2 in coursework of the arts, share them out in those 3 virtual meetings. And I think the students got such 4 a kick and joy out of seeing what each other was 5 doing at a distance. 6 In addition, we had advisory this year 7 that was brought on, where each faculty member had 8 about 10 to 15 students, probably, who they would 9 meet with on a particular day in the morning, one 10 day a week, to kind of set the tone, check in, kind 11 of an SEL check-in, Social Emotional Learning. Also 12 how do you navigate your time management? Or do you 13 have questions we can help you with? Just a real 14 general connection time. 15 We continued that when we returned to 16 in-person learning. It was really beneficial to the 17 social transition that meant for them to come back 18 to campus. 19 Let's see. What else? 20 We -- we also hosted gallery talks 21 virtually. So the students learned how to present 22 in the way that we've all learned how to present 23 with a screen, with different windows up and how to 24 navigate those things to also appeal, in a 25 screen-based way, to others.</p>	<p style="text-align: right;">37</p> <p>1 So the seniors did their final senior 2 gallery exhibition talk to the public virtually. 3 And they did an incredible job; I was so impressed 4 with them. They really helped each other as well to 5 connect that way. 6 And then the other skill sets that we're 7 going to be continuing to, I guess, request and 8 teach for them, even though we're not remote, were 9 the essential skill sets that we had to help them 10 with from afar, was documenting your artwork. Even 11 if it's just with your smartphone, whether or not 12 you have a camera, finding ways to document DIY at 13 home. 14 So we did a lot of sessions on that, how 15 to use lighting, how to use, you know, sort of 16 blocking out light, how to sort of hold or stand and 17 angling and stuff like this; so lots of sessions for 18 that, as well as photo editing, use of freeware. 19 Many students were home with their own technology; 20 they didn't have like, the Adobe suite we have at 21 school. Also pulling that into a well-documented 22 and edited digital portfolio. 23 Now, instead of waiting till eleventh or 24 twelfth grade, our students in ninth grade are 25 producing digital portfolios that are ready for</p>

<p style="text-align: right;">38</p> <p>1 college viewing. And I'm so excited to continue to 2 help them build that up and keep a good digital 3 reservoir and backlog of their artwork and images, 4 because every drawing made -- you know, anyone who's 5 had teenagers knows that it's hard to keep track of 6 all the stuff made and all the work. But they need 7 that for their college applications and just to 8 document their own growth.</p> <p>9 So having a digital archive is wonderful. 10 And we're going to continue to work with that with 11 them, specifically, documenting and building digital 12 technology and portfolio skill sets from the ninth 13 grade forward now. So we learned that with them.</p> <p>14 Time management was incredible. Their use 15 of Google Drive. We rely on it heavily as a 16 department for turning in and sharing, but also for 17 collaborating and group-critiquing. We could do 18 Google-based critique models and methods, both 19 within writing as well as within verbal speak.</p> <p>20 So there was some great oracy and writing 21 skill development that we got to really hone in on 22 that I want to continue to build with them so that 23 their writing skill, as well as their speaking 24 bravery, continues to grow.</p> <p>25 Those are some of the big things we got up</p>	<p style="text-align: right;">39</p> <p>1 to, and I'm excited to see kind of where we're at 2 when we come back together. But I anticipate, since 3 we already had two months together, that what we're 4 going to be focusing on for helping everyone 5 continue to be there is that social community growth 6 and collaboration and how do we have conversations 7 in person in real time, and then also how to help 8 them with these nuanced physical things that were 9 very challenging from afar.</p> <p>10 There's a certain amount of pressure or 11 push-and-pull with certain media and materials, 12 charcoal, graphite, paintbrush, what-have-you, that 13 you just cannot do as well when you're at a far 14 distance. So we're going to be really looking at 15 those things and revisiting them.</p> <p>16 The nature of our program in the visual 17 arts is a four-year scaffolded growth curriculum in 18 skill sets and expression. So concept building as 19 well as skill-set building in breadth-based, 20 fine-arts learning. So everyone learns photo, 21 everybody learns painting and printmaking and so 22 forth by the time they graduate.</p> <p>23 So what we're going to be able to take 24 advantage of is that we tend to introduce something, 25 and, as all good learning, repeat, repeat, repeat.</p>
<p style="text-align: right;">40</p> <p>1 So each semester, each year, they get a chance to 2 reconnect, with: How do you cut well? How do you 3 use a (inaudible)? How do you render well? How do 4 you compose? How do you design? How do you 5 express? How do you interpret skill sets and 6 critiques?</p> <p>7 So we're very excited to get back together 8 with them in person to do that. Thank you for your 9 time.</p> <p>10 MR. ERIC CRITES: Thanks, Karina. And the 11 last person I want to introduce you to is Fred 12 Graham, who is -- does two jobs for us. He's our 13 admissions coordinator, and he is also our 14 illustrious vocal instructor.</p> <p>15 I asked Fred to talk a bit about what it 16 has looked like to do outreach admissions and 17 enrollment during this time and where we're heading 18 into this coming year.</p> <p>19 MR. FRED GRAHAM: Thanks, Eric. 20 Yes. So it has been -- our outreach has 21 been impacted by COVID just the same way instruction 22 has been impacted. So we had to move to video 23 collaborations. But it also kind of expanded some 24 of our outreach, because, as Eric said, I teach in 25 the voice department. And so many of our concerts</p>	<p style="text-align: right;">41</p> <p>1 were attended by people from all over the country. 2 And we had sets of grandparents that were 3 writing to me saying, "I'm so glad I got to be a 4 part of this," and, "I wouldn't have gotten to be a 5 part of this if it had just been in-person."</p> <p>6 So -- and because of our statewide impact, 7 it allowed family members that maybe normally 8 wouldn't have come to see things to see things. 9 So that was actually kind of a positive.</p> <p>10 Another aspect that we took on was that 11 we -- through a grant process with Artesia, we 12 created a library of videos that can be used by 13 middle schools for education. So, for example, our 14 guitar teacher, Gwen Lerch, did a ukelele -- a 15 series of ukelele lessons that can be used by a 16 middle school around the state.</p> <p>17 So we -- and these resources are resources 18 that we're going to be able to continue to use in 19 the future, so we're kind of excited about that.</p> <p>20 As far as admissions, we ended up doing 21 virtual tours and virtual open houses. And once -- 22 once the school had students back in it, we were 23 able to do small family tours, small individual 24 tours, but adapted and learned how to do it.</p> <p>25 Right now, for our enrollment for this</p>

<p style="text-align: right;">42</p> <p>1 coming school year, our goal is 330 students. Right 2 now, we have 320 students enrolled.</p> <p>3 Some of the highlights of enrollment are, 4 of the incoming students, 3 percent -- there's a 5 3 percent increase in students of color. There's a 6 2 percent increase in students from outside of 7 Santa Fe and a 10 percent increase in students from 8 outside of Congressional District 3.</p> <p>9 So we've got some good numbers there. 10 Thanks.</p> <p>11 MR. ERIC CRITES: All right. Thanks, 12 Fred.</p> <p>13 So, Chairperson Gipson and Commissioners, 14 I want to just say a big thank you for letting us 15 have so much time to share this update with you, and 16 we're happy to answer any questions you may have.</p> <p>17 THE CHAIR: Thanks, Eric. And we 18 appreciate the thoroughness and the enthusiasm. And 19 I want to say thank you once again, because much of 20 what you had posted throughout the year, you and a 21 couple of our other particularly performance-based 22 schools, I would always focus people to it and say, 23 "If you just need -- if you need to take a break and 24 have a moment of joy, just go look at this." 25 And it kind of allows you to hopefully</p>	<p style="text-align: right;">43</p> <p>1 refresh and regroup. And I think it helped -- I 2 know it helped me during this past year. Hopefully, 3 my guidance helped others. So I thank you all for 4 that.</p> <p>5 Commissioner Robbins? 6 COMMISSIONER ROBBINS: Thank you. Well, I 7 appreciate the presentation and the information. 8 It's excellent. And my father had a degree in 9 music, played the trombone, organ, things like that. 10 But he also had a math degree. And so 11 math and music kind of work together. And a lot of 12 arts are math-based, even though they may not use 13 it, and, if you go into the digital arts, a lot of 14 math.</p> <p>15 I'm curious as to how -- what you're doing 16 to improve math proficiency. Because, historically, 17 up to '18, the math scores tended to drop. 18 Proficiency dropped from the ninth grade to tenth 19 grade to eleventh grade. That's what I was seeing 20 over the last few years.</p> <p>21 We actually had math proficiency dropping 22 from 30, to 20, to 18 percent. What have you done 23 to try to reverse that and move proficiency up? 24 I'm not expecting people to be 100 percent 25 proficient in math. But that kind of goes in the</p>
<p style="text-align: right;">44</p> <p>1 opposite direction when you think of arts and math 2 having a related thing.</p> <p>3 And I guess the question would be, is your 4 math instructors -- are they -- do they have degrees 5 in math? Or are they just, quote/unquote, 6 "certified" in math?</p> <p>7 MR. ERIC CRITES: So, yeah. Thank for you 8 that question.</p> <p>9 So let me -- I'm trying to make sure I 10 keep track of the pieces of that question.</p> <p>11 So to answer your last question, we do 12 have math teachers who have degrees in math. We 13 have -- so we typ- -- we're a small school, as most 14 charter schools are. We have three math teachers, 15 usually.</p> <p>16 And so, you know, I think what -- and 17 we're -- we've just hired two new math teachers 18 going into the next school year.</p> <p>19 And, you know, like, I'm hearing from a 20 lot of other school leaders and superintendents and 21 just colleagues in education, you know, this was a 22 year -- this was a year that triggered a lot of 23 transition for people, a lot of time for reflection, 24 a lot of external, out-of-their-control 25 circumstances that required people to move, for --</p>	<p style="text-align: right;">45</p> <p>1 in some cases, just reflecting on the pathway that 2 people were on in their lives.</p> <p>3 So we did have several teachers who moved 4 on this year to return to graduate school. So, 5 yeah, our two math teachers who left, one had been 6 contemplating graduate school for a long time. And 7 through the process of this last year, she 8 discovered that she was really good and enjoyed 9 managing user interface of these technology programs 10 we were using. So she's in a Master's program this 11 fall for user interface.</p> <p>12 And we had a teacher from China, who, 13 through the course of this past year -- she and her 14 husband had moved here, he had a job with the Lab -- 15 just couldn't be this far from family, right? So 16 they're going back.</p> <p>17 So we have hired two new teachers who are 18 both -- they're both mathematicians.</p> <p>19 I think to answer your bigger question -- 20 and, of course, one of the challenges in comparing 21 apples to apples has been that there's -- we were in 22 a period of -- in the last few years of transition 23 in the assessments, which were -- which we are 24 working with and prepared for, and also then COVID 25 occurred, so there's been that in the last couple of</p>

<p style="text-align: right;">46</p> <p>1 years in terms of comparing apples to apples. 2 But what we are doing, to answer your 3 question is, one of the things we're doing is 4 bringing in this training (inaudible) project-based 5 learning. And that is specifically to help our 6 students who are really hands-on learners and 7 thinkers; I mean, our students who come here are 8 artistically oriented, and the arts are -- naturally 9 tend towards that kind of learning, that growth 10 mindset and that project-based learning. 11 And so that training that we've been 12 bringing in is really about addressing that and 13 making sure that not only math, but definitely math 14 and our other content areas, engage more of our 15 students. 16 You know, I know a few years back, we had 17 an Algebra II teacher who, that year -- this was 18 probably four years ago. We couldn't find an 19 Algebra II teacher who got (inaudible) that year. 20 But I remember her showing that when you do the 21 blueprint for the EOC, when it said "Real-world 22 relevance" on some of the standards, it said, 23 "None." 24 So that is one of the challenges for 25 students who are -- who struggle to engage in math.</p>	<p style="text-align: right;">47</p> <p>1 And so that's really where we're going to be putting 2 a lot of our energy is in that project-based 3 learning and making math hands-on and relevant more 4 than maybe it is without project-based learning. 5 So I hope that answers your question. 6 COMMISSIONER ROBBINS: And it does. And 7 if I could just add -- I mean, one of the things -- 8 a lot of people say, "Well, I don't see math as 9 being relevant and everything." 10 You know, you take a -- a mural artist. 11 They're going to buy paints. They're going to buy 12 things. You need to know the quantity of different 13 colors and things like that based upon the square 14 footage you're covering and everything. 15 And so math is relevant in so many ways, 16 even if it's just basic math. And, you know, I 17 really don't expect most people in arts to go into 18 the higher -- higher levels of math. And maybe 19 that's what we see in the -- as they go into higher 20 grade levels, the level of math tends to go up. And 21 they just don't see the relevance. 22 Whereas, basic algebra or geometry, maybe 23 they get that when you get into Algebra II or even 24 Calculus, they don't see the relevance of that. But 25 I'm glad to hear what you're working on. Thank you.</p>
<p style="text-align: right;">48</p> <p>1 MR. ERIC CRITES: I couldn't agree more 2 about a mural. I changed my background to show you 3 a mural that is outside the library in Española of 4 Rudolfo Anaya that was painted this last summer by 5 one of our graduates, Maya Peña, who's been at Fort 6 Lewis College in Durango. And, absolutely, she 7 couldn't have done that without math skills. 8 I think, you know, what -- I think one 9 thing we actually do see is that among our students, 10 probably about 60 -- sorry, I'm too close. My eyes 11 are going bad, so I keep going closer to see the 12 screen -- about 60 percent -- about two thirds of 13 our students do pursue arts pathways when they go 14 into college, or dance companies, et cetera, when 15 they graduate from us. 16 But a really high percentage of our 17 students who don't go directly into arts actually do 18 go into STEM, because there really is -- there 19 absolutely is that connection and that -- that just 20 natural collaboration that happens between these 21 content areas. And, again, that's one of the 22 reasons we're trying, with project-based learning, 23 to actually just facilitate an emphasis on those 24 real-world applications of how math, you know, is 25 really applicable to the arts.</p>	<p style="text-align: right;">49</p> <p>1 COMMISSIONER ROBBINS: Appreciate it. 2 COMMISSIONER VOIGT: Madam Chair? 3 THE CHAIR: Yes. Commissioner Voigt? 4 COMMISSIONER VOIGT: Thank you. 5 Hi, Eric. Hi, team. It's great to see 6 you. Great work over this past year. 7 Your school is always very exciting to me 8 hearing about the great programs that you have in 9 place and the great accomplishments that your 10 students are achieving. And congratulations on 11 those scholarships. That is huge. 12 Thanks for the report. In looking at the 13 report, I just had a couple of questions. And I 14 think it might be good to know, for some of the 15 newer Commissioners, how this school came about back 16 in 2008, whenever, legislatively, and hear about 17 your lottery process. 18 And I think that it's interesting on your 19 report that you have a surprisingly low number of 20 special education students; I think it was a 21 9 percent, which would be about 20-something 22 students, where a lot of the charter schools have a 23 much higher number of special ed populations. 24 And so I was just wondering how -- how 25 does that play into the auditioning component of</p>

<p style="text-align: right;">50</p> <p>1 your enrollment? 2 And then within your ELL population, you 3 have a pretty small percentage of those demographics 4 also. 5 Could you just talk about that a little 6 bit? Thanks. 7 MR. ERIC CRITES: Yes. I'm just jotting 8 some bullet points on a sticky, because I think I 9 heard -- I want to make sure I keep track of those 10 questions. 11 So -- okay. 12 So with regard to the origins of the 13 school. So I -- I wasn't here. I came here in the 14 third year of school. So I've been here for most of 15 the history, but not for the creation of the school. 16 But I know the origins well. 17 So, you know, the school was created by a 18 group of people who recognized that we are a state 19 that is deeply full of talent, that there are 20 students across our really very geographically large 21 state who have incredible talent and potential with 22 regard to the arts, and that we know that access to 23 the arts, whether through schools or just through 24 community programs, can be very limited, and 25 especially for many of our students who are in</p>	<p style="text-align: right;">51</p> <p>1 smaller rural towns, where they just don't have 2 those resources available in their community. 3 We also know that New Mexico as a state 4 has a huge cultural economy, arts economy. But 5 there was a recognition that too high of a 6 percentage of the workers in that economy were 7 being -- were from other states, were from out of 8 state. 9 And so part of the motivation was to grow 10 our own, you know, future employees and artists in 11 this field. 12 So the school was created by the 13 Legislature. The New Mexico School for the Arts Act 14 established NMSA, and we are -- as a charter school. 15 One of the things that is different about 16 our school is that admission is rather -- 17 legislated -- by statute, our admissions is through 18 an audition process rather than a lottery process. 19 And so our students are enrolled through a blind 20 audition process that looks at what we call passion, 21 promise, and aptitude, without regard for prior 22 training and without regard for their academic 23 transcript or record or history. 24 So in the process of admissions -- and 25 this will touch a little bit on your other</p>
<p style="text-align: right;">52</p> <p>1 questions. We -- so in our audition process, we are 2 not looking at their academic transcripts. The 3 committee is not -- it does not see what their 4 grades are, does not see any of that stuff. 5 What they see is a student who comes in 6 and gives a monologue, for example, if it's the 7 theater department. 8 And this year, we have had a committee 9 that's been working for years on identifying and 10 reducing and eliminating any barriers that we can 11 find in that process, because we are trying to find 12 students who have that promise and that potential, 13 not just students who have the training. 14 And so one of the things that we were able 15 to do this year, with the numbers that we had 16 applying for the visual arts department, is that we 17 were able to make two lists in the process. One 18 list was students who self-identified as having 19 prior training, and one of students who identified 20 not receiving prior training. 21 And so we were able to do listings from 22 both of those groups and taking numbers from both of 23 those groups. So that's one of the ways we're 24 trying to get past that. It's imperfect, but like 25 everything, we're approaching it with a process of</p>	<p style="text-align: right;">53</p> <p>1 continuous improvement to always be doing our very 2 best to reduce those barriers. 3 So part of that legislation is also in the 4 statute is that we do provide a separate report to 5 the PEC each year, in addition to the annual 6 monitoring that the Charter School Division does for 7 all charter schools. 8 Did that answer that part of your 9 question? 10 COMMISSIONER VOIGT: It did, Eric. Thank 11 you very much. 12 MR. ERIC CRITES: Okay. And then with 13 regard to the special education process. So what we 14 do is on the application process -- so everyone who 15 applies gets an audition. There's not a selection 16 process before the auditions. 17 And part of that initial application is an 18 opportunity for families to ask for any 19 accommodations that they will need based on an IEP 20 or 504 plan through that audition process. 21 And we absolutely honor those in those 22 situations. For example, we've had -- for example, 23 if a student needs to give a monologue with -- with 24 the support of a printout of that monologue, they 25 absolutely are able to do that.</p>

<p style="text-align: right;">54</p> <p>1 So we do provide those accommodations in 2 that area.</p> <p>3 I think that we have historically had an 4 underrepresentation of English Language Learners, 5 and we recognize that. And I think we're still 6 trying to crack that nut, if you will, in terms of 7 what I -- what I know can be a barrier in terms of 8 navigating a process.</p> <p>9 We absolutely are putting out our 10 information in Spanish as well as English in our 11 communications and our advertisements and so forth. 12 But that's something we're still looking at, because 13 we recognize -- you know, I think that could be true 14 for any charter school. But when you add a layer 15 where there's an audition, I do acknowledge that 16 that's a spot where we need to be really mindful of 17 how that may or may not filter out students 18 (inaudible).</p> <p>19 COMMISSIONER VOIGT: So just to follow up 20 with that, what did you say the three -- passion, 21 promise and --</p> <p>22 MR. ERIC CRITES: Aptitude.</p> <p>23 COMMISSIONER VOIGT: Aptitude. Are those 24 all three weighted equally when you're looking at 25 the student that's auditioning?</p>	<p style="text-align: right;">55</p> <p>1 MR. ERIC CRITES: Yeah. And, Karina, do 2 you want to speak a little bit -- so Karina sits on 3 the panel. So I think -- I want to see if you have 4 any thoughts you'd like to share on just kind of how 5 you, as a content area expert, look for those 6 things.</p> <p>7 MS. KARINA HEAN: Sure. Yeah. I think we 8 could easily say we look for them equally. And we 9 look for them in a -- we try to offer multiple 10 opportunities for them to be witnessed and to show 11 up, in a very brief audition, 20-minute maybe, like 12 interview situation.</p> <p>13 So the conversation you're having with a 14 student, there's questions we let them know ahead of 15 time that we're going to ask them, and then they can 16 share with us a bit more about their inspiration, 17 motivation, their own goals, and so forth.</p> <p>18 We look at a portfolio and have them pick 19 out a piece that they want to discuss. So they're 20 getting a chance to articulate what they care about 21 as well as maybe what they learned. And so we're 22 addressing, like, the skill set work, but also their 23 own connection to the making that has occurred for 24 them.</p> <p>25 And then they get a chance to ask us</p>
<p style="text-align: right;">56</p> <p>1 questions as well, which I think is really nice for 2 leveling that dialogue playing field and seeing 3 where their heads are at.</p> <p>4 I feel like I'm forgetting a piece. But I 5 think those are sort of the three kind of key things 6 in visual art that we do.</p> <p>7 We even did it this year virtually, and we 8 prerecorded videos for them to learn how do you make 9 a portfolio, how do you take your imagery at home, 10 what do you need to include, and so forth.</p> <p>11 Oh. We do a drawing lesson. So that's 12 another piece -- I knew I was forgetting something. 13 Sorry. The aptitude involved, the skill set 14 involved in rendering and apprehension and focus is 15 something we don't expect them to know ahead of 16 time, nor have had experience with. So we do a very 17 laborious, let's say hour-and-a-half, intentional, 18 step-by-step drawing lesson.</p> <p>19 And this year virtually we did that via a 20 prerecorded instruction and then let them submit 21 that separately. So I taught that one, actually. 22 It was kind of fun to break it down into bits and 23 pieces for them with a PowerPoint and a video as 24 well as the outreach videos.</p> <p>25 So it gives them a chance to be learning</p>	<p style="text-align: right;">57</p> <p>1 and showing how they can be learning along and 2 expressing and apprehending, and, you know, being 3 creatively flexible with a very new experience, even 4 if they haven't had any training prior.</p> <p>5 So I'm very excited for this year moving 6 forward, where we have 50 percent with training and 7 50 percent, let's say, quote/unquote, "untrained," 8 it's -- for us in the visual arts department, our 9 program is actually meant to bring all of them, you 10 know, in at a very kind of -- you know, sort of 11 there's a very level we want to bring to a shared 12 kind of beginning year vocabulary and experience and 13 critique.</p> <p>14 And they all really, you know, kind of 15 have this first year of sort of joining together and 16 bringing each other up, even before we did this kind 17 of mixing that would be happening. And then you 18 have a few more years to work with them. That's the 19 wonderful thing about a four-year program, to help 20 grow and see where each person needs to grow 21 individually. There's plenty of time for that 22 individual kind of case-by-case growth.</p> <p>23 COMMISSIONER VOIGT: Thank you very much. 24 I appreciate that.</p> <p>25 THE CHAIR: Commissioner Carrillo?</p>

<p style="text-align: right;">58</p> <p>1 COMMISSIONER CARRILLO: Thank you very 2 much, everyone, for the very thorough report. 3 Living in Santa Fe, I can say that -- I 4 believe that the school is kind of a crown jewel of 5 the state of New Mexico. There are other states 6 that have similar public schools that focus on the 7 arts and really do encourage those that want to 8 continue that pathway. 9 In keeping with two concerns that were 10 brought up, one, I don't see Commissioner Burt on 11 right now. But, certainly, what Vice Chair Voigt 12 was referring to, having to do with how do we -- 13 "we" meaning "you" -- approach the problem of the 14 perception of lack of diversity and being basically 15 a school for basically just rich white people from 16 Northern New Mexico. 17 And even though I know that's not true, 18 because I live here, I've attended so many of your 19 events. I know some of the Davis Scholars that have 20 been there, and I know the opportunities that you 21 provide. But also this is kind of a perception. 22 So I'm wondering, have you ever considered 23 a summer program to help build capacity for those 24 kids that may want to go to your school and discover 25 this part of who they are? They may not right now</p>	<p style="text-align: right;">59</p> <p>1 have the self-confidence or family support to 2 audition. 3 And then are there steps that you take -- 4 and I know you have things in Spanish, and I think 5 that's great. But I also know, for instance, a 6 school we had heard from yesterday, a proposed 7 school, the Rio Grande Academy for Fine Arts, the 8 whole nature of a charter is you already -- you 9 pretty much already have parental support, or they 10 wouldn't go outside of their district. There are 11 all these things already working in favor of a 12 charter to be dynamic and successful. 13 What have you considered, or are you 14 doing, to be much more thorough in reaching out to 15 maybe underprivileged -- or underprivileged 16 constituencies that may not have these 17 opportunities? 18 MR. ERIC CRITES: Again, I am just jotting 19 down a couple of notes to make sure I answer all the 20 parts of -- 21 COMMISSIONER CARRILLO: Thank you, Eric. 22 MR. ERIC CRITES: Yeah. Thanks for that 23 question. Yeah. We're aware of that what I would 24 call a misperception of being a school for rich 25 white kids from Santa Fe.</p>
<p style="text-align: right;">60</p> <p>1 You know, I think that if -- I would 2 encourage anyone to come visit our school when we're 3 in session, and I don't think that's the impression 4 that anyone would have. 5 I think when you look at the pie chart, 6 we -- I'm not going to pretend that we don't have an 7 over-representation of Caucasian students. We do, 8 and so that's something that we have been working on 9 to reduce that over-representation and have a 10 better -- essentially, so that pie chart better 11 reflects the state of New Mexico and (inaudible) 12 students. 13 We have been making progress over time in 14 that direction. And a couple of years ago actually 15 our incoming class was majority-minority in terms 16 of, like, looking at that pie chart. The majority 17 of our students coming in were not Caucasian 18 students. 19 You know, one of the challenges of this 20 past year in terms of outreach -- and, you know, I 21 think our team has done an incredible job given the 22 circumstances of addressing this. But one of the 23 challenges is that getting into the communities that 24 would increase our connection with students of color 25 throughout New Mexico, a lot of those avenues were</p>	<p style="text-align: right;">61</p> <p>1 just absolutely closed this year. 2 So we know that our public schools were 3 literally closed, and the ability to go into middle 4 schools and elementary schools throughout 5 communities, in Española and Albuquerque and the 6 south side of Santa Fe, which we usually do, just to 7 give some examples, were just not available. 8 And so we knew that one of the challenges 9 during this time was going to be that families 10 with -- I guess, with resources might be more likely 11 to be able to find us and access the pathways. 12 And so while I think we still did a great 13 job of increasing the percentage of students of 14 color we're enrolling this year compared to last 15 year in our incoming students, we need to get back 16 to those things that were working for us and 17 improving this before COVID hit. 18 And so these things are absolutely getting 19 into the communities and getting into the 20 elementaries and middle schools and making those 21 connections, building those relationships, creating 22 those opportunities for students to have experiences 23 with the arts. 24 We have a really extensive outreach 25 program that sends Karina and Fred and other arts</p>

62	<p>1 teachers out into communities to provide lessons and 2 experiences in school and in community centers and 3 so forth, because what we need to do, as a small 4 school in a geographically immense state, making 5 sure that students in those communities that you're 6 referring to not only know who we are and know that 7 we're available to them and know that we have a dorm 8 program if they're -- if they're really far away 9 that is a sliding scale, and where no student is 10 turned away for lack of ability to pay, and making 11 sure they feel like, "That is the place I could 12 belong and study the arts and grow as an artist and 13 become who I want to be," that's what we seek to do. 14 And so we're going to be doubling down on 15 what we know is working. We were making progress 16 with that before COVID hit, and we know we'll 17 continue making progress with that. 18 But I really do. I encourage anyone to 19 come by. You're welcome any time, because I think 20 one of the things we talk about when we talk about 21 diversity, too, is that within the state, I think 22 that our pie chart -- if you're looking at it as a 23 pie chart, our pie chart actually represents true 24 diversity in the sense that we know broadly, not 25 only in our community and our state, across our</p>	63	<p>1 country, our schools are highly segregated, and that 2 most students go to school mostly with students who 3 are just like them demographically. 4 And so I view one of our strengths as a 5 school that many of our students are going to a 6 school that is actually more diverse, in the true 7 sense of diversity, going to school with people who 8 are different from you, than they would in their 9 neighborhood school. 10 That's a strength. It's not an excuse. I 11 share the goal you're talking about, and we're 12 working towards it. But I do think that that's a 13 strength that I want to emphasize. 14 With regard to summer programming, you are 15 reading our minds. So part of our plan, as we moved 16 into our permanent campus where we actually have the 17 facilities to be able to develop a really robust 18 summer programming, that's what we're doing. 19 Unfortunately, on March 13th, we had to 20 close the building after we had only been in the 21 building for a few months since 2020. So now we're 22 going to be rebuilding that as we head towards 23 summer next year. 24 We absolutely agree that giving kids the 25 opportunity to get experiences in the arts where</p>
64	<p>1 they not only gain some of those foundational skills 2 that Karina was talking about, but want to make sure 3 that all the students can feel confident in as they 4 head into their education with the arts, but so they 5 can get that sense of, "I want to do that, that 6 could be me." 7 And did that answer all of your questions? 8 COMMISSIONER CARRILLO: You know, it did. 9 And I have now a couple of follow-ups. And thank 10 you so much. I'm happy to hear we're kind of on the 11 same page here. The first question would be to what 12 extent have you applied for community school grants? 13 And then another idea I would have if I 14 were kind of sitting on your campus, which is so 15 beautiful -- I love going over there -- is what 16 about offering little tours to, like, kids at 17 Ramirez Thomas and Sweeney and these families 18 that -- we know that are living here, they never 19 even come downtown anymore. They don't come this 20 side of St. Michael's. 21 So bringing children to see, just the 22 majesty and splendor in what's going on at that 23 campus. I mean, I could see all these kids just 24 lighting up and say, "I want to be like that guy." 25 And maybe even mentorships, where some of</p>	65	<p>1 the NMSA students are going into some of our 2 south-side schools to mentor some of these young 3 kids and let them know what's within the realm of 4 possibility. 5 MR. ERIC CRITES: Yes. So with regard to 6 bringing -- oh, with regard to your first question, 7 the community school grants, you know, we haven't 8 applied for those. And so I can certainly look into 9 that more, how that would fit into our program. 10 With regard to bringing students in, yes, 11 absolutely. So what we've been doing and want to 12 get back to doing and emphasizing even more is 13 exactly that. So we have something we call, 14 "Welcome Wednesday" throughout the year, where we 15 invite families to come during our arts block, get a 16 tour of the school, just see what it's like. 17 And then we -- from that point -- I mean, 18 we do many engagements. Once we get the contact 19 information of anyone who is even remotely 20 interested, we invite them to performances and 21 exhibitions and all those opportunities. 22 And we do extensively visit schools 23 throughout the community. And that's one of our -- 24 that definitely is one of our best tools. As I'm 25 sure it doesn't surprise any of you, it can be</p>

66	<p>1 challenging for us to get invited into schools in 2 many communities, because we -- understandably, 3 there are concerns about enrollment and SEG 4 following students and so forth. 5 But that is one of the things that our 6 outreach team does is building those relationships, 7 finding those arts teachers at the middle school, 8 the counselor at the middle school who has the 9 connection with the kids and can create the space 10 for us to come in and bring some of our students, 11 bring some of our teachers, and help them see this 12 pathway to something they might not have thought of 13 before that they didn't know was here in Santa Fe or 14 the state of New Mexico. 15 COMMISSIONER CARRILLO: Thanks. And feel 16 free to reach out. Having served on the board up 17 here for nine years before this, I think I could 18 help with relationships with a lot of our elementary 19 schools and would be very, very happy to do so. 20 MR. ERIC CRITES: We'd welcome that. 21 Thank you. 22 COMMISSIONER CARRILLO: Thanks. 23 THE CHAIR: Thanks. 24 Commissioners, any other questions? 25 (No response.)</p>	67	<p>1 THE CHAIR: Okay. So, once again, thank 2 you. Always enjoy the presentations and the 3 discussion. 4 So I am going to move that the Public 5 Education Commission accept the Annual Report from 6 New Mexico School for the Arts. 7 COMMISSIONER DAVIS: I second that. 8 THE CHAIR: There's a motion by 9 Commissioner Gipson and a second by Commissioner 10 Davis. 11 There's no further discussion -- oh, and 12 please, let the record reflect that Commissioner 13 Burt had to leave. So I believe Commissioner Voigt 14 is going to take roll for us. 15 COMMISSIONER VOIGT: Okay. Bear with me. 16 Okay. Commissioner Armijo? 17 COMMISSIONER ARMIJO: Yes. 18 COMMISSIONER VOIGT: Commissioner Burt is 19 not here. 20 Commissioner Carrillo? 21 COMMISSIONER CARRILLO: Yes. 22 COMMISSIONER VOIGT: Commissioner Chavez? 23 COMMISSIONER CHAVEZ: Yes. 24 COMMISSIONER VOIGT: Commissioner Davis? 25 COMMISSIONER DAVIS: Yes.</p>
68	<p>1 COMMISSIONER VOIGT: Commissioner Gipson? 2 THE CHAIR: Yes. 3 COMMISSIONER VOIGT: Commissioner Manis? 4 COMMISSIONER MANIS: Yes. 5 COMMISSIONER VOIGT: Commissioner Robbins? 6 COMMISSIONER ROBBINS: Yes. 7 COMMISSIONER VOIGT: Commissioner Taylor? 8 COMMISSIONER TAYLOR: Yes. 9 COMMISSIONER VOIGT: And Commissioner 10 Voigt votes "Yes." 11 We have nine for and one absent. Motion 12 passes. 13 THE CHAIR: Thank you so much. And 14 looking forward to being back in Santa Fe and being 15 able to see that campus more complete than it was, 16 certainly, the last time I was in Santa Fe. So 17 thank you so much. 18 MR. ERIC CRITES: Thank you. I'll send 19 you some pictures of our new cafeteria, Chairperson 20 Gipson. 21 THE CHAIR: Great. Thanks. I would 22 appreciate that. 23 MR. ERIC CRITES: Thank you. 24 THE CHAIR: So we are on to Item No. 6, 25 Discussion and Possible Action on the Letter of</p>	69	<p>1 Concern Regarding Responsiveness of Albuquerque 2 Institute of Math and Science. 3 So I'm going to turn this over to the 4 Director, because the concern originates through her 5 office and other offices, I believe, in PED. 6 DIRECTOR CORINA CHAVEZ: Thank you, Chair 7 Gipson. I am sorry that we have to have this item 8 up again. But, as you know, I think when we last 9 met, I had reported that all of the schools that we 10 sought to have modified site visits with, which was 11 all the schools except those that had just undergone 12 a renewal visit, we were able to complete them, 13 except for AIMS. 14 And I have made multiple attempts to reach 15 out to the school to schedule the rest of the visit. 16 It needed to end in the middle of the visit. So we 17 were unable to complete it. 18 And I've made multiple attempts to reach 19 the school. They were on vacation. And I still 20 attempted to contact them once I knew they were back 21 from summer vacation. And I have yet to hear back 22 from the school. 23 I think that the lack of responsiveness on 24 their part is concerning. Similarly, the school 25 does not have a Safe Schools Plan in place. And our</p>

<p style="text-align: right;">70</p> <p>1 collaboration with the Safe Schools office within 2 the PED, our contact there tells me that there has 3 been no response from the school. 4 So those are the two issues of concern, 5 and I will let you discuss it. 6 THE CHAIR: Okay. Thanks. And just 7 correct me if I'm wrong on this point. Even though 8 it wasn't a part of the Letter of Concern that we 9 sent out prior, when they came back before us and we 10 returned them to a status of good standing, they 11 did -- if I remember correctly, they did promise 12 that they were going to respond to the site visit 13 concern, because it was -- it became part of the 14 discussion. And they agreed and they promised that 15 they would schedule the finish of that modified site 16 visit. 17 Am I incorrect in that? 18 Commissioner Carrillo? 19 COMMISSIONER CARRILLO: I remember it -- I 20 remember it just like you do. 21 THE CHAIR: Yeah. 22 COMMISSIONER CARRILLO: And I remember the 23 frustration that we conveyed to their counsel and 24 that we were assured by counsel and the other people 25 that were on the call that they were going to act</p>	<p style="text-align: right;">71</p> <p>1 respectfully relative to their role in relationship 2 with the PEC. 3 And it is -- I mean, I hear what Director 4 Chavez is saying. It is very frustrating that this 5 is on the agenda again. So my suggestion -- I don't 6 know who's here representing their school, or if 7 they've even bothered, because I looked at the 8 attendees, and I didn't see those familiar names. 9 THE CHAIR: I didn't, either. 10 COMMISSIONER CARRILLO: I say you take 11 whatever action is next on kind of the disciplinary 12 ladder that we have. They're forgetting who their 13 chartering authority is. 14 THE CHAIR: And, you know, it's 15 unfortunate that we're -- we're here again. I 16 agree. 17 So I do not believe there is anyone -- 18 because I sort of looked and didn't see anyone I 19 recognized. So I do not believe there's anyone here 20 from the school. But I certainly support, once 21 again, a Letter of Concern, which is -- Commissioner 22 Robbins? 23 COMMISSIONER VOIGT: Actually, my hand was 24 up first. 25 THE CHAIR: Oh. Sorry.</p>
<p style="text-align: right;">72</p> <p>1 COMMISSIONER VOIGT: Okay. Thanks. So I 2 thought we already had a Letter of Concern. 3 THE CHAIR: We did. We cleared that out. 4 The Letter of Concern was around specifically -- 5 more specifically, the special ed issues. 6 COMMISSIONER VOIGT: Okay. So I think we 7 need to stay with our intervention ladder -- 8 THE CHAIR: Yeah. 9 COMMISSIONER VOIGT: -- and issue another 10 Letter of Concern. And if that's the only way that 11 they're going to respond, then -- unfortunate, 12 but... 13 THE CHAIR: Yeah. Commissioner Robbins? 14 COMMISSIONER ROBBINS: Right. When we say 15 a letter -- or a communication -- was sent to them, 16 I know the last couple of months, there have been 17 many issues that I've had with mail delivery in my 18 area. Areas in the city with mail delivery, I read 19 it on Nextdoor and everything that people have had 20 trouble getting mail delivered on a timely basis or 21 anything. 22 Were the Letters of Concern that were sent 23 to them sent with return receipt, so we know that 24 they did receive it? Or was it just sent regular 25 mail? Because sent regular mail, I understand that,</p>	<p style="text-align: right;">73</p> <p>1 you know, you try to depend upon that. But with 2 COVID and things, there have been a lot of issues 3 with mail delivery in many areas of the state and in 4 the country. 5 THE CHAIR: Okay. So I was the one who 6 sent out the letter, so I can speak on this. It was 7 e-mailed. And it was e-mailed to the head of their 8 governance council, their legal counsel, and their 9 head administrator. 10 And their head administrator -- I'm 11 sorry -- their legal counsel certainly acknowledged, 12 as did their head administrator, that they received 13 the letter. There was a little bit -- there -- the 14 person who was originally listed on their website as 15 their head of their governing council did 16 immediately respond back saying, "I'm not it any 17 longer." 18 We got that straightened out, and I cc'd 19 everyone with every letter that I sent out. 20 So we don't do snail mail at this point in 21 time, primarily for those reasons. But, yeah, they 22 were in receipt of it. 23 Director? 24 DIRECTOR CORINA CHAVEZ: Thank you, Chair 25 Gipson. Commissioner Robbins, the attempts that I</p>

74	<p>1 made to reach the school included multiple e-mails 2 and a phone call to the head administrator. 3 THE CHAIR: Okay. 4 COMMISSIONER ROBBINS: I appreciate that. 5 That is -- that makes -- to me, that makes it a 6 grave concern also. 7 THE CHAIR: Yeah. Okay. Thank you. 8 So, Commissioners, are we ready for a 9 motion? 10 COMMISSIONER CARRILLO: What would be 11 the -- what would the motion be on? 12 THE CHAIR: The motion would be on sending 13 a Letter of Concern to Albuquerque Institute of Math 14 and Science. 15 COMMISSIONER CARRILLO: Because we did 16 send that other Letter of Concern, and they did 17 answer that Letter of Concern, and then they fell 18 into our good graces because they promised to 19 behave, so to speak, not to be condescending to 20 them. 21 But what would we now do? A Letter of 22 Concern? Or because it's on similar issues, would 23 we now do the next step above that? 24 THE CHAIR: No, because we -- sorry. 25 COMMISSIONER CARRILLO: Or do we just take</p>	75	<p>1 them out behind the shed? 2 THE CHAIR: Well, yeah. Remember, I went 3 to Catholic school. So we sent them -- after we 4 have sent the Letter of Concern and they came back 5 to us and we thought we had it settled, we did send 6 another letter informing them that they -- that 7 their status has been restored to good standing. 8 So we would have to start then back at the 9 lowest rung of the intervention ladder at this point 10 in time, because, honestly, it's not a -- it's 11 annoying, and it's disrespectful, but it's not a 12 gross negligent breach of the contract to jump a 13 step or two. 14 So it would have to be -- in my mind, it 15 would have to be a Letter of Concern and initiate 16 the intervention ladder once again. 17 Commissioner Voigt? 18 COMMISSIONER VOIGT: Yeah. These are two 19 separate issues. That's why there's a new LOC. I'm 20 ready to make a motion if there's no other 21 discussion. Except Commissioner Taylor has his hand 22 up. 23 THE CHAIR: I just saw him. 24 COMMISSIONER TAYLOR: Just real quick, is 25 it possible to -- in this letter, to really express</p>
76	<p>1 that -- that -- the frustration we're having with 2 the fact that every time we deal with them, it seems 3 like it's -- you know, we take it -- have to go up a 4 level, you know? I mean, it -- I would really 5 suggest that we -- you know, that we let them know 6 that we're not -- we're real unhappy that we're 7 having to take it to this level every time we have a 8 communication with them. 9 THE CHAIR: Right. And that's well heard. 10 And I think it's well heard from the legal counsel. 11 So... 12 COMMISSIONER CARRILLO: I have one more 13 question before we vote. 14 THE CHAIR: Certainly. 15 COMMISSIONER VOIGT: I think also -- there 16 might be something we want to talk about at a later 17 date as a Commission as to, you know, what's the 18 maximum number -- what's the maximum policy we have 19 (inaudible) school, you know, and so we can stop 20 poor habitual performance basically. 21 COMMISSIONER TAYLOR: Right. 22 THE CHAIR: Anyway, Commissioner Carrillo? 23 COMMISSIONER CARRILLO: Just curiously, if 24 they wanted to be an Albuquerque charter, when do 25 they have to apply for that? If they don't like us</p>	77	<p>1 and deal with us, then am-scray. Go be with 2 Albuquerque. 3 COMMISSIONER VOIGT: Yeah. Everyone 4 knows. So, anyway, I have a motion. I move that 5 the Public Education Commission extend a Letter of 6 Concern to the Albuquerque Institute of Math and 7 Science regarding their nonresponsiveness to the 8 Charter School Division's compliance requests. 9 COMMISSIONER TAYLOR: Second. 10 THE CHAIR: Julia, I'm just going to ask, 11 do you think that's clear enough before we move on? 12 MS. JULIA BARNES: I do. I think the -- 13 the Director can indicate where the areas of 14 nonresponsiveness, and I think that she can provide 15 that information to us. 16 THE CHAIR: Okay. Great. Thanks. 17 If there's no further discussion, 18 Commissioner Voigt? 19 COMMISSIONER VOIGT: Commissioner Armijo? 20 COMMISSIONER ARMIJO: Yes. 21 COMMISSIONER VOIGT: Commissioner Burt is 22 not here. 23 Commissioner Carrillo? 24 COMMISSIONER CARRILLO: Yeah. 25 COMMISSIONER VOIGT: Commissioner Chavez?</p>

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80	<p>1 you.</p> <p>2 THE CHAIR: But they do have a number of</p> <p>3 years. So -- yeah, yeah. I know. I get you.</p> <p>4 Okay.</p> <p>5 COMMISSIONER VOIGT: What time are we</p> <p>6 back? Ten?</p> <p>7 THE CHAIR: Ten minutes. Yeah. Thanks.</p> <p>8 (Recess taken, 2:28 p.m. to 2:41 p.m.)</p> <p>9 THE CHAIR: Okay. We are on to Item</p> <p>10 No. 7, which is Discussion and Possible Action on</p> <p>11 the Corrective Action Plan for The GREAT Academy.</p> <p>12 So I want to thank all the Commissioners</p> <p>13 that took the time out to join us for the Corrective</p> <p>14 Action Plan discussion that we had last week with</p> <p>15 the school.</p> <p>16 Just so Commissioners who were unable to</p> <p>17 attend, looking at really what needed to be done, it</p> <p>18 looked like it was more of a two-part process.</p> <p>19 There were certain items that rose to the top that</p> <p>20 we needed more information on, and we needed more</p> <p>21 information on it immediately. And that was the</p> <p>22 financial concerns that had been raised.</p> <p>23 And then the second piece of it being</p> <p>24 the -- so this first piece is more we're gathering</p> <p>25 information, and this is the information that we</p>	81	<p>1 need.</p> <p>2 The second piece is the Corrective Action</p> <p>3 Plan, which will deal with -- possibly some pieces</p> <p>4 of the financial information that we receive from</p> <p>5 the school.</p> <p>6 But, in addition, it's academic and</p> <p>7 organizational. And the school has to provide a</p> <p>8 significant amount of information about that.</p> <p>9 So we're here for a twofold purpose: To</p> <p>10 look at -- and the recommendation was that the</p> <p>11 school provide for us -- and you've got that</p> <p>12 information that was put into SharePoint -- the</p> <p>13 school has an August deadline for the financial</p> <p>14 information that we feel we need right away.</p> <p>15 And then we will schedule the Corrective</p> <p>16 Action Plan negotiations with the school regarding</p> <p>17 their academic, their organizational, and any</p> <p>18 additional financial pieces we may want to put into</p> <p>19 that. But we also need to set up a timeline for</p> <p>20 that, so that we get the information, especially the</p> <p>21 academic information from the school.</p> <p>22 So, Corina -- I'm sorry -- Missy. Do I</p> <p>23 see Missy on here? Oh, there you are.</p> <p>24 Are you bringing the school folks in?</p> <p>25 Thanks. I see Jasper here now.</p>

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1 DIRECTOR CORINA CHAVEZ: And, Chair
 2 Gipson, Commissioners, Melissa Sanchez is also on,
 3 although she has really spotty service right now
 4 with thunder and lightning threatening her Wi-Fi.
 5 THE CHAIR: Okay. And thanks for that.
 6 So, Commissioners, hopefully, you had an opportunity
 7 to look at the information that was provided. I
 8 want to -- I want to thank Melissa for all of the
 9 work that she has done on that, all of the work that
 10 she did in conjunction with Julia on getting this --
 11 on getting this together, and getting this together
 12 really very quickly so that it's -- it was a lot.
 13 I want to thank the school for the time
 14 last Friday, without a doubt.
 15 So, Commissioners, we're here for any
 16 questions that you might have regarding the CAP
 17 information that has been provided to you.
 18 And, once again, that's the information
 19 that we are asking the school to provide by that
 20 August deadline, so that we would have it and we
 21 will have clearer information for us for our August
 22 meeting so that we have better direction, as well,
 23 as to what might have to go into an actual
 24 Corrective Action Plan for the school for this
 25 upcoming school year.

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1 that Commissioners have any questions regarding the
 2 CAP information that was sent.
 3 COMMISSIONER CARRILLO: Chair Gipson?
 4 THE CHAIR: Oh, I'm sorry. Commissioner
 5 Carrillo?
 6 COMMISSIONER CARRILLO: I'm just curious,
 7 because I don't remember discussing this when we
 8 went through this last week. And I'm not saying
 9 there will be. I'm saying this to Jasper and his
 10 wife. What would the consequence be if we didn't
 11 get any of this material when it was promised?
 12 THE CHAIR: Okay. Well, we have an
 13 intervention ladder. The school is under contract
 14 with us.
 15 COMMISSIONER CARRILLO: That's right.
 16 THE CHAIR: So that would be up to the
 17 Commission in August. Dependent on what we did get
 18 or didn't get, the Commission can take that action;
 19 so...
 20 COMMISSIONER CARRILLO: Thank you.
 21 DIRECTOR CORINA CHAVEZ: Chair Gipson,
 22 Ms. Barnes has her hand up.
 23 THE CHAIR: Oh, sorry. My screen keeps
 24 moving around, so it's like dominoes, so I miss
 25 where people are. Julia is up there now. Okay.

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1 COMMISSIONER VOIGT: Madam Chair, just for
 2 clarification question for -- for now.
 3 So the Corrective Action Plan that we are
 4 addressing now is financial; correct?
 5 THE CHAIR: It is. It's the -- yeah.
 6 Yeah. And it's the hard deadline of that August
 7 deadline. And then we'll have more clarity as to
 8 what might have to go into the longer term full
 9 year, yeah.
 10 COMMISSIONER VOIGT: So I just wanted to
 11 clarify that for the motion language, too.
 12 THE CHAIR: Yeah. And I think Julia may
 13 have some advisement or recommendations as to what
 14 might also be put into that motion when we get to
 15 that point.
 16 So asking, at this point in time, two
 17 things. If Commissioners have any questions, the
 18 school is here, their attorney is here, and their --
 19 their new business -- is it manager? I don't -- is
 20 here as well.
 21 So do Commissioners have any questions?
 22 I'll also certainly -- if the school
 23 wishes to say anything, you certainly have that
 24 opportunity as well. And I will open that up now,
 25 because it does not appear, at this point in time,

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1 So -- okay. Sorry.
 2 MS. JULIA BARNES: Thank you. Thank you,
 3 Chair. Again, I'm Julia Barnes. I'm on a
 4 short-term purchase agreement with the Charter
 5 School Division -- or the PED -- in order to provide
 6 legal advice to you for this month and have been
 7 working on this project primarily.
 8 I did want to just say one thing. Because
 9 it is so short, you are looking for the information
 10 by the August meeting, that I suggest having some
 11 type of flexibility for Director Chavez and the
 12 school to make minor changes to some of the detail
 13 in here.
 14 For example, if they need to change a date
 15 or something that they've asked can be provided in a
 16 different way, that we allow them some flexibility.
 17 To me, that can either be done by agreement with
 18 Director Chavez and the school or could come back to
 19 the executive committee.
 20 But the -- and I just wanted to give you
 21 that -- that suggestion so you could think about it
 22 for what you're comfortable with.
 23 The plan was to get -- not have any kind
 24 of a holdup so that you can take action on another
 25 CAP in August. So just looking for a little bit of

<p style="text-align: right;">86</p> <p>1 flexibility, so -- because it's quite detailed, as 2 you can see, with very specific dates and very 3 specific documentation that we anticipate as right 4 right now. But who knows what will happen in two 5 weeks? 6 So that's my suggestion. And however 7 comfortable you are with doing that. Whatever 8 mechanism it is, I think would work. 9 THE CHAIR: I think I'm comfortable with 10 that kind of flexibility, that as long as it's -- 11 the target end date doesn't change. But if the 12 school has to provide -- you know, if Mr. Runyan 13 needed to -- was supposed to get something by 14 Monday, but he's working on it and is unable to, and 15 it's going to be Tuesday or Wednesday, I don't have 16 a problem with giving the Director and/or Melissa, 17 in conjunction, that kind of flexibility. 18 We're not changing when the end product is 19 coming to us. So I think that's -- I think that's 20 fair and reasonable. 21 And I'm also -- you know, if Mr. Runyan 22 contacts Corina and says, "I can give you this 23 information, but it's going to be in this different 24 format, it's not going to be in this format, but 25 it's the information you need."</p>	<p style="text-align: right;">87</p> <p>1 I'm also fine with that kind of 2 flexibility to say, "Well, we said we wanted" -- I 3 don't know -- "a 1099, and it's really not going to 4 be in a 1099 -- it's going to be in a 5 different-numbered form," I think that's fine. 6 We're getting the information that we need, however 7 it -- however it's best to have it communicated to 8 us. 9 So that's -- that's my opinion on that. 10 And I'm comfortable enough with it being -- I think 11 I would be comfortable with it being agreed upon 12 with the communication -- I think it's quicker if 13 there was simply the communication to the Director 14 and/or Melissa, without putting additional burdens 15 on them -- which I'm not looking to do -- but 16 perhaps just a notification to the executive 17 committee whenever those decisions are made so that 18 we keep track of what those -- you know, there's a 19 record of what those changes may have been. 20 And I'm going to -- I'll turn it over to 21 the Director to say whether she's willing to take on 22 that additional task, because we're turning it over 23 to you. And I don't know whether -- I want to make 24 sure you're comfortable with it as well because I 25 don't want to add more to your plate.</p>
<p style="text-align: right;">88</p> <p>1 DIRECTOR CORINA CHAVEZ: Thank you, Chair 2 Gipson, Commissioners. It actually would add more 3 to my plate. We worked really carefully -- 4 Ms. Sanchez, as you know, is an accountant -- to ask 5 that the information be provided in the format that 6 we requested in order for her to do a really 7 thorough analysis. 8 So the degree to which it arrives and the 9 way and the time frame that we thought really 10 carefully about and aimed to get to the school as 11 quickly as possible would help us to give us a more 12 thorough analysis of the information, which I know 13 you will want at the August meeting. 14 So we are collaborative, as always. I 15 know that Mr. Runyan has assured us that the 16 information would be reasonable. 17 Jasper has my cell phone number. We 18 certainly can be in touch throughout this time frame 19 to work with the school. And we also hope to give 20 you as best possible of a report in August. 21 And when we were at the negotiations, we 22 talked about ensuring there would be enough time for 23 us to do some analysis of the data. It's really 24 hard when documents come the same day that we might 25 need to report on it or -- without enough time to do</p>	<p style="text-align: right;">89</p> <p>1 a read and an analysis. 2 So I know we're all going to do our best 3 to -- to be on time and to provide you with as much 4 information as we can. 5 THE CHAIR: Okay. So as synopsis, you're 6 not as supportive of the flexibility in terms of 7 this, that you're more comfortable that they can 8 provide the information in the form at that -- okay, 9 all right. And I appreciate the input. 10 I'm sorry. Mr. Runyan? 11 MR. BRYAN RUNYAN: I just wanted to -- 12 Madam Chair, thank you. I guess I just wanted to 13 add that, you know, the flexibility kind of goes 14 both ways. And I did tell Melissa, you know, if I 15 give you a report, and you are -- say, "No, this 16 would be nice, but can you add something else on it, 17 this would be a big help," and I let her know, we'll 18 have that open communication to where if there is 19 something I can do that would make it easier on the 20 Director or Melissa, then I'll do my best to, you 21 know, run different reports or give it in a 22 different format that may expedite that process. 23 THE CHAIR: Okay. I'm not sure if -- if 24 that requires being in the motion. Or are we saying 25 that we want to give the flexibility so that if</p>

90	<p>1 Mr. Runyan contacts Melissa, they can come to an 2 agreement as to the format that it's going to be in? 3 COMMISSIONER VOIGT: Madam Chair? 4 THE CHAIR: Again, I'm not trying to put 5 more on Melissa's plate as well. 6 COMMISSIONER VOIGT: Madam Chair, I 7 don't -- I don't feel that that extended verbiage 8 would need to be in the motion about how they are 9 communicating with each other and the format of the 10 reporting. 11 THE CHAIR: Except the format of the 12 reports in some cases are specified in the CAP. So 13 if they don't provide that specific report, I think 14 that's part of the concern, yes, that it's -- 15 that's -- that's the -- 16 COMMISSIONER VOIGT: Yeah. So the 17 verbiage in the CAP is what the Charter School 18 Division is requesting. So I think we should just 19 follow with that. 20 THE CHAIR: Just follow that. Okay. All 21 right. Okay. 22 Commissioner Robbins? 23 COMMISSIONER ROBBINS: You know, if you 24 don't mind, I can make the motion, because I think I 25 can state a motion that would be provided in -- you</p>	91	<p>1 know, information will be provided as stated in the 2 CAP or in an acceptable form -- form acceptable to 3 CSD. 4 THE CHAIR: Is that -- okay. All right. 5 Before you make the motion, though, I just 6 want to double-check and see if the school has 7 anything else that they wish to say before we go 8 into the motion, because then they won't be able to 9 speak. 10 I just want to offer that opportunity, 11 because they know they're here. But if not, we can 12 move to the motion. 13 Commissioner Robbins? 14 COMMISSIONER ROBBINS: Okay. Let me take 15 a good stab at this. 16 I move that the PEC approve the Corrective 17 Action Plan, as negotiated with The GREAT Academy on 18 July 16th, 2021, to provide information as specified 19 in the CAP, in the form provided in the CAP or that 20 is agreeable to CSD. 21 COMMISSIONER VOIGT: I'll second. 22 THE CHAIR: Commissioner Voigt, was that 23 you? It was very garbled. 24 COMMISSIONER VOIGT: Yes. Yeah. 25 THE CHAIR: There's a motion by</p>
92	<p>1 Commissioner Robbins. There's a second by 2 Commissioner Voigt. 3 Is there any further discussion? 4 If not, Commissioner Voigt? 5 COMMISSIONER VOIGT: Okay. Commissioner 6 Armijo? 7 COMMISSIONER ARMIJO: Yes. 8 COMMISSIONER VOIGT: Commissioner Burt is 9 absent. 10 Commissioner Carrillo? 11 COMMISSIONER CARRILLO: Yes. 12 COMMISSIONER VOIGT: Commissioner Chavez? 13 COMMISSIONER CHAVEZ: Yes. 14 COMMISSIONER VOIGT: Commissioner Davis? 15 COMMISSIONER DAVIS: Yes. 16 COMMISSIONER VOIGT: Commissioner Gipson? 17 THE CHAIR: Yes. 18 COMMISSIONER VOIGT: Commissioner Manis? 19 Commissioner Manis? 20 (No response.) 21 COMMISSIONER VOIGT: Okay. We'll come 22 back to you. 23 Commissioner Robbins? 24 COMMISSIONER ROBBINS: Yes. 25 COMMISSIONER VOIGT: Commissioner Taylor?</p>	93	<p>1 COMMISSIONER TAYLOR: Yes. 2 COMMISSIONER VOIGT: And I vote "Yes." 3 Commissioner Manis? 4 (No response.) 5 THE CHAIR: We need the record to reflect 6 that Commissioner Manis is not here right now. 7 COMMISSIONER VOIGT: Okay. The motion 8 passes with eight votes for. 9 THE CHAIR: Eight votes for. Thank you. 10 And thank everyone once again for all of the work 11 that went into it and all the -- I know there's a 12 lot of work that's still going to go into it as we 13 move into August. So we appreciate this, and we 14 truly do appreciate everyone's time. So thank you. 15 We are on to Item No. 8, which is 16 Discussion and Possible Action on the New Amendment 17 Policy on Supplemental Open Enrollment for Online 18 Courses. 19 So I think based on the discussion this 20 morning, I think there's -- I think we have to look 21 at two things, whether a -- an amendment form is 22 actually necessary or simply some notification by 23 the residing school -- I'm not trying to use "home 24 school" -- the residing school, similar to MOUs -- 25 or is there -- and I'm going to allow Julia to</p>

<p style="text-align: right;">94</p> <p>1 explain a little bit more -- would it be sufficient 2 to simply have an assurance that's provided by the 3 residing school that would come to the Commission? 4 Because I think we're clear in our concern 5 that the residing school needs to understand that 6 the outcomes, they still owned. So through the 7 Performance Framework and our accountability system, 8 those students are still their full-time students. 9 So is there some -- is it better to do 10 some sort of assurance so that we're also very clear 11 that the governance council understands this as 12 well? 13 So, Julia, do you want to talk a little 14 bit about that? 15 MS. JULIA BARNES: Yes. Thank you. Sure. 16 I went and looked quickly at the various 17 parts of the statute that might be applicable given 18 the conversation this morning. I just wanted to 19 tell you what -- what I found. 20 Also, I think that, to the extent that we 21 do work in the future for you, I think we're going 22 to try to get you information earlier. But -- so 23 I'm sorry to be giving you this right now. 24 I think, as Chair Gipson was just saying, 25 there's two issues. One is with the residing LEA,</p>	<p style="text-align: right;">95</p> <p>1 those using the services. 22-8B-4, which is Charter 2 School Rights and Responsibilities, clearly allows a 3 charter school to enter into a contract of this 4 type. 5 It says they may contract with a school 6 district or other party for educational related 7 services. So it sounds like they already do that 8 with companies that provide an online platform with 9 dual credit. 10 The second applicable provision is that, 11 in the charter school contract, 22-8B-9, Section B 12 like "Boy," (14), they -- if it was an initial 13 charter school application or renewal, they would 14 need to let you know if they have a contract with a 15 third-party provider. 16 And it says "...the criteria and 17 procedures for the chartering authority to review 18 the contract and the...independence from the 19 provider." 20 It sounds like in the past, you have done 21 an amendment by notification. 22 I'm getting some alarm. 23 And it -- so that might be an appropriate 24 thing to do, to notify any school that is going to 25 use this type of service, whether from another state</p>
<p style="text-align: right;">96</p> <p>1 charter or from, you know, Las Cruces -- but 2 whatever -- whoever it is, that they provide you an 3 amendment by notification. 4 And you could go ahead and approve those 5 on your consent calendar, for example. And then if 6 any -- if any Commissioner wanted to pull that off 7 the consent calendar you could do that so that you 8 could follow a regular procedure. 9 I think also that we might provide 10 guidance on the form of that amendment by 11 notification to confirm the things that you-all 12 understand that, in part, are going to be clarified 13 and that were clarified this morning; for example, 14 that it's no more than three courses per student, 15 because I think you might take different action if 16 it was -- if a school could say, "Every course -- 17 this kid is going to take every course somewhere 18 else." You have might want to address that 19 differently. 20 So I think they can do it. And I think 21 that you might go ahead and get an amendment by 22 notification and go that direction with the -- with 23 the residing LEAs. 24 On the providing LEAs, there was a concern 25 raised earlier today, which I -- which is if -- a</p>	<p style="text-align: right;">97</p> <p>1 state charter is providing these services to make 2 sure that they -- that it did not change their 3 charter contract in any way. 4 So, for example, could it -- you wanted to 5 make sure that it could not allow them to change 6 their enrollment procedures. They are considered a 7 student of theirs, so their siblings couldn't get in 8 automatically; whatever is allowed under the charter 9 school law does not apply to these students that 10 they are taking for one or two or three courses. 11 Another example that you could highlight 12 in -- to the providing LEA is, you know, that it's 13 not going to change their cap and it's not going to 14 change their grades and it's not going to change 15 their responsibilities under their charter school 16 contract with you. 17 I -- I believe -- and I think that 18 Director Chavez could correct me -- they were 19 looking for an answer from you today so that those 20 schools that have been awarded these contracts could 21 move forward. 22 So I think you could do a guidance 23 document to any school that is going to be a 24 providing LEA to say, "You are operating under these 25 assumptions," that they will take no more than -- a</p>

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1 student for no more than three classes, that they
 2 will get a fee, that they will not get the SEG
 3 funding for that student, that the school, the
 4 residing school, will be responsible for the student
 5 outcomes.
 6 So you could send out -- we could send out
 7 and post a document that said, "This is what you are
 8 considering."
 9 Commissioner Taylor?
 10 COMMISSIONER TAYLOR: I just -- I have a
 11 point of clarification for my understanding. Is
 12 this -- are we adding this issue in particular for
 13 the consortium? Or is this for all online courses
 14 that are offered through other LEAs?
 15 THE CHAIR: Well, the consortium are
 16 the -- my understanding is the consortium will be
 17 the only providing LEAs, that the -- that the
 18 charter schools will be able to contract with are
 19 those --
 20 COMMISSIONER TAYLOR: So they can no
 21 longer contract with any other LEA for online --
 22 online services.
 23 THE CHAIR: I think the Director's going
 24 to have -- because I don't know. Honestly, I'm not
 25 familiar with any of our other charters that

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1 they're still the -- the outcomes -- they're still
 2 responsible for those outcomes.
 3 And that's -- you know, that's the piece
 4 that we've always been looking at, not necessarily
 5 the provider.
 6 MS. JULIA BARNES: So if I could just
 7 finish -- because I think those are all very good
 8 conversations --
 9 THE CHAIR: Sorry.
 10 MS. JULIA BARNES: -- I think the charter
 11 school law and the charter school contract with any
 12 of our State charter schools, they already have a
 13 requirement to, if they contract with a third-party
 14 provider -- so this would be a new third-party
 15 provider. So on the residing school, the school
 16 where the students are, the thought would be to
 17 allow them to do an amendment by notification
 18 saying, "We have opted to send some of our -- you
 19 know, to have some of our kids participate, we're
 20 going to use this provider, and we're notifying
 21 you."
 22 So that is simply reminding them that this
 23 is something that they do if they did it with anyone
 24 else, and they would need to do it here.
 25 The thing presented by the Charter School

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1 contract for online services with another LEA.
 2 COMMISSIONER TAYLOR: Okay.
 3 THE CHAIR: Director Chavez?
 4 DIRECTOR CORINA CHAVEZ: Yes. Sorry,
 5 guys. Ooh. There's heavy rain and thunder and
 6 lightning. I hope we don't get kicked off. And I
 7 missed the framing of the discussion.
 8 However, Commissioner Taylor, that is true
 9 what Chair Gipson said, that charter schools
 10 currently do not contract with other LEAs to provide
 11 online services. They had to all provide online
 12 services through the pandemic, and this allows them
 13 to extend that opportunity to students for certain
 14 courses, if they choose to engage in an arrangement
 15 with a provider.
 16 And, originally, this amendment was
 17 seeking to amend the contract of the provider
 18 charters, not those schools that were going to take
 19 courses from the provider charters. And I don't
 20 know -- I'm currently unclear if that's what we are
 21 still talking about.
 22 THE CHAIR: No. And I'm sorry. This
 23 wasn't meant to change the contracts of the
 24 providing schools. I think the guidance has to be
 25 for the residing school so that they understand that

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1 Division was for the providing LEAs. I don't see
 2 any -- well, I don't think the law contemplated
 3 this, because who contemplated the pandemic? And I
 4 don't -- so one thing I think you could do for the
 5 providing LEAs is to provide guidance that clarified
 6 that it isn't going to change their contracts, it
 7 isn't going to provide them any -- I'll call them
 8 "rights" regarding those students, that by providing
 9 a class to a student from another school, they
 10 aren't getting SEG funding, they aren't -- they
 11 can't enroll those children with preferential
 12 treatment, they can't -- they're not a student of
 13 theirs. So I think you could provide guidance.
 14 A second option is there is a -- an
 15 ability for you to ask a school to provide a signed
 16 assurance by their board that you could ask them to
 17 do a signed assurance that they understood this if
 18 you wanted to do that.
 19 The third option would be the document
 20 that was presented to you and is on the agenda,
 21 which would amend -- just kind of couched as an
 22 amendment to their charter. That one --
 23 THE CHAIR: Oh, sorry. There's a delay.
 24 Sorry.
 25 MS. JULIA BARNES: That one feels a little

<p style="text-align: right;">102</p> <p>1 bit less clear to me, because I don't think they're 2 changing their charter.</p> <p>3 THE CHAIR: Okay.</p> <p>4 MS. JULIA BARNES: I don't know -- you 5 know, they're not -- they're not doing anything with 6 their school or their students. They are provid- -- 7 and we don't want to change anything. And I don't 8 want to imply that if they take on this new 9 obligation, that any of their obligations they 10 presently have sitting here today have changed with 11 you, because I don't believe that they have.</p> <p>12 So I'm, again, trying to look for clarity. 13 So I see three different things you could do with 14 them.</p> <p>15 One is just provide guidance that says, 16 "Nothing has changed in your world." And be 17 specific, because it's a new program. And I think 18 clarification and guidance is good.</p> <p>19 The second would be a signed assurance. 20 But I believe that Director Chavez would like 21 certainty so they can go ahead with the award of 22 those schools. So that would need -- those signed 23 assurances would need to be entered into quite 24 quickly, I would think.</p> <p>25 And then the third one would be the</p>	<p style="text-align: right;">103</p> <p>1 proposed document that -- that, after the discussion 2 today, I -- believe is less clear.</p> <p>3 THE CHAIR: And I -- in light of the 4 charter school law saying that they have the right 5 to contract with a third-party provider, and the 6 fact that this is just for a small number of 7 classes, I think I'm more comfortable at this point 8 in time with simply that assurance.</p> <p>9 I just want -- you know, I just want to 10 make sure there's been a thorough discussion with 11 the governing council as well as at the school so 12 that everyone understands, you know, what's going 13 on.</p> <p>14 But I think that assurance gives us the 15 ability to if we had to take, you know, some action, 16 we've got that assurance.</p> <p>17 And they aren't -- you're right. They 18 aren't changing their contract. And they have the 19 right to do this. And they've done it with dual 20 credits, you know, before.</p> <p>21 So -- and I understand, because this is 22 new, some people want maybe a few bumper guards in 23 there to make sure that things are going okay. And 24 I think that assurance hopefully would be able to do 25 that.</p>
<p style="text-align: right;">104</p> <p>1 Commissioner Robbins and then Commissioner 2 Taylor.</p> <p>3 But can I ask? Commissioner Voigt is also 4 having difficulties. I tried putting her in -- 5 she's there by phone number. That phone number is 6 Commissioner Voigt.</p> <p>7 Can someone move her in? I tried, and she 8 came in and then got bounced out again.</p> <p>9 MS. JULIA BARNES: Sure. I think that 10 Director Chavez -- and I think Director Chavez had 11 something to say as well.</p> <p>12 COMMISSIONER ROBBINS: Well, if I could go 13 ahead and just comment. One -- one thing -- and I 14 understand that the school wants to allow their 15 students to take these classes. It's just another 16 educational option for their students. And that's 17 fine.</p> <p>18 I think the providing schools, along with 19 an assurance from the governing board -- certificate 20 of assurance that they are aware of this and 21 everything going on, that that school cannot be on a 22 Corrective Action Plan either academically or 23 financially, that a providing school cannot be on a 24 PEC Corrective Action Plan, either financially or 25 academically.</p>	<p style="text-align: right;">105</p> <p>1 If it's an organizational thing, they 2 didn't let us know of a change in their -- in their 3 governance board, that doesn't bother me with this 4 aspect.</p> <p>5 But I think we need to be -- the bumper 6 guard is don't let underperforming schools offer 7 these things, because they need to be focusing on 8 their own students, and they aren't doing that.</p> <p>9 So I think that would be a reasonable 10 bumper to put in to the providing schools.</p> <p>11 THE CHAIR: Okay. Commissioner Taylor and 12 then Commissioner Carrillo? 13 And -- oh, sorry -- and Director Chavez. 14 Sorry.</p> <p>15 COMMISSIONER TAYLOR: I didn't have any 16 further comments, so I'm good.</p> <p>17 THE CHAIR: All right. Thanks. 18 Commissioner Carrillo?</p> <p>19 COMMISSIONER CARRILLO: Yes. I would just 20 second everything that Commissioner Robbins said, 21 that their board is aware of what's going on, that 22 there's assurances from the board, just basically 23 everything that Commissioner Robbins said, I would 24 say we want those safeguards in place.</p> <p>25 THE CHAIR: Okay. So, Director Chavez, as</p>

<p style="text-align: right;">106</p> <p>1 you start to respond, can I add a question to you to 2 add into your response? Because I guess I have the 3 concern. My understanding is that the awards are 4 getting ready to be made. So if the awards are 5 made, and we don't have the -- and I guess it also 6 goes to Julia as well.</p> <p>7 Are we comfortable today -- are we 8 comfortable today offering that guidance and saying, 9 "This is what needs to be in the assurance"?</p> <p>10 Or do we want to look at this assurance in 11 more detail in August? And if we want to look at it 12 in more detail in August, my question to the 13 Director and Julia is if the award is made, because 14 it will be made between now and when we meet, and if 15 the school does not provide us with that 16 assurance -- so my understanding is that what we 17 would do is they'd be in the intervention ladder, 18 because they hadn't provided the documents that were 19 necessary for them to continue, or -- I don't think 20 they'd be denied, at that point in time, the award.</p> <p>21 So that's where I'm a little con- -- 22 conflicted as to what we need to do right now.</p> <p>23 DIRECTOR CORINA CHAVEZ: So, Chair Gipson, 24 Commissioner Robbins, I hear you on wanting to have 25 some assurances for the entities that are providers.</p>	<p style="text-align: right;">107</p> <p>1 And I am also really concerned that if we're not 2 careful on how we word this, we could be creating a 3 nightmare situation, not only for the charter school 4 provider, but for the schools that enroll their 5 students in the program that the providing charter 6 school offers.</p> <p>7 So that if -- if the motion is such that 8 we would halt the ability of the school to serve in 9 that capacity at any given time, that would be a 10 disaster. I think that if it's a criteria for 11 accepting an award, that makes sense.</p> <p>12 If I don't know how long the award lasts, 13 you know what I'm saying? Like, I don't know if 14 it's one school year? One semester? That's 15 something that I actually didn't study as carefully. 16 So it -- so the possibility of it being revisited is 17 a question in my head.</p> <p>18 But I also just want to make a 19 clarification on the question that was asked earlier 20 about whether charter schools enter into memorandums 21 of agreement with districts or other LEAs. They 22 could for various services. They just have not done 23 it for the online programs.</p> <p>24 THE CHAIR: Right. But we do see them 25 often, for -- you're right -- for services, but not</p>
<p style="text-align: right;">108</p> <p>1 for -- we haven't seen it for taking courses.</p> <p>2 But, yes, there's a lot of memorandums of 3 agreement that we do see because they're doing 4 ancillary services or something like that.</p> <p>5 So I guess I'm still at that question, do 6 we have to have that guidance today for the residing 7 school. And if -- and whatever -- assurance. 8 Sorry, the assurance. Do we have to have that 9 crafted today so it goes out to the residing school 10 and the providing school, whatever that is?</p> <p>11 Because if we wait until August, we're too 12 late to the party, and, really, whatever we do is 13 going to be unenforceable, because the schools -- 14 except for the fact that -- well, I don't know. 15 That's my concern.</p> <p>16 DIRECTOR CORINA CHAVEZ: Well, we're not 17 letting the school prepare to implement the program 18 in a timely way. We're putting the school at a 19 disadvantage if we delay any sort of permission 20 granted by the Public Education Commission.</p> <p>21 THE CHAIR: And I get that. And that's -- 22 that's where I'm in this conflict. Do we have to 23 quickly draft these assurances today so that it's 24 out there? Or do we have time to look at it more 25 reflectively for August, if we wait till August, and</p>	<p style="text-align: right;">109</p> <p>1 say, "Okay, the awards will go forward." We're 2 going to say, "Let's not halt the awards. The 3 awards go forward," which I think they would anyway, 4 and the schools didn't provide the assurances that 5 we asked for. What are our recourses? Is the only 6 recourse we have the intervention ladder for the 7 school? That's -- I guess that's my question.</p> <p>8 MS. JULIA BARNES: I didn't know if 9 Commissioner Taylor wanted to add. But I believe, 10 yes, you have the abilities that are granted to you 11 as a charter school authorizer.</p> <p>12 THE CHAIR: Okay. Commissioner Taylor, 13 did you want to say something?</p> <p>14 COMMISSIONER TAYLOR: Yeah. I just -- I 15 have the same concern that you have regarding that. 16 You know, I feel like -- I feel like one afternoon 17 is not -- is not sufficient for us to come up 18 with -- with guidelines, you know, and what, you 19 know, we're going to require of those assurances.</p> <p>20 However, I don't want to halt the process 21 because I think it's a great idea. You know, I 22 mean, I think it's an opportunity for some of these 23 schools to do that for all the schools involved, 24 both the residing schools and the recipients, you 25 know. You know, I feel like it's a great -- it's a</p>

<p style="text-align: right;">110</p> <p>1 great program, or has the potential to be a great 2 program. So I don't want to thwart that. 3 But I don't feel like we can come up 4 with -- and I hate that we only have the -- the only 5 recourse is to kind of go through this kind of 6 arduous process of -- of trying to retract those -- 7 you know, those -- our decision. 8 THE CHAIR: Right. Right. 9 Commissioner Chavez? 10 COMMISSIONER CHAVEZ: Yes. I have a 11 question. Is what we're talking about right now, is 12 that inclusive of the consortium that PED is working 13 with, certain charter schools to be able to provide 14 services for all? Not just all charter schools, but 15 all public -- or traditional schools and school 16 districts. 17 THE CHAIR: Correct. But, obviously, the 18 only thing under our authority is charter schools. 19 So it would be -- for instance, by the residing 20 chartered -- State-chartered school that those 21 assurances would come. 22 You know, your district wants to have that 23 MOU with, you know, Turquoise Trail, that's on you 24 and your relationship with them and your board. 25 This is only --</p>	<p style="text-align: right;">111</p> <p>1 COMMISSIONER CHAVEZ: It's just for the -- 2 THE CHAIR: -- (inaudible due to 3 simultaneous speaking) to whatever -- a district 4 charter could contract with you if you decided to be 5 part of that consortium. 6 COMMISSIONER CHAVEZ: Right. 7 THE CHAIR: They could contract with 8 anyone in the consortium. 9 COMMISSIONER CHAVEZ: Okay. And the 10 reason I ask is because my understanding is that 11 the -- the ball is down the road already. 12 THE CHAIR: It is. 13 COMMISSIONER CHAVEZ: And they're fixing 14 to move forward. And so if there is something that 15 the Public Education Commission wants to have a 16 voice or have some say in that or be included in the 17 assurance, we need to move quickly, because my 18 understanding is that this is ready to be rolled out 19 in the next week or two. 20 THE CHAIR: You are correct. You are 21 correct. 22 Commissioner Carrillo? 23 COMMISSIONER CARRILLO: Yes. So the first 24 thing is why is this coming to us at the last 25 second?</p>
<p style="text-align: right;">112</p> <p>1 And then I have a follow-up. Several. 2 But -- because, I mean, Commissions such 3 as ours, or school boards, I mean, we need time to 4 figure things out and come up with policy and 5 guidance. It's not something we generally do on the 6 fly. 7 And that's -- maybe that's a rhetorical 8 question that can be answered. 9 I'm curious. If this is something that 10 has to be done, like, in the next hour and a half -- 11 and I'm not expecting us to be doing this for an 12 hour and a half -- is this something that we are -- 13 could be comfortable with Director Chavez taking the 14 ball on our behalf, knowing the concerns that we've 15 expressed, those especially -- I concurred with 16 Commissioner Robbins. I think I heard Commissioner 17 Taylor say a lot of the same things. 18 In order to be able to not be left out of 19 this, is this something that we could consider 20 entrusting Director Chavez with? 21 THE CHAIR: And this is not disrespectful 22 of the Director, but she doesn't speak for the 23 Commission. You know, that's where I think -- I 24 think Commissioners need to be able to see what that 25 assurance is and to vote on it. I -- I</p>	<p style="text-align: right;">113</p> <p>1 understand -- 2 COMMISSIONER CARRILLO: I know what you're 3 saying. 4 THE CHAIR: -- the lateness of this. I 5 full-heartedly agree with you. We have no control 6 over that. 7 But I think, at this point in time, the 8 best thing we can do to make sure that the assurance 9 is what we want it to be, I think as -- you know, 10 you know, Commissioner Chavez said, you know, 11 this -- well, the train's almost at the station, you 12 know. 13 So it's happening. It's going to happen. 14 I think we have to live with that at this moment in 15 time. There's -- we have absolutely no control over 16 that. Never did, and say we're going to do the best 17 job we can to make sure those assurances are 18 sufficient for us and the schools so that we're 19 clear, and we're not just creating something on the 20 fly that we have to -- you know, a month down the 21 road, say, "What were we thinking," and, "We can't 22 do that," and have a more thoughtful look at it. 23 And then if something does unfortunately 24 go wrong through the school year, we have the 25 intervention ladder that we can -- that we can do.</p>

<p style="text-align: right;">114</p> <p>1 And that's -- unfortunately, I think that's the best 2 we can do at this moment in time. 3 Commissioner Robbins? 4 COMMISSIONER ROBBINS: Yeah. To address 5 what Director Chavez had to say about, you know, 6 putting a requirement that anyone under a CAP 7 action, financial or academic, couldn't provide 8 this, you know, that's no different than if we come 9 to a point of revoking a charter midyear. You know, 10 that's a potential that could happen also. 11 So I think, you know, one way to alleviate 12 that would be a year-to-year review or 13 semester-to-semester review; in other words, "You're 14 approved for now, but if you fall -- during this 15 next period of time, between now and December, if 16 you fall into where you are now going to have a CAP, 17 you cannot offer it the next year -- the next 18 semester." 19 So I think that's one way to not stop a 20 program that a child -- you know, a student would 21 start, you know, for a class that's, you know, for 22 one semester or for a period, or even if it's for a 23 full year. But understand, you know, if a school is 24 terminated for cause, for breach of contract or 25 anything, midyear, students that are receiving those</p>	<p style="text-align: right;">115</p> <p>1 services would face the same consequences. 2 So I just want to make sure that we are 3 not encouraging schools to focus outside of their 4 main purpose, which is their students. This should 5 be something that is a benefit to other students, 6 not so much a benefit to the providing school. 7 It's -- we're opening up options for students rather 8 than saying, "Hey, charters, here's a way to make 9 some money." 10 And so I'd like it to be -- you know, have 11 some bumpers on there. But if it's a year-to-year 12 type thing, fine. 13 And I understand what you said, Director 14 Chavez. You don't know if this grant is for one 15 year or two years. But I think it -- you know, it 16 could be such a thing that, you know, I'd hate for a 17 school to get into it and get so focused on doing 18 these things because it's generating a little extra 19 revenue and then fall into a CAP to where we don't 20 have any recourse to say, "Hey, you're not focusing 21 on your students." 22 COMMISSIONER VOIGT: Madam Chair? 23 THE CHAIR: Welcome back, Commissioner 24 Voigt. 25 COMMISSIONER VOIGT: We just had a Maine</p>
<p style="text-align: right;">116</p> <p>1 hurricane, I swear. I'm sorry I missed some of that 2 discussion. 3 But I wanted to check in with Julia. Did 4 you say, per those two statute citations that you 5 gave, that the PEC would be in accordance by 6 allowing a notification rather than an amendment? 7 Or no? 8 MS. JULIA BARNES: So it sounds like, in 9 the recent past, you have done -- allowed schools to 10 do a document, which I understood was called an 11 "Amendment by Notification." So they are amending 12 their charter by notifying you. 13 COMMISSIONER VOIGT: Yeah. 14 MS. JULIA BARNES: They are already -- so 15 back to the residing LEA, where the student goes to 16 school -- they are already in contract. And then 17 they have an obligation -- if the charter school 18 does contract with a third-party provider, they 19 provide you with criteria and procedures for the 20 chartering authority, you, to review that contract 21 and any financial independence. 22 So for the residing school, I think you 23 can indicate to them that this has been triggered 24 and that they need -- if they're going to sign up 25 with any of these providers -- I don't care if</p>	<p style="text-align: right;">117</p> <p>1 they're a charter school or if it's a -- if it's 2 another LEA -- that they comply with the contract 3 and can do that by Amendment by Notification. 4 COMMISSIONER VOIGT: Okay. Perfect. 5 Because you know what? I don't see this as -- this 6 is not going to be a get-rich-quick thing for 7 schools. It's more work. It's more complicated. 8 And I think the schools that are stepping up to be 9 part of this consortium are stepping up so that they 10 can provide a service. 11 I feel that -- that we should allow this 12 to move through by voting on something today, 13 whether it's to approve an amendment request or 14 allow schools to do the Amendment via Notification, 15 but that we don't want to get in the way. 16 Because this is something that has come up 17 because of the last year and a half. And it's 18 innovative, and it's providing a service that is 19 needed. This is not a get-rich-quick scheme by 20 charter schools; it's an innovative, unique service 21 that some of our schools, because they are 22 innovative already, have the wherewithal and the 23 resources that they can provide. 24 And I think it's awesome that they're 25 doing this. Plus, Las Cruces School District is on</p>

<p style="text-align: right;">118</p> <p>1 board with this, too. So I see this as a win-win. 2 And as it evolves, we know there's going 3 to be growth pains, right? There can be discussion 4 along the way, adaptations along the way. You know, 5 that's -- 6 THE CHAIR: I agree with you. I'm going 7 to say, for myself, I'm uncomfortable with an 8 amendment request form right now, because I don't 9 see one that I can vote on. Because the one that 10 exists doesn't fit what we're looking for. 11 COMMISSIONER VOIGT: Let me finish. So I 12 think, then, what we can do is let's have this 13 discussion, and let's put some verbiage in this form 14 that we are -- that we can move on. Or, then 15 because of the timeliness of this issue, we have a 16 special meeting so that we can get this moving. 17 THE CHAIR: I don't think we need a 18 special meeting. I think what we can do is what 19 we've discussed. And maybe you missed that. 20 COMMISSIONER VOIGT: I probably did. 21 THE CHAIR: Let the process move forward, 22 and then we create the assurances that we're 23 comfortable with in August. The process goes 24 forward. 25 COMMISSIONER VOIGT: All right. All</p>	<p style="text-align: right;">119</p> <p>1 right. 2 THE CHAIR: Then in, August, we create 3 whatever the assurance is. And during the course of 4 the year, if something goes wrong, we engage in the 5 intervention ladder with the school because 6 something unfortunately came up. 7 COMMISSIONER VOIGT: Okay. 8 THE CHAIR: I think that's the -- I think 9 right now, Melissa, I know, and Commissioner 10 Carrillo, you had your hand up. And I think, 11 Commissioner Taylor, did you have your hand up? 12 Okay. 13 Commissioner Armijo -- oh. And 14 Commissioner Chavez. Okay. 15 MS. JULIA BARNES: Could I add something 16 quickly before we move on to those comments? I just 17 wanted to complete the thought, which, on the 18 providing LEA, that would -- arguably fits under the 19 signed assurance. 20 And so what you were saying, Chair, would 21 work, that they make an assurance in a form that, on 22 their charter school contract, you don't have any 23 oversight of them for things they do that isn't 24 related to their charter school contract. So it 25 needs to be related to what you have supervision</p>
<p style="text-align: right;">120</p> <p>1 over them. 2 And so you could do a signed assurance 3 that could be done as a -- you know, an addition, 4 you know, accepted under their contract that they 5 give you assurances that the board knows about this 6 and believes that it's not going to impact their 7 charter school agreement with you. 8 So it's -- because it's not that clear 9 what kind of authority you would have over the 10 providing LEA to do something outside of the 11 contract. 12 THE CHAIR: Right. Thanks. 13 MS. JULIA BARNES: Thank you for letting 14 me finish. 15 THE CHAIR: Commissioner Armijo. Then 16 Commissioner Carrillo and Commissioner Chavez. 17 COMMISSIONER ARMIJO: I just wanted to say 18 that I think that what you are talking about is 19 going to work fine. 20 Thank you, Julia, for adding that 21 information, too, because I think, you know, it is 22 going to evolve. We are going to have to adapt. 23 I think we just need to -- like 24 Commissioner Chavez said, the ball is already 25 rolling. We just have to, you know, kind of figure</p>	<p style="text-align: right;">121</p> <p>1 it out as we go. 2 That's all I'm -- that's all I wanted to 3 add. Thank you. 4 THE CHAIR: Thanks. 5 Commissioner Carrillo? 6 COMMISSIONER CARRILLO: So I would tend to 7 agree. So what I heard Julia say is there's a 8 letter of assurance that basically addresses our 9 concerns, but we don't really have that much control 10 over this in terms of what the schools do. 11 But the way we do ultimately have control 12 is -- or not control, but oversight -- is the 13 intervention ladder, should things go horribly awry, 14 in which case it seems like we're doing nothing at 15 this point, nothing today, except advising our 16 counsel to do the letter of assurance or something. 17 And definitely no meeting, no special meeting. 18 THE CHAIR: No, no. I'm on -- I'm on that 19 bus with you. 20 COMMISSIONER VOIGT: I hear you. 21 Yeah, sorry. I missed some of that 22 conversation. 23 THE CHAIR: It's, like, no. 24 COMMISSIONER CARRILLO: I know Corina 25 wants to have a special meeting, but I don't think</p>

<p style="text-align: right;">122</p> <p>1 we --</p> <p>2 THE CHAIR: Commissioner Chavez?</p> <p>3 COMMISSIONER CHAVEZ: I just wanted to --</p> <p>4 I heard in our conversation somebody say something</p> <p>5 about enrollment cap. But it's my understanding</p> <p>6 that the -- the enrollment still stays with that</p> <p>7 child's home school. And so it shouldn't impact the</p> <p>8 enrollment cap of the charter school that's</p> <p>9 providing the services. That's my understanding.</p> <p>10 THE CHAIR: It is. That is correct. That</p> <p>11 the -- yeah. Because they're not a full-time</p> <p>12 student at that provider school. So it -- the</p> <p>13 enrollment cap stays with the residing school. And</p> <p>14 there is no effect on the providing school as well.</p> <p>15 They hold to their traditional enrollment. And</p> <p>16 those -- the other students fall outside of that.</p> <p>17 Commissioner Carrillo, you're muted.</p> <p>18 COMMISSIONER CARRILLO: Here we go. I</p> <p>19 would say it's time for Vice Chair Voigt, or for</p> <p>20 you, to come up with some sort of motion to give our</p> <p>21 counsel direction to move on to what's next, because</p> <p>22 I think as a group, we're kind of there.</p> <p>23 THE CHAIR: And I don't know whether -- so</p> <p>24 I'm going to ask. I don't know whether we need a</p> <p>25 motion, because we are not -- we're not approving an</p>	<p style="text-align: right;">123</p> <p>1 amendment cap.</p> <p>2 So I think we just put this on the August</p> <p>3 agenda. But I -- and I don't think it requires a</p> <p>4 motion. But I will ask legal counsel better,</p> <p>5 because my understanding is there was at least a</p> <p>6 temporary halt on the awards.</p> <p>7 I don't think we have to vote, because we</p> <p>8 didn't put the halt on the awards. So if we just</p> <p>9 give the direction to the Director that we support</p> <p>10 the initiative and that we will work on guidance and</p> <p>11 an assurance that we will ask the schools to provide</p> <p>12 at the August meeting, I think we're -- we're okay,</p> <p>13 are we not? Julia?</p> <p>14 MS. JULIA BARNES: I'm wondering if I can</p> <p>15 hear from Director Chavez.</p> <p>16 THE CHAIR: Sure. Okay.</p> <p>17 DIRECTOR CORINA CHAVEZ: Yeah. I put the</p> <p>18 halt because I thought that that was how you would</p> <p>19 have input. So as soon as you give me word, that</p> <p>20 halt can end, the school can get the grant.</p> <p>21 And the other thing I can do -- and I</p> <p>22 don't know if you want to include this in the</p> <p>23 motion -- is that ensure that whoever gets awarded</p> <p>24 for this initial award, which they're ready to give,</p> <p>25 is not under a Corrective Action Plan.</p>
<p style="text-align: right;">124</p> <p>1 THE CHAIR: See. And I don't know whether</p> <p>2 that fits into this agenda item to make a motion</p> <p>3 that whoever -- because the -- because the agenda</p> <p>4 item is not who gets an award. This agenda item is</p> <p>5 noted as a possible amendment.</p> <p>6 So I don't know whether we -- we would</p> <p>7 be -- to me, it doesn't feel like we would be in</p> <p>8 sync to say, "I'm going to make a motion" -- even</p> <p>9 though I may agree with it, I don't think it fits</p> <p>10 the agenda item. So I'm a little uncomfortable with</p> <p>11 that. I think Commissioner Carrillo is going to</p> <p>12 agree with me.</p> <p>13 COMMISSIONER CARRILLO: I'm going to agree</p> <p>14 with you. And I would just say -- I would just say</p> <p>15 that we trust you and Corina and Julia to work</p> <p>16 together on a Letter of Assurance and move on to the</p> <p>17 next item.</p> <p>18 THE CHAIR: Yeah. Yeah. I think you can</p> <p>19 just -- I think we've all given you that consensus</p> <p>20 that we can move forward, and then this will be an</p> <p>21 August agenda item. Okay?</p> <p>22 MS. JULIA BARNES: The only thing I would</p> <p>23 add is clarity to the Director that you-all believe</p> <p>24 that a residing LEA has an obligation to provide you</p> <p>25 with -- under 22-8B-9B(14) -- to provide you with</p>	<p style="text-align: right;">125</p> <p>1 notification, an amendment by notification, that</p> <p>2 they've chosen, as a school, to enter into an</p> <p>3 agreement with X, whoever the X might be.</p> <p>4 In terms of anyone who is awarded as a</p> <p>5 providing LEA, that you-all believe that that</p> <p>6 triggers 22-8B-9B(6), that they need to have a</p> <p>7 signed assurance by the charter school governing</p> <p>8 board members that -- an assurance that, you know,</p> <p>9 doing this program will not impact their compliance</p> <p>10 with all federal and state laws governing</p> <p>11 organizational, programmatic, and financial</p> <p>12 requirements.</p> <p>13 So we're letting the Director know that</p> <p>14 the schools participating in one way or the other</p> <p>15 need to come forward. Then we can look at the form</p> <p>16 of the assurance -- we can look at the form of</p> <p>17 notice regarding entering into a contract and a form</p> <p>18 of signed assurance, and we can look at that in the</p> <p>19 August meeting.</p> <p>20 THE CHAIR: Okay. Because I was going to</p> <p>21 ask could -- I'll be curious to see if most of that</p> <p>22 may be covered in that actual MOU that the school --</p> <p>23 you know, if we just ask for the schools to provide</p> <p>24 the MOUs, would we be getting, you know, all of that</p> <p>25 information? I don't know.</p>

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1 MS. JULIA BARNES: Right.
 2 THE CHAIR: I would be curious to know.
 3 Or if that MOU included that there was an assurance,
 4 a signed assurance with that MOU.
 5 COMMISSIONER ROBBINS: And as Director
 6 Chavez said, you know, I would like it if they would
 7 not allow someone on a current CAP to be awarded.
 8 That, I think, would alleviate problems if they came
 9 into a CAP later on. But if they're on a current
 10 CAP, they would not be allowed to apply for the
 11 grant.
 12 But, again, I can't direct what PED is
 13 going to do. But, you know, that would give me a
 14 better feeling about -- about this, even when we
 15 come into August. She indicated the probability of
 16 requiring that, but --
 17 THE CHAIR: That storm is going to hit me
 18 any second now. So -- let me just -- because I
 19 don't know what all of the requirements were. I
 20 think that would be important information for the
 21 Commission to see what the -- so were there -- if I
 22 want to be a provider -- and I know there were
 23 interviews that took place or applications that had
 24 to -- that had to be provided.
 25 So was there any look at the academic

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1 back on. We just have a quick question as to in
 2 terms of the review and the ability of a school to
 3 receive an award, was there any review of the
 4 strengths of the school's academic performance and
 5 financial stability?
 6 MS. MELISSA SANCHEZ: There wasn't a
 7 discussion about the school's strength and financial
 8 ability, no. That wasn't a question that was asked
 9 or reviewed. Or academics, for that matter. It was
 10 not requested.
 11 It was about the program and how they
 12 would interface with the district or the home
 13 district for the student. That was the -- that was
 14 the rubric. That's what it asked for.
 15 THE CHAIR: I'm sorry. So there wasn't
 16 any real look at the capacity of a school to be able
 17 to offer a quality program?
 18 MS. MELISSA SANCHEZ: They did request a
 19 list of classes, those sorts of things, yes, ma'am.
 20 There was 22 points, I think, in the rubric, as I
 21 recall. I don't have it in front of me because I
 22 don't have access to it any longer, once I -- once I
 23 rated.
 24 So, yes, they did -- they did list -- they
 25 were required to submit courses and grade level of

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1 and/or financial stability of the provider as part
 2 of the who are we going to award this to? And I
 3 think the Director is the only one who can answer
 4 that that's on the screen.
 5 DIRECTOR CORINA CHAVEZ: Actually, Melissa
 6 Sanchez was the one involved in reviewing
 7 applications, not me. I know that Melissa is
 8 listening in. And, Melissa, you can send me a chat,
 9 or we can patch you in.
 10 THE CHAIR: And you know what? I think --
 11 'cause right now -- well, we have one school that's
 12 on a Corrective Action -- we only have one school
 13 right now that's on a Corrective Action Plan.
 14 DIRECTOR CORINA CHAVEZ: Right.
 15 COMMISSIONER TAYLOR: So while we're
 16 waiting for Melissa, I just want to say that I think
 17 that's a great suggestion. If we have that kind of
 18 authority, I mean, I agree that they need to work on
 19 their -- they need to work internally if they've --
 20 if they're on a CAP or having habitual audit
 21 findings and so forth; so --
 22 THE CHAIR: Yeah. Yeah. Agreed.
 23 DIRECTOR CORINA CHAVEZ: Here she is.
 24 What would I do without Melissa?
 25 THE CHAIR: So, Melissa, thanks for coming

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1 the courses. But they -- I guess I didn't catch all
 2 of your question about the financial. You had asked
 3 if that was --
 4 DIRECTOR CORINA CHAVEZ: May I just chime
 5 in here? I do have a copy of the MOU, the most
 6 recent draft. And I just got it this week, because,
 7 again, this is evolving rather quickly.
 8 But if I shared my screen, we could scroll
 9 through. What I do see is very careful language
 10 about the providing LEA ensuring that they are --
 11 that they are following FERPA, that there is -- that
 12 the members will agree to retain federal funding,
 13 state allocations and per-pupil funding. It goes on
 14 into a lot of detail.
 15 I know that it has been informed by PED
 16 attorneys and that it is really thoughtful in terms
 17 of -- in terms of the parameters. And I'm also
 18 seeing that it is for a one-year grant time period.
 19 THE CHAIR: Okay. So I think at this
 20 point in time, because, once again, it's very
 21 difficult to look at something real quickly and
 22 grasp it all, I think it would be more appropriate
 23 at this point in time to say whatever that newest
 24 iteration of the MOU is, that Julia, at the very
 25 least, gets a chance to get her eyes on it and make

<p style="text-align: right;">130</p> <p>1 any recommendations as to what additionally would 2 need to go into an assurance, and we can look at 3 that in August.</p> <p>4 MS. JULIA BARNES: I want to reiterate 5 that you-all can take action consistent with the 6 Charter School Act.</p> <p>7 THE CHAIR: Yeah.</p> <p>8 MS. JULIA BARNES: And you can give your 9 opinion on anything else out of the Charter School 10 Act. But you -- I don't think you have any 11 authority to stop anyone from doing something.</p> <p>12 THE CHAIR: Correct.</p> <p>13 MS. JULIA BARNES: So we've got to look at 14 it from the charter school, a State-authorized 15 charter school. And so whatever Las Cruces Public 16 Schools does, they get to -- you know, you don't 17 have any authority over them.</p> <p>18 But I think that's consistent. I want to 19 say more to the point, though, Chair, that what 20 Director Chavez was just saying is that that MOU, 21 it's possible, could be the signed assurance. So it 22 could satisfy you in terms of that signed assurance, 23 and it could satisfy you about a residing -- 24 sorry -- residing school providing you notice. So 25 maybe that document can serve two purposes.</p>	<p style="text-align: right;">131</p> <p>1 THE CHAIR: Right. So I think, you know, 2 a more careful inspection of that so that we have a 3 better-informed discussion in August.</p> <p>4 And, yeah, like I said, that MOU might do 5 it, and all they have to do is send us that MOU and 6 we'll be good.</p> <p>7 MS. JULIA BARNES: Back to what I think 8 Commissioner Robbins was saying is that if a school 9 that is presently under a CAP with you seeks to be a 10 provider, a providing LEA, I think within the CAP 11 you could, you know, ask them to come forward or 12 something.</p> <p>13 THE CHAIR: Correct.</p> <p>14 MS. JULIA BARNES: Based on their charter 15 school contract and their CAP with you, that's -- 16 that's the angle we have to look at.</p> <p>17 THE CHAIR: Okay. All right. That's 18 really good information.</p> <p>19 Okay. Director Chavez?</p> <p>20 DIRECTOR CORINA CHAVEZ: Yes. I just want 21 to say that I feel like this issue has risen to a 22 level I'm not sure it needed to. I think at first, 23 the concern was over the -- the enrollment cap going 24 beyond what the PEC has approved a school to have. 25 And when we learned that actually it's not</p>
<p style="text-align: right;">132</p> <p>1 about full-time enrollment, it's about taking a 2 minimum of three courses -- and this is just an 3 agreement between the charter and the provider -- 4 that I -- I know that charter schools enter into 5 contracts all the time, and we don't always look at 6 the details of those contracts.</p> <p>7 So I just wanted to state that, you know, 8 I think that we're taking a much more involved 9 process, and I just wonder if we need to.</p> <p>10 THE CHAIR: Okay.</p> <p>11 COMMISSIONER ROBBINS: I just want to 12 have --</p> <p>13 DIRECTOR CORINA CHAVEZ: Anytime a school 14 is on a CAP, you should have some say on, you know, 15 some of the details of how it operates.</p> <p>16 COMMISSIONER ROBBINS: Because this is 17 being recorded and in a transcript, Director Chavez, 18 you said a "minimum of three classes." And I 19 believe you meant "maximum."</p> <p>20 DIRECTOR CORINA CHAVEZ: Yes, Commissioner 21 Robbins. Thank for you that.</p> <p>22 COMMISSIONER ROBBINS: Thank you. I 23 wanted -- because this is going to be a written 24 transcript, I just want to make sure that we realize 25 it's "maximum," not "minimum." Thank you.</p>	<p style="text-align: right;">133</p> <p>1 THE CHAIR: All right. And thank you for 2 that.</p> <p>3 Unfortunately, it wasn't until the 4 presentation this morning that there was really an 5 understanding that this wasn't full-time online. 6 Because any discussion I've had before this, it's 7 been for the residing school to be able to enroll 8 full-time online. So I think we're good where we 9 are, and we just move forward to August.</p> <p>10 So thanks.</p> <p>11 So we are on to Item No. 9, which is the 12 Report from the Director.</p> <p>13 DIRECTOR CORINA CHAVEZ: Thank you, Chair 14 Gipson. I am going to ask for Samantha to be 15 patched in. And while that's happening, the first 16 thing that I'd like to talk about is the Charter 17 Schools Division's staffing update. And I'd like 18 you to meet our two new Ed Admin A's.</p> <p>19 So, James, unmute yourself and introduce 20 yourself to the Commission. And after that, 21 Samantha will do the same.</p> <p>22 MR. JAMES CANTU: Good afternoon. And I 23 was just sending someone a note talking about how 24 very lucky we are to have such a dedicated crew. 25 You guys have been going at it very hard all day,</p>

<p style="text-align: right;">134</p> <p>1 and I've been watching just astounded.</p> <p>2 I just wanted to say it's a pleasure to</p> <p>3 meet you. My name is James Cantu. I've been an</p> <p>4 educator for seven years. And it's my pleasure to</p> <p>5 be working at the Charter Division. Thank you.</p> <p>6 MS. SAMANTHA SAMOIEL: Hi, everybody. Can</p> <p>7 you hear me okay?</p> <p>8 Great.</p> <p>9 My name is Samantha Samoiel, and I'm the</p> <p>10 other new authorizing administrator for the Charter</p> <p>11 Schools Division. It's true, James and I have been</p> <p>12 communicating throughout this process, just in awe</p> <p>13 of the amount of work and attention to detail that</p> <p>14 goes into these meetings. So thank you for that.</p> <p>15 Before my time at the Charter Schools</p> <p>16 Division, I worked at a small charter in Taos for</p> <p>17 six years. And I'm -- it's a pleasure to be here.</p> <p>18 So thank you.</p> <p>19 COMMISSIONER CARRILLO: Welcome.</p> <p>20 THE CHAIR: Thank you and welcome. And</p> <p>21 it's -- I'm sure for the Director, in particular, it</p> <p>22 is more than a welcome addition, because we know how</p> <p>23 understaffed -- and, hopefully, you don't get burned</p> <p>24 out. So thank you for this.</p> <p>25 DIRECTOR CORINA CHAVEZ: So their arrival</p>	<p style="text-align: right;">135</p> <p>1 prompted our team to meet in person. I got to</p> <p>2 actually meet some of the staff members of the</p> <p>3 Charter Schools Division for the first time a couple</p> <p>4 of weeks ago in Santa Fe. We came to the office,</p> <p>5 cleared out most of the personal items that people</p> <p>6 had in and around their desks.</p> <p>7 Most of the staff are working from home</p> <p>8 remotely, as are most people at the PED, with</p> <p>9 occasional meetings at the office. We are finding</p> <p>10 that working remotely works for us. We're</p> <p>11 incredibly productive; we're in touch. I actually</p> <p>12 talk to staff more frequently -- or at least I chat</p> <p>13 via Zoom with them more frequently in this setup.</p> <p>14 And so we are in the process, actually,</p> <p>15 right now, of taking the modified site visit reports</p> <p>16 and turning them into annual reports.</p> <p>17 And this is why the Performance Framework</p> <p>18 indicators are fresh on my mind -- and I know there</p> <p>19 are so many -- because we have looked at what we're</p> <p>20 able to report on and those that are going to have</p> <p>21 to say that we are unable to report because of COVID</p> <p>22 on whether the schools have -- how they've performed</p> <p>23 with the -- with the indicator ratings that you</p> <p>24 typically see in the annual reports.</p> <p>25 And so there's going to be some areas</p>
<p style="text-align: right;">136</p> <p>1 where we indicate that the schools sign some</p> <p>2 assurances. There's going to be some that are based</p> <p>3 on desktop audits that we've been able to review</p> <p>4 information already at the PED, some from the -- the</p> <p>5 modified visits that we conducted. But we don't ask</p> <p>6 the schools for the details of providing evidence on</p> <p>7 every item.</p> <p>8 So that has been the current challenge</p> <p>9 that the team is working on right now, in addition</p> <p>10 to fielding several calls from homeschool families.</p> <p>11 This is the really high-volume season for families</p> <p>12 to register their kids again for the new school year</p> <p>13 into a homeschool. I'm sure you all heard in the</p> <p>14 news that the number of homeschool registrations in</p> <p>15 the past year doubled.</p> <p>16 So there is a lot of families that are</p> <p>17 choosing to homeschool. And as the Options for</p> <p>18 Parents and Families Division, in which Charter</p> <p>19 Schools is a division within, we are charged with</p> <p>20 managing the homeschool database and response to</p> <p>21 constituents as well.</p> <p>22 I'm just going to pause and see if there's</p> <p>23 any questions at this point.</p> <p>24 COMMISSIONER VOIGT: I have a question.</p> <p>25 And I don't want to get in a big discussion about</p>	<p style="text-align: right;">137</p> <p>1 this. But it's -- this is maybe something that we</p> <p>2 can talk about in Santa Fe, you know, after 5:00.</p> <p>3 But homeschoolers, I mean, you know, what</p> <p>4 accountability do they have as far as, like, a</p> <p>5 graduation checklist or attendance? I mean, are</p> <p>6 they using Edgenuity? I mean, how do they -- how --</p> <p>7 what is the oversight that you-all -- and as far as</p> <p>8 your Charter School Division staff, you have a</p> <p>9 dedicated team that just works with the homeschool</p> <p>10 folks?</p> <p>11 DIRECTOR CORINA CHAVEZ: Yeah. We could</p> <p>12 spend a lot of time talking about homeschools. But</p> <p>13 the bottom line is that our responsibilities under</p> <p>14 statute is to maintain the registration database for</p> <p>15 homeschool families so that if there is ever a</p> <p>16 question about whether a family pulled their kids</p> <p>17 from public schools and were home schooling, they've</p> <p>18 registered with us.</p> <p>19 Now, the form to register for homeschool</p> <p>20 has become more complex over time. It is now part</p> <p>21 of an online portal system, where families can go in</p> <p>22 and fill out the form. I would guide you towards</p> <p>23 our FAQ section on the website which provides a lot</p> <p>24 of details about homeschools.</p> <p>25 But, basically, the parents become the</p>

<p style="text-align: right;">138</p> <p>1 operators. They can hire a tutor. They can do it 2 themselves. They come from a consortium with other 3 parents. And they provide the program. We just 4 provide the verification. 5 But even though we just provide the 6 verification, that is a lot, because oftentimes 7 homeschool families choose to attend an institution 8 of higher ed, and they need verification of 9 enrollment in homeschool in order to be eligible -- 10 with the new piece of legislation that just passed, 11 they're eligible for the lottery scholarship. So 12 it's increasingly important that they have access to 13 the verification records. 14 COMMISSIONER VOIGT: Okay. Super. 15 Thanks, Corina. I know it's a big discussion. But 16 I know it's great that you have that verification 17 piece down. 18 DIRECTOR CORINA CHAVEZ: Yes, ma'am. 19 THE CHAIR: I think Commissioner Robbins 20 has a question. 21 COMMISSIONER ROBBINS: Homschooling has 22 changed a lot over the last several years. Twenty 23 years ago, we homeschooled our daughter, who was in 24 high school, for two years, her junior and senior 25 year. We used an online accredited -- it was an</p>	<p style="text-align: right;">139</p> <p>1 accredited homeschool program. Twenty years ago, 2 there wasn't, but now there is a homeschool 3 association for collaboration and for parents to 4 work with, improve, and everything like that. 5 And I understand. Not every parent is 6 going to provide the homeschool at the level we like 7 to see. 8 But let's admit. Not every district 9 school does that, either. You know, a lot of 10 district schools have very, very poor outcomes for 11 students, and it's a challenge to try to improve 12 those. And I think for the majority of them, 13 though, when you see results, National Geographic 14 competition, national spelling bee competitions, a 15 lot of those students have been homeschooled. 16 DIRECTOR CORINA CHAVEZ: Thank you, 17 Commissioner Robbins. Yes. And we have met with 18 some associations of homeschool families, and I know 19 that there's some really good homeschools out there. 20 There's also a large increase because of the 21 pandemic, and so lots of questions coming from 22 families. 23 I'd like to move on to Item No. 2 in my 24 report, which is to provide an update to the Explore 25 Academy-Las Cruces. We met with Explore this week.</p>
<p style="text-align: right;">140</p> <p>1 And at the current moment, the -- the site that they 2 are in does not have E-Occupancy. So we set a 3 meeting to meet with them again next week. 4 They anticipate that they will have the 5 E-Occupancy by next week. We checked on enrollment. 6 They have confirmed 125 students were enrolled 7 through the lottery process. 8 They described the site that they're going 9 to be in this year is -- used to be the Primetime 10 Fitness building, Commissioner Gipson. 11 THE CHAIR: It is. 12 DIRECTOR CORINA CHAVEZ: Or the Halloween 13 building? 14 THE CHAIR: The Halloween box store after 15 Primetime Fitness closed. 16 DIRECTOR CORINA CHAVEZ: It's off of 17 Telshor by the frontage road of I-25. And so 18 they're working really diligently to get that 19 facility in good working condition. 20 They found that there is a backlog of 21 furniture that they've ordered. So if there's any 22 charter leaders or any other school or district 23 leaders listening in or reading these minutes, you 24 might want to contact Explore-Las Cruces and see if 25 they would accept some secondhand furniture. I know</p>	<p style="text-align: right;">141</p> <p>1 that other charter schools have opened up with 2 secondhand furniture, gladly accepting it. 3 Also in the checklist for the two weeks 4 before you open is a review of lots of the 5 curriculum that the school is implementing. Again 6 they are sharing that information with us. We are 7 having a review of it this next week. 8 They've had curriculum events last week. 9 They've hired eight teachers. And so I know they're 10 working to open up the school. 11 Any questions at this point? 12 THE CHAIR: No. I guess as long as -- you 13 know, as long as they get that E-Occupancy, 14 that's -- you know, that's the -- that's truly 15 the -- the critical piece. 16 I'm still not -- I still don't get where 17 people are looking at a frontage road there. But 18 that's just me. I don't see a frontage road. You 19 know, it's Telshor Boulevard. There's no frontage 20 road. 21 So it's being couched as a frontage road; 22 it's not. But that's -- you know, that is what it 23 is. That building is what -- what it is. 24 And I know that's not going to be their 25 permanent place; so -- you know. Let's just hope</p>

<p style="text-align: right;">142</p> <p>1 they get the E-Occupancy, because that's a whole 2 different concern that comes up then.</p> <p>3 DIRECTOR CORINA CHAVEZ: Thank you. So on 4 to Item No. 4, Mabry Hall updates. So we did get a 5 quote for some work that would connect Mabry Hall in 6 terms of the electrical outlets at each spot that 7 the Commissioners would sit at.</p> <p>8 And off the top of my head, I want to say 9 that it is close to \$4,000. And I know that that is 10 not the full set of quotes that potentially might 11 come in, but I was pleasantly surprised that we 12 weren't looking at more money.</p> <p>13 And I don't think any of those monies are 14 going to be spent from the PEC budget until the 15 budget committee has had a chance to review, make 16 recommendations, and the PEC approve the budget that 17 would allow for that spending.</p> <p>18 THE CHAIR: Commissioner Carrillo?</p> <p>19 COMMISSIONER CARRILLO: Does this mean 20 that for the meeting in August, we should bring a 21 whole bunch of extension cords?</p> <p>22 THE CHAIR: No. We're in the Roundhouse 23 in August, because we were told that Mabry wouldn't 24 be ready until September.</p> <p>25 COMMISSIONER CARRILLO: Got it. So in the</p>	<p style="text-align: right;">143</p> <p>1 Roundhouse, do I need to bring a bunch of extension 2 cords?</p> <p>3 THE CHAIR: It's in my rolling office that 4 I bring. I always have an extension cord. I think 5 we're probably in a better spot at the Roundhouse.</p> <p>6 COMMISSIONER CARRILLO: I'll do that, 7 though. I'll bring one.</p> <p>8 THE CHAIR: It's never bad.</p> <p>9 COMMISSIONER CARRILLO: We got it. We got 10 it.</p> <p>11 THE CHAIR: Thanks.</p> <p>12 MS. MISSY BROWN: Director Chavez, did you 13 see the message from Melissa regarding the 14 E-Occupancy for Explore-Las Cruces?</p> <p>15 DIRECTOR CORINA CHAVEZ: No, ma'am.</p> <p>16 MS. MISSY BROWN: So they have received a 17 letter. "Please consider this e-mail an 18 acknowledgment of issuance of the Temporary 19 Certificate of Occupancy for the facility located at 20 900 North Telshor, Las Cruces, New Mexico. There 21 was a software impediment in producing the TCO 22 document this afternoon. This will be posted online 23 Monday morning."</p> <p>24 DIRECTOR CORINA CHAVEZ: I just looked at 25 my e-mails. It arrived at 4:08. I had not been</p>
<p style="text-align: right;">144</p> <p>1 reading for an e-mail from Mr. Baiardo, but, indeed, 2 that is in.</p> <p>3 COMMISSIONER CARRILLO: Great.</p> <p>4 THE CHAIR: So they have a temporary 5 E-Occupancy? Is that what -- I didn't hear 6 everything that you said, Missy. Sorry.</p> <p>7 MS. MISSY BROWN: It appears to be 8 temporary, because they were having some type of 9 issue with a printer.</p> <p>10 THE CHAIR: I guess I have a concern about 11 a temporary E-Occupancy. But I believe those -- 12 those --</p> <p>13 MS. MISSY BROWN: It's a temporary 14 certificate. I think it's a temporary certificate; 15 not that the E-Occupancy is temporary, but that the 16 certificate is temporary because the official 17 certificate wasn't able to be printed out.</p> <p>18 THE CHAIR: Oh. Got you. Okay. I feel 19 better. Okay. Thanks. Okay.</p> <p>20 DIRECTOR CORINA CHAVEZ: Thank you, 21 Melissa.</p> <p>22 So the final item is just to give 23 highlights and appreciations, which is the favorite 24 part that I like to do.</p> <p>25 And I think that yesterday was a really</p>	<p style="text-align: right;">145</p> <p>1 long day reflecting some hard work on the part of 2 the peer reviewers and on the part of Missy Brown. 3 And so I just want to give out an appreciation for 4 the applicants and all they put into the application 5 for the peer review team, for Ms. Brown, and just to 6 let you-all know that in the Santa Fe New Mexican 7 there was an article that talks about the school 8 proposed for Santa Fe. So you might want to check 9 that out.</p> <p>10 I also want to give a recognition to the 11 Mark Armijo Academy, which is getting ready to 12 celebrate 20 years of existence, and on Thursday, 13 August 5th, they're having a celebration. So big 14 shout-out to Mark Armijo Academy in Albuquerque.</p> <p>15 And then, just in closing, want to thank 16 you all for all of your hard work. I want to thank 17 everybody on the Charter Schools Division team for 18 all of their hard work. People are stepping up, 19 working hard, paying attention to details, showing 20 up, making each other laugh when we can, and I just 21 wanted to say thank you.</p> <p>22 THE CHAIR: Okay. Thank you very much. 23 So we are on to Item No. 10, which is the 24 liaison reports.</p> <p>25 I was unable to attend the LESC at Hobbs</p>

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1 last month, but I do anticipate going to Shiprock
 2 next week for the LESC. I'm still looking at the
 3 agenda and having some discussions, but it's very
 4 likely that I'll be there.
 5 The LFC is actually meeting now, so
 6 unable, I think, to attend that. So -- or they --
 7 yesterday. So this month's, I was unable to attend
 8 the LFC.
 9 So -- but I do want to say -- and I'd like
 10 to keep Commissioners aware of this, and I think
 11 it's something that we need to have a discussion on
 12 the agenda sometime soon -- there are two things as
 13 part of the work projects for the LESC this interim
 14 time. And one of them is looking at the authorizing
 15 principles, which we've all been part of and we are
 16 listed as a stakeholder in that. They haven't had
 17 any meetings or any discussion about that. And
 18 that's less of my concern in terms of their work
 19 study.
 20 They do have also a work project this
 21 interim time on, once again, a virtual statewide
 22 charter school that would be authorized by the
 23 Public Education Commission. This was on their
 24 agenda two years ago.
 25 We are not listed as a stakeholder in that

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1 Okay. So that's my report.
 2 Commissioner Davis?
 3 COMMISSIONER DAVIS: So the committee
 4 hasn't met in a while. I think they have trouble
 5 finding a time when everybody can get together. So
 6 there's been nothing new there.
 7 THE CHAIR: Okay. Thank you very much.
 8 Commissioner Burt is not here.
 9 Commissioner Robbins, PSCOC? He always
 10 has something to report.
 11 COMMISSIONER ROBBINS: Hey. We meet every
 12 month, you know. Except during the Legislative
 13 Session, PSCOC meets every month. And the AMS, the
 14 Administrative Maintenance Standards subcommittee
 15 that I chair also meets every month.
 16 So as I told you last week, the Commission
 17 was meeting the week after we met.
 18 So the PSFA, Public School Finance
 19 Authority, is working on guidelines for teacher
 20 housing. Teacher housing. Many of the remote
 21 school districts, and even some of the ones that
 22 aren't quite -- you wouldn't think are quite remote,
 23 like, say, Gallup, there's not a lot of housing
 24 available.
 25 They bring in a teacher. Where are they

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1 work project, by the way. But we were very much a
 2 part of the discussion when the LESC was looking at
 3 whether they would or should support legislation for
 4 a statewide charter that would have to be authorized
 5 by the PEC.
 6 And I was very fortunate that they invited
 7 me several times. We have had a significant number
 8 of other Commissioners that spoke before the LESC
 9 when it came up. And I was clear from the
 10 Commission what their support, or lack of support,
 11 for that initiative was, so that when it did come
 12 forward as legislation, I was comfortable in what
 13 the Commission's feelings were about this.
 14 So I would like to have a discussion to
 15 hear Commissioners' ideas on it. I think I know
 16 what some are, but I want to be clear on this.
 17 I haven't wavered on this. Just to be
 18 sure. But I need to -- I need to be sure. So if
 19 I'm making assurances -- so just so Commissioners
 20 know and are aware, that it is a work project this
 21 year. And so I anticipate that there may be
 22 legislation ahead with this.
 23 It failed the last time. It didn't get
 24 out of -- well, we don't know where it will go this
 25 time.

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1 going to stay? Or the rental rates are so high,
 2 they can't pay enough.
 3 So a lot of school districts around the
 4 state actually build housing and maintain housing
 5 for teachers. Basically, the teachers -- they pay
 6 the utilities and things like that. There's a small
 7 amount that they pay.
 8 The school districts are not allowed to
 9 make a profit on it. Monies that they collect can
 10 go into maintenance and utilities. But that's
 11 basically it.
 12 We're looking at potentially \$10 million
 13 or \$20 million for the next couple of years, because
 14 a lot of the teacher housing, especially on the
 15 Indian tribal lands and the reservations, are old.
 16 Some of these are 40 years old or more. And
 17 they're -- they weren't built with very good
 18 standards. So PSFA is developing those.
 19 Another one is the Legislature passed
 20 legislation allowing for the Capital Fund to be used
 21 for demolishing school buildings, old school
 22 buildings that are no longer in use.
 23 One of the problems under previous years,
 24 there was no authority to use State funds for
 25 demolishing. The schools would have to use their

<p style="text-align: right;">150</p> <p>1 own funds. And so they're carrying these things on 2 their insurance books and things like that.</p> <p>3 And one thing that we're trying to do, and 4 PSFA is trying to work with the NMPSIA, is what 5 would they be saving by getting rid -- because 6 that's potentially one of the criteria that would be 7 used to establish a guideline to say, "Hey, if 8 you're going to show some savings, operational 9 savings by demolishing these old unused buildings, 10 it moves you up in priority."</p> <p>11 Roofing is another one. A lot of schools 12 need roofs. Generally, they -- they can be a 13 systems-based. But the Legislature put additional 14 funding in this year just for roof replacements and 15 repairs.</p> <p>16 The other thing -- and I mentioned this, 17 and I think previously, was the lease rate that is 18 paid to charter schools. And it's a per MEM. In 19 other words, they can pay up to what the lease is, 20 or roughly \$750 per student, per year, for the 21 lease, whichever is lower.</p> <p>22 So let's say they have 100 students. It 23 would be about \$75,000 that they would receive. But 24 if their lease is \$68,000, that's all they receive. 25 And they receive it in four quarterly payments. The</p>	<p style="text-align: right;">151</p> <p>1 first quarterly payment comes at the end of the 2 first quarter. So most starter schools have to 3 front that or work out an arrangement to pay the 4 lease in arrears.</p> <p>5 One of the things -- I'm going to share my 6 screen, if that's okay. I -- let me bring up the 7 right one.</p> <p>8 Can you all see that? Okay.</p> <p>9 THE CHAIR: Yes.</p> <p>10 COMMISSIONER ROBBINS: This is a 11 spreadsheet that I worked. In yellow is basically 12 what PSFA is paying. The authorization that the 13 Legislature passed back in 2007 set the rate at \$700 14 to increase three percent per year. And the 15 legislation says the PSCOC may provide a lease 16 reimbursement or lease assistance.</p> <p>17 But then it says the lease reimbursement 18 shall be \$700 indexed to inflation, or 3 percent, 19 okay?</p> <p>20 So if you go over to Column H and you 21 look, this is what I calculated the rate should be. 22 Now, they bumped it up a little bit early, and so 23 they were paying a little bit over. But if you can 24 see, since then, it has been dramatically below what 25 they would be receiving.</p>
<p style="text-align: right;">152</p> <p>1 And, again, you have a school that has 2 100 students, that's \$10,000. If you have a school 3 that has a thousand students, that's \$100,000 that 4 they're not receiving.</p> <p>5 And if their lease is higher than what 6 they're receiving right now, about \$750, they have 7 to pay for it out of their operating funds.</p> <p>8 And PSFA is working on coming up and 9 giving me a schedule of which schools are at max and 10 which schools would receive more funds if they were 11 to increase this closer to the \$850 that I believe 12 statute calls for. And I'm working with the PSCOC, 13 and I'll be pressing that issue.</p> <p>14 But I wanted to get kind of your sense. I 15 don't want there to be pushback on the charter 16 schools. I don't want them to -- I don't want them 17 to come under pressure from the PSCOC or the 18 Legislature. Right now, there's about a million and 19 a half dollars that has been budgeted that is 20 unspent in terms of the capital plan that the PSCOC 21 does every year. They budget about \$16 and a half 22 million for lease assistance. And right now, 23 it's -- a little under \$15 million has been -- has 24 been applied for.</p> <p>25 So there's plenty of funds in the budget.</p>	<p style="text-align: right;">153</p> <p>1 No additional funding has to come from the 2 Legislature or anywhere else. The money is there; 3 it's in the budget in order to pay.</p> <p>4 My sense is PSFA will give me these 5 numbers hopefully within a week or so -- that the 6 extra amount is only a couple of hundred thousand 7 dollars. We're not even talking about a 8 half-million dollars. But for those schools that 9 would be eligible, it could be a real benefit.</p> <p>10 That's all I have.</p> <p>11 COMMISSIONER VOIGT: I just want to make a 12 correction. PSFA stands for Public School Facility 13 Authority.</p> <p>14 COMMISSIONER ROBBINS: Facility Authority, 15 correct. Not Finance Authority. Public School 16 Facility Authority.</p> <p>17 COMMISSIONER VOIGT: You're always 18 thinking about money.</p> <p>19 COMMISSIONER ROBBINS: There's so many 20 acronyms that float around. But you're correct. 21 Thank you for correcting me.</p> <p>22 THE CHAIR: Okay. Thanks. And I'm 23 certainly supportive of anything that, you know, 24 will help schools to alleviate having to pull from 25 other funds, you know, that really shouldn't be.</p>

154	<p>1 So...</p> <p>2 COMMISSIONER ROBBINS: And with the</p> <p>3 reduction -- with the reduction in -- and with the</p> <p>4 reduction in the small school size allotments, I</p> <p>5 think this is one way for some schools to make up</p> <p>6 some of those losses.</p> <p>7 THE CHAIR: Right. Right.</p> <p>8 COMMISSIONER ROBBINS: And I think it's --</p> <p>9 it's the appropriate -- the right thing to do. But</p> <p>10 it's also statutorily the correct thing to do.</p> <p>11 THE CHAIR: Okay. Yeah. Thanks, really,</p> <p>12 for that information.</p> <p>13 Commissioner Manis and NMPSIA?</p> <p>14 COMMISSIONER MANIS: We will be meeting</p> <p>15 next week in Santa Fe on Tuesday -- Wednesday is</p> <p>16 kind of like a full day of meetings. And then</p> <p>17 Thursday we have our last meeting at 9:00 a.m. So</p> <p>18 we'll see how that goes, and I'll report on it next</p> <p>19 month.</p> <p>20 THE CHAIR: Thanks. Is this your first</p> <p>21 in-person meeting?</p> <p>22 COMMISSIONER MANIS: First in-person</p> <p>23 meeting, yes, ma'am.</p> <p>24 THE CHAIR: Okay. Thanks.</p> <p>25 Commissioner Carrillo?</p>	155	<p>1 COMMISSIONER CARRILLO: Nada. They met</p> <p>2 beginning of July, I think it was the 3rd or</p> <p>3 something. And I told Joe Guillen that I wasn't</p> <p>4 going to be attending.</p> <p>5 So they might have something coming up.</p> <p>6 But I -- you know, they were so dismissive of me in</p> <p>7 the last meeting in June, I just felt like what's</p> <p>8 the point? They won't even listen, you know, to new</p> <p>9 ideas or anything. And that's why they're stuck,</p> <p>10 and that's why we aren't stuck.</p> <p>11 THE CHAIR: I didn't want to give you that</p> <p>12 forewarning, because I subbed in for when</p> <p>13 Commissioner Peralta sat on it, and I sat in a</p> <p>14 couple of times. I didn't want to give you a lack</p> <p>15 of hope.</p> <p>16 COMMISSIONER CARRILLO: I thought that</p> <p>17 maybe my history with them, they'd be more welcoming</p> <p>18 and open. And totally not the case. So whatever.</p> <p>19 THE CHAIR: No. So thanks for that. And</p> <p>20 sorry for that.</p> <p>21 COMMISSIONER CARRILLO: That's all right.</p> <p>22 THE CHAIR: Commissioner Armijo?</p> <p>23 COMMISSIONER ARMIJO: Hi. So we were</p> <p>24 supposed to have a meeting on July 30th, but that</p> <p>25 has been canceled and will be rescheduled. But they</p>
156	<p>1 did send out this information.</p> <p>2 "We have no pressing matters for an agenda</p> <p>3 and the State Library staff are busy with reopening</p> <p>4 plans. The State Library resumes public hours on</p> <p>5 Monday, August 2nd. Instead, the proposal is to</p> <p>6 have a meeting in early October in order for the</p> <p>7 Commission to make a recommendation on any requests</p> <p>8 for waivers as part of the State Grants in Aid</p> <p>9 process. Though we set recommendations to waive</p> <p>10 requirements that could not be met this year due to</p> <p>11 pandemic restrictions, we expect there will be some</p> <p>12 denials issued that libraries may request waivers</p> <p>13 for."</p> <p>14 Then they just ask for -- for dates in</p> <p>15 October. And our next scheduled meeting after that</p> <p>16 is October 21st as part of the annual New Mexico</p> <p>17 Library Association conference held at the</p> <p>18 Albuquerque Pyramid North, which I guess I probably</p> <p>19 should try to attend.</p> <p>20 And that's it.</p> <p>21 THE CHAIR: Thank you so much.</p> <p>22 So as the Director mentioned, we have met</p> <p>23 as a budget committee. And there's a lot more</p> <p>24 information that we need in terms of the exact</p> <p>25 dollar amount that we're actually looking at to be</p>	157	<p>1 budgeted.</p> <p>2 There were some clarifications around</p> <p>3 that. So we are scheduled to meet the first week in</p> <p>4 August. I think it's the first Friday in August;</p> <p>5 correct?</p> <p>6 COMMISSIONER TAYLOR: August 2nd. It's</p> <p>7 Monday, August 2nd.</p> <p>8 THE CHAIR: Oh, Monday. Oh, thanks. I</p> <p>9 thought it was a Friday. So thanks for that.</p> <p>10 So we are scheduled to meet. As the</p> <p>11 Director mentioned, we're looking at possible</p> <p>12 support for the -- for whatever is being done with</p> <p>13 Mabry. But we did ask for, you know, a breakdown of</p> <p>14 what that money actually looks like. And in</p> <p>15 consideration for the amount of time that we use it</p> <p>16 when something that the budget committee is looking</p> <p>17 at, I think we'll have -- and the hope is that we'll</p> <p>18 have -- a detailed budget for Commissioners to be</p> <p>19 able to look at after our next meeting, because we</p> <p>20 will have the dollar amount that we're -- that we're</p> <p>21 working with and any recommendations.</p> <p>22 So, hopefully, August we'll have a little</p> <p>23 more concrete information for you.</p> <p>24 I had the pleasure of meeting with the</p> <p>25 charters -- all of the charters in my -- charter</p>

<p style="text-align: right;">158</p> <p>1 leaders in any district, except, unfortunately, for 2 one, apparently wasn't able to make it.</p> <p>3 But it was just great to meet in person 4 and to be able -- we had met fairly regularly before 5 the pandemic. So it was great to be able to 6 reconnect in person with the schools. And I thank 7 them for -- two of them coming this morning to 8 provide some input.</p> <p>9 So we were able to have a good discussion 10 about, you know, a lot of concerns that they had. 11 We've got two brand new charter leaders down here. 12 So it was really, I think, important for them to be 13 able to connect with each other and create that 14 relationship, and, hopefully, the relationship with 15 me.</p> <p>16 So that was pleasant to be able to do 17 that. And we're looking forward to being able to 18 continue with that.</p> <p>19 And, of course, a lot of the discussions 20 that I've had with calls with schools was around the 21 online options that we did look at today. And 22 there's been certainly greater clarity about that. 23 I think schools just -- you know, as we said before, 24 guidance is changing very quickly, and sometimes 25 it's difficult for the schools to be able to keep</p>	<p style="text-align: right;">159</p> <p>1 up. So, hopefully, everyone is in a better place 2 with that.</p> <p>3 So I know -- I don't know if Mike Ogas is 4 here. I know Matt is not.</p> <p>5 MS. MISSY BROWN: Madam Chair, 6 Commissioner, there is no Mr. Ogas or Matt.</p> <p>7 THE CHAIR: Matt sent the executive 8 committee a message that he was unavailable this 9 afternoon. But, obviously, he did drop in this 10 morning.</p> <p>11 So that being said, we'll move on to PEC 12 Comments.</p> <p>13 So Commissioner Davis? 14 COMMISSIONER DAVIS: Hi. So it's been 15 really a productive day, I think. I feel really 16 tired. So that's all I have to say.</p> <p>17 THE CHAIR: Thanks. 18 Commissioner Carrillo? 19 COMMISSIONER CARRILLO: Hold on. Yes. 20 So I really enjoyed -- I would agree with 21 Commissioner Davis. It's been a very productive day 22 today, a long day, a long two days. Yesterday, a 23 friend of mine asked me -- it wasn't a friend, it 24 was my son. So my son and I were getting ready to 25 go -- he is my friend -- we were getting ready to go</p>
<p style="text-align: right;">160</p> <p>1 to dinner.</p> <p>2 He says, "How was your day?" 3 And I said, "It was good." I said, "No, 4 no, no. It was great. It was a great day." 5 And it was because of the presentations, 6 you know, from the schools and because of the 7 connection with kids, and, I mean, why all of us got 8 here. And it was just -- for me, those were my 9 first two hearings that I was involved in. I sat in 10 on a couple last fall or something that didn't go as 11 well. And -- but it just made me really excited, 12 and especially those two schools.</p> <p>13 And so that just felt really good. And -- 14 you know, and just reminded me, for me, anyway, why 15 I'm doing the work, right? 16 So thanks, everyone, for that. That 17 was -- that was really cool.</p> <p>18 And then hearing from NMSA today, too, 19 that -- and I would agree with Eric. Any chance you 20 have -- and maybe when we start having meetings in 21 town -- to go and visit that school and their new 22 campus. Oh, my God. It's unbelievable. 23 And they are very fortunate. They do have 24 an incredibly wealthy group of people up here that 25 support that school. I mean, I can't imagine any</p>	<p style="text-align: right;">161</p> <p>1 other foundation in the state having what they have. 2 So they're kind of -- they're very fortunate that 3 way.</p> <p>4 On comments, also, one of the things I may 5 suggest, on the Mission Statement/Vision Statement, 6 to give it the attention that it warrants, I'm 7 wondering if we could have a Zoom meeting to do 8 that. Because I don't expect people to keep coming 9 to Santa Fe. We have a very busy August meeting. 10 And maybe doing a Zoom, like at the beginning of 11 September, where that's the only thing we do, maybe, 12 and we schedule it from, like, 10:00 to 1:00 or 9:00 13 to 12:00 or something like that.</p> <p>14 Anyway, that was a thought. 15 And then another thought to maybe put in 16 there for the future is having some public comment 17 for our meetings available by Zoom so people that 18 are very far away can still feel like they're 19 involved in what we're doing, because to drive four 20 hours to talk for two minutes, ¡Hijole!, I can't 21 imagine people wanting to do that.</p> <p>22 So, anyway, it's been a very productive 23 two days, and I'm very grateful and happy. Even 24 though there's conflict with me sometimes, I'm 25 certainly happy to be serving with all of you.</p>

<p style="text-align: right;">162</p> <p>1 THE CHAIR: Thanks. That's one of the 2 pieces that we are trying to make sure, through the 3 budget talk, is that there is that ability to 4 communicate with us virtually at our -- at our 5 meetings. Because I agree. That's -- we absolutely 6 have to have that, yes. 7 Commissioner Armijo? 8 COMMISSIONER ARMIJO: Hi. Thank you. I 9 don't have much. I know I was -- didn't get to 10 listen to the second application yesterday. But it 11 sounds like it was amazing, so I'm excited about 12 that. 13 But I was able to listen in on the first 14 one. And I am excited about that -- about the 15 Rio Grande Academy coming to -- about that 16 application. 17 I also just wanted to thank Corina for 18 acknowledging the Mark Armijo Academy on their 20th 19 anniversary. And I just sent you all an e-mail 20 invite to that anniversary celebration. If you all 21 are able to come down and join us on August 5th, 22 that would be awesome. And I really appreciate 23 that. That's been a labor of love for my family, 24 and so we're really proud of that accomplishment and 25 all that it stands for.</p>	<p style="text-align: right;">163</p> <p>1 And, yeah, the -- all of the -- this day 2 was long, but it was productive, and it was great to 3 hear all the feedback and see everybody's 4 perspectives. And I do appreciate all of that. So 5 thank you very much. 6 THE CHAIR: Thanks. 7 Commissioner Taylor? 8 COMMISSIONER TAYLOR: Yeah. Thank you. I 9 just want to echo what Commissioner Carrillo said 10 about the two applications. That was probably the 11 highlight of the -- this two-day meeting for me. 12 What great candidates. I'm excited that 13 those -- those -- those schools are -- are pushing 14 forward. It was like -- it was like looking at 15 the -- a rock star group of people that started 16 these schools, you know. 17 I mean, I was really impressed with that. 18 And I'm super impressed with their passion and so 19 forth. So looking forward to those being added to 20 our -- hopefully, added to our list of schools in 21 the state providing kids a great education. 22 And, again, I just want to say I'm 23 honored, as always, to work with you all. Thank you 24 so much. Have a good month. 25 THE CHAIR: Thanks. Commissioner Robbins?</p>
<p style="text-align: right;">164</p> <p>1 COMMISSIONER ROBBINS: Thank you. With 2 regard to the virtual and everything like that, it's 3 not that complicated. In 2014, when I was at Tax 4 and Rev, late '13, early '14, we set up video 5 conferencing capability. The cost back then -- and, 6 you know, electronics are cheaper now than they were 7 then -- for less than \$10,000. That included all 8 the equipment, the cameras, the video, monitor, and 9 a cabinet to make sure that the computers were 10 locked up and everything. So it's not a very 11 expensive thing. 12 And the PSCOC -- get my right acronyms -- 13 has been meeting live since June. The subcommittees 14 began meeting live in July. And they -- for the 15 PSCOC meetings, we have audio, and they even have a 16 TV monitor set up. If someone wants to dial in, we 17 can actually see someone. And it's just a TV 18 monitor that's on the floor. It's actually an old 19 tube. It's not an LED monitor; it's literally an 20 old, like, 27- or 30-inch picture tube. It's kind 21 of odd-looking. 22 But they have that capability. So it's 23 not difficult to do. Like I said, you know, eight 24 years ago, I worked and we set that up. I mean, I 25 didn't physically do it; I just helped to provide</p>	<p style="text-align: right;">165</p> <p>1 the funding when I was the CFO. 2 But I think that is a very good thing for 3 us to look at. And, hopefully, that may be included 4 in your budget you're looking at for next year. 5 Just to caution, budgets are required to be to DFA 6 the first business day of September. 7 THE CHAIR: Thanks. 8 Commissioner Chavez? 9 COMMISSIONER CHAVEZ: I -- well, I just 10 want to start by just saying I apologize that I 11 wasn't able to be with you yesterday and this 12 morning. But it is always exciting. I'm glad to 13 hear that we've got Commissioners that are really 14 excited about some of the new charter schools coming 15 on board. 16 It's always exciting. I know it's been 17 for me when we've gone through that process in the 18 past. 19 I do want to say that a lot of our 20 schools -- all of our -- all of our schools are 21 still just kind of at the edge of their seats 22 waiting for the new tool kit. And that's kind of 23 where -- that's where I was at yesterday. I was 24 hoping PED would release the new tool kit. 25 But that didn't happen. And so a lot</p>

<p style="text-align: right;">166</p> <p>1 of -- a lot of the schools are just waiting to hear 2 what's going on. Makes it extremely challenging, 3 especially if we've got schools that are already 4 implementing K-5 Plus and fixing to start ELTP. 5 And so, you know, while we were given the 6 guidance to go ahead and kind of pick up where we 7 left off back in the spring, there have been some 8 changes that have happened. And -- but I do want to 9 just remind everybody that, you know, we're just 10 kind of in limbo. We're waiting to get started. 11 However, I suspect that, you know, the -- 12 we're not out of the woodworks with the virus, and I 13 just want to bring some attention to that as well, 14 and that is, you know, the new variant that's 15 spreading. And so that is going to present some 16 challenges for our schools. 17 And so just keep in mind that, as we get 18 back into school, if you look at the data of the 19 number of positive cases, you know, we were at a 20 really good place when we ended in the spring. But 21 the numbers are starting to go back up. So I just 22 want to bring some attention to that, because all of 23 our schools are going to be dealing with it. 24 So while we're waiting for a new tool kit, 25 I'm hoping that the delay in the tool kit is because</p>	<p style="text-align: right;">167</p> <p>1 they're re- -- reevaluating some things with the -- 2 with the spread of the variant. 3 And so keep that in mind, but really 4 looking forward to the school year, really looking 5 forward to kids being back in school. 6 As I mentioned, some kids are already back 7 in school through K-5 Plus, but nonetheless, you 8 know, we all know that kids need to be in school. 9 Virtual education, I'm sorry, is just not a 10 substitute. And -- it's an alternative, but it's 11 not a substitute. So thank you. 12 THE CHAIR: Thanks. Commissioner Manis? 13 COMMISSIONER MANIS: Thank you. To echo 14 what the other Commissioners have said, it was a 15 good, productive meeting. I apologize for having to 16 step out a couple of times due to taking care of 17 some business matters. 18 But the only things that I wanted to 19 really mention were for us to potentially revisit 20 the idea of recording our meetings, whether we're 21 doing it via Zoom or in person. I know we had 22 talked about previously something about, like, a 23 YouTube channel. And I think that would be really 24 great, especially for those who may be visually 25 impaired that may not be able to read the</p>
<p style="text-align: right;">168</p> <p>1 transcripts that Cindy provides. 2 But along those same lines, if -- you 3 know, for those meetings where we don't have Cindy, 4 there are programs that are pretty inexpensive to 5 automatically transcribe those video or 6 audio-recorded meetings. 7 One that I use for business meetings or my 8 YouTube channel, just because I don't want to 9 transcribe my videos that I have to make for my 10 students, I use a program called Otter.ai, and I use 11 that for all the closed captioning. Because 12 sometimes the videos are 30 minutes long, and that's 13 rather extensive to transcribe. 14 So I feel for Cindy, because I know that 15 it's a difficult -- difficult job. And so meetings 16 that we don't have Cindy, maybe we could use a 17 service like that. It's really inexpensive. I 18 think, for myself, I pay about ten bucks a month for 19 it to transcribe about 6,000 minutes of audio or 20 video recording. 21 That's about it. 22 Look forward to our meeting in August 23 where we can meet in person. 24 THE CHAIR: Okay. Thanks a lot. 25 Commissioner Voigt?</p>	<p style="text-align: right;">169</p> <p>1 COMMISSIONER VOIGT: Okay. Let's see. 2 Well, first of all, I just -- I'm excited that Julia 3 is with us and to see you here at our meetings. 4 It's great to have such a collaborative person here 5 that's working with us and also with the Charter 6 School Division. And that communication is super. 7 So, yay, Julia. 8 Also, welcome to James and Samantha. I 9 can tell they're going to be rock stars. And so, 10 yay, Corina. I think you've got some great staff 11 behind you and things are looking promising. 12 I'm excited about meeting face to face in 13 August. I didn't know if I would be. But I think I 14 am. And so it's going to be -- it's going to be 15 nice to see everybody and get to know everybody a 16 little better than behind the screen. So I'm happy 17 for that. 18 And then I think also, if we do get a 19 YouTube channel, that I just need some of Mike 20 Taylor's music videos, by the way. And so just 21 something to think about, you know, PEC music video, 22 dance video, you know. We could definitely -- we 23 could definitely reidentify ourselves. 24 COMMISSIONER CARRILLO: Karaoke. 25 COMMISSIONER VOIGT: Karaoke.</p>

170	<p>1 That's all. Check out Mike Taylor's music</p> <p>2 videos. They're awesome.</p> <p>3 THE CHAIR: Okay. Thanks. And before we</p> <p>4 go, I just want to say thank you to everyone for</p> <p>5 these two days. And, once again, thank you to CSD</p> <p>6 staff and the review teams who we don't get to see</p> <p>7 for everything to get us to yesterday and all that</p> <p>8 hard work and everything that it takes to get us</p> <p>9 ready for today, and, without a doubt, all the work</p> <p>10 and the collaboration that took place between us,</p> <p>11 between CSD, and Julia for that CAP work. There was</p> <p>12 a lot of work that went into that.</p> <p>13 And sometimes the paper doesn't really</p> <p>14 reflect anywhere near the effort that had to go in</p> <p>15 to get it to that. And there was -- there was a lot</p> <p>16 of -- a lot of calls.</p> <p>17 So thank you. I don't think we say thank</p> <p>18 you enough. So we really do appreciate that.</p> <p>19 You don't know what TikTok is?</p> <p>20 COMMISSIONER CARRILLO: No. I'm kidding.</p> <p>21 THE CHAIR: You're definitely showing your</p> <p>22 age.</p> <p>23 COMMISSIONER CARRILLO: I know what it is.</p> <p>24 But I've never logged in. I wouldn't know how.</p> <p>25 COMMISSIONER VOIGT: I wouldn't want to</p>	171	<p>1 log into it, but I do know what it is.</p> <p>2 COMMISSIONER CARRILLO: I still want my</p> <p>3 MTV.</p> <p>4 THE CHAIR: And thank you once again to</p> <p>5 Missy for --</p> <p>6 COMMISSIONER CARRILLO: Thank you, Missy.</p> <p>7 THE CHAIR: -- herding this crew through</p> <p>8 yesterday and today. It's a lot.</p> <p>9 And I think we need to close. I know I</p> <p>10 need to close, because I'm probably going to lose my</p> <p>11 Internet soon because the storm is hitting us.</p> <p>12 So I'll entertain a motion -- just</p> <p>13 reminding Commissioners, we did change the August</p> <p>14 date. So it's August 25-26, 26-27, whenever that</p> <p>15 Thursday-Friday is.</p> <p>16 MS. MISSY BROWN: 22-23 -- 22nd-23rd. No,</p> <p>17 that's July. Sorry. I'm looking at the wrong</p> <p>18 month. 26th-27th.</p> <p>19 THE CHAIR: No, it's not. It's 26th-27th.</p> <p>20 So don't forget to make your reservations.</p> <p>21 COMMISSIONER MANIS: Is there somewhere</p> <p>22 specific we make our reservations? Or anywhere?</p> <p>23 Or --</p> <p>24 THE CHAIR: You can make them anywhere.</p> <p>25 It's usually best to call, because oftentimes online</p>
172	<p>1 they won't offer you the government rate.</p> <p>2 But if you -- if you make a call, there</p> <p>3 are a lot of hotels that offer the government rate.</p> <p>4 Things are more (inaudible due to simultaneous</p> <p>5 speaking).</p> <p>6 COMMISSIONER CARRILLO: Do it now. Do it</p> <p>7 really soon.</p> <p>8 THE CHAIR: Yeah, because things are</p> <p>9 booking up really quickly. It's always good to cry,</p> <p>10 you know. I found crying and groveling work really,</p> <p>11 really well. And, actually, if you have the</p> <p>12 conversation with them and you let them know that</p> <p>13 this is going to be a long-term so that you make all</p> <p>14 of your reservations with them, they're usually</p> <p>15 often more willing to work with you, because they</p> <p>16 know you're -- you know, you're a constant with</p> <p>17 them. And that relationship is important as well.</p> <p>18 COMMISSIONER CARRILLO: Good idea.</p> <p>19 THE CHAIR: Because parking is tough, you</p> <p>20 know. When you're coming in for the meeting, if</p> <p>21 you're -- if you can get closer and be able to walk,</p> <p>22 parking is difficult often.</p> <p>23 You know, we've had Commissioners that</p> <p>24 have called and said, you know, "I'm circling the</p> <p>25 building trying to find a parking space. I'll try</p>	173	<p>1 to be there," you know. So it's -- it can be a</p> <p>2 challenge.</p> <p>3 MS. MISSY BROWN: Commissioners, we've</p> <p>4 found that even the parking area in front of the PED</p> <p>5 where we used to put up the stanchions for you guys,</p> <p>6 it's filled way before 7:00 a.m. now. It's filled</p> <p>7 by 6:30.</p> <p>8 THE CHAIR: The people would move those.</p> <p>9 COMMISSIONER VOIGT: On the Roundhouse,</p> <p>10 are we going to be parking east of the Roundhouse?</p> <p>11 COMMISSIONER CARRILLO: Yeah, PERA. Park</p> <p>12 at the PERA building for the Roundhouse.</p> <p>13 THE CHAIR: They're across the street in</p> <p>14 the "Garage Mahal."</p> <p>15 COMMISSIONER VOIGT: The garage.</p> <p>16 COMMISSIONER ROBBINS: There's actually</p> <p>17 some parking right off of Paseo de Peralta. Just as</p> <p>18 you go north of the building, there's a parking lot</p> <p>19 there. During the session, it's filled up by</p> <p>20 legislators and things.</p> <p>21 But that parking lot -- for PSCOC, that</p> <p>22 parking lot, there's always 20 or 30 parking places</p> <p>23 in that. There's, like, two sides, and it loops</p> <p>24 around, so you can get to it either from going east</p> <p>25 or west on Paseo de Peralta.</p>

174	<p>1 COMMISSIONER VOIGT: You're not talking 2 about the lot across the street from the Roundhouse. 3 You're talking about on the same block? 4 COMMISSIONER ROBBINS: It's adjacent to 5 the Roundhouse. It's kind of northeast of the 6 building, but it's on the property of the 7 Roundhouse. 8 COMMISSIONER VOIGT: Okay. I know where 9 that -- okay. That little alley. Okay. 10 DIRECTOR CORINA CHAVEZ: By that 11 restaurant. 12 COMMISSIONER ROBBINS: I said northeast. 13 I'm sorry. It's southeast. It's southeast of the 14 Roundhouse. It's southeast. I was wrong. It's 15 southeast. 16 COMMISSIONER VOIGT: Okay. 17 COMMISSIONER ROBBINS: If you're coming 18 from Old Santa Fe Trail, you turn left at the light 19 and make the first right into the driveway. 20 COMMISSIONER VOIGT: Okay. I know where 21 that's at. Super. 22 COMMISSIONER TAYLOR: Could you send us -- 23 Commissioner Robbins, could you send us like a 24 locate on the phone or something like that? 25 COMMISSIONER ROBBINS: I'll send you-all a</p>	175	<p>1 map -- or I'll -- can I do that breaking OMA just to 2 send a map? I won't say anything else. 3 THE CHAIR: Send it through Bev. To be 4 safe, I would just send it through Bev. 5 COMMISSIONER ROBBINS: I'll send it to Bev 6 to send out, showing you how you can get to the 7 parking. 8 COMMISSIONER TAYLOR: Okay, cool. Thank 9 you. 10 COMMISSIONER CARRILLO: Nobody reply. 11 Pattie -- Chair Gipson -- a good friend of 12 mine, John Barker owns the Old Santa Fe Inn. 13 THE CHAIR: I stay there all the time. 14 COMMISSIONER CARRILLO: I'll ask him if he 15 can do a group rate for us. Then you can just walk 16 to the meeting. As soon as we're off of this, I'm 17 going to call John and see. Like you said, if this 18 is a constant thing, hey, man, they're going to love 19 this during the off-season. 20 THE CHAIR: When we were live, I stayed 21 there all the time. So it's one of my -- it's -- 22 yeah. And they've always treated -- I couldn't get 23 in there in August. But if you can work something 24 out, I'll -- you know. 25 COMMISSIONER CARRILLO: He's probably</p>
176	<p>1 booked for August, but later -- 2 THE CHAIR: But going forward, I would 3 love to be back there. Yeah, thanks. 4 COMMISSIONER VOIGT: Yeah. That's a great 5 place. I stay there in the wintertime. I don't 6 stay the night unless the roads are bad. 7 THE CHAIR: Yeah. Unfortunately, I have 8 to stay the night; so... 9 COMMISSIONER CARRILLO: Me, too. I stay 10 the night. 11 THE CHAIR: It's a tough commute. 12 Okay. So I'll entertain a motion to 13 adjourn. 14 COMMISSIONER ROBBINS: So move. 15 THE CHAIR: There's a motion by 16 Commissioner Robbins. 17 COMMISSIONER DAVIS: I second it. 18 THE CHAIR: A second by Commissioner 19 Davis. 20 Commissioner Voigt, your last opportunity 21 for roll. 22 COMMISSIONER VOIGT: Okay. Melissa -- 23 Commissioner Armijo? 24 COMMISSIONER ARMIJO: Yes. 25 COMMISSIONER VOIGT: Commissioner</p>	177	<p>1 Carrillo? 2 COMMISSIONER CARRILLO: Yes. 3 COMMISSIONER VOIGT: Commissioner Chavez? 4 COMMISSIONER CHAVEZ: Yes. 5 COMMISSIONER VOIGT: Commissioner Davis? 6 COMMISSIONER DAVIS: Yes. 7 COMMISSIONER VOIGT: Commissioner Gipson? 8 THE CHAIR: Yes. 9 COMMISSIONER VOIGT: Commissioner Manis? 10 COMMISSIONER MANIS: Yes. 11 COMMISSIONER VOIGT: Commissioner Robbins? 12 COMMISSIONER ROBBINS: Yes. 13 COMMISSIONER VOIGT: Commissioner Taylor? 14 COMMISSIONER TAYLOR: Yes. 15 COMMISSIONER VOIGT: And I vote "Yes." 16 Guess what? The motion passes, nine to 17 zero. 18 THE CHAIR: We are adjourned. Stay safe, 19 everyone. See you in August. Safe travels. 20 (Proceedings concluded at 4:55 p.m.) 21 22 23 24 25</p>

BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

REPORTER'S CERTIFICATE

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

In testimony whereof, I have hereunto set my hand on August 6, 2021.

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16
17
18 *Cynthia Chapman*

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