

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
OPEN PUBLIC MEETING

August 27, 2021

9:10 a.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 KT MANIS, Member

10 DAVID ROBBINS, Member

11 MICHAEL TAYLOR, Member

12 PED STAFF:

13 CORINA CHAVEZ Director

14 Charter School/Options for

15 Parents and Families Division

16 MISSY BROWN Technical Assistance and Support and

17 Training Administrator

18 Charter School/Options for

19 Parents and Families Division

20

21 BEVERLY FRIEDMAN, Custodian of Record

22 Liaison to PEC

23 COUNSEL TO THE PEC:

24 JULIA HOSFORD BARNES, ESQ.

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1 THE CHAIR: So good morning, everyone.

2 I'm going to bring to order this meeting of the

3 Public Education Commission. It is Friday,

4 August 27, and it is 9:10 a.m.

5 I'm going to ask Commissioner Burt to

6 please take roll.

7 COMMISSIONER BURT: Good morning. All

8 right.

9 Commissioner Armijo.

10 COMMISSIONER ARMIJO: Here.

11 COMMISSIONER BURT: Commissioner Burt is

12 here. Commissioner Carrillo.

13 You're still muted. I'll come back to

14 you.

15 Commissioner Chavez.

16 COMMISSIONER CHAVEZ: Here.

17 COMMISSIONER BURT: Commissioner Davis.

18 (No response.)

19 COMMISSIONER BURT: Is not present yet.

20 Commissioner --

21 COMMISSIONER CARRILLO: I'm here. I just

22 had a funky thing. Thank you.

23 COMMISSIONER BURT: Okay. Commissioner

24 Carrillo.

25 COMMISSIONER CARRILLO: Here.

6

1 COMMISSIONER BURT: All right.
 2 Commissioner Davis is not here yet.
 3 Commissioner Gipson.
 4 THE CHAIR: Here.
 5 COMMISSIONER BURT: Commissioner Manis.
 6 (No response.)
 7 COMMISSIONER BURT: I do not see him yet.
 8 Commissioner Robbins.
 9 COMMISSIONER ROBBINS: Here.
 10 COMMISSIONER BURT: Commissioner Taylor.
 11 COMMISSIONER TAYLOR: Here.
 12 COMMISSIONER BURT: And Commissioner
 13 Voigt.
 14 COMMISSIONER VOIGT: Here.
 15 COMMISSIONER BURT: There are eight
 16 members present right now.
 17 THE CHAIR: Okay. Thank you very much.
 18 I'm now going to ask Commissioner Armijo
 19 to lead us in the Pledge and Commissioner Robbins in
 20 the Salute to the New Mexico flag.
 21 (Pledge of Allegiance and Salute to the
 22 New Mexico Flag conducted.)
 23 THE CHAIR: Thank you. So we are now on
 24 to Item No. 2, which is approval of the agenda.
 25 And I'm going to ask for one change at

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1 this point in time. If Commissioners have other
 2 changes, we'll certainly entertain that.
 3 Our legal counsel was contacted by the
 4 foundation and the school -- or the school's
 5 attorney for The GREAT Academy to ask for an
 6 extension of time to be able to provide more
 7 information.
 8 As you hopefully remember, we had a CAP
 9 meeting with the school. There were deadlines that
 10 were set. There -- there was significant
 11 information that is not provided yet. So the school
 12 reached out and asked if they could be moved to the
 13 September agenda.
 14 And by moving them to the September
 15 agenda, for all intents and purposes, gives the
 16 school approximately an additional eight days to
 17 provide information, because we moved the August
 18 meeting to later. The September meeting then is
 19 three weeks between. So by the time the school has
 20 to comply with the 10 days prior to the meeting to
 21 provide information, it ends up being about eight
 22 days.
 23 The Commission needs to make a
 24 well-founded decision on the school. And the
 25 information that we have at this point in time is

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1 certainly incomplete.
 2 So that is my recommendation and request
 3 at this point in time, that we do move the item --
 4 and I believe it's Item No. 7 -- Item No. 7 to the
 5 September meeting with a hard deadline that no
 6 information will be accepted after -- and I believe
 7 the date is September 8th; correct?
 8 MS. BARNES: Yes. It's actually Agenda
 9 Items 7 and 8. Both relate to the GREAT Academy.
 10 And the document deadline would be September 8th,
 11 and it would be -- these agenda items would be
 12 rolled over to your September agenda.
 13 THE CHAIR: Okay. And that -- my other
 14 correction was -- I think 8 was put on there as a
 15 mistake, as a duplicate, I believe.
 16 MS. BARNES: I think we should roll them
 17 both over.
 18 THE CHAIR: Okay.
 19 MS. BARNES: Because I'm not entirely sure
 20 of that. But, anyway, let's -- we'll roll them both
 21 over and address that later.
 22 THE CHAIR: Yeah. So that I will ask that
 23 the -- for a motion. And I'll make a motion to
 24 accept the agenda with the correction that Item
 25 No. 7 and 8 will be moved to the September agenda

9

1 and that no new information will be accepted related
 2 to Item No. 7 and 8 after the end of business day on
 3 September 8th.
 4 COMMISSIONER TAYLOR: Second.
 5 THE CHAIR: Any further discussion -- oh.
 6 Commissioner -- okay.
 7 Commissioner Robbins and then Commissioner
 8 Carrillo.
 9 COMMISSIONER ROBBINS: Do we have a list
 10 of items that have not been provided and a reason
 11 that they were not provided by the deadline?
 12 THE CHAIR: And I apologize. I thought
 13 that got into SharePoint. And it did not. The CAP
 14 information was not there. CSD does.
 15 We could -- there's been numerous
 16 conversations, many of which I have not been a part
 17 of, between Melissa, in particular, who's been
 18 working overtime on this from CSD staff, and Corina.
 19 And Julia has had a number of conversations.
 20 And the -- I don't know. We didn't want
 21 to dig really deep into this.
 22 Julia, do you want to respond?
 23 MS. BARNES: Yeah. Commissioners, Melissa
 24 has provided the school and the foundation with an
 25 Excel spreadsheet with what is missing or not

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1 provided by year.
 2 She -- in addition, when some of that
 3 information was received, she has drafted, and the
 4 team has drafted, a list of additional information
 5 to the school and the foundation that was raised by
 6 some of the information they provided to us. That
 7 has been sent over to the school.
 8 I would echo what the Chair said, that --
 9 that there was -- there is a lot of -- there has
 10 been a lot of information provided, a lot that
 11 Melissa has had to look into. So we are on track
 12 with them to continue the conversation to get you
 13 the information you need.
 14 And I would echo that I think you will
 15 have more complete information in September.
 16 THE CHAIR: I don't think there's really
 17 been an explanation as to why things are missing.
 18 I'll just say that.
 19 Commissioner Carrillo.
 20 COMMISSIONER CARRILLO: So, procedurally,
 21 because I don't think this has happened yet, do --
 22 before we -- I know we take a vote. But then before
 23 each Member Commissioner votes, they have the
 24 opportunity to state why they're voting the way
 25 they're voting; correct?

11

1 THE CHAIR: Yes.
 2 COMMISSIONER CARRILLO: Terrific. Thank
 3 you.
 4 THE CHAIR: Absolutely. So is there any
 5 further discussion?
 6 If not, I'll remind Commissioners that the
 7 motion is to Move items No. 7 and 8 to the September
 8 agenda with a hard, fast deadline of September 8,
 9 that no additional information will be received by
 10 the Charter School Division after the end of
 11 business day on September 8th.
 12 Director?
 13 DIRECTOR CORINA CHAVEZ: Good morning,
 14 Commissioners, Chair Gipson. There's one other
 15 change to the agenda that I just wanted to mention.
 16 THE CHAIR: Okay. Can we vote on this
 17 before -- oh, I'm sorry. You're right. Sorry.
 18 Sorry.
 19 DIRECTOR CORINA CHAVEZ: It's an item on
 20 the Consent Agenda.
 21 THE CHAIR: Yes, I got it. We do the
 22 Consent Agenda at that time. Not now. Yeah. I
 23 have a change for that, too. So -- okay. Thanks.
 24 Okay. Roll, please.
 25 COMMISSIONER BURT: Commissioner Voigt.

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1 COMMISSIONER VOIGT: Yes.
 2 COMMISSIONER BURT: Commissioner Taylor.
 3 COMMISSIONER TAYLOR: Yes.
 4 COMMISSIONER BURT: Commissioner Robbins.
 5 COMMISSIONER ROBBINS: Reluctant yes.
 6 COMMISSIONER BURT: Commissioner Gipson.
 7 THE CHAIR: Yes, with the same -- there's
 8 a deep disappointment in the lack of responsiveness
 9 on the school, and I do want that noted on the
 10 record.
 11 COMMISSIONER BURT: Commissioner Chavez.
 12 COMMISSIONER CHAVEZ: Yes.
 13 COMMISSIONER BURT: Commissioner Carrillo.
 14 COMMISSIONER CARRILLO: Very inclined to
 15 vote no for the same reasons as Commissioner Robbins
 16 and Commissioner -- or Chair Gipson stated. There's
 17 been plenty of time, and there's been no reason
 18 offered as to why we don't have this material. I'm
 19 going to vote yes in the interest of moving things
 20 along, but it's, as Commissioner Robbins said, a
 21 very reluctant yes.
 22 COMMISSIONER BURT: Commissioner Burt.
 23 I'm going to say I'm voting yes in support
 24 of our attorney, making sure we are supporting,
 25 making sure she has all the information she needs to

13

1 be able to develop this in a way that's sensible and
 2 makes sense and successful in the future.
 3 And Commissioner Armijo.
 4 COMMISSIONER ARMIJO: Yes.
 5 COMMISSIONER BURT: All right. That
 6 passes unanimously.
 7 THE CHAIR: Okay. So the motion passes
 8 nine-zero?
 9 COMMISSIONER BURT: Eight-zero.
 10 THE CHAIR: Eight-zero. Thank you.
 11 Okay. Has anyone signed up for Open
 12 Forum, Missy?
 13 MS. MISSY BROWN: No, ma'am.
 14 THE CHAIR: Okay. Thanks.
 15 So we are now on to Item No. 4, which is
 16 an item of great pleasure for us to be able to
 17 welcome and introduce Julia Barnes and her team from
 18 Barnes Mediation.
 19 MS. BARNES: Good morning. Good morning.
 20 THE CHAIR: What a surprise you're here.
 21 MS. JULIA BARNES: Thank you all very
 22 much. Nathan Winger, who is an attorney working
 23 with me, was hoping to jump in this morning, but he
 24 had a -- another thing in his law practice that he
 25 couldn't get out of. But let me just say a couple

<p style="text-align: right;">14</p> <p>1 of things briefly, if I can. 2 So thank you all for your confidence in my 3 firm and in me to do this. 4 My history with charter schools is quite 5 long. I was on the founding committee for the 6 New Mexico School for the Arts many years ago and 7 went through three legislative sessions and four PEC 8 rounds to get that school approved. So a little 9 trial by fire there. 10 And was on the board there for a while, 11 then was -- worked over at the Charter School 12 Coalition for a while, and then did a lot of work 13 for the Department and the Commission about four 14 years ago, and know many of the schools and several 15 of you through that, although there's quite a few 16 new faces. 17 And we really -- Nathan Winger is an 18 attorney that has a long-standing legal practice, 19 where he has done a lot of case management work. 20 And it's our hope that I will be the primary 21 attorney for the PEC. But in situations like The 22 GREAT Academy, where we are working to develop a 23 clear set of documents for you, or so that you can 24 have a clear record, Nathan is going to be involved 25 in that role. And he is doing that for The GREAT</p>	<p style="text-align: right;">16</p> <p>1 attorney for the PEC. 2 And, Director, do you have an additional 3 change? 4 DIRECTOR CORINA CHAVEZ: I do, Chair 5 Gipson. And that is to Item B-2, School Business 6 Manager Change. We need to remove "b," La Tierra 7 Montessori, from the list of amendments. 8 THE CHAIR: Okay. So I -- that's the only 9 additional change? 10 All right. Thanks. 11 So I will move that the Public Education 12 Commission approve the Consent Agenda with the 13 changes noted. 14 COMMISSIONER BURT: Second. 15 THE CHAIR: There's a motion by 16 Commissioner Gipson, a second by Commissioner Burt. 17 Any additional discussion? 18 (No response.) 19 THE CHAIR: Roll, please. 20 COMMISSIONER BURT: Commissioner Taylor. 21 COMMISSIONER TAYLOR: Yes. 22 COMMISSIONER BURT: Commissioner Voigt. 23 COMMISSIONER VOIGT: Yes. 24 COMMISSIONER BURT: Commissioner Armijo. 25 COMMISSIONER ARMIJO: Yes.</p>
<p style="text-align: right;">15</p> <p>1 Academy. So I'm very happy that he is here. 2 He also would be able to fill in for me 3 during the legislative session. I'm a policy 4 analyst for Speaker Brian Egolf; although I do not 5 do any education work for him. But I anticipate 6 that you will need backup for me during that time of 7 the legislature. 8 And I am very impressed with you guys, and 9 I so enjoyed the working session yesterday and all 10 of the back-and-forth and great conversation. 11 So thank you for -- thank you for bringing 12 me on. So... 13 THE CHAIR: Thanks. And welcome once 14 again. 15 So we are on to Item No. 5, which is the 16 Consent Agenda. 17 And I actually have -- I have two changes 18 to the Summary Minutes of July 23rd. 19 So Commissioner Chavez was not present for 20 our Work Session. So the record should indicate 21 that Commissioner Chavez was absent and that there 22 was one Commissioner absent. 23 In addition, Ami Jaeger was not present. 24 And Ami Jaeger was not the PEC attorney. Julia 25 Barnes was present, and Julia Barnes was there as</p>	<p style="text-align: right;">17</p> <p>1 COMMISSIONER BURT: Commissioner Burt. 2 Yes. 3 Commissioner Carrillo. 4 COMMISSIONER CARRILLO: Yes. 5 COMMISSIONER BURT: Commissioner Robbins. 6 COMMISSIONER ROBBINS: Yes. 7 COMMISSIONER BURT: Commissioner Chavez. 8 COMMISSIONER CHAVEZ: Yes. 9 COMMISSIONER BURT: And Commissioner 10 Gipson. 11 Commissioner Gipson? 12 THE CHAIR: Oh. Yes. Sorry. 13 COMMISSIONER BURT: That's eight-zero. 14 Passes unanimously. 15 THE CHAIR: Thanks. So we are now on to 16 Item No. 6. And as I indicated when we started, 17 we're going to take a short pause so that 18 individuals that want to sign up for -- right now 19 for RioGafa, the Rio Grande Academy of Fine Arts, 20 they may sign up to participate in comment on that. 21 So we will take a 10-minute break and come 22 back, and then we will start the application. Thank 23 you. 24 (Recess taken, 9:28 a.m. to 9:40 a.m.) 25 (Commissioner Manis joins meeting.)</p>

18	<p>1 THE CHAIR: So I believe your 10 minutes 2 are up. 3 Missy, how many people have signed up? 4 MS. MISSY BROWN: Ten people. 5 THE CHAIR: Okay. So they've got a 6 minute-plus. 7 So, Missy -- or is it Bev that's going to 8 time? 9 MS. BEVERLY FRIEDMAN: (Indicates.) 10 MS. MISSY BROWN: Beverly is going to 11 time. 12 THE CHAIR: Okay. Thanks. And just so 13 that folks are aware, the time to move people in and 14 out is not being taken off of the 15 minutes total 15 time, so that the only timed is the actual speaking 16 portion. 17 So welcome, everyone. 18 Missy, do you want to bring the RioGAFA 19 folks in? 20 MS. MISSY BROWN: The school people? 21 THE CHAIR: Yeah. 22 MS. MISSY BROWN: All right. 23 THE CHAIR: We might as well bring them 24 in. 25 MS. MISSY BROWN: Yes.</p>	20	<p>1 THE CHAIR: Correct. So, yes. Thank you. 2 So when you -- for everyone that's on the screen 3 from the school -- and, Jordan, before you start 4 with your school's piece, I'll give you time so that 5 you can introduce everyone that's on the screen. 6 But for those folks that are signed up for 7 public comment, if you would, please, before we 8 begin, identify yourself and please spell your last 9 name for the record. We'd appreciate that. 10 And someone will be timing. So, thanks, 11 Bev. 12 So, Jordan, just to remind you, we'll do 13 these 15 minutes for the public comment. Then the 14 Director will have an opportunity to present the 15 Charter School Division's recommendations. And then 16 you'll have your final say and offer whatever 17 comments the folks on the -- anyone on the screen 18 wants to. 19 And then Commissioners are open for 20 questions and comments, and then we'll vote. 21 So good luck. Welcome. And above all 22 else, regardless of every -- you know, anything, we 23 thank you for all the time and effort and energy 24 that's gone into it, because we know what it -- you 25 know, we know it takes a village, and you actually</p>
19	<p>1 THE CHAIR: So that we don't have to take 2 a break between, so that they're here. And then we 3 can bring the individual people in as they speak. 4 MS. MISSY BROWN: I'm bringing in Jordan, 5 and then he can tell me who else he would like to 6 have moved to the panel. 7 MR. JORDAN FRANCO: Good morning. 8 THE CHAIR: Good morning. 9 MS. MISSY BROWN: Jordan, who else should 10 I move to the panel for RioGAFA? 11 MR. JORDAN FRANCO: Kathy McClendon. 12 Michele Platis. I'm just trying to see. Amer. 13 Jenn Peña. Michelle Sanchez-St. Andre. 14 Let me just see if I'm missing anyone 15 else. 16 Lee Baldwin. Dan Hill. Brian Runyan. 17 And that looks like that's going to be it. 18 MS. MISSY BROWN: All right. We can see 19 if I've got everybody. It's not moving Michele 20 Platis or Michelle Sanchez-St. Andre. 21 All right. And shall we remind the people 22 who are speaking that they need to spell their -- 23 THE CHAIR: Yes. Their last names. 24 MS. MISSY BROWN: -- their last names, 25 please?</p>	21	<p>1 brought a village. So thank you for that. 2 Okay. Missy, do you want to bring your 3 first person -- the first -- not your first 4 person -- but the first person in? 5 MS. MISSY BROWN: All right. It's Jordan 6 Diggs. I've moved you to the panel. 7 Okay, Jordan. You can go ahead and unmute 8 yourself. Jordan Diggs. 9 FROM THE PUBLIC: Hi. My name is Jordan 10 Diggs, D-I-G-G-S. I'm a former Rio Rancho Public 11 School art teacher, community arts teacher, artist, 12 and in my final classes at UNM for my Master's in 13 Art Education. 14 I am in favor of RioGAFA. I believe the 15 impact that the fine arts can have on a child is 16 important and necessary for the development of the 17 whole individual, which will have an impact on our 18 local and national communities throughout the future 19 generations. 20 As an educator, I've seen what the fine 21 arts can do for students: Build confidence, creative 22 problem-solving skills, social skills, emotional 23 intelligence, and understanding history and culture 24 locally and internationally, and so much more. 25 Public schools only support those students</p>

<p style="text-align: right;">22</p> <p>1 who have an interest within the arts to a small 2 extent. And how wonderful would it be to allow 3 those students the chance to truly flourish and 4 blossom in a safe and supportive environment here on 5 the west side. 6 I would love to see the investment into 7 our west side's youth's creative development to 8 become visionaries for our future here in New Mexico 9 and beyond. 10 Thank you. 11 THE CHAIR: Thank you. 12 MS. BEVERLY FRIEDMAN: The next speaker is 13 Lauren Butcher. 14 FROM THE PUBLIC: Hello. I'm Lauren 15 Butcher with Explora Science Center and Children's 16 Museum. 17 RioGAFA contacted us about a potential 18 partnership, and we're excited to explore the 19 possibilities for STEAM education on the west side. 20 Thank you. 21 THE CHAIR: Thank you. 22 MS. BEVERLY FRIEDMAN: The next speaker is 23 Harris Smith Dean (verbatim). 24 FROM THE PUBLIC: Can you hear me now? 25 Great.</p>	<p style="text-align: right;">24</p> <p>1 So I -- again, I just want to lend my 2 support. And this is part of a -- and remind you 3 all that this is part of a bigger picture and part 4 of a more complex puzzle. And if we can move them 5 forward, I think it would be great for everyone, not 6 just on the west side, but for the state. Thank 7 you. 8 THE CHAIR: Thank you so much. 9 MS. BEVERLY FRIEDMAN: The next speaker is 10 Bonnie Hager. 11 FROM THE PUBLIC: Hello. My name is 12 Bonnie Hager, H-A-G-E-R. And I am enthusiastically 13 in favor of RioGAFA. 14 I lived on the west side for almost my 15 entire 20 years while residing in Albuquerque 16 graduating from UNM with a Bachelor's in theater, 17 and am now pursuing my Master's in education from 18 University of Utah. 19 Although my love of theater has been a 20 lifelong affair, I was not truly able to pursue the 21 theatrical arts until I entered high school. My 22 elementary and middle school years had little to no 23 theater presence, unless my parents chauffeured me 24 across town for acting classes or dance lessons. 25 Although I am very grateful for the Cibola</p>
<p style="text-align: right;">23</p> <p>1 Last name is Smith, S-m-i-t-h. First name 2 is Harris, H-a-r-r-i-s. 3 I'm the new dean for the College of Fine 4 Arts at the University of New Mexico, and I just 5 wanted to lend my support to the RioGAFA school. 6 At this point, it's pivotal, as you know. 7 You hear the topic about brain drain in the state. 8 And I think this would play a pivotal part in 9 keeping our students in-state. 10 We're all aware of the presence that 11 Netflix has had and NBC Universal. And film is the 12 ultimate interdisciplinary art form. And this has 13 the ability not just only to impact the City of 14 Albuquerque, but the state, economically. And we 15 need programs like what RioGAFA is creating. 16 And to have those students trained in the 17 various disciplines. Art, acting, film production, 18 you name it, all these apply to the film industry. 19 And if we can keep these children -- as they grow up 20 and attend universities or get advanced training, if 21 we can keep them in the state, it would go a long 22 ways to impact our economy and keep people from our 23 state staying here and encouraging them to seek 24 employment instead of having them seek employment 25 out of state.</p>	<p style="text-align: right;">25</p> <p>1 High School theater department and all that it gave 2 me, having a school that not only focused on the 3 basics, but also a heavy influence in the arts, 4 would have been an excellent addition to my 5 schooling. 6 In this day and age, we are seeing that, 7 quote, unquote, "normal school" that focuses on 8 rigid test scores can be detrimental to students who 9 are neurodivergent or marginalized, which is why 10 RioGAFA would be a tremendous addition to the 11 west-side community. 12 Albuquerque, and the west side especially, 13 could use a school that caters to students who may 14 have trouble in the generalized classroom. 15 For instance, I was not the best math 16 student. But by learning to build and design sets 17 for Cibola's theater productions, I was able to have 18 a better understanding of trigonometry. 19 Using the arts also allows marginalized 20 students to find a safe space where they can study 21 other playwrights, poets, choreographers, et cetera, 22 who are not normally taught in mainstream classes, 23 artists who look like them and who the student can 24 better relate to. This is the kind of school I hope 25 to teach at once I graduate with my Master's degree.</p>

26	<p>1 RioGAFAs would create a safe space in the 2 west-side community for students who love the arts, 3 but also want to feel accepted in an educational 4 system that can sometimes overlook or cast them out. 5 As a former student of Albuquerque's west 6 side and hopefully one day a teacher, I applaud all 7 that RioGAFAs stands for and look forward to seeing 8 how they will help their staff and students enrich 9 their own lives and the lives of the west-side 10 community. Thank you. 11 THE CHAIR: Thank you. 12 MS. BEVERLY FRIEDMAN: Our next speaker is 13 Angela Murray. 14 FROM THE PUBLIC: Hello. I am Angela 15 Murray, M-U-R-R-A-Y, and I'm here to show my support 16 for RioGAFAs. 17 I've had the fortune to be mentored by 18 both Jordan Franco and Michele Platis in my first 19 two years as an assistant principal. I have been in 20 education for 15 years, with my first experiences as 21 a middle school math teacher and my last experiences 22 as an instructional coach and assistant principal. 23 What excites me most about RioGAFAs is the 24 shift from a measurement culture to a learning 25 culture. My observations of working in</p>	28	<p>1 FROM THE PUBLIC: Hello. My name is Gigi 2 Bella. That is a stage name. I'm the tenth ranked 3 woman poet in the world. And my actual name is Gigi 4 Guajardo. The last name is G-u-a-j-a-r-d-o. 5 I'm also currently the theater teacher at 6 Sandia Prep. And I would love to talk to you about 7 what the arts can do for students. 8 But as a working artist who has had a 9 successful career for the last eleven years, I would 10 also like to just show you. So I'm going to read a 11 poem that I've written on behalf of RioGAFAs. 12 This poem is called "Being a Teen," and 13 it's after the poet Olivia Gatwood. 14 "When I say that we are all teens, what I 15 mean is that we are all simply searching for a 16 place, lost until we know exactly how safe we are to 17 shout the name of our crush, like the sugar sweet 18 universe prayer, to hairbrush-sing and dance our 19 favorite music choreography perfectly from start to 20 finish. 21 "I brought Hillary Duff's monologue from A 22 Cinderella Story to drama class, said 'Waiting for 23 you is like waiting for rain in this drought, 24 useless and disappointing.' 25 "And I am 27, and I still feel it.</p>
27	<p>1 full-inclusion settings is that all students learn. 2 We just learn differently. Asking students to show 3 what they know and can do by actually doing certain 4 tasks that include fine arts can encourage students 5 in learning. 6 I feel that an assessment process that 7 includes students' participation in their learning 8 with self-assessment, reflection, and goal setting 9 can create a positive culture where assessment is 10 not a penalty of poor performance. 11 I feel passionate about assessment as 12 learning, as I am a scholar with an individual 13 education plan. I was fortunate to attend a high 14 school with a performing dance department that 15 allowed my leadership strengths to be fostered as a 16 team captain. In this safe environment, my 17 obstacles of my specific learning disability were 18 not the center of attention. My strengths were in 19 the spotlight. 20 I hope for this wonderful experience for 21 all students, and I believe they could find this at 22 RioGAFAs. Thank you for your time. 23 THE CHAIR: Thank you. 24 MS. BEVERLY FRIEDMAN: The next speaker is 25 Gigi Bella.</p>	29	<p>1 "I heard a poem about dogs at a poetry 2 slam I went to, and I went home to write a poem 3 about staying alive. 4 "When I say we are all teens, what I mean 5 is that we all need somewhere to run to, that 6 feeling heard and seen somehow glues us to the 7 planet so that we cannot fall off. 8 "When I say that we are all teens, I mean 9 that there are not enough places where people just 10 listen where we are allowed, where we scream and 11 somehow it turns into something so beautiful that 12 the grownups can't help but promise it a home." 13 I believe that RioGAFAs is that place. 14 And I absolutely enthusiastically support 15 the opening of the school. 16 Thank you for your time. 17 THE CHAIR: Thank you so much. And thank 18 you for that. Truly do appreciate it. 19 FROM THE PUBLIC: Thank you. 20 MS. BEVERLY FRIEDMAN: The next speaker is 21 Cherish Dranberg. 22 FROM THE PUBLIC: Good morning, everyone. 23 Can you hear me? 24 THE CHAIR: Yes. 25 FROM THE PUBLIC: Okay. Thank you.</p>

<p style="text-align: right;">30</p> <p>1 My name is Cherish Dranberg. 2 D-r-a-n-b-e-r-g. 3 I actually am a federal civilian for the 4 Department of Defense, and I've worked for the 5 Department of Defense for over eleven years. 6 My background is computer science and 7 cybersecurity, and I have a couple of Master's 8 degrees in that. 9 The reason I wanted to speak in agreement 10 for RioGAFA is because, in my job, not only do I 11 work with our military, I also oversee some of the 12 military. And one of the biggest issues I've seen 13 with our military is their search for a school for 14 their children who they're trying to keep happy and 15 keep engaged, especially because they've been 16 displaced. 17 It's not common knowledge. The military 18 that resides in Kirtland Air Force Base, some are 19 local, but a lot of them are PCS and deployed to 20 Kirtland Air Force Base to do different jobs. So 21 they're not from here. 22 And the military is often looking for 23 really, really great schools to send their kids to 24 to keep them engaged and to keep them happy, to help 25 them learn as they move around the different bases</p>	<p style="text-align: right;">32</p> <p>1 MS. BEVERLY FRIEDMAN: The next speaker is 2 Lisa Blue. 3 FROM THE PUBLIC: Hi. My name is Lisa 4 Blue. It's B-l-u-e, just like the color. I am a 5 special ed consultant and currently up to my comps 6 and dissertation on my special ed Ph.D. at UNM. 7 I am here in support of RioGAFA because I 8 believe that a fine arts program for kids with 9 special needs is a wonderful way of allowing them to 10 be interactive in different ways for children who 11 learn in different ways, and to allow them to show 12 how much they understand in non-traditional ways of 13 assessments and -- and education. 14 It's a perfect fit for many students with 15 special needs. Thank you very much. 16 THE CHAIR: Thank you so much. 17 MS. BEVERLY FRIEDMAN: The next speaker is 18 Joe Brooks. 19 THE CHAIR: Joe, you're muted. 20 FROM THE PUBLIC: My apologies, folks. 21 Apparently, I had to make one more click. 22 My name is Joe Brooks, B-R-O-O-K-S. And 23 I'm with Community Works Institute. I'm the founder 24 and director. 25 I'm also a former middle school teacher</p>
<p style="text-align: right;">31</p> <p>1 around the United States, and including the world. 2 There are bases that we oversee overseas. 3 So when I asked a few of my military 4 members, you know, what kind of school would you 5 look for for your kids, a lot of them said something 6 that was very interactive and allowed their children 7 to grow in a way that they couldn't help them with. 8 And that included allowing them to do 9 things like art or dance or theater and things of 10 that nature. And so bringing up the topic of 11 RioGAFA to these military within my domain, as well 12 as outside the domain, I got a resounding yes from 13 America's military that a school like this would be 14 something great. 15 And, oftentimes, when the military does 16 PCS or deploy to Kirtland Air Force Base, they end 17 up looking outside the surrounding area of the base 18 to send their kids to school. 19 I've got a lot of people going to the west 20 side. A lot of the military lives on the west side. 21 So having a school like that would be absolutely 22 beneficial and be a big support to the United States 23 military. 24 Thank you. 25 THE CHAIR: Thank you.</p>	<p style="text-align: right;">33</p> <p>1 with a background in special ed. And high needs 2 students are -- have always been my game and my 3 greatest interest. 4 I have the greatest respect -- I'll try to 5 keep this brief. 6 I have the greatest respect for this team 7 and this school, and I really think that, you know, 8 this is an important new asset for the community of 9 Albuquerque. 10 I have -- I will share, I think, a 11 different vantage point. I've been so impressed by 12 all the comments I've heard so far. And I would 13 echo every single one of them. And that amazing 14 poet, Gigi. But I work with educators and schools 15 across the United States, and I have for the last 16 two or three decades. 17 Charter schools, amazing schools, amazing, 18 innovative, out-of-the-box educators from fine arts, 19 teaching artists, to science teachers and 20 environmental educators. 21 So, you know, I've had, I would humbly 22 share, a tremendous and humbling experience with a 23 lot of amazing educators. And the team here with 24 RioGAFA I think is one of the finest teams I've come 25 across. I completely understand we're evolving a</p>

34	<p>1 partnership. We do professional development for 2 educators, focus particularly on connecting students 3 to the community. That's what we're about, if I had 4 to simplify it.</p> <p>5 And I think that this proposal -- this 6 school, as it rolls out, my hope is strong and I 7 encourage you humbly to approve this school's 8 charter. It will be an amazing asset to the 9 community of Albuquerque.</p> <p>10 Our focus, my focus, has always been -- 11 and I'm sure yours -- around students developing a 12 sense of community, being a part of a community, 13 having a sense of identity, belonging, and 14 mattering. And everything I see with RioGAFa really 15 illustrates that practice.</p> <p>16 Thank you.</p> <p>17 THE CHAIR: Thank you so much.</p> <p>18 MS. BEVERLY FRIEDMAN: Our next speaker is 19 Gabrielle Benitez.</p> <p>20 FROM THE PUBLIC: Hello. Can everyone 21 hear me okay?</p> <p>22 THE CHAIR: Yes.</p> <p>23 FROM THE PUBLIC: Wonderful. Thank you 24 for your time, members of the Public Education 25 Commission. My name is Gabrielle Benitez. That's B</p>	36	<p>1 learning disorders and physical limitations. She 2 struggles. But the moment someone puts a concept 3 into a song, a dance, or a poem, she thrives.</p> <p>4 For two years, she could not master the 5 days of the week until someone taught her a song 6 about them. She mastered them in six minutes.</p> <p>7 In fact, she and many students thrive when 8 they can learn creatively.</p> <p>9 Our children need a school that offers 10 them the experience of creative expression to 11 enhance their learning. RioGAFa can support that. 12 They need an environment where their innate 13 experimental learning system can be tapped into to 14 help them master higher-level concepts.</p> <p>15 Creative expression is associated with 16 improved physical health, increased mental 17 well-being, and overall happiness. These should be 18 staples of any environment in education.</p> <p>19 RioGAFa will actually deliver them. Thank 20 you for your time.</p> <p>21 THE CHAIR: Thank you.</p> <p>22 So I think the challenge we're having is 23 when folks aren't on video, they can't see the 24 timing. So they don't know that's where we're 25 somewhat challenged.</p>
35	<p>1 like "boy" -e-n-i-t-e-z.</p> <p>2 I am a mother of two children, ages 8 and 3 10. I'm an internationally published writer who 4 speaks on mental health advocacy and neurodivergent 5 acceptance.</p> <p>6 I will begin by stating that my experience 7 as a parent in the current public school system, 8 including in our state's available charter schools, 9 has been a challenge. I've struggled with the fact 10 that every school boasts of their goal of getting 11 students to excel at academics, but not a single 12 program acknowledges the importance of enriching 13 them.</p> <p>14 I've seen schools where children are 15 required to be dual language immersed at age five, 16 master Suzuki violin in elementary school, and 17 understand high-school-level STEM concepts while 18 they are learning to read. I've been a parent at 19 these schools. I saw my children wake up only to 20 fake sickness from stress at these schools, and I 21 saw their peers do the same.</p> <p>22 This has caused me to question, what might 23 be missing from the current educational system 24 offerings for these students?</p> <p>25 I will share that my daughter has several</p>	37	<p>1 MS. BEVERLY FRIEDMAN: We have two more 2 speakers, if you allow them, Madam Chair.</p> <p>3 THE CHAIR: Sure. Sure.</p> <p>4 MS. BEVERLY FRIEDMAN: All right. The 5 next speaker is Rebecca Runyan.</p> <p>6 MS. MISSY BROWN: She is on the panel.</p> <p>7 THE CHAIR: Rebecca Runyan is with the 8 school team.</p> <p>9 MS. BEVERLY FRIEDMAN: All right. Then 10 the next person is Denise Balderas.</p> <p>11 MS. MISSY BROWN: Denise, you're muted.</p> <p>12 THE CHAIR: Denise, you know, we still 13 can't hear you. That's okay.</p> <p>14 MS. MISSY BROWN: So we heard from her 15 that her mic is not working; so...</p> <p>16 THE CHAIR: Okay. All right. Thanks. 17 And we're sorry. It's unfortunate that you can't 18 get your mic to work. We apologize.</p> <p>19 Okay. So thank everyone for the comments. 20 We truly do appreciate it. And we're now going to 21 move to the Director's piece.</p> <p>22 DIRECTOR CORINA CHAVEZ: Good morning, 23 Commissioners. Good morning, RioGAFa applicants. 24 And I am happy to -- to be here with you all this 25 morning, and thanks for all the input.</p>

38	<p>1 I am wanting to share that the final</p> <p>2 analysis and recommendation for RioGAFa is to</p> <p>3 approve the school with conditions. And as you all</p> <p>4 know, the application itself -- excuse me. The</p> <p>5 application itself met most of the criteria with the</p> <p>6 academic plan and the academic framework, the</p> <p>7 organizational plan, governance, business and</p> <p>8 financial, and evidence of support.</p> <p>9 There were a number of approaches,</p> <p>10 criteria. And there were zero indicators that did</p> <p>11 not meet the criteria at all.</p> <p>12 And when we look at how the school did</p> <p>13 during the capacity interview, they really did a</p> <p>14 wonderful job.</p> <p>15 As you all know, the school worked with</p> <p>16 peer reviewers that were -- that our team, the</p> <p>17 Charter Schools Division, had oversight with and</p> <p>18 worked closely with them. And as a result, we are</p> <p>19 recommending the following conditions of approval:</p> <p>20 1. That the school obtain a Board of</p> <p>21 Finance.</p> <p>22 This is common with all applicants, that</p> <p>23 the school secure a facility that meets the PSFA</p> <p>24 approvals.</p> <p>25 And that the school complete the</p>	40	<p>1 phase-in and the 80 percent funding for classrooms.</p> <p>2 We set the date on November 15th.</p> <p>3 We would -- are also proposing a condition</p> <p>4 that there is a head administrator evaluation</p> <p>5 process and timeline, with outcomes submitted by</p> <p>6 November 15th.</p> <p>7 That the lottery and enrollment policy is</p> <p>8 created separate -- the lottery is created separate</p> <p>9 from the enrollment policy, and all the forms are</p> <p>10 submitted to the Charter Schools Division by</p> <p>11 November 15th.</p> <p>12 And then, finally, which is the fifth</p> <p>13 condition, is that there be a Parent Engagement Plan</p> <p>14 developed no later than March 1st, 2020.</p> <p>15 And so with that, Commissioners, you have</p> <p>16 the full document that breaks down all of the</p> <p>17 sections of the charter application, the rating, and</p> <p>18 the detail in what was sent out to the school and to</p> <p>19 you on August 16th, as well as uploaded in the</p> <p>20 materials for this meeting.</p> <p>21 THE CHAIR: Commissioner Robbins, we</p> <p>22 generally hold off questions for Charter School</p> <p>23 Division till our questions.</p> <p>24 COMMISSIONER ROBBINS: I think it's just a</p> <p>25 clarification.</p>
39	<p>1 Implementation Year -- sometimes called "Planning</p> <p>2 Year" -- Checklist. That checklist is on the agenda</p> <p>3 for today. We did some revisions to it. It is</p> <p>4 substantial. It is 34 pages long, and it includes</p> <p>5 all of the policies and procedures and plans that</p> <p>6 address several of the areas that maybe needed</p> <p>7 further development in the charter school</p> <p>8 application itself.</p> <p>9 So we believe that with that year of the</p> <p>10 school, again, really meeting together as a team and</p> <p>11 putting those plans into place, that will help a</p> <p>12 lot, and, in addition, to create readiness for the</p> <p>13 school to open its doors.</p> <p>14 And, in addition, we put some specific</p> <p>15 conditions for this school:</p> <p>16 First, that each board member obtain all</p> <p>17 the required training by the Charter Schools</p> <p>18 Division within the first three months of approval.</p> <p>19 This is just in recognition of the leadership and</p> <p>20 the importance of leadership at the school to be</p> <p>21 onboard, ready to lead the school, understanding all</p> <p>22 of the obligations and requirements of governing</p> <p>23 board members.</p> <p>24 Also, we would like for the school to</p> <p>25 resubmit their proposed budget to reflect the grade</p>	41	<p>1 THE CHAIR: Okay. Okay.</p> <p>2 COMMISSIONER ROBBINS: Director Chavez</p> <p>3 said they wanted the Parent Engagement by March of</p> <p>4 2020. I believe it should be 2022.</p> <p>5 THE CHAIR: '22. Yeah. Okay. Thanks for</p> <p>6 that.</p> <p>7 So, Director, have you concluded?</p> <p>8 DIRECTOR CORINA CHAVEZ: Yes, ma'am.</p> <p>9 THE CHAIR: Okay. Thank you.</p> <p>10 So, welcome once again to everyone on the</p> <p>11 screen. So, Jordan, do you want to quickly go</p> <p>12 through -- and this won't eat at your time -- and</p> <p>13 introduce the folks on your screen? And then you do</p> <p>14 have 15 minutes to do whatever you wish to do as</p> <p>15 your final response.</p> <p>16 MR. JORDAN FRANCO: Thank you,</p> <p>17 Madam Chair. It's very great to be here again.</p> <p>18 Michelle and I have been texting. We're</p> <p>19 trying to keep it together today. This is such an</p> <p>20 emotional and exciting day for us, and we're just</p> <p>21 really happy to be here.</p> <p>22 So I'll introduce myself. I am Jordan</p> <p>23 Franco. I will be one of the cofounders of the</p> <p>24 Rio Grande Academy of Fine Arts.</p> <p>25 Madam Chair, would you like me to just</p>

<p style="text-align: right;">42</p> <p>1 introduce everybody, or --</p> <p>2 THE CHAIR: Yeah, I think that's the</p> <p>3 easiest. The record will have everyone that's here.</p> <p>4 MR. JORDAN FRANCO: Okay. We -- I'm just</p> <p>5 going in order of my screen. We have Kathy</p> <p>6 McClendon, who is a proposed board member. Michelle</p> <p>7 Sanchez-St. Andre, who is another cofounder.</p> <p>8 Michele Platis, who is also a cofounder. Lee</p> <p>9 Baldwin, who is a proposed board member. Rebecca</p> <p>10 Runyan, who is our proposed business manager. Jenn</p> <p>11 Peña, who is a proposed board member. Amer Child,</p> <p>12 who is also a proposed board member. And Dan Hill,</p> <p>13 who is our representation -- our legal</p> <p>14 representation.</p> <p>15 THE CHAIR: Okay. Thanks.</p> <p>16 MS. SANCHEZ-ST. ANDRE: Sorry. One more.</p> <p>17 Lee Baldwin, also.</p> <p>18 MR. JORDAN FRANCO: Right. Sorry. Don't</p> <p>19 see Lee. Lee Baldwin, proposed board member. Thank</p> <p>20 you, Michelle.</p> <p>21 So I believe Michelle Sanchez is going to</p> <p>22 share her screen, and we will start, Madam Chair.</p> <p>23 THE CHAIR: Thanks.</p> <p>24 MR. JORDAN FRANCO: Okay. Madam Chair,</p> <p>25 members of the Commission, it is again such a great</p>	<p style="text-align: right;">44</p> <p>1 lower socioeconomic students. Low socioeconomic</p> <p>2 students benefited significantly from attending</p> <p>3 schools categorized as arts-rich compared to peers</p> <p>4 attending arts-poor schools with regard to college</p> <p>5 attendance, grades, and employment.</p> <p>6 Findings also provided evidence of strong</p> <p>7 advantages in volunteerism and political</p> <p>8 participation.</p> <p>9 English language learners who attended</p> <p>10 arts-rich high schools were significantly more</p> <p>11 likely to pursue a Bachelor's degree by age 20 and</p> <p>12 expect either a Bachelor's or Master's degree or</p> <p>13 higher.</p> <p>14 Nationwide, students with high arts</p> <p>15 participation and low socioeconomic status have a</p> <p>16 4 percent dropout rate, which is five times lower</p> <p>17 than their low socioeconomic status peers.</p> <p>18 The nationwide percentages of 18- to</p> <p>19 24-year-olds who have received the arts education in</p> <p>20 childhood are as follows:</p> <p>21 White students, 59 percent.</p> <p>22 However, Hispanic students are at</p> <p>23 26 percent; and African-American students are at</p> <p>24 28 percent.</p> <p>25 MR. JORDAN FRANCO: In seeing that the</p>
<p style="text-align: right;">43</p> <p>1 honor to be here in front of you all today. We left</p> <p>2 the community input hearing with such warmth in our</p> <p>3 hearts and such joy that we were able to share with</p> <p>4 you both our stories and our passions. We were</p> <p>5 overwhelmed by the amount of support that we felt</p> <p>6 from you all. This school means so much to us, and</p> <p>7 we know that this school will mean so much to the</p> <p>8 west side of Albuquerque.</p> <p>9 We would like to share with you some</p> <p>10 additional resources and progress that we've made</p> <p>11 since we last met.</p> <p>12 MS. MICHELE PLATIS: We have found even</p> <p>13 more research to support the need and benefit of</p> <p>14 arts education for New Mexico students. Data</p> <p>15 reveals that New Mexico students who receive four or</p> <p>16 more years of art and music perform an average of</p> <p>17 111 points or more on the SAT.</p> <p>18 Extensive and deep involvement in the arts</p> <p>19 activities was a significant predictor of students'</p> <p>20 later academic achievement and community</p> <p>21 involvement. The relationship between arts-rich</p> <p>22 educational opportunities and subsequent achievement</p> <p>23 persisted, even when looking at socioeconomic</p> <p>24 status.</p> <p>25 In fact, the relationship strengthened for</p>	<p style="text-align: right;">45</p> <p>1 statistics are in our favor for our school's model,</p> <p>2 we are excited and ready to make good on our</p> <p>3 commitment to be a community hub for Albuquerque's</p> <p>4 west side and have members of the community as</p> <p>5 involved in our school as possible.</p> <p>6 We have begun contacting each of the</p> <p>7 neighborhood associations within the letter of</p> <p>8 support from the West Central Community Development</p> <p>9 Group. We are asking to meet with these</p> <p>10 neighborhood business associations during their</p> <p>11 monthly meetings and ask what community events that</p> <p>12 we can be a part of or assist with and possibly</p> <p>13 begin to find interested individuals to be part of</p> <p>14 our school's equity council.</p> <p>15 We have also established a partnership</p> <p>16 with the Flying Roadrunner, a local coffee shop in</p> <p>17 Albuquerque. We have asked to host events at the</p> <p>18 cafe and are establishing a schedule to host free</p> <p>19 paint nights to promote our school.</p> <p>20 We are also in contact with preschools</p> <p>21 around the area and trying to schedule times to set</p> <p>22 up in front of the schools to share information</p> <p>23 about us and recruit students for our kindergarten</p> <p>24 class.</p> <p>25 Since our community input hearing, we have</p>

46	<p>1 established many new partners that we feel will 2 greatly benefit our school. We have met with the 3 Community Works Institute, as well as Explora. Both 4 organizations stand ready to partner with us with 5 the capacity to provide professional development for 6 our teachers as well as partnering to find grant 7 money for us.</p> <p>8 We are excited about the opportunity to 9 work with both of these organizations, as they 10 really match our mission and vision of providing 11 something different for the students on the west 12 side of Albuquerque.</p> <p>13 These, along with our partnerships of UNM, 14 New Mexico Highlands, CNM, Keshet Dance Company, 15 Music on the West Side, and Rio Grande Jewelry will 16 provide us resources to best serve our students.</p> <p>17 We have also recently formed a partnership 18 with New Mexico Autism Society. We have met with 19 the members of the board of directors as well as 20 their executive director. They have committed to 21 partnering with us to ensure that we are providing 22 our special education population with best practices 23 that are most effective at supporting their needs.</p> <p>24 The Autism Society has also committed to 25 hosting parent events for our families with students</p>	48	<p>1 Lastly, and most exciting for us, is our 2 connection with the Hispano Chamber of Commerce. We 3 have met with the Hispano Chamber, and they are 4 ready to help us partner with so many businesses and 5 organizations that support the arts and support our 6 mission.</p> <p>7 MS. KATHY MCCLENDON: It is important to 8 the RioGafa founding team members that the governing 9 board be highly trained and, combined with their 10 skill sets and experience, be equipped to sustain an 11 effective and efficient board.</p> <p>12 We are in communication with the Charter 13 School Division and have planned for our 14 participation in the board training that is required 15 and welcomed in order to serve as new board members.</p> <p>16 Members of the founding team are also in 17 communication with Kelly Callahan to establish 18 policies and procedures of the board that are most 19 sustainable and effective. We look forward to 20 partnering with Kelly to ensure that we are 21 collectively a highly effective, efficient, and 22 productive board.</p> <p>23 It is important to the proposed governing 24 board that we build the board correctly and 25 establish protocols and procedures that will provide</p>
47	<p>1 with disabilities to provide them resources and 2 guidance. We will continue this partnership with 3 the Autism Society and have plans to attend their 4 sensory movie events to support them in any way that 5 we can.</p> <p>6 We have also formed new partnerships with 7 Global Give-a-Book, which is known best for their 8 Libros program for low-income students. Global 9 Give-a-Book is excited to give our students access 10 to high-quality books and would also like to partner 11 with us during our community events to pass out 12 books to our attendees.</p> <p>13 We have also met with the New Mexico Film 14 Office and have plans to develop a potential 15 partnership for our high school students to work 16 directly in the film industry here in New Mexico. 17 We are collaborating with them with training that 18 they're going to be bringing for New Mexico students 19 and the film industry employees.</p> <p>20 They have also graciously offered to work 21 with our high school students to be enrolled in the 22 FCAP program, which is a program that allows 23 students to engage within the film industry and 24 their unions and gain employment while still in high 25 school.</p>	49	<p>1 the new governing board and future governing board 2 with sustainability and efficiency.</p> <p>3 To best serve our community, a strong 4 leadership team is essential to uphold the mission 5 and vision. As the governing board, we want to make 6 sure that creating a clear plan for our codirectors' 7 responsibilities is done correctly and equitably in 8 order to establish a well-thought-out plan for our 9 codirectors. Members of the team have already had 10 conversations with Tierra Adentro, the New Mexico 11 School of Arts and Sciences, to discuss how they 12 operate with a codirectorship.</p> <p>13 As a founding team, we have worked 14 collaboratively with local charters as well as 15 researched high-performing charters in other areas 16 of our nation to look at their job descriptions and 17 responsibilities to create a clear delineation of 18 responsibilities for our codirector model.</p> <p>19 As a governing board, following approval, 20 we will meet to discuss the proposed job 21 descriptions of our codirectors and adjust as 22 needed. We feel confident that this process will 23 allow for a sustainable model that will be used for 24 years to come.</p> <p>25 We will also ensure that the codirectors</p>

50	<p>1 inform both staff and families of these</p> <p>2 responsibilities in order to establish clear lines</p> <p>3 of communication.</p> <p>4 Of course, we will need to have a good</p> <p>5 setup for evaluation. So the codirector evaluation</p> <p>6 is something that the governing board of RioGafa</p> <p>7 takes very seriously. In order for the governing</p> <p>8 board to do this correctly, we feel like we must</p> <p>9 research and implement best practices from</p> <p>10 high-performing charter schools that utilize this</p> <p>11 model.</p> <p>12 We've included a proposed evaluation</p> <p>13 system within the application. But members have</p> <p>14 since researched different evaluations and are</p> <p>15 working on a finalized evaluation system that</p> <p>16 includes strategies from charter schools that have</p> <p>17 implemented this before us.</p> <p>18 It is our responsibility as the presumed</p> <p>19 governing board and soon-to-be-established governing</p> <p>20 board to oversee the execution of these evaluations</p> <p>21 and to ensure that they're aligned to the mission</p> <p>22 and vision of RioGafa.</p> <p>23 MR. JORDAN FRANCO: Time is of the essence</p> <p>24 to finding a facility within our proposed ZIP Codes.</p> <p>25 We have ramped up our efforts for finding a home for</p>	52	<p>1 MS. MICHELE PLATIS: Next to enrollment,</p> <p>2 we realize the necessity to find outside funding to</p> <p>3 properly execute arts integration and the way we</p> <p>4 envision it. Immediately following approval, we</p> <p>5 will apply for our Tax ID, 501(c)(3) in order to</p> <p>6 start applying for grants. We have researched the</p> <p>7 McCune, Kellogg, and Frost Foundation grants, and we</p> <p>8 meet all of their qualifications.</p> <p>9 We will apply for the Kellogg and Frost</p> <p>10 grants this cycle, and the McCune Foundation in the</p> <p>11 spring. We will also be applying for the New Mexico</p> <p>12 Arts Learning in Schools and Community grant. With</p> <p>13 these grants, we'll be able to team local artists</p> <p>14 with certified teachers to provide instruction,</p> <p>15 provide arts and school supplies for all students,</p> <p>16 partner with organizations such as Explora and the</p> <p>17 Albuquerque Film Office to develop and deliver</p> <p>18 arts-integrated lessons and professional development</p> <p>19 to give public performances and arts exhibitions.</p> <p>20 We are also committed to using outside</p> <p>21 funding and finding partnerships to train our</p> <p>22 teachers to execute arts integration in the way that</p> <p>23 it's meant to be implemented.</p> <p>24 I have been trained and have provided</p> <p>25 training for educators across the state on arts</p>
51	<p>1 our school. We have progressed in finding three</p> <p>2 additional vacant facilities on the west side of</p> <p>3 Albuquerque that will meet the needs of our school,</p> <p>4 as well as two different plots of land that would be</p> <p>5 sufficient space to house our school at full</p> <p>6 capacity.</p> <p>7 We continue to work with our Realtor with</p> <p>8 Absolute Realty Investment to find a place for us to</p> <p>9 call home.</p> <p>10 The facilities committee will be formed</p> <p>11 during the first official board meeting and is ready</p> <p>12 to work with the school directors to identify</p> <p>13 facilities to bring in front of the board to vote</p> <p>14 upon.</p> <p>15 Although a facility is crucial for our</p> <p>16 school, enrollment is the number one priority for</p> <p>17 us. We are ready to push for student enrollment.</p> <p>18 We currently have 186 families that have filled out</p> <p>19 support and interest surveys stating that they wish</p> <p>20 to send their students to RioGafa.</p> <p>21 However, we've set a goal to collect at</p> <p>22 least double this amount of interest surveys. We</p> <p>23 are aiming to recruit 1.5 times higher than the</p> <p>24 amount of students we are projecting to enroll for</p> <p>25 year one.</p>	53	<p>1 education. I continue to research and attend</p> <p>2 professional development to ensure our teachers</p> <p>3 receive the highest quality PD.</p> <p>4 RioGafa will partner with Community Works</p> <p>5 institute to provide PD. They work with educators</p> <p>6 to focus on using the community as a classroom to</p> <p>7 create real-life experiences in learning for our</p> <p>8 students. Their approach addresses diversity,</p> <p>9 equity, and inclusion goals, and emphasizes cultural</p> <p>10 competency and cultural proficiency through</p> <p>11 experiential learning opportunities in the classroom</p> <p>12 and communities.</p> <p>13 Through these partners, such as Explora,</p> <p>14 we will provide workshops for teachers and develop</p> <p>15 integrated lessons for PD for our teachers related</p> <p>16 to the lessons. We will ensure ongoing arts</p> <p>17 integration PD for all teachers by keeping connected</p> <p>18 with the Kennedy Center and the Institute for Arts</p> <p>19 Integration in STEAM, as well as the New Mexico art</p> <p>20 and music education associations.</p> <p>21 Using the Kennedy Center and the Institute</p> <p>22 for Arts Integration and STEAM, we have already</p> <p>23 begun collecting and developing our arts-integrated</p> <p>24 lessons. These lessons will be used as a baseline</p> <p>25 when formally implementing curriculum and arts</p>

<p style="text-align: right;">54</p> <p>1 integration in the classroom.</p> <p>2 An example of a lesson for meeting</p> <p>3 fourth-grade standards for students would be</p> <p>4 studying a work from Piet Mondrian and generating a</p> <p>5 Mondrian-equivalent fraction model to use visual</p> <p>6 fraction models to explain equivalent fractions,</p> <p>7 with attention to how the number and size of the</p> <p>8 parts differ, even through the -- though the two</p> <p>9 fractions are the same size. And in doing so, we</p> <p>10 will be meeting both fourth grade math and visual</p> <p>11 arts standards.</p> <p>12 MS. JENN PEÑA: Special education is</p> <p>13 something that is always at the forefront when we</p> <p>14 talk about arts-integrated lessons. The arts</p> <p>15 provide for natural differentiation for all</p> <p>16 students, including students with disabilities. And</p> <p>17 RioGAFSA is committed to creating a special education</p> <p>18 program that provides the best strategies for these</p> <p>19 students.</p> <p>20 As referenced in our application, Sections</p> <p>21 1G1 through 3, we will hire a special education</p> <p>22 teacher and more, depending on enrollment, to</p> <p>23 provide direct services to students the first year.</p> <p>24 As a licensed administrator, the director</p> <p>25 of academics is qualified and will serve as the</p>	<p style="text-align: right;">56</p> <p>1 lottery system. The founding team is reviewing and</p> <p>2 making proposed changes, where appropriate. And</p> <p>3 with this, we will have a finalized application form</p> <p>4 and lottery policy following approval. The RioGAFSA</p> <p>5 governing board is committed to creating a lottery</p> <p>6 process that is equitable to all New Mexico students</p> <p>7 and making this process as robust and accessible as</p> <p>8 possible to allow for as many students to access our</p> <p>9 program.</p> <p>10 Again, we really thank you so much for</p> <p>11 your time. This day means so much to us, and this</p> <p>12 school means so much to us.</p> <p>13 Thank you.</p> <p>14 THE CHAIR: Thank you so much. And thank</p> <p>15 you, everyone. And thank you for reaffirming what I</p> <p>16 thought I already knew. I can't even pass fourth</p> <p>17 grade math at this point in time. So that was --</p> <p>18 it's, like, holy cow, you know.</p> <p>19 MS. MICHELE PLATIS: We can do a fun</p> <p>20 lesson.</p> <p>21 THE CHAIR: Absolutely. I need to go back</p> <p>22 and start all -- start all over again. It's -- you</p> <p>23 know, it's scary.</p> <p>24 So -- but it -- I think it would have been</p> <p>25 a whole lot easier for me going through had I worked</p>
<p style="text-align: right;">55</p> <p>1 special ed coordinator initially and will oversee</p> <p>2 their role once it is filled.</p> <p>3 We have potential employees who have</p> <p>4 expressed interest in applying for the special ed</p> <p>5 role, coordinator role, specifically, which we plan</p> <p>6 to fill as soon as fiscally possible.</p> <p>7 Early on, the coordinator role may be</p> <p>8 combined with a part-time teacher role, as is common</p> <p>9 in many charter schools.</p> <p>10 We have working relationships with several</p> <p>11 local special education consultants to support us in</p> <p>12 our planning year and possibly extending into our</p> <p>13 first years of operation to ensure a strong program</p> <p>14 that supports student needs and exceeds State</p> <p>15 compliance requirements.</p> <p>16 Our inclusion program will provide strong</p> <p>17 academic supports while providing access to the</p> <p>18 differentiated, arts-integrated general ed</p> <p>19 curriculum. Additionally, one of the potential</p> <p>20 board members is a special education consultant and</p> <p>21 will provide advice and guidance about compliance</p> <p>22 and programming as a member of the academic</p> <p>23 committee.</p> <p>24 MR. JORDAN FRANCO: Lastly, we are</p> <p>25 currently in the process of establishing a finalized</p>	<p style="text-align: right;">57</p> <p>1 through this process. So thank you, all.</p> <p>2 So I just -- I'll start.</p> <p>3 You know, once again, thank you, you know.</p> <p>4 This is -- and then Commissioner Carrillo.</p> <p>5 It's exciting. It really is. And I</p> <p>6 appreciate the energy. It's invigorating for us.</p> <p>7 It's just -- you know, it's unfortunate we can't do</p> <p>8 this live, because I think we'd get -- you know,</p> <p>9 we'd benefit from that extra energy as well and can</p> <p>10 share in the joy a whole lot more through that, and</p> <p>11 really sorry that we weren't able to do that.</p> <p>12 You know, I just have -- I have just a</p> <p>13 couple of questions, and the Charter School Division</p> <p>14 highlighted a little bit with their condition in</p> <p>15 terms of the budget, because I did ask the question</p> <p>16 during the community input. And it was clear in the</p> <p>17 budget that you presented that you had that -- you</p> <p>18 know, really, an overload of administrative money</p> <p>19 going in, especially in the early years.</p> <p>20 And that -- that concerns me on two</p> <p>21 levels, because we're -- you know, we're here again.</p> <p>22 We've got a school year where schools are pivoting</p> <p>23 all the time, having -- you know, classrooms,</p> <p>24 schools having to go remote. And we're still -- we</p> <p>25 still have kids out there that are lost and how do</p>

<p style="text-align: right;">58</p> <p>1 we engage them.</p> <p>2 And a school like this is the absolute</p> <p>3 perfect opportunity to do that. And that's what,</p> <p>4 you know, I embrace.</p> <p>5 But the -- you know, my concern in terms</p> <p>6 of decision-making is there is that big chunk of</p> <p>7 administrative money, when a decision could have</p> <p>8 been made, "Gee, we can hire another teacher. We</p> <p>9 can hire another teacher and a half."</p> <p>10 So that's where my concern comes in, that</p> <p>11 we so rarely see new schools that can start with</p> <p>12 that kind of money in the front office, per se.</p> <p>13 And I know there's a lot that's asked of</p> <p>14 charter leaders. So, you know, I'm glad that was</p> <p>15 addressed in the -- in the recommendations from the</p> <p>16 Charter School Division.</p> <p>17 But it also kind of goes, to me, in a way</p> <p>18 of servicing the community as well, because -- or as</p> <p>19 well as you can, for not putting it into that</p> <p>20 staffing from the beginning.</p> <p>21 And I still have a little niggling concern</p> <p>22 about the equity council and how that equity council</p> <p>23 is really going to be an important piece of -- of</p> <p>24 your school, because, as I think I mentioned, the</p> <p>25 equity council is not the solution; it's part of an</p>	<p style="text-align: right;">60</p> <p>1 are actually higher with the amount of monies that</p> <p>2 are going into our classrooms.</p> <p>3 I think I did also state, and I wanted to</p> <p>4 reassure you, that the proposed codirectors are open</p> <p>5 and willing to teach. We are both -- the proposed</p> <p>6 codirectors are both licensed teachers and are</p> <p>7 willing to take that on.</p> <p>8 As we all know, charter school members and</p> <p>9 leaders have to wear multiple hats. So we are</p> <p>10 willing to do that to make sure that our budget is</p> <p>11 going directly into the classroom.</p> <p>12 And then you brought up another -- I won't</p> <p>13 say "concern." But you brought up another --</p> <p>14 another topic. Can you remind me of what it was?</p> <p>15 THE CHAIR: The equity council.</p> <p>16 MR. JORDAN FRANCO: The equity council,</p> <p>17 yes. So we follow just the basic guidelines of the</p> <p>18 meetings of how many were required per year. But we</p> <p>19 have every intention of having these individuals as</p> <p>20 involved in our school as possible.</p> <p>21 This is a committee that we take very</p> <p>22 seriously, as the arts are very inclusive, and we</p> <p>23 want our students to be exposed and experience many</p> <p>24 different cultures and have culturally and</p> <p>25 linguistically responsive curriculums presented to</p>
<p style="text-align: right;">59</p> <p>1 answer to try to get to the justice -- not equity,</p> <p>2 but justice. That's what we're trying to get to</p> <p>3 with schools.</p> <p>4 And just the -- you know. And I know it's</p> <p>5 up to the schools. Just the four times a year</p> <p>6 meeting with them doesn't seem to really embrace the</p> <p>7 input from that community to really hear them and</p> <p>8 have them a piece of it.</p> <p>9 But, you know, that's -- for me, that's</p> <p>10 not going to stop me from voting, you know. I --</p> <p>11 you know, because I -- I understand the need. I --</p> <p>12 I understand the community support. I get that.</p> <p>13 But I -- you know, those are my little back pieces</p> <p>14 that I think I'm going to be looking at, if there is</p> <p>15 a successful vote, for that Implementation Year, to</p> <p>16 see how this all goes.</p> <p>17 MR. JORDAN FRANCO: Thank you,</p> <p>18 Madam Chair. I appreciate the feedback. If we</p> <p>19 can -- we can respond? Is that acceptable?</p> <p>20 THE CHAIR: Sure. And then Commissioner</p> <p>21 Carrillo and then Commissioner Voigt.</p> <p>22 MR. JORDAN FRANCO: Okay. And Rebecca and</p> <p>23 Dan, feel free to jump in if you have any feedback.</p> <p>24 Our budget was built in comparison to the</p> <p>25 traditional public schools and their budget. And we</p>	<p style="text-align: right;">61</p> <p>1 them.</p> <p>2 So although we have stated the four</p> <p>3 quarterly meetings, we are open to having more</p> <p>4 meetings with our equity council, as, again, we have</p> <p>5 all worked in charter schools, and we see the</p> <p>6 importance of the equity council, and we see the</p> <p>7 importance of the role in the day-to-day of that</p> <p>8 curriculum being implemented in the school.</p> <p>9 THE CHAIR: Okay. Thanks.</p> <p>10 Commissioner Carrillo, Commissioner Voigt,</p> <p>11 then Commissioner Burt.</p> <p>12 COMMISSIONER CARRILLO: Yes. Thank you.</p> <p>13 Thank you for what you presented today and also from</p> <p>14 the -- the hearing a month ago.</p> <p>15 So the first thing I want to do is I just</p> <p>16 want to shout out to Gigi Bella and the poem. And</p> <p>17 I'm sure others on the Commission felt the same way,</p> <p>18 kind of getting chills when you read the poem. And</p> <p>19 how relevant that is today with our kids, but</p> <p>20 also -- I mean, for us as -- too, in finding a home.</p> <p>21 And, Jordan, you said that about having the school</p> <p>22 be a home for their kids.</p> <p>23 How many of us know of kids throughout</p> <p>24 Albuquerque -- or not me, I'm up in Santa Fe --</p> <p>25 where school is not a home for these kids. It's not</p>

<p style="text-align: right;">62</p> <p>1 even a place sometimes that parents feel that 2 welcome. 3 And if we can just change that paradigm, 4 that, in and of itself, is going to make a huge 5 difference. 6 So many of the speakers talked about their 7 experience in theater or dance. And it's just -- 8 and then Jordan started off with -- I just put down 9 was "creative selves." And I will say that there's 10 a -- you probably read that there's a museum up here 11 called the Vladem Contemporary; it's going to be 12 opening. Bob Vladem is a friend. 13 As we discussed one time was, he is a 14 multi-business owner, very successful. He said it's 15 so hard, so hard, to find people to work with him 16 that think creatively, right, that can get out of 17 their linear selves in terms of problem-solving and 18 developing business. 19 To me -- I was on the school board at the 20 time up here. He said, "Why aren't you developing 21 more programs around the arts," to which I said, "I 22 was trying to make Santa Fe at that time -- or 23 suggested that we become an arts-integrated 24 district," much of what you're doing, but every one 25 of our schools.</p>	<p style="text-align: right;">64</p> <p>1 A note here. I would ask that on the 2 lottery -- there have been some challenges with 3 school lottery processes. I would ask that you just 4 consult with Director Chavez on how you handle 5 lottery, separating it from enrollment, you know, 6 and then how you also develop your website in a way 7 that presents the school as being more accessible to 8 everyone, and not just people that maybe have 9 started with dance when they were three years old or 10 something. Because that's also super important, as 11 equity and accessibility, I believe, are the 12 foundation why we have charters; right? 13 So the only thing I would close with -- 14 obviously, I'm very impressed with the school. And 15 the only thing I would close with is I believe that 16 I would have done a lot better in school, through 17 high school, if I had had an arts-integrated 18 education. I was a straight B student. And I know 19 that I -- my mom even said, "You can do so much 20 better." But I know that I would have done better 21 if I just had been able to develop my creative self 22 in all the different core subjects. 23 So I'm really glad you're putting this 24 school forward. I think it will be a great addition 25 to the Albuquerque landscape for schools, and I hope</p>
<p style="text-align: right;">63</p> <p>1 And I modeled it after Guilford County, 2 North Carolina. Because what they found is that 3 truancy rates go way down; proficiency rates go way 4 up. It's something that I always refer to as the 5 happiness index; right? Kids want to go to school. 6 They found their home; right? How hard is that? 7 So on terms of presentations, 8 Ms. McClendon, very happy to hear your commitment 9 and plans for a really solid board. We find -- in 10 my short time on the Commission, sometimes that's 11 where charters have the biggest challenges; right? 12 And so your commitment to the board 13 training was very important to me and to hear you 14 articulate that. 15 In terms of a suggestion going forward, 16 one of the things I would do, because we see board 17 turnover quite a bit, is always have some board 18 members in the wings, you know, people that may be 19 willing to serve, because, you know, life happens, 20 and a board member might be moving out of New Mexico 21 or whatever it could be, or maybe buy some property 22 and have a conflict of interest. You never know. 23 But I would say kind of develop that 24 pipeline for board talent, because that can be a 25 very important thing for the future.</p>	<p style="text-align: right;">65</p> <p>1 the people up in Santa Fe are watching, because this 2 is something that they should be looking at if they 3 want to increase proficiency and excitement around 4 going to school. So thank you very much. 5 THE CHAIR: Thanks. 6 MS. KATHY MCCLENDON: Madam Chair, may I 7 respond to that? 8 THE CHAIR: Sure. 9 MS. KATHY MCCLENDON: Madam Chair and 10 Commissioners, I want to thank all of you. Really 11 appreciate the enthusiasm that helps us share our 12 vision and dream with you and these young leaders. 13 Commissioner Carrillo, I thank you for 14 your comments. We are committed to the training. I 15 think we all have a large amount of skill sets. And 16 three of us have a large -- hours and days and 17 months and years of educational experience, and 18 three have tons of experience in the business world. 19 So we do want to do well and we are very 20 passionate about this vision, and we are going to do 21 everything we can to be well-trained. 22 And your idea about having board members 23 in the wings is an amazing idea. We're going to put 24 that down and make sure we do that, because we do 25 know life happens. And thank you for sharing all of</p>

<p style="text-align: right;">66</p> <p>1 that.</p> <p>2 And we want to make every -- every family</p> <p>3 member, every community member, and every child feel</p> <p>4 valuable and welcome and a part of our art</p> <p>5 community, but, most of all, our arts-integrated</p> <p>6 curriculum community, because that's where the two</p> <p>7 come together, and that's where we become the</p> <p>8 creative innovative professionals. Thank you so</p> <p>9 much for letting me share.</p> <p>10 COMMISSIONER CARRILLO: Thank you.</p> <p>11 THE CHAIR: Thank you. Commissioner</p> <p>12 Voigt, then Commissioner Burt.</p> <p>13 COMMISSIONER VOIGT: Thank you,</p> <p>14 Madam Chair.</p> <p>15 Thank you, RioGAFA, for your outstanding</p> <p>16 application, your innovative vision, all the work</p> <p>17 that you put in to get this application forward.</p> <p>18 It's really apparent that you have depth and breadth</p> <p>19 with experienced founders and leaders.</p> <p>20 I really appreciate many things about the</p> <p>21 promise of your school. I love the codirector</p> <p>22 model. I think that's innovative. It's not</p> <p>23 something that's been ridden around the state with</p> <p>24 many miles. So I think that's going to be a unique</p> <p>25 aspect for your school going forward.</p>	<p style="text-align: right;">68</p> <p>1 there is so much in media literacy that students</p> <p>2 need to know and how to recognize and deconstruct</p> <p>3 propaganda in what they see in the media.</p> <p>4 So I hope that's a component that you're</p> <p>5 going to bring forth, media literacy. I have some</p> <p>6 resources on that if you need some assistance with</p> <p>7 that -- with that instruction.</p> <p>8 And then, also, I'm not sure if you're</p> <p>9 aware of a film festival that's going to be in</p> <p>10 September, the Albuquerque Film and Music</p> <p>11 Experience. They have a huge educational branch.</p> <p>12 They employ student interns.</p> <p>13 I'm -- I was a former board member of</p> <p>14 AFMX, but now I moderate some of the filmmaker</p> <p>15 panels. But their film festival is September 20th</p> <p>16 to September 26th. You might already know about it.</p> <p>17 Mr. Ivan Wiener is the executive director of the</p> <p>18 Albuquerque Film and Music Experience. It's a great</p> <p>19 festival, and its focus is always on social justice</p> <p>20 and democracy and movements globally that are</p> <p>21 happening in our world that is brought to light</p> <p>22 through film.</p> <p>23 So thank you again. I resonate</p> <p>24 Commissioner Carrillo's appreciation for that moving</p> <p>25 poem by Gigi. Thanks for that. And it says a lot</p>
<p style="text-align: right;">67</p> <p>1 The west-side focus is much needed, and,</p> <p>2 I'm sure, appreciated. I'm sure that community is</p> <p>3 just applauding your opening.</p> <p>4 You are speaking to my heart when you look</p> <p>5 at an arts-integrated curriculum and approach to</p> <p>6 learning. I'm a firm believer that the arts can</p> <p>7 provide so many things for what was mentioned by</p> <p>8 some of your -- your community that spoke this</p> <p>9 morning about student voice and creativity,</p> <p>10 stewardship, the fact that they are -- you're</p> <p>11 promoting a creative expression amongst your culture</p> <p>12 and your faculty. The arts really is the glue, I</p> <p>13 believe, for many -- for many things.</p> <p>14 The -- the speaker that spoke this</p> <p>15 morning, Ms. Murray, she really nailed it when she</p> <p>16 talked about project-based learning and how that can</p> <p>17 facilitate success in academics.</p> <p>18 And I also really appreciate the fact that</p> <p>19 you are looking at alternative assessments utilizing</p> <p>20 the arts and utilizing student performance and</p> <p>21 showcases and presentations and other types of</p> <p>22 alternative assessments other than standardized</p> <p>23 tests.</p> <p>24 The film production piece, I think, is --</p> <p>25 is going to be a big highlight for your school. And</p>	<p style="text-align: right;">69</p> <p>1 when a private school is speaking up for a charter</p> <p>2 school. So thanks again.</p> <p>3 MS. MICHELE PLATIS: May I respond, Madam</p> <p>4 Commissioner?</p> <p>5 THE CHAIR: Sure.</p> <p>6 MS. MICHELE PLATIS: I just want to let</p> <p>7 you know, Commissioner Voigt, that yesterday, I did</p> <p>8 speak with Cynthia McCrossen, who is the Albuquerque</p> <p>9 film liaison. We talked about just that, the media</p> <p>10 literacy. Often it goes for older students in</p> <p>11 secondary, but we talked about a program for our</p> <p>12 littles, because they are already integrated into</p> <p>13 that world more than we even are. I was really</p> <p>14 excited to hear you say that. And we are on a path</p> <p>15 of that way.</p> <p>16 THE CHAIR: Thanks. Commissioner Burt?</p> <p>17 COMMISSIONER BURT: Thank you, Chair</p> <p>18 Gipson.</p> <p>19 THE CHAIR: And then Commissioner Armijo.</p> <p>20 COMMISSIONER BURT: All right. So I don't</p> <p>21 want to spend a ton of time, because I feel like I'm</p> <p>22 going to repeat a lot of things I said last month;</p> <p>23 so I'm going to try to not do that.</p> <p>24 But as a long-time resident of west-side</p> <p>25 Albuquerque, a west-side Albuquerque mom, oh, my --</p>

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1 it's -- it's -- I'm thrilled that that's where
 2 you're going to be located. I mean, it's just --
 3 that -- it's so important for folks, I mean, to
 4 just -- for them to -- I mean PAPA has a great --
 5 you know, a very -- a great reputation in the
 6 community. But it's really hard for west-side
 7 parents to drive across the river; right? It's
 8 really, really difficult.
 9 And when I think about the purpose of
 10 charter schools, when I think about the spirit of
 11 them, to be innovative, to provide options to
 12 families that, you know, may not be available in the
 13 traditional schools around them, to do things a
 14 little bit differently and to -- to explore things
 15 that haven't quite been done yet, when I think about
 16 a K-to-12 arts-integrated school, I mean, it's,
 17 like, hitting the nail on the head everywhere;
 18 right?
 19 I mean, we just don't have that K-to-12
 20 option. That's not available, the arts integration,
 21 and especially in Albuquerque, where it really is --
 22 I mean, as an APS parent, my kid only had art or
 23 music every other year. I mean, it's just -- they
 24 never did a school play. They've never
 25 experienced -- I mean, there's so many things that I

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1 didn't think they experienced that I got to when I
 2 was a kid, you know. Arts were integrated a little
 3 bit more. Even though it wasn't an art school, it
 4 was more prevalent, and it just isn't anymore.
 5 So really excited for families who, their
 6 students, if they're interested in the arts, to have
 7 an option. There just isn't right now. So really
 8 excited for that.
 9 All right. Now, my question is going to
 10 be, actually -- because this is my first time of
 11 going through this application process with any
 12 schools; right? So my question is actually for
 13 Director Chavez. And it's more just process.
 14 So one of the things I -- if -- one of the
 15 things I noticed when I looked at the recommendation
 16 from CSD, is it seemed to me, after our
 17 conversations yesterday about the -- the
 18 Implementation Year Checklist and what we'll
 19 probably be looking at later this afternoon on our
 20 agenda, it seems like the conditions seem to be
 21 covered in the Implementation Year Checklist.
 22 So my question is, if the school -- if
 23 there is a vote -- if I want to vote for no
 24 conditions, would -- is what's in -- they would
 25 still need to follow the Implementation Year

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1 Checklist; correct?
 2 DIRECTOR CORINA CHAVEZ: (Indicates.)
 3 COMMISSIONER BURT: Okay. So that was my
 4 main question is -- you know, what's the -- if
 5 that's not there. So, okay, that actually answers
 6 my question. That was all I had. Thank you.
 7 THE CHAIR: Okay. And I think we'll have
 8 a little bit of a deeper discussion on that when we
 9 get ready for a vote, okay? So thanks. But thanks
 10 for that question.
 11 Commissioner Armijo?
 12 COMMISSIONER ARMIJO: Thank you so much.
 13 First, I'm so excited about this school, because it
 14 will be in my district, and I think I'm going to
 15 make all the rest of the Commissioners a little bit
 16 jealous because they will be in my district. So
 17 thank you for that, Jordan and team.
 18 Second, I just want to, you know,
 19 appreciate all of the -- the team and the
 20 presentation. That was just fabulous. And all of
 21 the people who spoke in favor of the school. I
 22 actually wanted to kind of shout out to Lauren
 23 Butcher. I know that her comments were very short,
 24 but Lauren was actually a recipient of a Paul Armijo
 25 education scholarship probably about six or seven

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1 years ago. So to hear about her working at Explora
 2 is really exciting for me, as I've been in the
 3 charter school world for about 20 years now,
 4 charter-school adjacent, because I watched my
 5 husband and a team open a charter school in the
 6 South Valley, and, you know, have been able to watch
 7 the whole -- that whole -- that whole process
 8 unfold.
 9 And we actually celebrated a 20-year
 10 anniversary. So it was beautiful to see that. So I
 11 wish you 20 years of success and plus.
 12 The other thing I wanted to talk about is
 13 many of you know -- I think Jordan knows for sure --
 14 that my regular job, my regular gig, I work at the
 15 National Hispanic Cultural Center Foundation, which
 16 is a nonprofit arm of the National Hispanic Cultural
 17 Center. And I want to lend my -- my hand to get you
 18 all connected to the center, for sure, because I
 19 think that would be a great place for collaboration.
 20 And then, also, I just want to -- you
 21 know, not sounding redundant -- echo Commissioner
 22 Carrillo and Commissioner Voigt about the board
 23 commitment. I know exactly how difficult it is to
 24 find board members, and having some in the wings is
 25 a great idea.

<p style="text-align: right;">74</p> <p>1 And arts as the glue for success for 2 students is huge, you know. Just like everybody 3 said, I wish that I had something like this when we 4 were growing up. And I feel like maybe when I was 5 growing up -- I'm not going to say my age -- but, 6 you know, we had a little bit more arts, a little 7 bit more music, and now it's one or the other. And 8 it is very disappointing to see that (inaudible). 9 So I'm excited for you-all. I'm excited 10 for this vote. And I -- like I said, lend my hand 11 in support as your Commissioner, or in my district, 12 anytime. Thank you. 13 THE CHAIR: Yes, Commissioner Taylor. 14 COMMISSIONER TAYLOR: Yeah. Hello. 15 Welcome, you guys. And what a fantastic -- what a 16 fantastic presentation. 17 You know, I -- I am -- Commissioner 18 Armijo, I am jealous already. The -- you know, the 19 CSD produced their final analysis and evaluation. 20 And not one area on the many, many areas that they 21 evaluated did you get a Does Not Meet the criteria. 22 That is just so indicative to me of how 23 much -- how -- the hundreds and hundreds of hours 24 that you-all have put forward towards this effort. 25 I love the ingenuity that you guys -- that</p>	<p style="text-align: right;">76</p> <p>1 classroom for the students is going to be so 2 important. 3 And you talk about providing the art 4 supplies and things like that. That, I'm sure you 5 know, is not an inexpensive proposition. So I 6 encourage that. 7 You know, I had a son who is disabled. 8 When he was exposed to arts, mostly after he got out 9 of high school, through very special arts, he really 10 enjoyed that, loved going to it, gave him a sense of 11 independence. He grew. And even though he doesn't 12 speak, and even though he has cerebral palsy and he 13 has deafness, he loved that program until it ended 14 last March of 2000. 15 I would love for this program and the 16 students that are going to be coming out of this 17 program to -- to try to develop a new arts program 18 for adults that are disabled, because it is so 19 important that we don't warehouse them in day 20 activities. 21 I love our son. My wife and I, we love 22 our son; we take care of him. The thing is he likes 23 to be away from us, you know. His speech therapist 24 came in yesterday, and he was so excited to see her. 25 He waves goodbye as they go into another room. I</p>
<p style="text-align: right;">75</p> <p>1 you all are offering through an education in the 2 arts, and I really hope that other schools will -- 3 will model some of that -- you know, they may not be 4 the exact picture. But if they would model some of 5 that educational -- just that ability to use the 6 arts for education, I think that would be a win for 7 the state. 8 So good job. I just -- I'm all for it. 9 So I appreciate you guys. 10 THE CHAIR: Commissioner Robbins? Thanks. 11 COMMISSIONER ROBBINS: Thank you. I echo 12 the Chair's concern on the apparent top-heavy 13 administration that was presented in the 14 application. And I mentioned that when we talked 15 back in July. 16 You know, one of the things that APS did 17 in cutting out arts and limiting it and things like 18 that was the fact that the administration continued 19 to grow. And it has grown and grown and grown. And 20 in some of the high schools, we have very top-heavy 21 administrations also. 22 So I just caution you to be careful. And 23 I understand you're looking for all these grants 24 from McCune and from W.W. Kellogg and the like. The 25 thing is, though, the education, the art in the</p>	<p style="text-align: right;">77</p> <p>1 wheel him in, and he's, like, "Bye. I get to spend 2 an hour with my speech therapist all alone." 3 That's the excitement that I see when -- 4 and she does arts things with him and things. And 5 his physical therapists do those type of things. He 6 loves that. 7 And I know -- I really appreciate what 8 Gabrielle said in her experience with mental health 9 and things. It really does connect. Children with 10 autism can actually flourish in an arts-heavy 11 environment. Because they think differently. They 12 look at the world differently. 13 And I think this is something -- and it's 14 a caution, because you may have a lot of parents 15 applying, you won't know -- on the lottery, a lot of 16 parents applying who have children that have these 17 unusual gifts. And I say it's a gift; it's not a 18 disability. Autism can be a gift in the sense that 19 you're exposed to things that the rest of us don't 20 see. 21 So I want to applaud you. Again, the 22 caution on not going too heavy in the 23 administration, especially until you can get the 24 budget things taken care of and everything, and make 25 sure that you don't have to cut back there. I'd</p>

<p style="text-align: right;">78</p> <p>1 rather you add administration if you need to rather 2 than having to cut back so that you can support the 3 classroom. 4 MR. JORDAN FRANCO: Madam Chair, may I 5 respond? 6 THE CHAIR: Certainly. 7 MR. JORDAN FRANCO: Okay. First, 8 Commissioner Burt, Commissioner Taylor, and 9 Commissioner Armijo, I think you guys are just 10 trying to make us cry with all the support. I think 11 that's what you guys want. But we really appreciate 12 everything that you have said. It just warms our 13 hearts so much. 14 Commissioner Robbins, we really appreciate 15 that, and we do take that feedback very seriously, 16 and we understand that. 17 I also just want to connect. We met with 18 the -- the New Mexico Autism Society. And I spoke 19 about that in our presentation. And we have many 20 plans with them, including training our parents and 21 giving them resources for their students with 22 autism. 23 But aside from that, their executive 24 director was so excited about our school that she is 25 connecting us to many different organizations, EPICS</p>	<p style="text-align: right;">80</p> <p>1 come out here. I mean, it really -- it shines. So 2 from me, personally, thank you, you know. 3 So I just have a couple of process 4 questions that kind of tie in with Commissioner 5 Burt's question when we're looking at preparing a 6 motion. 7 Because I know the question did come up 8 that the Implementation Year Checklist is going to 9 cover, I think, just about everything. But I don't 10 think it covers everything that's in the conditions. 11 So let me just ask. I do not believe, 12 from our discussion yesterday -- and I don't have it 13 in front of me right now -- that the resubmission of 14 a budget to reflect 80 percent funding for classroom 15 is in the Implementation Year Checklist; correct? 16 DIRECTOR CORINA CHAVEZ: Chair Gipson, 17 that is absolutely correct. That is the condition 18 that is unique to this school, should the revised 19 Implementation Year Checklist be passed. 20 THE CHAIR: Okay. So just so 21 Commissioners are reminded, all schools will have to 22 do the Implementation Year Checklist. And that's 23 part of our commencement of operation. But a 24 condition should not be something that all schools 25 have to do. A condition should be something that is</p>
<p style="text-align: right;">79</p> <p>1 being one them, and just connecting us with the 2 special education programs here in Albuquerque. 3 So I love that idea of doing an adult 4 program. I think that that's absolutely fantastic 5 and something that we would love to do. So thank 6 you for that idea, and we do really appreciate the 7 support. Thank you. 8 COMMISSIONER ROBBINS: Thank you. 9 THE CHAIR: Thanks. I'm kind of jealous 10 of the new Commissioners, because they didn't have 11 to endure some of the applications that we've had to 12 not only read through, but listen to the 13 presentations. 14 It does, however, give a heightened 15 appreciation of this, you know. It really does. I 16 mean, we sat through -- we've sat through 17 applications where the kids were literally going to 18 build the school, physically build the school and 19 write the curriculum while they were building the 20 school. So it's just -- and applications that 21 didn't have budgets. So it's been a process that 22 has been certainly eye-opening for me. 23 So kind of annoyed that the rest -- a lot 24 of people here on the screen haven't had to endure 25 that. But really do appreciate the quality that has</p>	<p style="text-align: right;">81</p> <p>1 specific to just that school. 2 So that particular recommended condition, 3 No. 2, to resubmit the budget, that is not covered 4 in the Implementation Year Checklist. 5 So, for consideration, could be that as a 6 condition for approval? 7 DIRECTOR CORINA CHAVEZ: Thank you, Chair 8 Gipson. That is correct. And just a little process 9 issue is that we -- we had completed these 10 recommendations prior to completing the revisions to 11 the Implementation Year Checklist. 12 THE CHAIR: Yeah. Yeah. And that's fine. 13 But I just wanted -- you know, the process of 14 getting the motion correct, if that's what -- not 15 that Commissioners don't want it to be correct. But 16 if Commissioners wanted that in it, it would have to 17 be parsed out, because it's not in the 18 Implementation Year Checklist, okay? 19 So are we ready for a motion? 20 Okay. Commissioner Burt? 21 COMMISSIONER BURT: Yeah. I'd like to 22 make a motion, if that's okay. 23 THE CHAIR: Sure. 24 COMMISSIONER BURT: All right. I would 25 like to move that the Public Education Commission</p>

82	<p>1 approve the application of the Rio Grande Academy of 2 Fine Arts on the condition that they complete the 3 Planning Year Checklist. 4 COMMISSIONER TAYLOR: Second. 5 THE CHAIR: And I would like to add to 6 that that the school should move forward to meet the 7 statutory requirements of a planning year, outlined 8 in NMSA 22-8B-9 and 22-8B-12, and we will be asking 9 for an agreement to extend the time period to 10 negotiate the contract. 11 COMMISSIONER CARRILLO: If there hasn't 12 been a second, I'll second. 13 THE CHAIR: There has been a second. But 14 I've got two hands up, Julia and then the Director. 15 And then -- okay. Should I have not included that 16 statement in the motion? 17 MS. BARNES: No, I think it's -- I think 18 it's fine. I think it's not included in the motion. 19 The -- I'm wondering, just for clarity, about the 20 other conditions that Director Chavez raised. 21 THE CHAIR: They're in the Implementation 22 Year Checklist. 23 MS. BARNES: So we're good. 24 DIRECTOR CORINA CHAVEZ: Excuse me. 25 Except for the Item No. 2 is the condition which</p>	84	<p>1 application with the condition that the school 2 resubmit their budget to reflect the grade phase-in 3 and 80 percent funding for the classroom by 4 November 15th, 2021. Correct? 5 COMMISSIONER BURT: That was not my 6 motion, no. 7 THE CHAIR: Oh, sorry. Sorry. All right. 8 COMMISSIONER ROBBINS: I would suggest 9 that we add that, just to be clear, because as it is 10 not in the Implementation Year Checklist, I think 11 that budget correction needs to be made as a 12 condition. 13 THE CHAIR: So I'm sorry, Rebecca. I -- I 14 guess I misheard. Sorry. I apologize. So could 15 you restate your motion? 16 COMMISSIONER BURT: Sure. So I said I 17 move that the Public Education Commission approve 18 the application of the Rio Grande Academy of Fine 19 Arts on the condition that they complete the 20 Planning Year Checklist. 21 THE CHAIR: Okay. 22 COMMISSIONER BURT: And that was the end, 23 purposefully. And I would like to speak on that. 24 THE CHAIR: All right. There was a second 25 by Commissioner Taylor on that.</p>
83	<p>1 speaks to resubmitting the proposed budget to 2 reflect the grade phase-in and the 80 percent 3 funding for classroom. 4 And, Chair Gipson, so while the 5 Commissioners are thinking about whether you wish to 6 include that as a condition of approval, another 7 process issue I just want to make sure occurs is 8 that we have on the record that Commissioner Chavez, 9 who was not at the community input -- 10 THE CHAIR: No, no, no. We've got that 11 covered. 12 DIRECTOR CORINA CHAVEZ: Thank you. All 13 right. 14 THE CHAIR: We've got that covered. 15 Thanks. 16 So, Julia, let me just double-check before 17 we move forward. Should I not include that 18 statement in the motion and just make that statement 19 after the vote? Or should it be part of the motion? 20 MS. BARNES: Sure. That's fine. 21 THE CHAIR: Which one is fine? 22 MS. BARNES: It's fine to make that 23 statement after the vote. 24 THE CHAIR: Okay. All right. I will 25 remove that. And the motion then is to approve the</p>	85	<p>1 So in the discussion, then, of that 2 motion, Commissioner Robbins, you've spoken to it. 3 I'm going to speak to it as well. 4 I would be far more comfortable with 5 reflecting the condition recommended by the Charter 6 School Division that the school resubmit the budget 7 to reflect that 80 percent of the budget is being 8 allocated to the classroom, because that is not in 9 the Implementation Year Checklist. 10 Commissioner Burt? 11 COMMISSIONER BURT: All right. So -- 12 THE CHAIR: I didn't see your hand, 13 Commissioner Carrillo. 14 COMMISSIONER CARRILLO: So two things. 15 THE CHAIR: Commissioner Burt, now you're 16 frozen. 17 No. I was talking to Commissioner Burt. 18 COMMISSIONER CARRILLO: Oh, okay. 19 I think we should just have -- I don't -- 20 well, first off, if you were going to entertain that 21 as an amendment, I think the language of saying 22 80 percent of the classroom is -- is just too vague 23 and grandiose in a way to the classroom, as opposed 24 to non-administrative or whatever. I wouldn't 25 actually want that in the motion to approve.</p>

86	<p>1 I mean, I think that there's been enough 2 outlined in the conditions that -- and it's also 3 been stated by CSD to the school of what they need 4 to do relative to budget. So I'm a lot more 5 comfortable with just taking Ms. Burt's motion as it 6 stands.</p> <p>7 And then the second thing -- well, I'll 8 say the second thing afterward.</p> <p>9 THE CHAIR: But understanding that none of 10 those conditions are being put in there, so that 11 we're not -- so the school isn't addressing any of 12 those except what's in the Implementation Year 13 Checklist.</p> <p>14 COMMISSIONER CARRILLO: Yes.</p> <p>15 THE CHAIR: So just -- okay, Commissioner 16 Burt.</p> <p>17 COMMISSIONER BURT: All right. Am I 18 frozen, or am I okay?</p> <p>19 THE CHAIR: You're okay now, yeah.</p> <p>20 COMMISSIONER BURT: All right. So I made 21 the motion specifically to not include that 22 condition, because I do want to give flexibility -- 23 the school will be resubmitting budget throughout 24 the Implementation Year Checklist; that is a part of 25 it. I do not want to give a specific part to this.</p>	88	<p>1 But I will encourage them to continue 2 utilizing that Implementation Year Checklist. I 3 think it's a really great Implementation Year 4 Checklist. I'm really looking forward to this 5 afternoon and beefing it up a little bit more after 6 our conversation yesterday. I think it's going to 7 provide a really great guideline for them to be 8 really successful in their first year and beyond, 9 without this additional condition.</p> <p>10 THE CHAIR: Thanks.</p> <p>11 COMMISSIONER VOIGT: Madam Chair?</p> <p>12 THE CHAIR: Commissioner Voigt.</p> <p>13 COMMISSIONER VOIGT: Thank you. I agree 14 with Secretary Burt. Thank you for stating that. 15 And I think that the way that the motion was stated 16 should stand.</p> <p>17 THE CHAIR: If there's no further 18 discussion, I think we're ready to roll?</p> <p>19 Oh, I'm sorry. Commissioner Carrillo.</p> <p>20 COMMISSIONER CARRILLO: Yes. I just want 21 to make this comment, as I said I would, because 22 it's come up a lot relative to administration, the 23 amount of money and everything else.</p> <p>24 You'll remember that yesterday -- I don't 25 have my specific notes for the two items that we</p>
87	<p>1 I think they can work with school budget. They can 2 work with CSD throughout this Implementation Year to 3 ensure that they're providing adequate funding to 4 all the areas in which they need.</p> <p>5 I do not want to put a specific number, 6 because if, in this first year, they end up in a 7 building, that may cause them to where it does take 8 up more of their funding this first year than they 9 are wanting to. And that could transition in the -- 10 you know, 78 percent; right? Or whatever this 11 percentage is.</p> <p>12 If they're -- if they need that 13 flexibility in this first year in order to get a 14 school building, in order to get started, I don't 15 want to limit a location, or, you know, the -- how 16 many desks they can buy, because we put this 17 specific number on this particular school. Ideally, 18 I think this is something that school budget and PED 19 should grapple with.</p> <p>20 I think the Legislature has already been 21 grappling with setting a specific percentage for 22 administrative costs and where that goal should be 23 for schools. I think that's the appropriate place 24 to do that. I do not want to do that to this 25 particular school in their first year.</p>	89	<p>1 talked about possibly for the legislative session. 2 And maybe there needs to be a third one.</p> <p>3 And it's because our charter schools, our 4 State charters, are burdened with all of those 5 expenses and everything else and costs related to 6 the work that a superintendent and maybe a complete 7 financial department that a district has, that they 8 have to do on their own.</p> <p>9 So something that we may want to consider 10 as part of our legislative agenda is maybe it's just 11 a small percentage allocation from the SEG that goes 12 to charters to help them with the administrative 13 expenses, something to consider out there while 14 we're putting together our agenda, because I don't 15 want a school to end up, you know, not getting what 16 they need to in certain areas because of that.</p> <p>17 THE CHAIR: Okay. Thanks. 18 Commissioner Burt, roll, please.</p> <p>19 COMMISSIONER BURT: All right. 20 Commissioner Armijo.</p> <p>21 COMMISSIONER ARMIJO: Yes. 22 COMMISSIONER BURT: Commissioner Voigt. 23 COMMISSIONER VOIGT: Yes. 24 COMMISSIONER BURT: Commissioner Burt. 25 Yes.</p>

90	<p>1 Commissioner Taylor. 2 COMMISSIONER TAYLOR: Yes. 3 COMMISSIONER BURT: Commissioner Carrillo. 4 COMMISSIONER CARRILLO: Yes. 5 COMMISSIONER BURT: Commissioner Robbins. 6 COMMISSIONER ROBBINS: Yes. 7 COMMISSIONER BURT: Commissioner Chavez. 8 COMMISSIONER CHAVEZ: Before I make my 9 vote, I do want to, for the record, state that I 10 have read the transcript from the open community 11 meetings that was sent out on Friday, August 6. And 12 I vote yes. 13 COMMISSIONER BURT: Commissioner Manis. 14 COMMISSIONER MANIS: Yes, for me. 15 COMMISSIONER BURT: Commissioner Gipson. 16 THE CHAIR: Yes. 17 COMMISSIONER BURT: All right. That 18 passes, nine-zero, unanimously. 19 THE CHAIR: Congratulations. Thank you so 20 much. And I will make this statement now, that the 21 school should move forward to meet the statutory 22 requirements of the planning year outlined in NMSA 23 22-8B-9 and 22-8B-12, and we will be asking for an 24 agreement to extend the time period to negotiate the 25 contract.</p>	92	<p>1 public comment, and then the charter school director 2 will have her time, and then the school can do 3 whatever they want with the 15 minutes that they're 4 given for the -- for your comments or presentation, 5 and then Commissioners will ask questions when that 6 time allots. 7 So we've got -- we've got folks signed up. 8 We're going to ask people to try to be respectful to 9 a one-minute time. Folks that are on the phone 10 don't see the timer. And that get- -- I hate to cut 11 people off. But if we do give everyone, you know, 12 their minute, we're still extending the time. 13 So I'm just going to ask folks to be as 14 respectful as you can to a one-minute time frame. 15 And I know there's -- there's a lot of emotion and 16 passion that's involved in this. So I appreciate 17 that. 18 Before the school starts, we'll have an 19 opportunity for the entire school team to be 20 introduced. But for public comment purposes, if the 21 individual, when you come on to speak, if you will 22 please identify yourself and spell your last name 23 for the record, we'd appreciate it. 24 Okay. And just to remind people, also, 25 the time in and out for folks on the screen is not</p>
91	<p>1 Congratulations. 2 COMMISSIONER CARRILLO: Congratulations. 3 THE CHAIR: Thank you so much. It was so 4 enjoyable. Thank you so much. 5 MR. JORDAN FRANCO: Thank you, guys, very 6 much. 7 MS. MICHELE PLATIS: Thank you so much. 8 MS. SANCHEZ-ST. ANDRE: Thank you very 9 much. 10 THE CHAIR: Thanks. So, Commissioners, we 11 have a break again so that the -- the next school 12 can have their folks sign up for public comment. 13 So it's 11:17, so we should be back around 14 11:27. Thank you. 15 (Recess taken, 11:17 a.m. to 11:34 a.m.) 16 THE CHAIR: Okay. All right. So welcome, 17 everyone. And thanks for hanging in there today 18 with us. We appreciate it. And, once again, we 19 appreciate everything you've done to get yourselves 20 to here. 21 We know it's -- it is a lot of work. We 22 ask a lot. But there's a reason for that. And, 23 from your application, it's apparent you know that. 24 So just so that we re-review the process a 25 little bit, we'll -- the first thing we'll do is the</p>	93	<p>1 part of the total time. 2 So, Missy, you want to bring our first 3 person in? And, Bev -- I've lost Bev on my screen. 4 MS. BEVERLY FRIEDMAN: Just a second. I'm 5 here. 6 Our first speaker is Bianca Barela. 7 MS. MISSY BROWN: So I don't find Bianca 8 in the attendees. She had a meeting to go to. 9 MS. BEVERLY FRIEDMAN: She said she wanted 10 to be first because she had to leave. 11 But then our next speaker is S.J. Miller. 12 THE CHAIR: Okay. And could the record 13 please reflect that Commissioner Davis has joined 14 us? So, welcome. Thank you. 15 Okay. So could you please state your name 16 for the record and spell your last name? Thanks. 17 FROM THE PUBLIC: Sure. It's Dr. S.J. 18 Miller. And it's M-i-l-l-e-r. I'll go ahead and 19 start. 20 I want to give you a brief background of 21 who I am, because I think it sets the context for my 22 comments. 23 I am homegrown. I went to Piñon, Capshaw, 24 Santa Fe High. I graduated, came back to 25 New Mexico, did my teacher licensure at UNM, taught</p>

<p style="text-align: right;">94</p> <p>1 in Santa Fe Public Schools at Santa Fe High. I ran 2 the AP English program and coached soccer. 3 I then did my PhD at UNM, and I've been 4 gone for 17 years. I am a teacher educator. I have 5 worked at a number of institutions in rural, 6 suburban, and urban areas, and, most recently, I was 7 Deputy Director of the Research Policy Institute at 8 Steinhardt at NYU. 9 Now I'm home. I work at the Santa Fe 10 Community College in teacher education. I've been 11 very, very involved in seeing start-up community 12 schools around the country. And when I saw THRIVE 13 starting to do the work and challenge poverty, 14 disenfranchised youth, systemic poverty, inequities, 15 et cetera, that all lead and manifest in deleterious 16 ways against students who are marginalized, 17 traditionally marginalized, and THRIVE coming 18 together to challenge those inequities and focusing 19 on social-emotional learning and STEM and all the 20 areas where we see students who are LatinX, 21 IndigenousX, traditionally marginalized and wanting 22 to bring those voices of the margin into the center, 23 I could not be in support of the school enough. 24 I vote for THRIVE. We need to see THRIVE, 25 and we need to see our students in Santa Fe thriving</p>	<p style="text-align: right;">96</p> <p>1 all of whom I see in the course of my work, whose 2 problem is that the children that we serve are 3 stressed. 4 They are experiencing more anxiety, both 5 school anxiety, school phobia, social anxiety, test 6 anxiety, over the course of the last 30 years than I 7 have ever seen. 8 And particularly poignant is speaking to 9 the pandemic and the effect that that has had on 10 children and their fears about going to school and 11 where they are going to fall in the mesh of the 12 school community. So I wanted to speak to that, 13 simply because I think that there is now more than 14 ever a very, very important reason to support THRIVE 15 and the leaders and their social and emotional 16 learning context that they are proposing for the 17 school. 18 And that's all I have to say. Just wanted 19 to pop in and support them. So thank you. 20 THE CHAIR: Thank you so much. 21 MS. BEVERLY FRIEDMAN: Our next speaker is 22 John Rizzo. 23 FROM THE PUBLIC: Good morning. My name 24 is John F. Rizzo. Can you hear me? 25 THE CHAIR: Yes, we can.</p>
<p style="text-align: right;">95</p> <p>1 so they can give back to our local community. 2 Thank you. 3 THE CHAIR: Thank you so much. 4 MS. BEVERLY FRIEDMAN: Our next speaker is 5 Dr. Linda Hill. 6 THE CHAIR: Dr. Hill, you can unmute 7 yourself whenever you're ready. 8 FROM THE PUBLIC: Good morning. Thank you 9 for letting me speak, Madam Chairman and 10 Commissioners. 11 First of all, I'd like to thank you for 12 your commitment and enthusiasm to this process. I'm 13 so impressed. I've been on for an hour, and I just 14 can't tell you how impressive you are. Thank you 15 for what you do. 16 I am a licensed Clinical Psychologist and 17 have been for the last 30 years. I most recently 18 worked at Presbyterian Healthcare Services as the 19 solo psychologist for all of Santa Fe at their 20 primary care group here. 21 And I will tell you that, you know, as a 22 specialist in child and adolescent psychotherapy for 23 my entire career, that we are overwhelmed in the 24 mental health care services arena by children, 25 adolescents, parents, grandparents, and educators,</p>	<p style="text-align: right;">97</p> <p>1 FROM THE PUBLIC: Thank you so much. 2 I am the president, CEO, and cofounder of 3 the New Mexico Innovation Triangle, which is an 4 initiative designed to bring 25,000 incremental 5 innovation jobs to New Mexico in the next ten years. 6 This is a project that is an imperative 7 requirement for the state, as we need to complement 8 our revenue from oil and gas and tourism to grow 9 into the next century. 10 As you may know, the Census indicated 11 recently that New Mexico -- there is an outpouring 12 of young people out of the state; there is an 13 inpouring of old people into the state. The 14 population is expected to shrink within the next ten 15 years. This is not a recipe for great economic 16 growth and social improvement. 17 I believe that the THRIVE charter school 18 and excellent education in the state is imperative 19 to reverse this trend, critical to educate our kids 20 to be prepared for these next-generation innovation 21 jobs so that the state can grow and expand. 22 And I believe that the THRIVE school has 23 the appropriate program to do this and the 24 inclusiveness to also involve those disenfranchised, 25 who represent probably 70 percent of the population</p>

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1 of the state.
 2 So I am a wholehearted supporter of
 3 THRIVE. Sean and his team have done an excellent
 4 job.
 5 I also want to note that in the Chat,
 6 Jenny Parks, who is a friend of mine, who is the
 7 president of the LANL Foundation, also publicly
 8 supports the THRIVE charter school.
 9 Thank you so much for your time, and we
 10 encourage you to vote positively for this. Thank
 11 you.
 12 THE CHAIR: Thank you so much.
 13 MS. BEVERLY FRIEDMAN: Our next speaker is
 14 Camille Tercero.
 15 MS. MISSY BROWN: I don't see anybody with
 16 the name "Camille." Maybe they're gone.
 17 MS. BEVERLY FRIEDMAN: Okay.
 18 MS. MISSY BROWN: Some of the people put
 19 THRIVE in front of their name. So I found her.
 20 Okay. There it is.
 21 FROM THE PUBLIC: Can you hear me okay?
 22 THE CHAIR: Yes, we can.
 23 FROM THE PUBLIC: I appreciate your time
 24 and commitment towards this project. And so I just
 25 want to introduce myself. My name is Camille

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1 Tercero. I am a child life skills coordinator with
 2 Esperanza Shelter. We serve victims of domestic
 3 violence. So I'm also -- I am a Master's of social
 4 work student currently and hope to be able to serve
 5 children at a greater capacity in the future.
 6 The children that I serve come from very
 7 tragic stories, and oftentimes their development and
 8 their social and emotional skills are negatively
 9 impacted because of what they've experienced,
 10 especially because of how they are experiencing
 11 relationships.
 12 So I was thrilled when I was able to speak
 13 with Sean and his team about their commitment to
 14 social and emotional learning, because I do believe
 15 that if we can tackle that in schools, that a
 16 student's overall academic success is going to be
 17 positively influenced.
 18 And I know the children I work with have a
 19 very hard time focusing on their academics because
 20 of what is happening at home, and oftentimes not
 21 even at home, but in shelter. And so I believe that
 22 this would be very positive for the community of
 23 Santa Fe.
 24 And I know that, currently, social workers
 25 in schools are super inundated with cases and cannot

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1 possibly serve all the children who need help in
 2 their social and emotional skills. And so if a
 3 school can focus their attention on that, then I
 4 believe the overall workload will be distributed in
 5 a more healthy (screen freezes).
 6 THE CHAIR: Okay. Unfortunately, you're
 7 frozen.
 8 FROM THE PUBLIC: -- level and -- can you
 9 hear me right now?
 10 THE CHAIR: Can you go back?
 11 FROM THE PUBLIC: Okay. I don't know what
 12 you heard last. But I was just emphasizing that I
 13 know that social workers in schools have an
 14 overwhelming caseload and can't possibly meet all
 15 the needs of the students who need help in their
 16 social and emotional learning. And so for a school
 17 to really tackle that, you know, at the school-wide
 18 level, then I think the workload will be more evenly
 19 balanced and students will be served at a greater
 20 capacity. So thank you for your time.
 21 THE CHAIR: Thank you.
 22 MS. BEVERLY FRIEDMAN: The next speaker is
 23 Kasey Johnson.
 24 FROM THE PUBLIC: Hello. Thank you so
 25 much for having me today. My name is Kasey Johnson,

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1 and I would like to start by saying that I do hold a
 2 high level of respect for fellow educators within
 3 Santa Fe Public Schools.
 4 However, I've been a part of Santa Fe
 5 Public Schools for a combined 12 and a half years,
 6 both as a student growing up in Santa Fe Public
 7 Schools and as an educator working across the entire
 8 district. And I can say with confidence that
 9 THRIVE's proposed model does not currently exist.
 10 Next, I would like to speak as a
 11 passionate public educator and school psychologist
 12 to say that THRIVE's proposed model absolutely
 13 should exist.
 14 I'm familiar with the research that THRIVE
 15 has based its model on, and I can confidently say
 16 that this model will change our students' lives.
 17 Finally, I would like to speak as a parent
 18 of school-age children and a dedicated community
 19 member of our Santa Fe and New Mexico students. And
 20 I would like to thank you for keeping our students'
 21 futures at the nucleus of your decision today.
 22 I fully support THRIVE. I believe in each
 23 and every one of their leaders, and I cannot wait
 24 for our students in this city and state to benefit.
 25 Thank so you much.

<p style="text-align: right;">102</p> <p>1 THE CHAIR: Thank you.</p> <p>2 MS. BEVERLY FRIEDMAN: Our next speaker is</p> <p>3 Isaac Hammond-Paul.</p> <p>4 FROM THE PUBLIC: Hi, everyone. Can you</p> <p>5 hear me?</p> <p>6 THE CHAIR: Yes, we can.</p> <p>7 FROM THE PUBLIC: Okay. I don't know why</p> <p>8 my background is outer space. So it's I-s-a-a-c,</p> <p>9 last name, H-a-m-m-o-n-d hyphen P-a-u-l.</p> <p>10 So thanks for having me on this -- on this</p> <p>11 hearing.</p> <p>12 So I'm the parent of two young boys under</p> <p>13 five who have gone to numerous day cares. I'm also</p> <p>14 a former educator who worked with older kids to</p> <p>15 reconnect them to -- after they had unenrolled from</p> <p>16 school.</p> <p>17 And both of these experiences have kind of</p> <p>18 entrenched my belief that kids' success really isn't</p> <p>19 just about school quality; it's about the match</p> <p>20 between the individual student and the individual</p> <p>21 school. So that's why kind of, to me, giving</p> <p>22 parents the choice of THRIVE really matters.</p> <p>23 As far as my own kids go, I know having</p> <p>24 come from a place, Washington, D.C., where half the</p> <p>25 kids go to charters and half go to public schools,</p>	<p style="text-align: right;">104</p> <p>1 barriers to access, which are always a challenge in</p> <p>2 the charter sector, like transportation, and his</p> <p>3 non-absolutist demeanor about education. It really</p> <p>4 just made me trust him.</p> <p>5 He wasn't out there waving a flag for one</p> <p>6 side or the other. He was really talking about</p> <p>7 developing an education program that was going to</p> <p>8 respond to all the people in the family. So I'm in</p> <p>9 full support of THRIVE taking the next step in</p> <p>10 authorization. Thanks for having me.</p> <p>11 THE CHAIR: Thank you.</p> <p>12 MS. BEVERLY FRIEDMAN: There are five</p> <p>13 minutes left in the presentation.</p> <p>14 The next speaker is Marina Pina.</p> <p>15 FROM THE PUBLIC: Good morning -- or good</p> <p>16 afternoon, Madam Chair, members of the Commission</p> <p>17 and all attendees. My name is Marina Pina. Last</p> <p>18 name P-i-n-a.</p> <p>19 I am a communications professional and, I</p> <p>20 have done community organizing for the past ten</p> <p>21 years throughout the state of New Mexico with</p> <p>22 communities of color, but especially with the</p> <p>23 immigrant community.</p> <p>24 As an immigrant myself, and as a mother of</p> <p>25 a two-year-old, I am always excited and looking</p>
<p style="text-align: right;">103</p> <p>1 that the more options we have, I'll probably be more</p> <p>2 overwhelmed as a parent.</p> <p>3 I certainly wish I could just depend on</p> <p>4 having a school that was down the block that I could</p> <p>5 trust would be great for my kid. But, you know,</p> <p>6 I'll have to sort through all those options. But I</p> <p>7 think I'll really get to think about the match</p> <p>8 between my specific kid and the school. I'm</p> <p>9 actually in the beginning of looking at schools for</p> <p>10 my elder son, who will go to kindergarten in the</p> <p>11 fall of 2022.</p> <p>12 You know, after speaking with Sean Duncan,</p> <p>13 I certainly want to be able to consider the choice</p> <p>14 of THRIVE. I think there should be more schools run</p> <p>15 by people who understand how to effectively deliver</p> <p>16 special education services, not just for students</p> <p>17 with learning differences, but for all students,</p> <p>18 because I can really tell that Sean believes in the</p> <p>19 general principle that every student is unique and</p> <p>20 deserving.</p> <p>21 Finally -- you know, and when a charter</p> <p>22 school is authorized, there's no data to go off of.</p> <p>23 So it's all about the leadership. And Sean struck</p> <p>24 me as a leader, because of his willingness to see</p> <p>25 family as a partner, to affirmatively address</p>	<p style="text-align: right;">105</p> <p>1 forward to what type of alternatives and options we</p> <p>2 do have in our state.</p> <p>3 Our state doesn't have the best reputation</p> <p>4 for education, but I do believe in the work that</p> <p>5 people are doing throughout the state and here in</p> <p>6 Santa Fe to always be improving the education of our</p> <p>7 children.</p> <p>8 Currently, I am working as a</p> <p>9 communications professional supporting the work of</p> <p>10 organizations that do focus on substance abuse</p> <p>11 disorder, and wouldn't have to get that far to know</p> <p>12 that education is one of the social determinants of</p> <p>13 health.</p> <p>14 That's why I fully support THRIVE, and I</p> <p>15 hope you do support it as well. We, definitely --</p> <p>16 as everyone else has said, we need a more diverse,</p> <p>17 inclusive, and an education that really tackles the</p> <p>18 little details, you know, the things that are not</p> <p>19 traditional of our education, which is the social</p> <p>20 and emotional skills that our kids can gain.</p> <p>21 So thank you so much for your time. And I</p> <p>22 hope you do support THRIVE as much as my family</p> <p>23 does.</p> <p>24 Thank you.</p> <p>25 THE CHAIR: And thank you so much.</p>

106	<p>1 MS. BEVERLY FRIEDMAN: Our next speaker is 2 Nora Geiss. 3 THE CHAIR: So, Bev, how many -- by my 4 count, we've got -- do we still have ten left? 5 MS. BEVERLY FRIEDMAN: We do, indeed. Ten 6 people. And we've got 3 minutes and 38 seconds. 7 FROM THE PUBLIC: Thank you, all, and 8 thank you, Madam Commissioner and the other 9 Commissioners. I will be brief. 10 I am also a native Santa Fean. I went to 11 St. Francis. I went to Eldorado. I went to 12 Chaparral, Capshaw, and Santa Fe Prep. So I've seen 13 some of the gamut of education. 14 And I know that having a school that 15 really cared about me as an individual and cared 16 about my social experience and cared about how I 17 felt about myself made a huge difference in who I've 18 become, my success in the world, my -- my 19 relationship with myself. I mean, it's such an 20 important thing. 21 And, you know, the THRIVE founding team is 22 incredible; so much skill, so much depth of 23 background. I couldn't be more impressed with what 24 their plans are and how they have put them together. 25 And I am also very much behind what John</p>	108	<p>1 COMMISSIONER VOIGT: Thanks. Can I just 2 make a suggestion? So if we could extend the time 3 for everybody who was signed in to speak by that 4 time limit, if we could extend our overall speaking 5 time to accommodate those people with that one 6 minute allocation as a minimum? 7 THE CHAIR: Well, that's what we did. 8 Everyone took more than a minute. 9 COMMISSIONER VOIGT: Oh. 10 THE CHAIR: So that's the dilemma. I 11 asked people to try to keep it to a minute, and they 12 didn't. So we didn't even get through -- you know, 13 everyone took about two minutes the last time. So 14 that's my -- you know. 15 I want to hear from folks. But I'm trying 16 to be respectful of everyone's time here. If 17 everyone does what all the previous speakers have 18 done, it will add about a half hour to -- to the 19 time going forward, not the total time allocated. 20 COMMISSIONER VOIGT: And I'm okay with 21 that; but -- 22 THE CHAIR: Okay. 23 COMMISSIONER BURT: I have a suggestion. 24 I know since we're over time that Bev doesn't have 25 to record time anymore. Maybe she should just get</p>
107	<p>1 Rizzo was saying in terms of education is incredibly 2 important to the economic security of Santa Fe, 3 which I think is a very important thing. 4 But most important is that our kids feel 5 confident to go into the world and do what they want 6 to do and feel like successful human beings inside 7 and out. 8 And that is a major part of the THRIVE 9 mission. It's something I find very compelling. 10 And while I believe all of our state's educators are 11 doing their best, I really see unique things in the 12 THRIVE model. So I'm 100 percent behind it. I hope 13 that you guys will also see the value. And I 14 appreciate very much your time this morning. 15 THE CHAIR: Thank you so much. 16 MS. BEVERLY FRIEDMAN: Next speaker is 17 Juan Acevedo. 18 THE CHAIR: So I'm just going to ask 19 people to please -- because if we do -- we extended 20 the time for one additional person with the last 21 group. If we extend to everyone and everyone takes 22 the time that all the previous speakers have taken, 23 it's going to add almost a half hour of time. So... 24 COMMISSIONER VOIGT: Madam Chair? 25 THE CHAIR: Commissioner Voigt?</p>	109	<p>1 one of the papers and put the paper up when it's a 2 minute. I know that doesn't help, necessarily, if 3 someone's not on video or can't see video. But it's 4 just to give the speakers like that. 5 It's hard to figure out how long they've 6 been talking. So maybe kind of give that, "One 7 minute." Like, "You're there." And that way, they 8 can decide what they want to do. 9 THE CHAIR: I figured most people probably 10 had a phone, so they've got a timer. But that's -- 11 you know. 12 MS. BEVERLY FRIEDMAN: I'll do that. 13 THE CHAIR: I am fine. I just want people 14 to be aware of the fact that I have a little problem 15 that another school -- only one other person got on. 16 So, you know, we give another school a whole 17 additional half hour? I look at total fairness. 18 But I -- you know, I don't -- I'm fine. 19 Okay. 20 MS. BEVERLY FRIEDMAN: Mr. Acevedo. 21 COMMISSIONER CARRILLO: Madam Chair? 22 THE CHAIR: Thank you. 23 COMMISSIONER CARRILLO: Madam Chair? 24 THE CHAIR: Sorry. Yeah. 25 COMMISSIONER CARRILLO: I would like us</p>

110	<p>1 all -- I would like us all to use this as a learning 2 moment that we're finding that most people need just 3 two minutes. And maybe what we need to do is look 4 at our policies and amend the way that we have 5 groups talk so that everyone knows that they have 6 two minutes. They know they can recite it in the 7 car on the way and make sure it doesn't go over. 8 Anyway, learning moment. Thank you. 9 THE CHAIR: Thanks. 10 FROM THE PUBLIC: Hi. Good morning. Can 11 I proceed? 12 THE CHAIR: Yes, you may. Thanks. 13 FROM THE PUBLIC: Okay. I have my timer 14 here. 15 Good morning and thank you for the 16 opportunity to speak. My name is Juan Acevedo, last 17 name A-c-e-v-e-d-o. 18 I am a business teacher at Capital High 19 School. And I want to talk about, also, in the 20 position as a business teacher, I have the great 21 opportunity to meet with the City, with the 22 community and economic development office. And out 23 of those conversations, the conclusion is that 24 Santa Fe is growing, and it's growing in the 25 south-side area.</p>	112	<p>1 As speakers before me have stated, 2 Santa Fe is just going to continue to grow, 3 specifically on the south side. Apparently, we do 4 have the largest concentration of families and young 5 (inaudible due to connectivity issues). 6 THE CHAIR: Sorry. Mr. Abeyta. I'm 7 sorry, but you're freezing. 8 Okay. Let's bring the next person in, and 9 hopefully Mr. Abeyta can come back. So, Missy, if 10 you can watch and see if we can get him back. 11 MS. BEVERLY FRIEDMAN: All right. The 12 next person is Louise Yakey. 13 FROM THE PUBLIC: Can you hear me? I'm 14 Louise Yakey. I'm the executive director of 15 Mentoring Kids Works New Mexico. I'm a New York 16 State-educated individual and Master-prepared 17 teacher from a Jesuit school in New York. 18 I would like to tell you that I'm excited 19 about THRIVE, because in my opinion, while there's 20 lots of conversation about community schools, this, 21 in my opinion, exemplifies it. 22 Early on, the administration of -- the 23 proposed administration of THRIVE contacted us to 24 see if we would be interested in partnering with 25 them to bring young people, high school and college</p>
111	<p>1 It's growing in housing, but it's not 2 growing in entrepreneurship. And I believe that 3 entrepreneurship is bigger than just a store opening 4 or other things. So open a school, also, I believe 5 is entrepreneurship. 6 And I'm really amazed with the work that 7 this group of entrepreneurships (verbatim) is going 8 to do. So I am highly in support of THRIVE 9 Community School. 10 And, also, as an immigrant who is looking 11 to thrive in this city, recognizing that I am one of 12 the diversity that is in the south-side area, I 13 highly believe that this school is going to fulfill 14 those needs and is going to prepare the foundation 15 for those students who, in the future, I'm going to 16 receive. 17 Thank you. 18 THE CHAIR: Thank you so much. 19 MS. BEVERLY FRIEDMAN: Our next speaker is 20 Roman Tiger Abeyta. 21 FROM THE PUBLIC: Thank you, this is Roman 22 Tiger Abeyta. I am the director of the Boys and 23 Girls Clubs of Santa Fe. I am also a City Councilor 24 who represents District 3, which is Santa Fe south 25 side.</p>	113	<p>1 mentors, who are potentially teachers or social 2 workers or pediatric nurses or whatever -- right? -- 3 young people interested in working with small 4 children. We've got 22 of them right now getting 5 ready to get started at Aspen Community School. 6 I'm super excited, because that is the 7 feeling that we get. And, quite honestly, as a 8 25-year veteran teacher, I know that not only will 9 the kids and the families feel supported, but the 10 teachers. And that is a really, really big deal, 11 right? 12 So I'm excited to be testifying today. 13 THE CHAIR: Thank you so much. 14 MS. BEVERLY FRIEDMAN: Next person is 15 Deborah Boldt. 16 THE CHAIR: Deborah, can you unmute 17 yourself whenever you're ready? No, you're still 18 muted. 19 There we go. Thanks. 20 FROM THE PUBLIC: Thank you. Good 21 morning, Madam Chair and Commissioners. I'm Deborah 22 Boldt. That's B, as in "boy," -o-l-d-t. 23 I'm the cofounding executive director of 24 the nonprofit Real Fathers. And, since 2009, we've 25 been providing youth with social-emotional learning</p>

<p style="text-align: right;">114</p> <p>1 focused on a student's identity as shaped by father 2 and family. And we're now working in five Santa Fe 3 Public Schools.</p> <p>4 At Real Fathers, we've observed that part 5 of what makes a successful school is the ability to 6 spark the alchemy that makes students want to learn. 7 And it just seems clear that the educators behind 8 THRIVE have the vision and the capacity to do just 9 that, unlock students' desire to learn.</p> <p>10 And this just seems an invaluable gift 11 that they're offering to our community, and I hope 12 very much that we'll be able to accept this gift.</p> <p>13 Thank you.</p> <p>14 THE CHAIR: Thank you so much.</p> <p>15 MS. BEVERLY FRIEDMAN: Our next speaker is 16 Roberta Cole.</p> <p>17 MS. MISSY BROWN: I don't see anybody in 18 the Attendees list under that name.</p> <p>19 MS. BEVERLY FRIEDMAN: Okay. The next 20 name is Ellen Moore.</p> <p>21 FROM THE PUBLIC: Hi, there.</p> <p>22 THE CHAIR: Good afternoon.</p> <p>23 FROM THE PUBLIC: Sorry you can't see my 24 face. I don't know why that's not -- oh, wait. 25 Here. Hold on.</p>	<p style="text-align: right;">116</p> <p>1 FROM THE PUBLIC: I'll be very brief. I'm 2 a resident of Santa Fe's south side. I support 3 THRIVE charter school. I think the growth is on 4 this side of town.</p> <p>5 I understand some opposition to this 6 charter was about citing declining enrollment 7 citywide. But this is where the growth is. And I 8 think we should not think of our children as 9 inventory, but as our community's greatest asset and 10 use whatever strategies we can at our disposal to 11 make opportunities for Santa Fe's young people, who 12 are leaving in droves because of education 13 employment options.</p> <p>14 I'll yield my time to the rest of the 15 speakers, because I know we're behind. Thank you.</p> <p>16 THE CHAIR: Thank you very much. We 17 appreciate it.</p> <p>18 MS. BEVERLY FRIEDMAN: The next speaker is 19 Sarah Mandala.</p> <p>20 MS. MISSY BROWN: Sorry. With 49 21 attendees, it's hard to find people. I do not see 22 Sarah Mandala. I do not see that Roman Abeyta has 23 been able to come back. I do not find Roberta Cole.</p> <p>24 MS. BEVERLY FRIEDMAN: Okay. The last 25 name is Tiffani Encinias.</p>
<p style="text-align: right;">115</p> <p>1 First of all, thanks for your patience 2 today. And I'll make this very quick. My name is 3 Ellen Moore. Last name, M-o-o-r-e. Hello to a few 4 of you I know from the past.</p> <p>5 Just quickly, I'm a retired charter school 6 principal, took a year off, also did a start-up 7 charter school on the Navajo Nation.</p> <p>8 I reached out to Sean on THRIVE Community 9 School when I saw an article in the New Mexican. I 10 now live in Santa Fe and threw my full support in 11 after meeting with him. And so, just in a nutshell, 12 I feel it's a school that has solid leadership, 13 realistic goals, positive community support.</p> <p>14 And as a prior charter school principal 15 and an employee at one point with PED and the 16 Charter School Bureau, I can stay I fully support 17 the school. And I'll leave it at that so you can 18 move forward.</p> <p>19 THE CHAIR: Thank you so much. We 20 appreciate it.</p> <p>21 FROM THE PUBLIC: Thanks.</p> <p>22 MS. BEVERLY FRIEDMAN: Rob Morlino.</p> <p>23 FROM THE PUBLIC: I went into a different 24 dimension. Can everybody see me? 25 THE CHAIR: Yes, we can.</p>	<p style="text-align: right;">117</p> <p>1 FROM THE PUBLIC: Hi. My name is Tiffani 2 Encinias, and I support THRIVE school. I think it 3 would be great to have a social-emotional public 4 school. I am an EA at a public school and --</p> <p>5 THE CHAIR: Okay. Tiffani, I'm sorry to 6 interrupt you, but your -- the feed is very garbled. 7 It's not just your mask. It's the feed itself.</p> <p>8 FROM THE PUBLIC: Can you hear me now? 9 THE CHAIR: Talk a little bit more.</p> <p>10 FROM THE PUBLIC: Hello. Can you hear me? 11 Sorry. I'm having problems with my 12 Internet. Hi. I'm Tiffani Encinias. I am an EA at 13 the Santa Fe Public Schools myself. I work with 14 pre-K. I've been in the field for 15 years.</p> <p>15 I've seen autistic children. I've been 16 with IEP students. I think it's good to have a 17 social-emotional school. I support THRIVE for 18 everything they're going to go through. It will be 19 great to have. And this community is going to be 20 awesome to see a social-emotional and work one on 21 one with IEP students, as they need it.</p> <p>22 THE CHAIR: Thank you so much.</p> <p>23 MS. BEVERLY FRIEDMAN: That's all of our 24 speakers. 25 THE CHAIR: Okay. And we --</p>

<p style="text-align: right;">118</p> <p>1 unfortunately, we still lost Mr. Abeyta; correct? 2 MS. BEVERLY FRIEDMAN: Yes. 3 THE CHAIR: All right. Okay. All right. 4 Well, thank everyone for -- for all of the 5 comments. We truly do appreciate and appreciate the 6 time that people took out of their day to offer 7 that. 8 So Director Chavez? 9 DIRECTOR CORINA CHAVEZ: Good afternoon, 10 THRIVE, and welcome, Commissioners. 11 I am happy to let you know that through 12 the process of reviewing this application, the peer 13 review process, which included the capacity 14 interview and the input hearings, has resulted in a 15 recommendation for the school to be approved. 16 And we added a condition that is also part 17 of the recommendation for the Implementation Year 18 Checklist for board members to be trained in the 19 first three months of the charter school's 20 existence. 21 This school met -- had 58 points in terms 22 of the criteria and the capacity interview, between 23 the application and the capacity interview. 24 There were 19 points that Approaches the 25 criteria and 2 that Did Not Meet the criteria.</p>	<p style="text-align: right;">120</p> <p>1 or a clarification from Ms. Chavez. When you were 2 going through the list, you had stated, you know, 3 the board member training that was required. But 4 you used the phrase "three months of existence" 5 versus where it reads "three months from approval." 6 Because I read "approval" being -- well, if we 7 approve -- I read that as being today. And I just 8 want to ask if you would make that clarification. 9 DIRECTOR CORINA CHAVEZ: Today, if the 10 school is approved, starts the count in terms of the 11 three months. 12 COMMISSIONER CARRILLO: Thank you very 13 much. 14 THE CHAIR: And that's also included in 15 the Implementation Year Checklist time frame. 16 DIRECTOR CORINA CHAVEZ: Yes, ma'am. 17 THE CHAIR: Yeah. Okay. Thanks. 18 So welcome once again. So I don't know 19 who is going to start. But if you would just go 20 through and do a brief identifier of everyone who's 21 here for the school so we have that on the record. 22 MR. SEAN DUNCAN: Wonderful. I can 23 introduce our team. 24 My name is Sean Duncan. It is great to be 25 here again, Madam Commissioner -- or Madam Chair and</p>
<p style="text-align: right;">119</p> <p>1 The two that Did Not Meet the criteria had 2 to do with the school's organizational planned 3 governance. It was mostly that the school's bylaws 4 needed a lot of work. 5 We are looking to make sure that the 6 bylaws do not include any language that would allow 7 for a board member to sit on more than one board, 8 and that wasn't super clear in there. 9 And then in terms of organizational 10 issues, it was mostly having to do with the calendar 11 and the discrepancies between what was submitted and 12 what was described, as well as the differentiation 13 between the K-5 and the 6-8. 14 Otherwise, the school had really excellent 15 ratings. And as so many people in the community 16 that have come to speak before you have articulated, 17 the school does present a very unique approach to 18 educating students at a time when I would say that 19 this is necessary. 20 So I'm happy to make a recommendation that 21 this school be approved. 22 THE CHAIR: Okay. Thank you so much for 23 that. 24 Commissioner Carrillo. 25 COMMISSIONER CARRILLO: I have a question</p>	<p style="text-align: right;">121</p> <p>1 members of the Commission. Thank you for having us 2 back. We're excited to talk today. 3 Other members of our team that are here 4 today are Randi Valverde, our proposed board chair; 5 Julie Lucero, THRIVE cofounder; Angelia Moore, 6 THRIVE cofounder; Amy Chacon, THRIVE cofounder; 7 Brian Crider, proposed member of our governing 8 board; and Dan Hill, our school's attorney. 9 THE CHAIR: Okay. Thanks. So you've got 10 your 15 minutes of fame here to do what you want. 11 MR. SEAN DUNCAN: Wonderful. Can you see 12 my screen? 13 THE CHAIR: We can, yes. 14 MR. SEAN DUNCAN: Okay. Great. 15 MS. RANDI VALVERDE: Good afternoon, 16 Madam Chair, members of the Commission. I'm excited 17 to be joining you here again today. 18 My name is Randi Valverde, and I'm the 19 proposed board chair for the THRIVE Community 20 School. Our team is prepared to answer any 21 questions that you may have regarding our charter 22 application and the work that has gone into building 23 a strong community support for our proposed K-to-8 24 school that will expand choice and increase access 25 and equity for students in Santa Fe.</p>

<p style="text-align: right;">122</p> <p>1 I look forward to our discussion here 2 today. 3 MR. SEAN DUNCAN: Wonderful. I can -- 4 I'll quickly turn it back to -- I introduced 5 everybody, so I will jump on ahead. 6 So as we jump into our presentation, we'll 7 take a couple of minutes to review two topics from 8 the community input hearing; first, our expansive 9 community outreach efforts; and, then, second, our 10 innovative approaches and unique features that 11 define our school's model. 12 In the final part of the presentation, 13 we'll take a few minutes to discuss the final 14 analysis that was provided by the Charter Schools 15 Division regarding our charter application. 16 MS. JULIE LUCERO: Our founding team knew 17 from the outset that a robust, inclusive, and 18 responsive approach to community outreach would be 19 crucial to the development of our proposed model and 20 the investment of key stakeholders, particularly 21 parents and families. 22 Therefore, our strategy prioritizes small 23 group and individual meetings, administering an 24 internally developed Google survey, and conducting a 25 professionally administered survey to ensure we were</p>	<p style="text-align: right;">124</p> <p>1 do it. 2 MR. SEAN DUNCAN: At THRIVE, we show love, 3 we affirm one other, and recognize the innate beauty 4 and brilliance in each of us, and we remind one 5 another to be the best version of ourselves. 6 We create joy. We find joy in learning 7 and being part of a community, and we smile and 8 laugh and prioritize finding value in the work that 9 we do and the challenges that we face. 10 We work as a team. We rely on one another 11 to achieve our shared goals, and we value different 12 perspectives and voices and elevate those voices 13 that are often ignored. 14 And, then, finally, we are brave. We grow 15 when we take risks and lean into discomfort. We 16 value mistakes because we are committed to learning 17 from them and adjusting. 18 As we discussed in July, our proposed 19 model is a direct reflection of the input that we 20 collected from our community stakeholders, and it is 21 aligned to our mission, vision, values, and guiding 22 principles. 23 MS. AMY CHACON: Our proposed model 24 consists of four innovative approaches that offer a 25 new take on traditional systems and structures, and</p>
<p style="text-align: right;">123</p> <p>1 reaching the broad audience across Santa Fe. 2 MS. AMY CHACON: With these outreach 3 methods, we were able to meet with over 4 225 individuals prior to our June 1st submission. 5 We collected 145 Google survey responses and 6 professionally surveyed 501 Santa Fe residents. 7 All of these methods helped to inform key 8 aspects of our model and mission and offer an 9 overwhelming amount of support for THRIVE 10 authorization. 11 DR. ANGELIA MOORE: THRIVE's mission. 12 THRIVE Community School is a diverse and 13 affirming K-8 Learning Community that embraces 14 social and emotional learning practices and utilizes 15 evidence-based teaching to advance educational 16 equity. We use innovative approaches to drive 17 academic achievement, eliminate disparities in 18 student outcomes, and reinforce a positive 19 self-concept so that all students are positioned to 20 follow paths of their choice. 21 But our community outreach efforts 22 identified and defined for us, also, four school 23 values. And we understand these values as the 24 qualities that are part of all aspects of our school 25 community. They define not what we do, but how we</p>	<p style="text-align: right;">125</p> <p>1 three programmatic features that will make THRIVE a 2 unique option in our community. 3 MR. SEAN DUNCAN: Our four innovative 4 approaches were developed to ensure that we were 5 utilizing evidence-based, sustainable solutions that 6 are not being currently utilized in a comprehensive 7 manner in public schools in our city and region. 8 First, THRIVE will offer 25 days of paid 9 professional teacher development, which is three 10 times more professional development than what is 11 typically offered in the majority of local public 12 schools. 13 Second, we'll also offer a 14 three-small-schools model to reinforce that 15 small-school feel in a way that better prepares 16 students to enter middle school on a path to 17 academic and social and emotional success. 18 Third, THRIVE also offers an expanded 19 definition of student success that includes 20 mission-critical outcomes related to our three 21 unique features: Intentional diversity, equitable 22 academics, and social and emotional learning. 23 And, fourth, our calendar and schedule are 24 reflective of 21st-century demands, realities, but, 25 most importantly, opportunities. We offer an</p>

<p style="text-align: right;">126</p> <p>1 extended school day from 8:00 a.m. to 4:00 p.m., and 2 have structured our calendar in ways that will help 3 maximize student learning and teacher development 4 and retention.</p> <p>5 MS. AMY CHACON: As an intentionally 6 diverse community, THRIVE will work with our 7 community partners to coordinate outreach efforts to 8 share information about our school, as well as 9 provide resources and support with the lottery and 10 enrollment process.</p> <p>11 We will incorporate an anti-bias, 12 anti-racist approach to education and ensure that 13 our methods are culturally, linguistically, and 14 racially affirming to our student body and broader 15 community.</p> <p>16 Our commitment to intentional diversity 17 extends to our family and community programming, as 18 we plan to offer community building and development 19 opportunities for our families and our broader 20 community.</p> <p>21 MS. JULIE LUCERO: At THRIVE, equitable 22 academics will be defined by mastery learning, STEAM 23 education, and experiential learning.</p> <p>24 The combination of these three components 25 will ensure that our students build rock-solid</p>	<p style="text-align: right;">128</p> <p>1 public comment portions of this process, 2 particularly today.</p> <p>3 MS. JULIE LUCERO: On the written 4 application, our academic framework included a 5 robust instructional and cultural plan that 6 incorporates an emphasis on supporting a spectrum of 7 students' needs, particularly students with special 8 needs.</p> <p>9 We have confidence in our ability to 10 execute all aspects of this framework at a high 11 level because of the deep experience our cofounding 12 team will bring to the operation of the school.</p> <p>13 MS. RANDI VALVERDE: For our 14 organizational framework, our governing board is 15 committed to ensuring that our board bylaws 16 appropriately define the board members' rights and 17 are completely and fully vetted by our school 18 attorney and fully compliant.</p> <p>19 We are also committed to meeting all of 20 the board member training and are able to do so in 21 the three-month time frame recommended by the CSD, 22 if we are authorized.</p> <p>23 MR. BRIAN CRIDER: For our financial 24 framework, we are committed to reaching our 25 recruitment goals, but also know that student</p>
<p style="text-align: right;">127</p> <p>1 foundations in literacy and numeracy, while also 2 engaging students in learning throughout content 3 integration that prioritizes hands-on applications 4 of learning within and from our community and its 5 deep resources.</p> <p>6 DR. ANGELIA MOORE: Finally, THRIVE will 7 be a school for social and emotional learning. 8 Students will spend a large part of their day in a 9 variety of small-group learning structures. All 10 staff are responsible for teaching the skill of 11 emotional intelligences that help support strong and 12 healthy relationships, interpersonal skills, and 13 self-awareness.</p> <p>14 And restorative justice practices at 15 THRIVE are built into the fabric of our school and 16 its community so that healing rather than punishment 17 remains the central focus of our response to any 18 challenges at THRIVE.</p> <p>19 MR. SEAN DUNCAN: Now we'll take a couple 20 of minutes to discuss the final analysis provided by 21 the Charter Schools Division.</p> <p>22 To start, we want to express our 23 appreciation for all of the hard work that has gone 24 into reviewing the application, the capacity 25 interview, the community input hearing, and the</p>	<p style="text-align: right;">129</p> <p>1 recruitment can be challenging in the first year of 2 operation. As a result, we will work to have 3 multiple budget scenarios prepared to ensure that we 4 are able to keep mission-critical programming in 5 place for a variety of enrollment possibilities.</p> <p>6 Finally, we will review our monthly 7 financial dashboards to provide proper oversight of 8 the budget and budgeting process to ensure THRIVE is 9 fiscally sound.</p> <p>10 MS. RANDI VALVERDE: For our capacity 11 interview, we appreciate the feedback provided by 12 the peer review committee, and we are prepared to 13 work to ensure that our leadership and governance 14 structures exceed expectations. Excuse me.</p> <p>15 We would like to offer three reassurances 16 in the areas of leadership and governance.</p> <p>17 First, through the required training and 18 additional training that will be provided by our 19 school attorney and the Public Charter Schools of 20 New Mexico, we are confident and committed to 21 executing a successful transition from a founding 22 board to a governing board.</p> <p>23 Second, we will ensure that all of our 24 policies, both school-based and board-specific, are 25 compliant, current, and effective.</p>

<p style="text-align: right;">130</p> <p>1 Third, when on-boarding new members, we 2 will ensure that they complete all of their required 3 training in a timely fashion and that they have 4 access to the school's charter, the budget, any 5 audit findings, if they exist, and recent financial 6 and academic monthly dashboards.</p> <p>7 MR. SEAN DUNCAN: The other piece of 8 information noted in the final analysis is the 9 strong community support that exists for THRIVE. 10 This support was evident in our charter application 11 and the community input hearing, as well as the 12 public comment portion of today's meeting.</p> <p>13 We recognize that Santa Fe Superintendent 14 Chavez expressed concerns about Santa Fe Public 15 Schools' enrollment. However, the primary concern 16 that has been expressed to our team throughout our 17 outreach process is that families of students who 18 are enrolled in south-side schools are currently 19 experiencing overcrowding.</p> <p>20 These concerns have been echoed by 21 south-side elected officials, including current 22 board member Rudy Garcia, who represents the south 23 side of Santa Fe, and Santa Fe City Councilor, Roman 24 Tiger Abeyta, who was cut off -- whose phone cut 25 out. His letter of support that he submitted echoed</p>	<p style="text-align: right;">132</p> <p>1 more options, and they want more options like 2 THRIVE.</p> <p>3 In fact, four out of five residents 4 support THRIVE's STEAM-focused model, and 73 percent 5 of parents and families surveyed expressed interest 6 in sending their own child to a new K-to-8 7 STEAM-focused public charter school.</p> <p>8 Taken as a whole, we can say with 9 confidence that our proposed model is a direct 10 reflection of not only what our community wants, but 11 what is in the best interests of our children.</p> <p>12 MS. RANDI VALVERDE: As we conclude our 13 presentation, we would again emphasize that we're 14 eager to put in the work to ensure that THRIVE is 15 successful at achieving its mission. We would like 16 to express our deep appreciation for all the parents 17 and families, the committed educators, and 18 passionate community members who contributed to and 19 who support the mission of THRIVE.</p> <p>20 The community outreach work that took 21 place to develop has not and will not stop, because 22 THRIVE will be a community-driven school. In 23 agreement with the Charter School Division, we are 24 confident that our team is prepared to open a high 25 quality charter school in our community.</p>
<p style="text-align: right;">131</p> <p>1 these same realities.</p> <p>2 As has been emphasized, thousands of new 3 homes are going to be built on Santa Fe's south side 4 in the next couple of years. And we can logically 5 predict the need for more school options in this 6 part of the city.</p> <p>7 Our team, with the support of our 8 community, is ready to work with our local school 9 district to ensure that we are collectively creating 10 paths of opportunity for all students, while also 11 relieving overcrowding in south-side schools.</p> <p>12 Our support is noted in the final analysis 13 as abundant, broad, and diverse. We've established 14 a number of community partnerships that we plan to 15 work with throughout our Implementation Year, and 16 then once operational, if we're authorized.</p> <p>17 THRIVE secured 80 letters of support from 18 community members, including parents and family 19 members, Santa Fe Public Schools educators and 20 leaders, current and former, and a host of 21 established and respected mission-aligned community 22 organizations.</p> <p>23 Our internal survey results as well as our 24 professionally administered survey of 500 Santa Fe 25 residents makes it clear. Parents and families want</p>	<p style="text-align: right;">133</p> <p>1 Thank you so much for your time.</p> <p>2 THE CHAIR: Thank you. So I guess I'll 3 start off. Just one second. Thank you.</p> <p>4 I don't know if you heard before, we were 5 talking with the last applicant team that, you know, 6 the new Commissioners didn't have the joy of hearing 7 some of those other applications.</p> <p>8 So going through this -- and my process in 9 reading applications, I go through it. I write 10 notes. I leave it. I come back. And I look back 11 at the notes that I wrote to see, Is that still a 12 concern or what is it?</p> <p>13 And my second pass through the 14 application, I couldn't find any notes.</p> <p>15 So it's, like, I didn't write anything 16 down. And it's, like -- and then I started looking, 17 and it's, like, Why are you purposely looking for 18 something to find, you know?</p> <p>19 So it's -- so that certainly speaks to the 20 quality of -- you know, it's, like, I shouldn't be 21 on a process of trying to find something.</p> <p>22 I -- you know, I support everything that, 23 you know, that you stand for, the social-emotional 24 piece, the experiential learning, your commitment to 25 special education, STEAM. There isn't anything</p>

<p style="text-align: right;">134</p> <p>1 there.</p> <p>2 But I guess, along that lines, then, not</p> <p>3 having any specific questions about the application,</p> <p>4 but the process of recruitment. And we know that</p> <p>5 we've lost kids through this last year and a half,</p> <p>6 you know.</p> <p>7 And someone expressed, you know, they're</p> <p>8 our assets; they're not just a commodity to count.</p> <p>9 And it is unfortunate and tragic, nationwide. We've</p> <p>10 lost kids in the education system. And, to me,</p> <p>11 these are the ones that you absolutely could so best</p> <p>12 serve.</p> <p>13 But I guess the challenge, the task, and</p> <p>14 the question is, have you thought about that? And</p> <p>15 how do you find them and reach out to them?</p> <p>16 And I don't know if there's been any</p> <p>17 studies done as to where those kids are in Santa Fe</p> <p>18 to know if there's -- you know, how many are in the</p> <p>19 southern part of -- you know, the -- of Santa Fe.</p> <p>20 So it's just my -- you know, my curiosity and sort</p> <p>21 of a challenge.</p> <p>22 MR. SEAN DUNCAN: I can report out on what</p> <p>23 information -- thank you for the question, Madam</p> <p>24 Commissioner.</p> <p>25 We're in, you know, recognition of being</p>	<p style="text-align: right;">136</p> <p>1 that was their only alternative, and they hunkered</p> <p>2 in and said, "Okay, I'm going to do it myself then,"</p> <p>3 you know. And that's -- I get it. It's -- it's --</p> <p>4 you know, it's choice. So thanks for that.</p> <p>5 DR. ANGELIA MOORE: Madam Commissioner, I</p> <p>6 would also like to add that, you know, THRIVE is</p> <p>7 part of the Trauma-Informed Care Network of</p> <p>8 Santa Fe; THRIVE itself is -- our leadership team</p> <p>9 is. We're pretty fairly well plugged into the</p> <p>10 community organizations that offer families from</p> <p>11 birth, all the way through, support.</p> <p>12 And I would say that being part of that</p> <p>13 community organization and network certainly means</p> <p>14 that -- that the school's name and possibility, if</p> <p>15 approved by the Commission today, is on the lips of</p> <p>16 organizations who want better options for kids. I</p> <p>17 hope I'm articulating that well.</p> <p>18 But, you know, we are hooked into the</p> <p>19 organizations that would help us with recruiting</p> <p>20 students and families who continue to fall through</p> <p>21 the cracks.</p> <p>22 THE CHAIR: Thanks. That's great to know.</p> <p>23 I appreciate it.</p> <p>24 Commissioner Voigt.</p> <p>25 COMMISSIONER VOIGT: Thank you,</p>
<p style="text-align: right;">135</p> <p>1 able to think through how our team would support in</p> <p>2 identifying students who are unaccounted for or are</p> <p>3 unsure in terms of enrollment. I do know that the</p> <p>4 percentages that were reported out -- and I do</p> <p>5 believe Santa Fe Public Schools, along with a number</p> <p>6 of districts, really did try to dig out what --</p> <p>7 where kids went if they're no longer enrolled.</p> <p>8 And it sounds like they did have a high</p> <p>9 level of success with identifying where the majority</p> <p>10 went.</p> <p>11 And only -- of the 600 or so that left,</p> <p>12 the district reported out that 17 percent left the</p> <p>13 state, and, the remainder have either enrolled in</p> <p>14 public, charter, private, or other -- other</p> <p>15 educational institutions.</p> <p>16 So the narrative locally has not stayed</p> <p>17 that the kids are unaccounted for; it's that,</p> <p>18 really, that they've chosen other options.</p> <p>19 Homeschooling as well. I forgot to leave that --</p> <p>20 throw that one in there.</p> <p>21 THE CHAIR: Okay. Thanks. I guess just</p> <p>22 part of the concern is that that -- you know,</p> <p>23 identified as homeschool as an option doesn't</p> <p>24 necessarily mean kids are being served well, you</p> <p>25 know, that that -- families unfortunately felt that</p>	<p style="text-align: right;">137</p> <p>1 Madam Chair.</p> <p>2 I just want to commend the school on an</p> <p>3 excellent application. Thank you for all of your</p> <p>4 hard work bringing that forward. Your mission and</p> <p>5 vision shows a lot of promise for the south side of</p> <p>6 Santa Fe.</p> <p>7 I want to recognize the true innovation</p> <p>8 that you are proposing with your -- your</p> <p>9 three-small-school model and your yearly calendar.</p> <p>10 Those are innovative in the way they sit. You don't</p> <p>11 see much of that. It's great to see some</p> <p>12 out-of-the-box thinking in a school design.</p> <p>13 There's a lot of experience that is</p> <p>14 obvious in this application, a lot of educational</p> <p>15 experience. It's great to see that and the</p> <p>16 well-thought-out pieces that make this so</p> <p>17 comprehensive in your model.</p> <p>18 I love the fact that you are -- you're</p> <p>19 thinking already in a proactive manner about your</p> <p>20 community's growth. And you're anticipating, you</p> <p>21 know, budget adjustments in the future to be</p> <p>22 flexible and moldable around what's going to work</p> <p>23 for your school success and for your -- your</p> <p>24 school's community.</p> <p>25 The -- the intentional focus that you have</p>

<p style="text-align: right;">138</p> <p>1 around serving marginalized students is commendable. 2 You're looking already at what strengths your 3 community has, what social determination is sitting 4 within your community, and you're looking already at 5 lifting up and strengthening that south side of 6 Santa Fe. That's -- that's phenomenal. 7 You've already established some key 8 support partnerships to help build your capacity. 9 As Mr. Rizzo was saying, that recognizing the 10 innovations that we have upon us in the 21st 11 century, and some of those we don't even know about 12 yet, I think is also a proactive move on your part. 13 The community-informed piece that you 14 utilized to help build your school's mission I think 15 is really meaningful, and that's going to bring so 16 much relevance to your -- to your school's 17 community. 18 So great job. And, you know, I just read 19 in Education Week this week that parents don't like 20 the words "social-emotional learning." You might 21 have read that article also. But they prefer the 22 term "life skills." So I just read that. Thought 23 it was interesting, you know. 24 But as buzzwords go in education, you 25 know, that's what I read.</p>	<p style="text-align: right;">140</p> <p>1 a -- there's not enough of a focus going on in those 2 intermediate years the same way that we provide 3 focus areas in schools for grades 6 through 7 or 7 4 or 8, depending on which schools you're attending. 5 Because of that, and because parents 6 really were emphasizing the need for the school 7 community to feel smaller, we felt that the 8 three-schools model would both offer that 9 small-school feel in a financially sustainable way, 10 while also achieving a better transition from 11 grades 5 and 6 into the middle school setting. 12 COMMISSIONER DAVIS: So what does that -- 13 I'm still not sure what it is that you're talking 14 about. So are you saying that you're grouping 15 people into three areas? Is that what you're 16 saying? 17 MR. SEAN DUNCAN: Yeah. So -- yes. 18 There's ultimately, organizationally, when the 19 school is at full capacity, we would be able to 20 offer a -- a primary school for grades K to 2 with 21 its own unique focus on instruction, learning, that 22 then transitions to an intermediate school, which 23 has its own core set of teaches and leaders that are 24 reinforcing a specific culture that is 25 developmentally appropriate for those grade levels,</p>
<p style="text-align: right;">139</p> <p>1 But I just want to commend you on a 2 fantastic application, and you're going to be doing 3 great work for the community of Santa Fe. 4 THE CHAIR: That's funny, because life 5 skills was a course that they used to teach in 6 school, you know. So now we're going back to, "Oh, 7 we want to be life skills." 8 Commissioner Burt, and then Commissioner 9 Carrillo. 10 COMMISSIONER BURT: I think Commissioner 11 Davis has her digital hand up before me. 12 THE CHAIR: Sorry. Didn't see it. 13 COMMISSIONER DAVIS: Thank you. Thank 14 you. I was just wondering if you could explain to 15 me what you mean by the three-small-school model. 16 MR. SEAN DUNCAN: Absolutely. Thank you 17 for the question, Commissioner Davis. This came 18 from a lot of feedback from -- from families as we 19 talked with what's working and what's not and what 20 would make things work a little bit better for kids 21 as they prepare to transition from the typical 22 elementary ages into the middle school ages. 23 And as we, you know, were looking at 24 the -- the data around how kids are transitioning 25 into middle school, we realized that there's not</p>	<p style="text-align: right;">141</p> <p>1 and so on and so forth as we move into middle 2 school. 3 COMMISSIONER DAVIS: Okay. Thank you. 4 THE CHAIR: Commissioner Burt, and then 5 Commissioner Carrillo. 6 COMMISSIONER BURT: Thank you, Chair 7 Gipson. 8 So I think -- I don't understand, Chair 9 Gipson. Do you mean that all applications are not 10 as good as this? I'm confuse- -- no, I'm just 11 kidding. I'm just giving you a hard time. 12 I know -- and, actually, I mean, it's 13 exactly right, like, how spoiled are we, like -- 14 and, honestly, next year, it's going to be a pretty 15 hard bar, if you have five people and these are the 16 two applications we've seen. If they're not on 17 their game, it's going to make it look even worse 18 than probably years past. So I'm grateful for -- 19 THE CHAIR: (Inaudible.) 20 COMMISSIONER BURT: I'm super grateful for 21 being spoiled in that way, for having such in-depth 22 information and very well planned out, and 23 community-based. Like the vice chair said, it's so 24 apparent that you listened to your community. 25 Having that extended days for families that need it,</p>

<p style="text-align: right;">142</p> <p>1 just little things that, you were able to 2 incorporate up front. 3 I can just imagine what this school looks 4 like two or three years down the road and what the 5 community tells you and how you'll respond to that 6 and how much better it can get. 7 That being said, I just wanted to express 8 my -- I was -- one of our shortest speakers talked 9 about being frustrated that Santa Fe students were 10 being used as a commodity. And it just is -- it was 11 frustrating that that's kind of the reason to not 12 support another school in the community. 13 So one thing I'll say -- I mean, I'm 14 definitely an Albuquerque/Rio Rancho girl through 15 and through for a lot of my life. Worked in 16 Santa Fe so I was able to experience the City 17 Different in that way. 18 But, you know, it -- you don't have to 19 necessarily have given labels to schools in 20 Santa Fe. I think the Santa Fe community knows 21 their schools pretty well. 22 And I think in Santa Fe in particular, 23 even more so than most communities, it's a very 24 challenging thing for someone to move to a different 25 area of their city in order to get a school that</p>	<p style="text-align: right;">144</p> <p>1 to focus on academics, and that's it. And if you 2 say 'the whole child,' I'm going to throw up, and 3 that is not what school's about, and, like, I can't 4 do it." 5 But it's both; right? It has to be both. 6 Like, taking care of the whole child does not mean 7 you're not taking care of them academically as well; 8 right? That's what literally "the whole child" 9 means. 10 So I think this is a great school to kind 11 of -- get rid of that dichotomy of it has to be one 12 or the other, and be able to show that you can do 13 both things at once and take care of students 14 holistically and academically at the same time. 15 So thanks once again for spoiling us new 16 Commissioners with such a great application. 17 Definitely -- I mean, I think you set a high bar for 18 us moving forward, and I appreciate that. Thank 19 you. 20 THE CHAIR: Thanks. Excuse me. 21 Commissioner Carrillo, and then Commissioner Taylor. 22 COMMISSIONER CARRILLO: Thank you, 23 Madam Chair. 24 So, first, I would say I am in agreement 25 with you and with Secretary Burt that the school --</p>
<p style="text-align: right;">143</p> <p>1 they feel like is best for their kid. The housing 2 market just doesn't work quite that way in Santa Fe. 3 And so I -- I am a firm believer that 4 people should not have to have the financial 5 capability to move in order to have access to a 6 great school in their community. 7 So I think the south side of Santa Fe is 8 definitely, you know, due for another option for 9 their students. And, honestly, I know -- like, I've 10 heard about the declining birth rates and declining 11 membership of young kiddos in Santa Fe. But maybe 12 more people would have kids in Santa Fe if they knew 13 they didn't have to pay for private school in 14 Santa Fe. 15 That may sound a little bit harsh. But I 16 have a lot of friends in Santa Fe who are really 17 worried about having kids, because it's, like, "I 18 can't afford private school." 19 And that's not -- every family deserves 20 options for their students. And I'm really -- I'm 21 very optimistic at this opportunity for them to have 22 this holistic approach to -- to education. 23 And I think that's the one thing that 24 I've -- you know, I think you have -- sometimes you 25 have, like, the folks who are -- you know, "We need</p>	<p style="text-align: right;">145</p> <p>1 RioGAFa and THRIVE have both set the bar very high 2 for the application process. I'm very grateful. 3 I did read some applications for last 4 year. And I completely concur with you, Ms. Gipson. 5 They were difficult. That's what -- I'll leave it 6 at that. 7 So I've made a couple of notes here. 8 I want to ask kind of the same question I 9 did of RioGAFa, or a suggestion, rather. 10 As we know in Santa Fe just from reading 11 the papers and, you know, being in the education 12 area, some questions about lottery and the way 13 things are being done. I would just ask that you 14 really reach out to Corina and her CSD staff when it 15 comes to the lottery application -- or the lottery 16 form and how that's separate from everything else 17 and needs to be kept separate, and how maybe even 18 you let us review your website to see that there's 19 nothing that could give anybody the impression that, 20 "Well, maybe I can't do this," because I know I've 21 met Sean before, and I've known Julie from Santa Fe 22 Public Schools, and I know that's not your intent. 23 So saying that, Sean and Julie. My note 24 here also is if you were an expansion team in 25 basketball, we would be referring to your leadership</p>

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1 as "The Dream Team," okay? And -- because, really,
 2 the presentation that you gave a month ago as well
 3 as today, the people who have spoken on behalf of
 4 the school from all sectors of Santa Fe, business,
 5 education, the arts, whatever it might be, the Labs,
 6 I mean, it's just -- it's remarkable to have that
 7 kind of foundational support for a school that's
 8 opening.
 9 Relative to -- people have commented on
 10 this. It was Rob Morlino. And, Rob, I hope you're
 11 still watching. He used the term, "They're not
 12 inventory." ¡Hijole! We can't be thinking of our
 13 kids that way.
 14 The loss of kids to Santa Fe Public
 15 Schools is maybe a benefit for the kids, or any
 16 district that might be going to find that choice
 17 that is most appropriate for the child and their
 18 family. It is not a loss. Okay? Choice is a
 19 benefit.
 20 And we have to start looking -- looking at
 21 it that way. And then if we want people to choose
 22 district schools more, not just Santa Fe, but all
 23 around the state, then, for God's sakes, innovate,
 24 okay? Get out of your 1980's box and think about
 25 how you can meet the needs -- and I'm saying this to

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1 all district schools -- meet the needs of our
 2 communities.
 3 The Santa Fe Public Schools is fond of
 4 saying this, and it was actually a friend involved
 5 with charters who said this line. "They want to
 6 reimagine public education." ¡Hijole! Look at our
 7 charter schools in the State of New Mexico. We're
 8 reimagining public education, okay? And then you've
 9 got to fund it.
 10 So I just had a real challenge with that.
 11 On the board side, I know that Randi
 12 Valverde was speaking about that. I'm -- you
 13 probably know -- maybe you don't know this. But a
 14 lot of the missteps that come to us as a Commission
 15 have to do often with board, that they maybe haven't
 16 had the training that they need, especially those
 17 that are what I would say in the pipeline.
 18 Because, as I said in the last
 19 presentation, it's good to have people as backups,
 20 because you never know what happens in life. And we
 21 want to make sure those people have that same
 22 thorough training that the initial board has had.
 23 And so that would just be an advice to you.
 24 Okay. Isaac Hammond-Paul talked about the
 25 fact that when you're choosing a charter, a new

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1 charter -- because I've told people about this
 2 school possibly opening up, this is something you
 3 maybe want to look at. And there is no data.
 4 You're looking at The Dream Team. You're looking
 5 at, okay, who are the people putting this together?
 6 It's like we are -- what's that term --
 7 angel investors or whatever? Those people that are
 8 having to trust because there isn't necessarily that
 9 record of performance yet. So that's why I think
 10 it's great that we have the team we have.
 11 Down here -- I do have questions in this
 12 also. You're going to have to start thinking about
 13 growth, my friend, because when people talked about
 14 the south side, all you got to do is look at the
 15 intersection of 599 and I-25, anyone that wants to
 16 come up here and visit. There are so many apartment
 17 complexes growing up, and you've got to figure that
 18 maybe for every four units, there's probably going
 19 to be at least three children.
 20 We're talking, easily, there are
 21 2,000-plus units being planned. So we've got to
 22 plan for that growth.
 23 And I think your commitment to looking on
 24 that side of town, if you will, you're going to -- I
 25 would, in your master planning, start thinking

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1 about, What if we're going to be a school of
 2 800 kids?
 3 And I'm going to point this up here. I'm
 4 going to -- anybody that read the New Mexican on
 5 Wednesday. I woke up and saw this editorial. I
 6 swear to God, I just fell -- I didn't fall out of my
 7 chair. I immediately called Richard Eads and said,
 8 "I need to go on the show."
 9 Because when you look at at least the
 10 headline, this is a real challenge for New Mexico
 11 and Santa Fe. When they're saying "Santa Fe Doesn't
 12 Need Another Charter," that is an innate bias to a
 13 charter. Because I know that they would have never
 14 said, ever, "Santa Fe Doesn't Need Another School,"
 15 because you know we're going to have to build more
 16 schools on the south side.
 17 So I just think that's super-duper
 18 unfortunate, because, as we all know, charters --
 19 they're attracting people and families because
 20 they're meeting the need, the children's innate need
 21 to be counted, not as inventory, but to be counted
 22 as a little human that has every right to have
 23 access to great learning and supports.
 24 And I was just so disappointed. And then
 25 you know also them talking about money. They're

<p style="text-align: right;">150</p> <p>1 going to have a surplus because of the money they're 2 getting from COVID in the next couple of years. 3 People need to realize that money follows the child. 4 It's not your money just because the SEG is 5 allocating something. It belongs to the child and 6 wherever he is going. 7 And so, you know, I could go on this 8 soapbox absolutely forever. 9 I have a question about teacher 10 recruitment. I don't think you're going to have a 11 problem with -- whoops. I don't think you're going 12 to have a problem with student recruitment, because 13 of the growth out there and because of the model 14 you're showing. Tell me about how you're recruiting 15 teachers and what interest you've had. 16 MR. SEAN DUNCAN: I can start, and then 17 I'll leave it open, because a lot of us have had 18 touch points on this. 19 But our -- our website is in a very early 20 stage of development. And even through our minimal 21 website, we've had about a half a dozen inquiries 22 about teaching positions and when the school is 23 going to open. 24 We feel very -- yeah, we feel pretty 25 confident that our recruitment strategy is going to</p>	<p style="text-align: right;">152</p> <p>1 also about the partnerships we build with our local 2 community partners, partners such as Santa Fe 3 Community College, CNM, UNM, to start to build 4 strong pipeline programs so that we already have 5 teachers coming to us year after year. The hope is 6 that we also have a strong retention program, where 7 teachers love to stay at THRIVE, but also 8 understanding that when we have a need, we have 9 clear partners that we go to and teachers that we're 10 already training and possibly interning with us, 11 working with us, learning from us, and our teacher 12 development to come into THRIVE and hit the ground 13 running. 14 DR. ANGELIA MOORE: And the last thing I 15 would add, Commissioner Carrillo, is as former 16 principal at Nina and then the AP at El Camino Real 17 Academy, I already have staff members who are 18 staying, "Hey, when is THRIVE opening up," because, 19 you know, their knowledge of the model and our 20 strong leadership team has certainly stirred up some 21 interest. 22 We're not trying to steal teachers. I 23 just want to say that. All of our students in 24 Santa Fe deserve the absolute best. 25 But I will say there are a lot of, you</p>
<p style="text-align: right;">151</p> <p>1 yield some high-quality candidates, and that they're 2 going to be mission-aligned, because there's been so 3 many educators throughout this process who have 4 reached out to us to contribute. 5 But I'll stop there, and I'll allow other 6 folks on the team to speak, because this is right up 7 their alley. 8 MS. AMY CHACON: So I can share a little 9 bit as well. I have a background in teacher 10 recruitment. I -- prior to moving back to 11 New Mexico and actually working for the Charter 12 School Division, my key role in the Bay Area was to 13 recruit teachers to a very expensive and quickly 14 growing school environment. 15 And it was one of the most challenging and 16 exciting jobs I ever had, but it was kind of the 17 reason I moved back home is how to take those 18 strategies and apply them, bringing great teachers 19 and growing great teachers in my community of 20 New Mexico. 21 And so one of the things, besides our 22 community partnerships and relying on those, is 23 developing strong pipeline programs. 24 So we will be responsive to our immediate 25 needs in our planning year. But we have to think</p>	<p style="text-align: right;">153</p> <p>1 know, amazing teachers that have contacted us, that 2 have interviewed with Sean and I. And so -- you 3 know, not only do we have this amazing opportunity 4 to recruit teachers from programs at Santa Fe 5 Community College, but we have incredibly gifted, 6 experienced teachers who are knocking on the door 7 already. 8 MS. JULIE LUCERO: I know she said one 9 last thing. But one last thing. 10 I think another important component of our 11 charter is the professional development that we are 12 planning for our teaching staff, which, as teachers, 13 you become very isolated in your profession. And 14 you do want professional development. 15 But it's just either time is not available 16 or there's a reason. So that's a really big 17 component of our charter and going to be super 18 important for recruitment and retention. 19 COMMISSIONER CARRILLO: Fantastic. Thank 20 you. And I would really hope that there's a 21 Santa Fe Public Schools board member, or even APS, 22 or if Superintendent Chavez is listening, because 23 they can know what it is people want. 24 And if you give them what they want, 25 whether it's teachers or students or families or</p>

<p style="text-align: right;">154</p> <p>1 whatever it might be, if you build it, they will 2 come; right? 3 And so on the -- and especially the PED -- 4 that was a huge thing for me, that draw. 5 So on the education pipeline side, I mean, 6 this is where actually possibly the district can be 7 a partner, because I personally believe, from 8 experience, that both Capital and Santa Fe are 9 perfectly poised to have an education pathway. 10 They don't need to have a charter come in 11 and do it. They can do it themselves, and I know 12 they can do it extremely well. And then that can 13 feed all the different schools in the district and 14 charter as well as throughout Northern New Mexico. 15 Do you have any plans for a mentorship 16 program within the school? That is to say, seventh- 17 and eighth-graders working with the littles, just so 18 they can have that experience? 19 DR. ANGELIA MOORE: That's definitely part 20 of our model, especially when you take a look at the 21 place-based learning, you know, service learning 22 piece. That was, I would say, one of the most 23 magical things that we had happening in our K-8 24 schools at El Camino and at Nina were those 25 partnerships.</p>	<p style="text-align: right;">156</p> <p>1 Turquoise Trail. I would suggest reaching out to 2 him. He has some amazing ideas around growing -- or 3 education pathways, even with kids, you know, in 4 grades 6 to 7. 5 So thank you very much. Very impressed by 6 everything. And thank you for all your hard work. 7 THE CHAIR: Okay. Thanks. And before 8 Commissioner Taylor starts, I need the record to 9 reflect that Commissioner Armijo had to leave. 10 So thanks. 11 Commissioner Taylor? 12 COMMISSIONER TAYLOR: Yeah. Thank you, 13 Chair Gipson. So at the risk of sounding a bit 14 redundant, I will say that I'm one of the newbies 15 here. And I was beginning to think this was, 16 like -- what's the big deal with these renewals, you 17 know? It's my first foray here, and I think I'm 18 thinking this is pretty simple stuff. You guys made 19 it really simple, honestly because of all the hard 20 work and effort you put into it. 21 As you know, Mr. Chavez has come out in 22 opposition of THRIVE. And so my question is, how -- 23 by the way, there was an overwhelming number of 24 letters in support of the school. But, you know, I 25 just want to know how -- if you have any ideas or</p>
<p style="text-align: right;">155</p> <p>1 But I think I would take that one step 2 further and say that the -- the work that we did 3 with Louise Yakey and her organization at -- you 4 know, we brought those students in to work with 5 littles. You know, the -- I think we make the 6 biggest impact in the lives of students when they 7 see that what they contribute is relevant to other 8 students in the building. 9 And those partnerships between older 10 students and younger students are critical to the 11 success of really having a community school feel. 12 COMMISSIONER CARRILLO: Thank you. 13 MS. AMY CHACON: I'd like to just briefly, 14 if that's all right, add on to that. 15 Already, we took a look at speaking with 16 S.J. Miller at the Santa Fe Community College 17 teacher preparation program to think about how we 18 may look at credits for the local high school 19 students to be able to begin that mentorship process 20 and working with middle school students with 21 elementary school students in sort of the early 22 preparations of thinking along those bigger pipeline 23 opportunities. 24 COMMISSIONER CARRILLO: Thank you. And I 25 would -- I know you know Chris, Chris Eide at</p>	<p style="text-align: right;">157</p> <p>1 any kind of method by which to sort of set up shop 2 and not have an adversarial relationship with the 3 district. You know, what are some of the things 4 that you might try to excel and yet, you know, be 5 part of the system, in a good way? 6 MS. JULIE LUCERO: I'll speak to that. 7 So, you know, I worked for Santa Fe Public Schools 8 for six years. And I have a very good relationship. 9 And all of them, I very much respect as colleagues. 10 So I don't feel that that will be a problem. 11 I think, as stated in many of -- either 12 the letters or in the article for Santa Fe, the 13 opposition was more about funding and dollars. 14 And, you know, we really need to focus on 15 students. And once we can get back to the center of 16 it being students, I think that the relationship 17 will be great. 18 DR. ANGELIA MOORE: And then, 19 additionally, we've -- we applied for an innovation 20 grant that we were awarded. And part of that 21 innovation, which is mentioned in the charter, but 22 not at great detail, is -- is making sure that 23 THRIVE becomes also a center for collaborative 24 efforts across the City of Santa Fe. 25 So what that means is we look at best</p>

<p style="text-align: right;">158</p> <p>1 practices. We invite educators and administrators. 2 And it doesn't matter your affiliation; right? It 3 doesn't matter if you're public, charter, private. 4 What matters is that students are prioritized; best 5 practices are shared, so that all students in 6 Santa Fe are benefiting from great instructional 7 practices. 8 COMMISSIONER TAYLOR: I love the idea of 9 the collaborative effort. And I think that the -- 10 that, obviously, is great for the community. But it 11 also will help, I think, in -- just be able to reach 12 in to Santa Fe Schools and lift those kids up as 13 well. Because after all, that's our goal; right? 14 It's not to be set apart, necessarily. This school 15 is not necessarily to be set apart as the beacon or 16 the -- the -- the end-all, but as -- as an adjunct 17 to the system that educates our kids. So thank you. 18 THE CHAIR: Commissioner Robbins? 19 COMMISSIONER ROBBINS: Thank you. I'll 20 parrot what Commissioner Carrillo said about the 21 Santa Fe New Mexican, you know. I'm not a huge fan 22 of the mass media, especially when they take a 23 biased view of things and they aren't presenting 24 facts. And when they distort facts, especially on 25 this school, and they state that, you know, this</p>	<p style="text-align: right;">160</p> <p>1 for the next grade and for the -- what's really 2 expected and what's going to make them successful in 3 life. 4 And, you know, like Chair Gipson says, 5 life skills, you know, we've been failing on that. 6 You know, I see so many people -- getting a little 7 off-topic -- I see so many people, young adults and 8 even older adults, walking in the street, sometimes 9 on major thoroughfares. And you're, like, I was 10 taught in school to not do that. You go to corners 11 and you cross at corners. 12 I was taught in third grade how to 13 properly brush my teeth. 14 We've gotten so far away from some of the 15 basic life skills. And I understand, society has 16 put a lot of pressure and a lot of things on 17 schools, rather than saying, "Just give our kids a 18 basic education. Don't try to tell them what's 19 right and wrong. Educate them so they can think and 20 come to their own conclusions. That's what's really 21 needed." 22 What the Santa Fe New Mexican was doing is 23 just the opposite, tell us what's right and wrong, 24 rather than allowing the educator to teach students 25 their own critical thinking so they can come to</p>
<p style="text-align: right;">159</p> <p>1 school, what it's offering is not anything different 2 or unique to what Santa Fe Public Schools or other 3 schools are offering, I think that's doing a 4 tremendous disservice to your potential students. 5 It's doing a disservice to the community 6 in Santa Fe and throughout the whole state. And 7 it's really a shallow criticism, as shown by the 8 support your school is receiving, not just by the 9 people we heard today, but through the community, 10 businesses, and things like that, what we heard 11 about LANL supporting this and everything. 12 I think it goes to show you've done a lot 13 of groundwork, you've gained a lot of support. I 14 think that will, and hopefully will, demonstrate 15 success in the future. I admire the innovation that 16 you're planning. I hope you carry it forward. 17 Because I really like the idea of the 18 small groups. And looking at that K-2, make sure 19 they're reading, and make sure they're proficient in 20 reading before you move them on to that third, 21 fourth grade, you know. Those are the years in 22 which we develop children. 23 And, you know, this is the criticism of 24 our current education system is we have been 25 socially promoting students and not preparing them</p>	<p style="text-align: right;">161</p> <p>1 those decisions. So I applaud you. I applaud this 2 application. 3 THE CHAIR: Thank you. 4 Commissioner Chavez? 5 COMMISSIONER CHAVEZ: Thank you. 6 Before -- before I make my comments, I just want to 7 just preface everything by saying, you know, I've 8 been -- my whole career has been committed to public 9 education, 28 years in public education. And I'm 10 all about kids. 11 And -- you know. And sometimes I think 12 we -- sometimes I think the adults get in the way of 13 that. And -- but we've always got to keep the kids 14 at the center. 15 I do have several questions that I'd like 16 to ask. And, again, for the record, I was not in 17 the community meetings last month. I have read the 18 transcripts, and I've read the letters of support. 19 I've read the letters of opposition. And so it 20 really -- it really makes me regret that I wasn't 21 able to attend last month. 22 But -- so here's a couple of things, 23 concerns, pros and cons that I have with this. And 24 I know -- and before I go into all that, let me just 25 say that I do not disagree with any of the public</p>

<p style="text-align: right;">162</p> <p>1 comments, any of the positive comments that have 2 been made by -- by the people on the panel, 3 participants, people in support. I think that's 4 great. Again, I'm all about kids and what's good 5 for kids, for all kids.</p> <p>6 And I have to echo what Commissioner 7 Carrillo said. When it comes to traditional 8 schools, you know, traditional schools do have to 9 always be in a state of innovation. And, you know, 10 I always have said that if traditional public 11 schools, you know, were -- were in that state of -- 12 of innovation and creativity, there wouldn't be a 13 need for charter schools. And so -- and so there 14 has to be a better job of that.</p> <p>15 A couple of things that I'd like to just 16 point out that I've -- I've taken notice of, doing 17 all the reading that I've done is, I am amazed at 18 how many former and current employees of the 19 Santa Fe Public Schools are in support of this 20 charter school. And that says something. And I've 21 looked at the people that -- on the application. 22 And it's -- it's -- you've developed a really good 23 team. You've pulled together a really good team of 24 people.</p> <p>25 And so I'm understanding from the comments</p>	<p style="text-align: right;">164</p> <p>1 responsible and accountable to the public when you 2 do that. So there is that accountability that comes 3 from that.</p> <p>4 I am concerned that the possible impact 5 that this would have on Santa Fe Public Schools, 6 because if they're already down kids and -- 7 regardless of how they have left the traditional 8 schools of Santa Fe Public Schools, 600 kids is a 9 lot to recover from. And then you're talking 10 another 600 kids. I think about how that's going to 11 impact the kids of Santa Fe Public Schools.</p> <p>12 And I also -- I also hear -- I heard you 13 guys talking about recruitment of teachers. And I'm 14 sure you'll get some teachers from the Santa Fe 15 Public Schools and how that's going to impact kids, 16 again, that are in those traditional schools. And 17 so that worries me. That worries me. That concerns 18 me, because great for kids at the THRIVE charter 19 school. But I'm also concerned about the kids that 20 are in the traditional schools.</p> <p>21 And so, again, we have to think about all 22 kids when it comes to this.</p> <p>23 And so there's just a lot to that. I 24 really had wished that somebody from the public 25 schools, from the traditional schools, Santa Fe</p>
<p style="text-align: right;">163</p> <p>1 of the Commissioners that are saying, you know, "The 2 Dream Team." And I can see the strength of all of 3 you that have pulled together and worked on this 4 application and all the advocacy that you've done. 5 So kudos to you. Bravo to you. I commend you for 6 all that.</p> <p>7 I think -- when I have -- when I make the 8 decision, or when I'm thinking about different 9 things and I'm thinking about kids, you know, this 10 is all good for THRIVE and the -- up to 600 kids 11 that are going to be part of this.</p> <p>12 But I also know -- I also see the other 13 side, just because I still work in the trenches in 14 public education. And I see the different aspects, 15 not just what goes on in the classroom, but I also 16 see the operations of school and the different 17 pieces that come along with that.</p> <p>18 And I don't know if that has to do with 19 some of the comments that have been talking about 20 inventory of kids or whatever was said. I don't 21 know. You know, there is a financial piece to 22 running a school. It doesn't matter whether it's a 23 charter school or a traditional school district. 24 There is that component.</p> <p>25 And you have to be fiscally sound and</p>	<p style="text-align: right;">165</p> <p>1 Public Schools, was present to provide more comments 2 so that more questions could be asked from their 3 perspective. And so I'm a little disappointed that 4 somebody wasn't here to represent the district.</p> <p>5 But I do have a question for Director 6 Chavez. And in regards to ARPA funding and/or CARES 7 funding, the CARES 2 funding, being that those -- 8 those funds were distributed to Santa Fe Public 9 Schools, do those get redistributed -- if THRIVE 10 charter school was approved and they move into 11 existence, it will probably affect ARPA funds more 12 than anything.</p> <p>13 Is there a redistribution of ARPA funds 14 from Santa Fe Public Schools to THRIVE charter 15 school?</p> <p>16 DIRECTOR CORINA CHAVEZ: Commissioner 17 Chavez, I do not believe that would happen. And I 18 say that because the school that is in its second 19 year had a -- had a very low grant themselves, 20 because it's partially based on prior year 21 enrollment. And Albuquerque Public Schools had no 22 obligation to share their federal funds with that 23 school. So, unfortunately, I think, because of 24 timing, the school might miss out on that -- that 25 pot of money.</p>

<p style="text-align: right;">166</p> <p>1 COMMISSIONER CHAVEZ: And that's another 2 concern, you know. I ask that question from the 3 perspective of, you know, would this school qualify 4 for those funds? Because the ARPA funds go through 5 FY24. And this school should be in existence by 6 then, if approved. And so I would hope that they 7 would receive some kind of funding to be able to 8 address the needs of their kids, much like all the 9 other schools around the state. 10 I'm just going to end by just saying I'm 11 really torn on this one, just because of the reasons 12 that I've stated, not because of your model. Your 13 model is great, you know. I'm just -- I'm really 14 conflicted because of the possible impact of what it 15 might do to kids that are left at the traditional 16 schools, the public schools, the Santa Fe Public 17 Schools. I keep saying "public schools." But I 18 know that charter schools are public schools also. 19 But traditional schools. Thank you. 20 THE CHAIR: Thanks. 21 MR. SEAN DUNCAN: Would it be okay for our 22 team to throw out some additional perspective on 23 some of Commissioner Chavez's concerns? 24 THE CHAIR: Sure. Absolutely. 25 MR. SEAN DUNCAN: I'll start. I know we</p>	<p style="text-align: right;">168</p> <p>1 students that are enrolled anywhere. 2 But in place of that, I know -- Dr. Moore 3 mentioned we were awarded an Innovative Schools 4 grant. Part of this comes with the awareness that a 5 lot of the CSP funds are drying up and that there is 6 not going to be as much ongoing support from the 7 federal government for charter schools that are 8 starting. 9 And that -- that funding is going to be 10 renewable for us for three -- for the first three 11 years of operation. And it would be just over 12 \$600,000 that would help us supplement our budget in 13 the first couple of years. We have to qualify for 14 it. But as long as we are acting in good faith with 15 the requirements of our grant, that is additional 16 funding that we'll be able to use for the teaching 17 positions, you know, the procurement, you know, all 18 the things that go into running the school 19 operationally. 20 So I just want to throw that out. 21 And any other members of the team? 22 DR. ANGELIA MOORE: And I would just like 23 to add, in terms of the -- I think we called it ARPA 24 money, for short. But what I'd also like to say is 25 we have been the very first -- and we're not</p>
<p style="text-align: right;">167</p> <p>1 all sort of bring a different perspective to this. 2 I do think that underscoring -- two things, just 3 because I know you gave us a lot to sort of think 4 about there in terms of the impact. 5 But in terms of how are we going to access 6 some of these one-time funding streams that are 7 going to expire, on the enrollment side of things, 8 we're -- you know, part of our community outreach 9 process was to really engage with a lot of folks 10 that do the housing development in our city. 11 And if THRIVE doesn't open in the next 12 couple of years, Santa Fe Public Schools is 13 definitely intending to expand their -- their public 14 schools to where these new developments are 15 happening. It's definitely part of the district's 16 master plan. The Tierra Contenta Phase 3 alone 17 would probably fill a school. 18 So we feel like we would not -- we would 19 not be trying to do this if we did not hear from 20 folks in other sectors that there is, and there's 21 going to be, more of a demand. 22 And then on the funding side of things, 23 like, we would obviously love to be able to tap into 24 any of the funding sources that are currently being 25 made available without impacting any -- any other</p>	<p style="text-align: right;">169</p> <p>1 authorized yet, and I know that that -- I hope 2 that's coming. But the one thing that I would like 3 to add is that the county government has opened up 4 funding that -- that we are able to apply for 5 through the American Recovery Act, through their 6 offices, so that we can do some restorative justice 7 training and some other SEL work in the planning 8 year. And we've already been in conversations with 9 her. 10 And then, additionally, the LANL 11 Foundation has supported us financially with 12 training with the Community Works Institute. 13 So while we might not have access to the 14 same pot of money that Santa Fe Public School 15 district has access to, I think we've -- we've done 16 a really good job in a short amount of time securing 17 a pretty big chunk of money to support efforts that 18 will find themselves impacting students directly. 19 COMMISSIONER CHAVEZ: Thank you. Thank 20 you for that information. 21 MS. JULIE LUCERO: Just real quickly. I 22 wanted to speak to the organizational piece. You 23 know, I have been fortunate enough to work in both 24 settings, in charter school settings, also Charter 25 School Division, where I monitored charter schools,</p>

<p style="text-align: right;">170</p> <p>1 and, of course, traditional public schools.</p> <p>2 And at Santa Fe Public Schools, most</p> <p>3 recently, I managed a \$26 million budget. And it's</p> <p>4 really a given. And, you know, I want the</p> <p>5 reassurance that keeping a sound organization and</p> <p>6 financial foundation is -- that goes without saying.</p> <p>7 Within my special ed department I always</p> <p>8 was within my budget and did (inaudible due to audio</p> <p>9 distortion), meaning when you're making decisions</p> <p>10 when using and implementing your budget, that you're</p> <p>11 thinking of students first, not the adults in the</p> <p>12 organization.</p> <p>13 And as far as teachers leaving Santa Fe, I</p> <p>14 think that's where our model of professional</p> <p>15 development and retention of our staff is really</p> <p>16 critical. Because Santa Fe loses teachers every</p> <p>17 single year, not only at the beginning, but</p> <p>18 throughout. The same with students.</p> <p>19 So, hopefully, we can get those students</p> <p>20 that are here in Santa Fe and those teachers, rather</p> <p>21 than leaving the profession, we're able to keep</p> <p>22 them.</p> <p>23 So just kind of a -- you know, with the</p> <p>24 given that the organization is definitely important</p> <p>25 to us, not just the students, but that our students</p>	<p style="text-align: right;">172</p> <p>1 because then it causes an issue of stability.</p> <p>2 And it's hard to create a stable</p> <p>3 environment in education when you have constant</p> <p>4 turnover. And I'm just saying that when you do have</p> <p>5 that turnover, you're having -- there's not a big</p> <p>6 pool of people to draw from.</p> <p>7 And so I see a lot of districts where</p> <p>8 there's long-term substitutes. And while I don't</p> <p>9 necessarily downplay that, because we've got a lot</p> <p>10 of really good long-term subs, you know, we know</p> <p>11 that a highly qualified teacher is a much better</p> <p>12 placement for -- and for our kids. So thank you.</p> <p>13 MS. AMY CHACON: If I may add one small</p> <p>14 point there, just to share that my heart is very</p> <p>15 much with that sentiment. I am currently a teacher</p> <p>16 on the south side in a middle school. And I work</p> <p>17 with the students every day that I may potentially</p> <p>18 leave if selected to work with THRIVE.</p> <p>19 So it's not a decision or a thought that I</p> <p>20 take lightly. And I think about them every single</p> <p>21 day. And I think about my team members and the</p> <p>22 people that I work with every single day. And I</p> <p>23 wonder, for many of those teachers that have been</p> <p>24 there for short periods of time, and then also</p> <p>25 veteran teachers for, you know, 10, 15 years or</p>
<p style="text-align: right;">171</p> <p>1 just will always drive our decisions.</p> <p>2 COMMISSIONER CHAVEZ: Absolutely. And I</p> <p>3 agree with you 100 percent, you know. But we also</p> <p>4 know that there is a teacher shortage. And I know</p> <p>5 that firsthand. And they're just -- they're not</p> <p>6 coming out of the universities right now.</p> <p>7 And so all of us are having to think</p> <p>8 very -- very differently and think outside the box</p> <p>9 on how we can develop a new crop of teaching --</p> <p>10 teaching force.</p> <p>11 But in the meantime, I know that districts</p> <p>12 are -- you know, they're pulling from each other as</p> <p>13 far as teachers, you know. They're -- it's almost</p> <p>14 like this musical chairs thing that's going around</p> <p>15 right now. And teachers are very much in high</p> <p>16 demand. And they're looking for different --</p> <p>17 different opportunities.</p> <p>18 And while that's not necessarily a bad</p> <p>19 thing, it is when there's a shortage of teachers</p> <p>20 in -- you know, that you could draw from a pool that</p> <p>21 you could draw from.</p> <p>22 So I agree with you 100 percent. We've</p> <p>23 got to make sure that the teachers that we do have,</p> <p>24 we've got to work really hard to retain them,</p> <p>25 because we can't afford for them to be leaving,</p>	<p style="text-align: right;">173</p> <p>1 more.</p> <p>2 One of the things that eases my feeling</p> <p>3 about that is that I believe that THRIVE truly is a</p> <p>4 community school. And that does not work to the</p> <p>5 exclusion of the other schools.</p> <p>6 When I mentioned before this conversation</p> <p>7 about growing our own teachers and creating a</p> <p>8 pipeline, while that might not generate right out</p> <p>9 the gate, because we'd have to establish it, the</p> <p>10 conversations that we've had had to collaborate with</p> <p>11 Santa Fe Community College most immediately would</p> <p>12 work to cultivate a growth of teachers in this</p> <p>13 region.</p> <p>14 And we may be the ones that initiate it.</p> <p>15 However, that would grow to our greater community.</p> <p>16 Teacher recruitment is something that is dear to my</p> <p>17 heart. It is actually why I left the field of</p> <p>18 Education Human Resources to work in the classroom</p> <p>19 because I knew that's where I needed to be. And if</p> <p>20 it were not for THRIVE, I would not leave my job. I</p> <p>21 would stay with the school that I'm at, very much in</p> <p>22 part because I share that sentiment with you.</p> <p>23 But I do believe that THRIVE will provide</p> <p>24 many opportunities for our community to be</p> <p>25 healthier. And even if we think that not every</p>

<p style="text-align: right;">174</p> <p>1 student is going to go to THRIVE, siblings may be 2 going to THRIVE. And I think that's where also we 3 won't have all students at THRIVE. 4 This, what we are going to be doing, is 5 going to spread throughout the community, and that 6 positive growth of young people in our school will 7 show up as well in other schools just by mere 8 proximity in relation to the community that we're a 9 part of. 10 COMMISSIONER CHAVEZ: Thank you. I 11 appreciate that. And I appreciate you thinking 12 beyond THRIVE and the school. So thank you. 13 THE CHAIR: Commissioner Carrillo. 14 COMMISSIONER CARRILLO: To build on what 15 Ms. Chacon said, and what -- actually, what you just 16 said, Commissioner Chavez, when we open a school 17 like this, or when we look at what Turquoise Trail 18 is doing, or even when we look at what The Masters 19 Program is doing, it should be raising the bar for 20 everyone in terms of how we approach public ed. 21 When you look at The Masters, really 22 having a kind of college prep-intensive environment, 23 I would say if I was paying attention to competition 24 in my field, whatever the field was, you know what? 25 Maybe I should be looking at something like that.</p>	<p style="text-align: right;">176</p> <p>1 brain drain -- and this was a good district with a 2 great super. But they have so many charters 3 relative to the population up there. 4 So these are things we have to consider. 5 And so I'm super glad that you brought this up. I 6 want you to know I took this into consideration a 7 lot. I'm a Demon through and through. That's where 8 my son went. I bleed blue and gold, okay? 9 And I have a love for Santa Fe Public 10 Schools, and I would love to be a resource. But 11 that shouldn't prevent us, I believe, from meeting 12 the community need in having THRIVE. 13 And I know that a dear friend of mine 14 works -- he's a qualified broker at Homewise. He's 15 saying there's over a 1,000 more units expected in 16 the area around 599 and I-25. Man, that's going to 17 be 300 kids. 18 So, in addition to the growth on the south 19 side without these units being built, we need this 20 school just to help Santa Fe Public Schools have a 21 place for these kids to go, because it is going to 22 take them two or three years to build, ground up, 23 more schools. And there's going to be plenty of 24 kids for everybody. 25 But I'm glad you brought that up. Because</p>
<p style="text-align: right;">175</p> <p>1 If we know that teachers are really 2 embracing the idea of more professional development, 3 as THRIVE is, well, then, maybe, if I'm the board, 4 whether it's Santa Fe or anywhere, then I've got to 5 find a way to incorporate more professional 6 development in those areas that the teachers want. 7 And it just -- I think -- for a variety of 8 reasons, I think districts can be stuck. One main 9 reason I'm not going to get into now, but where it 10 comes to innovation and things, there's outside 11 forces that can kind of stymie, if you will, 12 innovation and creativity within a district. 13 Commissioner, I am really glad you brought 14 this up, because one of the criteria that we have to 15 take into account is how is this going to affect the 16 district in which this school is going to reside; 17 right? 18 And even when I was running, I made the 19 comment that if somebody tried to open some K-6 20 school in the Pojoaque Valley, they'd better be 21 doing something mind-blowingly amazing, because I 22 would never want to take away from the minimal 23 population already that Pojoaque Schools has. 24 Same thing for your district. Same thing 25 with Taos. When you consider -- basically, the</p>	<p style="text-align: right;">177</p> <p>1 that is a very important criteria of how we look at 2 schools. And whether or not there's somebody doing 3 this -- there's only one other K-8 in Santa Fe, and 4 that's Turquoise. The others are all 7-12 or 9-12. 5 When people talk about, "There's enough 6 already, there's no need," yeah, there is need. 7 There's no elementary charter like this. There's a 8 lot of privates, but not a public school. But I'm 9 very glad, Commissioner Chavez, that you brought 10 this up. 11 COMMISSIONER CHAVEZ: Well, thank you, 12 Commissioner Carrillo. And I don't disagree with 13 you. And thank you for that perspective. 14 I agree with you 100 percent as well, you 15 know. It -- good schools, you know, elevate other 16 schools. And so I totally agree with that. So 17 thank you. 18 COMMISSIONER CARRILLO: My pleasure, and. 19 Thank you. Ms. Gipson -- 20 THE CHAIR: I think we're ready. 21 COMMISSIONER CARRILLO: -- if -- when it's 22 time for a motion, if you wouldn't mind if I made 23 the motion? 24 THE CHAIR: Yeah. I just -- sorry. You 25 missed it. I said, "I think we're ready."</p>

178	<p>1 COMMISSIONER CARRILLO: Oh, okay. I don't 2 want to step on anybody and just in case. 3 Okay. Well, then, I move that the Public 4 Education Commission approve the application for the 5 THRIVE Community School with two conditions, as 6 stated, that each board member obtain all required 7 training hours to be provided by the Charter School 8 Division, and that's within three months of 9 approval, and that they complete the Planning Year 10 Checklist. 11 COMMISSIONER ROBBINS: Second. 12 COMMISSIONER DAVIS: I second that. 13 THE CHAIR: Okay. Can I just ask for a 14 slight amendment of that? Because the requirement 15 for the training is in the Implementation Year 16 Checklist. So could I ask the Commissioner to just 17 modify the motion to include just the Implementation 18 Year Checklist? 19 COMMISSIONER CARRILLO: Well, I said 20 Planning Year Checklist. Does that -- 21 THE CHAIR: But you said -- but you 22 included, as a separate item, the training hours, 23 which is included in the Implementation Year 24 Checklist. 25 COMMISSIONER CARRILLO: Okay. All right.</p>	180	<p>1 Davis. But things changed yesterday. 2 Without -- if there's no further 3 discussion, roll, please. 4 COMMISSIONER CARRILLO: I would like to 5 say one more thing before roll, if that's okay. 6 THE CHAIR: Sure. 7 COMMISSIONER CARRILLO: We have one of the 8 top three charter schools in the state right here in 9 Santa Fe. And that is ATC. I'm thinking that in 10 the next five years or maybe less, we're going to 11 have another one of the top five charter schools in 12 the State of New Mexico with this school joining. 13 THE CHAIR: Okay. Thanks. 14 Commissioner Burt. 15 COMMISSIONER BURT: All right. 16 Commissioner Davis. 17 COMMISSIONER DAVIS: Yes. 18 COMMISSIONER BURT: Commissioner Gipson. 19 THE CHAIR: Yes. 20 COMMISSIONER BURT: Commissioner Chavez. 21 COMMISSIONER CHAVEZ: Yes. 22 COMMISSIONER BURT: Commissioner Manis. 23 COMMISSIONER MANIS: Yes. 24 COMMISSIONER BURT: Commissioner Carrillo. 25 COMMISSIONER CARRILLO: Yes.</p>
179	<p>1 I actually was just reading what our counsel gave 2 me. But I'm happy to do that. 3 THE CHAIR: Thanks. 4 COMMISSIONER CARRILLO: I move that the 5 Public Education Commission approve the application 6 of THRIVE Community School with two conditions: 7 That each board member obtain all required training 8 hours to be provided by CSD within the three months, 9 that they complete the Planning Year Checklist, and 10 that they -- 11 COMMISSIONER BURT: Steve, not that. 12 Leave off that first part, Steve. 13 COMMISSIONER CARRILLO: Wait a minute. 14 Okay. I -- 15 THE CHAIR: Yeah. We just need the motion 16 to approve, with the condition of completing the 17 Implementation Year Checklist. 18 COMMISSIONER CARRILLO: Then I move that 19 the Public Education Commission approve the THRIVE 20 application -- THRIVE Community School application 21 with the completion of the Implementation Year 22 Checklist. 23 COMMISSIONER DAVIS: And I second it. 24 THE CHAIR: There's a motion by 25 Commissioner Carrillo and a second by Commissioner</p>	181	<p>1 COMMISSIONER BURT: Commissioner Robbins. 2 COMMISSIONER ROBBINS: Yes. 3 COMMISSIONER BURT: Commissioner Burt, 4 yes. 5 Commissioner Taylor. 6 COMMISSIONER TAYLOR: Yes. 7 COMMISSIONER BURT: Commissioner Armijo. 8 THE CHAIR: She's not here. 9 COMMISSIONER BURT: Oh, yeah. Not 10 present. 11 And Commissioner Voigt. 12 COMMISSIONER VOIGT: Yes. 13 COMMISSIONER BURT: All right. The motion 14 passes, nine-zero, unanimously. 15 THE CHAIR: Thank you very much. 16 Congratulations. 17 But also, for the record, the school 18 should move forward to meet the statutory 19 requirements of the planning year outlined in 20 NMSA 22-8B-9 and 22-8B-12. 21 We will be asking for an agreement to 22 extend the time period to negotiate the contract. 23 And thank you all so much. 24 Congratulations. And the big work now begins. So 25 thank you, all.</p>

<p style="text-align: right;">182</p> <p>1 MR. SEAN DUNCAN: Thank you. We're 2 excited to get to work. 3 THE CHAIR: I bet. Thanks. 4 So, Commissioners, I'm going to ask for a 5 short break. 6 COMMISSIONER CARRILLO: (Inaudible due to 7 simultaneous speech) a short break. A lunch break. 8 THE CHAIR: A lunch break, like a half 9 hour, so it's not -- because we -- we still have 10 some things to get done. The afternoon should be 11 not too long, I hope. But -- so 2:05. 12 COMMISSIONER CARRILLO: Ten after 2:00? 13 THE CHAIR: Sure. 14 COMMISSIONER CARRILLO: Thank you. 15 (A recess was taken at 1:24 p.m., and 16 reconvened at 2:13 p.m., as follows:) 17 THE CHAIR: Okay. Thanks, everyone. I do 18 need the record to reflect that Commissioner Taylor 19 had to leave for the rest of the afternoon, and 20 Commissioner Burt is temporarily gone. She will 21 return. 22 So we are on to Item No. 9, Discussion and 23 Possible Action regarding the Letter of Concern for 24 Albuquerque Institute of Math and Science. 25 And before we begin any discussion, our</p>	<p style="text-align: right;">184</p> <p>1 They specifically want the Commissioners to know 2 that the following communications took place as 3 follows: 4 "The school had a concern with the CSD 5 staff member at the site visit on May 26, 2021. 6 They reported the issue to the PED on the same day 7 of the site visit, June 4th, 7th, and 11th. This 8 has been addressed within PED. 9 "There was correspondence over the 10 personnel concern on June 23rd, and Dr. Sandoval 11 indicated to Director Chavez on July 16th that she 12 wanted the issue resolved prior to moving forward. 13 "On July 22nd, 2021, a day prior to the 14 meeting, the last PEC meeting, Dr. Bannerman and 15 Dr. Sandoval met. After conversations with 16 Dr. Bannerman, and later with me, the parties agreed 17 to and have set a meeting. The school and CSD are 18 looking to improve communications between them. 19 "I recommend that CSD and the school both 20 keep a log of -- and copies of communications 21 between them so they can discuss how to have better 22 communication. This would ensure that communication 23 is documented and could be provided to the PEC, if 24 requested." 25 That's the update, Chair.</p>
<p style="text-align: right;">183</p> <p>1 legal counsel does have a statement to read. 2 MS. BARNES: So, thank you. This is an 3 update on where we are. And I have had 4 conversations with the school's counsel at this 5 update. 6 As you recall, there was an agenda item at 7 the last meeting of the PEC to discuss and take 8 possible actions regarding AIMS. The school was not 9 at the meeting. 10 Director Chavez presented information to 11 the PEC regarding that item. A Letter of Concern 12 was issued to the school. 13 It's my understanding that the school and 14 CSD have set up a meeting to begin discussing the 15 list that Director Chavez would like to work through 16 with the school, and it is scheduled for next week. 17 I received a letter from Martin Esquivel, 18 who is with us today, the attorney for AIMS, who 19 reviewed the transcript of the last meeting. 20 "The school feels strongly that a full 21 picture of the communication chain was not provided 22 by Ms. Chavez to the PEC at the last meeting. The 23 school feels Commission members were led to believe 24 the school was unresponsive, which necessitated a 25 Letter of Concern that it believes was undeserved.</p>	<p style="text-align: right;">185</p> <p>1 THE CHAIR: Okay. Thank you very much. 2 So, once again, I am cautioning all 3 parties that are here that we are not discussing any 4 personnel matters. So that is clear. But to me, 5 there has obviously been some miscommunication, or 6 we haven't been provided a full picture of what went 7 on to originally make that decision. 8 I would be more comfortable at this point 9 in time in revisiting this piece after the parties 10 have had the meeting, because the anticipation was, 11 after the Letter of Concern went out, that there 12 would be a meeting take place, and we would have a 13 better picture of where we are to make a decision as 14 to whether we now remove the school and put it back 15 in a status of good standing. 16 I would be more comfortable with simply 17 saying let's wait till next month and see what the 18 results are from the meeting that is set up. 19 Commissioner Voigt? 20 COMMISSIONER VOIGT: Yeah, I would agree. 21 I feel that it looks like both parties are able to 22 move forward. And this meeting next week should 23 establish some groundwork with that communication 24 challenge. Hopefully -- hopefully, it'll help, and 25 we can -- and see what that outcome is before we do</p>

186	<p>1 anything else.</p> <p>2 THE CHAIR: Commissioner Robbins.</p> <p>3 COMMISSIONER ROBBINS: Thank you. I agree</p> <p>4 we should defer. I am concerned and a bit</p> <p>5 disappointed, because I believe we weren't</p> <p>6 necessarily given the full picture of -- and we were</p> <p>7 led to believe at our last couple of meetings that</p> <p>8 there was non-responsiveness on the part of AIMS.</p> <p>9 And I think they have been responding. I</p> <p>10 believe they've been responding. It may not have</p> <p>11 been the responses that they want to hear. But I</p> <p>12 trust both Dr. Sandoval and Mr. Esquivel, that if</p> <p>13 they've been communicated with, they have, in a</p> <p>14 timely manner, communicated back.</p> <p>15 And, again, during the summer and</p> <p>16 during -- right now, with the restrictions reimposed</p> <p>17 on COVID, I think, you know, trying to get together</p> <p>18 and do things was difficult. But I don't consider</p> <p>19 that nonresponsiveness.</p> <p>20 And I think we just need to be real</p> <p>21 careful going forward that we get a full picture</p> <p>22 before we issue a Letter of Concern for</p> <p>23 non-responsiveness, because I personally do not</p> <p>24 believe that was the case with this school.</p> <p>25 THE CHAIR: And agreed. And I think --</p>	188	<p>1 somebody is sending something certified.</p> <p>2 So, I mean, I have, I think, the</p> <p>3 confidence in our Charter School Division not to say</p> <p>4 they haven't been responded to unless that's the</p> <p>5 case.</p> <p>6 And I'm certainly willing to put this off</p> <p>7 until September. And I see Mr. Esquivel shaking his</p> <p>8 head. And that's all fine. You know, ultimately</p> <p>9 what I would like -- and I'm sure everyone would</p> <p>10 like -- is a better working relationship, okay? So</p> <p>11 what can we do so we don't have AIMS on our agendas</p> <p>12 every other month? What can we do to just have a</p> <p>13 better working relationship?</p> <p>14 And I think that begins with really</p> <p>15 establishing the rules of communication. And so I'm</p> <p>16 happy to work all of that out.</p> <p>17 THE CHAIR: Okay. So if there's no other</p> <p>18 further discussion, I'm going to move that the</p> <p>19 Public Education Commission move Item No. 9,</p> <p>20 Discussion and Possible Action on a Letter of</p> <p>21 Concern regarding Responsiveness of Albuquerque</p> <p>22 Institute of Math and Science, to our September</p> <p>23 agenda, pending a report from the meeting that will</p> <p>24 take place next week.</p> <p>25 COMMISSIONER ROBBINS: Second.</p>
187	<p>1 and we've discussed this before, that when schools</p> <p>2 come before us, especially related to matters like</p> <p>3 this, that we have some documentation of the</p> <p>4 communication. It doesn't have to be a copy of</p> <p>5 every e-mail, but some kind of track that's kept</p> <p>6 that an e-mail went out, an e-mail was received, an</p> <p>7 e-mail wasn't responded to, for -- to -- and that</p> <p>8 helps both parties.</p> <p>9 So I think this suggestion that's in the</p> <p>10 statement that our legal counsel read is hopefully a</p> <p>11 direction that is -- that is listened to, because it</p> <p>12 is important for us to get the full picture before</p> <p>13 we do make those decisions.</p> <p>14 Commissioner Carrillo.</p> <p>15 COMMISSIONER CARRILLO: So -- I mean, I'm</p> <p>16 fine with putting this off till September. But I</p> <p>17 would disagree with the notion that we've been</p> <p>18 responded to when we asked to be responded to. And</p> <p>19 I don't think, with any school ever, that we would</p> <p>20 want to dock somebody if we didn't get the answer we</p> <p>21 wanted.</p> <p>22 The most important thing is, if something</p> <p>23 needs to be responded to by June 10th, that it's</p> <p>24 responded to by June 10th. This is actually a super</p> <p>25 easy thing to track, both through e-mail, and if</p>	189	<p>1 THE CHAIR: So a motion by Commissioner</p> <p>2 Gipson, a second by Commissioner Robbins. And I</p> <p>3 have to -- sorry.</p> <p>4 COMMISSIONER VOIGT: Do you want me to do</p> <p>5 it, or do you want to do roll call?</p> <p>6 THE CHAIR: It doesn't matter.</p> <p>7 COMMISSIONER VOIGT: Go for it.</p> <p>8 THE CHAIR: Okay. Commissioner Chavez.</p> <p>9 COMMISSIONER CHAVEZ: Yes.</p> <p>10 THE CHAIR: Commissioner Gipson votes yes.</p> <p>11 Commissioner Voigt.</p> <p>12 COMMISSIONER VOIGT: Yes.</p> <p>13 THE CHAIR: Commissioner Voigt votes yes.</p> <p>14 Commissioner Robbins.</p> <p>15 COMMISSIONER ROBBINS: Yes.</p> <p>16 THE CHAIR: Commissioner Carrillo.</p> <p>17 COMMISSIONER CARRILLO: Yes.</p> <p>18 THE CHAIR: Commissioner Davis.</p> <p>19 COMMISSIONER DAVIS: Yes.</p> <p>20 THE CHAIR: Commissioner Manis.</p> <p>21 COMMISSIONER MANIS: Yes.</p> <p>22 THE CHAIR: That's seven -- seven;</p> <p>23 correct? I want to make sure I didn't miss someone.</p> <p>24 So that's seven votes -- Glenna and I are</p> <p>25 both counting the screen. Three, four, five, six,</p>

190	<p>1 seven. Yes. That's seven votes. Yes. So the 2 motion passes.</p> <p>3 COMMISSIONER CARRILLO: Chair Gipson, do 4 you need to state for the record, I know that Bekka 5 was out for a few minutes. But who is not here?</p> <p>6 THE CHAIR: I already have.</p> <p>7 COMMISSIONER CARRILLO: Oh, I didn't. 8 Sorry about that. I missed that.</p> <p>9 THE CHAIR: I already have. Thanks. 10 Okay. So thank you very much for your 11 time. And I hope to see you with better news at our 12 September meeting.</p> <p>13 We are on to Item No. 10, which is 14 Discussion and Possible Action on the Implementation 15 Year Checklist.</p> <p>16 We have spent quite a bit of time 17 yesterday going through it, and thank the Director 18 and CSD staff for taking the time to go through and 19 see if there are any gaps in what schools should be 20 doing -- yes.</p> <p>21 DIRECTOR CORINA CHAVEZ: Chair Gipson, 22 Commissioner Burt said she might have something 23 related to that. And I know she's not here right 24 now.</p> <p>25 THE CHAIR: The Implementation Year</p>	192	<p>1 know, have a school make a somewhat less objective 2 decision.</p> <p>3 So that if there's a parent portal that 4 someone can access after they've been accepted 5 through the lottery, parents can access it or the 6 school would mail it to them or however it is, but 7 that the lottery and the enrollment are very 8 different, and they are completely separate, and 9 that the only thing schools can ask for, really, is 10 the name and contact information.</p> <p>11 Director.</p> <p>12 DIRECTOR CORINA CHAVEZ: Yes. Thank you, 13 Chair Gipson. I just want to let the PEC know that 14 I uploaded a document for you to look at that sort 15 of describes how -- how I see things moving forward, 16 if that is helpful. I also have it on my computer. 17 I could share screen.</p> <p>18 THE CHAIR: I'm sorry. Could I ask what 19 you -- because I don't see it in SharePoint. So -- 20 and I just refreshed it.</p> <p>21 DIRECTOR CORINA CHAVEZ: Should be 10-1. 22 THE CHAIR: Oh, it's -- okay. And I just 23 checked. Okay. Hold on. I just want to make sure 24 that --</p> <p>25 COMMISSIONER ROBBINS: 10-1 on my</p>
191	<p>1 Checklist?</p> <p>2 DIRECTOR CORINA CHAVEZ: That's what I 3 heard. So I'm wondering if we want to hold off 4 until she's here.</p> <p>5 THE CHAIR: Okay. I mean --</p> <p>6 COMMISSIONER VOIGT: Yeah. I think it's a 7 good idea. I think she had some thought on 8 something with that.</p> <p>9 THE CHAIR: Oh, okay. All right. Okay. 10 So we're on to Item No. 11, which is 11 Discussion and Possible Action on Guidance for 12 Lottery Enrollment Process.</p> <p>13 So we spent also quite a bit of time 14 talking about that yesterday. I think we've fleshed 15 out, by and large, the concerns that have been 16 raised, and looking to make sure that schools are 17 clearly separating and having a minimal name contact 18 information for a lottery application, and that the 19 enrollment and all of the enrollment forms that 20 would come after a student is accepted through the 21 lottery process would be communicated to the family 22 after that acceptance, and that they're not even on 23 the website.</p> <p>24 So a family couldn't inadvertently fill 25 out those forms ahead of time and, possibly, you</p>	193	<p>1 SharePoint says "Implementation Year Checklist." 2 THE CHAIR: 10 is Implementation Year, 3 Corina.</p> <p>4 DIRECTOR CORINA CHAVEZ: Let me see. 5 COMMISSIONER ROBBINS: Because we're on 6 Item 11.</p> <p>7 DIRECTOR CORINA CHAVEZ: Okay. Let me 8 see. I misnumbered it. It's below Implementation 9 Year. It should be 11-1, but it's 10-1.</p> <p>10 THE CHAIR: So it's the PDF for lottery; 11 correct?</p> <p>12 DIRECTOR CORINA CHAVEZ: Yes, correct. 13 THE CHAIR: Okay. Okay. Got you.</p> <p>14 DIRECTOR CORINA CHAVEZ: And I'm happy to 15 share my screen and talk about context surrounding 16 this, if that would be helpful.</p> <p>17 THE CHAIR: It's -- 18 COMMISSIONER CARRILLO: Would it be okay, 19 Chair Gipson, if I asked a quick question before 20 this?</p> <p>21 THE CHAIR: Sure. 22 COMMISSIONER CARRILLO: How can we -- if 23 we're really talking about one piece of paper with a 24 student's name, address -- maybe not even address. 25 It's such minimal information for the lottery. Why</p>

<p style="text-align: right;">194</p> <p>1 don't we just have a standardized form for all of 2 our schools, in addition to district schools? 3 Why make every school -- is there a reason 4 that that can't happen to make this all more simple? 5 THE CHAIR: Well, that's a very valid 6 question. And Julia kind of alluded to it yesterday 7 when she was talking about the bigger picture 8 conversation about more, like, a universal lottery, 9 so that the reason, actually, now, is that schools, 10 through that concept of autonomy, have been allowed 11 to create these documents and run the lottery and -- 12 themselves. 13 There was -- about three years ago, there 14 was -- we started to look at this. And we were told 15 by PED that they were not -- to hold off because 16 they were going to do rule-making regarding this, 17 which would create what you were just talking about. 18 (Commissioner Burt returns to meeting.) 19 THE CHAIR: So we backed off, because it 20 was going to be done, because it would cover both 21 State and district charters through the rule-making. 22 And, obviously, that didn't happen. 23 So it can happen. But to cover both 24 district schools and statewide schools, it would 25 have to be done through rule, because we can't</p>	<p style="text-align: right;">196</p> <p>1 really requiring the form be very basic and simple 2 and that we restrict what is on that form is 3 reasonable. 4 I do not believe this is reasonable to 5 restrict what a charter school can put on their 6 website as a separate tab, separate from the 7 enrollment, reason being, you know, I had kids. If 8 I was looking at transferring them to a different 9 school or something like that, I wanted information 10 about that school. 11 When I was homeschooling our daughter, I 12 had questions about the curriculum. I had questions 13 about the requirements, the rigor, things like that. 14 If that is not made available on the 15 website somewhere, separate from the enrollment 16 form, separate from a tab that has anything to do 17 with enrollment, I believe we are unconstitutionally 18 restricting free speech. We shouldn't do that, and 19 we're actually putting a greater burden on -- on the 20 schools, because parents are going to start calling 21 the schools on a regular basis saying, "Hey, what 22 would be required if I want my child to go there?" 23 Because, understanding, not every parent 24 understands that a charter school is just a regular 25 public school and that there's no more required</p>
<p style="text-align: right;">195</p> <p>1 create it for district schools. 2 COMMISSIONER CARRILLO: Okay. Well, you 3 know, they can do their own thing, anyway, because I 4 don't serve on a district board right now. 5 But if there isn't a reason why not, then 6 I just think that would be, like, the simplest 7 little half one-pager in the world to just nip this 8 sucker in the bud and call it a day. 9 THE CHAIR: Yeah. I mean, I think the -- 10 I could be wrong. We could, through this motion of 11 the guidance, make the recommendation to the 12 Director that in that guidance document, there is 13 a -- you know, a form. 14 DIRECTOR CORINA CHAVEZ: A template. 15 THE CHAIR: "There is a template for 16 schools to use. Here you are. This is the template 17 that should be used for your lottery process," plain 18 and simple. 19 That could go into this -- that could be 20 one of the recommendations in this motion. 21 COMMISSIONER VOIGT: Dave has his hand up. 22 THE CHAIR: Yeah. I was just getting 23 there. 24 Commissioner Robbins and Commissioner -- 25 COMMISSIONER ROBBINS: I think having and</p>	<p style="text-align: right;">197</p> <p>1 information to go to a charter school than a public 2 school, other than you go through a lottery process. 3 So I think having and requiring or 4 restricting what the enrollment form has on and 5 putting guidelines on that, but restricting what 6 they can have on their website, separate from the 7 enrollment, I think we're -- we're treading on 8 dangerous ground there. 9 COMMISSIONER VOIGT: Okay. So I -- I like 10 the idea of having a recommended use template and/or 11 a guideline that schools can follow for information 12 on their lottery form. 13 I don't think we require schools to use 14 the same PED-created lottery form. That takes 15 individuality away from charter schools. But, 16 granted, they should not exceed the information that 17 is suggested for use by the PED on a lottery form. 18 It should follow the guidelines, just like they do 19 for a Safe School plan or anything like that. 20 And then to address Commissioner Robbins' 21 point, yeah, every charter school is going to have a 22 heap of information about their educational program, 23 about their mission, about their -- the students 24 that -- their graduate profiles, things like that, 25 on their website. But that does not tie into what's</p>

<p style="text-align: right;">198</p> <p>1 required for enrollment or registration packages 2 materials. That is the next step after the lottery. 3 And, you know, I don't even think schools 4 have enrollment requirements -- most of them 5 don't -- on their website. It's just way too much 6 information. I mean, it would be a 38-bulleted list 7 of things that parents would need to bring for 8 registration. 9 I don't think many schools -- or very 10 few -- would have that on their website. But 11 definitely describing their educational program and 12 how they serve students, you know, that's on most 13 websites. 14 But, no, I'm not for a universal, 15 one-size-fits-all lottery form. I think schools 16 will want to have, you know, their logos, their own 17 language behind the requirements. But the 18 requirements should be the same. 19 THE CHAIR: So -- and I -- okay. So -- 20 and I kind of thought with the template, a school 21 would be able to put, like, a logo or something like 22 that on it. But this is -- this is the information, 23 and the only information, that can go on the lottery 24 form. 25 COMMISSIONER VOIGT: (Inaudible) just like</p>	<p style="text-align: right;">200</p> <p>1 not -- is very minimal information. 2 So the only thing I'm wondering is, like, 3 let's say, you know, Director Chavez puts together, 4 like, "These are the six things that should be on 5 your form." 6 And then allow a school to be, like, 7 "Well, typically, we ask for..." -- I don't know. 8 Like, if there's some kind of exemption to that that 9 they need to reach out to you so you can, like, 10 evaluate it to see if that's something that should 11 be there, or maybe they should rethink it or give 12 advice on it, of, like, "Huh, is that something you 13 can do on your enrollment instead," and just be able 14 to support them through that of, like -- you know, 15 if they need to flip it to the back end instead of 16 having it on front, and that way you can have that 17 kind of communication. 18 But maybe putting something in there, 19 like, "If you feel like there's something that you 20 ask on your lottery currently that is not a part of 21 this list, and you feel like you really should be 22 asking it on your lottery, like, please contact us." 23 THE CHAIR: Let me tell you, from my 24 perspective, I don't think there's anything that a 25 school should have that discretion with, because it</p>
<p style="text-align: right;">199</p> <p>1 name and address. You're going to look at what 2 grade will your child be in next year; that's 3 important. There's, like, the gender question, he, 4 she, they. There's -- there's other information. 5 I'm sure Corina can craft a template. 6 But I think that our guidelines should be 7 that this is -- this is the template of information 8 to be used for your lottery form. And then however 9 schools want to organize it, that's fine, as long as 10 it has that information. 11 THE CHAIR: And only that information. 12 COMMISSIONER VOIGT: Right. 13 THE CHAIR: Right. Absolutely. Fully 14 agree. Yeah. Yeah. 15 Commissioner Burt? 16 COMMISSIONER BURT: I can't imagine 17 this -- I'm trying to think of the instance where 18 this would be applicable. But I also wonder, if, 19 like, once I got into this, it's, like, here's 20 the -- it's not much. I'm telling you, like, I have 21 applied to charter schools for my own children. 22 It's very little information. So it should be 23 pretty basic and very simple. It can be uniform. 24 This isn't -- this isn't the hard part; right? 25 Like, the information gathering for lottery is</p>	<p style="text-align: right;">201</p> <p>1 is -- that is the one thing that really is 2 universal. 3 COMMISSIONER BURT: It's so simple. 4 THE CHAIR: It is universal, and that for 5 a school to say, "Well, yeah, but I need to know 6 this," the big question is why? Why do you need to 7 know that? 8 COMMISSIONER BURT: I think by putting 9 that on there, it allows Corina to have that 10 conversation with them, because now you're doing an 11 audit -- whatever way makes sense. I'm wondering 12 also if you can have that conversation with folks, 13 then, of them being, like, "Well, we always ask 14 their favorite color, because on the first day of 15 school, we color-code all of their gear," it's 16 something that doesn't apply to the lottery, and 17 Corina can then talk them through, of like, 18 "Understand totally. That makes sense that you 19 would do that. It's not something that's going 20 to -- it's not going to discriminate against anyone. 21 But can you put that on your enrollment form instead 22 now?" 23 Like, "Don't do that up front on the 24 lottery form," to make sure they're not -- they 25 don't think this is a minimum; right? This is the</p>

202	<p>1 maximum, which is typically the reverse way when you 2 give guidance. Usually, we give, like, "This is the 3 minimum you have to do." 4 In this case, we're setting a maximum. 5 And so I don't know, like, describing it in a 6 different way to help people understand. 7 THE CHAIR: Okay. Director Chavez and 8 then Commissioner Carrillo. 9 DIRECTOR CORINA CHAVEZ: Thank you, Chair 10 Gipson. 11 Commissioner Burt, I really appreciate the 12 spirit in which you are bringing forth that comment, 13 because I also agree that there needs to be an 14 opportunity to provide technical assistance and 15 support to the schools for how they might manage a 16 process that eventually they will need to collect 17 additional information about children for good 18 reasons; right? 19 They need to know where they're placing 20 kids in coursework. Knowing the favorite color. As 21 a former kindergarten teacher, that mattered. 22 However, what is nonnegotiable is that 23 none of that information is collected until families 24 know that a child has a seat at a charter and that 25 there is no information that is collected that could</p>	204	<p>1 and register the student. But I think it is pretty 2 clear-cut. And I like the idea of a template as 3 part of the guidance. 4 THE CHAIR: Commissioner Carrillo. 5 COMMISSIONER CARRILLO: Agree completely 6 with what Director Chavez said. Even something like 7 their favorite color. I mean, you'd be surprised 8 how people can misconstrue things. I, too, 9 understand the spirit in which you come. 10 The way I think of a lottery ticket is 11 nothing more than a raffle ticket. Thank about when 12 you do a raffle. You know, when I won these tickets 13 to the Dallas Cowboys -- which I gave away -- to the 14 Dallas cowboys game a couple of years ago, it was 15 just my name and my phone number. 16 I couldn't put anything on the raffle 17 ticket to kind of like -- you know, where they're 18 drawing the thing, to give myself an edge. If 19 you've never read it, there's a book called "Blink." 20 And he talks about how the New York 21 Philharmonic was, one after another, engaged in 22 lawsuits about discrimination. They basically only 23 wanted white male musicians. So they created a 24 process, after a number of times, where people that 25 were auditioning, they wouldn't wear perfume. They</p>
203	<p>1 even be perceived as discriminatory, including, 2 "Where did you go to school," or, "What part of town 3 do you live in?" 4 Charter schools can have target 5 populations. We want to reach a group of kids that 6 love the arts. We want to reach a group of kids 7 that are really interested in technology. We want 8 to reach kids that may be struggling with a regular 9 public school and have to have coursework recovery. 10 Those sort of things are great for recruiting 11 students. 12 But when you are at the lottery phase, it 13 can't be anything else other than the child's name, 14 contact information for the family, not even street 15 address -- besides, who's sending things via snail 16 mail anymore? -- and what grade level the child is 17 in. 18 And then once the school has completed its 19 lottery process and said, "This child is in" -- 20 because they can give preference to, first, kids 21 that were enrolled last year; second, kids whose 22 parents work at the school; and, third, kids whose 23 siblings attend the school. That what's in law. 24 Once they know that a child is in, then 25 they can ask for many, many things to fully enroll</p>	205	<p>1 wouldn't wear my shoes, because then you could hear 2 the heels coming into the audition hall. There was 3 absolutely nothing to distinguish one musician from 4 another. 5 And they found that the minute that they 6 did that, low and behold, look at all these women of 7 color in the New York Philharmonic. So you really 8 have to remove any possibility of favoritism or 9 discrimination. 10 So I just love the idea of a blank sheet. 11 If you want to throw a logo on it, God bless them. 12 But just, you know, the information that Corina 13 said. I just wanted to share that with you. So 14 thank you for indulging me. 15 THE CHAIR: And I would think -- because 16 I'm presuming that virtually every piece of 17 information that the Director sends out to charter 18 schools, there's a statement on there, "If you have 19 any questions, please reach out to me. We're here 20 to help, you know. Reach out to, you know, Dylan, 21 if it's technical support, or Missy," or -- you 22 know, whatever -- that I think -- well, I know -- 23 over the past short time, there is this broadened 24 sense from all the schools that the Charter School 25 Division is very easily and readily accessible so</p>

<p style="text-align: right;">206</p> <p>1 that there's not that, "Oh, my God, if I call and 2 ask them, can I -- can I ask if you like red or 3 blue, it's going be like -- there's going be that 4 gentle guidance surrounding it. 5 So I have confidence in that. 6 Director Chavez? 7 DIRECTOR CORINA CHAVEZ: Yes. And I also 8 think giving the schools a little bit of time; 9 right? So -- so, for example, I am in the process 10 right now of revising the questions and answers 11 surrounding lottery, which is already on the 12 PED's -- the Charter Schools Division's webpage. 13 So I'm revising that. I'm asking for the 14 Commission to agree to have me send out a guidance 15 document that references that Q-and-A that asks 16 charter schools to review their policies and 17 procedures and to make any necessary changes that 18 they need so that they are ensuring equal access. 19 I would like to ask that they post the 20 lottery forms, not the -- not the enrollment and 21 registration, but the lottery forms as a stand-alone 22 on their website. 23 And I would like for you all to consider 24 that -- confirm that we can -- the Charter Schools 25 Division can consider the lottery process as an</p>	<p style="text-align: right;">208</p> <p>1 MS. BARNES: I think you said "priority." 2 But, Corina, I wanted to look at that. I wanted to 3 make sure that we're not renegotiating any contract 4 or anything like that. 5 But that, I think there was -- you were 6 saying that there were three things under that 7 section, and that this would be primary. 8 THE CHAIR: No. I'm -- no, I'm referring 9 only to when -- when school -- when CSD goes out for 10 a site visit, for schools to know that the -- they 11 would have -- that the lottery and the enrollment 12 policy that they have would be a policy that would 13 be highlighted during the -- during the site visit, 14 so that it would be a -- it would be an area -- and 15 I'm losing -- I don't want to say "targeted," 16 because that sounds like it's punitive in a way. 17 It's a highlight. Or it's a policy of 18 interest when they go out. I don't think that would 19 step on the contract, because they already have to 20 have the policies. 21 DIRECTOR CORINA CHAVEZ: So, Chair Gipson, 22 do we refer to Julia as "Counsel Barnes"? 23 THE CHAIR: I think that's up to Julia. 24 DIRECTOR CORINA CHAVEZ: Okay. Well, 25 Counsel Barnes and Chair Gipson, there is the</p>
<p style="text-align: right;">207</p> <p>1 indicator in the performance framework that is very 2 important for this school year -- which is the 3 '21-'22 -- in their performance framework, if, after 4 the time that they've had to read the guidance, make 5 adjustments to their plans and their policies, if we 6 are monitoring it next spring when the lotteries are 7 happening, right, and that we end up rating them 8 because they are out of compliance, that we would 9 rate them as Falls Far Below, and that in the 10 interim between now and the end of next year 11 whenever the performance frameworks and the annual 12 reports come out, that we continue to outreach to 13 schools, and when there's a concern, we work with 14 them. 15 And if we see that there's not changes 16 that are occurring, we can bring that information to 17 you all as part of the Letters of Concern in the 18 intervention ladder process that we already have in 19 place. 20 THE CHAIR: So let me ask you. Because 21 yesterday, we did also discuss putting into this 22 guidance possibly that at the site visit, the 23 lottery enrollment policies would be a -- how did we 24 refer to it? -- I don't want to say "targeted," but 25 I've lost -- Julia?</p>	<p style="text-align: right;">209</p> <p>1 lottery policy on the performance framework already 2 as one of the sub-indicators of 4-A. 3 And the only shift to what has been 4 discussed so far that I would say is that I wouldn't 5 want to limit this look to just while we're on a 6 site visit, because I don't know if we're going to 7 be on site this year, and because, as we are looking 8 at the performance framework, my team is also 9 looking at what parts of the performance framework 10 do we capture via desk monitoring, what part do we 11 capture in person. And those might be separate 12 processes. 13 But they all roll up at the end of the 14 year to a final document called the "Annual Report" 15 with a rating for each of the indicators; right? 16 So it might be that the schedule and the 17 process for monitoring -- the lottery process is 18 different, that we would collect the lottery 19 processes, if the board makes amendments and changes 20 to their policies, that we get copies of that. We 21 might actually be present for some of the lotteries 22 if they are set to happen at a certain time and day. 23 Maybe we observe. 24 So there would be a -- a range of ways 25 that we would be collecting the data, not just</p>

<p style="text-align: right;">210</p> <p>1 during an on-site visit.</p> <p>2 THE CHAIR: And I get that. And that was</p> <p>3 not my intention to limit it just to that. But in</p> <p>4 other years, we've been asked to highlight certain</p> <p>5 things so that schools would know that this,</p> <p>6 particularly, was going to have a little bit of a</p> <p>7 deeper conversation at the site visit.</p> <p>8 But it didn't mean that it wasn't -- all</p> <p>9 the other processes weren't going to take place as</p> <p>10 well, just so that a school would be aware and</p> <p>11 prepared.</p> <p>12 But I'm fine with leaving it off. I just</p> <p>13 remember we had that discussion yesterday. But</p> <p>14 if -- you know, want to leave it off? That's fine.</p> <p>15 Julia.</p> <p>16 MS. BARNES: Director Chavez, do you have</p> <p>17 something like that are, like, areas of emphasis or</p> <p>18 something that you indicate to the schools are of</p> <p>19 particular importance to you?</p> <p>20 DIRECTOR CORINA CHAVEZ: You know, I</p> <p>21 haven't been here long enough to be able to give an</p> <p>22 answer to that. I would say that, for this year's</p> <p>23 modified site visit, because it was the year of</p> <p>24 COVID, we did ask schools how they responded and how</p> <p>25 they supported students and families. We did ask</p>	<p style="text-align: right;">212</p> <p>1 COMMISSIONER CARRILLO: Well, the</p> <p>2 Commission -- no. What I'm saying is if the</p> <p>3 Commission need to vote on that, then yes. But I</p> <p>4 just mean, procedurally, as -- because we don't vote</p> <p>5 every line item on the performance contact.</p> <p>6 Sometimes they just end up green, yellow, and red.</p> <p>7 So instead of just having this be red, my</p> <p>8 thinking is that instantly, you know, it is going to</p> <p>9 be red, but it also goes to a Letter of Concern.</p> <p>10 And, sure, I'm happy if the -- I think</p> <p>11 it's great if the Commission votes on that, because</p> <p>12 I think it does rise to that level of importance.</p> <p>13 THE CHAIR: Okay. So I think we could</p> <p>14 modify potentially that letter C in the proposed</p> <p>15 guidance document to say, "Confirm that CSD</p> <p>16 considers the charter lottery policies, as indicated</p> <p>17 in the performance framework, is very important and</p> <p>18 will mark any school not in compliance as Falls Far</p> <p>19 Below when we monitor the 2021-22 performance</p> <p>20 framework, and those schools will be placed on the</p> <p>21 next agenda as a School of Concern."</p> <p>22 COMMISSIONER CARRILLO: Yeah.</p> <p>23 THE CHAIR: Okay.</p> <p>24 COMMISSIONER CARRILLO: I think so.</p> <p>25 THE CHAIR: Okay. Commissioner Davis.</p>
<p style="text-align: right;">211</p> <p>1 them what their response was and looked for ways in</p> <p>2 which the school was engaging and/or ways in which</p> <p>3 they were able to work with students to maintain a</p> <p>4 sound academic program.</p> <p>5 It was different this year. But I do</p> <p>6 think that raising this as a PEC concern that you</p> <p>7 would like for my team to pay particular attention</p> <p>8 to this year, because there are so many indicators</p> <p>9 and sub-indicators, that we look at anyway, but just</p> <p>10 to recognize that this is an important one, because</p> <p>11 guidance has come out to make a change, to</p> <p>12 right-size any process that might not be in</p> <p>13 compliance with recent guidance, and that it is</p> <p>14 super clear about the nondiscriminatory practices.</p> <p>15 THE CHAIR: Okay. Thanks.</p> <p>16 Commissioner Carrillo.</p> <p>17 COMMISSIONER CARRILLO: If it's feasible,</p> <p>18 and if the Commission were to support this idea, I</p> <p>19 mean, I would like -- if there's a violation of</p> <p>20 lottery process, I'd like this to instantly go to</p> <p>21 Letter of Concern. I mean, just -- it's of that</p> <p>22 importance that it jumps just having a red line, but</p> <p>23 that it goes instantly to Letter of Concern.</p> <p>24 THE CHAIR: Without a vote by the</p> <p>25 Commission?</p>	<p style="text-align: right;">213</p> <p>1 COMMISSIONER DAVIS: Well, I just had</p> <p>2 another thought, that what if a school was in that</p> <p>3 position? Can we say that your next lottery will be</p> <p>4 monitored?</p> <p>5 THE CHAIR: We can. But their lottery</p> <p>6 probably won't happen for another year.</p> <p>7 COMMISSIONER DAVIS: Yeah. That would be</p> <p>8 it, though; so...</p> <p>9 THE CHAIR: Oh, absolutely. Yeah. Yeah,</p> <p>10 we can do that.</p> <p>11 COMMISSIONER DAVIS: Is that a good idea?</p> <p>12 THE CHAIR: It is. I think it's -- and,</p> <p>13 actually, I think after last year, you know, so many</p> <p>14 schools did their lotteries via Zoom and recorded</p> <p>15 them. I mean, I think that's a really important --</p> <p>16 for the school, for their own protection, to do that</p> <p>17 lottery on Zoom and to have their reporting, so if</p> <p>18 there was any complaint that was brought forward,</p> <p>19 you've got the -- you know, you've got the process</p> <p>20 right there.</p> <p>21 But, of course, with broadband being</p> <p>22 difficult, it's challenging for us to make that</p> <p>23 right now a directive, because we have a lot of</p> <p>24 schools that can't do it that way.</p> <p>25 But I don't know if you -- if we want to</p>

<p style="text-align: right;">214</p> <p>1 include in the guidance that, if possible, that the 2 lotteries be held and recorded, you know? You know, 3 I wouldn't see why schools wouldn't want to do that. 4 Commissioner Robbins. 5 COMMISSIONER ROBBINS: In the development 6 of -- right now, we have this possible action on -- 7 it says "Action on Guidance." Now, are we just 8 basically going to be taking action to authorize the 9 development of the guidance? Or the issuance? 10 Because I'm not comfortable saying, "Yes, 11 let's go ahead and issue a guidance and leave it up 12 to CSD to do that" without it coming back to this 13 Commission in a month or so for us to review and 14 approve. 15 THE CHAIR: Well, the guidance -- the 16 pieces of the guidance are in that motion. So if 17 you look at -- in SharePoint, and you look at, "To 18 develop guidance that...", and there are one, two, 19 three, four -- there are six items that are there to 20 direct the Director to send out the guidance 21 document that includes those pieces. 22 So I -- I think this is something that 23 needs to be moved on reasonably quickly. I think 24 the direction is fairly clear as to what the 25 expectation is for that guidance document. And we</p>	<p style="text-align: right;">216</p> <p>1 So it's not like they don't -- people who 2 want to investigate, if they have friends or 3 acquaintances that are going to that school, they 4 can't find out what the requirements are. 5 And I'm concerned, if we're going to put 6 restrictions on what they can have on the website -- 7 not on the lottery application or a tab from the 8 lottery going to enrollment -- I understand that. 9 But schools should be allowed to give full 10 information about what's happening at that school. 11 And, obviously, we don't want them to ever 12 be in a position where they are using that 13 information in the lottery to restrict or to 14 dissuade people. 15 THE CHAIR: Okay. 16 Commissioner Carrillo and then Director. 17 COMMISSIONER CARRILLO: So to address 18 Commissioner Robbins' concern, there is nothing in 19 having a lottery form or doing the guidance today or 20 approving this today that precludes a school from 21 having information about the school on their 22 website. They can have anything they want. They 23 just can't let people access maybe a parent portal, 24 where all these different forms are and everything 25 else.</p>
<p style="text-align: right;">215</p> <p>1 had that discussion yesterday. 2 So, you know, I'm comfortable with giving 3 the Director the authority to create that document 4 based on those guidelines. 5 COMMISSIONER ROBBINS: Well, you know, 6 they're guidelines. But unless I see the specifics, 7 it's like I said the other day, I don't vote for 8 something unless I see it in writing. I cannot vote 9 for approval of guidance to be issued unless I see 10 what the actual guidance says and what restrictions 11 are going to be placed on schools. 12 I understand if they violate, we're going 13 to issue a Letter of Concern. Okay. But I don't 14 want it to get so tangled up where schools that are 15 asked for information and are being persuaded by 16 applicants to say, "Well, why don't you put this 17 stuff on your website, somewhere on your website so 18 we can understand what the full process is." 19 Yes, you have a lottery. Then you have 20 enrollment. Then you have the school beginning. 21 But to just say, "No, you can't have anything unless 22 you are accepted," because, you know, there are 23 students at that school whose parents know exactly 24 what their enrollment requirements are. And they 25 can talk with other parents.</p>	<p style="text-align: right;">217</p> <p>1 But in terms of what the school is doing 2 generally, like their calendar, their makeup of 3 their board, how they do these things, of course 4 that's just going to be on a general website. 5 It's the other privileged information. 6 What I would like possibly next, if it's 7 okay with Chair Gipson, there are six items that are 8 in SharePoint. So all these items are there. So I 9 completely agree with you, Commissioner Robbins. 10 Nobody wants to vote on something where they haven't 11 really seen what it is. 12 But it is there. And I would ask also, 13 for the benefit of the public, if Chair Gipson or 14 Director Chavez wouldn't mind reading those bullet 15 points -- because I know it's brief -- now. 16 THE CHAIR: Oh, sure. I was going to do 17 it in the motion, but I'll gladly do it now. 18 So the recommended guidance would include 19 a reference to the Q-and-A that the Director is in 20 the process of updating that's on the PED website, 21 because that's for both State and district charters. 22 The second item is ask the State charter 23 schools to review their policies and procedures and 24 make necessary changes to ensure equal access and 25 post lottery forms, not enrollment registration</p>

218	<p>1 forms, on the website.</p> <p>2 Confirm that CSD considers the charter</p> <p>3 lottery policies, as indicated in the performance</p> <p>4 framework, as very important and will mark any</p> <p>5 school not in compliance as Falls Far Below when</p> <p>6 they monitor the 2021-22 performance framework.</p> <p>7 Indicate that schools that are not in</p> <p>8 compliance will be put on an agenda for discussion</p> <p>9 and action in the intervention ladder.</p> <p>10 That CSD should continue to reach out to</p> <p>11 any school where the CSD has a concern about the</p> <p>12 lottery process. If CSD believes it to be</p> <p>13 necessary, to bring forward an agenda item for any</p> <p>14 specific school for action on the intervention</p> <p>15 ladder.</p> <p>16 And, finally, that CSD begin the process</p> <p>17 to discuss a possible uniform lottery process, best</p> <p>18 practices, and possible legislative changes, because</p> <p>19 PEC will add this topic to the working sessions.</p> <p>20 COMMISSIONER CARRILLO: Thank you.</p> <p>21 THE CHAIR: So, Director, and then</p> <p>22 Commissioner Burt.</p> <p>23 DIRECTOR CORINA CHAVEZ: Thank you, Chair</p> <p>24 Gipson. I -- I think there's two issues that I want</p> <p>25 to comment on one and get clarification on the</p>	220	<p>1 brought to your attention immediately.</p> <p>2 And I just want to clarify whether that's</p> <p>3 the case, or if you agree there needs to be some</p> <p>4 time for the guidance to go out, for the schools to</p> <p>5 make adjustments, and then throughout the course of</p> <p>6 the year, as lotteries occur, and they set their own</p> <p>7 lottery dates, we continue to monitor this a little</p> <p>8 bit more closely.</p> <p>9 Because I think what we have not done in</p> <p>10 past years is to look at it throughout the year.</p> <p>11 Maybe it was only at the site visits that we would</p> <p>12 say, "Okay, let's see your policy," or, "Let's look</p> <p>13 at your form."</p> <p>14 But I am saying that I think my team needs</p> <p>15 to spend more time and attention both looking at the</p> <p>16 website, looking at the policies, and then,</p> <p>17 actually, seeing some lotteries play out. And that,</p> <p>18 I don't think that depth of analysis has been done,</p> <p>19 to my knowledge.</p> <p>20 THE CHAIR: Okay. So let me ask you,</p> <p>21 because there was the work that was done by Rachel</p> <p>22 that was precipitated as a result of the letter.</p> <p>23 We wanted to see if -- you know, if that</p> <p>24 was true and what other schools may or may not be in</p> <p>25 compliance.</p>
219	<p>1 other.</p> <p>2 One is that, Commissioner Robbins, we have</p> <p>3 done a look at charter school lottery and enrollment</p> <p>4 policies. And there currently exists, for various</p> <p>5 reasons -- I think probably efficiency is the</p> <p>6 biggest reason -- the confounding of the lottery</p> <p>7 form with the enrollment form. And that's the thing</p> <p>8 that we really want to make clear has to be</p> <p>9 separated out.</p> <p>10 COMMISSIONER ROBBINS: And I agree</p> <p>11 100 percent on that, Director.</p> <p>12 DIRECTOR CORINA CHAVEZ: Thank you. And</p> <p>13 so sometimes it's one large document that's labeled</p> <p>14 "Lottery" on top, and then midway it says,</p> <p>15 "Enrollment." And I don't consider that okay.</p> <p>16 COMMISSIONER ROBBINS: I don't, either.</p> <p>17 DIRECTOR CORINA CHAVEZ: Good. So there's</p> <p>18 some clarification on that.</p> <p>19 The next question that I have for you all</p> <p>20 is about timing. Because in my mind, guidance,</p> <p>21 expectation to revise policies and procedures and</p> <p>22 fix your website, and then consequences.</p> <p>23 But what I am maybe hearing is that if I</p> <p>24 know today that there's a school who has been</p> <p>25 confounding those things, that that needs to be</p>	221	<p>1 So you have a list of schools that, as a</p> <p>2 result of Rachel's work, appear to not be in</p> <p>3 compliance; correct?</p> <p>4 DIRECTOR CORINA CHAVEZ: Correct. So to</p> <p>5 just clarify for the rest of the Commission, Rachel</p> <p>6 is a contractor who has already helped me by doing</p> <p>7 an inventory, by looking at everybody's website and</p> <p>8 looking at everybody's lottery process.</p> <p>9 We see some trends. We see some places</p> <p>10 where there's good practice, and we see some where</p> <p>11 there's not.</p> <p>12 THE CHAIR: So I would like to recommend</p> <p>13 that, at this point in time, those schools that</p> <p>14 have -- that are shown in that inventory as</p> <p>15 potentially not being in compliance, would it be</p> <p>16 possible to reach out to those schools and say, you</p> <p>17 know, whatever the concern is, because I'm sure</p> <p>18 there was an explanation as to what the compliance</p> <p>19 issue was.</p> <p>20 And those schools, there's a reach-out to</p> <p>21 them, and there's time that is given for the school</p> <p>22 to correct it. So even if that's -- you know, so</p> <p>23 let me ask.</p> <p>24 When you're doing the -- when do you begin</p> <p>25 the review of -- for the site visit report?</p>

<p style="text-align: right;">222</p> <p>1 DIRECTOR CORINA CHAVEZ: So, typically, 2 the visits to non-renewing schools start in the 3 spring semester of the school year. My team is 4 gearing up right now for the renewals. 5 But I think that what you suggested is 6 possible. I think that everybody should get the 7 guidance; right? 8 THE CHAIR: Yes. 9 DIRECTOR CORINA CHAVEZ: There could be a 10 follow-up conversation or indication of some sort, 11 if we need to indicate it in writing, that says, "We 12 noticed yours is going to need a revision in 13 policy," or, "Your website is going to need to 14 change." We have done that with schools -- some 15 schools already, and we can continue to do that with 16 all of the schools that are State-authorized. 17 THE CHAIR: Because most lotteries take 18 place February-March. So I would -- I don't think 19 it would be unreasonable to have the schools that 20 were sent that notification that there was a concern 21 identified, that they respond back within 30 days 22 with how they fixed it, or just an assurance that 23 they did fix it. 24 And anyone that doesn't respond, they then 25 come before us. They didn't respond to this so they</p>	<p style="text-align: right;">224</p> <p>1 agree with that, too. I think there needs to be a 2 deadline on this. I think that, you know, that 3 everyone should get the kind of, like, fair warning, 4 I guess. And then there should be a deadline, like, 5 "It has to be fixed by this time," and then follow 6 the ladder of intervention. 7 That's what I think. I think it's there 8 for a reason. This is the kind of thing that should 9 follow it. And, you know, I think we have between 10 now and January to be able to follow that process. 11 That being said, I'm going to say by, 12 like, January, then you're in -- like, if your forms 13 are wrong, it is just, like, automatically like -- 14 like, "You're doing something illegal." Like, it 15 goes past; right? 16 And which, once again, I think the ladder 17 of intervention kind of address that too. Like, 18 it's a serious matter. You get to kind of jump a 19 couple of steps. 20 So I think the process that you have can 21 be followed with this. So I would say that, too, 22 that, you know, what the Chair was saying just now, 23 to me, that makes sense. You know, send it out to 24 everyone. Send it to the people who -- if you -- 25 like the folks who did do something that you need to</p>
<p style="text-align: right;">223</p> <p>1 are potentially going to be a school of concern 2 because they didn't respond to that, so we're not 3 clear that they fixed the issue. 4 Is that unreasonable? Or too reasonable? 5 DIRECTOR CORINA CHAVEZ: So we have 6 already reached out to the schools that were 7 identified in the Pegasus letter. Some have already 8 fixed their website and/or their processes. So 9 that's not unreasonable. 10 THE CHAIR: But I'm not just talking 11 about -- because there was a small number in the 12 Pegasus letter. We're looking at the larger 13 picture. So all of the schools that came out on 14 that inventory that they get -- that they get the 15 letter in saying, you -- you know, "This was 16 identified as a concern. Have you fixed it? You 17 have 30 days to fix it and respond back on how you 18 fixed it." 19 Commissioner Carrillo. 20 COMMISSIONER CARRILLO: Yeah. Oh, you 21 know what? I think Rebekka had her hand up before 22 me. 23 THE CHAIR: Oh, I'm sorry. I did. I'm 24 sorry. Yes. Commissioner Burt? 25 COMMISSIONER BURT: Thanks, Chair. So I</p>	<p style="text-align: right;">225</p> <p>1 do, follow up with them, give them the -- whatever 2 time frame to fix it, and then follow the 3 intervention ladder. 4 That being said, the one thing that I do 5 want to say -- and I agree with Commissioner Robbins 6 in -- I think in the future, when -- like, needing 7 the Commission to vote on something like a guidance 8 document or something, having that drafted is 9 probably -- it's better for me, too. 10 I think it -- it would make me feel more 11 comfortable to actually have the guidance actually 12 drafted with -- you know, "Pie in the sky, this is 13 exactly what I want to send out. This is what I 14 want you guys to approve," and letting us kind of 15 take a look at it from there. 16 This, I definitely -- I trust that you're 17 going to put these things in. But I think, kind of 18 like what Commissioner Robbins said, is I think it 19 would feel better to do it to where it's, like, this 20 is exact -- we know the tone of what's being said 21 and how it's being said, and exactly what's being 22 said and being able to vote based off of that 23 instead of just our, you know, ideas. 24 THE CHAIR: Sorry. Commissioner Carrillo, 25 and then Julia.</p>

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1 COMMISSIONER CARRILLO: So it would seem
2 to me that most of what we're discussing right now
3 is not part of the motion -- part of -- part of the
4 motion or part of the specific agenda item on
5 guidance.

6 I mean, I trust Ms. Chavez and the CSD to
7 basically do these parts of their job just as a
8 matter of course. They don't need our permission to
9 reach out to schools and say, "Hey, this isn't
10 looking right, you're going to have to fix it."

11 Right now we just need to vote on Lottery
12 and Enrollment Process, the agenda item. We've
13 heard the six items in SharePoint. If anybody wants
14 to go to SharePoint and print it out, they're
15 welcome to.

16 We have the six bullet points. I would
17 ask that we move forward on this agenda item with a
18 vote.

19 THE CHAIR: Okay. Julia.

20 MS. BARNES: I just am a little unclear.
21 It was my understanding that the -- and maybe I'm
22 not correct. Corina has already fixed the
23 document -- the Frequently Asked Questions. That's
24 going out to every charter. It's already done.

25 The guidance document by the PEC, it was

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1 my understanding that the PEC does approve those
2 written documents and they are reviewed, and that
3 could happen in September.

4 And I guess I'm just checking in with
5 Director Chavez if she wanted to do it without that
6 review, more because I thought the PEC always
7 approved the guidance document.

8 THE CHAIR: Director Chavez.

9 DIRECTOR CORINA CHAVEZ: So we haven't --
10 we haven't entered into a rhythm of guidance
11 documents yet, Julia. And I think that's what
12 you're walking into. And I'm really happy that
13 we're talking about that and we're going there.

14 And I could see the Q-and-A going out to
15 all charters first. And then if the PEC wants to
16 approve a letter in September that says, "You've got
17 guidance, this is the expectation for you and for
18 how we're going to monitor it," that, to me, makes a
19 lot of sense.

20 So the document that you have in
21 SharePoint right now speaks to the fact that I'm
22 already working on that. And you all know what I've
23 done to address and respond to the items in the
24 letter. And if you want to wait until September for
25 that memo to be sent out, we can wait till

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1 September.

2 THE CHAIR: Okay. And I'm fine --

3 DIRECTOR CORINA CHAVEZ: That frankly --
4 pardon me. That, quite frankly, gives their
5 governing boards a little bit more time to change
6 their -- because 30 days is a quick turnaround for a
7 GC to recognize they need to change their policy and
8 then change it.

9 THE CHAIR: So at this point -- so -- so
10 there's really two things we're talking about.
11 So -- and I'm fine with the Director coming back
12 with the actual guidance document to be reviewed by
13 the Commission in September, because I think this
14 isn't an emergency. So we don't have to turn it
15 around that quickly, so that that could come back to
16 us, and we could vote on it.

17 Once we see it, we've discussed the points
18 that should be covered in that guidance document.

19 But we have the second item that was also
20 discussed. And I think it is part of the idea of
21 possible action for a lottery enrollment process.
22 And that's do we want a separate -- I think we want
23 a separate communication to go out to the schools
24 that were identified in that -- in that -- in that
25 inventory as potentially out of compliance, that

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1 they receive a separate touch, and they need to
2 respond within 30 days to -- to that concern that's
3 identified in that letter.

4 So is that -- is the expectation that that
5 letter come out from the Director or from the
6 Commission?

7 COMMISSIONER VOIGT: Madam Chair?

8 So during your -- what you just said, you
9 put -- you said "lottery enrollment process." So I
10 think we really need ourselves to be really
11 intentional about separating those things. So it's
12 lottery. Lottery. Lottery. Lottery.

13 THE CHAIR: Yeah. But the discussion item
14 says "Lottery and Enrollment." That's what I was
15 referencing, what the --

16 COMMISSIONER VOIGT: The word and/or. But
17 they really need to be separated, because that's
18 where schools are, you know, confusing themselves.

19 And so on this -- I think that we have a
20 guidance document. It's in our SharePoint. So we
21 have the guidance document. I think, in September,
22 CSD brings forward a lottery template, you know, the
23 piece. The piece. And that's what we vote on.
24 Because we've got the guidance document ahora in our
25 SharePoint.

<p style="text-align: right;">230</p> <p>1 THE CHAIR: So you want to vote on this 2 document and that this document, as it reads, goes 3 out to the schools. 4 COMMISSIONER VOIGT: The guidance 5 document, right. It's not the template or the 6 lottery form. It's a guidance document. 7 THE CHAIR: Got you. I'm just asking. So 8 what is written there would be the only thing that 9 would go out from -- and I see the Director shaking 10 her head. So I don't think she -- that's -- 11 COMMISSIONER VOIGT: So I would also defer 12 to the Director to get a sense of do you feel 13 this -- that you're ready or that this is the proper 14 sequence? 15 DIRECTOR CORINA CHAVEZ: I think the 16 proper sequence is that there is the revised Q-and-A 17 that goes out to all charter schools. And in 18 response to that, the PEC provides its specific 19 expectations for schools to respond. 20 There can be a separate touch with the 21 schools we've inventoried where we noted that it's 22 not in alignment with the -- and I don't -- my -- 23 the reason I was shaking my head a minute ago, 24 Glenna, was that I wasn't sure if you were 25 considering the guidance documents the Q-and-A or</p>	<p style="text-align: right;">232</p> <p>1 THE CHAIR: Sorry. I'll stop then. 2 Commissioner Burt. 3 COMMISSIONER BURT: I wonder -- so I'm -- 4 as I'm always still learning and still figuring out 5 things, what is -- so in the statute, it just says 6 that the charter schools have to have a lottery, and 7 the governing board must have a process; right? 8 I don't know if I'm generalizing it too 9 much; right? But in statute, it's -- a little 10 vague. 11 DIRECTOR CORINA CHAVEZ: It does not 12 describe the lottery. The part of statute in law 13 and rule is that charter schools need to comply with 14 nondiscriminatory practices; right? And so all that 15 is laid out in the Frequently Asked Questions what 16 those categories are. 17 So that's the other part that is related, 18 but not written in statute under the lottery 19 guidance to charters. 20 COMMISSIONER BURT: So is there -- is 21 there a PED rule behind it somewhere, maybe? I'm 22 just wondering, like, what the teeth is, like, you 23 know, like, that we have. 24 THE CHAIR: The federal nondiscriminatory 25 laws. That's what you're touching on. So that you</p>
<p style="text-align: right;">231</p> <p>1 Item 10 in SharePoint, which is mislabeled, which 2 says what I'm thinking we should do in response, if 3 that's the guidance. That is a memo that needs to 4 be converted to some sort of a memo. That's what I 5 would think. 6 COMMISSIONER VOIGT: I hear you. I think 7 that -- now, you just introduced another step. 8 Expectations by PEC. Is that the guidance document? 9 DIRECTOR CORINA CHAVEZ: Uh-huh. 10 COMMISSIONER VOIGT: Okay. So guidance 11 document. Expectations by PEC. Same paper. And 12 then we have the Q-and-A. 13 Now, the Q-and-A is also the FAQ; right? 14 DIRECTOR CORINA CHAVEZ: Right. 15 COMMISSIONER VOIGT: Okay. Just for 16 consistency. And then we will -- at the end of all 17 this, we'll have a very frameable template of a 18 lottery form. 19 DIRECTOR CORINA CHAVEZ: Yes. 20 COMMISSIONER VOIGT: Okay. 21 DIRECTOR CORINA CHAVEZ: We can do that. 22 THE CHAIR: I think, for me, the fact that 23 there's -- 24 COMMISSIONER CARRILLO: Bekka had her hand 25 up.</p>	<p style="text-align: right;">233</p> <p>1 can't ask those other questions. 2 COMMISSIONER BURT: I hear you. But 3 also -- so I'm just going to -- I'm going to play 4 Devil's Advocate just for a second. And, Julia, 5 please listen in so you can be, like, "Stop it" or 6 whatever. 7 So if I want to ask if your favorite color 8 is red or blue, I mean, how are you going to prove 9 that that's -- like that's not discriminatory. So 10 I'm just wondering, if we don't have a rule behind 11 us or the statute is not specific, can we issue -- 12 as the Public Education Commission, can we issue 13 guidance that's so specific, and then for -- tell 14 charters that they have to follow it when there's 15 nothing really behind us besides a vote. 16 THE CHAIR: Julia? 17 DIRECTOR CORINA CHAVEZ: Well, the one 18 thing that I wanted to say is that we also have a 19 federal grant, right, that is -- that provides 20 guidance to all charter schools that are -- not 21 charter schools -- all State agencies that are 22 grantees that talks about the lottery process. And 23 it needs to be very -- it provides a little bit more 24 guidance around what the lottery can consider. 25 And the nondiscriminatory clause is in</p>

<p style="text-align: right;">234</p> <p>1 that guidance from the federal government. And 2 there's an expectation that, as grantees of the 3 federal grant, that we are looking at that, 4 providing that guidance and making sure that that's 5 there. I think that's where the teeth comes from. 6 And whether the PEC wants to underscore it or not is 7 the decision. But the PED will. 8 COMMISSIONER BURT: Right. And I guess 9 I'm just wondering if, like -- because I was just 10 reading that there was a charter leader who said, 11 "Even though we ask these things up front, we do not 12 base the lottery on them. That is not what we -- it 13 is not based off of that in any way, shape, or form. 14 The lottery is fair and impartial. We do not -- we 15 do not discriminate in any way." 16 So I'm just wondering -- that's why I'm 17 wondering the basis for requiring specifics on their 18 lottery form. Whereas, right now, it just says, 19 "You need to develop -- the governing board develops 20 a process. There just has to be a process for it 21 and it cannot be discriminatory," versus, "This is 22 specific -- now -- you know, we specifically need 23 these things." 24 So that's what I'm -- that's what my 25 concern is.</p>	<p style="text-align: right;">236</p> <p>1 to letter T. 2 It says, "Each charter school is 3 responsible for identifying..." -- which I believe 4 is through the lottery process -- "...evaluating and 5 offering a free appropriate public education to all 6 eligible students who are accepted for enrollment in 7 that school." 8 So they identify them through a lottery. 9 And then 22-8B-4.1 allows a preference to 10 students who have been admitted, children of 11 employees and siblings of students. That's in 12 4.1B, (1), (2), and (3). I'd need to go to the 13 rules and see if there's more. 14 But all of this just says to me that what 15 Director Chavez has presented -- I just think we 16 say, "Let's move forward with the process." She's 17 going to do, and PED is going to do -- and they're 18 all starting that so we're not stopping that -- but 19 let's look at this a little bit deeper, because I 20 would like to fully understand that, more for, you 21 know, if we get to a school or four schools or 22 whatever that we don't agree with that we're set on 23 that. 24 And I guess I feel like it's good 25 precedent for PEC to review anything in writing that</p>
<p style="text-align: right;">235</p> <p>1 THE CHAIR: But how do you prove that, by 2 asking that information ahead of time, you're not 3 discriminating? You can't. 4 COMMISSIONER BURT: But how do you prove 5 you are? 6 THE CHAIR: Doesn't matter. I think 7 it's -- 8 COMMISSIONER BURT: That's what -- I'm 9 just wondering if Julia -- I'm just thinking. It 10 seems to me that there should be some more 11 information in statute or in rule to support this. 12 That's what I'm wondering. 13 THE CHAIR: Julia, and then Commissioner 14 Carrillo, because Julia's been waiting. 15 MS. BARNES: Well, just to respond to 16 that, the first thing I want to say is this is why I 17 suggest that we have Director Chavez bring back 18 something next month. Because I think that it 19 warrants a further discussion and a deeper dive 20 exactly what we can do. 21 In the law -- again, what they were 22 talking about in terms of -- you know, where the 23 exact requirements, that I, too, want to dig a 24 little deeper. 22-8 B-4, "Charter schools' rights 25 and responsibilities." Then you go all the way over</p>	<p style="text-align: right;">237</p> <p>1 is a guidance from you, and we just take a little 2 bit of time. 3 So go back to what Commissioner Robbins 4 said and what Commissioner Gipson said, which is 5 this is not an emergency and it's good to look at 6 the language. 7 So the question is really good. I'd like 8 to put it on the Work Session and then move it. 9 That's my suggestion, without stopping the Director 10 from the PED outreach that she's already doing. So 11 I don't see that we're holding her up. 12 THE CHAIR: Right. Commissioner Carrillo. 13 COMMISSIONER CARRILLO: So based on 14 everything that Ms. Barnes just said, I would make a 15 motion that we table this item and that we table 16 Item No. 11 until the September meeting, at which 17 time it'll be a part of the Work Session and the 18 regular meeting. 19 COMMISSIONER BURT: I second. 20 COMMISSIONER VOIGT: I would second that. 21 THE CHAIR: There's a motion by 22 Commissioner Carrillo, a second by Commissioner 23 Burt. 24 Commissioner Robbins. 25 COMMISSIONER ROBBINS: Yes. And I</p>

238	<p>1 appreciate counsel, Ms. Barnes, for your thoughts. 2 I'm in full agreement with that. 3 While we've been talking and everything, I 4 went to the APS website. And if you click on 5 "Schools" and go on down and click on "Enrollment," 6 they have page after page after page about ages, 7 about just virtually everything you want to know. 8 So their website actually has information. 9 But it's not -- you know, I don't -- I don't want to 10 prevent schools from having the information 11 available, restricting the information available. 12 Having it linked and tied to the lottery form in any 13 way, in my mind, would be totally inappropriate. 14 And that's why I think, you know, 15 developing the guidance and bringing it back would 16 be great. 17 Thank you. 18 THE CHAIR: Okay. Thanks. If there's no 19 further discussion, roll, please. 20 COMMISSIONER BURT: All right. 21 Commissioner Voigt. 22 COMMISSIONER VOIGT: Yes. 23 COMMISSIONER BURT: Commissioner Robbins. 24 COMMISSIONER ROBBINS: Yes. 25 COMMISSIONER BURT: Commissioner Manis.</p>	240	<p>1 COMMISSIONER BURT: Are we doing a vote or 2 what? 3 THE CHAIR: We put it off because Director 4 Chavez said you had something that you wanted to add 5 about it. So we actually delayed the discussion on 6 this. 7 COMMISSIONER CARRILLO: While you were 8 picking up your kids. 9 THE CHAIR: So with that being said, I 10 think we can just take a vote. I think we can take 11 a motion on it. 12 DIRECTOR CORINA CHAVEZ: For some reason, 13 I was under the impression that you had some edits, 14 Commissioner Burt. 15 COMMISSIONER BURT: No. So I can say I 16 think the work we did yesterday is what made me 17 super confident today in going through those new 18 applications and the recommendations. 19 So, no. It's actually that I am -- like, 20 I feel good about the changes that were updated 21 yesterday. So thank you all. I really appreciate 22 you all -- thank you, Director Chavez, for looking 23 out for me. 24 THE CHAIR: Thanks. And I'll look forward 25 to the conversation about calling it Implementation</p>
239	<p>1 COMMISSIONER MANIS: Yes. 2 COMMISSIONER BURT: Commissioner Gipson. 3 THE CHAIR: Yes. 4 COMMISSIONER BURT: Commissioner Davis. 5 COMMISSIONER DAVIS: Yes. 6 COMMISSIONER BURT: Commissioner Chavez. 7 (No response.) 8 COMMISSIONER BURT: I'll come back and see 9 if he pops back up. 10 Commissioner Carrillo. 11 COMMISSIONER CARRILLO: Yes. 12 COMMISSIONER BURT: Commissioner Burt. 13 Yes. 14 Commissioner Chavez is not present or 15 unavailable. So that passes on a seven-to-zero vote 16 unanimously. 17 You're muted, Chair Gipson. 18 THE CHAIR: Sorry. Must have -- sorry. 19 We are back to No. 10, which is Discussion 20 and Possible Action on the Implementation Year 21 Checklist. 22 Once again, we spent a lot of time with it 23 yesterday. Appreciate everyone's time and effort 24 and energies into it. We have the copy of it. 25 Commissioner Burt?</p>	241	<p>1 Year. Because we went round and round about this 2 and actually changed it from "Planning Year" to 3 "Implementation Year." 4 So I think we need to find -- to call it 5 something else besides Planning or Implementation, 6 you know. We changed it because it was the -- 7 through the recommendation of CSD, we changed it 8 from Planning Year to Implementation Year, because 9 the Charter School Division at the time said, you 10 know, the planning is the application -- the year 11 that -- the writing the application. That's when 12 they're planning the school. 13 This is the -- now we're implementing. I 14 don't -- honestly, I've got no skin in this game 15 what it's called. So -- Director. 16 DIRECTOR CORINA CHAVEZ: I don't know if 17 Commissioner Robbins had his hand up, but I do have 18 something to say about that. 19 COMMISSIONER ROBBINS: You go ahead, 20 because I was going to make the motion. But you go 21 ahead. 22 DIRECTOR CORINA CHAVEZ: Okay. All right. 23 I think it's a planning year. I think that -- you 24 know, I've never heard it called anything else until 25 the CSD, at the time, when I was not there, started</p>

242	<p>1 calling it an "Implementation Year." That said, a 2 lot of our documents currently say "Implementation 3 Year." I've come to accept that. But I'd happily 4 go back to calling it a planning year, because we 5 ask for so many plans. 6 THE CHAIR: Right. 7 DIRECTOR CORINA CHAVEZ: And, yeah, the 8 other is a "Charter Development Year." 9 THE CHAIR: Okay. All right. 10 COMMISSIONER ROBBINS: Okay. I move that 11 the PEC approve the Implementation Year Checklist 12 for the 2021-2022 school year, as discussed in our 13 Work Session yesterday. 14 COMMISSIONER BURT: I second. 15 THE CHAIR: There's a motion by 16 Commissioner Robbins and a second by Commissioner 17 Burt. 18 If there's no further discussion, roll, 19 please. 20 COMMISSIONER BURT: Commissioner Gipson. 21 THE CHAIR: Yes. 22 COMMISSIONER BURT: Commissioner Davis. 23 COMMISSIONER DAVIS: Yes. 24 COMMISSIONER BURT: Commissioner Chavez. 25 COMMISSIONER CHAVEZ: Yes.</p>	244	<p>1 need to do. Correct? 2 That was my understanding from yesterday's 3 discussion. So we have no action to take. We can 4 move on to Item No. 13. 5 And Item No. 13, we all do have the best, 6 newest version of the PEC Rules of Procedure that we 7 spent time on yesterday. Thank everyone for that. 8 Once again, appreciate all the time and effort and 9 energy that goes into that. 10 If there -- oh, Julia. Sorry. 11 MS. BARNES: So I went through with a 12 fine-tooth comb, and I think Director Chavez sent 13 this out to everyone. 14 THE CHAIR: Uh-huh. 15 MS. BARNES: So there is a redline. But 16 primarily because it's almost all cleanup, I went 17 through and found every "she/he" and added a "they." 18 Commissioner Voigt and I had a really interesting 19 conversation about verb alignment, and I think we 20 have that appropriately in there. 21 So there is a document -- Director Chavez, 22 did you e-mail that to people or upload it to 23 SharePoint? Which happened? Or both? 24 DIRECTOR CORINA CHAVEZ: I can't remember 25 if I uploaded it or if I e-mailed it. But I did</p>
243	<p>1 COMMISSIONER BURT: Commissioner Carrillo. 2 COMMISSIONER CARRILLO: I'm all for 3 calling it a "Development Year" and then a "Planning 4 Year," and I'm voting yes. 5 COMMISSIONER BURT: Okay. 6 Commissioner Burt. Yes. 7 Commissioner Voigt. 8 COMMISSIONER VOIGT: Yes. 9 COMMISSIONER BURT: Commissioner Robbins. 10 COMMISSIONER ROBBINS: Yes. 11 COMMISSIONER BURT: And Commissioner 12 Manis. 13 COMMISSIONER MANIS: Yes. 14 COMMISSIONER BURT: All right. That 15 passes eight-zero, unanimously. 16 THE CHAIR: Okay. Thanks. And, 17 finally -- not "finally" -- we are on to Item 18 No. 12, which is Discussion and Possible Action on 19 Online Options for Charter Schools. 20 And I think through the discussion that we 21 had yesterday about what already exists for the 22 guidance, and guidance that has come out -- is 23 coming out, is constantly changing -- from PED on 24 distance learning and so on, I don't think there's 25 anything additional at this point in time that we</p>	245	<p>1 send it out somehow. 2 THE CHAIR: We got an e-mail -- I think 3 it's in SharePoint. But we got an e-mail about it. 4 I don't remember if it was an e-mail that said -- 5 MS. BARNES: So they're all cleanup, 6 except for one thing that I would like to raise -- 7 MS. BEVERLY FRIEDMAN: Do you want me to 8 share screen. 9 MS. BARNES: -- of that redline document. 10 Sure. Let's just flip through it as quickly -- I 11 mean, I'll just show you that they're cleanup. And 12 there's one thing -- okay, that's a "their/they" -- 13 "she/he/they." 14 MS. BEVERLY FRIEDMAN: Did you want me to 15 go slower? 16 MS. BARNES: This one, I didn't -- go back 17 up a little bit. So "or study session," I just 18 pulled it out of the parenthesis so that it wasn't 19 in the parenthesis. I just think that that's 20 cleaner. 21 Go down. "Shall be in effect." I wasn't 22 sure what "shall carry effect" was, so I just 23 changed the verb. 24 Go down. 25 "In-person." It needed a dash.</p>

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1 There's a couple of places, like, where it
2 needed a space, and I found those.

3 Right here. That's another adding
4 "themselves," adding the plural verb, which looks to
5 be most appropriate.

6 Again, fixing typos.

7 This is the one that I think.

8 So I -- instead of saying that you "may
9 recuse yourself" for any reason at any time, so that
10 wasn't really what we were looking for. I think we
11 were directing the Commissioners to consider whether
12 to recuse themselves.

13 So I made that change, C and D. I guess
14 it's substance, but it's really just word choice.

15 But I did want to raise that for anybody that looked
16 at it yesterday.

17 And then there are all of these
18 "themselves" and things in here.

19 So do you have a -- is that an okay
20 change, "should consider whether to..."?

21 COMMISSIONER VOIGT: I like that.

22 MS. BARNES: And I can't see --

23 COMMISSIONER CARRILLO: Is the one on
24 lines 37 and 38 -- is that the end of those changes?

25 MS. BARNES: Those are the two times in

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1 you have 30 people show up, then conceivably it's
2 30 seconds each. It's probably been that way for
3 eight, ten, twelve years.

4 But I'm wondering -- it doesn't make
5 sense, because when there's -- we serve them. And
6 my thinking is whether we do it today or another
7 time in our policy guidelines, we should just allow
8 two minutes for people that want to speak on a
9 school.

10 And two minutes -- you know, by the time
11 the poor guy was giving us his resume, he only had
12 like 20 seconds left. And I think two minutes is
13 completely reasonable. And if there does seem to be
14 20 speakers, well, we're listening to people for
15 40 minutes, and that's what we're elected to do. So
16 I'd like this to be approached sometime; maybe not
17 now, but should be looked at.

18 THE CHAIR: I think, in particular, when
19 we're heading to December and we're looking at the
20 agenda and setting the agenda, that's when we set
21 the time for it.

22 And I'll be honest with you. It's just
23 been this way. I think it was set up this way when
24 there were, like, 15 applications, so that, you
25 know, there's only so many hours in a day to be able

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1 yellow is where I've changed it.

2 COMMISSIONER ROBBINS: Good. Good.

3 THE CHAIR: We can keep going down. But
4 everything else is cleanup. Again, "he/she," or
5 "her," we had kind of all over the document.

6 This one, that's not a change. It's just
7 that "may" didn't get out of there, so it needed to
8 get out of there, and it wasn't redlined.

9 Another "he/she/they." So there's quite a
10 few redlines, but 90 percent of them are
11 "he/she/they."

12 COMMISSIONER CARRILLO: Madam Chair?

13 THE CHAIR: Yes.

14 COMMISSIONER CARRILLO: So this may be a
15 time to do this. And if that's the case, it's
16 great, and if it's not, then we can add it later.

17 But the -- remember when I said this could
18 be a learning moment this morning, that we had all
19 these people that wanted to speak. I don't know
20 where the Commission came up with the idea of
21 keeping public comment in the morning or public
22 forum in the morning separate from anyone speaking
23 on an agenda item.

24 And then when it's on the agenda item, we
25 limit -- we have these, like, blocks of 15, where if

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1 to cover 15 applications. So I think that's when --
2 but I'm only guessing, because I wasn't on.

3 But, certainly, it's noted. And we can
4 make those modifications to the December agenda when
5 we're doing the renewal applications.

6 COMMISSIONER CARRILLO: Terrific. Thank
7 you.

8 THE CHAIR: Okay. That's an easy fix.

9 Okay. So if people are comfortable with
10 the redlines that have been made, we can move
11 forward with the motion.

12 And if we're okay, I will move that the
13 Public Education Commission adopt the Rules of
14 Procedure.

15 COMMISSIONER CARRILLO: Second.

16 THE CHAIR: There's a motion by
17 Commissioner Gipson, a second by Commissioner
18 Carrillo.

19 If there's no further discussion?

20 COMMISSIONER CARRILLO: Yes.

21 THE CHAIR: Oh, I'm sorry.

22 COMMISSIONER CARRILLO: Just want to say
23 thank you to the Commission for being open to a
24 bunch of new ideas in redoing the document. And if
25 there's one thing that I think is the most

250	<p>1 important, honestly, is that we got rid of executive 2 session to go in to talk about schools, and that 3 we've made ourselves more accessible and 4 transparent. And I just think the Commission is 5 viewed in a much better light for having done so. 6 And I think we've done a really good job on this 7 together.</p> <p>8 THE CHAIR: Agreed. And, you know, if 9 we're not willing to change, we're in the wrong 10 business. I mean, that's the -- you know, anyone 11 who's been in education knows that nothing -- if 12 you're stagnant, there's a problem. So thanks.</p> <p>13 Roll, please.</p> <p>14 COMMISSIONER BURT: Commissioner Voigt. 15 COMMISSIONER VOIGT: Yes. 16 COMMISSIONER BURT: Commissioner Robbins. 17 You're still muted. 18 COMMISSIONER ROBBINS: Yes. 19 COMMISSIONER BURT: Commissioner Manis. 20 COMMISSIONER MANIS: Yes. 21 COMMISSIONER BURT: Commissioner Gipson. 22 THE CHAIR: Yes. 23 COMMISSIONER BURT: Commissioner Davis. 24 COMMISSIONER DAVIS: Yes. 25 COMMISSIONER BURT: Commissioner Chavez.</p>	252	<p>1 COMMISSIONER CARRILLO: Thank you. 2 THE CHAIR: Yeah. Okay. So we are now on 3 to Item No. 14, which is Report from Options for 4 Parents. Thanks.</p> <p>5 DIRECTOR CORINA CHAVEZ: Thank you, Chair 6 Gipson, Commissioners. It's been a very productive 7 past two days. I am so happy that we have Counsel 8 Barnes on board, who's here to support our work, who 9 I know has all our backs.</p> <p>10 My report out on the Charter Schools 11 Division is, well, not the best news. I am afraid 12 to say that we are losing a really dear and valuable 13 team member to the Charter Schools Division. In 14 fact, I'm wondering if Missy can bring her on so we 15 can all say goodbye to Dolores, who has been so 16 invaluable in helping us prepare for these meetings 17 and to -- to receive information from schools when 18 they are making changes to their boards. And she 19 helps with the technical assistance team to do the 20 governing board trainings.</p> <p>21 And so she's decided to move on, along 22 with someone who's already had their last day. But 23 today is Dolores's last day, so I'm hoping that 24 she'll agree to come on and we can all say goodbye 25 to her and tell her how much we wish her the best in</p>
251	<p>1 COMMISSIONER CHAVEZ: Yes. 2 COMMISSIONER BURT: Commissioner Carrillo. 3 COMMISSIONER CARRILLO: Yes. 4 COMMISSIONER BURT: And Commissioner Burt. 5 Yes. 6 That passes, eight-zero. 7 THE CHAIR: Thank you. 8 COMMISSIONER CARRILLO: I have a question 9 for Secretary Burt. 10 THE CHAIR: Sure. 11 COMMISSIONER CARRILLO: What determines 12 the order in which you do roll call? 13 COMMISSIONER BURT: I just do it randomly 14 every time. I start at the top go down, go from the 15 bottom to the top, every other person. 16 COMMISSIONER CARRILLO: Just curious. 17 Thanks. 18 THE CHAIR: I know in prior times, there 19 was always that someone doesn't always want to be 20 the first vote. And oftentimes people don't always 21 want to be that last vote, either, you know. So it 22 kind of -- 23 COMMISSIONER BURT: Equal opportunity. 24 THE CHAIR: -- puts everyone on the hot 25 seat at some point in time, often.</p>	253	<p>1 whatever she does next. 2 But we also lost James, who was a new 3 hire. He, for family reasons, needed to step back 4 from his position. And so I am really short-staffed 5 and getting even slimmer. 6 And, unfortunately, that's not a unique 7 position right now at the PED, because our HR 8 Department has been really short-staffed. But I am 9 ever hopeful because I know that the Department has 10 just hired Dr. Angelo Gonzales, who's going to help 11 us, and because I heard from our HR Department that 12 they really are going to start working on the list 13 of open positions so that we can post and hire. And 14 I know that we're going to build a great team. 15 But Dolores is on. And I did want to give 16 some of my time in my report for people to give her 17 our thanks and to say how much we -- we already miss 18 her. 19 So I'm just going to open it up for people 20 to say that, and then I'll go on with the rest of my 21 report, which won't be long. 22 COMMISSIONER VOIGT: Can I just chime in? 23 I just want to say, Dolores, thanks for all your 24 help with the PEC website and getting that done. 25 MS. DOLORES ARCHULETA: I was afraid you</p>

<p style="text-align: right;">254</p> <p>1 were going to do this to me, and I was not prepared. 2 I really have learned a lot from my day one working 3 with you all. And I knew zero about charter 4 schools. Now I know quite a bit. 5 I really enjoyed the work. I have learned 6 so much, and I have grown to love my team. And it 7 is time for me to move on. But I really did enjoy 8 working with you all, and I enjoyed the work. 9 THE CHAIR: Thank you. Dolores, I can't 10 thank you enough, and especially your stepping up 11 even most recently. I mean, I've been amazed at 12 e-mails being responded to almost before she gets 13 them. 14 So it's just remarkable. And I really 15 appreciate, and, yes, all that work that you did 16 with Glenna to get the website new and improved. 17 Really appreciate it. 18 MS. DOLORES ARCHULETA: Of course. 19 COMMISSIONER CARRILLO: Want to say thank 20 you very much. Thank you very much for being in 21 service to the PED and PEC, because when you are, 22 you're in the service of kids. So appreciate your 23 work very much and best of luck to you. 24 MS. DOLORES ARCHULETA: Thank you. Thank 25 you all very much. Wish you the best.</p>	<p style="text-align: right;">256</p> <p>1 So there could be up to ten renewals. And 2 so get ready, because we will talk more about that 3 in September. 4 And in closing -- 5 COMMISSIONER CARRILLO: I'm sorry, 6 Ms. Chavez? 7 DIRECTOR CORINA CHAVEZ: Yes. 8 COMMISSIONER CARRILLO: I only counted 9 nine. Did I miss one? I have Estancia, McCurdy, 10 Montessori, MAS, New America, Alma d'Arte. 11 COMMISSIONER BURT: Walatowa. 12 COMMISSIONER CARRILLO: Walatowa. Got it. 13 Thank you. Thank you. 14 DIRECTOR CORINA CHAVEZ: Okay. And in 15 closing, highlights and appreciations. 16 Gosh. Every month I am astounded at how 17 hard this work is and how hard my team and you all 18 work every day on behalf of children in New Mexico. 19 Chair Gipson keeps me in line. And now we have 20 Counsel Barnes to keep us all in line. 21 But each and every one of you are here 22 because you care about children in New Mexico. And 23 we all need to care about children in New Mexico 24 right now. It's been a really, really difficult 25 year. And even the start to the new school year,</p>
<p style="text-align: right;">255</p> <p>1 MS. BEVERLY FRIEDMAN: Thank you, Dolores. 2 We will miss you. 3 MS. MISSY BROWN: All right. She's 4 leaving a big hole. Thank you, Dolores. I'll move 5 you back. 6 DIRECTOR CORINA CHAVEZ: We spent quite a 7 bit of time yesterday talking about renewals. So I 8 won't spend too much more time. But I'm just going 9 to go over the list really quickly, because I may 10 have miscalculated before. Maybe I was hopeful. 11 But the schools that are State charters 12 that are undergoing renewal are Walatowa, 13 Estancia Valley, McCurdy, La Tierra Montessori, MAS, 14 New America, and Alma d'Arte. 15 There are three schools that are 16 local-chartered that may switch over to be 17 State-chartered, which would make a total of ten 18 renewals that the team would be considering and that 19 would be coming before you. 20 Those three are Connections, Rio Gallinas 21 out of Las Vegas -- or is it West Las Vegas? 22 THE CHAIR: I think it's West Las Vegas. 23 MS. MISSY BROWN: West Las Vegas. 24 DIRECTOR CORINA CHAVEZ: And Vista Grande 25 out of Taos.</p>	<p style="text-align: right;">257</p> <p>1 you know, we get excited, it's fresh and new, kids 2 are happy to see each other, and we hear every day 3 about how many school closures there are because of 4 COVID. 5 So I anticipate that it will continue to 6 be challenging. I hope we all can have grace with 7 one another. Same with my team. I know that 8 they're being asked to play extra roles at this 9 time. School leaders are having to double as both 10 educational leaders and also leaders during a health 11 crisis. 12 If you all did not tune in to the webinar 13 that we held -- was it last week? -- with the 14 Department of Health and the Public Education 15 Department, I urge you to look at the PED's webpage, 16 the Charter Schools Division webpage, and there is a 17 link. I can also add it to the chat. 18 But there is a link that is a recording of 19 that time when we had Dr. -- Dr. Catherine Ross 20 (verbatim) and -- who is an epidemiologist from the 21 Department of Health, and Dr. M., who is the State's 22 medical adviser, to help provide the most recent 23 information that is science-based as it relates to 24 COVID and COVID-safe practices in schools. 25 There was a new tool kit that was released</p>

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1 that changed the guidance for schools. So they are
2 constantly at a place where they are getting updated
3 guidance as this virus continues to morph and change
4 how we respond to it.

5 So, really, my highlighted appreciation is
6 for everybody in education right now that is in --
7 in the thick of it, as we are, to both stay healthy
8 and to provide hope and education and support to all
9 the students and families in New Mexico, because we
10 are really needed.

11 So highlights and appreciation for
12 everybody that's sticking with it and staying in
13 here and fighting the good fight for kids.

14 THE CHAIR: Thanks. Appreciate it.

15 We're on to Item No. 15, which is
16 Discussion and Possible Action on Public Education
17 Commission Liaison Reports.

18 I think I reported back in July that
19 the -- that the LESC did not take place in Shiprock.
20 They are scheduled to be in Socorro this Monday,
21 Tuesday, and part of Wednesday.

22 My Monday is kind of filling up. So I
23 don't know whether I'm going to have an opportunity
24 to get up to Socorro on Monday. There's not a lot
25 on that agenda that is of, I think, great urgency,

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1 COMMISSIONER ROBBINS: You know I always
2 have something from the PSCOC.

3 I want to get direction. It's not a vote,
4 just kind of the sense. You know, the lease
5 assistance was deferred from final vote last month,
6 and we'll be taking a vote probably this month. The
7 award subcommittee recommended a 2 percent increase
8 of the \$747 per MEM lease assistance. That's
9 annually, for charter schools, up to \$762.

10 Statute says it was to start at \$700 back
11 in 2007, and then each December to December, it
12 would be the CPI. There was some discussion about
13 there are different kinds of CPIs. No, there's one
14 Consumer Price Index.

15 You have the base index; you have the
16 total index; you have the producer price index. But
17 the CPI is one number, and it includes everything.

18 The recommendation was the 2 percent, even
19 though inflation from last year was a little bit
20 over 1 percent, December to December. But up till
21 June, it was about 4 and a half to 5 percent. To
22 July, it's about 5 and a half percent.

23 Now, if you use the \$700 and took the CPI,
24 increases and decreases, since 2007, the rate would
25 be \$872 per MEM rather than the \$862 (verbatim)

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1 and not sure even if they've made the decision
2 whether they're going to allow people to come in.

3 You know, there's been concerns. There's
4 been guidance. It's up to each individual chair to
5 make that decision. I haven't checked yesterday or
6 today if that guidance has changed in particular
7 from the -- from the LESC. So I'll keep you posted.

8 Commissioner Davis? Indian Education
9 Advisory? Have you met?

10 COMMISSIONER DAVIS: No. I haven't even
11 had any contact with them. So I sent an e-mail
12 saying, "Please put me on your list and let me know
13 when there's a meeting," and I haven't heard
14 anything yet.

15 THE CHAIR: Okay. Thanks.

16 Commissioner Burt?

17 COMMISSIONER BURT: I unfortunately have
18 not been able to reconnect with the executive
19 director again since I talked to him. So I'm going
20 to keep working on that.

21 I think with COVID, you know, coming back
22 a little bit, it's been a little hard to reconnect.
23 But I'll keep trying.

24 THE CHAIR: Okay. Thanks.

25 Commissioner Robbins?

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1 that's being recommended. So it's \$110 difference
2 per MEM.

3 So if you're talking about the typical
4 school, you know, 300 students, that's a lot of
5 money, you know. That's a lot of money they're
6 leaving on the table and that they have to cover.
7 Many of these schools have to cover out of their
8 SEG.

9 Two months ago, the PSCOC approved the
10 development of a new school in Des Moines,
11 New Mexico. They have 96 students. The total cost
12 will be roughly \$26 million. And the State would be
13 contributing at least 90 percent of that.

14 Now, when I calculated that out and
15 figured interest and everything, even though the
16 interest on these bonds are only a 15-year -- but
17 when you calculate it out and you say, okay,
18 schools, let's say they last 50 years, that works
19 out to between \$6,000 and \$7,000 per year per
20 student.

21 APS is spending about \$5,000 a year per
22 student in capital debt service and capital spending
23 in the current year.

24 So, you know, they get SB-9 and they get
25 direct payments. Charter schools are getting less

<p style="text-align: right;">262</p> <p>1 than \$800.</p> <p>2 And I understand the legislation is the</p> <p>3 legislation. But I think -- I want to get a sense</p> <p>4 of do you want me to push for the \$872? Or should I</p> <p>5 just accept the \$762 that they were proposing?</p> <p>6 And they may go a little bit higher</p> <p>7 because we deferred and I presented this information</p> <p>8 last month. Should we -- should I put forth the</p> <p>9 sense of the Commission that we would really like it</p> <p>10 to stay with what statute was?</p> <p>11 Someone said, "Well, you know, we don't --</p> <p>12 the intent was never to fund 100 percent of the</p> <p>13 lease payments," and that, you know, "If we -- if</p> <p>14 we, you know, give half of the CPI, because, you</p> <p>15 know, schools don't face all the costs of CPI..." --</p> <p>16 I said, "They have food, they have transportation</p> <p>17 and everything else" -- I thought that was kind of a</p> <p>18 diversion from the actual statute.</p> <p>19 Districts generally -- property taxes can</p> <p>20 go up to where the total taxes in the district can</p> <p>21 go up 3 percent per year. We have averaged -- over</p> <p>22 the last 12, 14 years, we have averaged about 1 and</p> <p>23 a half percent per year. But we've only gone from</p> <p>24 \$700 to \$700 and possibly \$62. That's about one</p> <p>25 half of one percent per year.</p>	<p style="text-align: right;">264</p> <p>1 money, but they get none of the district property</p> <p>2 tax.</p> <p>3 And, in Albuquerque, like I said, it is a</p> <p>4 huge amount. And if you look at it on average for</p> <p>5 the whole state, it's around \$3,000 to \$4,000 per</p> <p>6 year per student that's being spent on capital,</p> <p>7 district, charters. State charters are getting a</p> <p>8 fraction of that.</p> <p>9 So I saw some heads bobbing. Yeah, push</p> <p>10 for the \$872, but --</p> <p>11 THE CHAIR: Yeah. So let me just ask you</p> <p>12 a question, because I think I know the answer.</p> <p>13 Because you said one of their responses</p> <p>14 was "Well, the intention was never to fund the lease</p> <p>15 100 percent," they're not even coming close to</p> <p>16 funding the lease 100 percent.</p> <p>17 COMMISSIONER ROBBINS: Correct. Correct.</p> <p>18 Not only that, but they exclude a lot of space</p> <p>19 within the school that if they do not actually</p> <p>20 perform education in that space, they exclude it.</p> <p>21 Now, they do give them a 20 percent tare, which is</p> <p>22 kind of low. Tare is extra space. But a typical</p> <p>23 school is required to have bathrooms. They're</p> <p>24 required to have janitorial closets. You're</p> <p>25 required to have IT rooms. You're required to have</p>
<p style="text-align: right;">263</p> <p>1 So we're not even getting half of the</p> <p>2 CPI -- I say "us" -- the charter schools. So</p> <p>3 they -- each year they have to dip more and more</p> <p>4 into their SEG. And if you have paid attention over</p> <p>5 the last, you know, few months, rents are going up,</p> <p>6 not just for residential. Bills, rents are going</p> <p>7 up. Albuquerque has a 1.8 percent vacancy in</p> <p>8 warehouse space. That is a historic low.</p> <p>9 Typically, a healthy vacancy rate in</p> <p>10 industrial-type space is somewhere around 6 to</p> <p>11 8 percent. They're at 1.8 percent. So you're</p> <p>12 seeing rents skyrocket, even in the business area.</p> <p>13 So is the sense of the Commission that I</p> <p>14 should, you know, continue to push for that \$872</p> <p>15 that the calculation would be?</p> <p>16 And, again, they may vote against it. I</p> <p>17 just want to let you know. But I expressed last</p> <p>18 month. I said, you know, "The State is still under</p> <p>19 the Yazzie-Martinez lawsuit that hasn't been closed</p> <p>20 out. They now have a new lawsuit on the capital</p> <p>21 that there is not a fair distribution of capital."</p> <p>22 And it's very, very easy to demonstrate</p> <p>23 that charters are being shortchanged in the case of</p> <p>24 capital, because they don't get to share. They get</p> <p>25 a little bit of the SB-9. Yes, they get some SB-9</p>	<p style="text-align: right;">265</p> <p>1 administrative space. You're required to a</p> <p>2 teachers' lounge. You're required to have a</p> <p>3 cafeteria, gym, things like that.</p> <p>4 Now, charters are exempt from some of</p> <p>5 those spaces. But if they have those spaces, if</p> <p>6 they have a cafeteria, they don't get counted in</p> <p>7 what they will allow for square footage.</p> <p>8 So some schools -- I'll use Mission</p> <p>9 Achievement as an example. Roughly 40 to 45 percent</p> <p>10 of their school space is excluded under the formula.</p> <p>11 So they don't even get the full amount -- they're</p> <p>12 getting less than half of what their rent is at the</p> <p>13 per MEM.</p> <p>14 And so even by increasing it, they'll get</p> <p>15 some extra money. But they're still not even going</p> <p>16 to get close to 70 percent of what their lease is</p> <p>17 actually costing. And the square footage per</p> <p>18 student in that school is less than 100 square feet</p> <p>19 per student. And the minimum for even an elementary</p> <p>20 school is 130 square feet per student.</p> <p>21 So there is this big disconnect of what is</p> <p>22 the minimum standards for district schools and what</p> <p>23 they are willing to cover in costs for charter</p> <p>24 schools.</p> <p>25 THE CHAIR: I mean, I'm all for getting</p>

<p style="text-align: right;">266</p> <p>1 whatever -- getting the \$872. I think that's -- 2 that's really important. I'm in a district where 3 they're tearing down an elementary School to rebuild 4 it. So I see where the money is going, you know, 5 so...</p> <p>6 COMMISSIONER ROBBINS: Again, I try to be 7 congenial and everything. I press, "This is an 8 equity issue. We're facing these lawsuits." 9 I say, "If we don't go with what statute 10 has allowed, it would be very easy for a lawyer to 11 get ahold of this and sue and change the entire 12 funding formula, and charters may go up to \$1,500 to 13 \$2,000 per student, because that is less than even 14 what the average in the state is," which would be a 15 great boon for the charters.</p> <p>16 THE CHAIR: Yeah. Yeah. So let me ask 17 you, because other -- I know in other years, there's 18 been opportunity for public comment at some of these 19 meetings. Because I know a couple of years ago, 20 they asked me to -- to speak in favor of, you know, 21 one of the -- you know, I think it -- I think it was 22 on the percentage of the lease reimbursement. 23 Is this a meeting where Commissioners 24 could, if they chose, offer public comment? 25 COMMISSIONER ROBBINS: Yes. Joe Guillen</p>	<p style="text-align: right;">268</p> <p>1 twice since the PEC has last met. 2 And some big things that I'll bring up as 3 far as what we talked about in benefits was the 4 temporary waiver of premium payment penalties and 5 interest. Our director of NMPSIA, he had mentioned 6 that mainly charter schools are utilizing this 7 waiver. And so we moved to approve extending the 8 temporary waiver, I think, through the end of -- 9 through the end of September, but potentially 10 through the end of October. I'd have to go back and 11 look at that.</p> <p>12 But we did move to approve that, and the 13 full NMPSIA board did approve that unanimously. So 14 that will help out some of the charter schools.</p> <p>15 One of the other big items that is 16 charter-related is this notion of school contractor 17 access to the online benefits system. Several rural 18 school districts and even charter schools, they use 19 third-party vendors to acc- -- that would like to 20 access the online benefits system.</p> <p>21 But the way that we have it set up right 22 now doesn't allow for that because of the potential 23 liability associated with -- with having a third 24 party access the system. 25 So one of the things that -- while the</p>
<p style="text-align: right;">267</p> <p>1 is the chair. And they always -- just like the 2 beginning of ours, they have an opportunity for 3 public comment. And also if there are letters that 4 are being sent in, those can be read, too. They can 5 be sent to Joe Guillen or sent to the PSFA.</p> <p>6 THE CHAIR: Okay. Thanks.</p> <p>7 COMMISSIONER ROBBINS: Okay? And they're 8 meeting live. PSCOC and the subcommittees, one of 9 which I chair, they are meeting live in Santa Fe 10 since -- well, PSCOC since June, and the 11 subcommittees since July.</p> <p>12 THE CHAIR: Okay. All right. Thanks.</p> <p>13 COMMISSIONER ROBBINS: Thank you. 14 Commissioner Manis.</p> <p>15 COMMISSIONER MANIS: I'm going to not have 16 my video, because my signal strength isn't that 17 great. But I am looking at my meeting notes here. 18 NMPSIA, we met at the end of July in 19 Santa Fe for a couple of days. The benefits 20 committee, which I serve on as a subcommittee within 21 the NMPSIA, we met on Wednesday, the 28th, and then 22 we had our regular board meeting on the 29th. 23 We also met last week on Thursday, NMPSIA 24 did, to have elections of officers and a couple of 25 other items that we had on our agenda. So we met</p>	<p style="text-align: right;">269</p> <p>1 benefits committee approved that with -- with -- 2 contingent upon a memorandum of understanding had 3 with these third-party contracts, whoever that may 4 be, we, as an entire board, we moved to postpone 5 our -- actually approving that until our next 6 regular meeting, because we needed some more 7 information from our attorney to see, you know, what 8 would those MOUs look like.</p> <p>9 And so, hopefully, by the next regular 10 meeting, I'll have some more information on these 11 access to the online benefits system.</p> <p>12 The third thing that I wanted to mention 13 was what I had sent the commissioners through 14 Beverly, the EVERFI Wellness Mental Health 15 Initiative. I'm not sure if -- I know Beverly sent 16 those out to all the Commissioners, but I'm not sure 17 if you have had a chance to look at it.</p> <p>18 I thought that it was a great -- a great 19 program that Blue Cross Blue Shield is offering, not 20 only to students in eighth through tenth grade; any 21 school in New Mexico can take advantage of that 22 program and implement it, whether it be, you know, 23 supplemental to whatever they're doing in their 24 school, or something that they could actually 25 implement in, like, a health class.</p>

<p style="text-align: right;">270</p> <p>1 I know whenever I was in -- in doing my 2 education, we had our health class in ninth grade. 3 So that would be a perfect opportunity to have that 4 little program, because it's self-paced and whatnot. 5 But the other great thing was it's not 6 just for -- they have -- they have the student 7 version for eighth through tenth grade. But they 8 also have another version for mental health wellness 9 for both educators and administrators. And 10 regardless if the educator or administrator is a 11 Blue Cross Blue Shield member, it's still free to 12 them, so they don't have to be a member, and they're 13 offering that for free. 14 One of the things that I had asked the 15 representatives that were speaking on behalf of Blue 16 Cross Blue Shield was whether they had an 17 elementary-type program, and they said that they're 18 working on something for elementary-aged students, 19 because I think that especially with the pandemic 20 and mental health issues that have kind of surfaced 21 during the pandemic, that it would be really 22 beneficial to have something that maybe, you know, 23 whether it be self-paced or something that parents 24 can do with their child at that age group, I think 25 it would be really fantastic.</p>	<p style="text-align: right;">272</p> <p>1 happen from on -- even just a moral standpoint. 2 And so, from our end, we're trying to 3 ensure that we can minimize those things through the 4 policies that we have put in place as a board. 5 So that's about -- that's about all that I 6 have. But if you have any questions, happy to -- 7 happy to answer. 8 THE CHAIR: And, really, thanks for that. 9 I just had one question. 10 Has there been any discussion -- I know 11 nationwide, there's been discussion about health 12 benefits increasing for individuals that haven't 13 been vaccinated. And I don't know if that's been a 14 conversation here in New Mexico. 15 COMMISSIONER MANIS: So let me make sure I 16 understood you correctly. Increased premiums? 17 THE CHAIR: Yes. Yes. 18 COMMISSIONER MANIS: So far we have not 19 had any discussion on increased premiums for 20 unvaccinated. And I don't think that's even -- even 21 been something that's been mentioned. 22 One of the things, I think, looking at 23 financials -- let me see if I can pull that up right 24 quick. I think we're actually doing pretty well, 25 because the way that -- while we've had to make more</p>
<p style="text-align: right;">271</p> <p>1 The last thing that I wanted to mention, 2 looking over my notes, is how we are really trying 3 to hold the schools accountable for the personnel 4 background and training associated with 5 House Bill 128. 6 And if you're not familiar with that bill, 7 it talks about, you know, taking care of the -- 8 passing the trash. And one of the things that was 9 discussed at the meeting was that, already, those 10 schools who have kind of had repeat offenses -- you 11 know, employee, whatever -- that they're already 12 being held accountable by having to pay higher 13 premiums. 14 But we're already -- this -- just this 15 past session, we had six threatened or pending 16 litigations that, obviously, I can't speak to due to 17 their -- the sensitive nature and us talking about 18 those in executive session. 19 But, definitely, you know, something that 20 all of the NMPSIA Board is really trying to be 21 mindful and aware of, and, really, we are trying to 22 minimize, in our role, these things happening that 23 can be harmful to our students. Because none of us 24 on the board obviously want any type of, like, you 25 know, sexual misconduct or anything like that to</p>	<p style="text-align: right;">273</p> <p>1 payouts due to COVID-19 and those type of -- those 2 type of claims, we've had much less claims on those 3 elective-type procedures. 4 So it's kind of like balanced itself out, 5 because while there's been more COVID-19 claims, 6 there's been much, much, much less elective 7 procedures and other, just, like, normal doctors' 8 visits. There's been a lot less. 9 And that's what -- even, like, the 10 representatives, Blue Cross and Blue Shield, they're 11 trying to get even, like, virtual-type visits that 12 they're doing as, like, a -- sending out kids to do 13 blood pressure, sending out kids to do different -- 14 different things to just get these readings on 15 their -- on the members, because they're not going 16 in to the -- to their primary care physician. 17 So it's kind of interesting. They're 18 trying to think of new ways to do this with minimal 19 cost. So interesting to see how it'll be in the 20 future. But it's a -- it's a valid question. And 21 I'll -- I'll bring it up at our next board meeting. 22 THE CHAIR: Okay. Thanks so much. 23 Okay. Commissioner Carrillo, School 24 Boards Association? 25 COMMISSIONER CARRILLO: Well, their next</p>

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1 meeting is on the 30th. And I don't plan to attend.
2 I was looking at the agenda that they sent out.
3 There's almost nothing on it. So I'm not sure -- I
4 mean, like, literally, like, three items. So I
5 don't even know why they're meeting.

6 And what I do -- I do plan to go to attend
7 the winter one and to make an appearance, just so
8 they can all shut their cameras off, like last time.
9 They just don't want to hear it. They love what
10 they're doing.

11 You talk about change, they don't want to.
12 So if I were to talk about all the great things
13 we're doing and everything else, fall on deaf ears.

14 Anyway, that is my report, and I'm
15 sticking to it.

16 THE CHAIR: Thanks. Oh. And Commissioner
17 Armijo is not here. So thank you all for those
18 reports.

19 So no doubt, there's been a lot of
20 conversation regarding the one school that we've --
21 in particular, whose CAP we moved to September. So
22 that's -- and, apparently, I spend a lot of time
23 keeping the Director in line. So that's like a
24 full-time job, just so you know.

25 And I did have the wonderful opportunity

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1 have the real numbers that we can look at.

2 But to wrap around the discussion
3 yesterday about when we would meet live and what we
4 would need in order to be able to meet live, one of
5 those important pieces of that budget conversation
6 was a discussion about the upgrades that are going
7 into Mabry.

8 And although appreciative of the need for
9 the additional plugs that are necessary, we did ask
10 Bev, actually, to -- because the Legislature is in
11 the process right now of upgrading their system,
12 which was part of the reason why we couldn't be
13 there now, because their system is down because
14 they're upgrading their whole system.

15 So we did ask Bev to contact the folks
16 over at the Roundhouse to see what they're doing and
17 what we need to do and how much it would cost for
18 upgrading Mabry so that we can make public access as
19 easy as possible.

20 Bev?

21 MS. BEVERLY FRIEDMAN: I did get in touch
22 with a gentleman at the Legislature. And he gave me
23 the name -- another name -- to contact. And so I
24 should have some more information. And it would be
25 for actually webcasting the meeting and having a

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1 to finally meet in person with the Director. We had
2 a little nanosecond where everything was kind of
3 open. And she was down here in Cruces, so we were
4 able to have lunch. So it was nice to be able to
5 actually see her for the first time in probably
6 three years, I think, you know.

7 It's -- it's tough. I'm losing track of
8 this -- of this total time that we've been here, you
9 know. It's -- I've lost a frame of time that way.

10 But it was nice to be able to sit and have
11 a meal with the Director. I appreciate that. It
12 kind of brought back old times. So that was -- that
13 was nice.

14 I had something else I wanted to say, and
15 I -- I've now lost it. Hopefully -- hopefully,
16 it'll come back. I've kind of lost it now. So I
17 think I'm almost done for the day.

18 So I'm going to move to -- I'm just --
19 I've lost what else I wanted to say. So -- oh,
20 budget -- I do want to do the update on the Budget
21 Committee. So I apologize.

22 So the Budget Committee did meet. And we
23 had a good discussion. I truly appreciate the
24 Director, because she's digging into the real
25 numbers. And we're hoping that in September, she'll

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1 Zoom option, and all of this in Mabry Hall.

2 And it's going to take some communication
3 with PED and their IT office and negotiations,
4 because I'm sure it's not going to be inexpensive.
5 But I'm going to be talking to a gentleman next week
6 and see what kind of options we have.

7 THE CHAIR: Right. Thanks. Appreciate
8 it, because it was the absolute sense of those on
9 the Budget Committee that, like I said, plugs are
10 important. But what is more important is that
11 public access. So it would be great if we could,
12 you know, kind of move into the 21st Century with
13 Mabry Hall, because so many public entities have
14 been doing this for -- you know, for a very long
15 time.

16 So we should have a clearer picture and an
17 idea of what that's going to be for September.

18 Is there an update -- is there someone
19 here from the Charter School Advisory Council?
20 No?

21 COMMISSIONER MANIS: Madam Chair?

22 THE CHAIR: I'm sorry.

23 COMMISSIONER MANIS: I just had one quick
24 comment from the previous. I think we should be
25 able to do it pretty easily. Whenever we met in

<p style="text-align: right;">278</p> <p>1 person for NMPSIA in July, they -- they actually did 2 it really efficiently, with having both some -- some 3 of the board members were virtual; some of the board 4 members were in person; some of the speakers who 5 were speaking on different benefits matters or risk 6 matters, they were virtual also. 7 So it was really cool to see the -- you 8 know, the mix, both virtual and in-person. And they 9 did it. 10 We were just at a conference room in 11 La Posada, and it worked out fantastic. So I think 12 us being able to do something similar shouldn't 13 be -- shouldn't be a hard -- too hard of a task. I 14 just wanted to let you know. 15 THE CHAIR: Thanks. I appreciate that, 16 because I -- and I agree with you. But, once again, 17 we're dealing with state government. So I'm just 18 going to say that, you know. So things are not as 19 easy as you think. 20 And I didn't look -- was Matt able to hang 21 in there with us? 22 No. And as I mentioned, I want to say, 23 you know, congratulations to Matt. They had their 24 bouncing baby boy. And the good news is, although 25 he was small, he's home, and he's doing really well.</p>	<p style="text-align: right;">280</p> <p>1 meeting sometimes with different things in person 2 and getting somewhat acquainted with everybody, even 3 more as I go through my term on the Commission. 4 THE CHAIR: Thanks. 5 Commissioner Robbins. 6 COMMISSIONER ROBBINS: Thank you. You 7 know, I exchanged a couple of e-mails with the Chair 8 about budget. I'm disappointed we don't have 9 numbers or even an idea right now. 10 Budgets are due to DFA and LFC on 11 Wednesday of next week. And, apparently, 12 something -- PED is submitting something, and we 13 don't know what's in there for CSD and PEC, so we're 14 kind of in the dark. 15 Budgets can be amended. But, generally, 16 what gets submitted is what they start looking at 17 when they start having their hearings in October or 18 November. They don't even consider adjustments or 19 anything until after the legislative session starts. 20 So we're a little late on that, I think, 21 this year. 22 I think the last few years, we tried to 23 have numbers and everything in July that we could 24 get the PED, even though that didn't work. 25 And with the MOU, I'm hoping we'll get a</p>
<p style="text-align: right;">279</p> <p>1 So that's -- that's exciting. So congratulations. 2 So we're on to PEC Comments. 3 So Commissioner Voigt? 4 COMMISSIONER VOIGT: Okay. Wow. Long two 5 days. But great work and great information. Such 6 rich discussions. I really appreciate everybody's 7 energy. 8 And I really appreciate Corina's 9 collaborative and thoughtful leadership. And your 10 staff, their dedication to the work at the CSD. 11 Missy -- who else is there? -- Dylan, Brigitte. 12 Yeah. Woohoo. Raise that roof. Samantha. Thank 13 you so much for everything that you do every day. 14 We appreciate you. Have an awesome weekend. 15 THE CHAIR: Yeah. Safe travels. 16 COMMISSIONER VOIGT: Have a restful 17 weekend, everyone. 18 THE CHAIR: Commissioner Davis. 19 COMMISSIONER DAVIS: Hi. It's nice to be 20 here. I learned lots. And I don't really have 21 anything else to say. 22 THE CHAIR: Thanks. Commissioner Manis. 23 COMMISSIONER MANIS: I also don't have too 24 much to say, other than that we accomplished a lot, 25 I think, at this meeting. And happy to be -- be</p>	<p style="text-align: right;">281</p> <p>1 report on what was spent last year soon, because 2 the -- everything has to be closed out and 3 everything by the end of this month. 4 Actually, DFA generally requires all the 5 agencies to close out the previous fiscal year by 6 around the first or second week of August. So the 7 financials are basically complete. Obviously, 8 they'll go into audits and things. But basic 9 reports can be produced right now out of the system. 10 So I'm hoping we'll have something next month and 11 look forward to that. 12 And I will press gently on the lease 13 assistance for our charter schools to ensure that 14 they are really getting what they are entitled to. 15 THE CHAIR: Thanks. 16 Commissioner Carrillo. 17 COMMISSIONER CARRILLO: First and 18 foremost, I just think we did a lot of great work 19 these last two days. And that was just really 20 exciting, the two schools that we approved, and just 21 feel very good about it. All of our collaboration, 22 I just feel really good about. So thank you. 23 And then I want to echo what Vice Chair 24 Voigt said about PED, specifically -- I'm sorry -- 25 the CSD staff and you, Ms. Chavez, and how available</p>

<p style="text-align: right;">282</p> <p>1 all of you are, the incredible hours you put in. I 2 can't wait until you're fully staffed, not for my 3 sake, but for all of you, so you can enjoy weekends 4 and evenings and families and movies and margaritas 5 and everything else. 6 So thank you so much for your tireless 7 work. 8 The very last thing -- I would conjure up 9 the last two. I would encourage us to get our 10 legislative -- not priorities, maybe -- really 11 early, because then we can also start talking to 12 legislators long before they meet. 13 Because they're meeting now. They're 14 doing committee stuff now. And the two that I 15 remember was from today, the increasing the 16 percentage, a unit percentage, to cover admin at our 17 charters, because I think they're unduly -- the 18 things they have to do, the superintendents have to 19 do and everything else. There was that, and then 20 there was -- oh, yeah. An allocation during the 21 Planning/Implementation Year for charters just to 22 help them out. Can't remember what the third one 23 was. Somebody knows someplace. 24 Anyway, just that we really get to work on 25 that early.</p>	<p style="text-align: right;">284</p> <p>1 But it is presenting a lot of challenges. 2 Things that I'm hearing just from the field is, you 3 know, people are just really, really -- they're 4 running -- they're running on empty already. And 5 that concerns me, because we're so early in the 6 school year. 7 But, you know, if you meet people in the 8 schools, whether they're teachers or administrators 9 or EAs, it doesn't matter, just school personnel, 10 please take some time to encourage them and just 11 cheer them on, because it's rough out there. It's 12 rough out there. So thank you. 13 THE CHAIR: Thanks. 14 Commissioner Burt. 15 COMMISSIONER BURT: Thanks. I'll -- I 16 mean, I'll agree with what everyone said. I 17 think -- you know, Commissioner Chavez, I think 18 exactly what you said. I think it sounds like, oh, 19 you know, everyone' back and things are back to 20 normal. It's not back to normal; right? So I think 21 it's a good reminder for us. 22 I know I can definitely say my -- both my 23 kids are back. And it's definitely a -- I think 24 we -- I did -- just the kind of complications that 25 you're talking about, they're in school every day.</p>
<p style="text-align: right;">283</p> <p>1 Again, thank you to everyone who supports 2 the work. It was a long two days, but a really 3 great two days. 4 THE CHAIR: Thanks. 5 Commissioner Chavez? 6 COMMISSIONER CHAVEZ: I don't have a whole 7 lot. I just want to bring attention -- you know, 8 most schools, school districts, have been operating, 9 depending on when they -- you know, if they 10 participate in K-5 Plus or not -- but a month or 11 two. And -- and it's been extremely challenging. 12 It hasn't gotten a lot of attention. But 13 I know a lot of schools are dealing with 14 COVID-positive cases amongst the students. And 15 while really I appreciate the Interim Secretary's 16 commitment to keep our doors open, it does present 17 some challenges. And it doesn't matter what school 18 it is. 19 You know, when you're dealing with 20 positive cases, you know, there's still a protocol 21 that you have to follow in alignment with the tool 22 kit. And so we find ourselves much in the same kind 23 of place where we were last year, with the exception 24 that at least we have our doors open and we've got 25 kids in schools.</p>	<p style="text-align: right;">285</p> <p>1 But we did a virtual open house; right? 2 So, like, the teachers are still coming online to do 3 virtual open houses, but they're on -- like -- I 4 mean, so -- you know, it's just -- it's still very 5 different for everyone. 6 But I am so grateful for all the work that 7 schools are putting in right now, because I know, at 8 least for my own kiddos, it has made the world of 9 difference for them to have a -- you know, I know 10 the adults are feeling all these same tensions, 11 right, of are we going to -- what's going to happen? 12 What's going on? And I don't think that's getting 13 conveyed to the kids as much. 14 So I know adults are having to keep all 15 that stuff in and still create positive environments 16 for the kids. So I think that makes it actually 17 even harder than last year; right? 18 I think everyone was, like, "We're all in 19 a bad space," like, "That's -- we can all do it." 20 This year the adults are having to lock 21 that up a little bit more and do what they can for 22 the kids while they're there. 23 So I am grateful for that. I'm also going 24 to agree with what Commissioner Carrillo said. I do 25 think we need to start looking at legislative stuff</p>

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1 right away. I think there's quite a few things that
2 we've talked about over the past eight months that
3 have -- that there's some legislature fixes that
4 need to happen and a lot -- like, there's a good
5 amount of stuff to really start thinking about and
6 going over.

7 So lining that up and seeing what we need
8 to prioritize, maybe, might be a good thing. And
9 especially if we can get that -- if we can get our
10 legislative process done, that could be something
11 that we can present to the interim -- to our interim
12 secretary and see if there's some alignment there in
13 working together on some of those initiatives as
14 well.

15 And getting that done ahead of time, I
16 think it makes it more -- more -- there's a greater
17 likelihood that it goes on the PED legislative
18 agenda as well if we can get into it earlier.

19 Otherwise, this has been -- I will
20 reiterate again. I'm aware that we got the best
21 possible -- like, as good of applications as they
22 come; right? And I know that we got spoiled in that
23 way this year.

24 But I am so grateful. Like, what a great
25 way to spend the day, right? The last month, I

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1 know -- and, actually, in saying that, the CSD team,
2 from Missy, with all your trainings to get these
3 schools to where they're at and being able to create
4 these amazing applications says a lot about the
5 assistance that you were able to provide for them.

6 So I applaud that kind of training and
7 that kind of teamwork that the CSD is providing.

8 And, Missy, obviously, like, that's a huge
9 testament to what you're able to provide for those
10 schools for us to get that.

11 So thanks for going through all that work.
12 We definitely saw the fruits of that. So thank you
13 for that.

14 But what a great -- I mean, it's just
15 always a good day whenever I feel like we can
16 support options for our families and providing
17 quality options for families to feel like, you know,
18 they don't have an option right now.

19 So that's what I'm looking forward to
20 continuing doing with this Commission. I'm so
21 grateful to have the opportunity to do that.

22 THE CHAIR: Thanks. And I wanted to --
23 'cause I did remember one thing. The prior cabinet
24 secretary had -- I wanted the record to reflect that
25 the prior cabinet secretary had called me when he

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1 was going to close -- take over Floyd school
2 district. So I wanted the record to reflect that.
3 I had a list. I can't even find the list now. So
4 I'll remember everything else I wanted to say
5 afterwards.

6 So thank --

7 COMMISSIONER CARRILLO: One quick thing,
8 Madam Chair. This goes to what Rebekka was saying.

9 The earlier we can get stuff done. I know
10 you have your ear to the grindstone on legislation.
11 Making sure that nobody is planning anything that's
12 going to blindside us.

13 THE CHAIR: Oh, yeah. I know. I know.
14 Got you.

15 COMMISSIONER CARRILLO: Thank you.

16 THE CHAIR: I guess the good thing is,
17 fortunately, this is the short session; so it's --
18 you know, only money-related. So -- but you never
19 know. Stuff can get added in. So you're absolutely
20 right. I appreciate that.

21 I do want to remind folks -- and
22 Commissioner Robbins did make mention of this
23 yesterday when we were talking about e-mails --
24 redistricting and redistricting hearings are taking
25 place. So that it's not necessarily a PEC concern.

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1 But each individual Commissioner should be
2 paying attention to what changes may very well --
3 and you have the opportunity -- someone did advise
4 me that it is a little more appropriate for someone
5 who's not directly involved with the change to make
6 the recommendation, you know, that it -- you don't
7 want it to look self-serving.

8 But please pay attention to that, you
9 know. For some people -- as Commissioner Robbins
10 said, some people like me, my district may change,
11 but it's not going to -- I'm not going to change in
12 that district. It may eat in or eat out of it.

13 But those more metropolitan areas can
14 actually change significantly.

15 So just -- there's a great website for it
16 you can check out. You can look at the data, and
17 you can even make recommendations for maps. You can
18 create -- there's a tool kit there to make your own
19 map and submit it.

20 So just keep this on your radar, because
21 they're going to be -- you know. And the bottom
22 line is no matter what this committee recommends,
23 the legislature makes the decision. So they can
24 either accept, modify, or not accept at all the
25 recommendations of the redistricting committee.

290	<p>1 So, you know, it could be much ado about</p> <p>2 nothing with the input hearings that they've been</p> <p>3 having. So I did attend the one down here. It</p> <p>4 was --</p> <p>5 COMMISSIONER VOIGT: Do you have that</p> <p>6 website address?</p> <p>7 THE CHAIR: I'm sorry?</p> <p>8 COMMISSIONER VOIGT: Do you have that</p> <p>9 website address?</p> <p>10 THE CHAIR: I'll have Bev send it out. I</p> <p>11 do. I'll have her send a link out to you, okay?</p> <p>12 That's the easiest, because I don't have it -- I</p> <p>13 have it.</p> <p>14 COMMISSIONER VOIGT: Okay.</p> <p>15 THE CHAIR: So I can get it to you.</p> <p>16 Commissioner Robbins?</p> <p>17 COMMISSIONER ROBBINS: I just wanted to</p> <p>18 make a comment. What Commissioner Carrillo had said</p> <p>19 about legislative things and about maybe getting an</p> <p>20 administrative stipend or something for starting</p> <p>21 schools, you know, the Legislature, a few years ago,</p> <p>22 they are phasing out the small school size. And</p> <p>23 that, in and of itself, is why it was in place in</p> <p>24 the first place, is because the smaller the schools,</p> <p>25 they still have to have a sufficient amount of</p>	292	<p>1 THE CHAIR: Thanks. All right.</p> <p>2 And, once again, just thank everyone.</p> <p>3 Long two days, but a great two days.</p> <p>4 You know, some people say that's an odd</p> <p>5 statement to say, "Enjoyed it." But it was a lot of</p> <p>6 work. But it is, it's really good work, and can't</p> <p>7 thank the Charter School Division enough for all the</p> <p>8 support that goes into getting us to today and</p> <p>9 through today.</p> <p>10 So kudos to everyone there. You're as</p> <p>11 unsung as all the folks -- as I watch Mike sitting</p> <p>12 there in his school, you just want to have -- you</p> <p>13 know, have the parade for all the schools, because I</p> <p>14 can't imagine doing it now.</p> <p>15 So there is not enough to say thank you</p> <p>16 for what you do normally. But right now, it's --</p> <p>17 it's unfathomable for, I think, all of us that</p> <p>18 aren't in it. So thank you for that.</p> <p>19 So I will make a motion to adjourn.</p> <p>20 COMMISSIONER ROBBINS: Second.</p> <p>21 THE CHAIR: There's a motion by</p> <p>22 Commissioner Gipson, a second by Commissioner</p> <p>23 Robbins. Roll, please.</p> <p>24 COMMISSIONER BURT: One second. My</p> <p>25 computer got all weird. Of course, right then, I</p>
291	<p>1 administration and staff to just do the basic</p> <p>2 day-to-day stuff.</p> <p>3 Regardless of the size of your school,</p> <p>4 there are certain things that you have to do, and it</p> <p>5 takes one or two people to do that. Whether you</p> <p>6 have ten students or you have 1,000 students, there</p> <p>7 are things that need to be done.</p> <p>8 Eliminating the small school size was very</p> <p>9 hurtful to some of our small charters. And it'll be</p> <p>10 a struggle to get an administrative fee tacked on</p> <p>11 even for new schools.</p> <p>12 But I think if we could work and persuade</p> <p>13 our legislature to reconsider the phase-out of that</p> <p>14 small school size, that would help our charters,</p> <p>15 because many of our charters, state and district,</p> <p>16 would benefit from that.</p> <p>17 And they're targeting -- those small</p> <p>18 charters are the ones targeting the most at-risk</p> <p>19 students. That's the sad thing about reduction --</p> <p>20 the elimination of the small school size is they</p> <p>21 were really targeting -- and I'll use the example.</p> <p>22 Albuquerque Sign Language. Less than 100 students.</p> <p>23 That small school size wasn't really helping them,</p> <p>24 but they lost that.</p> <p>25 Thanks.</p>	293	<p>1 have to keep you all. I'm so sorry.</p> <p>2 All right.</p> <p>3 Commissioner Carrillo.</p> <p>4 COMMISSIONER CARRILLO: No.</p> <p>5 No, I'm just kidding. Have a great</p> <p>6 weekend.</p> <p>7 COMMISSIONER BURT: So yes.</p> <p>8 COMMISSIONER CARRILLO: Yes.</p> <p>9 COMMISSIONER BURT: Okay.</p> <p>10 Commissioner Voigt.</p> <p>11 COMMISSIONER VOIGT: Maybe. No...</p> <p>12 COMMISSIONER BURT: Okay. Commissioner</p> <p>13 Burt. Yes. Just exemplifying how the rest could</p> <p>14 go.</p> <p>15 Commissioner Chavez.</p> <p>16 COMMISSIONER CHAVEZ: Yes.</p> <p>17 COMMISSIONER BURT: Commissioner Davis.</p> <p>18 COMMISSIONER DAVIS: Yes.</p> <p>19 COMMISSIONER BURT: Commissioner Gipson.</p> <p>20 THE CHAIR: Yes.</p> <p>21 COMMISSIONER BURT: Commissioner Manis.</p> <p>22 COMMISSIONER MANIS: Yes.</p> <p>23 COMMISSIONER BURT: Commissioner Robbins.</p> <p>24 COMMISSIONER ROBBINS: Yes.</p> <p>25 COMMISSIONER BURT: All right. That</p>

1 passes, eight-zero. And I'm not putting
2 Commissioner Carrillo or Commissioner Voigt at the
3 beginning of my list at the end of the day from now
4 on.

5 THE CHAIR: Great. And I just sent Bev
6 the link for the redistricting. So have a great
7 weekend and see you, actually, very soon.
8 (Meeting adjourned at 4:44 p.m.)
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1 RECEIPT
2 JOB NUMBER: 4956N CC Date: 8/27/21
3 PROCEEDINGS: OPEN PUBLIC MEETING
4 CASE CAPTION: NMPEC

5 *****
6 ATTORNEY: MS. BEVERLY FRIEDMAN, NMPED
7 DOCUMENT: Transcript / Exhibits / Disks / Other ____
8 DATE DELIVERED: _____ DEL'D BY: _____
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