

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
OPEN PUBLIC MEETING

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Via Zoom Webinar Video Teleconference

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

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1 APPEARANCES

2 COMMISSIONERS:

3 PATRICIA GIPSON, Chair

4 GLENNA VOIGT, Vice Chair

5 REBEKKA BURT, Secretary

6 MELISSA ARMIJO, Member

7 STEVEN CARRILLO, Member

8 MICHAEL CHAVEZ, Member

9 GEORGINA DAVIS, Member

10 KT MANIS, Member

11 DAVID ROBBINS, Member

12 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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25

4

1 THE CHAIR: Okay. Good morning, everyone.

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

3 Public Education Commission.

4 It is Friday, October 22nd, and it is

5 9:03 a.m.

6 I'll ask Commissioner Burt to please do

7 roll.

8 COMMISSIONER BURT: Commissioner Armijo.

9 COMMISSIONER ARMIJO: Here.

10 COMMISSIONER BURT: Commissioner Burt is

11 here. Commissioner Carrillo.

12 COMMISSIONER CARRILLO: Here.

13 COMMISSIONER BURT: Commissioner Chavez.

14 COMMISSIONER CHAVEZ: Here.

15 COMMISSIONER BURT: Commissioner Davis.

16 COMMISSIONER DAVIS: Here.

17 COMMISSIONER BURT: Commissioner Gipson.

18 THE CHAIR: Here.

19 COMMISSIONER BURT: Commissioner Manis

20 (No response.)

21 COMMISSIONER BURT: Is not present.

22 Commissioner Robbins.

23 COMMISSIONER ROBBINS: Here.

24 COMMISSIONER BURT: Commissioner Taylor.

25 THE CHAIR: He's unable to come.

5

1 COMMISSIONER BURT: Is not present.

2 And Commissioner Voigt.

3 COMMISSIONER VOIGT: Here.

4 COMMISSIONER BURT: All right. So there's

5 a quorum of eight Commissioners.

6 THE CHAIR: Eight. Thank you so much.

7 I'm going to ask Commissioner Davis to

8 lead us in the Pledge of Allegiance and Commissioner

9 Chavez in the Salute to the New Mexico Flag.

10 (Pledge of Allegiance and Salute to

11 the New Mexico Flag conducted.)

12 THE CHAIR: We are now on to Item No. 2,

13 which is the approval of the agenda.

14 I have two changes to the agenda, and that

15 is based on discussion from yesterday, to remove

16 Item No. 7 and Item No. 12.

17 I don't know if anyone else has any

18 additional changes.

19 (No response.)

20 THE CHAIR: So I will move that the Public

21 Education Commission approve the agenda with the

22 amendment of removing Items No. 7 and 12.

23 COMMISSIONER DAVIS: I second that.

24 THE CHAIR: There's a motion by

25 Commissioner Gipson, a second by Commissioner Davis.

6

1 If there's no further discussion,
 2 Commissioner Burt?
 3 COMMISSIONER BURT: Commissioner Voigt.
 4 COMMISSIONER VOIGT: Yes.
 5 COMMISSIONER BURT: Commissioner Robbins.
 6 COMMISSIONER ROBBINS: Yes.
 7 COMMISSIONER BURT: Commissioner Manis.
 8 I saw you unmute, but I didn't get your
 9 vote, Commissioner Manis.
 10 THE CHAIR: He's still muted.
 11 COMMISSIONER MANIS: Yes.
 12 COMMISSIONER BURT: Commissioner Gipson.
 13 THE CHAIR: Yes.
 14 COMMISSIONER BURT: Commissioner Davis.
 15 COMMISSIONER DAVIS: Yes.
 16 COMMISSIONER BURT: Commissioner Chavez.
 17 COMMISSIONER CHAVEZ: Yes.
 18 COMMISSIONER BURT: Commissioner Carrillo.
 19 COMMISSIONER CARRILLO: Yes.
 20 COMMISSIONER BURT: Commissioner Burt,
 21 yes.
 22 And Commissioner Armijo.
 23 COMMISSIONER ARMIJO: Yes.
 24 COMMISSIONER BURT: That passes
 25 unanimously, nine-zero.

8

1 So I have a few concerns. But my main
 2 thing is the mandates and the fact that we're losing
 3 licensed teachers in our district due to the
 4 mandates. And then we have our children who are --
 5 are sick, and we believe it's because they're not
 6 able to breathe with normal oxygen and air, and, you
 7 know, just get normal antibodies to normal viruses
 8 because they are constantly masked.
 9 We -- we also feel like the teachers that
 10 are also vaccinated maybe should also be testing due
 11 to the CDC saying that vaccinated people are still
 12 transferring it. The data is still showing us that
 13 vaccinated people are still getting the virus.
 14 And, I mean, I understand why we have the
 15 mandates. I understand -- you know, I understand
 16 why things are the way they are. But I feel like
 17 there's a lot of segregation and discrimination
 18 against those who are choosing, you know, with their
 19 right, to not vaccinate, maybe versus those who are
 20 vaccinated when they still potentially can pass it.
 21 THE CHAIR: Thank you so much. And we
 22 appreciate your taking your time out from today to
 23 be here. So we appreciate this.
 24 FROM THE PUBIC: And thank you for hearing
 25 me. I wish I could have been better prepared for

7

1 THE CHAIR: Yes. And the record does
 2 reflect that Commissioner Manis has now joined us.
 3 Thanks.
 4 We are now to Item No. 3, Open Forum. Do
 5 we have any --
 6 MS. FRIEDMAN: Madam Chair, Shawna Austin
 7 has asked to speak.
 8 THE CHAIR: Sure. Missy, do you want to
 9 bring -- thanks.
 10 MS. MISSY BROWN: I'm bringing her in.
 11 THE CHAIR: Good morning, Ms. Austin. You
 12 can unmute yourself, and, if you would, please just
 13 identify yourself for the record.
 14 FROM THE PUBLIC: Hi. My name is Shawna
 15 Austin. I'm a mother of a daughter in Cibola County
 16 School District.
 17 Sorry. I really wasn't prepared for this.
 18 Thank you for having me on.
 19 We found out you were having the Open
 20 Forum at our school board meeting on Tuesday, and we
 21 thought it was next week, and then we found out we
 22 had until today to prepare something. So I'm not
 23 very organized, but I do appreciate that you're
 24 here, and, you know, I'm thankful that you're going
 25 to hear what I have to say.

9

1 this.
 2 You guys aren't having a meeting in
 3 November; correct?
 4 THE CHAIR: Correct.
 5 FROM THE PUBLIC: And are you going to
 6 have an open forum on the next meeting?
 7 THE CHAIR: We have an open forum at every
 8 meeting.
 9 FROM THE PUBLIC: Okay. Okay.
 10 THE CHAIR: So please, any time. We
 11 appreciate this.
 12 FROM THE PUBLIC: Okay. Yes. And thank
 13 you for allowing me to speak. Like I said, I wish I
 14 had been better prepared. But -- I don't know if
 15 other districts are losing their licensed teachers.
 16 But I would much rather have a licensed teacher in
 17 the classroom who's a veteran licensed teacher
 18 that's unvaccinated than losing the licensed teacher
 19 to someone who's not going to be in the classroom
 20 consistent and really educating our kids.
 21 THE CHAIR: Okay. Thank you. Once again,
 22 we really do appreciate this.
 23 FROM THE PUBLIC: Okay. Thank you.
 24 THE CHAIR: Thanks.
 25 Is that the only sign-up?

10

1 Okay. Thank you so much.
 2 We are on to Item No. 4, which is the
 3 Consent Agenda, assuming, Director, there's no
 4 changes.
 5 Commissioner Castillo -- I don't know why
 6 I said "Castillo."
 7 COMMISSIONER CARRILLO: You're forgiven.
 8 So my question is about the minutes.
 9 Because I'd like -- this may not be the
 10 time to do it, even though we're approving the
 11 minutes. Shall we just take the minutes off for
 12 discussion, separately approve the consent and then
 13 talk about the minutes?
 14 THE CHAIR: Well, I don't know. Because
 15 I'm not exactly sure what about the minutes
 16 you're -- are you -- are you -- do you want to talk
 17 about how the -- I'm sorry -- how the minutes are
 18 done? Or is there something in the minutes that you
 19 believe is incorrect?
 20 COMMISSIONER CARRILLO: More how the
 21 minutes are done. But my feeling is we should
 22 probably pass consent and then you can tell me the
 23 course of action to take regarding minutes.
 24 THE CHAIR: Well, I -- because a
 25 discussion about minutes isn't on the agenda, I

12

1 COMMISSIONER BURT: Commissioner Davis.
 2 COMMISSIONER DAVIS: Yes.
 3 COMMISSIONER BURT: Commissioner Chavez.
 4 COMMISSIONER CHAVEZ: Yes.
 5 COMMISSIONER BURT: Commissioner Gipson.
 6 THE CHAIR: Yes.
 7 COMMISSIONER BURT: Commissioner Carrillo.
 8 COMMISSIONER CARRILLO: Yes.
 9 COMMISSIONER BURT: Commissioner Manis.
 10 COMMISSIONER MANIS: Yes.
 11 COMMISSIONER BURT: Commissioner Burt,
 12 yes.
 13 Commissioner Robbins.
 14 COMMISSIONER ROBBINS: Yes.
 15 COMMISSIONER BURT: Commissioner Armijo.
 16 COMMISSIONER ARMIJO: Yes.
 17 COMMISSIONER BURT: And Commissioner
 18 Voigt.
 19 COMMISSIONER VOIGT: Yes.
 20 COMMISSIONER BURT: That passes
 21 unanimously, nine-zero.
 22 THE CHAIR: Thanks. We are now on to Item
 23 No. 5, which is the Discussion and Possible Action
 24 on THRIVE Board of Finance application.
 25 Similar to RioGAFAs last month, in order

11

1 don't think we can have a separate discussion
 2 about -- I'm assuming you're -- and correct me if
 3 I'm wrong -- I'm assuming you're talking about work
 4 session.
 5 COMMISSIONER CARRILLO: Work session and
 6 summary minutes in general, as not being
 7 representative of what we're doing.
 8 Yes. What I'll do is I'll bring it up
 9 during my comments to the agenda at the time.
 10 THE CHAIR: Thanks. I appreciate that.
 11 COMMISSIONER CARRILLO: Of course.
 12 THE CHAIR: Okay. So are there any
 13 changes to the consent agenda?
 14 COMMISSIONER VOIGT: If there's none, I'll
 15 make the motion for approval.
 16 THE CHAIR: I'm assuming there's none.
 17 COMMISSIONER VOIGT: If there's none, if
 18 there are no comments about the consent agenda, I'll
 19 make the motion.
 20 THE CHAIR: Okay.
 21 COMMISSIONER VOIGT: That the PEC approve
 22 the consent agenda.
 23 THE CHAIR: I'll second.
 24 If there's no further discussion,
 25 Commissioner Burt?

13

1 for the schools to be able to access the CSP Grant
 2 money whenever they can, they need the Board of
 3 Finance so they can do that and hopefully start to
 4 pay a head administrator, as an example, for the
 5 work during this year, which is typically what they
 6 are able to do to a great extent with this.
 7 So are folks from THRIVE here? Or do they
 8 want to say something? I mean, it's fairly simple.
 9 But if they're here and they want to say something,
 10 I don't want to ignore them.
 11 MS. MISSY BROWN: I don't believe any of
 12 the THRIVE people are here.
 13 THE CHAIR: Director?
 14 DIRECTOR CORINA CHAVEZ: Yes. I just
 15 wanted to mention that THRIVE has submitted their
 16 Board of Finance, as you said, similar to Rio Grande
 17 Academy of Fine Arts. They've also started to
 18 attend -- board members have started to attend board
 19 training, and they've also attended the
 20 implementation year training.
 21 And this is what officially designates
 22 them as a LEA or local education agency. They will
 23 not get other funds this school year besides the
 24 Charter Schools Program Grant, and, as you alluded
 25 to, we have some award letters in the queue that the

14	<p>1 PED is looking to approve so that they can start to</p> <p>2 spend money on preparations to open up next school</p> <p>3 year.</p> <p>4 THE CHAIR: Okay. So I will move that the</p> <p>5 Public Education Commission approve the Board of</p> <p>6 Finance for -- I think the full name is THRIVE</p> <p>7 Community School, is it not?</p> <p>8 MS. MISSY BROWN: (Indicates.)</p> <p>9 COMMISSIONER CARRILLO: Yes.</p> <p>10 THE CHAIR: So I move that the Public</p> <p>11 Education Commission approve the Board of Finance</p> <p>12 for THRIVE Community School.</p> <p>13 COMMISSIONER DAVIS: I second that.</p> <p>14 THE CHAIR: A motion by Commissioner</p> <p>15 Gipson, a second by Commissioner Davis.</p> <p>16 Commissioner Burt?</p> <p>17 COMMISSIONER BURT: All right.</p> <p>18 Commissioner Gipson.</p> <p>19 THE CHAIR: Yes.</p> <p>20 COMMISSIONER BURT: Commissioner Davis.</p> <p>21 COMMISSIONER DAVIS: Yes.</p> <p>22 COMMISSIONER BURT: Commissioner Chavez.</p> <p>23 COMMISSIONER CHAVEZ: Yes.</p> <p>24 COMMISSIONER BURT: Commissioner Carrillo.</p> <p>25 COMMISSIONER CARRILLO: Yes.</p>	15	<p>1 COMMISSIONER BURT: Commissioner Burt,</p> <p>2 yes.</p> <p>3 Commissioner Armijo.</p> <p>4 COMMISSIONER ARMIJO: Yes.</p> <p>5 COMMISSIONER BURT: Commissioner Voigt.</p> <p>6 COMMISSIONER VOIGT: Yes.</p> <p>7 COMMISSIONER BURT: Commissioner Robbins.</p> <p>8 COMMISSIONER ROBBINS: Yes.</p> <p>9 COMMISSIONER BURT: Okay. There you are.</p> <p>10 Thanks, Commissioner Robbins.</p> <p>11 Commissioner Manis.</p> <p>12 COMMISSIONER MANIS: Yes.</p> <p>13 COMMISSIONER BURT: All right. That</p> <p>14 passes unanimously, nine-zero.</p> <p>15 THE CHAIR: Thank you. Thank you very</p> <p>16 much.</p> <p>17 We are on to item No. 6, which is</p> <p>18 Discussion and Possible Action on The GREAT Academy</p> <p>19 Corrective Action Plan.</p> <p>20 So, Missy, are folks from the school here?</p> <p>21 MS. MISSY BROWN: I've got Jasper Matthews</p> <p>22 and Susan Fox.</p> <p>23 THE CHAIR: Okay. Thanks.</p> <p>24 MS. MISSY BROWN: And I don't know if</p> <p>25 anybody else.</p>
16	<p>1 THE CHAIR: Let me look. I think that's</p> <p>2 probably it.</p> <p>3 MS. SUSAN FOX: Good morning.</p> <p>4 THE CHAIR: Good morning. So for those</p> <p>5 Commissioners just to reflect back a little bit,</p> <p>6 last month this was on the agenda. There was some</p> <p>7 concerns by a number of Commissioners that there was</p> <p>8 a lack of specificity in the Corrective Action Plan,</p> <p>9 and the direction was for the Commission to go back,</p> <p>10 the subcommittee, to go back and to hopefully be</p> <p>11 able to populate some additional S.M.A.R.T. goals,</p> <p>12 look at the graduation rate, the special ed</p> <p>13 concerns.</p> <p>14 The subcommittee did meet. And</p> <p>15 Commissioners have the resulting document in their</p> <p>16 meeting materials.</p> <p>17 So, good morning once again.</p> <p>18 Director?</p> <p>19 DIRECTOR CORINA CHAVEZ: I just want to</p> <p>20 let Commissioners know that the item you should be</p> <p>21 pulling up is 07-A, The GREAT Academy organizational</p> <p>22 CAP draft. It is an Excel document, because</p> <p>23 converting these two PDFs make it really difficult</p> <p>24 for you to look at.</p> <p>25 But if you'll notice, in cell A1, it has</p>	17	<p>1 the dates that this was revised, and revised again</p> <p>2 on September 14th, October 13th, and -- and then --</p> <p>3 COMMISSIONER CARRILLO: Can we show the</p> <p>4 screen for the public, in case someone out there is</p> <p>5 interested in seeing what we're doing and what it is</p> <p>6 we worked on?</p> <p>7 DIRECTOR CORINA CHAVEZ: I'm sorry. What</p> <p>8 was the question?</p> <p>9 COMMISSIONER CARRILLO: Can we share the</p> <p>10 screen of the document so that others besides the</p> <p>11 panelists can see what it is we're doing?</p> <p>12 DIRECTOR CORINA CHAVEZ: I can share the</p> <p>13 screen.</p> <p>14 COMMISSIONER CARRILLO: Well, I'm asking</p> <p>15 the Chair. Yes?</p> <p>16 THE CHAIR: I mean, that's fine. I mean,</p> <p>17 the documents are on the -- are available so someone</p> <p>18 can look at them. But if you -- if you want it on a</p> <p>19 shared screen, that's fine.</p> <p>20 DIRECTOR CORINA CHAVEZ: So this document</p> <p>21 represents a -- a plan that we came together, the</p> <p>22 Commission, the school, and me, a number of times,</p> <p>23 to work through. Our intention is to not replicate</p> <p>24 what is already in the school's performance</p> <p>25 framework, but to have some action steps that go</p>

<p style="text-align: right;">18</p> <p>1 beyond what's in the performance framework. 2 The DASH Plan is the first item that is in 3 there. The school itself has set the dates of 4 completion. And what we attempted to do was to 5 create report backdates to the PEC, so that there 6 are times when you will hear about progress towards 7 meeting whatever goals we have. And so the DASH 8 Plan is the first one. 9 Similarly, embedded within the DASH Plan 10 are some academic growth and proficiency goals. And 11 if Keisha or one of the schools (verbatim) wants to 12 walk the Commission through what's in this document, 13 I'm happy to navigate the view while they walk 14 through. 15 THE CHAIR: You know, I would prefer to 16 just see if Commissioners have questions. We've 17 looked at the meat of this at the last meeting. 18 There aren't really that many changes to it. So I 19 think the best at this point in time is to -- if 20 Commissioners have questions about this or, you 21 know, concerns. And I think that's the best way to 22 go. 23 Commissioner Robbins. Sorry. 24 COMMISSIONER ROBBINS: Well, I think this 25 is one thing that we did talk about when we met with</p>	<p style="text-align: right;">19</p> <p>1 them and with others is, you know, although there 2 are some dates in here for completion, I believe 3 many of them put evaluations so far out that any 4 sort of meaningful oversight that this Commission 5 needs to exercise due to the previous findings that 6 we had had basically means that this school year 7 will continue without adequate advancement of the 8 academic and financial affairs of this charter 9 school. 10 THE CHAIR: Well, there -- and let's be 11 clear. There's nothing financial here. So there's 12 no target dates for anything to be completed 13 financially. 14 But with any -- so could you -- could you 15 cite an example of where you feel the school should 16 be reporting back to us earlier on something? 17 Because with the CAP, it's a report back to us 18 and -- during the year. But where you see -- 19 COMMISSIONER ROBBINS: Well, most of the 20 areas, dates of completion are February and May. 21 It's just two touchpoints. Or January and May, 22 there's only two touchpoints. And if there's 23 anything happening in between, you know, again, 24 given the fact that this Commission voted for 25 nonrenewal, I think there should be a higher level</p>
<p style="text-align: right;">20</p> <p>1 of oversight and more touchpoints throughout the 2 year rather than just two -- 3 THE CHAIR: Okay. 4 COMMISSIONER ROBBINS: -- on most of those 5 items. 6 THE CHAIR: And I understand that. 7 Typically, we only get a midyear and an end of the 8 year. But with many of these, they won't have 9 additional information on much of what they're 10 looking at to offer substantive information with 11 more touchpoints. 12 Short cycle assessments does things like 13 that. But if Commissioners want to look at possibly 14 changing some of those dates, you know, that's 15 certainly up to the Commission. 16 Commissioner Burt? 17 COMMISSIONER BURT: Thanks. I guess -- I 18 mean, I completely understand Commissioner Robbins' 19 concerns. And I would say, first of all, you know, 20 I definitely brought up concerns last meeting about, 21 you know, not having specific goals, not having -- 22 you know, I like having percentages to try to meet. 23 And I think that this -- I'm very -- I was 24 happy to see that there were a lot of S.M.A.R.T. 25 goals in here that looked like -- there are some</p>	<p style="text-align: right;">21</p> <p>1 short-term ones that can be done right away. 2 I like that the seniors are in this CAP. 3 I think it's a really good target for -- for those 4 kiddos to meet and be really honed in on and get 5 them graduated. 6 But I do understand Commissioner Robbins' 7 concern about feeling like, well, we only get these 8 two points. 9 So my question for Commissioner -- or for 10 Director Chavez, would be when -- when there's a CAP 11 in place, are you able -- you and the CSD staff -- 12 are you able to do more touchpoints? Because from 13 what I saw are these are just the reports back to 14 the Commission. 15 But is there more work that you're doing 16 with the school throughout the time, and we just 17 kind of get those reports at those two times? 18 Because I think that would make me feel -- before 19 you answer -- I think that would make me feel 20 comfortable knowing that CSD and you are working 21 together with the school on these goals and doing 22 the monitoring throughout the time, and then we're 23 getting the information at those two touchpoints. 24 Is that the way it works? 25 DIRECTOR CORINA CHAVEZ: Commissioner</p>

<p style="text-align: right;">22</p> <p>1 Burt, absolutely. I think about the past few 2 months. And although it was more of a financial 3 investigation, if you will, there were several -- I 4 would say weekly touchpoints with the school. And I 5 did guide the school to -- to group up the due dates 6 when the report-out would happen to the PEC, 7 thinking you might not want this to be an item on 8 your agenda every single month.</p> <p>9 But, of course, at any time, Commissioners 10 should feel free to call and get an update on 11 progress. And I would imagine that me and my staff 12 would have ongoing communications with The GREAT 13 Academy as they are working towards completing each 14 of these goals in the Corrective Action Plan.</p> <p>15 COMMISSIONER BURT: All right. Thank you. 16 So that, to me, is really helpful. And I 17 actually -- I would say, you know, fidelity to the 18 DASH Plan, like really putting in a lot of effort to 19 it and following through on it, I think is really 20 going to help, you know, the students succeed at The 21 GREAT Academy. And I like that that's all 22 throughout the CAP as well.</p> <p>23 And I really like that the Next Step Plans 24 are in there and have multiple goals on how to 25 achieve those and making sure that they get done. I</p>	<p style="text-align: right;">23</p> <p>1 think those are systems already in place to help 2 schools and to help our students. And so I feel 3 like -- I feel like this is a tool that would allow 4 CSD to have, you know, those multiple touchpoints, 5 some greater oversight. And then I am looking 6 forward to seeing those report-backs January, I 7 think there was one in February, and then I know 8 May was another one.</p> <p>9 So I -- like I said, my last -- my concern 10 last month was just -- it just seemed like a 11 little -- it wasn't specific enough. And I do feel 12 like there's a lot more specificity to this CAP now. 13 And I would hope that it would encourage, you know, 14 deeper collaboration between CSD and The GREAT 15 Academy into ensuring that these students receive an 16 excellent education this year, regardless of all the 17 other stuff going on in the background.</p> <p>18 So I'm going to support this CAP, and I 19 hope that it provides extra teeth to CSD to be able 20 to do additional oversight throughout this year.</p> <p>21 THE CHAIR: Commissioner Carrillo. 22 COMMISSIONER CARRILLO: Thank you. The -- 23 I agree with Commissioner Robbins' concerns relative 24 to the year pretty much being half or nearly over by 25 the time we get some of the reports that we need.</p>
<p style="text-align: right;">24</p> <p>1 I have a question -- first question is to 2 Corina. It's just a simple kind of a yes or no.</p> <p>3 Have we received that list that we wanted 4 regarding the board, all of the members' addresses, 5 everything else that was in this?</p> <p>6 MS. JULIA BARNES: (Indicates.) 7 THE CHAIR: I think Julia just put her 8 thumbs up that yes.</p> <p>9 COMMISSIONER CARRILLO: Okay. Terrific. 10 The concern I have around the DASH Plan -- and I 11 don't see it really much in here -- consequences. 12 So if we don't have the DASH Plan completed by the 13 30th, what then?</p> <p>14 And the reason I say "What then," and the 15 reason it's a concern is because going back to 16 August, every time we've -- and this is, like, every 17 time -- literally every time -- we have asked for 18 something to be done by a certain date, it has not 19 been completed, and the information has not been 20 available to the subcommittee or to the -- or to the 21 Commission.</p> <p>22 So that's why I'm concerned about 23 consequences; first up, probably the DASH Plan. And 24 I can just hear it now -- and, you know, I have this 25 attitude because of what's happened over the last</p>	<p style="text-align: right;">25</p> <p>1 several months -- is all these days that -- prior to 2 the 30th that are days when people typically don't 3 work, like the Wednesday before Thanksgiving, which 4 is the 24th. So really, you ask people in business 5 or anything to get something done the week of 6 Thanksgiving, you know, it's challenging.</p> <p>7 So what are the consequences specifically 8 to the DASH Plan if we don't receive it by 9 November 30th?</p> <p>10 THE CHAIR: I think the Commission would 11 have to make that determination on what they wanted 12 to do, if they -- that's -- that's up to the 13 Commission. But just as a -- as a point of 14 reference, the S.M.A.R.T. goals that are embedded in 15 the DASH Plan are also the goals that are in their 16 contract, so that they're obligated through the 17 contract to fulfill that through their mission 18 goals. So that there is also -- we can still -- 19 they're still going to do that whether the DASH Plan 20 is completed or not.</p> <p>21 And I'm not dismissing the DASH Plan. But 22 whether that DASH Plan is completed or not, they're 23 still actively implementing their mission goal, 24 which is the S.M.A.R.T. goal that's in the DASH 25 Plan, so that we would still be able to get that</p>

<p style="text-align: right;">26</p> <p>1 information from the school -- and they've provided 2 the -- the first -- the beginning-of-the-year 3 assessment for us. They provided that. So that it 4 may not be specifically populated into the DASH 5 Plan, but Corina could certainly still get that 6 information from the school.</p> <p>7 But, once again, if they don't complete, 8 successfully finish, their -- the completion of 9 their DASH Plan, we'd have to make that 10 determination at that point.</p> <p>11 COMMISSIONER VOIGT: Right. I think -- 12 yeah.</p> <p>13 THE CHAIR: Commissioner Voigt.</p> <p>14 COMMISSIONER CARRILLO: I'm not done.</p> <p>15 THE CHAIR: Oh.</p> <p>16 COMMISSIONER CARRILLO: No. It's okay.</p> <p>17 So my concern is that we have to make that 18 determination after November 30, and that then we 19 don't have a -- you know, we have a pretty full 20 agenda going on in December. It just -- all of this 21 kind of stretches out.</p> <p>22 And, you know, ultimately, it's all about 23 whether or not the kids are getting what they need. 24 The -- I've been looking at -- like, even the thing 25 about graduating, the graduation rate, graduating</p>	<p style="text-align: right;">27</p> <p>1 eight of the ten seniors by next year. So that's 2 80 percent. That's nice if -- you know.</p> <p>3 But then, to me, when I look at what 4 happened this last year, not just with Santa Fe 5 Public Schools but around the state and the lax -- 6 not the "lax" -- but the lack of any accountability 7 from PED relative to proficiency, standardized 8 testing or anything -- you know, a lot of kids were 9 just pushed over the finish line using e2020, using 10 different means, where they didn't even have to be 11 present, like on Zoom, for some of these classes.</p> <p>12 And so they were kind of pushed over the 13 finish line just so we wouldn't have had such a 14 failure rate, if you will.</p> <p>15 So I'm just concerned about that. I mean, 16 by the -- because then it's May; right? And so -- 17 just based on my -- to let you know -- and, 18 regrettably, based on my experience over the last 19 several months with this school -- just as a matter 20 of principle, because I don't even think this school 21 should be operating -- I'm going to be voting 22 against the CAP.</p> <p>23 COMMISSIONER VOIGT: So I just wanted to 24 comment back on the question of consequences. And I 25 believe this -- if these expectations from the CAP</p>
<p style="text-align: right;">28</p> <p>1 were not met, we just go to the next rung of the 2 intervention ladder. Isn't that right, Madam Chair?</p> <p>3 THE CHAIR: Yeah. You know, I don't -- I 4 just don't like to speculate on what we might do.</p> <p>5 COMMISSIONER VOIGT: (Incomprehensible due 6 to simultaneous speaking) the protocol of our 7 process is the intervention ladder. So there is 8 that.</p> <p>9 COMMISSIONER CARRILLO: That makes sense.</p> <p>10 THE CHAIR: Yeah. Yeah. I just didn't -- 11 I was just trying not to couch it as a "Do this or 12 else," you know.</p> <p>13 COMMISSIONER VOIGT: Right. Well, that's 14 just the sequence of (incomprehensible due to 15 simultaneous speaking).</p> <p>16 THE CHAIR: Yeah. Yeah. 17 Commissioner Robbins.</p> <p>18 COMMISSIONER ROBBINS: I do appreciate 19 what Director Chavez said, that CSD does monitor 20 this on a regular basis. That alleviates some of 21 the concern.</p> <p>22 But I would like to hear from Mr. Matthews 23 and get it on record in this meeting his comments on 24 adhering to this plan and to fulfilling the rest of 25 the CAP. Thank you.</p>	<p style="text-align: right;">29</p> <p>1 THE CHAIR: Jasper, whenever you're ready.</p> <p>2 MR. JASPER MATTHEWS: Okay. Thank you.</p> <p>3 Well, let me -- look. We've taken a lot 4 of abuse and a lot of abusive language and a lot of 5 accusations that are not founded in fact. And I'm 6 no longer going to accept that kind of treatment.</p> <p>7 So let me go back and correct the record 8 for Commissioner Carrillo.</p> <p>9 When you-all decided to put us on the CAP, 10 we -- the timeline was a very tight timeline, from 11 the first initial vote for the CAP to be in place by 12 August. There was a lot of confusion. There was a 13 lot of misunderstandings.</p> <p>14 We worked with the Charter School 15 Division, with Julia repeatedly, in countless 16 meetings and e-mails, to clear up and clarify 17 exactly what the Commission's expectation was. And 18 it wasn't until that last executive meeting that we 19 had that it was pretty clear and concise what was 20 expected.</p> <p>21 So just because Commissioner Carrillo 22 believes it, doesn't make it true. Just because 23 he -- he has whatever reason or rationale that I 24 can't put my finger on that -- that he won't accept 25 facts and data, the eleven-page academic synopsis of</p>

<p style="text-align: right;">30</p> <p>1 the last six years that we sent out showed our true 2 academic performance.</p> <p>3 And, again, I don't know how to address -- 4 like, I don't know how to argue opinions. I don't 5 know how to argue beliefs that are not grounded in 6 fact. So the fact of the matter is that we have 7 been working, and probably more than anybody would 8 have, to satisfy ten different opinions and ten 9 different beliefs and ten different ways of doing 10 things and ten different life experiences.</p> <p>11 And I truly appreciate Commissioner 12 Voigt's approach in that last meeting in accepting 13 the data we provided.</p> <p>14 Nevertheless, moving forward, regardless 15 of what some of you-all might believe, we would not 16 commit to a CAP plan that we don't have any 17 intention to follow.</p> <p>18 I almost -- you know, kind of getting 19 sideways here in a minute and saying well, why don't 20 you just take our car keys, like the example was 21 used in one of the other meetings, if we don't 22 commit to the timeline and don't meet our timeline 23 and meet our curfew.</p> <p>24 We're not children, and we'll be not 25 talked to and treated like children.</p>	<p style="text-align: right;">31</p> <p>1 So I'm going to caution the Commission in 2 you -- very careful how you treat other adults and 3 professionals, especially doing something that is -- 4 besides from Glenna, I don't know if you-all ever 5 ran a charter school or opened a charter school.</p> <p>6 So let's just be very clear. I'm -- to 7 answer your question, Commissioner Robinson 8 (verbatim), we are committing to the CAP plan. 9 That's why we're here. That's why we expended so 10 much money in legal fees and so much time and given 11 up weekends and given up family time and given up 12 everything that we've given up.</p> <p>13 And, again, maybe if -- if the full 14 understanding of running a charter school was 15 there -- you don't get how -- your holiday is work. 16 Your holiday is sending e-mails. The day before 17 Thanksgiving, you're working. You might even send 18 something on Thanksgiving. You might even -- we 19 work with Ms. Chavez, these e-mails back and forth 20 setting up times on the weekend to get together.</p> <p>21 So I -- maybe in another world, that's how 22 it works. But in the charter school world, you work 23 all the time. You never really get any time off.</p> <p>24 When the building caught -- when the 25 building -- someone tried to steal copper and the</p>
<p style="text-align: right;">32</p> <p>1 building caught on fire at 3:00 in the morning, I 2 was down here with the police, with the fire 3 department at 3:00 in the morning. I didn't get the 4 luxury of saying, "Well, you know, in the business 5 world I really don't have to work at 3:00 in the 6 morning." That's not our reality.</p> <p>7 So Commissioner Robinson (verbatim), we 8 are committing to the plan. We will do everything 9 in our power to adhere to the deadlines. And that's 10 all I really have to say about that.</p> <p>11 COMMISSIONER VOIGT: Madam Chair. 12 THE CHAIR: Yeah. Commissioner Voigt. 13 COMMISSIONER VOIGT: Thank you. I just 14 want to say that, you know, every Commissioner here 15 has a depth of expertise in many areas. They might 16 not have direct charter school experience, but they 17 do have expertise in arenas that give them the 18 credibility to be at the table.</p> <p>19 So I just want to say that. 20 And then I also -- I feel that everyone, 21 the school, our legal assistance, the Commissioners, 22 we've spent a lot of time already on this Corrective 23 Action Plan. And we all know where the real issue 24 lies. And that is out of our hands, period. We 25 know where that is, okay?</p>	<p style="text-align: right;">33</p> <p>1 And so I believe that this Corrective 2 Action Plan is nothing more than taking a stab at 3 micromanaging this school.</p> <p>4 I would be all for dissolving this CAP, 5 because at this time frame, we're in October. And, 6 like Commissioner Carrillo said, we don't have 7 adequate time at this point in the school year to 8 have any consequential action over this school.</p> <p>9 So this Corrective Action Plan is moot, in 10 my opinion, because this school has good academics 11 already. This school has higher academic 12 achievement than many schools already.</p> <p>13 So this brings us back to why we are 14 looking at our performance frameworks, okay? And we 15 can get into that down the road. But this is my 16 opinion, one of ten, about this school.</p> <p>17 But I do want to speak up for my peers at 18 the table, just to say that they are qualified to be 19 here. And they might not have that direct charter 20 school experience, but --</p> <p>21 MR. JASPER MATTHEWS: And, Glenna, I 22 appreciate that. And that was not my intent to 23 qualify. My -- my -- the spirit of that part of my 24 comment was purely -- it's like having ten chefs in 25 a kitchen. And you're trying to get the amount of</p>

<p style="text-align: right;">34</p> <p>1 oregano and the amount of bay leaves and the amount 2 of all this stuff and satisfy everybody. 3 And it's just a very difficult process. 4 That's all I -- I appreciate everyone's -- even 5 comments that I don't agree with, right? You know, 6 we are always looking for an opportunity to grow. 7 We are always looking for an opportunity to learn. 8 You know, we've only been at this for 9 about 20 years. So we still feel like the moment we 10 don't feel like we can learn anything and grow 11 anymore, it's time to get out of the game. 12 So I truly appreciate your comment and 13 your take. And, again, I just want to make sure 14 that that was not my -- I didn't mean to communicate 15 that -- I'll take for granted anybody's expertise or 16 life experiences. 17 COMMISSIONER VOIGT: Okay. Thanks a lot. 18 And I want to also say that many of us 19 here at the table are still learning. And I think 20 it would behoove our -- you know, our -- our 21 well-being and our mindset to know where we are, and 22 oftentimes that we may not know what we don't know. 23 So we're not -- we don't know everything 24 here. And I'll be the first to admit it. And I 25 think that this is a learning process for everybody,</p>	<p style="text-align: right;">35</p> <p>1 whether they want to acknowledge it or not. 2 THE CHAIR: Thanks. As far as I'm 3 concerned, the touchpoints that are created in this 4 Corrective Action Plan already exist in the 5 contract. The touchpoints in the DASH Plan already 6 exist in the contract. 7 And that's where we have -- that's where 8 we have the oversight. That's where Corina has the 9 consistent contact with the school through site 10 visits and other conversations. 11 Personally, there's -- there's still a 12 lack of specificity to me about servicing the 13 special ed students. What is in there on the MLSS 14 plan doesn't talk enough, to me, about what the 15 school did last year and how they've made any 16 modifications this year. 17 The site visit that's identified there in 18 report-out, that site visit specifically is not to 19 be in any evaluation. So I'm -- I'm not comfortable 20 with that site visit report being part of our plan, 21 because the intention is not for it to be that. 22 But I know that any number of schools, 23 charters in particular, that were using Edgenuity 24 and relying on it heavily for the -- for their ed 25 programming through the MLSS program, it was</p>
<p style="text-align: right;">36</p> <p>1 identified that it does not support special ed 2 students well and that some -- they would need to 3 create a better plan for that. 4 That's what's missing here. But that'll 5 come out at the end of the year. I don't believe 6 that this offers us any additional information that 7 we -- that we're not going to get through the 8 contract. 9 And I agree. The -- the initial reports 10 on reading -- reading proficiency in particular did 11 not highlight an extraordinary problem. So 12 that's -- that's where I sit at this point in time. 13 Oh, sorry. Commissioner Burt? 14 COMMISSIONER BURT: Thanks. I'm wondering 15 if I can get both Corina and Julia's opinion on 16 whether they would recommend this CAP -- this 17 particular CAP for this school for this year. 18 DIRECTOR CORINA CHAVEZ: Commissioner 19 Burt, I would. It's not a perfect document. And I 20 would have liked to have seen it have been approved 21 in the summer so that we knew exactly what the goals 22 were starting into the school year. 23 But I do think it provides some level of 24 focus. I think that a lot of it depends on what the 25 school puts into place relative to the DASH Plan. I</p>	<p style="text-align: right;">37</p> <p>1 think that will be a very critical document for me 2 to have my hands on and to be reviewing with the 3 school. 4 I also think that there were some specific 5 goals that were set in terms of utilizing the same 6 assessment tool as the -- as the contract specifies, 7 but focused on populations who need to show 8 improvement. 9 And I know that the school itself has 10 reached out to Special Ed Division within the Public 11 Education Department, that there is ongoing 12 communication about that work. 13 I agree with Commissioner Gipson that it 14 would be good to know more about how special ed 15 services are provided. I don't think that that 16 meeting has occurred yet, so I am anticipating that, 17 within the DASH Plan, there will be some 18 special-ed-specific goals and objectives and action 19 steps. 20 So I would say at this point I don't think 21 we should keep hunting it down the road, that it 22 gives us a focus for right now. 23 MS. JULIA BARNES: Your question, 24 Commissioner Burt, is not a legal one. I -- one of 25 my goals, though, is to support the Charter School</p>

<p style="text-align: right;">38</p> <p>1 Division to be able to work effectively with 2 schools. And my opinion is that it does that, 3 particularly if the Director agrees. So I give 4 great weight to her. 5 I did want to check one thing, though, 6 that Chair Gipson raised, which is about the site 7 visit. And, Corina and Jasper, maybe you-all can 8 address that. 9 I think it's correct that the site visit 10 does not assess the CAP unless you-all also chose to 11 add that in there. And I know that we raised that. 12 I thought perhaps you had discussed that. 13 So that could kind of further inform the 14 Chair. But -- 15 THE CHAIR: Okay. Hold on. Maybe I 16 wasn't clear. The site visit on the MLSS 17 specifically is not supposed to be an evaluative 18 tool. So that's why I'm uncomfortable with it being 19 back there as a report to us, because there's not 20 going to be an evaluation from that site visit. 21 It's not supposed to be a corrective kind of visit; 22 so... 23 MS. JULIA BARNES: So, Corina, did you-all 24 discuss whether there would be a site visit for the 25 CAP or not?</p>	<p style="text-align: right;">39</p> <p>1 DIRECTOR CORINA CHAVEZ: We have not 2 discussed how we'll meet with the school moving 3 forward. And although the MLSS visits conducted by 4 staff at the PED who oversee MLSS are not to be 5 evaluative, as Chair Gipson specified, they do 6 collect information about progress that the school 7 is making towards implementing that approach to 8 serving students. 9 THE CHAIR: Commissioner Burt. 10 COMMISSIONER BURT: Thanks. Thank you for 11 that. I'm just trying to take in as much 12 information as possible to try to make the best 13 decision. 14 I guess I'm a little put off by the idea 15 that it's October so we should just throw this 16 school year away. Like, that's a little -- you 17 know, as a teacher, I don't think I ever would have 18 been like, "Oh, you know, we got a new teacher in in 19 October, so this year is going to be a waste," you 20 know; or, "We're just going to start implementing 21 this thing, so this year, you know, let's just -- 22 let's not -- let's not worry about it." 23 So I think, you know, this is a very 24 important school year. They have over 100 students. 25 It's their only school year in that grade level.</p>
<p style="text-align: right;">40</p> <p>1 And I think it's a really important school year. 2 I mean, the first year back after the 3 pandemic, like, this is going to be a really 4 challenging year in general for everyone. And so I 5 love the student focus in this CAP. I mean, this 6 CAP is really about the students. It's not about, 7 you know, saying anyone's doing anything. 8 You know, like, I don't know if there's a 9 space for us to be, like, "Oh. Well, we don't like 10 the -- what's been going on, so I'm not going to do 11 this, because I don't like what's been going on with 12 the school." 13 I mean, there's students that need 14 additional support. And so I like the student focus 15 of this CAP. I like that The GREAT Academy came 16 back and was -- is willing to, you know, be held to 17 these kind of goals and standards. And they're very 18 student-oriented and focused. 19 So I am -- I am very supportive of making 20 sure that, once again, CSD has focus to be able to 21 have this collaborative partnership throughout the 22 school year with this school. It's focus- -- it's 23 super focused on the students. 24 And, I mean, my -- my kids are in their -- 25 my daughter's in her freshman year. And I can tell</p>	<p style="text-align: right;">41</p> <p>1 you, like, if she needs an IEP at this time in the 2 year, like, that's -- that's an important step; 3 right? 4 Like, I wouldn't be, like, "Oh, this 5 school year I won't even get data on her IEP until 6 next year, so let's not even do that this year." 7 I don't know. I don't understand the idea 8 that, you know, because we didn't do this earlier, 9 now let's just not do it at all. 10 So, once again, I mean, I hope everyone is 11 thinking about it as far -- like, taking out, like, 12 personal and personalities and, like, looking at the 13 students. This is about the students and making 14 sure that CSD -- we don't come back in January or 15 February and now be, like, "Oh, let's do a CAP now," 16 because -- you know, like -- I just -- I'm just 17 struggling to understand why people would not want 18 to have a CAP on a school that, you know -- you 19 know, was non-renewed last year, why there would not 20 be a CAP on this school year. 21 So I definitely -- like -- I'm going to 22 support Commissioner -- or Director Chavez, making 23 sure she has the tools to create a collaborative 24 partnership, get these students through and into, 25 you know, whatever greatness that they have to come</p>

<p style="text-align: right;">42</p> <p>1 in the next school years, including this one.</p> <p>2 THE CHAIR: Thanks.</p> <p>3 Commissioner Voigt. And, Commissioner</p> <p>4 Armijo, do you still want to speak?</p> <p>5 COMMISSIONER ARMIJO: (Indicates.)</p> <p>6 THE CHAIR: Okay. Okay.</p> <p>7 COMMISSIONER VOIGT: Okay. Thanks. So I</p> <p>8 don't think that this is not -- this is not throwing</p> <p>9 the school year away by any means. And, you know,</p> <p>10 what The GREAT Academy was doing academically before</p> <p>11 this CAP came around I'm just going to say was not</p> <p>12 stellar, but it was not at the bottom.</p> <p>13 And so there's -- you know. And everybody</p> <p>14 has a chance for dialogue here, so this is great,</p> <p>15 because there's been worse performing schools</p> <p>16 academically in our state that are thriving.</p> <p>17 And back to our conversation. When we</p> <p>18 look at our individual communities, and in</p> <p>19 Albuquerque, what students need to do well, you</p> <p>20 know, there's an environment for every type of</p> <p>21 student.</p> <p>22 Now, are there some points that they could</p> <p>23 improve on? Sure. Academically? Sure. And we</p> <p>24 know the reason for the original revocation. I will</p> <p>25 say again. That is not in our hands right now. And</p>	<p style="text-align: right;">43</p> <p>1 that was the big issue, number one issue, okay?</p> <p>2 Academically this school is not performing horribly.</p> <p>3 I always support Director Chavez's work.</p> <p>4 If Director Chavez feels that this school needs this</p> <p>5 type of micromanaging and oversight through the end</p> <p>6 of the school year in May, and if there is any type</p> <p>7 of real action that the PEC can do with the school</p> <p>8 before May, then I would support that.</p> <p>9 And I'm glad that Director Chavez spoke up</p> <p>10 and that you asked the question, Commissioner Burt,</p> <p>11 about where the CSD stands. So thank you.</p> <p>12 THE CHAIR: Commissioner Armijo, and then</p> <p>13 I'm going to go.</p> <p>14 COMMISSIONER ARMIJO: Thanks. I pretty</p> <p>15 much just echo what Secretary Burt and Vice Chair</p> <p>16 Voigt have just said. Director Chavez and the CSD</p> <p>17 are going to have the heavy lift here. They are,</p> <p>18 you know, the ones who are going to be working</p> <p>19 closely with the school.</p> <p>20 And bottom line is it is all about the</p> <p>21 students. It is about those students and their</p> <p>22 families and their success. So I would be</p> <p>23 supporting the CAP as well.</p> <p>24 And they have a tough job. I mean, I -- I</p> <p>25 am one of those people who have started a charter</p>
<p style="text-align: right;">44</p> <p>1 school, and I know the heavy lift that that is and</p> <p>2 the work that goes into that.</p> <p>3 So I appreciate, Jasper, you being here</p> <p>4 and saying what you said. And I am -- I just want</p> <p>5 to say that, you know, it's a tough job for</p> <p>6 everybody. And this year made it even tougher.</p> <p>7 So, you know, I appreciate everybody's</p> <p>8 opinions. But I 100 percent support Director Chavez</p> <p>9 and her team that they will do everything that they</p> <p>10 need to do to right this. Thank you.</p> <p>11 THE CHAIR: Okay. Thanks.</p> <p>12 And I'm going to echo part of what</p> <p>13 Commissioner Voigt said, that I hope it didn't come</p> <p>14 out in any expression that I said that I was giving</p> <p>15 up on this school year. That is absolutely not what</p> <p>16 I was trying to indicate.</p> <p>17 I know this school -- the school has</p> <p>18 already shown us that they've done their</p> <p>19 beginning-of-the-year short cycles. We know the</p> <p>20 school is working. So that whether you support the</p> <p>21 CAP or -- not supporting the CAP doesn't have</p> <p>22 anything to do with saying, "I'm throwing the school</p> <p>23 year away," and saying, "Hey, you know, let's just</p> <p>24 trash this school year. They're not going to do</p> <p>25 anything."</p>	<p style="text-align: right;">45</p> <p>1 We have a contract in place. And that</p> <p>2 contract has S.M.A.R.T. goals already in it. Those</p> <p>3 S.M.A.R.T. goals are, for all intents and purposes,</p> <p>4 the same S.M.A.R.T. goals that are embedded in the</p> <p>5 DASH Plan.</p> <p>6 The school is going forward with the DASH</p> <p>7 Plan. There are those touchpoints that are in</p> <p>8 there. So that I don't -- I want to make sure that</p> <p>9 there is no misunderstanding that I think it's too</p> <p>10 late in the school year and that steps can't be</p> <p>11 implemented to help students during this school</p> <p>12 year, because I'm not giving up on this school. I</p> <p>13 know the school isn't giving up on itself this year.</p> <p>14 So I just want to make that clear. And I</p> <p>15 think we're almost done.</p> <p>16 Commissioner Voigt.</p> <p>17 COMMISSIONER VOIGT: Thank you. I just</p> <p>18 have one thing to add. And I think it's a</p> <p>19 perspective piece, because even though C-A-P -- we</p> <p>20 know that what stands for; right?</p> <p>21 But this is really about support. And I</p> <p>22 think that -- I feel that I might have used the word</p> <p>23 micromanagement too much, because it just seems like</p> <p>24 that, okay?</p> <p>25 I've got, like -- I'm wearing two hats</p>

<p style="text-align: right;">46</p> <p>1 here. I'm looking at it as a former school leader, 2 where I would feel it was micromanagement. But now, 3 as an authorizer, I can see how this really could be 4 something that would be perceived as support for the 5 school. 6 Sure, it might create a little extra work 7 on everybody's part. And I know Director Chavez's 8 Department is not lacking for more work. I know 9 that The GREAT Academy, you're not looking for more 10 work. 11 But I think this is something that as a 12 support piece and looking at it through that type of 13 lens and as something we haven't talked about is how 14 we can support schools. 15 If this is the frame, and for this very 16 short amount of time, January through May, four more 17 months, it might not be that big a lift for either 18 party. 19 And I think, Jasper and Keisha, this 20 shouldn't be much more for you to do, because you're 21 already doing it, right? You're already doing the 22 DASH Plan. And so hopefully this goes through, this 23 Corrective Action Plan, that it's not going to be a 24 burden and perceived as a punitive action. 25 MR. JASPER MATTHEWS: If I may,</p>	<p style="text-align: right;">47</p> <p>1 Commissioner Gipson. 2 THE CHAIR: Sure. 3 MR. JASPER MATTHEWS: I agree 4 wholeheartedly with what Commissioner Voigt just 5 expressed. See, this was never looked at in the 6 support lens for us. We still don't feel like 7 everybody has all the same information. 8 And based on the nonrenewal, again, we 9 were blown away that one week before the hearing, we 10 were notified that we were not going to be renewed, 11 even though there was no corrective action before 12 that point over the last four years. 13 So please understand that we do not have 14 an issue with the Corrective Action Plan. We have 15 an issue with the reason for the plan and the fact 16 that we don't feel like everyone is really being on 17 the up-and-up about why they feel or why they 18 decided what they decided. 19 I know there's a lot of nebulous and 20 illusive terms being floated around. But we know 21 that -- we do not feel that if these five new 22 Commissioners, and now the five returning 23 Commissioners, had all of the information, that it 24 would have probably been a different outcome for the 25 school.</p>
<p style="text-align: right;">48</p> <p>1 So we don't have a problem with support. 2 We like support. We don't have a problem -- 3 everything in that CAP plan was things that we were 4 doing anyway. Just the language about throwing away 5 the year or not doing it, it's almost like, well, if 6 you-all don't approve the CAP plan, The GREAT 7 Academy was just going to go back to playing 8 solitaire on the computer or something like that. 9 I mean, we were doing all that stuff 10 anyway. The only thing that we did for this CAP 11 plan regarding what's in that plan is put in 12 check-in dates and maybe added some percentages and 13 some numbers. 14 But all of that was a part of how this 15 school year was going to go. Every -- every 16 thoughtful charter school leader always uses the 17 summer to reflect and decide how to move forward the 18 following year and what changes need to be made to 19 make improvements. 20 So, again, Glenna, you're right. The 21 lens, the lens is so tarnished and so dirty that 22 some of you-all -- I really believe some of 23 you-all -- if -- if -- if the Secretary of 24 Education, the national Secretary of Education came 25 and said, "The GREAT Academy, based on our review is</p>	<p style="text-align: right;">49</p> <p>1 a -- a good school in providing a valuable service 2 for Albuquerque families," some of you-all would 3 still call him a liar, just because your lens is so 4 clouded with whatever came out of that bogus 5 incompetent evaluation that we received last year. 6 And I will say it was a very biased -- 7 and, frankly, I believe it was a political hit job. 8 And most of you-all believe it was a political hit 9 job. But, for some reason, you're willing to play 10 that kind of game with my families, my students, my 11 staff, and me and my wife's reputation as charter 12 school leaders. So if that's your position and you 13 want to take it to your grave, take it to your 14 grave. 15 We don't have a problem with the CAP plan, 16 because everything in that CAP plan, we were already 17 doing, and we were going to do anyway. So if we can 18 take off these lenses -- I'm sorry if I sound a 19 little upset. But it's very upsetting to hear how 20 this school was characterized when you know, deep 21 down inside, it's false. 22 You know, this is not January the 6th. 23 We're not going to overturn the election by storming 24 the Capitol. 25 So we support whatever you -- if you-all</p>

<p style="text-align: right;">50</p> <p>1 decide to go through with this Corrective Action 2 Plan. But I assure you everything in there, we was 3 going to do anyway. And everything in this CAP 4 plan, Charter School Division have the power to come 5 in any time they want, as often as they want and 6 evaluate and look at whatever they want. 7 So if we need the CAP plan to justify a 8 decision that we know that was made without real 9 deep down in your soul, then so be it. 10 THE CHAIR: Okay. Thank you. And, once 11 again, we're trying not to go back -- this is -- 12 we're trying really hard to stay away from renewal. 13 MR. JASPER MATTHEWS: I'm sorry. I'm 14 sorry. I apologize. 15 THE CHAIR: So it's -- you know, that's 16 not really -- that shouldn't be a fabric of this 17 conversation. 18 So I think we're ready for a motion at 19 this point in time. 20 So I'll -- Commissioner Burt. 21 COMMISSIONER BURT: I'll move to approve 22 the CAP for The GREAT Academy. 23 COMMISSIONER DAVIS: I second that. 24 THE CHAIR: There's a motion by 25 Commissioner Burt, a second by Commissioner Davis.</p>	<p style="text-align: right;">51</p> <p>1 If there's no further discussion, 2 Commissioner -- oh, sorry. Commissioner Carrillo. 3 COMMISSIONER CARRILLO: Yes. So you know, 4 I've heard what everybody has said. And, you know, 5 I -- and I take that to heart. And I listen and, I 6 try to learn, and I try to alter -- I'm totally open 7 to -- to changing my viewpoint and kind of the place 8 in which I'm coming from. 9 But I've got to tell you, Mr. Matthews, my 10 own feeling is you should have just quit while you 11 were ahead. You got nine people that totally 12 support you, but you felt like you had to get in a 13 couple of last licks. And I felt like there's no 14 sense of humility at all. 15 And so this is -- so I'm still going to 16 vote no. But it's, like, I'm taken aback by the 17 last portion of what you said. I really am. 18 And, you know, in a way, it's like -- I'll 19 use parole as the analogy. You're on parole, okay? 20 And it's not a bad thing. It's what happens when -- 21 a CAP plan is parole. Anytime there's an 22 improvement plan, that is what it is. And call it 23 by any other things, I'm using that analogy. 24 And one can look at that as punitive, and 25 one can also look at that as support. I mean,</p>
<p style="text-align: right;">52</p> <p>1 that's the way I believe that system is supposed to 2 work, where you're really helping people kind of 3 turn a corner, if you will. 4 But, you know, I was all ready, actually, 5 to just change my mind, to have heard the other 6 Commissioners today. 7 And now there's no way. So that's where I 8 am. You can call your vote, and there you have it. 9 THE CHAIR: Thank you. 10 COMMISSIONER VOIGT: I'd like to just 11 comment, too. Thanks. 12 I know it's very emotional when you're at 13 a school and you're looking at the livelihood of 14 your community; right? 15 But the more that we can try to stay -- 16 and I'm talking about for the PEC as well, not just 17 the school side -- the more that we can keep our 18 bias out of our decision-making, and our emotions 19 especially out of our decision-making, the better it 20 will be and the more equal it will be for everyone. 21 And I'm just saying that for everybody; 22 not just for the Commission, but for the school as 23 well. 24 But I understand. You know, this is a -- 25 this seems very high-stakes, and so it can be</p>	<p style="text-align: right;">53</p> <p>1 stressful. But, anyway, thanks. 2 THE CHAIR: Thanks. Commissioner Burt. 3 COMMISSIONER BURT: Thanks. One thing 4 that I did hear that I -- you know, coming into the 5 Commission, I had, you know, always kind of heard 6 that it felt like the Commission sometimes made 7 decisions that were sometimes surprises, right, to 8 schools. And I heard that when Mr. Matthews just 9 said, you know, they felt like it was kind of a 10 shock. 11 And so I think one of the things that as a 12 Commission we can do to improve is put in plan -- in 13 place these CAPs when schools are not performing 14 well; right? 15 I heard Commissioner Voigt say, you know 16 "They're not performing great, but they're not the 17 worst"; right? I mean, is the worst on a CAP right 18 now? Is the not good ones, are they on CAPs? 19 I mean, I think need more transparency 20 on -- like, what is the worst school? Like, if we 21 know what the worst school is, are they being told 22 like, "Hey, we need improvement"? 23 Like, we need to be more proactive as a 24 Commission in supporting schools who are not 25 performing well in X, Y, Z; that could be academics,</p>

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1 any of the performance framework pieces.
 2 So that's something that actually hit me
 3 as I heard them talk about that is, you know, these
 4 shouldn't be surprises. It shouldn't ever be a
 5 surprise. It should be, you know, more proactive.
 6 And so I'm -- you know, like I already
 7 said, I'm going to support this CAP. Obviously, I
 8 made the motion.
 9 But I do think it's something that, you
 10 know, if we wait until the last minute to do things,
 11 then, yeah, it's going to feel punitive; right? If
 12 we're more proactive, then CAPs are going to be seen
 13 as supportive more.
 14 So I just think that, like, as a
 15 Commission in the whole we really need to think
 16 about how we are providing support to folks. And if
 17 we're doing it after the fact, yeah, that's
 18 punitive, and it's going to be seen as punitive.
 19 And so I would just use this example for
 20 us as we move forward in being more proactive on
 21 items and issues like this so that it's not a -- you
 22 know, we -- number one, we can be more supportive,
 23 and, number two, it's not surprising to schools in
 24 the future.
 25 THE CHAIR: Okay. Not going to talk about

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1 year; nor does it seem to appear in a supportive
 2 space.
 3 And I feel that what you said, Bekka, I
 4 agree. If the PEC can be a little more proactive
 5 about these types of issues as they come up, it will
 6 certainly appear less subjective. And I think
 7 that's something that we really need to be
 8 scrutinizing ourselves for is why are we doing the
 9 work that we do.
 10 And when you start looking at compliance
 11 and checking the boxes versus quality, you know,
 12 that's a whole other discussion.
 13 So that's something else that we, I hope,
 14 as a Commission, can start reflecting about with our
 15 work and with our schools, is compliance versus
 16 quality.
 17 There's quality charter schools out there.
 18 There's compliant charter schools out there that
 19 that are maybe not so high quality. So those are
 20 some other topics.
 21 But for this situation, which is very
 22 unique, every situation will be unique for a charter
 23 school facing a CAP or revocation or renewal or any
 24 other situation.
 25 For this unique situation, I can't support

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1 any decision about renewal.
 2 COMMISSIONER VOIGT: Right.
 3 THE CHAIR: It's not part of this
 4 conversation.
 5 But I have to say that through every other
 6 Corrective Action Plan that we have negotiated, the
 7 end result has always been, "This has helped us,
 8 it's been important for us, thank you, because it
 9 has been prescriptive."
 10 The process was different, and I think it
 11 was very informative for both parties.
 12 I don't think -- for me, this Corrective
 13 Action Plan doesn't do any of that. And I think it
 14 still reflects back to exactly what we already have,
 15 and that's the contract and, really, nothing else.
 16 So this Corrective Action Plan process and this
 17 Corrective Action Plan is -- stands alone in -- in
 18 what it looks like, how it happened.
 19 So that's -- and that's all I'm going to
 20 say. Glenna? Commissioner Voigt.
 21 COMMISSIONER VOIGT: Can I make another
 22 comment? Thanks.
 23 So it is unfortunate that this CAP has
 24 been proposed so late. Because it doesn't seem to
 25 have that -- that benefit overall for the school

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1 this CAP, because of the how. And it's this
 2 process. And I think it was our fault that we were
 3 not proactive about. And as Director Chavez said,
 4 ideally, this should have come around in the summer
 5 in order to fully prepare this summer to implement a
 6 CAP with fidelity and that could possibly even work.
 7 So this CAP is just creating more work,
 8 because the school is already doing these things.
 9 It's already doing these things. The DASH Plan is
 10 already in place.
 11 So there you have it.
 12 THE CHAIR: Sorry, Commissioner Burt. You
 13 want to do roll, please?
 14 COMMISSIONER BURT: Commissioner Davis.
 15 COMMISSIONER DAVIS: Yes.
 16 COMMISSIONER BURT: Commissioner Chavez.
 17 COMMISSIONER CHAVEZ: Yes.
 18 COMMISSIONER BURT: Commissioner Carrillo.
 19 COMMISSIONER CARRILLO: No.
 20 COMMISSIONER BURT: Commissioner Burt,
 21 yes.
 22 Commissioner Armijo.
 23 COMMISSIONER ARMIJO: Yes.
 24 COMMISSIONER BURT: Commissioner Voigt.
 25 COMMISSIONER VOIGT: No.

<p style="text-align: right;">58</p> <p>1 COMMISSIONER BURT: Commissioner Robbins. 2 COMMISSIONER ROBBINS: Yes. 3 COMMISSIONER BURT: Commissioner Manis. 4 COMMISSIONER MANIS: Yes. 5 COMMISSIONER BURT: Commissioner Gipson. 6 THE CHAIR: No. 7 COMMISSIONER BURT: All right. That 8 passes, six-three. And, Jasper and Keisha, thank 9 you for your time, truly. 10 MR. JASPER MATTHEWS: Thank you. 11 THE CHAIR: Sue, thanks. 12 We are on to Item No. 8, which is 13 Discussion and Possible Action on the MOUs with 14 Renewal Schools Submitted for 2021. 15 And I need to, at this point, also direct 16 Commissioners, but also remind Commissioners, that 17 we have the folder of the meetings; but there's also 18 the internal folder that Julia uses that does upload 19 supporting documents as well, so that you please 20 check those. 21 You will see there are actually redlines 22 of the MOUs that are there. And I did a 23 double-check, and all of the MOUs of all the 24 schools, I do believe -- unless I check-marked 25 something wrong -- but I do believe they're all</p>	<p style="text-align: right;">59</p> <p>1 there, are they not? 2 No? 3 MS. JULIA BARNES: Madam Chair. 4 THE CHAIR: Yeah. 5 MS. JULIA BARNES: All the documents in 6 the original format that they are proposing that the 7 PEC approve are up there. 8 THE CHAIR: Right. 9 MS. JULIA BARNES: There are three types 10 of redlines. One is schools that made no change to 11 our template. 12 One is for Alma, which is a different 13 category. It was a three-year charter. It did not 14 reference "A through F." There's a redline on Alma. 15 And then there are two schools that made 16 the same changes that are entitled to expedited 17 renewal. That's Estancia Valley and MAS. 18 So there aren't a separate -- there's an 19 example of a redline for each of those three types. 20 But I didn't get the documents in time 21 to -- to give you one for each one. But Secretary 22 Burt had asked for that, and -- 23 THE CHAIR: I'm sorry. I didn't mean that 24 you redlined every one. I meant that we have one 25 for each of the schools.</p>
<p style="text-align: right;">60</p> <p>1 MS. JULIA BARNES: That is correct. And 2 the motion is -- if you choose to adopt them, is a 3 combined motion and references each of the documents 4 that the Chair would sign. 5 And the only reason I've suggested 6 substantially similar is if somebody adds their name 7 to the document or whatever. I just didn't want the 8 Chair to not be able to sign it. I do not 9 anticipate any type of substantive change to the 10 documents there. 11 THE CHAIR: Right. Commissioners, any -- 12 oh. Commissioner Burt. 13 COMMISSIONER BURT: I don't have a 14 question. But I will say I was really happy seeing 15 this. I mean, going through those redlines, it just 16 makes sense for those schools. It spoke to the 17 amount of collaboration that you do, Julia, with the 18 schools and their attorneys to get to a place where 19 they weren't being nitpicky about language. 20 Like, I don't think I've ever seen a legal 21 document between two lawyers that came, like -- out, 22 like, to where -- like, I mean, seven different 23 schools, like, are all going to sign basically the 24 same thing? Like, it's pretty wild to me. 25 So I do say I think it's a great testament</p>	<p style="text-align: right;">61</p> <p>1 to the work that you did, in collaboration with 2 their attorneys, to get to a place where -- you 3 know, I think it's a good -- it's a good spot for us 4 to be in, and I think this is a really great -- I'm 5 trying to think of the word now for it. It's a 6 great spot to go back to when we look at next 7 year's; right? This is a good baseline for us to be 8 able to use. 9 A precedent. That's what I was thinking. 10 A really great precedent for next year for us to 11 work with those schools as well. So I'm super 12 grateful and thankful for -- I know you did a lot of 13 work with the attorneys for these schools. And I 14 think it's reflective in this. And so thanks. 15 THE CHAIR: Thanks. Commissioners, any 16 other questions or comments? If not, I entertain a 17 motion. 18 Commissioner Burt? 19 COMMISSIONER BURT: I'll make a motion. I 20 move that the Chair of the Public Education 21 Commission, Director Chavez, and Public Education 22 Commission legal counsel enter into discussions with 23 State charter schools renewing in December 2020 24 regarding possible Memorandums of Understanding with 25 those schools.</p>

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1 THE CHAIR: No, no, Commissioner Burt.
 2 Sorry. That's for the next -- that's not that.
 3 That's for Item No. -- 13. That --
 4 COMMISSIONER BURT: I thought I had the
 5 right motion. Hold on.
 6 MS. JULIA BARNES: The memo for -- from me
 7 to you-all is in the October documents. (Inaudible)
 8 documents for the PEC. And there's a top motion.
 9 THE CHAIR: Yeah, Julia. When I opened it
 10 up, I only had the No. 13. That's the only motion
 11 that's in there.
 12 COMMISSIONER ARMIJO: No. I see a No. 8.
 13 Is that the one you're talking about, Julia?
 14 MS. JULIA BARNES: Yes. Yes.
 15 THE CHAIR: I can't -- I don't get that.
 16 MS. JULIA BARNES: Maybe, Chair, I have
 17 two -- it's posted twice or something. I tried to
 18 fix it.
 19 THE CHAIR: I even logged back out and
 20 back in.
 21 COMMISSIONER ARMIJO: I can make the
 22 motion.
 23 COMMISSIONER CARRILLO: Yeah. Why don't
 24 we have Melissa make the motion?
 25 COMMISSIONER ARMIJO: All-righty. I move

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1 And a second by Commissioner Voigt.
 2 If there's no further discussion, roll,
 3 please.
 4 COMMISSIONER BURT: All right.
 5 Commissioner Gipson.
 6 THE CHAIR: Yes.
 7 COMMISSIONER BURT: Commissioner Manis.
 8 Commissioner Manis is not present right
 9 now.
 10 Commissioner Robbins.
 11 COMMISSIONER ROBBINS: Yes.
 12 COMMISSIONER BURT: Commissioner Voigt.
 13 COMMISSIONER VOIGT: Yes.
 14 COMMISSIONER BURT: Commissioner Armijo.
 15 COMMISSIONER ARMIJO: Yes.
 16 COMMISSIONER BURT: Commissioner Burt,
 17 yes.
 18 Commissioner Carrillo.
 19 COMMISSIONER CARRILLO: Yes.
 20 COMMISSIONER BURT: Commissioner Chavez.
 21 COMMISSIONER CHAVEZ: Yes.
 22 COMMISSIONER BURT: And Commissioner
 23 Davis.
 24 COMMISSIONER DAVIS: Yes.
 25 COMMISSIONER BURT: All right. That

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1 that the Chair of the Public Education Commission is
 2 directed to sign Memorandums of Understanding in a
 3 form substantially similar to the documents attached
 4 to the meeting minutes as follows:
 5 For Alma D'Arte Charter School, Documents
 6 08-A1.
 7 For Estancia Valley Classical Academy,
 8 Documents 08-B- -- excuse me -- -.B.1.
 9 La Tierra Montessori School of the Arts
 10 and Sciences, Document 08.C.1.
 11 For Mission Achievement and Success
 12 Charter School, Document, 08.B.1.
 13 For McCurdy Charter School,
 14 Document 08.E.1.
 15 For New America School, Document 08.F.1.
 16 For Walatowa High Charter School,
 17 Document 08.G.1.
 18 COMMISSIONER VOIGT: I'll second.
 19 COMMISSIONER CARRILLO: I'll second. Too
 20 late.
 21 THE CHAIR: There's a motion by
 22 Commissioner Armijo and -- Commissioner Burt, was
 23 that you that seconded?
 24 COMMISSIONER VOIGT: No, it was me.
 25 THE CHAIR: Oh, sorry.

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1 passes, eight-zero.
 2 THE CHAIR: Thanks. We are on to Item
 3 No. 9, Discussion and Possible Action to Approve
 4 2020-2021 Modified Annual Site Visit Reports.
 5 This was an item that, you know, you
 6 remember we tabled from last month. There's still
 7 some challenges with getting those together.
 8 But the Director has been able to get the
 9 renewal site visit -- the schools that are up for
 10 renewal this year, there was priority placed on
 11 those.
 12 So, Director, I don't know if you want to
 13 say anything.
 14 DIRECTOR CORINA CHAVEZ: Yes. I just want
 15 to say that we're taking the extra time. We're
 16 actually calling school leaders and calling their
 17 attention to the site visit reports and reviewing
 18 them.
 19 Sometimes this means setting aside some
 20 time to discuss, because they want an explanation as
 21 to why they might have been rated a certain way with
 22 one of the indicators.
 23 Also, just to confirm that all factual
 24 information is correct. You know, we've had names
 25 that maybe were misspelled and, in one school, maybe

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1 we didn't capture that they had added an elementary
 2 grade to the grades that are indicated in the
 3 reports, as you all know.
 4 I have new staff who are working on these
 5 reports, and nobody that worked on these reports is
 6 currently on staff right now; so appreciate your --
 7 your patience.
 8 Our goal is to have the rest of the
 9 schools ready by December, but we prioritize the
 10 schools that are up for renewal, and those are the
 11 site visit reports there in your folder.
 12 And it's actually an annual report,
 13 because what we did was take a look at the degree to
 14 which the schools had met expectations for the
 15 indicators. And following the performance framework
 16 gave them an overall rating.
 17 THE CHAIR: Commissioners, any questions?
 18 Commissioner Burt.
 19 COMMISSIONER BURT: So just to clarify,
 20 this approval is only of those --
 21 THE CHAIR: Right.
 22 COMMISSIONER BURT: -- reports that are
 23 finalized.
 24 THE CHAIR: For the renewal schools.
 25 COMMISSIONER BURT: For the renewal

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1 School, Mission Achievement and Success, Walatowa
 2 High Charter School, New America School-Las Cruces,
 3 and Alma d'Arte Charter School.
 4 COMMISSIONER VOIGT: I'll second.
 5 THE CHAIR: There's a motion by
 6 Commissioner Gipson, a second by Commissioner Voigt.
 7 Commissioner Burt.
 8 COMMISSIONER BURT: All right. We might
 9 be unlucky. My dog right now. So, sorry, guys.
 10 All right.
 11 Commissioner Chavez.
 12 COMMISSIONER CHAVEZ: Yes.
 13 COMMISSIONER BURT: Commissioner Davis.
 14 COMMISSIONER DAVIS: Yes.
 15 COMMISSIONER BURT: Commissioner Voigt.
 16 COMMISSIONER VOIGT: Yes.
 17 COMMISSIONER BURT: Commissioner Robbins.
 18 COMMISSIONER ROBBINS: Yes.
 19 COMMISSIONER BURT: Commissioner Carrillo.
 20 COMMISSIONER CARRILLO: Yes.
 21 COMMISSIONER BURT: Commissioner Armijo.
 22 COMMISSIONER ARMIJO: Yes.
 23 COMMISSIONER BURT: Commissioner Gipson.
 24 THE CHAIR: Yes.
 25 COMMISSIONER BURT: And Commissioner Burt,

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1 schools. And the rest, we'll probably look at maybe
 2 in December.
 3 THE CHAIR: Correct. Yeah.
 4 COMMISSIONER BURT: Just wanted to make
 5 sure.
 6 THE CHAIR: Yeah. Yeah.
 7 MS. JULIA BARNES: Can we make clear in a
 8 motion exactly which schools are approved so the
 9 record is clear?
 10 THE CHAIR: So -- so you want each of the
 11 schools identified in the motion to approve the
 12 annual site visit report for?
 13 MS. JULIA BARNES: Yes. And is it that
 14 same -- so it's the same list as before as in the
 15 last one; right? So we can use the same list of
 16 schools. I'm sorry I didn't do a motion for you on
 17 that, though.
 18 THE CHAIR: That's okay. That's okay. If
 19 there's no further discussion, I'll do the motion.
 20 So I move that the Public Education
 21 Commission approve the -- or accept, because we
 22 don't -- we're accepting the annual site visit
 23 reports for the schools renewing in December 2021.
 24 And that is Estancia Valley Classical
 25 Academy, La Tierra Montessori, McCurdy Charter

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1 yes.
 2 That passes, eight-zero.
 3 THE CHAIR: Eight-zero. Thank you very
 4 much.
 5 Can we take a quick -- a short ten-minute
 6 break before we go on to Item No. 10?
 7 COMMISSIONER VOIGT: Sound good.
 8 THE CHAIR: Thanks.
 9 (Recess taken, 10:28 a.m. to 10:38 a.m.)
 10 THE CHAIR: We are on to item No. 9.
 11 And could the record please reflect that
 12 Commissioner Chavez has not -- there he is. Thanks.
 13 I knew you were listening for us to come back.
 14 Okay. So we are on to Item No. 10 --
 15 sorry -- Discussion and Possible Action on the
 16 Proposed PED Rule Making regarding PED Secretary
 17 Contact with PEC on Suspension of School Districts
 18 and the Social Studies Curriculum.
 19 So yesterday, we did talk a little bit
 20 about this. And I -- I'll open with the social
 21 studies standards.
 22 Yesterday, when Tony and his group were
 23 doing the exercise in what did you learn from
 24 school, and I had indicated that, you know, I
 25 learned to not just accept, to question and to speak

70	<p>1 out. And through my history education in college 2 and through teaching, a core of what I was taught 3 and what I hope I did as a history educator was to 4 teach critical thinking, and that outcomes are -- 5 are what's important, and that history isn't just 6 black and white in a textbook, but that we have a 7 very rich history, and that we have to embrace the 8 lived experiences of people. 9 And very much, in U.S. history, that also 10 includes a rich storytelling part of our history and 11 how our history is passed down, and, through that, a 12 commitment in -- for social justice, and that 13 it's -- it is paramount that we teach our children 14 to think and to question and to fight for what is 15 right. 16 And there is embedded in our history, 17 unfortunately, is a history of racism. There is no 18 doubt about that. And that can be reflected, and it 19 can be studied through multiple disciplines, through 20 art and theater and sociology and law. And it's 21 important for us to understand how that -- that has 22 affected our laws and our policies and to fight for 23 making the world we live in a better world. 24 And that is exactly what Critical Race 25 Theory is. So that I wasn't taught, quote unquote,</p>	71	<p>1 Critical Race Theory. I was taught the elements of 2 Critical Race Theory. 3 And that is what is -- if you read the 4 social studies standards that are being proposed, 5 that is what is in there, the basis of critical 6 thinking, the basis of focusing on outcomes, so that 7 it's -- I'm disappointed when people -- and I've 8 seen it through the newspaper, even in our newspaper 9 last night, that people are narrowing it down to, 10 "You're teaching people to hate White people." 11 That is absolutely, positively, not what 12 this is. And I am very supportive of and pleased 13 with the changes. And I think they're important 14 changes and will help to make our students better 15 citizens and caretakers of our futures. 16 Commissioner Voigt. 17 COMMISSIONER VOIGT: Thank you. I agree. 18 I feel that the new standards in social studies are 19 going to be inclusive of what's relevant for 20 New Mexico, and that's our communities and the 21 diversity that our state has and the richness of our 22 unique history here in New Mexico. 23 So I feel that the new standards are much 24 needed after -- what? -- 20 years to revise the 25 standards. So, yeah, I totally support the new</p>
72	<p>1 social studies standards. 2 THE CHAIR: Commissioner Robbins. 3 COMMISSIONER ROBBINS: Thank you. You 4 know, I agree that our social studies curriculum 5 needs to have updates and things. I do want to make 6 a statement, though, in terms of Critical Race 7 Theory in general. 8 Over the past year and a half, public 9 education in the United States has had many 10 challenges. Teachers have had to deal with remote 11 learning. And many struggled to ensure students' 12 educational needs were fully met. 13 Parents struggled to balance the children 14 at home, their remote schooling, and their own work 15 challenges. New Mexico schools continue to work 16 ensuring all students' educational needs are met. 17 Incidents of violence between students 18 continue with calls to do more to address bullying. 19 Recently, there was a shooting by a young boy of 20 another young boy at an Albuquerque middle school 21 resulting in the death of one of these. 22 Among these challenges that we face, the 23 Public Education Department is proposing changes to 24 the social studies curriculum by adding equity and 25 diversity requirements. And on the surface, these</p>	73	<p>1 changes seem innocuous. 2 However, for some, these are buzzwords 3 that are used to hide the inclusion of Critical Race 4 Theory in our children's education by naming winners 5 and losers, oppressors and oppressed. 6 Any educational program that categorizes 7 entire groups of individuals for their racial, 8 ethnic, cultural, gender, or how one looks, is 9 wrong. We should never attempt to elevate one group 10 above another as better or lesser or more privileged 11 or less. 12 To do so is no less than bullying, and 13 every school has policies on bullying, and most have 14 programs to prevent or stop bullying. 15 The United States is not perfect. Never 16 has been. Its founders and leaders over the past 17 245 years have not been perfect. 18 Several years after our country's 19 independence, our founders, realizing flaws in its 20 original governance plan, the Articles of 21 Confederation, it drafted the Constitution of the 22 United States of America. 23 And while not perfect, the Preamble of 24 that document eloquently states a goal for the new 25 nation, not a fact of attainment.</p>

<p style="text-align: right;">74</p> <p>1 Quote: "We, the People of the 2 United States, in order to form a more perfect 3 union..." 4 Moral men cannot form anything that is 5 perfect. We are still striving to form a more 6 perfect union. 7 Most people want a better, safer life for 8 themselves, their children, and their grandchildren. 9 Let us work to ensure changes we make in our 10 children's education moves us forward toward a more 11 perfect union and not ignoring or focusing solely on 12 previous mistakes or wrongs, as bad as they were, 13 and there were many. 14 I pray educators would do nothing that 15 would pit one group or groups against another and 16 never denigrate nor elevate any group over another. 17 Let us encourage each other and learn from 18 each other in a way that builds the kind of good 19 character that Dr. Martin Luther King dreamed for. 20 Thank you. 21 THE CHAIR: Thank you. And I'm going 22 to -- I'll leave it after this. 23 I've read through the social studies 24 standards. It doesn't denigrate anyone. But we 25 have to acknowledge that we made mistakes. And</p>	<p style="text-align: right;">75</p> <p>1 that's what a good history teacher does. It has 2 students look at what we've done, the outcomes of 3 what we've done, and acknowledge when we haven't 4 done our very best, and what lessons we've learned 5 from it, and we move on. 6 But in no way, in those social studies 7 curriculum, does it elevate anyone, does it make 8 anyone an oppressor. And it's -- for me, as a 9 history educator, who this is part and parcel of, 10 still, every day what I am, it's disappointing that 11 it gets narrowed down into a, "You're teaching kids 12 to hate other people," because in no way in any of 13 those standards does it do that and does any good 14 history teacher do that. 15 And, like I said, you know, I was -- you 16 know, the elements of Critical Race Theory are what 17 I was taught, not through Critical Race Theory, but 18 through good history education. And those 19 components are part of it. 20 So -- and it was never approached as 21 looking at any one group and making them the bad 22 versus the good. And it's -- it's disappointing 23 that it gets narrowed into that very myopic 24 viewpoint. 25 Commissioner Burt.</p>
<p style="text-align: right;">76</p> <p>1 COMMISSIONER BURT: Thanks. I'll 2 definitely support the new social studies standards, 3 and, in particular, because I know I grew up -- and 4 I think I had some great history teachers growing up 5 and in school. And I remember one thing that they 6 taught us was that history is always taught from the 7 view of the winner; right? 8 And I think that one of the things that -- 9 you know, now we're just more -- we're more educated 10 in modern society to know that there is a story of 11 the loser -- right? -- of someone who didn't win the 12 war -- right? -- or someone who didn't win the 13 battle, whatever that looks like. 14 And I think that's something that's being 15 addressed now. And I think that's -- you know, for 16 me, that's what -- to me, that's, like, the 17 primary -- I hope kids don't have to be told that 18 anymore. 19 Like, "Hey, just remember. We're going to 20 learn all this, but only from the winners' side"; 21 right? Like, "This is only from whoever was on 22 top." 23 So having a more comprehensive history is 24 important. It's important for us as a society to 25 move forward. So I think that's what ultimately I</p>	<p style="text-align: right;">77</p> <p>1 see that it does. And it's definitely needed. 2 And, once again, especially in New Mexico. 3 I mean, our New Mexico history has been sorely told 4 to students. And it's -- I -- you know, growing up 5 White in New Mexico, it's told from the White 6 perspective. 7 I can't imagine people growing up in 8 New Mexico who -- whose families have been here for 9 centuries and do not hear their history ever taught 10 to them in school. 11 And so I'm really grateful for that 12 transition and that move. And I'm looking forward 13 to the day where history teachers don't have to 14 explain that to their students as they're teaching 15 it. 16 THE CHAIR: Thanks. 17 Commissioner Armijo? 18 COMMISSIONER ARMIJO: Yeah. I just wanted 19 to say, too, that I hope this new curriculum allows 20 for teachers to know to not teach from the book. I 21 know the standards are changing. But it gives them 22 flexibility. 23 That's what I love about charter schools 24 is the flexibility that they have with their 25 teachers to -- to teach in a different way because</p>

<p style="text-align: right;">78</p> <p>1 they know that all of their students don't learn the 2 same.</p> <p>3 So with this new curriculum, I think 4 social studies teachers will definitely be able to 5 share stories and teach historical traumas and, you 6 know, be more effective in just outlining that -- 7 you know, that history is more than just what the 8 textbooks say. And so I'm looking forward to that.</p> <p>9 I had another story, and it completely 10 fell out of my head. So that's -- thank you.</p> <p>11 THE CHAIR: Thanks. 12 Commissioner Chavez.</p> <p>13 COMMISSIONER CHAVEZ: Thank you. I had 14 the opportunity on Tuesday to listen to Deputy 15 Secretary Perea-Warniment speak to this. And I 16 really appreciated her -- her talk on -- because it 17 has been a hot topic.</p> <p>18 And, you know, for me, personally, I'm -- 19 I don't agree with Critical Race Theory for our 20 public school kids, because that's -- that's a 21 really complex process. And that's why it came out 22 of the law arena and in higher ed.</p> <p>23 And so -- but the deputy secretary did 24 address that and said, you know, "These standards 25 are not coming from that perspective." And that's</p>	<p style="text-align: right;">79</p> <p>1 up for question and opinion.</p> <p>2 However, she did make that distinction 3 that that was not the focus of this. The focus was 4 to really focus on inquiry and to just really look 5 at things from all angles and all perspectives. And 6 I really appreciated that.</p> <p>7 Now, I also know that in the arenas that 8 I'm in currently, I know that there's -- there's 9 been some question as to some of the language within 10 the standards. And, specifically, the concerns are 11 a couple of words still being -- you know, coming 12 from that perspective of being divisive.</p> <p>13 And, you know -- and that's one of the 14 things that we can't -- we can't allow, you know, 15 division or any type of divisiveness in our 16 instruction or any type of bias or any type of -- 17 you know, as educators and -- we've just got to be 18 sure that we are as unbiased as possible.</p> <p>19 And so there's a lot to that as well. And 20 I won't go into all those details.</p> <p>21 But, lastly, I will say that there is some 22 concerns, even of the -- I believe it was 16-member 23 committee, that formed these standards and updated 24 them.</p> <p>25 I don't think anybody questions whether</p>
<p style="text-align: right;">80</p> <p>1 they needed to be updated; they definitely did. But 2 even within the committee, my understanding is that 3 some of them -- some of the members of the committee 4 were -- have expressed concerns at how they arrived 5 to this point, because some of -- I don't believe 6 that -- what I heard was that they were not -- 7 things were just done without getting full consensus 8 from the group. At least that was my understanding.</p> <p>9 And so I think those same people will be 10 speaking at the public hearing that'll be coming up.</p> <p>11 I guess my question for the Commission is, 12 you know, I mean, really, I mean, what is our 13 purpose? This is something that's being done 14 through PED, and the standards are being done 15 through a separate bureau.</p> <p>16 The -- the motion is already in place, and 17 the hearing already happened.</p> <p>18 But, you know, I've also been -- I've also 19 heard from PED officials that, you know, the 20 decision is pretty much already made, which then 21 kind of brings into question then why the purpose of 22 having the public hearings, you know? What they 23 have said is that they have been working on these 24 for two years, and, you know, they're not going to 25 go back on it.</p>	<p style="text-align: right;">81</p> <p>1 So -- so just with that information, then 2 I have to question what is our purpose and what is 3 our role at the PEC in that?</p> <p>4 So that's all I have to say.</p> <p>5 THE CHAIR: Yeah. And, Commissioner 6 Chavez, just -- we have, at times, sometimes been 7 asked, and sometimes it's come from us -- if there 8 is a determination that the Commission would like a 9 public comment made by -- by the Commission, so that 10 I would provide public comment in support or not 11 support of the rule as the -- as the Public 12 Education Commission.</p> <p>13 Every individual Commissioner certainly 14 has the right to do that on their own. But we have, 15 at times, provided public comment.</p> <p>16 If you remember back when they were doing 17 science standards, the Commission took a strong 18 position on opposing that rule change and directed 19 me to offer the public comment from the Commission.</p> <p>20 So that's -- really, that's what the ask 21 is here, if the Commission wants that public comment 22 provided from the Commission.</p> <p>23 Commissioner Carrillo.</p> <p>24 COMMISSIONER CARRILLO: Thank you. So my 25 first question is who wrote the document that we're</p>

<p style="text-align: right;">82</p> <p>1 looking at that we've been given, this two-page 2 document? Who wrote it? 3 THE CHAIR: You mean who wrote the rule 4 change? 5 COMMISSIONER CARRILLO: No. That's 6 everybody. This document that is in our -- all of 7 our docs that are in our -- not SharePoint 8 anymore -- but the Google Drive. I mean, it's got 9 the heading on it, you know. Who penned this? 10 THE CHAIR: Director Chavez can answer 11 that. 12 DIRECTOR CORINA CHAVEZ: That is a summary 13 document that is created so that Public Education 14 Department members would have information to speak 15 about the social studies standards. Do you want me 16 to give you a particular person's name? I would -- 17 COMMISSIONER CARRILLO: So this was 18 created by somebody within the PED to give us -- 19 great. That's what I wanted to know. So I agree 20 with what's said. I agree with inclusivity. And, 21 you know, I agree with what Bekka said: History is 22 written by the victors. 23 And we talked yesterday -- we had a great 24 discussion about Howard Zinn and about history 25 needing to include, you know, waiver, minorities,</p>	<p style="text-align: right;">83</p> <p>1 women. I mean, there are a lot of groups in the 2 United States that have made us what we are today, 3 not just wealthy White people. 4 And so -- but the challenge I have with 5 this, of course, it's in the paragraph on Critical 6 Race Theory, which is one, two, three, four -- it's 7 five bullet points on Page 2. I'm hoping that 8 everyone kind of either has this open or printed 9 this out since it's only two pages. 10 And the challenge I have with this -- 11 well, first off, are -- if the intent today is to 12 basically put our rubber stamp on this document, 13 then I think it needs -- for me, anyway -- it needs 14 to be tweaked. 15 And where it needs to be tweaked is the -- 16 the second sentence, where -- referring to Critical 17 Race Theory, it says -- it makes a point of saying, 18 "It is not part of the updated social studies 19 standards." 20 And my sense is that that line was put 21 there to placate those people maybe that were on 22 this committee: "Okay. Don't worry. We're not 23 including CRT because it's so controversial." 24 So just in keeping with what Chair Gipson 25 said, when you look up CRT and what it is exactly,</p>
<p style="text-align: right;">84</p> <p>1 it's simply examining how the law and the courts 2 were used as a tool of racism in American history. 3 That's all it is. 4 And as I said yesterday, it's happening 5 today. It happened in 2013 with the overturning of 6 the Voting Rights Act. It's happening as we speak 7 in legislatures all over this country that are going 8 to limit the right of -- of basically Brown people, 9 Black people, or minorities, to vote. 10 And I don't know if you read yesterday -- 11 I think it was in Texas -- they've created 12 gerrymandering that basically ensures White majority 13 in all of their districts for years to come. 14 That's -- there's something seriously wrong with 15 that. 16 So it's that line that I think needs to be 17 removed. 18 And then what I thought of was the 19 following line: 20 "While Critical Race Theory..." -- or 21 something of this sort. "While Critical Race Theory 22 is not included specifically as a part of the 23 updated social studies standards, Critical Race 24 Theory may be used as a tool to teach American 25 history as seen fit by individual educators."</p>	<p style="text-align: right;">85</p> <p>1 So we don't just rule it out. But I just 2 think that line, that second sentence of Bullet 5, 3 is really a huge cop-out to placate those people 4 that probably don't even know really what Critical 5 Race Theory teaching is. 6 So if we're planning on adopting this 7 document, then that's -- 8 THE CHAIR: No. 9 COMMISSIONER CARRILLO: Okay. So -- to 10 which, then, I would ask, are we just basically -- 11 is the motion eventually going to be, "Hey, we 12 support the PED in their efforts to update social 13 studies"? I mean, what is -- 14 THE CHAIR: Yeah. For all intents and 15 purposes, yes. It would simply be -- I would -- 16 unless there was a direction that there wanted -- 17 that there needed to be specific points made in the 18 public comment, I would just be making a simple -- 19 if directed, a simple public comment that the Public 20 Education Commission supports the adoption of the 21 social studies standards. 22 If the Commission wanted to go further and 23 say, you know, provide other qualifying points, I 24 would certainly add that if that was the choice of 25 the Commission. But we're not adopting this -- this</p>

<p style="text-align: right;">86</p> <p>1 was just for point of information as a summary for 2 Commissioners. 3 COMMISSIONER CARRILLO: I understand. And 4 I guess -- I guess November 12th would be the time 5 to bring this up. 6 You know, I'm just concerned of -- that 7 the effort by PED maybe is being made to not be 8 controversial. But, in fact, there's no reason CRT 9 should be controversial. It's all just the basis of 10 law; right? 11 I mean, as -- as Commissioner Robbins said 12 yesterday, and others said, the Supreme Court is not 13 beyond making just horrific mistakes, but hopefully 14 we learn from them. Although I believe we're kind 15 of going backward now, hopefully we learn from them 16 and the decisions that were changed. 17 So, I mean, I don't know. I would be 18 curious as to what others think about if you were 19 going to have a statement that's read or something 20 that it's not exclusive of certain ideas. Because 21 that's what this document seems to be to me, 22 intentionally exclusive. Thanks. 23 THE CHAIR: Okay. Thanks. 24 Commissioner Burt? 25 COMMISSIONER BURT: Thanks. Yeah. So,</p>	<p style="text-align: right;">87</p> <p>1 Commissioner Carrillo, the document that we would be 2 supporting is 122 pages long. That's -- so that's, 3 like -- that's what we would be supporting. But I 4 think, like, what I would be interested in -- so, 5 like I said, I definitely have a lens reading 6 through these standards; right? So I'm looking at 7 it through my perspective. 8 And I think that's what everyone does; 9 right? Even when you're a teacher, if you're 10 looking through it, you have a perspective. A 11 standard is just a standard. I mean, it's really 12 not the most prescriptive thing in the world; right? 13 There's a lot of room for what that looks like. 14 So I would be interested if there is any 15 specifics to that "add to divisiveness." Because, 16 like I said, when I was reading through, I 17 definitely have a certain lens. So as I'm reading 18 through it, I'm not seeing that, even so much so 19 that I will say, like -- and I did read through a 20 lot, just because I'm very interested in this. 21 But I did want to -- there's one -- the 22 first standard for Ethnic, Cultural, and Identity 23 Studies, it's for ninth through twelfth-graders, and 24 the very -- actually, I think it's not technically 25 the first one; it's the 13th standard.</p>
<p style="text-align: right;">88</p> <p>1 And it's -- in this performance standard, 2 in these anchor standards, the first one is, 3 "Recognize and value my group identities without 4 perceiving or treating others as inferior." 5 And then the same thing. I mean, it's 6 kind of -- that's actually the theme that I've 7 seen -- when it comes to those, like, kind of more 8 controversial ones where maybe someone could point 9 to them, like, "That's critical race theory," or 10 "That's not right, like, that's divisive," I 11 actually -- I felt like I saw a lot of opportunities 12 where they took the time and the point to be 13 prescriptive in there as to it shouldn't be 14 divisive. 15 It's just history is what it is. 16 Actually, I should say, history was divisive. Like, 17 I don't know. Like, the history I know in America 18 was pretty divisive. So, I mean, if you're not 19 teaching it as -- like, if you're saying it wasn't 20 divisive back then, like that's kind of -- that's a 21 little -- I don't know -- interesting. 22 But I can see now. Like, you want to try 23 to bring people together. Like, what happened 24 happened. But, I mean, there is divisiveness in our 25 country right now. So I don't know exactly how you</p>	<p style="text-align: right;">89</p> <p>1 don't teach that or how you don't -- I don't envy 2 history teachers right now. I will say that, you 3 know, especially in the last several years. 4 Like, I thought about history teachers in 5 particular, you know, since a lot of divisiveness 6 has come up in our country, more -- I think more so 7 than ever before, maybe -- maybe -- no. I don't 8 mean that. Not than ever before. But in recent 9 years. 10 So I don't envy history teachers. But I 11 would -- I would be interested, like, if -- for -- 12 once again, I think that, as a Commission, maybe we 13 make a general statement of support; that's what I 14 would make a motion to do. And then I understand if 15 there's people who have specifics. If there's any 16 specifics that maybe we should consider as a 17 Commission, I'd be open to hearing those. 18 Otherwise, that's probably what I would 19 probably make a motion to do as a general support. 20 THE CHAIR: Yeah, I agree. I think if the 21 decision is to support, then it is just that general 22 statement. And individual Commissioners can go in 23 and make, for themselves, whatever comment that 24 they -- that they wish to. 25 And I don't want to -- yeah, I -- and,</p>

<p style="text-align: right;">90</p> <p>1 generally, that's what we've always done. It's just 2 been that we support or we don't support, you know. 3 Commissioner Carrillo. 4 COMMISSIONER CARRILLO: That's cool. I'm 5 fine with that. Just the -- you know, I understand 6 we can't get in the weeds on stuff like this. We've 7 just got to be grateful all this is being done, and 8 we've also got to really trust that our teachers are 9 going to have the skills to -- you know, just to be 10 able to teach history well, you know. 11 My -- I have a question about Item 10, 12 because there's kind of two in one on Item 10. You 13 know, there's that piece about the Secretary, and 14 then there's this piece about social studies 15 curriculum. 16 So how do we want to approach this 17 relative to any kind of a motion? Because I can see 18 you just absolutely making a motion that we support, 19 you know, the efforts to, you know, modify the 20 curriculum and everything else. But then what do we 21 do about the other piece? 22 THE CHAIR: Separate motion. 23 COMMISSIONER CARRILLO: Okay. And that 24 would be separate discussion. 25 THE CHAIR: Correct.</p>	<p style="text-align: right;">91</p> <p>1 COMMISSIONER CARRILLO: Got it. Thank 2 you. 3 THE CHAIR: Because I think they're -- 4 yeah. 5 Commissioner Voigt? 6 Oh, I'm sorry. Commissioner Robbins had 7 his hand up first. 8 COMMISSIONER VOIGT: Okay. 9 COMMISSIONER ROBBINS: Thank you. And I 10 don't want what I spoke to to imply that I'm not in 11 favor of updating our social studies, you know. I 12 didn't learn as much about the bad things in public 13 schools as I did when I got to college. 14 But I was never taught that any minority 15 group or any majority group were better or worse 16 than another. There were individual people and 17 leaders that made very bad decisions and things like 18 that. You know, in the -- in the mid-1800s when the 19 railroads were being built across this country, the 20 United States brought in many, many Chinese workers 21 to build those railroads. And a lot of people don't 22 know that. But they also passed laws that say, 23 "Hey, guess what? You can't be citizens. You 24 cannot vote." 25 That's wrong. We need to teach that.</p>
<p style="text-align: right;">92</p> <p>1 But I hope it's taught in a way to say 2 that was wrong, but that Whites do not, as a group, 3 hate Asians. There are individuals within any group 4 that have racial attitudes; they're bigots and 5 things like that. But I hope the standards and the 6 teachers are very careful in not trying to label an 7 entire ethnic racial or cultural group as good or 8 bad on its -- on its own. 9 And what I've seen and what some of my 10 constituents have seen in the press and the news is 11 that has happened in some schools, where teachers 12 have actually told a student who is White, "You're 13 bad." And, "Because you're Black, you're good." 14 Everyone is good. And I will say this. 15 We're all created in the image of God. And I view 16 everyone that way, will never, never judge anyone 17 based upon how they look or their economic or social 18 status or anything like that. 19 But like Dr. Martin Luther King said, 20 judge them on what they do, on how they behave. And 21 I hope we teach children to behave well and not -- 22 because to do something different is bullying. If 23 we say this group is bad, or this person is bad 24 simply because of how they were born and where they 25 were raised, that's bullying. And I think we need</p>	<p style="text-align: right;">93</p> <p>1 to be very careful to avoid that. 2 But updating the standards, teaching the 3 history, the accurate history -- because that's the 4 thing. It has been -- American history has been 5 somewhat whitewashed in our textbooks. It 6 absolutely has been. We need to get the truth out 7 so that we can move forward and improve towards that 8 more perfect union, not that we are. 9 And we probably never -- you know, 10 perfection is something we'll probably never attain 11 while we're alive. But I think striving towards 12 that and striving towards appreciating each other 13 for the uniqueness and everything and the diversity 14 that we have is wonderful. 15 You know, when I was working as a teenager 16 and everything through high school -- middle school, 17 the end of middle school and high school and into my 18 college years, I was the minority on every work crew 19 that I worked on because I worked with Native 20 Americans, I worked with African-Americans, and I 21 worked with Hispanics. 22 And I learned some Spanish. I can't speak 23 it, but I learned a lot of Spanish because that's 24 generally what was being spoken. And so I really 25 grew up enjoying the diversity that New Mexico</p>

94	<p>1 offers, and I think we need to teach the history 2 accurately. Thank you. 3 THE CHAIR: Commissioner Voigt? 4 COMMISSIONER VOIGT: If there's no further 5 discussion, I'd like to make a motion. 6 THE CHAIR: Sure. 7 COMMISSIONER CARRILLO: I have one thing 8 to say. 9 THE CHAIR: Oh, please. 10 COMMISSIONER CARRILLO: No, it's kind of 11 cool. I'm all for a motion, too. But it's just -- 12 I wrote down when you were speaking, Commissioner 13 Robbins, the word "accurate history," because it's 14 the word "accurate" that is so -- right? -- 15 debatable. 16 Someone's -- you know. And I -- when I 17 was in the Soviet Union years ago -- this was in 18 '88, so it was still the Soviet Union. They were 19 wiping out every part of history that referred to 20 Stalin. Everywhere we went -- and we were a group 21 that was able to get in a lot of different places 22 that normally Americans would never ever go, 23 villages, and all these different things. 24 But references to Stalin didn't exist. 25 And it was just, like -- it just -- it was amazing</p>	95	<p>1 to think that -- "amazing" is not the right word -- 2 but puzzling, and also -- to think that a nation 3 would try to do that, just wipe out this amazing -- 4 that -- not amazing -- this incredibly consequential 5 part of its history. 6 Anyway, yeah, ready for a motion and vote 7 and everything. Cool. Thanks. 8 THE CHAIR: Thanks. 9 COMMISSIONER VOIGT: I move that the 10 Public Education Commission create a statement to 11 support a revision of the Social Studies Standards 12 Rule Making. 13 THE CHAIR: I'll second. 14 COMMISSIONER CARRILLO: Second. 15 COMMISSIONER BURT: Second. 16 THE CHAIR: There's a motion by 17 Commissioner Voigt and a second by Commissioners 18 Gipson, Carrillo, and Burt. 19 Commissioner Burt. 20 COMMISSIONER BURT: Commissioner Voigt. 21 COMMISSIONER VOIGT: Yes. 22 COMMISSIONER BURT: Commissioner Robbins. 23 COMMISSIONER ROBBINS: Yes. 24 COMMISSIONER BURT: Commissioner Gipson. 25 THE CHAIR: Yes.</p>
96	<p>1 COMMISSIONER BURT: Commissioner Davis. 2 COMMISSIONER DAVIS: Yes. 3 COMMISSIONER BURT: Commissioner Chavez. 4 COMMISSIONER CHAVEZ: Yes. 5 COMMISSIONER BURT: Commissioner Carrillo. 6 COMMISSIONER CARRILLO: Yes. 7 COMMISSIONER BURT: Commissioner Burt, 8 yes. 9 And Commissioner Armijo. 10 COMMISSIONER ARMIJO: Yes. 11 COMMISSIONER BURT: Passes, eight-zero. 12 THE CHAIR: Eight-zero. Thanks. 13 So then the second item is the discussion 14 on the rule making regarding the -- the suspension 15 of boards. 16 And we had a discussion about it 17 yesterday -- and Julia spent quite a bit of time 18 talking about it as well -- that there are those 19 expressed concerns about the cabinet secretary not 20 being able to suspend schools' governance boards 21 because it kind of wiped out that possibility as 22 well, and that the -- it is -- I think we believe 23 it's necessary, because there's no tool that the 24 Commission has to suspend a governance council, that 25 our only action would be to have to revoke the</p>	97	<p>1 charter if something was going down that path, that 2 PED still and always does, through the Budget 3 Bureau, have the ability to suspend their Board of 4 Finance, which sits out -- and they do come to us 5 when they're thinking about potentially doing that 6 with a school board. 7 And, as Julia mentioned yesterday, we 8 often take a separate action as well based on that 9 information. Because they're suspending the Board 10 of Finance, there's obviously deeper issues there if 11 they have to take that action. 12 But if there are issues, especially as we 13 were talking yesterday, as an example, if a 14 governance council of a -- of a charter took the 15 vote that they weren't going to comply with any of 16 the public health orders, what's -- you know, what 17 can be done? 18 If the cabinet secretary, as happened in 19 Floyd, suspended that school board, for the cabinet 20 secretary to be able to have -- still have that 21 ability with the governance council so that the 22 school can be righted without having to go so far as 23 having to revoke the charter to answer that -- you 24 know, that concern. 25 And, Julia, I don't know if you want to</p>

1 weigh in.

2 MS. JULIA BARNES: I just want to adjust a
3 little bit more. As has happened to me several
4 times during your discussion, you caused me to go --
5 look even deeper into some of these details.

6 The rule, as drafted and as existing right
7 now, addresses a separate law on local school
8 boards. The question, as the Chair just outlined,
9 is, from our perspective, is what can they do with a
10 State governing board?

11 And I went and found more in the Charter
12 School Act that I think supports the Secretary being
13 able to take that action.

14 So what I suggest if you want to move
15 forward with this is that you authorize the Chair to
16 submit a letter that identifies why we think the
17 Secretary would have this authority. And it's
18 similar, in the fact that a charter school board
19 is -- or a charter school is considered an LEA, even
20 though they're not a local educational
21 association -- I don't know if "association" is
22 right.

23 So sometimes charter school boards, State
24 charter school boards are treated similarly to
25 local. And I'd like to have a letter from the Chair

1 for our opinion on this as well as on the social
2 studies standards is because of the unique role the
3 PEC should have, and was intended to have, in public
4 education in New Mexico.

5 As elected officials, we are the people's
6 voice back to the PED, and we're elected officials
7 that have to answer to our constituents that elect
8 us and that we serve.

9 We don't serve just charter schools. You
10 know, various people here -- and I know, you know,
11 most of us, we receive tens of thousands of votes.
12 I received, you know, in 2018, 59,000 votes. There
13 aren't 59,000 charter school students in State
14 charter schools in Albuquerque, let alone in
15 New Mexico. But yet that's how many votes I
16 received.

17 So people are looking at the PEC as a
18 voice for public education, to improve it and to
19 require that it is serving the needs of our
20 students.

21 And I think it -- you know, I don't have a
22 personal problem if the Commission seeks -- if,
23 legally, we cannot suspend a governance council.
24 But if, legally, as Julia Barnes says, the -- the
25 State Secretary of Public Education does have the

1 that explained that, and then I'd like to attach the
2 language that we suggest that they change that would
3 accomplish that goal.

4 That redline document is uploaded in
5 your -- in your documents for today. There is a --
6 added to the memo to identify, kind of tease out
7 some of these issues. But I think that if you're
8 going to make the comment with the redline, it also
9 needs a letter from the Chair that explains what
10 we're doing and why you're looking at it that way.

11 THE CHAIR: Okay. Commissioner Robbins?

12 COMMISSIONER ROBBINS: I think this goes
13 to the point that I raised yesterday in our work
14 session of the role and the collaboration that
15 statute and the Constitution calls for between PED
16 and the PEC. And it goes to we are an elected body.
17 Local school districts, their boards are elected
18 individuals.

19 To suspend or remove an elected school
20 board without going through a judicial process --
21 and I'm not saying -- they can go through an
22 administrative process. But to remove or suspend
23 elected officials without going through a judicial
24 process, I think, is problematic.

25 And I think the reason we were maybe asked

1 statutory authority, I think it should be exercised
2 with the consent of this PEC if it's dealing with a
3 state charter school. To do otherwise takes us out
4 of the picture also.

5 And so I think, you know, if we needed to
6 go that route, if the legal recourse is we don't
7 have the ability to suspend a governance council,
8 only the finance board, then I think, you know,
9 getting our consent or direction from us to ask the
10 Secretary to do so would be appropriate.

11 But I think for the secretaries to do so
12 without consultation and input from the PEC, I think
13 is not in the intent of what the statute is, because
14 we're the elected officials.

15 THE CHAIR: Yeah. And let me just get
16 clarification. Because I think the rule just takes
17 it completely away. And I guess we're saying that
18 because they're using the word "local" that the
19 Secretary should still have that ability.

20 But just to clarify, if the Secretary
21 wants to suspend a school board, there is a legal
22 process and hearings that this doesn't wipe that out
23 in terms of the traditional schools.

24 But I think the concern is that it kind of
25 takes away the Secretary's ability to suspend a

102	<p>1 charter.</p> <p>2 Julia?</p> <p>3 MS. JULIA BARNES: I just want to be clear</p> <p>4 to Commissioner Robbins that the proposal we are</p> <p>5 sending them has the Secretary coming to a public</p> <p>6 meeting of the PEC with any action against a State</p> <p>7 charter governing board.</p> <p>8 So it's clear. It does not require the</p> <p>9 Secretary to come forward on a local issue. So --</p> <p>10 but it -- I completely agree with you, and I think</p> <p>11 that it is important that you are made aware in a</p> <p>12 public meeting, and, actually, it requires kind of a</p> <p>13 discussion with the PEC to ensure that that's the</p> <p>14 best route and have a conversation. It has to be a</p> <p>15 public meeting. So that is in there. And I agree</p> <p>16 wholeheartedly that that's very important.</p> <p>17 COMMISSIONER ROBBINS: Thank you.</p> <p>18 THE CHAIR: Yeah. Looking at Commissioner</p> <p>19 Carrillo's quizzical look, I'm wondering what --</p> <p>20 COMMISSIONER CARRILLO: That's the</p> <p>21 advantage.</p> <p>22 THE CHAIR: Before I say "Are we ready for</p> <p>23 a motion," I want to make sure, you know, there's --</p> <p>24 COMMISSIONER CARRILLO: I'm making a face.</p> <p>25 Okay. So, anyway, that's the advantage of Zoom;</p>	103	<p>1 right? Doesn't matter, because if we're all on the</p> <p>2 dais -- right? -- all the nuances we miss.</p> <p>3 So the way -- the way this is worded is</p> <p>4 what cau- -- not -- doesn't cause me caution or</p> <p>5 anything. But just because it includes just the</p> <p>6 word "school districts," I think this -- so, I mean,</p> <p>7 I hear what Julia is saying, and I agree with that.</p> <p>8 So as I understand this, we would like --</p> <p>9 I mean, I would like the Secretary to be able to</p> <p>10 suspend the board of a State charter school coming</p> <p>11 to us first and letting us know what the scoop is,</p> <p>12 because that's something we don't have the ability</p> <p>13 to do. So if that's what we're supporting --</p> <p>14 correct?</p> <p>15 THE CHAIR: Yes.</p> <p>16 COMMISSIONER CARRILLO: Okay. So what he</p> <p>17 does with local school districts, yeah, whatever. I</p> <p>18 mean, whenever Hanna just -- it was Mora, Questa, I</p> <p>19 mean, recently Floyd, I mean, all these districts</p> <p>20 that get suspended, they've got their own fish to</p> <p>21 fry.</p> <p>22 Okay. So I understand this better. Thank</p> <p>23 you. That's why that little look happened.</p> <p>24 THE CHAIR: Okay. So now wipe that look</p> <p>25 off.</p>
104	<p>1 COMMISSIONER CARRILLO: (Indicates.)</p> <p>2 THE CHAIR: So are we comfortable enough</p> <p>3 at this point for a motion?</p> <p>4 COMMISSIONER CARRILLO: I feel cozy for</p> <p>5 the motion.</p> <p>6 THE CHAIR: So -- I didn't open it up. Is</p> <p>7 there a proposed motion there?</p> <p>8 MS. JULIA BARNES: (Indicates.) No,</p> <p>9 there's not. I'm sorry.</p> <p>10 THE CHAIR: Okay. All right. Let me try</p> <p>11 this, and we'll see if it's -- if it works.</p> <p>12 So I'm going to move that the Public</p> <p>13 Education Commission offer public comment on the PED</p> <p>14 rule for suspension of school boards to include a</p> <p>15 letter from the Chair identifying concerns regarding</p> <p>16 the cabinet secretary's ability to suspend a</p> <p>17 State-authorized charter school board.</p> <p>18 Is that not clear enough?</p> <p>19 COMMISSIONER VOIGT: I'll second.</p> <p>20 COMMISSIONER CARRILLO: I think it's too</p> <p>21 verbose. I think you can get much more to the</p> <p>22 point.</p> <p>23 COMMISSIONER VOIGT: It covers all the</p> <p>24 bases, though.</p> <p>25 COMMISSIONER CARRILLO: Sure. All right.</p>	105	<p>1 THE CHAIR: Commissioner Robbins?</p> <p>2 COMMISSIONER VOIGT: Give it a go.</p> <p>3 COMMISSIONER ROBBINS: Could you add,</p> <p>4 with -- with consultation with the PEC? Because</p> <p>5 that's part of the rule change.</p> <p>6 THE CHAIR: I like all my general with the</p> <p>7 "concerns." The "concerns" would be identified as</p> <p>8 the consultation not being included in there. But,</p> <p>9 okay.</p> <p>10 COMMISSIONER CARRILLO: I have an idea.</p> <p>11 THE CHAIR: Sure.</p> <p>12 COMMISSIONER CARRILLO: Because we do have</p> <p>13 mostly these reports and different things coming up</p> <p>14 on the agenda, I'd feel more comfortable with</p> <p>15 Ms. Barnes whipping together a motion on this while</p> <p>16 we address some of these other items, and then we</p> <p>17 come back to this with a really clean motion.</p> <p>18 THE CHAIR: Sure. Yes. I'm fine with</p> <p>19 that.</p> <p>20 COMMISSIONER CARRILLO: Cool.</p> <p>21 THE CHAIR: Okay. So we will move on to,</p> <p>22 actually, No. 11, which is the Report from Options</p> <p>23 for Parents.</p> <p>24 COMMISSIONER BURT: Did you withdraw your</p> <p>25 motion, Chair Gipson?</p>

106	<p>1 COMMISSIONER CARRILLO: You have to 2 withdraw.</p> <p>3 THE CHAIR: So I will -- yes. I'm sorry. 4 I will withdraw my motion.</p> <p>5 And we are on to Item No. 11, which is the 6 Report from Options for Parents.</p> <p>7 DIRECTOR CORINA CHAVEZ: Good morning, 8 Commissioners. It's still morning. And we've 9 gotten pretty far in the agenda. Thank you for 10 turning it to me.</p> <p>11 I am going to give you first an update on 12 the Charter Schools Division. And I am really happy 13 to introduce to you the newest member of the Charter 14 Schools Division team.</p> <p>15 Dr. Barbara Gradner, who just got promoted 16 to the panel, started on September 29th. So I'm 17 going to let her introduce herself and -- and for 18 you all to say hello to her and then I'll give you a 19 staffing update.</p> <p>20 DR. BARBARA GRADNER: Well, hello and 21 thank you for allowing me to introduce myself today.</p> <p>22 My name is Barbara Gradner. I do have a 23 doctorate from educational -- in the educational 24 program at UNM, specific to organizational learning 25 and leadership.</p>	107	<p>1 My background in education has been in 2 public education here in New Mexico for just over 3 25 years. I started out in Mountainair filling in 4 for a teacher who was on leave, and then left the 5 state for three years, went to Nevada and taught 6 there and returned. And I was part of the 7 Moriarty-Edgewood school district for 25 years and 8 retired in 2014, was looking at some options for 9 coming back into work full time, and this position 10 was open. So it really fit in very well with my 11 background as well as my interests, personal and 12 professional.</p> <p>13 So I applied, was interviewed, and a few 14 weeks ago -- I'm just finishing up my third week, I 15 think. So glad to be a part of this department. 16 It's really been a great team to work with so far, 17 and they certainly have a lot of knowledge and 18 experience and have been working really hard to get 19 everything done with the site visits this fall.</p> <p>20 THE CHAIR: Well, welcome. And you 21 mentioned Moriarty and Edgewood. Are you familiar 22 with our former Commissioner, Danielle Johnston? 23 You're -- you must be muted. I -- now you just 24 muted yourself but we couldn't hear you. 25 DR. BARBARA GRADNER: Okay. Can you hear</p>
108	<p>1 me now?</p> <p>2 THE CHAIR: Yeah.</p> <p>3 DR. BARBARA GRADNER: Okay. Yes. I 4 worked with Danielle in several different respects. 5 She was a high school principal and then moved into 6 central office. And have just had a good working 7 relationship with her.</p> <p>8 THE CHAIR: Thanks. Welcome.</p> <p>9 DR. BARBARA GRADNER: Thank you. 10 Commissioner Robbins?</p> <p>11 COMMISSIONER ROBBINS: I have known 12 Dr. Gradner for probably -- what? -- 30 years or 13 more.</p> <p>14 DR. BARBARA GRADNER: Probably more.</p> <p>15 COMMISSIONER ROBBINS: Probably more. 16 Knew her parents, good friends. So she is a highly 17 qualified and a wonderful person. So thank you.</p> <p>18 DR. BARBARA GRADNER: Thank you.</p> <p>19 COMMISSIONER ROBBINS: Good to see you.</p> <p>20 DR. BARBARA GRADNER: You, too.</p> <p>21 THE CHAIR: Hopefully, we don't wear you 22 out too soon.</p> <p>23 DR. BARBARA GRADNER: Well, I stood in 24 yesterday to take minutes during your work session, 25 and that was quite a challenge. But I made it</p>	109	<p>1 through; so...</p> <p>2 THE CHAIR: It's unfortunately always 3 trial by fire with new staff. So welcome, and we 4 appreciate everything that you're going to offer. 5 And any support that Corina can get, we truly do 6 appreciate.</p> <p>7 Commissioner Carrillo.</p> <p>8 COMMISSIONER CARRILLO: Welcome, 9 Ms. Gradner. So I would ask you, do you have any 10 other -- do you have any friends that work in public 11 ed that are -- have your experience and dedication 12 to our schools that you can bring Corina? Because I 13 still know that you all are just horrifically 14 understaffed. She'll even give you a signing bonus 15 for the new people.</p> <p>16 DR. BARBARA GRADNER: Well, I actually 17 have been trying to think of anyone. Most of the 18 people that I would recommend are still working or 19 happily retired. So I have been going down my list 20 though.</p> <p>21 COMMISSIONER CARRILLO: They're not really 22 happy. They want to work for PED.</p> <p>23 DR. BARBARA GRADNER: They might.</p> <p>24 COMMISSIONER CARRILLO: Okay. Well, 25 welcome. Thank you.</p>

<p style="text-align: right;">110</p> <p>1 DR. BARBARA GRADNER: Thank you. 2 THE CHAIR: Thanks. 3 DIRECTOR CORINA CHAVEZ: Thanks, Barbara. 4 Thank you, Commissioners. Yeah, we're really happy 5 to have Barbara on the team. She's just so 6 pleasant. 7 She's gone on some site visits. She's 8 preparing to go on site visits. She's going to help 9 me work with the PED to revise our waiver process. 10 Secretary Steinhaus, Matt Pahl, and 11 Dr. Angelo Gonzales and I met, and we talked about 12 the waiver process and how it works right now at the 13 PED. And we want to be able to honor charter 14 schools' autonomy granted through the Charter 15 Schools Act, which says that they shall be granted 16 those waivers. 17 So stay tuned. I know that Barbara is 18 going to help pull together a team at the PED 19 alongside me and critical folks so that, hopefully, 20 we streamline and get back to charter schools the 21 waivers that they are granted through the Charter 22 Schools Act. 23 But -- 24 THE CHAIR: That's good news, because -- 25 DIRECTOR CORINA CHAVEZ: Yeah. Yeah.</p>	<p style="text-align: right;">111</p> <p>1 THE CHAIR: -- you know, it's always a 2 challenge when we do contracting. We hit that piece 3 of the contract, and it creates a speed bump because 4 there's -- it's too arduous a process for something 5 that they're supposed to have already. So thanks 6 for that. 7 COMMISSIONER VOIGT: Many schools don't 8 know that they're entitled to that. 9 THE CHAIR: Right. 10 DIRECTOR CORINA CHAVEZ: Yes. So -- yes, 11 Barbara's been a great addition to the team. 12 And there are two other positions that I 13 have a list of candidates for. One is the deputy 14 director position. So I've formed an interview 15 committee. And as soon as the PEC meeting is over 16 today, I'm giving some selected candidates a phone 17 call asking if we can interview them in the next few 18 weeks. 19 I am so looking forward to that. 20 And I have a list of ten candidates who 21 applied for the administrative assistant position. 22 And so this would provide more direct support for me 23 so that scheduling, correspondences, answering the 24 phone, and a lot of coordination can happen through 25 some administrative support. So I have a list of</p>
<p style="text-align: right;">112</p> <p>1 folks that I intend to interview soon. 2 We have an Ed Admin A position that is 3 open. And this is in Authorizing Services. So you 4 know that Sam is -- is on staff for that. We have 5 Melissa on that team. Actually, Barbara is on that 6 team as well. So this brings more capacity, more 7 support. I've forwarded the -- the position 8 description to you all, and so that one is still 9 open. If you know of anybody, please have them 10 apply. 11 There are two other positions that are 12 open in -- in the Authorizing Practices. There is 13 an Ed Admin B that I'm working to have open, and, 14 under the TA and Training Team, we have an Ed 15 Admin B position that is open. 16 The other really great news that I want to 17 share with you is that over the past several months, 18 you know, the Public Education Department has had 19 the ESSER Grant from the federal government. And 20 Dr. Bannerman, my direct supervisor at the PED, and 21 I had worked toward putting a proposal so that the 22 Options for Parents and Families Division, which 23 Charter Schools is a division within that larger 24 division, would get some staff support for COVID 25 relief work.</p>	<p style="text-align: right;">113</p> <p>1 You've heard me mention that the number of 2 homeschool registrations increased last year during 3 the time of COVID from approximately 9,000 to 4 18,000 students last year. Our workload relative to 5 homeschools just really shot up. 6 And then there's all of the DOH reports 7 and incidence reports and those sort of things that 8 require extensive follow-up on my end. 9 So we were approved to have two positions 10 funded by the federal government for COVID relief. 11 These are new-creates, so that means that it's going 12 to take a while before they are filled. But once 13 they are, I think that the -- the friendly 14 reminders, the phone calls that we discussed 15 yesterday for any school that might be missing a 16 report or any school that might need extra support 17 in -- for example, right now, schools are in the 18 process of drafting changes to their discipline 19 policy to include mask wearing. That level of 20 support will go way up once I have someone that 21 could be dedicated to that. 22 And although it's temporary funds, I hope 23 that the COVID responses that are being asked of 24 schools is temporary. Eventually, I think we can 25 take a look at the charter 2 percent, look at CSD</p>

<p style="text-align: right;">114</p> <p>1 staffing, and see if we need to hold on to those 2 positions. But my hope is that those new-creates 3 can happen sooner than later, that we bring on that 4 support, that the monitoring and oversight and 5 supports for charter schools with the COVID-specific 6 work with the homeschool database and some work that 7 quite frankly has been put aside from my division 8 and that is to support the nonpublic school 9 accreditation agencies that want to be recognized by 10 the PED, that we support them in opening up the 11 number of accrediting agencies that are recognized 12 by PED.</p> <p>13 So those are two additional positions that 14 you may not know about, but it'll take a little 15 while, but that I am currently working on 16 diligently.</p> <p>17 Any questions on staffing updates at this 18 point?</p> <p>19 COMMISSIONER VOIGT: I have a question 20 about something you just said about the 21 PED-recognized accrediting agencies. How many are 22 there right now that the PED recognizes for 23 accrediting?</p> <p>24 DIRECTOR CORINA CHAVEZ: Okay. Great 25 question. Let me get to the website, and I can tell</p>	<p style="text-align: right;">115</p> <p>1 you. I want to say there's maybe a dozen. But we 2 have a webpage that lists it, the accrediting 3 agencies, and also lists all the schools that they 4 have accredited.</p> <p>5 And what this office has done in the past 6 is to update the schools that have been accredited 7 by that same group of accrediting agencies.</p> <p>8 COMMISSIONER VOIGT: If it's on the 9 webpage somewhere, I can find it. You don't have to 10 dig for that right now. I was just curious. That's 11 an increase in PED-recognized accreditation 12 agencies, which is great. I know there only used to 13 be two or three. Super.</p> <p>14 DIRECTOR CORINA CHAVEZ: Yeah. They're 15 listed in rule. And I have been contacted by a 16 couple of other accrediting agencies that really 17 would like to be recognized by PED. And the rule, 18 NMAC, specifies, you know, what we would do to be 19 able to recognize them. And we just haven't had the 20 capacity to do that. But there is definitely a 21 desire and a need for that list to be updated.</p> <p>22 COMMISSIONER VOIGT: Right. And so 23 there's a specific vetting type of process that 24 those agencies have to go through with the PED. 25 DIRECTOR CORINA CHAVEZ: Correct.</p>
<p style="text-align: right;">116</p> <p>1 COMMISSIONER VOIGT: Okay. Super. Thank 2 you.</p> <p>3 DIRECTOR CORINA CHAVEZ: You're welcome. 4 Okay. The next item I'd like to talk 5 about is The GREAT Academy monthly reporting update. 6 And, as you all know, we have spent a significant 7 amount of time working with The GREAT Academy to 8 take a look at finances. The School -- the School 9 Budget Office at PED has put the -- The GREAT 10 Academy on monthly reporting. So their budget 11 analyst currently receives monthly actuals of 12 revenues and expenditures.</p> <p>13 The school has submitted, to date for this 14 school year, two cash reports. And those are looked 15 at relative to the revenues and expenditures.</p> <p>16 The GREAT Academy's business manager, 17 through K-12, has been following procedure. They 18 have been cooperating very well with our School 19 Budget office. There is no current financial 20 concerns.</p> <p>21 And, again, this is oversight on the 22 school's SEG budget. And so it's -- I know that's a 23 very quick report. If there are additional types of 24 information that you would like in the future, I 25 would need you-all to let me know ahead of time.</p>	<p style="text-align: right;">117</p> <p>1 Our School Budget office has a cohort of 2 many, many schools; each analyst does. And Melissa 3 is not here. But we could have Melissa give the 4 report next time if there's additional information. 5 But I think that the good news is that so far, so 6 good.</p> <p>7 THE CHAIR: Okay. And thanks for that. 8 And I know, initially, we just made this a budget, 9 because they're doing it monthly reporting. But now 10 that they have the CAP, I think it might be more 11 appropriate in future meetings to -- going forward, 12 to use this as a -- as a point for TGA monthly 13 update, so that if there's any update, financial and 14 or through the CAP, we can get an update for that. 15 But thanks for that.</p> <p>16 DIRECTOR CORINA CHAVEZ: Awesome. And, by 17 the way, there is 16 accrediting agencies. 18 Thank you, Missy. 19 All right. So I'd like to talk to you a 20 little bit about the Implementation Year training. 21 So you notice both THRIVE and Rio Grande Academy of 22 Fine Arts are in their year of planning. There's 23 also another school that was approved by Albuquerque 24 Public Schools we've been inviting to the 25 Implementation Year trainings.</p>

<p style="text-align: right;">118</p> <p>1 So far there's been two sessions. This is 2 our -- our -- Missy Brown and Dylan, who provide 3 these sessions. And they really center them around 4 what are the items in the Implementation Year 5 Checklist. So far they have included other entities 6 to come present to the school so that it's not just 7 the two of them speaking, but they have invited and 8 had presentations by PSFA, School Budget, Language 9 and Culture, Indian Ed, Special Ed, and NMPSIA. 10 So both schools, both of the 11 Implementation Year schools, have had 12 representatives at -- at the trainings. And their 13 first due date for submitting documents from the 14 checklist is in November, and so we're working very 15 closely with them on that. 16 Any questions? 17 THE CHAIR: So we'll have a -- we'll have 18 an update on that in the December meeting as to the 19 status of those submissions; right? 20 DIRECTOR CORINA CHAVEZ: That's right. 21 THE CHAIR: Yeah. Thanks. 22 DIRECTOR CORINA CHAVEZ: Absolutely. And 23 so then the renewal process, I'd like to share just 24 a little bit more about that. 25 This has really been the heavy focus</p>	<p style="text-align: right;">119</p> <p>1 recently. And I sent Commissioners an e-mail a few 2 days ago letting you know that we were successful at 3 posting all of the renewal applications, including 4 Part A, which was created by my team on the website. 5 So you all should be able to see that and know that 6 they are complete. All the schools sent them. 7 There's also a folder within the PEC 8 Google Drive that is called "2021 Renewal Schools 9 Contracts and Performance Frameworks." 10 Although every school that is authorized 11 by PEC also is listed on a Public Education 12 Commission webpage with the contracts and 13 performance frameworks, we pooled the renewal 14 schools into the Google folder for your benefit. 15 And there's also a document in there that 16 lists the head administrator and the governing board 17 president so that, as we are corresponding with them 18 throughout this process, we have their contact 19 information listed. 20 We have already conducted a renewal site 21 visit to Estancia Valley Classical Academy 22 October 6th and 7th. And we conducted a virtual 23 site visit with Pecos -- I'm calling it "Pecos" 24 because the name is undergoing change, but it's not 25 yet finalized. So it used to be Connections</p>
<p style="text-align: right;">120</p> <p>1 Academy, but they are changing it. We had that site 2 visit October 12th and 13th, and that was a real 3 learning experience. 4 On Monday, a team of us will be going to 5 Walatowa and another team will go to MAS. 6 Later on next week, we have visits to 7 McCurdy and to La Tierra Montessori and to New 8 America Las Cruces, and then, the following week, to 9 Alma d'Arte, and I think that that same week also to 10 Walatowa. And -- sorry, not Walatowa. 11 Vista Grande. 12 So it's quite a few visits. Each school 13 has a team of at least three, and some a team of 14 five. Some of the schools are pretty large. 15 We have gone to the schools, conducted 16 classroom observations, focus group meetings, 17 document review. We've asked follow-up questions 18 from the submitted applications that the school have 19 sent, and the team is working on what we would send 20 first to both you and the schools, a preliminary 21 report. And so we are working backwards from the 22 final report in the December decision-making 23 hearings. 24 Any questions about the renewal process? 25 THE CHAIR: No. I mean, thanks for all of</p>	<p style="text-align: right;">121</p> <p>1 that. I know -- you know, this is a lot of work. 2 And it's just a lot of work. And it really does -- 3 it takes an army to get this all done. So I want to 4 say it now, because we don't say it often enough 5 through this whole process. Thank you. And thank 6 you for all the hard work that goes into it. 7 DIRECTOR CORINA CHAVEZ: Yeah. I really 8 have to thank my team. And I really -- this is such 9 an exciting time of building a team. And I -- and I 10 share with them -- and I think I've shared with the 11 executive committee -- that we're practicing. 12 Because in two years, there's, like, over 25 schools 13 that are up for renewal. So we're gearing up for 14 that big -- that big review. 15 THE CHAIR: Yeah. Thanks. Okay. 16 DIRECTOR CORINA CHAVEZ: The final thing I 17 want to talk about is highlights and appreciations. 18 And I guess -- you know, one of the things that I 19 heard this week that I -- that keeps sticking in my 20 head was the announcement that was made by the 21 U.S. Secretary of Education, Miguel Cardona, about 22 student mental health being at a crisis right now. 23 And I do think that this is something 24 that, you know, we need to stop and reflect about. 25 I know Commissioner Chavez has said more than one</p>

122	<p>1 time that things aren't back to normal, that schools 2 are stressed, students are stressed, they are out of 3 practice, they've lost some time, some critical time 4 being in class and being at schools.</p> <p>5 And so I just wanted to reflect on how, at 6 the national level, that is being identified, 7 recognized, and partially funded. There's a ton of 8 money that -- that schools are getting from the 9 ESSER funds and other initiatives that the PED has 10 or that the Department of Health for the State of 11 New Mexico has been able to secure, to support 12 schools. And so I think it's a window of 13 opportunity to address what really is a crisis.</p> <p>14 And I think that part of that, with the 15 initiatives that are coming out of the PED, are 16 really student-focused and meant to be supportive.</p> <p>17 One of the initiatives that you all should 18 know about is the Black Education Act. And I don't 19 know if -- okay. Vickie Bannerman was here, but it 20 looks like she left. But she is heading that up.</p> <p>21 One of the components of it is that 22 there's an advisory -- and I just want to highlight 23 that there are two charter school representatives 24 that are sitting on that advisory committee: 25 Dr. Alexandra Boyd from the ASK Academy, who is the</p>	123	<p>1 head administrator, sits on that advisory; and 2 someone who I used to work with at the Native 3 American Community Academy, Romulous Charles, is 4 also sitting on that advisory.</p> <p>5 And so we look for good things to come out 6 of that, and we're excited. We'll get colleagues 7 that will -- that will work with and that will work 8 with our schools as well.</p> <p>9 And then the final thing that I want to 10 announce -- and I think that we're okay in terms of 11 timeline -- is that, you know, there's an annual 12 Teacher of the Year competition that happens, and 13 teachers get nominated.</p> <p>14 And this year, one of the teachers of the 15 year that got nominated is a teacher from New 16 America Las Cruces by the name of Lorynn Guerrero. 17 And I'm really looking forward to meeting her next 18 week when I go to do the renewal site visit at New 19 America Las Cruces.</p> <p>20 And she is a finalist for Teacher of the 21 Year. And I just want to recognize what a 22 wonderful -- what a wonderful thing that is, that we 23 know that teachers in our charter schools reach that 24 point and can be recognized for their great work. 25 So just wanted to close out by recognizing that.</p>
124	<p>1 THE CHAIR: Okay. Thank you so much. 2 I do believe the Teacher of the Year last 3 year was also a charter school teacher. Yeah. 4 Yeah. So it is exciting. And thanks for all of 5 that.</p> <p>6 I want to go back now to Item No. 10, 7 because I do have a motion. So I am going to move 8 that the Public Education Commission is directed 9 to -- that the Chair of the Public Education 10 Commission is directed to submit comments on the 11 PED's proposed rule regarding the suspension of 12 school district board, including a letter providing 13 legal support to the Secretary's ability to suspend 14 a State charter governing board after consultation 15 with the PEC, and further, to propose redline 16 changes to the proposed rule as set forth in the 17 meeting documents.</p> <p>18 COMMISSIONER BURT: Second. 19 THE CHAIR: There's a motion by 20 Commissioner Gipson, a second by Commissioner Burt. 21 If there's no further discussion, roll, 22 please. 23 COMMISSIONER BURT: Commissioner Armijo. 24 COMMISSIONER ARMIJO: Yes. 25 COMMISSIONER BURT: Commissioner Burt,</p>	125	<p>1 yes. 2 Commissioner Carrillo. 3 COMMISSIONER CARRILLO: Yes. 4 COMMISSIONER BURT: Commissioner Chavez. 5 COMMISSIONER CHAVEZ: Yes. 6 COMMISSIONER BURT: Commissioner Davis. 7 COMMISSIONER DAVIS: Yes. 8 COMMISSIONER BURT: Commissioner Gipson. 9 THE CHAIR: Yes. 10 COMMISSIONER BURT: Commissioner Robbins. 11 COMMISSIONER ROBBINS: Yes. 12 COMMISSIONER BURT: And Commissioner 13 Voigt. 14 COMMISSIONER VOIGT: Yes. 15 COMMISSIONER BURT: All right. That 16 passes, eight-zero. 17 THE CHAIR: Okay. Thank you very much. 18 We are now on to Item No. 13, which is 19 Discussion and Possible Action on Entering Into 20 Memorandums of Understanding with Schools that will 21 be Submitting Renewal Applications for 2022. And 22 the MOU discussion will address academic, 23 organizational, and financial data. 24 So this is, once again, trying to get 25 ahead of the conversation and making sure that we</p>

<p style="text-align: right;">126</p> <p>1 are as clear and transparent with the schools that 2 will be up for renewal -- and as the director 3 mentioned, it's a -- it's a village of schools that 4 are up, so that I think this conversation on the 5 current MOUs helped to put a lot of schools at ease 6 as to what they were going to be -- you know, what's 7 available and what's going to be part of the renewal 8 process.</p> <p>9 We still have those gaps in the -- in the 10 information because of what's happened over the past 11 two school years. So I think it's important to 12 engage in those conversations so that we can be 13 clear. And it also helps the Charter School 14 Division in their direction in the reports that they 15 create for us and the recommendations that they 16 create so that everyone knows exactly what's going 17 to be used, what's not going to be used, and we're 18 clear on this, and no one's coming to us and saying, 19 "I didn't know you were going to use that. How come 20 this came up?"</p> <p>21 So I think this is a proactive move on our 22 part with the schools. And if there's nothing else, 23 I'll propose a motion.</p> <p>24 So I move that the Chair of the Public 25 Education Commission, Director Chavez, and PEC Legal</p>	<p style="text-align: right;">127</p> <p>1 Counsel enter into discussions with State charter 2 schools renewing in December 2022 regarding possible 3 Memorandums of Understanding with those schools 4 regarding renewal assessment data and report back to 5 the PEC on the findings from these discussions for 6 possible PEC action.</p> <p>7 COMMISSIONER ARMIJO: Second. 8 THE CHAIR: There's a motion by 9 Commissioner Gipson, a second by Commissioner 10 Armijo. 11 Seeing no hands up, Commissioner Burt, 12 roll, please.</p> <p>13 COMMISSIONER BURT: Commissioner Voigt. 14 COMMISSIONER VOIGT: Yes. 15 COMMISSIONER BURT: Commissioner Robbins. 16 COMMISSIONER ROBBINS: Yes. 17 COMMISSIONER BURT: Commissioner Gipson. 18 THE CHAIR: Yes. 19 COMMISSIONER BURT: Commissioner Davis. 20 COMMISSIONER DAVIS: Yes. 21 COMMISSIONER BURT: Commissioner Chavez. 22 COMMISSIONER CHAVEZ: Yes. 23 COMMISSIONER BURT: Commissioner Carrillo. 24 COMMISSIONER CARRILLO: Yes. 25 COMMISSIONER BURT: Commissioner Burt,</p>
<p style="text-align: right;">128</p> <p>1 yes.</p> <p>2 And Commissioner Armijo. 3 COMMISSIONER ARMIJO: Yes. 4 COMMISSIONER BURT: That passes, 5 eight-zero.</p> <p>6 THE CHAIR: Thank you. So we are on to 7 Item No. 14, which is the Liaison Reports. 8 There's honestly nothing new that's come 9 out of the LESC and the LFC except for the fact that 10 obviously -- PED is obviously starting to report out 11 to the LFC on initiatives and the budget for this 12 upcoming year.</p> <p>13 So I would encourage Commissioners to pay 14 attention to that. And any update that I have for 15 that will probably come more in the December meeting 16 through the October and the November meetings that 17 will be held.</p> <p>18 Commissioner Davis, I know you met with 19 the -- with the Indian Education Advisory Council. 20 COMMISSIONER DAVIS: Yes, we did. And it 21 was at 5:30 in the afternoon. It wasn't at 11:30 at 22 night. So they're concerned about getting -- how do 23 I say this correctly? 24 So they want the curriculum to include 25 information about Native American history and</p>	<p style="text-align: right;">129</p> <p>1 current social events. 2 And so they are thinking that possibly 3 they can do that through the Equity Council. But 4 then they think the Equity Council doesn't really 5 have teeth, and maybe there needs to be legislation 6 around that.</p> <p>7 And there's talk about finding a 8 legislator that would help them. And so I said to 9 them that the PEC does advocate for education, and 10 if they have something that aligns with our goals, 11 that the Commission would consider working with them 12 to get some education passed.</p> <p>13 So that's what happened last time. And 14 we're going to meet again next week at 5:30 in the 15 afternoon. So there will be some -- I'm hoping that 16 something has gone forward.</p> <p>17 THE CHAIR: Okay. Thanks. I appreciate 18 that. 19 COMMISSIONER DAVIS: Yes. So can I 20 just -- I just want to say one more thing that just 21 makes me really angry. And it's nothing to do with 22 any of you, but it has to do with curriculum. 23 So, you know, over time, the Congress has 24 declared different ethnic groups to be citizens of 25 the United States. And the Native Americans were</p>

<p style="text-align: right;">130</p> <p>1 the very last to be considered citizens, and that 2 didn't happen until 1924. And I think that should 3 be included in history and geography and English and 4 everywhere else in the curriculum. 5 THE CHAIR: Absolutely. Thank for you 6 that. And please keep us posted to see if -- if we 7 can be of any help with -- with the curriculum 8 issues that they have. So looking forward to that. 9 COMMISSIONER DAVIS: Okay. 10 THE CHAIR: Commissioner Burt, do you have 11 anything from the -- 12 COMMISSIONER BURT: (Indicates.) 13 THE CHAIR: Okay. Thanks. 14 I don't have to ask Commissioner Robbins 15 if he has anything. So Commissioner Robbins. 16 COMMISSIONER ROBBINS: PSCOC is very 17 involved with public school construction. But they 18 touch upon the charter schools. I'll continue to 19 push on rent reimbursements and also charter school 20 facility allowances for square footage, because I do 21 think there's a -- a disparate treatment for charter 22 schools that -- you know, if they have spaces that 23 are permitted. 24 So if they have a library, unless they 25 actually conduct a class in that library, they don't</p>	<p style="text-align: right;">131</p> <p>1 get to count it as square footage. And even then 2 they're limited to the per MEM. So there are many 3 schools that have these facilities, but its per MEM 4 doesn't cover the square footage. 5 I think I mentioned last month that the 6 average charter school has less than 80 square feet 7 per student, which is far less than the standards 8 allowed or recommended for district schools. 9 So I'll keep pushing on that. 10 The interesting thing is, is they did 11 approve the 2 percent. And with that, they went 12 from a \$16-and-a-half budget to \$18 million in lease 13 reimbursements for this current school year. A 14 majority of that increase was not due to the 15 2 percent, because if you figure \$16 and a half, 16 2 percent is about \$300,000. The majority of the 17 increase, almost one and a quarter million dollars, 18 was due to enrollment increases in charter schools. 19 And that reflects on the decrease in enrollment in 20 district schools. 21 So I think, you know, we heard about 22 homeschooling having a huge increase. Charter 23 schools will probably continue to have an increase. 24 And I think it's going to be a challenge for 25 district schools to maintain funding.</p>
<p style="text-align: right;">132</p> <p>1 Charter schools can make that up. But the 2 smaller schools -- the small school size is -- I 3 think next year, basically disappears, next year or 4 the year after that. 5 Martica Casias is also the interim acting 6 director. I am on the panel to interview for a new 7 executive director. We hope to have those 8 interviews conducted early next month and an 9 individual brought hopefully to the Commission -- or 10 to the council -- in December, but possibly not 11 until January, to finalize and hire a permanent 12 director. 13 So that's about all I have. 14 COMMISSIONER VOIGT: I have a follow-up 15 question and comment about that. 16 THE CHAIR: Sure. 17 COMMISSIONER VOIGT: So, Commissioner 18 Robbins, wasn't Martica with PSFA? 19 COMMISSIONER ROBBINS: Martica is with 20 PSFA, and she has been promoted to be the acting 21 executive director. 22 COMMISSIONER VOIGT: Of PSFA, not of 23 PSCOC. 24 COMMISSIONER ROBBINS: Of PSFA. I'm 25 sorry. Of PSFA.</p>	<p style="text-align: right;">133</p> <p>1 COMMISSIONER VOIGT: You know, there was a 2 State charter school in Albuquerque that was offered 3 full financing for their property by DFA, the 4 Department of Finance. They refused it, because 5 they already almost have their property paid off, 6 and it wouldn't have behooved them to do a refinance 7 under DFA. 8 But the idea came up that DFA is in the 9 perfect position to help finance facilities for 10 charter schools, and/or PSFA. PSFA is in the 11 perfect position to finance facilities for charter 12 schools. Now, it would take some extra staffing on 13 their part to do that, but that could be a great 14 benefit for -- for charter schools. 15 I know a lot of the Districts, APS in 16 particular, they do some assistance when it comes to 17 facilities, facility needs for their charter 18 schools. 19 But -- but, anyway, I think it might have 20 been NMFA, not DFA, the New Mexico Finance 21 Authority. 22 COMMISSIONER ROBBINS: It's NMFA. 23 COMMISSIONER VOIGT: Not DFA. But also 24 PSFA, they could also be in that same opportunistic 25 place to help out some of the charter schools with</p>

<p style="text-align: right;">134</p> <p>1 their facilities. Something to think about.</p> <p>2 COMMISSIONER ROBBINS: Well, generally,</p> <p>3 again, PSFA, the statutory things for them, the</p> <p>4 issue you have with a charter school is -- and,</p> <p>5 like, I'll take Albuquerque as an example.</p> <p>6 The match that the State would provide,</p> <p>7 that PSFA could provide, on constructing a school,</p> <p>8 because they're -- if they're in the Albuquerque</p> <p>9 district, they'll use the Albuquerque match, which I</p> <p>10 believe going forward is only 10 percent of the</p> <p>11 cost.</p> <p>12 There are some areas of the state where</p> <p>13 the State will provide -- can provide up to</p> <p>14 90 percent of the cost. And, you know, districts</p> <p>15 have taxing authority. Charter schools do not have</p> <p>16 taxing authority to make up that match. So they</p> <p>17 have to get funding from another source.</p> <p>18 And, generally, to pay back that source if</p> <p>19 they borrow from the Mortgage Finance Authority,</p> <p>20 they have to tap into their lease assistance.</p> <p>21 Because you don't get lease assistance and State</p> <p>22 funding for capital. You're not going to get both.</p> <p>23 And so that's one of the difficulties that</p> <p>24 charters have. Albuquerque Sign Language would like</p> <p>25 to build a \$16 million facility. But, you know,</p>	<p style="text-align: right;">135</p> <p>1 even if it was 10 percent, they don't have a taxing</p> <p>2 authority to bring in \$1.6 million. Whereas, the</p> <p>3 district schools do have that ability to raise, you</p> <p>4 know, funds through their taxes and things like</p> <p>5 that.</p> <p>6 So that's still a challenge and I think</p> <p>7 that PEC could work with the Legislature to correct</p> <p>8 and to provide full funding to the Charter School</p> <p>9 Division and PED and not be tapping the 2 percent.</p> <p>10 Because there are legislators who have fought on</p> <p>11 both sides of the aisle to not do that, because it</p> <p>12 was punitive to the State charters and puts them at</p> <p>13 a disadvantage, especially when there are services</p> <p>14 being provided to district charters or to</p> <p>15 homeschools or to others, that, in fact, some State</p> <p>16 charter school 2 percent money is being used to</p> <p>17 cover the cost. So they're being asked to cover the</p> <p>18 cost for things that have no direct benefit to the</p> <p>19 State charter schools.</p> <p>20 But it's a good point -- it's a good</p> <p>21 point, Vice Chair Voigt, that PSFA could look at</p> <p>22 that. And those are some of the things -- since I</p> <p>23 chair the subcommittee on standards, that I would</p> <p>24 like us to improve the standards to allow more space</p> <p>25 to be included, rather than strictly being --</p>
<p style="text-align: right;">136</p> <p>1 education space has to be a classroom and then a</p> <p>2 small amount for administrative space.</p> <p>3 Because if you go to a lot of the district</p> <p>4 schools -- now, I'm not talking about the more rural</p> <p>5 areas. But if you go to the larger districts, their</p> <p>6 administrative space far exceeds, as a percent of</p> <p>7 total space in their district, that exceeds what</p> <p>8 PSFA allows for a charter school to have for</p> <p>9 administrative space.</p> <p>10 COMMISSIONER VOIGT: And there's going to</p> <p>11 be a space or some kind of venue for charter schools</p> <p>12 to justify them using their gym, them using their</p> <p>13 library for instructional time, and give a</p> <p>14 percentage of the day that is used, and then have</p> <p>15 that included.</p> <p>16 COMMISSIONER ROBBINS: Right. And one</p> <p>17 example is Southwest Secondary. They have a gym.</p> <p>18 They use that for education space. That can be</p> <p>19 counted, but only up to the per MEM. It's not for</p> <p>20 the full cost.</p> <p>21 So I think Southwest Secondary, it's</p> <p>22 something about 70, 75 percent of their lease cost</p> <p>23 is covered through the allotment that they receive.</p> <p>24 Another thing that I think needs to be</p> <p>25 changed is, right now, that lease assistance is at</p>	<p style="text-align: right;">137</p> <p>1 the discretion of the PSCOC. And it should be made</p> <p>2 standard, that unless other financing mechanisms are</p> <p>3 provided by the State -- and I don't mean going out</p> <p>4 and just borrowing a bunch of money on your own,</p> <p>5 because you have to use your SEG or some other funds</p> <p>6 to pay that back, but that the State would have some</p> <p>7 sort of a way of contributing capital dollars to use</p> <p>8 a ma- -- to cover their match.</p> <p>9 And I think it puts charters at a</p> <p>10 disadvantage when you get into a large district that</p> <p>11 has a high match ratio, versus -- you know, the</p> <p>12 rural things theoretically could have a very low --</p> <p>13 they may only have a 10 or 20 percent match that</p> <p>14 they have to come up with.</p> <p>15 But if you're in a district like</p> <p>16 Albuquerque or Las Cruces, you may have to come up</p> <p>17 with 90 percent of your own funding. And charters</p> <p>18 can't do that.</p> <p>19 COMMISSIONER VOIGT: Right. Thanks.</p> <p>20 THE CHAIR: Thanks.</p> <p>21 Okay. Commissioner -- oh, Commissioner</p> <p>22 Manis is here.</p> <p>23 Commissioner Manis, NMPSIA.</p> <p>24 COMMISSIONER MANIS: For our most recent</p> <p>25 meeting, we really -- I don't have much to report,</p>

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140	<p>1 That's about it. 2 THE CHAIR: Okay. Thank you so much. 3 We will on to in Item No. 15, which is the 4 report from the Chair. And there are some items 5 that are listed there. I've got a couple of other 6 updates. 7 Trying not to make -- we have identified 8 previously that there are some traffic concerns that 9 have surrounded Mission Achievement and Success for 10 quite a while. And trying not to make that a focus 11 of the renewal hearing and making the renewal about 12 the school itself, the -- there's been initiatives 13 taken to try to see if we can facilitate a fix 14 regarding those concerns between the homeowners' 15 association and the city and the school. 16 So there -- the school reached out and 17 asked if they could meet with the executive 18 committee, and also they asked if Commissioner 19 Robbins -- because he's been there a number of 20 times, saw the exit of the students at the end of 21 the day and so on -- if they could be there in an 22 attempt, hopefully, not to make this part of the 23 renewal hearing. 24 So -- because we don't want the renewal 25 hearing to blow up to be about traffic when it's not</p>	141	<p>1 supposed to be about traffic. 2 So there was a meeting that had been 3 initially scheduled -- I think it was for last week. 4 But I had a little -- honestly, I had a little bit 5 of a concern about not informing the Commission 6 before we actually had that meeting. 7 So the meeting has been rescheduled. It's 8 going to happen next week; I think it's Wednesday. 9 So we'll keep you updated, and, hopefully you know, 10 things can move forward in regards to that. 11 Excuse me. I was also. 12 COMMISSIONER CARRILLO: I have a question 13 about that, Patty. I mean Commissioner Gipson. 14 THE CHAIR: Sure. 15 COMMISSIONER CARRILLO: So just in 16 general -- my thought, because we go through this up 17 here, especially with Capital High, Cesar Chavez, 18 and Nina Otero all being, like, 200 yards apart. 19 And then also El Camino Real Academy. I mean, there 20 is just massive traffic for 20 minutes in the 21 morning and 20 minutes in the evening. Is this 22 really something that has risen to the level of that 23 kind of concern? 24 THE CHAIR: It has. 25 COMMISSIONER CARRILLO: (Inaudible)</p>

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1 traffic in the morning and the evening.
 2 THE CHAIR: It has. It is a source of
 3 continued complaints to not only myself but to the
 4 Charter School Division. We don't have a whole lot
 5 of authority -- we don't -- not even we don't have a
 6 whole lot of authority; we have no authority about
 7 traffic.
 8 There is clearly a problem. We are just
 9 trying to facilitate, if we can, a resolution, you
 10 know, some kind of compromise.
 11 I think I mentioned a couple of meetings
 12 prior that there was an attempt more than a year ago
 13 to do this. It was while Karen Trujillo was the
 14 cabinet secretary, because she had received a number
 15 of complaints.
 16 She contacted me and said, "Can we do
 17 anything?"
 18 And my suggestion was try to see if you
 19 can get a mediator involved and get the parties
 20 together. We're not -- we're not a party to it. We
 21 will certainly be there in support.
 22 Unfortunately, there was never any end
 23 result from the mediator that they hired. There was
 24 the meeting, but we're still waiting for him to send
 25 a final report. And his response, had been my

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1 made a decision. Where is it facing?
 2 So Julia did forward a question and the
 3 information to the PED attorney to try to get some
 4 clarification from the courts about that. So we'll
 5 keep you posted on that.
 6 The Letters of Concern and the information
 7 are in your Google Docs. And the Letters of Concern
 8 were signed by me. They went to the Attorney
 9 General's Office. They went to PED for Licensure
 10 and Government Conduct. They went to the Auditor,
 11 and they went to the FBI.
 12 I did also have a conversation with the
 13 auditor to let him know, because he had indicated --
 14 he had asked me to let him know when we were going
 15 to file it. And I did have a conversation with him.
 16 And they're -- they were waiting for it. And we're
 17 going to put special eyes on it.
 18 I had the great pleasure to travel to
 19 Albuquerque and attend the ribbon-cutting for
 20 Tierra Adentro, which was a joyous celebration.
 21 What an incredible partner with the Sawmill Land
 22 Trust.
 23 It is amazing that -- Commissioner
 24 Robbins -- that a school actually came in under
 25 budget with their construction. And they thought

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1 understanding for a long time was, "I'm still
 2 waiting for Albuquerque Traffic to respond back to
 3 me."
 4 So, obviously, that failed. And it -- it
 5 partly blew up a meeting that we had had back, like,
 6 a year ago with the neighborhood association. And
 7 it was a mess.
 8 So we're just -- you know, to be -- to try
 9 to be a good partner, I can't tell you it's going to
 10 come to anything. But the concern was more that the
 11 renewal hearing is going to be overloaded with
 12 public comment solely about traffic, when that's not
 13 what the renewal hearing is about. So trying to get
 14 ahead of it and see if we can, you know, maneuver it
 15 so that we're focusing on renewal and not just, you
 16 know, let's just have -- excuse me -- 100 people
 17 show up and complain about traffic.
 18 So I can't tell you where this is going to
 19 go. We're just trying to, you know, offer some
 20 support if we can. So I'll keep you posted.
 21 I was informed last week that, actually,
 22 The GREAT Academy has filed a renewal application
 23 with APS. So there is -- there's a number of legal
 24 questions that are involved with that. Do they --
 25 are they really up for renewal? The court hasn't

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1 there were classrooms that they weren't going to be
 2 able to finish, and now they've got enough money
 3 that they can go ahead and they can finish out that
 4 classroom space.
 5 It is -- the school itself physically is
 6 an expression of art. So it was -- and I got to see
 7 Commissioner Voigt. So it was -- it was one of
 8 those pleasurable experiences to be able to -- to
 9 share in that celebration.
 10 We should have clearer information now,
 11 and numbers, so that the Budget Committee should
 12 be -- the Budget Subcommittee should be meeting in
 13 November. So we'll have updates for December.
 14 I also -- a question arose as we were
 15 looking at the TGA finances and the mill levy money.
 16 And it appears that the county mill levy money is
 17 disbursed -- AP- -- Albuquerque disburses it to all
 18 schools, so that even if a charter school doesn't
 19 own a building or isn't in a lease purchase, they're
 20 getting that mill levy money.
 21 COMMISSIONER ROBBINS: They get a small
 22 portion. It's not -- and it's only with one of the
 23 mill levies that they get a very small portion.
 24 It's not equal to, you know, the 5- or 6- or \$7,000
 25 per student that APS spends on their schools.

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1 THE CHAIR: I understand that. But it
 2 does -- when we're looking at TGA, it amounts to a
 3 very sizable amount of money.
 4 COMMISSIONER ROBBINS: It is.
 5 THE CHAIR: But they can't use it, because
 6 they can't make capital improvements. So it
 7 doesn't, you know. So there's -- I think there's --
 8 COMMISSIONER ROBBINS: Right. You're
 9 right, because it has to be capital improvements.
 10 And if you don't own your facility, you can't make
 11 capital improvements using those -- those tax funds.
 12 That's -- you know -- (Indicates.)
 13 THE CHAIR: You know so I think maybe
 14 that's something that statutorily has to be cleared
 15 up a little bit.
 16 I think that's --
 17 COMMISSIONER VOIGT: Were you going to
 18 talk about the 2022 calendar?
 19 THE CHAIR: Well, as Commissioners know,
 20 the 2022 calendar -- excuse me -- proposal is there,
 21 and we'll be voting on it in December. So if
 22 Commissioners have any concerns about that calendar,
 23 if they could provide them to Beverly, and she'll
 24 forward them to the executive committee if there has
 25 to be any changes to it so that we can have that

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1 THE CHAIR: Thanks for coming back.
 2 MR. MATT PAHL: Of course. Sorry. No
 3 baby. I hope I'm still able to be here and will not
 4 be ejected from the meeting.
 5 Yeah. Just a few announcements.
 6 First is the annual conference on
 7 December 1st and 2nd. The focus of the conference
 8 is equity. And we're going to be doing this a
 9 little differently. So day one, we're going to
 10 focus on practices and best practices from the
 11 charter movement in equity at the school level.
 12 And then day two, on December 2nd, we'll
 13 focus on the future of what the world looks like
 14 with Yazzie/Martinez and a new focus of equity in
 15 our schools. So that's going to be more
 16 policy-oriented.
 17 Secretary Steinhaus has agreed to be our
 18 keynote speaker on December 1st. We're really
 19 excited about that, and we have what I hope will be
 20 a raucous legislative panel on December 2nd. I
 21 think we're going to have the right mix of folks to
 22 make it spicy. So really excited about that.
 23 The event is a hybrid event. And what
 24 that will mean for us is on December 1st, all of our
 25 sessions will be -- sorry; this is for December 1st

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1 final proposal there for a vote in December.
 2 COMMISSIONER VOIGT: Thanks. And is that
 3 resting in our -- in our -- I almost said
 4 SharePoint -- in our Google Drive?
 5 THE CHAIR: I'm sorry.
 6 COMMISSIONER VOIGT: Is that resting in
 7 our Google Drive?
 8 THE CHAIR: It is.
 9 COMMISSIONER VOIGT: Okay. Super.
 10 Thanks.
 11 THE CHAIR: Yeah. Okay. We are up to --
 12 is Mike here? Okay.
 13 MS. MISSY BROWN: Matt Pahl is here. Mike
 14 is not.
 15 THE CHAIR: Okay. Matt made it back?
 16 Okay.
 17 DIRECTOR CORINA CHAVEZ: While Matt is
 18 coming on, Commissioner Voigt, if you look in the
 19 PEC Google Folder, there's the CSD working folder.
 20 And there is a draft Public Education Commission
 21 2022 meeting calendar.
 22 COMMISSIONER VOIGT: Awesome. Thanks a
 23 lot.
 24 THE CHAIR: Hey, Matt. Thanks.
 25 MR. MATT PAHL: Thank you, Madam Chair.

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1 and 2nd -- all of our sessions will be via Zoom.
 2 But on December 1st, we will have two in-person
 3 events. There will be a school site visit in the
 4 morning on December 1st and a reception on
 5 December 1st as well.
 6 And we're going to host those school
 7 visits and receptions in Taos, in Santa Fe, in
 8 Albuquerque, and in Las Cruces. We're not sure if
 9 we're going to do Gallup yet. We're just trying to
 10 get some intel yet on whether we can get
 11 participation to make that worthwhile.
 12 If you are Gallup-centric -- I don't know
 13 if anybody here -- maybe Commissioner Davis -- we
 14 will let you know when we get that final schedule.
 15 But those events will be in our local communities.
 16 What that does is, one, it helps us keep
 17 the crowd size down. If you've been to our
 18 conferences before, some of those crowds are pretty
 19 big, and it's winter, so it's inside. Just wanted
 20 to make it easy for folks to not have to worry about
 21 that.
 22 We know that we've heard from our charter
 23 community that it's hard to get together right now.
 24 Between how hectic the school year and a half has
 25 been and a number of normal barriers, in addition to

<p style="text-align: right;">150</p> <p>1 the pandemic barriers, it's been hard to connect. 2 So we're really eager to serve as a host for local 3 communities to connect in their areas. 4 PEC and CSD staff are just welcome guests. 5 You do not have to pay. But we would ask that you 6 still register once that link is live. And that's 7 largely to get the counts for those local events at 8 our schools and our -- our reception. 9 So we're really excited about this. And I 10 think the -- as we're putting together these panels, 11 I think one of the great things that we will be able 12 to showcase via this is the fact that, you know, 13 equity work has been the work of most of our charter 14 schools through decades now. It's been -- new life 15 has been breathed into it, both from the lawsuit and 16 from just the events of the last year and a half. 17 And I think that's -- that's something 18 that excites our movement, and we're just really 19 excited to highlight some of the work that's been 20 going on there. 21 So we hope you all come. I will send -- I 22 will continue to send out updates. Our registration 23 link should be live next week. And, again, even 24 though you will not be paying, please register just 25 so we can have those counts ready for you-all.</p>	<p style="text-align: right;">151</p> <p>1 I'm really glad we had a little facilities 2 conversation here that I was able to catch moments 3 ago. Our facilities bill, we think, is moving 4 toward being able to be heard and on the call during 5 this 30-day session. You never know. 6 But we have -- I'll just tell you a couple 7 of things that it does that does get back to that 8 conversation. One is it gets rid of the square 9 footage bureaucratic nightmare that was created two 10 years ago by the PSCOC. That has been an utter 11 waste of time for a very small amount of savings and 12 was a choice by that commission. 13 Just bar none, there -- that did not have 14 to happen. It is our new reality. And, again, lots 15 of administrative time for not a lot of saved 16 dollars. And, I'll just say, as schools begin to 17 make new facilities, you will see the influence 18 there. You will see more narrow hallways than they 19 would have liked. You will see less square footage 20 towards bathrooms. 21 Policy has incentives in it. And that 22 policy that was created has a negative effect on the 23 facilities of our kids and our schools. 24 So we want it just to be on per MEM. We 25 make the program mandatory in that bill. We create</p>
<p style="text-align: right;">152</p> <p>1 a revolving loan fund in the NMFA public project 2 revolving loan fund. 3 In addition, the other element is that we 4 have PSFA kind of serve as oversight for whether 5 school districts are actually providing for 6 available facilities. And, really, that -- we don't 7 think school districts are sitting on a bunch of 8 facilities that they could be giving to charter 9 schools. 10 But there is -- nobody's watching that 11 light now. And somebody needs to just be there to 12 be holding folks accountable for when those things 13 happen. If that helps one charter school get into a 14 district facility that's unused, that is well worth 15 the policy and the oversight. 16 A couple of other thoughts on that. You 17 know, the -- the facility funding -- so lease 18 assistance covers about 80 percent of facility 19 funding. We talked about the down payment. Those 20 all come from SEG. 21 And the SEG, the "E" is for 22 "Equalization," that we are supposed to get the same 23 amount -- we fund kids in New Mexico. We do not 24 fund school districts, and we do not fund charter 25 schools. But if a kid goes to a charter school,</p>	<p style="text-align: right;">153</p> <p>1 they get less money. 2 We don't fight the 2 percent. That's part 3 of the deal. But that's less; right? 4 Transportation. To get transportation, 5 you have to pay for that out of savings from your 6 SEG, money that was supposed to go to kids that we 7 have to sit on and save just to get a bus. 8 We want to buy a facility, that down 9 payment comes from savings from money that was 10 supposed to be serving kids. 11 And where is my last one? Sorry. I'm 12 ranting a little bit. 13 There's some restrictions on federal funds 14 for locally authorized schools. And, in some cases, 15 those are not discriminatory. It's just a local 16 policy. And in other cases, they are. An example 17 of one that I don't think is particularly 18 discriminatory is APS. For any of their federal 19 funds, they kind of have like an administrative 20 overhead, because, you know, they're flowing in and 21 out a lot of money there. 22 And so they need to pay for that, and they 23 do that through those federal funds. 24 That -- that -- that overhead is taken 25 off, and then the money is taken to both their</p>

<p style="text-align: right;">154</p> <p>1 traditional district schools as well as their 2 locally authorized charter schools. 3 In that case, we're treated the same as a 4 district-authorized -- sorry -- as a traditional 5 district school. However, schools very much notice 6 it when they've changed authorizers from the PEC to 7 APS, because there is no such overhead when they're 8 with the PEC. 9 So schools of modest -- medium size -- not 10 modest -- a medium-sized school might lose \$100,000 11 to \$200,000 in federal funds to pay for that 12 overhead. It's not discriminatory, because we are 13 treated the same as a district school. But, boy, 14 schools notice when you lose \$100,000. And that is 15 something that I wish there was some way around to 16 really create true equity, not only for the charter 17 schools in Albuquerque, but also for the traditional 18 public schools there. 19 That's missed-out money that kind of goes 20 to -- you know, for -- since I'm ranting -- it goes 21 to the bureaucracy and push- -- and, you know, 22 making those things happen. I wish there was 23 another way to fund that rather than having to take 24 away from that SEG; because, again, those 25 traditional district schools also fall behind.</p>	<p style="text-align: right;">155</p> <p>1 So that conversation around facilities 2 just kind of got me ginned up a little bit on that, 3 because each one of those is a chisel on the bedrock 4 that we're supposed to have to fund our kids here. 5 Our per-student funding is higher than 6 Texas. It is higher than Colorado. It is higher 7 than Arizona. And we just -- we hurt ourselves in 8 this way. 9 So I will stop ranting. I hope you come 10 to the conference. 11 And I had one other thing -- oh. I want 12 to thank Director Chavez for her work in a 13 conversation that we had with Secretary Steinhaus. 14 It was around the autonomies that are afforded to us 15 in statute. As you know, in your contracts, you ask 16 folks to, you know, check the box if they're going 17 to use those nondiscretionary waivers. 18 So we've always felt we had the support of 19 our authorizer in that space. But that doesn't 20 always trickle down to the administrative processes 21 at PED. You know, if a school is going to leverage 22 a waiver to be released from evaluation requirements 23 or from instructional materials, you know, you-all 24 may recognize that they're using that waiver, but 25 the folks at PED don't always get that same message,</p>
<p style="text-align: right;">156</p> <p>1 and so we end up being treated like other schools 2 and feeling like we have to really push to be able 3 to leverage this statutory power that we have as 4 charter schools. 5 And so Director Chavez really did an 6 awesome job advocating for our schools. And 7 together, we were able to really explain this to 8 Secretary Steinhaus in a way where he got it. 9 And he made a commitment to us that, in 10 those areas that are real clear-cut, such as teacher 11 evaluation and instructional materials, that we 12 would be freed from those requirements and be able 13 to exercise the waivers as we should be able to. 14 And when I told a -- they're not one of 15 your schools. But I told a Montessori school this 16 in Albuquerque recently, and they were darned near 17 to tears. They've been having to do an evaluation 18 system that totally doesn't meet their model, and 19 they've always felt like it was just to do the 20 administrative paperwork. 21 That's another example where instructional 22 materials just look really different for a 23 Montessori school. And that -- this school is now 24 freed to really execute on its mission. 25 So I want to thank Director Chavez for</p>	<p style="text-align: right;">157</p> <p>1 that and thank the Secretary for his openmindedness 2 and ability to really recognize what charters do in 3 our space, because without these waivers, you 4 know -- yeah, we need these waivers to really 5 execute on our mission. I'll say that. 6 So thank you, Madam Chair. Thank you, 7 Commissioners. Sorry for getting ranty here. 8 THE CHAIR: Thanks. Looking forward to 9 December. 10 COMMISSIONER VOIGT: I just have a 11 follow-up question for Matt. 12 Well, first of all, I've never heard you 13 ramble like that. I mean, is it fatherhood? 14 MR. MATT PAHL: I have gotten more 15 crotchety now that I'm a dad. 16 COMMISSIONER VOIGT: I'm just kidding. 17 Thanks a lot for that. You're still doing a lot on 18 top of your new duties. 19 On the conference, the receptions, are 20 those going to be localized -- I mean, the school 21 visits, are those going to be localized as well? 22 MR. MATT PAHL: Both the visits and the 23 receptions will be in those locations. 24 COMMISSIONER VOIGT: Okay. Thanks. 25 Looking forward to it.</p>

<p style="text-align: right;">158</p> <p>1 THE CHAIR: Thanks. And continue to have 2 fun with that baby. 3 MR. MATT PAHL: That's easy. Thank you. 4 THE CHAIR: Oops. Sorry. I don't know 5 why my video went off. Sorry. Thanks. 6 Okay. We are now on to Public Education 7 Commission comments. 8 Commissioner Voigt? 9 COMMISSIONER VOIGT: Thank you. First of 10 all, you know, this -- this NACSA conference has 11 been super informative, super validating of our 12 work, not just in how we define student success, but 13 also in how we are broadening our hows and whys of 14 authorizing. 15 And so this has actually been one of the 16 best NACSA conferences that I've attended. So I 17 hope folks are being able to make room, or have been 18 able to make room, to participate. 19 You know, as we look at revising our 20 performance frameworks -- and this is going to be a 21 big lift, I know, for the Charter School Division 22 and all of us -- we know that strong instruction 23 plus a strong school climate does not -- it has 24 different student outcomes, you know. So both of 25 those together don't make student success. They're</p>	<p style="text-align: right;">159</p> <p>1 different pieces of the metric puzzle. 2 So there's a lot of things that we can 3 look at what we've done historically and look at 4 where we can go to be innovative and flexible in how 5 we authorize our charter schools. So I'm really 6 looking forward to diving into that work. 7 I think -- I wanted to thank KT for his 8 help in -- in identifying some hardware that we 9 might need for our -- for Mabry Hall going forward 10 to have that hybrid environment. 11 So I'm going to be getting those three 12 quotes for some hardware. And I should have it 13 submitted hopefully by the end of this month, if not 14 early November so it can start going through that 15 procurement process. 16 And I wanted to share with everyone -- 17 because we've been talking about social studies and 18 social justice -- that there's a phenomenal 19 curriculum. In addition to Howard Zinn, there's a 20 phenomenal curriculum called "Facing History and 21 Ourselves." And you can look at it at 22 FacingHistory.org. 23 It's a wonderfully rich thematic 24 curriculum that can bring in -- for all of these 25 project-based learning schools that we know about,</p>
<p style="text-align: right;">160</p> <p>1 it can bring in -- it's humanities-based. But it 2 can bring in art. It has the perfect platform for 3 media, for dance, for math. It's a great 4 curriculum. And we used it at Media Arts, and the 5 students loved it, and it was very rigorous and very 6 rich. 7 And it's -- they're headquartered in 8 Denver. It's an online curriculum. There's no 9 30-pound textbook. 10 It's a great curriculum. 11 And then I wanted to thank Director Chavez 12 and her perseverance in this work and her dedication 13 in supporting all the charter schools. I'm so happy 14 that you have some staff. And it sounds like you 15 only have two more openings? 16 Oh, okay. Well, keep at it, because -- 17 because it seems like things are really starting to 18 take shape at the Charter School Division. 19 And so I think your work is -- is really 20 setting a good tone and a good culture going forward 21 for the charter schools. 22 And I want to thank the entire Public 23 Education Commission for such a great discussion 24 yesterday and for everyone sharing all of their 25 different and diverse stories.</p>	<p style="text-align: right;">161</p> <p>1 That's all. 2 THE CHAIR: Thanks. 3 Commissioner Davis. 4 COMMISSIONER DAVIS: I have nothing to 5 add. 6 THE CHAIR: Thank you. 7 Commissioner Robbins. 8 COMMISSIONER ROBBINS: Two things. 9 Director Chavez said that yesterday about 10 the Budget Committee and all my questions about the 11 spending. And I would be happy to assist and be on 12 that committee. So if you want to send me the 13 invite, if I'm still welcome, that's fine. 14 And also on another thing that she 15 mentioned, my editorial in the paper a few weeks 16 back goes to the issue of the Memorandum of 17 Understanding. 18 I did get a response from the State 19 Auditor. They are conducting an investigation. And 20 they suggested that the PEC forward the MOU to the 21 AG's Office for an opinion. We either confirm my 22 statements that I feel that it is in violation of 23 statute or the Constitution, or it would confirm the 24 nine-one vote that it is permissible. 25 And if the AG's opinion came back that it</p>

<p style="text-align: right;">162</p> <p>1 is, I will have to shut up and stop complaining 2 about that. But if the AG does come back and say 3 that that MOU does not follow State law, and the 4 State Auditor cannot issue an opinion on that, but 5 if the AG did, then I think we would have to 6 seriously look at making changes. 7 So I hope that next month -- not next 8 month -- but in our December meeting, we could have 9 that. Because we aren't taking a vote now to ask 10 the Chair to extend such a letter of referral to the 11 AG's Office. But I would ask that the Commission do 12 that to settle the issue of the issue surrounding 13 MOU that I have in my mind and that I think some 14 charters have on that also. 15 Thank you. 16 THE CHAIR: Commissioner Chavez? 17 COMMISSIONER CHAVEZ: Thank you. I just 18 want to bring some attention -- you know, you've 19 heard me talk about, you know, things aren't normal 20 in the state. And, Director Chavez, you even 21 mentioned it from the comments that you made. 22 And it is very real. But I also want 23 to -- along those lines, also talk about some of the 24 buzz that's been circulating as a result of some of 25 the talks that have been happening at the LESC and</p>	<p style="text-align: right;">163</p> <p>1 LFC regarding the addition of additional days to the 2 calendar to address what they call "learning loss." 3 And as we think about, you know, the -- 4 the addition of additional days, you know, for some 5 districts and some schools, it works well; in 6 others, maybe not so well. But I do want to bring 7 attention that, you know, the state that we're in, 8 the mental state, has to be considered. 9 But also, you know, we've got -- there was 10 a report that came out that we've got about 1,000 11 open teaching positions currently in the State of 12 New Mexico. And I think that says something to the 13 state of education where we're at, but also -- so 14 that means long-term subs in the classrooms. It 15 also means that we've got a lot of Level I 16 alternative license teachers as well that we've had 17 to hire. 18 And, you know, as we think about student 19 progress, student -- and if you're trying to 20 address, you know, learning loss or trying to make 21 up some ground, whatever you want to call it, we 22 have to also think about the staff that are 23 currently in place and the crisis that we're in as 24 far as teacher shortage. And I just don't know that 25 there's enough being put out there.</p>
<p style="text-align: right;">164</p> <p>1 And what I would just like to just put and 2 start getting the word out there is I don't know 3 that more days is going to really solve the problem 4 in the situation that we're currently in as far as 5 teacher shortage, alternative license people. 6 We really need to build the capacity of 7 our teaching staff. We need to build the capacity 8 of our leaders in education. And until we address 9 that, we're not going to see some of the results 10 that we're all wanting as far as outcomes from kids. 11 And I think it's something that I just 12 want to just put out there, because I'm hearing more 13 and more of that. And, you know, more isn't always 14 better. And I think that's the position that is 15 being taken, is that, you know, more days will get 16 us better results. And it's just not -- in my 17 opinion, it's not until we start building the 18 capacity of the teaching staff that we have and our 19 educational leaders in those schools. 20 So that's all I have to say. Thank you. 21 THE CHAIR: Thanks. 22 Commissioner Armijo. 23 COMMISSIONER ARMIJO: Thank you. So I 24 want to start off actually kind of piggybacking on 25 what Commissioner Chavez just said, you know, the</p>	<p style="text-align: right;">165</p> <p>1 building capacity for teachers. 2 We have a nonprofit, a family nonprofit, 3 called the Armijo Family Scholarship Fund. And we 4 were able to award four education scholarships just 5 about three weeks ago, because we feel strongly that 6 we need more teachers, and we need them to be 7 respected in their field. 8 And I agree 100 percent with you. Adding 9 more days to the calendar is not the answer. We 10 need to give them support. And so I wanted to start 11 off with that. 12 I also wanted to thank Director Chavez for 13 all her hard work with her staff and all -- all the 14 work that they do every single day. 15 And then I wanted to piggyback also on 16 Commissioner -- or Chair Gipson when you talked 17 about Tierra Adentro. Last night I went to the 18 Hispanic Heritage Cultura Awards. And 19 Tierra Adentro was selected as the education 20 recipient of that award. So that was really, really 21 great to see -- Teresa Archuleta and her staff are 22 just amazing. And I was up- -- I was saddened that 23 I couldn't make it to their grand opening. So I 24 just wanted to share that. 25 And, lastly, I wanted to just talk a</p>

<p style="text-align: right;">166</p> <p>1 little bit about community schools. At the Mark 2 Armijo Academy, we recently received a grant to 3 be -- to become a community school and they're in 4 their planning year. 5 And I just -- I don't know when schools 6 stopped being community schools. I think it's weird 7 that we have to get a grant to become a community 8 school again. 9 But I just, you know, wish that we could 10 turn our focus to just being a whole community and 11 educating and uplifting our students and our 12 families. And, you know, I just -- I just wish we 13 could have more of that. So, hopefully, we'll get 14 to that point at some point. 15 And that's it. Thank you so much for a 16 great two days of meeting. Thanks. 17 THE CHAIR: Thanks. 18 Commissioner Carrillo. 19 COMMISSIONER CARRILLO: Hold on. Yes. I 20 agree, Commissioner Armijo. It's, like, when did 21 schools stop becoming community schools? Because 22 the way I remember it, it was the hub of the 23 community, you know. And it's always kind of been 24 that way. 25 But -- and I know there's a definition for</p>	<p style="text-align: right;">167</p> <p>1 what a community school is now. But it's just kind 2 of odd, as you're saying. 3 And then relative to what Commissioner 4 Chavez said, absolutely, you know. Building the 5 capacity of teachers that we have right now and then 6 building the capacity of, like, training the 7 trainer, like companies do; right? Who's teaching 8 our people in all the ed programs, not just here but 9 around the country? Are they really qualified to be 10 teaching our teachers? 11 Because I think I mentioned this a long, 12 long time ago. There was a Harper's article, it was 13 about five years ago, that said the problem is not 14 teachers; the problem is teaching universities, 15 because now, because the economy has changed, a lot 16 of people that want to go into teaching, 17 unfortunately as a default, and so the universities 18 are just cranking out the EDs without regard to, 19 really, does this person belong in a classroom. 20 So, I mean, I definitely have ideas on 21 how, you know, to forward that. 22 And what you were saying, people were 23 talking about Yazzie earlier, it's only been three 24 years. I mean, when are we really going to start 25 getting started on Yazzie/Martinez? And I know</p>
<p style="text-align: right;">168</p> <p>1 that -- I mean, I knew Judge Sarah Singleton, and I 2 imagine she's just, you know, beside herself in -- 3 I'll say dillydallying -- in the dillydallying and 4 speechifying we've done in the last three years and 5 not necessarily making the necessary steps, 6 according to Yazzie. 7 So that having been said, I really enjoyed 8 Matt's editorializing today. It was great, a lot of 9 things that he said. He's probably off the call 10 now. But always enjoy hearing from Matt. 11 We should make a condition of his 12 appearance next time that he bring Van with him to 13 the meeting. So -- because that's so much joy. 14 So two things. Three. 15 One is minutes. I knew -- I want a place 16 on the next agenda, the discussion and possible 17 action of how we do minutes, summary versus 18 transcribing and just -- and having that on our next 19 agenda. 20 And because we're now in this meeting 21 format, I don't think it's -- it shouldn't be 22 necessary for me to fill out a form at this point, 23 because everyone on the executive committee is on 24 this Zoom right now. 25 My concern is the nature of summary</p>	<p style="text-align: right;">169</p> <p>1 minutes versus information that we really want to 2 get across. So there's that piece. 3 I would also like for the next agenda to 4 include discussion and possible action around ninth 5 grade New Mexico history. And I know that the PEC 6 does not have the ability to take that off 7 graduation requirements in our schools. 8 I understood from yesterday's meeting that 9 perhaps the Secretary does, or this may have to be 10 legislated. But either way, at least having the 11 discussion and maybe coming up with, you know, a 12 consensus from the Commission about, you know, how 13 to approach this and how this -- exactly what 14 Ms. Voigt said yesterday about high schools, about 15 preparation for college or career or whatever's 16 next. 17 And there are certain things that maybe 18 don't necessarily need to be a part of the 19 curriculum in high school. So there's that. 20 And then, lastly, I haven't looked at it. 21 Thank you for telling me where I can find it, the 22 proposed calendar for 2022. Obviously, I'll look 23 over that for holy days and things like that, 24 because it gets confusing with a Jewish calendar as 25 it changes from year to year.</p>

<p style="text-align: right;">170</p> <p>1 And -- but I would like us to consider 2 putting it on the calendar for the November meeting 3 and not necessarily using it, but having it as a 4 placeholder. Because we're busy and a lot is going 5 on. 6 And, I mean, I remember that in Santa Fe 7 Public Schools, we didn't meet in July, but then we 8 had two meetings a month and also two study -- at 9 least one study session. 10 So I think it might be really valuable to 11 have it there, at least as a placeholder. Anyway, 12 so I felt like it's been really a productive two 13 days. I look forward to the Public Charter Schools 14 of New Mexico conference, and then just all the 15 things that we have coming up. 16 So you know, all of you take care. Have a 17 wonderful weekend. And that's the end of my 18 comments. 19 THE CHAIR: Thank you. 20 Commissioner Burt. 21 COMMISSIONER BURT: I just want to say 22 thanks to CSD, Corina, Missy. Bev, I know you're 23 not in CSD, so I better list you a little bit 24 separately. 25 I'm just so grateful for the work that you</p>	<p style="text-align: right;">171</p> <p>1 guys are doing. Like, working at the PED is hard 2 anyway. Being short-staffed makes it so much more 3 challenging. 4 So I know it's a lot. So thank you for 5 everything that you're doing. 6 Missy, I would love to come to trainings. 7 I've been, like -- like, if you could -- I don't 8 know if I could just find them online. If you 9 could, like, send me some that are coming up, that 10 would be great. I've always wanted to come just so 11 that I can learn more and see what you guys are 12 talking about. That way, I know what the charters 13 know. 14 So I would love to be invited to a 15 training or two in the -- in the future. Awesome. 16 And then I also want to just say thanks to 17 Julia. I'm so grateful for the collaboration that 18 you do with people, not only -- and I should say, 19 like, primarily with Corina, like, just the 20 collaboration that the two of you have, it just 21 makes me really happy. 22 But also just the proactive outreach that 23 you do to schools and to attorneys of charter 24 schools, it just is going -- is making -- I think 25 are making -- is making -- our lives easier and is</p>
<p style="text-align: right;">172</p> <p>1 going to, you know, just create a better atmosphere 2 for a long time in the future. 3 So I'm just really grateful for that 4 demeanor and the work that you do and that Nate is 5 doing. And so I just want to give just kudos today, 6 just all positivity. And I hope everyone has a 7 great weekend. So thanks. 8 THE CHAIR: Thanks. 9 Commissioner Manis. 10 COMMISSIONER MANIS: I just wanted to say 11 thanks to everyone for the great meeting today. I 12 had to step out for a few minutes due to a doctor 13 appointment. But my only request is that, for our 14 next meeting, that we have discussion and possible 15 action on creating a YouTube PEC channel for 16 recording and (inaudible). Thank you. 17 THE CHAIR: Thanks. And I'm just going to 18 ask that because we forget things, there is a 19 process for submitting to the agenda so that we have 20 a record of it as well, so that it's on there and 21 something doesn't get lost. And that is part of -- 22 in our rules of procedure on how to do it. 23 So I'm just going to ask that -- so we 24 don't miss something as well. So I'd appreciate 25 that.</p>	<p style="text-align: right;">173</p> <p>1 COMMISSIONER MANIS: Of course. 2 THE CHAIR: So I just want to thank 3 everyone once again. I'm heading out to one of our 4 local charters. So I appreciate getting out of here 5 on time for this. 6 So thank you, all. Thank you for 7 yesterday. Always enjoy the engagement and the 8 conversations. And I look forward to what we're 9 going to do with the performance framework. I 10 really do. 11 So I will make a motion that the -- that 12 this meeting be adjourned. 13 COMMISSIONER BURT: Second. 14 COMMISSIONER DAVIS: Second that. 15 THE CHAIR: There's a motion by 16 Commissioner Gipson, a second by Commissioners -- 17 actually Burt and Davis. 18 COMMISSIONER CARRILLO: Discussion on 19 that? 20 THE CHAIR: No. I absolutely refuse 21 discussion on that. 22 COMMISSIONER CARRILLO: Oh, well. 23 THE CHAIR: Roll, please. 24 COMMISSIONER BURT: Commissioner Armijo. 25 COMMISSIONER ARMIJO: Yes.</p>

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1 COMMISSIONER BURT: Commissioner Burt,
 2 yes.
 3 Commissioner Chavez.
 4 COMMISSIONER CHAVEZ: Yes.
 5 COMMISSIONER BURT: Commissioner Davis.
 6 COMMISSIONER DAVIS: Yes.
 7 COMMISSIONER BURT: Commissioner Gipson.
 8 THE CHAIR: Yes.
 9 COMMISSIONER BURT: Commissioner Robbins.
 10 COMMISSIONER ROBBINS: Yes.
 11 COMMISSIONER BURT: Commissioner Voigt.
 12 COMMISSIONER VOIGT: Yes.
 13 COMMISSIONER BURT: I put you at the end
 14 on purpose, Commissioner Carrillo.
 15 COMMISSIONER CARRILLO: Yes.
 16 COMMISSIONER BURT: That passes
 17 unanimously.
 18 No. Wait.
 19 Commissioner Manis. Sorry. I had him
 20 highlighted from earlier. Sorry, Commissioner
 21 Manis.
 22 COMMISSIONER MANIS: Yes.
 23 COMMISSIONER BURT: All right. That
 24 passes, nine-zero.
 25 THE CHAIR: Thank you so much. Thanks

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1 everyone. Stay safe.
 2 (Proceedings adjourned at 1:03 p.m.)
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1 BEFORE THE PUBLIC EDUCATION COMMISSION
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 10 certify that the foregoing pages constitute a true
 11 transcript of proceedings had before the said
 12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the
 13 State of New Mexico, in the matter therein stated.
 14 In testimony whereof, I have hereunto set my
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17
18 *Cynthia Chapman*

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