

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
OPEN PUBLIC CHARTER SCHOOL RENEWAL HEARINGS

F. Hózhó Academy

G. New Mexico Connections Academy

December 14, 2022

9:00 a.m.

Jerry Apodaca Education Building, Mabry Hall

300 Gaspar Avenue

Santa Fe, New Mexico

AND

Via Zoom Webinar Video Teleconference

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1 APPEARANCES

2 COMMISSIONERS:

3 REBEKKA BURT, Chair

4 GLENNA VOIGT, Vice Chair

5 MELISSA ARMIJO, Secretary

6 STEVEN CARRILLO, Member

7 PATRICIA GIPSON, Member

8 KT MANIS, Member

9 DAVID ROBBINS, Member

10 PED STAFF:

11 CORINA CHAVEZ Director

12 Charter School/Options for

13 Parents and Families Division

14 BRIGETTE RUSSELL Deputy Director, Options for

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17 MISSY BROWN Technical Assistance and Support and

18 Training Administrator

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22 Training Coordinator

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1 VICE CHAIR VOIGT: Good morning, everyone.

2 We will go ahead and resume our renewal hearings.

3 F. Hózhó Academy

4 THE CHAIR: And so, at this time, welcome,

5 Hózhó. And we'd like for you to introduce your team

6 that you have at the table. Go ahead. And you

7 might need to spell your last name for the

8 transcriber.

9 MS. JULIANE HILLOCK: (Off mic.)

10 Let's try this again. I'm Juliane

11 Hillock, H-i-l-l-o-c-k. And I am principal of Hózhó

12 Academy.

13 And I have with me at the table Ramona

14 Vining. She's the (inaudible due to audio

15 distortion), and also (inaudible due to audio

16 distortion) Dean of Students, so a part of our admin

17 team.

18 VICE CHAIR VOIGT: Thank you.

19 Commissioners, let's go ahead and

20 introduce yourselves. This is the first time with

21 this team.

22 Commissioner Armijo.

23 COMMISSIONER ARMIJO: Good morning. My

24 name is Melissa Armijo. I represent District 1,

25 which is in Albuquerque, from the South Valley all

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1 INDEX TO PROCEEDINGS

2 4. Charter School Renewals, Continued

3 F. Hózhó Academy 4

4 G. New Mexico Connections Academy 141

5 5. Adjourn 232

6

7 REPORTER'S CERTIFICATE 233

8

9 ATTACHMENTS:

10 A Hózhó Academy Attendance Sheet

11 B New Mexico Connections Academy Attendance Sheet

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1 the way to the Isleta Pueblo to Paseo Del Norte and

2 west of the Rio Grande River.

3 COMMISSIONER VOIGT: Thank you.

4 Commissioner Carrillo.

5 COMMISSIONER CARRILLO: Good morning. I'm

6 Steven Carrillo. And I'm District 10. So that's

7 Santa Fe, basically, Colfax, Taos, Rio Arriba

8 Counties, all the way to the Colorado border except

9 the Four Corners area.

10 COMMISSIONER GIPSON: I'm Pattie Gipson,

11 District 7, the southern part of the state, almost

12 all of Doña Ana County and a smidgen of Otero.

13 COMMISSIONER VOIGT: Okay. Commissioner

14 Robbins.

15 COMMISSIONER ROBBINS: Yes. My name is

16 David Robbins, District 2, which is East

17 Albuquerque, basically east of Louisiana.

18 It's good to be here.

19 THE CHAIR: Thank you. Commissioner

20 Manis.

21 COMMISSIONER MANIS: Hi. My name is

22 KT Manis. I am Commissioner of District 9. And

23 that represents Lea County, Eddy County, most of

24 Otero County, and a small part of Chaves County.

25 Thank you.

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1 COMMISSIONER VOIGT: And I am Glenna  
 2 Voigt, Vice Chair, representing District 3, which is  
 3 Central Albuquerque, roughly Louisiana to the river,  
 4 and Gipson to Paseo Del Norte. And you are?  
 5 THE CHAIR: Good morning. I am Bekka  
 6 Burt, and I represent District 4, Rio Rancho -- or  
 7 sorry -- Sandoval County up to Los Alamos County.  
 8 COMMISSIONER VOIGT: Thank you.  
 9 Dr. Russell, would you like to introduce  
 10 your staff?  
 11 DR. BRIGETTE RUSSELL: Thank you,  
 12 Commissioner Voigt.  
 13 I am Brigitte Russell. I am the Deputy  
 14 Director in the Charter Schools Division.  
 15 Director Corina Chavez is unable to be  
 16 here today and sends her apologies. She has a  
 17 meeting at the Governor's Office, and that was one  
 18 that she couldn't exactly turn down.  
 19 My colleague, Dr. Barbara Gradner, is with  
 20 us today. Dr. Gradner led the site visit to Hózhó  
 21 Academy in October. And my colleague, Martica Davis  
 22 is in the audience also.  
 23 And I will let Missy Brown introduce  
 24 herself as she has a microphone.  
 25 MS. MELISSA BROWN: Nobody can stop me.

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1 I'm Missy Brown, Charter School Division's Technical  
 2 Assistance and Training Administrator. And then we  
 3 also have with us my teammate, Lucy Valenzuela,  
 4 who's the Charter Schools Training Coordinator.  
 5 VICE CHAIR VOIGT: Thank you. And let the  
 6 record show that Chair Burt has arrived.  
 7 Do you want to take over?  
 8 THE CHAIR: Okay. I'll go ahead and take  
 9 over.  
 10 All right. So that will take us to Item  
 11 A, which is the Public Education Department  
 12 evaluation.  
 13 Dr. Russell.  
 14 DR. BRIGETTE RUSSELL: Thank you,  
 15 Madam Chair and Commissioners.  
 16 I would first like to express my gratitude  
 17 toward everyone who has worked so hard in this  
 18 renewal process, particularly Hózhó Academy, its  
 19 community, students and staff and leader and parents  
 20 and governing board, the Public Education  
 21 Commissioners, the Charter Schools Division team,  
 22 both those who were a part of the site visit, and  
 23 those who contributed behind the scenes.  
 24 Renewing schools is a complex process, and  
 25 circumstances particular to the past four years make

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1 the renewal process even more challenging.  
 2 For one, policies and practices have  
 3 evolved at the PED. Some of what is in the  
 4 Performance Framework now is no longer applicable,  
 5 which is why the Public Education Commission is in  
 6 the process of revising its Performance Framework.  
 7 The global pandemic also created new  
 8 challenges for schools, particularly for schools  
 9 like Hózhó Academy, which is located in the part of  
 10 the state that has been hardest hit by the disease.  
 11 And our condolences go out to the school who I know  
 12 that you've had a lot of losses at your school.  
 13 Lastly, there is always a balancing act  
 14 and holding charter schools to the same, if not  
 15 more, rigorous standards as traditional schools and  
 16 honoring their autonomy as unique entities.  
 17 We acknowledge that there is always room  
 18 to improve any process and recognize that there were  
 19 components of this renewal process that should be  
 20 refined.  
 21 First, the renewal documents sent to  
 22 schools were not as comprehensive as the CSD would  
 23 have liked them to be. At the same time, it was  
 24 important to get those reports to the schools as  
 25 quickly as possible.

9

1 As you know, we have been waiting for the  
 2 State to release student academic performance data.  
 3 And because this is a baseline year, growth data has  
 4 not come in.  
 5 We do have proficiency data, but that --  
 6 the final data did not come in until October, and we  
 7 still have not published ACCESS ELL proficiency  
 8 data.  
 9 So in a sense, the renewal process begins  
 10 on day one of a school's charter with the school  
 11 looking forward to and documenting their successes  
 12 and their challenges in preparation for the  
 13 every-five-year renewal.  
 14 Our process this year began on  
 15 August 19th, when we sent the Part A of the  
 16 application, with data, to schools.  
 17 We sent an addendum on September 2nd, once  
 18 preliminary proficiency data were available.  
 19 The schools submitted their application on  
 20 September 15th.  
 21 And CSD conducted a site visit in October.  
 22 In Hózhó's case, we had to reschedule this  
 23 twice, and we are grateful to Ms. Hillock and her  
 24 team for their graciousness in accommodating us.  
 25 And then our team got there on the day

<p style="text-align: right;">10</p> <p>1 when there was a snowstorm.</p> <p>2 On November 1st, the CSD released the</p> <p>3 preliminary analysis. And on November 15th, schools</p> <p>4 submitted their response to the analysis.</p> <p>5 CSD carefully read schools' responses to</p> <p>6 the preliminary report and corrected any ratings</p> <p>7 that warranted correction, if evidence was presented</p> <p>8 to justify a change. Some of the responses did not.</p> <p>9 In Hózhó's case, we did change one of</p> <p>10 the -- one of the ratings for tribal consultation.</p> <p>11 The school was required to engage in tribal</p> <p>12 consultation, but the federal guidelines and the</p> <p>13 state guidelines didn't perfectly align, and the</p> <p>14 school received some conflicting guidance regarding</p> <p>15 tribal consultation.</p> <p>16 They did make an attempt to conduct tribal</p> <p>17 consultation. And the Charter Schools Division</p> <p>18 believes that the school acted in good faith and</p> <p>19 attempted to comply with all relevant laws to the</p> <p>20 best of their ability.</p> <p>21 That said, we -- in our renewal</p> <p>22 recommendation, which is for five years, we are</p> <p>23 recommending that a condition of renewal be</p> <p>24 completing the tribal consultation, as required by</p> <p>25 Section 22-8B-12 of the New Mexico Statutes, and the</p>	<p style="text-align: right;">12</p> <p>1 School's Comments. So you all will have 30 minutes.</p> <p>2 And if I could ask you to reintroduce yourself, just</p> <p>3 because our -- they didn't get your -- there was</p> <p>4 some distortion when you were doing it. So if you</p> <p>5 can pretend like you never even did it and redo it</p> <p>6 anyway.</p> <p>7 MS. JULIANE HILLOCK: My name is Juliane</p> <p>8 Hillock. That was H-i-l-l-o-c-k. I'm the principal</p> <p>9 of Hózhó Academy.</p> <p>10 And I have with me Ramona Vining.</p> <p>11 V-i-n-i-n-g. And she is a third-grade teacher and</p> <p>12 grandparent of a student at our school.</p> <p>13 And I have with me Stephanie Vicenti, a</p> <p>14 member of our admin team, who is the director of</p> <p>15 Native American Education and Dean of Students at</p> <p>16 our school with me.</p> <p>17 Okay. Begin? All right. I'm going to</p> <p>18 set my timer, because I'll get carried away.</p> <p>19 So I wanted to provide a few notes up</p> <p>20 front. And then we do have a video to share with</p> <p>21 you.</p> <p>22 So here are some basic -- if we can go on</p> <p>23 to the next slide -- some basic demographics of our</p> <p>24 school.</p> <p>25 As of yesterday, 611 students, total</p>
<p style="text-align: right;">11</p> <p>1 Indian Education Act, '22-'23A.</p> <p>2 A second condition for the five-year</p> <p>3 renewal CSD is recommending is that Hózhó Academy</p> <p>4 demonstrate progress in reading and math</p> <p>5 proficiencies over the course of the next charter</p> <p>6 term, both in terms of overall proficiencies and in</p> <p>7 reducing achievement gaps in student subgroup</p> <p>8 performance with specific targets to be determined</p> <p>9 during contract negotiations.</p> <p>10 The preliminary analysis also noted that</p> <p>11 the school had not submitted a timely Mission Change</p> <p>12 Amendment Request to the PEC since the school had</p> <p>13 changed its mission. The governing board voted in</p> <p>14 April of 2022 to change the mission of the school,</p> <p>15 and the school has been using that mission since.</p> <p>16 Since the preliminary report, Hózhó</p> <p>17 Academy has submitted an amendment request. And it</p> <p>18 is on Friday -- this Friday's PEC meeting agenda.</p> <p>19 And we realize that the PEC can't vote on</p> <p>20 that request until Friday, but they may wish to</p> <p>21 review CSD's analysis and consider it in the</p> <p>22 discussions for renewal today.</p> <p>23 Thank you.</p> <p>24 THE CHAIR: Thank you, Dr. Russell. All</p> <p>25 right. That takes us to Item B, which is the</p>	<p style="text-align: right;">13</p> <p>1 enrollment for grades K through 9.</p> <p>2 And Native American students, 299, which,</p> <p>3 is approximately 48.9 percent of our total</p> <p>4 enrollment.</p> <p>5 Navajo students, about 235 students,</p> <p>6 38 percent of our enrollment.</p> <p>7 And total staff, about 81 or so. That</p> <p>8 includes our custodial staff, subs, and our online</p> <p>9 service providers. And of those, 30 percent --</p> <p>10 or 30 staff members are Native, with 20 of them</p> <p>11 being Navajo.</p> <p>12 Some up-to-date data. These are -- this</p> <p>13 is the data for our school's fall NWEA.</p> <p>14 And so this is -- it's not the most recent</p> <p>15 data, because we did just start the</p> <p>16 middle-of-the-year testing; however, we don't have</p> <p>17 those results yet. So this would have been</p> <p>18 Fall 2022. And this is the number of students who,</p> <p>19 according to NWEA, are at the national average in</p> <p>20 each grade, math, reading, and language arts.</p> <p>21 That's two through five. And this would be six</p> <p>22 through nine.</p> <p>23 We have been working diligently improving</p> <p>24 our overall scores. So this next slide is -- yep,</p> <p>25 right there -- the Istation. These are -- this is</p>

<p style="text-align: right;">14</p> <p>1 first grade's results. So these were students that 2 we had last year in kindergarten coming up to first 3 grade. So as you can see for fall, looking much 4 better going forward. 5 It has been very difficult. Obviously, 6 because of the pandemic in our area, where we did 7 have complete shutdown of our schools for the one -- 8 one quarter, then a full year, and then last year 9 being half and half, people coming in and out. And, 10 still, today we're supposed to have some students 11 here to visit with you. And our -- our teacher came 12 down with COVID over the weekend, so he couldn't be 13 here. So it's still impacting our community 14 significantly. 15 So to share, the next slide is Native 16 American Programming. So since we opened, we've 17 offered Navajo language and culture to all students, 18 and now it's open to all students in kindergarten 19 through ninth grade, and about 177 students 20 participate. 21 We have a daily assembly and -- where we 22 meet. And we do the Pledge of Allegiance in Navajo, 23 Spanish, Zuni, and English every day. 24 We had a celebration of Native American 25 Heritage Month. We did whole-school activities; we</p>	<p style="text-align: right;">16</p> <p>1 building to -- for Active Shooter Training to the 2 Navajo EMT for the entire summer. 3 And we also partner with Johnson O'Malley. 4 So future plans are that we are going to put more 5 murals up and pictures and want to label things in 6 our school with multiple languages. And we are also 7 going to be adding a Zuni language program soon. 8 Next, Missy. 9 Some particularly difficult challenges 10 that we have as a school. As we said, the pandemic 11 impacted our school population, and it is still 12 impacting us. It -- we were already in a situation 13 where many students were behind. And, now having 14 been out for two years, and, in addition, the levels 15 of trauma that they've experienced through this 16 process has just made a huge impact on our school. 17 When the pandemic happened, there was very 18 little electronic infrastructure for many of our 19 families, especially those who live on the 20 reservations. They -- with no running water, no 21 electricity, and certainly no Internet and phone 22 service. 23 And as a -- as a principal of the school, 24 we -- I live that as well, because I live on a dirt 25 road. And sometimes with the rain, we have to be</p>
<p style="text-align: right;">15</p> <p>1 did a festival. There were different things that 2 kids could do throughout the entire month. And we 3 had some presentations during our assemblies. 4 Yearlong, we still -- we do activities. 5 It's not just during Native American Heritage Month. 6 But we invite storytellers, and we do traditional 7 dress days. We do different activities throughout 8 the year. 9 We have partnerships with the National 10 Indian Youth Leadership Program. They do -- they 11 did initially just do an after-school program, which 12 was Project Venture and Project Pre-Venture for 13 fourth grade and sixth grade. 14 But it was so successful and so great that 15 we decided that we would just put it within the 16 school day. And so now we have a gardening class 17 for every student in kindergarten through sixth 18 grade to teach indigenous gardening methods and 19 sustainable gardening. 20 And it is also connected with our lunch 21 program. And, in addition, we have opened our 22 school to other organizations. We have the American 23 Indian, I think, Service -- yeah. And they did a 24 summer program, offered a full summer -- summer 25 school STEM program. And then we also opened our</p>	<p style="text-align: right;">17</p> <p>1 pulled out with a tractor. I have no mail at the 2 house. We had no Internet. I had no phone service, 3 Internet, or land service during the pandemic. 4 And so it was very difficult for me, and I 5 experience what our families experience by living 6 there myself. 7 So it's really hard to do home -- to do 8 school remotely under those conditions. 9 We have 25 of our students in the last 10 year and a half or so have lost a parent, most of 11 them to substance abuse issues, poverty, suicides. 12 Inconsistency in housing have caused a lot of trauma 13 within our community. 14 It's not easy to overcome those things and 15 just have kids just sit down and start working. But 16 we -- we have to actively work at supporting those 17 students emotionally, and their families as well, in 18 order to even be able to get to the point where we 19 can work on scholastic matters. 20 There is no transportation for our school. 21 Well, there's minimal within the community inside 22 Gallup city limits. There is a bus that will take 23 the -- a city bus that will take the kids to the 24 school. But, otherwise, with no transportation, it 25 does make it difficult.</p>

<p style="text-align: right;">18</p> <p>1 Many of our students have to travel 2 30 minutes each way, and parents have to drop off. 3 And it's really difficult for some of our families, 4 obviously, to manage their budgets to a point. And 5 with gas prices increasing, to do that twice a day 6 is a challenge. But our parents make that 7 commitment to -- to bring their students to our 8 school. 9 Our facilities. Although we are really 10 grateful for what we do have, they limit us to be 11 able to do the things that we need to do. It's a 12 small -- we're bursting at the seams as far as using 13 our current facilities. 14 We have limited access to resources in our 15 area because we -- there's -- if you want medical 16 care for any kind of serious or chronic condition, 17 you often have to travel two hours. And if a family 18 has to travel, they have to take their entire family 19 with them. So we have a lot of absenteeism because 20 of that. 21 Students had a lack of prerequisite 22 skills. We're always playing catch-up. Challenges 23 with obtaining accurate data over this course of 24 this charter renewal, because if you're not -- if 25 the students are not in school -- we even tried to</p>	<p style="text-align: right;">20</p> <p>1 And, you know, we've had students whose parents, 2 like I said, have died, and those students come to 3 school on that day. They'll come to school and tell 4 us that their parent died last night, and they're at 5 school. And it -- it makes me feel as though that 6 we're offering them a safe place to be under those 7 conditions. And so that is something that I feel 8 most proud of. 9 We started a wellness program to help our 10 students through our equity council. One of the 11 things that came up was that we really needed to 12 tackle some of these issues, given that in McKinley 13 County, we're the last in the state as far as health 14 conditions for our population. 15 And so I feel the responsibility to teach 16 our students healthy ways, nutrition, exercise, and 17 to have a healthy life. And so hopefully we can 18 break some of those cycles. 19 We offer after-school and weekend programs 20 for free. We never charge families for any 21 programs. It's all volunteer from our staff to do 22 dance lessons, chess club. Whatever students want 23 to do, they find a teacher, and we have put it 24 together. 25 And we talk about virtues a lot, virtue</p>
<p style="text-align: right;">19</p> <p>1 do NWEA remotely and that was just the most 2 difficult challenge that we tried to -- and it 3 turned out to not be -- to not give us any accurate 4 data, because kids were taking the test at home. 5 Kids that were in the first percentile were then 6 suddenly in the 99th percentile, and then -- you 7 know. So that wasn't helpful. 8 COMMISSIONER GIPSON: (Inaudible due to 9 off-mic.) 10 MS. JULIANE HILLOCK: They did. They did. 11 So -- and then our performance, really, 12 academically is lower than we can accept. And so we 13 are working to try to improve that. 14 So how we do that, too, is through -- we 15 have a counselor -- we have two full-time 16 counselors, an intern. We have a social worker. We 17 have an assistant to the counselors, friendship 18 groups, family outreach. We try to make sure we do 19 food for the weekend, clothing and furniture drives 20 for some of our families. We use Restorative 21 Justice practices so that students can feel that 22 they have -- if they made a mistake, that it's not 23 the end of the world and that there's a way to 24 repair some of those things. 25 We have many stories of student successes.</p>	<p style="text-align: right;">21</p> <p>1 development, that we talk to students about the 2 world is not a fair place, and how do we navigate a 3 world that's not fair. And then we talk to them 4 about how to be a virtuous person and how to be okay 5 in a world that isn't always going to treat you 6 fairly. 7 Okay. Next slide would be some of our 8 victories. We have a food program that's excellent, 9 fresh, not processed, food. And we have offered 10 that to other charter schools in Gallup. And I 11 don't believe there's ever been a food program for 12 charter schools until we've been able to put one 13 together. So that's something we're proud of. 14 We have our gardening program, like I 15 mentioned, and our wellness program schoolwide. We 16 have a video to show you some of those things. 17 I think it's not typical for a charter 18 school to offer a sports program. But we actually 19 had an 11-man football team, and we did very well. 20 We're competitive. 21 Cross country typically comes in first or 22 second every meet that we go to. 23 We have an excellent volleyball, 24 basketball, baseball, softball, track. 25 And when a student approached me about</p>

<p style="text-align: right;">22</p> <p>1 golf, okay, we'll give it a shot. So whatever kids 2 want to do, we're open to.</p> <p>3 We teach -- we have a Navajo class that's 4 been schoolwide with -- it's not easy to find a 5 520-certified teacher. Even though we're in Gallup 6 where many people speak Navajo, to become a 7 520-certified teacher is a very difficult process.</p> <p>8 We have a PhD-level staff for some of our 9 classical literature Latin offerings, which is 10 remarkable, considering our location, to be able to 11 recruit people to come and to work with our 12 students.</p> <p>13 So we are teaching multiple languages, 14 honoring multiple cultures. We're starting to see 15 growth in many of our students.</p> <p>16 Many of our students were on the cusp. 17 When we got the data in August, it was very 18 distressing to me. And then I went back, and I've 19 looked at it at every angle. We had Cognia come to 20 the school, and just tried to understand. But we 21 were within -- many, many students were within one 22 or two points of being proficient. So I'm hoping 23 that we can give a little boost and see some growth 24 officially at the next testing session.</p> <p>25 Overall, we did a survey on staff.</p>	<p style="text-align: right;">24</p> <p>1 teacher. And Singapore Math is a difficult 2 investment. So we see the benefits as teachers 3 become more proficient with it.</p> <p>4 Reading. We're adding a reading 5 specialist for seventh through ninth graders because 6 many of our students of those 600 students have come 7 to us unable to read fluently, and we need to do 8 something about that.</p> <p>9 For K-3, we've added -- we have teachers 10 who are going to be our literacy leads for those 11 particular grade levels. And we use a multisensory, 12 a universally designed literacy program, and we just 13 need to be better with that.</p> <p>14 We've also done some deep dives in 15 understanding the data. And we just want to make 16 sure that the data aligns with what we know our 17 students can do.</p> <p>18 We have to tighten up some of our 19 attendance. I think some things have become a 20 little loosey-goosey with students coming to school, 21 not coming to school during the pandemic. So we've 22 had to tighten up on some of those expectations.</p> <p>23 We want to strengthen our students 24 physically and academically, and looking to work -- 25 looking at student work in PLC so that we're not</p>
<p style="text-align: right;">23</p> <p>1 Parents are satisfied. Students are satisfied.</p> <p>2 And we have grown. When we opened, we 3 were 110 students and now we're over 600 students. 4 And that's over the course of a pandemic, where we 5 weren't even in school. And so -- and didn't have a 6 lot of the things to offer that the other 7 district -- the district schools could.</p> <p>8 And so I feel like there's something there 9 that people are connecting with.</p> <p>10 Particularly proud of our whole school 11 assembly every morning. We -- the students have 12 learned the Preamble, Gettysburg Address, 13 Declaration of Independence. So we're trying to 14 teach our students the rights and responsibilities 15 of citizenship.</p> <p>16 And we're also planning many trips for our 17 students, including Florida, D.C., and even a trip 18 when they're a senior to Europe.</p> <p>19 And so, as I said, we're trying to improve 20 student performance. So in math, these are some of 21 our plans: To hire a math specialist before the end 22 of this year to train and support teachers in our 23 particular curriculum, Singapore Math. It's not 24 easy if you've not -- if you've grown up doing 25 algorithms and doing old-school math to be a</p>	<p style="text-align: right;">25</p> <p>1 just having conferences about things, but actually 2 looking at student work and making some important 3 decisions and increasing the effectiveness of our 4 total process through MLSS.</p> <p>5 We also have a video. 6 (Video is played.)</p> <p>7 MS. JULIANE HILLOCK: And they actually 8 build their own looms. (Comment during the video.) 9 You can't tell, but they're exercising 10 right there. (Comment during the video.) 11 And students are recognized for their 12 achievements. 13 (Video concluded.)</p> <p>14 MS. JULIANE HILLOCK: And I was just going 15 to turn the mic over to Mrs. Vining to have -- I 16 don't know how much time we have left, Missy.</p> <p>17 MS. MELISSA BROWN: We have three minutes 18 and 17 seconds.</p> <p>19 MS. JULIANE HILLOCK: That ought to do it.</p> <p>20 MS. RAMONA VINING: Good morning, 21 Commissioners. I -- as I sat here and watched the 22 video, I'm so excited to be a part of that program.</p> <p>23 I came out of retirement after I talked to 24 Mrs. Hillock and started hearing these wonderful 25 things about Hózhó Academy. So to be part of this</p>

26	<p>1 vision and part of this program is really quite an 2 honor.</p> <p>3 And as a Native woman, mother, 4 grandmother, and having lived in Gallup all my life, 5 married to the same man for 50 years, it's good to 6 have a place to send my grandchildren.</p> <p>7 One of them is there, and the future 8 children are going to go there. And to have the 9 arts, to have the physical part about the school, 10 and the foods, and just to -- I think the part that 11 really comes into my heart is teaching the respect 12 as we look at the virtues.</p> <p>13 And because anytime that there is 14 misbehavior or something, we redirect them and tell 15 them, you know, and encourage them to look at the 16 virtues of what they're doing and take 17 responsibility for their actions.</p> <p>18 I personally am growing, because I didn't 19 know a lot of the art. And those morning 20 assemblies, I'm learning. I now can say the 21 Preamble. I won't do it for you now. I'm too 22 nervous.</p> <p>23 But as a teacher, Singapore Math is new to 24 me, and I really like it a lot. And I had been 25 given training in the Literacy Essential Program,</p>	28	<p>1 Was that three minutes?</p> <p>2 MS. JULIANE HILLOCK: Thank you. And I do 3 believe we have some Public Comment. I don't know 4 if we skip to that, or if they are able to join 5 online.</p> <p>6 MS. MELISSA BROWN: All right. You have a 7 minute and 14 seconds left before the Public 8 Comment, but I will just add that into the public 9 comment unless you want to continue.</p> <p>10 MS. JULIANE HILLOCK: Oh, no. That's 11 good. Thank you.</p> <p>12 MS. MELISSA BROWN: I'm going to -- so 13 first -- so, Ms. Vining, did you -- was that your 14 public comment? Or do you want more public comment?</p> <p>15 MS. RAMONA VINING: Yes. Thank you.</p> <p>16 MS. MELISSA BROWN: So then we have -- 17 I'll move the students to the panel, except -- oh, 18 no. There they are. Okay.</p> <p>19 So we have two student speakers joining on 20 one Zoom link. We'll start with Raine Miller. And, 21 Raine, if you could please spell your first and last 22 name for the court reporter.</p> <p>23 FROM THE FLOOR: R-a-i-n-e M-i-l-l-e-r.</p> <p>24 MS. MELISSA BROWN: Super. Go ahead and 25 make your comment.</p>
27	<p>1 which is very -- the name defines what we need for 2 reading and writing, because having been in 3 education, that is the problem in New Mexico. 4 Our -- we have low readers. They can't read and 5 write.</p> <p>6 And I've struggled with this my whole life 7 with the students. And I feel like we have a 8 solution. We just need to keep, you know, enhancing 9 it and teaching it and working with it. And in my 10 third-grade class, reading and writing is where 11 we're focusing on. I want them to love books, and I 12 want them to be able to write. All the other things 13 are bonuses.</p> <p>14 But I think the biggest bonus in Hózhó 15 Academy is the leadership. We have a team of 16 leaders who care about the teachers. But most of 17 all, they model the caring of the students.</p> <p>18 And Mrs. Hillock's door has always been 19 open to me. And all the needs that I need or want 20 for my students and their parents have been 21 addressed and supported.</p> <p>22 So I'm honored to be a part of that 23 program, and Gallup needs it. Gallup, New Mexico, 24 needs Hózhó Academy. And the culture is rich there. 25 So thank you.</p>	29	<p>1 FROM THE FLOOR: I think -- Hózhó is a 2 pretty good school. I really like their Navajo 3 program and their literacy -- the literature 4 program. My favorite book is Lord of the Flies. 5 Thank you.</p> <p>6 MS. MELISSA BROWN: Thank you very much. 7 I know it's -- it can be nervous. All right.</p> <p>8 Our next speaker is Dean Benally. Again, 9 Dean, if you would please spell your name for the 10 court reporter.</p> <p>11 FROM THE FLOOR: D-e-a-n. The last name 12 B-e-n-a-l-l-y.</p> <p>13 And I've been coming to school for Hózhó 14 Academy for a few years now. And it's helped me a 15 lot through education and physically.</p> <p>16 I lost my dad this last year. And it's 17 really knocked me down. And then the counseling 18 program helped me. The PE program especially helped 19 me especially by getting my feet on the ground 20 sometimes.</p> <p>21 And the thing I like is the sports here. 22 Right now, we're playing a game against Rehoboth 23 today, High School. And it's going to be exciting. 24 And also I've learned a lot of classical music, art. 25 I'd never known or never known that existed.</p>



<p style="text-align: right;">30</p> <p>1 And my favorite subject in school is math.  2 As I've noticed -- I've known this teacher that  3 teaches math for a long time, and I understand him  4 more than other teachers.  5 And, yeah, thank you.  6 Oh, one more point. One more thing. My  7 favorite book is Cyrano de Bergerac. Thank you very  8 much.  9 MS. MELISSA BROWN: Thank you. Anybody  10 else?  11 FROM THE FLOOR: Hello. My name is  12 Elizabeth Terrill. I'm the school counselor here at  13 Hózhó, one of our school counselors. And I would  14 just like to say that Hózhó has offered Gallup this  15 amazing opportunity to have this trauma-informed  16 educational setting, which is something that we  17 desperately need here, and that without Hózhó, a lot  18 of our students would not have access to education  19 because they -- their trauma and their personal  20 histories and things like that would keep them out  21 of typical school environments.  22 But Hózhó goes above and beyond to work  23 with these children and their families and to see  24 what works best for them, and we meet them where  25 they're at. And I think that's an amazingly unique</p>	<p style="text-align: right;">32</p> <p>1 appreciating what comes through.  2 COMMISSIONER VOIGT: Feedback.  3 MS. JULIANE HILLOCK: So, yes, indirectly.  4 It's really through the gardening program, also,  5 that our students are seeing it go from the garden  6 to the plate. And they -- we have after-school  7 programs, and they go to the community pantry and  8 work in our community learning how to prepare foods.  9 And so it's really sort of in its infancy.  10 We've talked about having some students work through  11 the preparation of the food. But they do help with  12 the dispensing of the food, and they all want to do  13 the scanner as the kids come through. So -- and so  14 they're participating.  15 But that's something that we've really  16 just started, because of the equity council talking  17 about health and wellness. And when we put the --  18 the PE program in place, if we don't have a food  19 program that would support that, then it becomes a  20 challenge for our students to the push and pull of  21 that.  22 So it's really a comprehensive plan. We  23 even changed our uniform to be a uniform -- used to  24 be a little more, you know, dressy, pants and that  25 sort of thing. Now we're, like, athletic pants.</p>
<p style="text-align: right;">31</p> <p>1 and beautiful thing about Hózhó.  2 MS. MELISSA BROWN: Thank you very much.  3 That's all we have.  4 THE CHAIR: All right. Thank you.  5 All right. That brings us to Item D,  6 which is PEC Questions.  7 I have Commissioner Voigt. Then  8 Commissioner Gipson.  9 Commissioner Voigt.  10 COMMISSIONER VOIGT: Okay. Thank you,  11 Madam Chair. Thank you, Hózhó team, for being here.  12 It's so good to see you.  13 MS. JULIANE HILLOCK: Thank you.  14 COMMISSIONER VOIGT: First of all, I just  15 want to give a huge shout-out and kudos to your food  16 program. That is impressive. You have a full  17 kitchen at your school site?  18 MS. JULIANE HILLOCK: Yes.  19 COMMISSIONER VOIGT: That's wonderful.  20 And such focus on local resources, nutrition.  21 Do your kids have an opportunity to  22 participate in the preparation of food and designing  23 menus?  24 MS. JULIANE HILLOCK: So -- well, they  25 help to design the menus by complaining or</p>	<p style="text-align: right;">33</p> <p>1 Kids come to school ready to be in PE every day so  2 that they can participate fully.  3 And so the food program is growing. We've  4 offered it to other charter schools. So it's not  5 just for us. It's for everybody who would want to  6 partake in that. It's not been an easy thing, but  7 we're committed to doing it.  8 COMMISSIONER VOIGT: That's wonderful.  9 And that you're just starting it is exciting,  10 because there's so much flexibility now for you to  11 create what there's a need for. And that you're  12 sharing it with other charter schools, you know,  13 that could be an incentive for you all.  14 I could see a career pathway coming up for  15 some of your high school kids, you know. You could  16 take a little food truck down the street. The Hózhó  17 Food -- whatever.  18 So as a former physical education teacher,  19 I love your program. It sounds like everybody gets  20 their dose of physical activity every day. And is  21 that through the -- is that exclusively through the  22 Arete Wellness?  23 MS. JULIANE HILLOCK: The Arete Wellness.  24 "Arete" is a Greek word that means excellence.  25 That's what we strive for in all things. If we're</p>

<p style="text-align: right;">34</p> <p>1 going to do it, we try to be excellent at it.  2 And so how do we wrap around and support  3 it through the food and the uniform and through the  4 scheduling.  5 We only have one gym which makes it a  6 challenge. The video shows you some of the outdoor  7 equipment that we use.  8 And so we really try to maximize with our  9 students. And also we have a little video, which  10 you can actually watch on our website, that is  11 played. So if a teacher is in the classroom, and a  12 student is kind of sluggish, or if they see that  13 the -- too many carbs at lunch or whatever, that  14 they can play that video. Let's get everyone going,  15 and we can get everybody moving.  16 So it is a commitment to make sure that  17 our students are striving in PE. And so it's not  18 just about in the PE -- in the PE classroom. It's  19 talking about how do we be fit for life, and how do  20 we be fit for live in Gallup, which doesn't have  21 walking path or trails that are used, because of  22 homelessness and, you know, various other conditions  23 that make it unsafe sometimes for kids to be out  24 playing.  25 And so how do we create an atmosphere that</p>	<p style="text-align: right;">36</p> <p>1 that everything complements each other. But there's  2 not a comprehensive program to say this is the  3 component of it.  4 The mental health aspect of our school is  5 so embedded -- it was already there before the  6 wellness program because of the needs of our  7 students. It's never been a situation where we  8 haven't had to have intensive support for students.  9 There was a student who was in a classroom  10 screaming at the top of his lungs. He was in second  11 grade, no ability to really express what was going  12 on or why he was upset.  13 And we'd have to remove kids from the  14 classroom, ask them what's going on. And he would  15 say, "I can't find my book." And, you know, the  16 level of support is incredible.  17 That young man's mother passed away, was  18 one of the parents who was passed away. And he  19 continues to suffer with those things. But he -- we  20 call him our class -- our school historian because  21 he can tell you every president, their favorite  22 snacks.  23 So we try to find those -- and he's a  24 student who would call his grandmother to bring him  25 to school and -- during traumatic experiences in his</p>
<p style="text-align: right;">35</p> <p>1 students learn how to be fit for life and not  2 necessarily as in a sport, because once you graduate  3 from high school, what are the chances you're going  4 to be in a team sport beyond that? Or college? So  5 how do you be fit for life?  6 So we're trying to be sure that those kids  7 have the skills and the knowledge. And, really, we  8 try to motivate students so that they develop a love  9 for it.  10 We want them to have a love for nutritious  11 food. We want them to have a love for fitness, a  12 love for music, our literature, not just teaching it  13 to them, but helping them see the value and that it  14 becomes part of their life.  15 COMMISSIONER VOIGT: Sure. Thank you.  16 And helping them to be curious about all of those  17 things.  18 So the -- through Arete Wellness, is there  19 also a mental health component built within that?  20 And then also how much of the wellness  21 program is brought forward by your health  22 instructor? Or does your physical education teacher  23 also teach health?  24 MS. JULIANE HILLOCK: No. We have a  25 separate health teacher. And right now, I would say</p>	<p style="text-align: right;">37</p> <p>1 home prior to his mother passing.  2 So, you know, I feel like the -- that  3 mental health, emotional support is always there.  4 And the thing about discipline at our  5 school, too, is students oftentimes go through the  6 counseling department first before they come to  7 the -- to talk to us about discipline. Because  8 oftentimes, it's an emotional response, not a  9 behavior response, that we're dealing with.  10 And so we want to make sure we approach it  11 correctly and help that student grow.  12 And so the mental health part of our  13 school has always been embedded, and it's always  14 been the number one thing. I mean, you can't get  15 past some of the -- one time Child Protective  16 Services came to our school and said we had a  17 student who they wanted to enroll, hadn't been in  18 school in over a year.  19 And when we had a meeting, I asked the  20 student why -- why don't you want to go to school?  21 And the student said, "Because if I go to  22 school, when it's time to go home, there won't be  23 anybody there to pick me up."  24 And so he'd rather be in control of his  25 circumstances and not go to school.</p>

<p style="text-align: right;">38</p> <p>1 I don't think many -- I certainly can't.  2 I don't know how many of us can understand the level  3 of -- of stress and trauma that puts on a student.  4 And then that student, if he does come to  5 school, you hand him a worksheet and say, "Get to  6 work," and all they're thinking about is is anybody  7 going to be there when I leave?  8 So in order to do that, we have to have a  9 very caring, loving atmosphere at our school, where  10 students feel safe and protected. And developing  11 that sense of trust has started from day one.  12 COMMISSIONER VOIGT: Thank you. And thank  13 you so much for extending that care and that love to  14 your students.  15 On the slide, I saw that you wanted to  16 increase -- I think it said increase the  17 effectiveness, or make your MLSS effective.  18 So what challenges are you facing with  19 that right now that -- or why is it ineffective,  20 your MLSS?  21 Are there certain pieces of that that you  22 can hone in on right now that you feel that you need  23 to improve upon?  24 MS. JULIANE HILLOCK: I think that -- you  25 know, I don't know that I would say it's completely</p>	<p style="text-align: right;">40</p> <p>1 And so in those ways, we need to improve  2 MLSS.  3 COMMISSIONER VOIGT: Okay. Thanks for  4 identifying that, because I'm sure you're doing it.  5 But I thought there might have been a specific  6 challenge that you could name to help support PED's  7 supporting you.  8 Do your students -- how many students do  9 you have, approximately, that come to you as English  10 Language Learners?  11 MS. JULIANE HILLOCK: Right now, we have  12 81.  13 COMMISSIONER VOIGT: Percent?  14 MS. JULIANE HILLOCK: No. 81 students.  15 81 percent. That would be a tough row to hoe.  16 COMMISSIONER VOIGT: A tough challenge.  17 So of those students, are they literate in their  18 first language?  19 MS. JULIANE HILLOCK: No. I can't think  20 of a single student who I would say is literate in  21 another language. And I think that the majority of  22 the -- of the students, to meet them, to talk with  23 them would not necessarily -- you would not  24 necessarily know that this is a student who is ELL.  25 They speak as fluently as other students.</p>
<p style="text-align: right;">39</p> <p>1 ineffective. I think it's just we always look at  2 everything with an eye -- a lens of how to improve.  3 But I think one of the things that is difficult is  4 having classrooms with 28 students. Even with an  5 aide in the class, how does that teacher do those  6 Level 1 interventions effectively?  7 So that's an area that we're trying to  8 improve.  9 I think also in MLSS, an area that we're  10 trying to improve in is our needs assessment that  11 we've done, and community engagement, family and  12 community engagement.  13 So there's lots of -- we'll do some fun  14 activities, and we'll sometimes get a lot of  15 participation with those fun activities. But it's  16 harder to get people involved with the day -- the  17 work and being on councils and advisory committees  18 and things like -- it's much harder to get the  19 participation; and, in general, trying to help  20 families understand what our -- what we're trying to  21 accomplish with a classical education.  22 And sometimes that's just, like, well,  23 whatever, and nobody really -- so I want to make  24 sure families understand what that is and what we're  25 trying to accomplish.</p>	<p style="text-align: right;">41</p> <p>1 It's just phonetically, I think some of  2 those challenges, when you're trying to teach a  3 phonics program, and students are using different  4 sounds, that that's where we -- we're facing some  5 issues, especially in the lower -- lower grades.  6 And also just having students with  7 background knowledge and things, having an oral  8 communication that is to the level that's  9 school-ready, I think there have been particular  10 challenges.  11 So whether that's to do with language  12 differences or other things, those are the things  13 that we've been facing.  14 COMMISSIONER VOIGT: Yeah, I understand  15 that.  16 Within your K-12 setting, do many of your  17 secondary students mentor any of your elementary  18 kids in any particular thing?  19 MS. JULIANE HILLOCK: Actually, I'd like  20 our elementary kids to mentor our upper-school kids  21 in things more often than the other way around,  22 because they are so full of enthusiasm and so full  23 of life and energy.  24 So when we're in a whole school assembly,  25 they are just shouting out the names of the artwork</p>

<p style="text-align: right;">42</p> <p>1 that we show or the names of -- because during that 2 video you heard some of the selections. Those are 3 the selections that our students are familiar with. 4 And so I'd ask them, "What was that piece? Who was 5 the composer?" 6 Or if it's a piece of art, "What is that 7 art that we're showing? Who is the artist? And 8 where in the world would you have to go to see the 9 original?" 10 And they'll be able to say, "The 11 Metropolitan Museum of Art," and they shout that 12 out. And our upper school students are less -- they 13 participate less in the excitement of that. 14 So there's things that our younger 15 students can teach our older students. 16 And then as far as our older students, we 17 really value the fact that we're a K-12 school, 18 because our younger students can see the activities 19 of the students as they get older and have something 20 to look forward to, using the science labs and, you 21 know, the displays of some of the artwork in the 22 hallways. And I think you saw some of the hogans 23 that the students had created in Navajo Culture and 24 Language class. 25 So -- and the weaving.</p>	<p style="text-align: right;">44</p> <p>1 climbing, things like that? 2 MS. JULIANE HILLOCK: We have our own 3 mountain bike program, with trails. 4 COMMISSIONER VOIGT: Nice. 5 MS. JULIANE HILLOCK: And we have, I 6 think, 350 bikes in two different sizes. So our 7 students participate with that on the weekends. 8 And when we had the pandemic, that was the 9 one thing that sustained PE was that we could call 10 kids to be outside, and they could ride the mountain 11 bikes on the trails. And the PE teacher would just 12 meet them there, and families would show up. 13 And it's our hope at one point that we can 14 have our families maybe just have a little key card, 15 come in the gate, go take a mountain bike, take 16 their family through the trails. Those are the 17 dreams that we have that someday that that's what 18 we'll be able to do. 19 COMMISSIONER VOIGT: That's so awesome. 20 And, you know, that type of learning 21 outside of four walls, I think, can really help 22 extend our, quote, unquote, "facility," because 23 you're taking learning outside in different venues. 24 It's -- it would be great -- you know, I 25 think it might help also if you have -- like,</p>
<p style="text-align: right;">43</p> <p>1 Those are things that students, if they 2 were in a K-3 or K-4, may not have exposure to. And 3 also the participation. You saw on stage that the 4 students are leading, teaching the other students 5 the Pledge in Navajo, the Pledge in Spanish, the 6 pledge in Zuni. 7 And so when that video was taken, they had 8 only learned the very first few sentences of -- or 9 first phrases of the Pledge in Navajo. 10 But it's all student-led. And those are 11 from upper school students. 12 And also the participation in sports, 13 where our students go and see our upper school 14 students participating in sports, and they're 15 excited. It's not just in our district. It's in 16 our actual school. And we cheer each other on. And 17 so it works all the way around. 18 COMMISSIONER VOIGT: Super. You know, 19 when you talk about your physical education program 20 and -- it seems like it's more anchored in sports. 21 And we talked about lifetime fitness and how do you 22 carry those healthy lifestyle habits on with you to 23 your 50s and 60s. 24 Are there programs that you can tap into 25 that might provide, like, mountain biking, rock</p>	<p style="text-align: right;">45</p> <p>1 within -- like, your health classes, there are so 2 many cross-curricular opportunities, you know, to 3 bring nutrition, physical activity, health, and do 4 really -- rich -- rich projects. I'm sure you 5 probably do some of that already. 6 You know, you were talking about your 7 academic proficiencies. And I'm sure you know that 8 kids have to be ready to learn before they're going 9 to learn. And kids coming from traumatized 10 backgrounds and -- you're going to be spending a lot 11 of time just getting them in a place that they are 12 still and capable enough to learn. 13 So -- and I'm sure you realize that. But 14 I'm sure that what we consider -- and what I 15 personally consider -- I don't just look at the 16 data. I look at what's behind the data, you know. 17 What is that child having to overcome in order just 18 to get to that red or yellow mark on the chart. 19 MS. JULIANE HILLOCK: Right. And on any 20 given day, you just give a test on one particular 21 day, it's not necessarily reflective of what those 22 kids' ability would be on a different day. It's 23 just a challenge to make the data reflect what we -- 24 because we just want it to be valid data we can 25 actually use.</p>

<p style="text-align: right;">46</p> <p>1 You don't want to dismiss it and say, 2 "That child had a bad day." At the same time, I'd 3 like it to reflect where we're actually at. 4 COMMISSIONER VOIGT: That's why growth is 5 so much more valuable, I think, than just that bar, 6 that arbitrary bar of proficiency. So if your kids 7 are showing meaningful growth and -- individually, 8 within their realm of life challenges, I mean that 9 speaks volumes to me. 10 MS. JULIANE HILLOCK: I'm not sure if, in 11 the responses we gave to the CSD report, I included 12 a paper that looked like this. I'm not sure if 13 everybody had it. (Indicates.) So this was our 14 interim data, the i-MSSA. So when we looked at 15 that, we had -- 98 percent of our students were 16 making growth. 17 And so I know proficiency is not where it 18 needs to be. And it's something that keeps me awake 19 at night and -- for five years. 20 So it's always on the radar. It's not 21 something that we are neglecting or thinking it's 22 not important. 23 But I feel like you can only push someone 24 so far. And then we see the benefit later on. 25 Sometimes you think, "Why is this student still</p>	<p style="text-align: right;">48</p> <p>1 times -- we just followed the Hillsdale curriculum. 2 That was what had been recommended as far as 3 developing a classical education and using that math 4 program. 5 And I think that it's been well recognized 6 worldwide as Singapore being a place that has 7 developed some particularly strong math skills. 8 And how do they teach that? 9 And so I think that's where this program 10 came from in that regard. 11 But what we see is miraculous when it goes 12 from kindergarten all the way through. What the 13 kindergarten -- the kindergarten just has to master 14 kindergarten and the teacher and the students. And 15 when it builds on itself, the ability for students 16 to process and understand math and to not be afraid 17 of it. 18 I think sometimes I'm a little afraid of 19 math. And so when -- I would like our students to 20 not be afraid and to be excited and to see, really, 21 math as sort of what -- what's order in the world 22 and how do I understand my world. 23 And oftentimes these kids who struggle 24 with things they can't control, I think could find a 25 fondness for some math and say that "This makes</p>
<p style="text-align: right;">47</p> <p>1 struggling?" And then the next year, boom. 2 Blossom. 3 And it feels like we had to do nothing 4 that next year. They just kind of -- it was just on 5 their time, and their -- whatever their needs were. 6 So the information and planting the seeds 7 are there. And when the emotional capacity reaches, 8 then we see the blossoming at that point. 9 COMMISSIONER VOIGT: That's awesome. 10 That's great that you make space for that. 11 I only have two more topics. 12 Since we're talking about academics and 13 your switch -- I know you've tried probably many 14 different math programs. Singapore Math is hard. I 15 mean, it's harder than just regular math. 16 So it seems like as you're going from, 17 like, teaching someone how to dribble left-handed to 18 the NBA Finals. 19 MS. JULIANE HILLOCK: For teachers, for 20 sure. 21 COMMISSIONER VOIGT: Right. It's hard, 22 Singapore Math. What inspired you to choose 23 Singapore Math? 24 MS. JULIANE HILLOCK: We did -- as you 25 probably know -- and it's been mentioned a few</p>	<p style="text-align: right;">49</p> <p>1 sense. I can understand this. I get one answer and 2 it makes sense, and I can do it." 3 And when we see that growth from the 4 beginning all the way up, we -- we're really pleased 5 with what -- you know, I think there would be some 6 easier options in teaching algorithms. But, really, 7 if we're going to commit to giving the best that we 8 can, then it's on our teachers to learn how to do it 9 efficiently and effectively. 10 And eventually, they'll -- you know, the 11 students are going to benefit from that. 12 It's really hard to teach remotely when 13 you don't have infrastructure. And you have to send 14 a packet home, and parents have to help. And so 15 we've really struggled for the last few years trying 16 to navigate Singapore Math remotely or in half time. 17 COMMISSIONER VOIGT: Yeah. Face to face, 18 it's hard enough. 19 So I think that's -- I commend you for 20 stepping out of your comfort zone and trying 21 something new. But I'm sure you have the 22 flexibility, should that totally cave, to do 23 something else. 24 MS. JULIANE HILLOCK: We do have a 25 flexibility. But we also have the stubbornness to</p>

<p style="text-align: right;">50</p> <p>1 say, like, "We're going to -- if it can work for 2 others, it should -- we shouldn't have less. We 3 should have the same. And if it works for others, 4 and if we look at that across the country who's 5 doing Singapore Math, if it's right for them, then 6 I'm not going to give up so easily to say it's not 7 right for our kids." 8 COMMISSIONER VOIGT: Sure. I appreciate 9 that and understand that, and, hopefully, it's 10 culturally relevant as well. 11 So my last topic is that -- I have -- you 12 have 600 students and one social worker. Your 13 social worker is on staff; right? And you have two 14 counselors. 15 MS. JULIANE HILLOCK: Yes. 16 COMMISSIONER VOIGT: I know schools that 17 are much smaller, a third of your size, that have 18 four or five social workers on staff and maybe not 19 even the amount of traumatizing experience that your 20 student body has. 21 So I'm just wondering how -- how you 22 support your social workers and your counselors. 23 MS. JULIANE HILLOCK: So we are in daily 24 contact, minute to minute, usually, because there 25 will be a crisis at any given time, several in a</p>	<p style="text-align: right;">52</p> <p>1 Commissioner Carrillo. 2 COMMISSIONER GIPSON: Good morning. And 3 thanks for that. 4 MS. JULIANE HILLOCK: Good morning. 5 COMMISSIONER GIPSON: A little 6 disappointed I'm not in Gallup. It's -- you know, I 7 was looking forward to being there. 8 MS. JULIANE HILLOCK: It's snowing there. 9 COMMISSIONER GIPSON: And it's -- but I -- 10 and sorry they couldn't come. So it's, you know, 11 all around, multiple disappointments. But -- and I 12 think it's important, especially with events like 13 this, for those of us that have to make decisions, 14 to be able to see just a small glimpse of what 15 Gallup looks like to get a better understanding of, 16 you know, the day to day, what you're -- you know, 17 what you're dealing with, you know. Anyone who's 18 been in a classroom with traumatized students 19 understands that struggle. 20 And, you know, I've faced it. But, 21 fortunately, the community that I worked in, we had 22 some -- we had our struggles, but I didn't go 23 through a pandemic in the classroom, you know. 24 So that the losses that we faced were, you 25 know, maybe one or two a year. But, you know,</p>
<p style="text-align: right;">51</p> <p>1 day. 2 So we -- we have a dedicated team. And I 3 think we also utilize all staff. It's not just we 4 have one social worker and two counselors. Every 5 single teacher, every single staff member. We see 6 that it's important to provide the emotional support 7 for students. 8 So it's not as if there's one paid person 9 to do all these -- there might be some technical 10 things that that person has to do. But we're all -- 11 we're all in for our students, and we want to know 12 if they're having a bad day, if they're having a 13 good day. We want to celebrate their achievements 14 and support their families. 15 So teachers having relationships with the 16 parents, parents coming in -- because we -- we don't 17 have transportation, so the benefit is that we are 18 face to face with families every day. And so it's 19 everyone's role. It's not just the social worker's 20 role. 21 But they do work hard. There's no doubt 22 about that. 23 COMMISSIONER VOIGT: Okay. That's all I 24 have. Thank so you much. 25 THE CHAIR: Commissioner Gipson. Then</p>	<p style="text-align: right;">53</p> <p>1 they're compounded during this so that -- and I 2 truly appreciate the statement that you said that, 3 you know, reading and math is important. 4 No one is going to say it's not. But that 5 child -- you can't see what that child went through 6 all last night, and you're expecting them to come in 7 in the morning and to care about, you know -- 8 MS. JULIANE HILLOCK: A worksheet. 9 COMMISSIONER GIPSON: Yeah. It just -- 10 the frustration. And also staff that -- you know, 11 your staff was equally as impacted. So your staff 12 is coming in with their own issues and concerns and 13 now having to try to take -- so I truly do think 14 you're in an area where it's challenging to find 15 services and to provide consistent services, that 16 you're caring for your whole school community. 17 In regards to transportation, is it that 18 you can't afford the buses? Or is it that the 19 school district is notoriously uncooperative with 20 charter schools? 21 So I'd just like the public to 22 understand -- you know, get that out there. 23 MS. JULIANE HILLOCK: Uh-huh. 24 COMMISSIONER GIPSON: That -- and there's 25 not a lot of other service providers.</p>

<p style="text-align: right;">54</p> <p>1 MS. JULIANE HILLOCK: Right.  2 COMMISSIONER GIPSON: So if  3 Gallup-McKinley won't cooperate, there's not another  4 bus company. There isn't even in my area, you know.  5 So -- so is that the challenge?  6 MS. JULIANE HILLOCK: That is the  7 challenge, that charter schools are not allowed to  8 run their own transportation programs; nor could we  9 afford it, because it's all backwards-funded. So  10 you'd have to fund it for an entire year before you  11 could receive any reimbursement.  12 So -- and where we are in Gallup-McKinley  13 schools, one bus would not do. We are many, many  14 miles of traveling. It's not within a simple city  15 center or within -- we're not a neighborhood school.  16 And, yes, we've requested and tried to  17 encourage Gallup-McKinley Schools to be a vendor for  18 us. There are no vendors in Gallup other than  19 Gallup-McKinley Schools. So if they will not  20 cooperate, there is no option for busing for us,  21 unless we were to get somebody to come up from  22 Albuquerque or another area, which we have also  23 pursued and tried to do and have found obstacles all  24 along the way with that option.  25 And so our families make the commitment to</p>	<p style="text-align: right;">56</p> <p>1 provider. I actually have a school down by me that  2 has a culinary program. And they actually make  3 money, because they do catering. So they've got a  4 little -- like Commissioner Voigt was talking about,  5 the food truck, they have a little side gig where  6 they will do, you know, hors d'oeuvre trays and  7 desserts and things like that.  8 And they -- they help to fund the program  9 for themselves. So it's -- you know. And it's an  10 exciting career opportunity for them as well.  11 So kudos that you've got that, because so  12 few of our schools have kitchens, you know. And the  13 fact that you're able to staff it has to be a  14 financial challenge as well.  15 MS. JULIANE HILLOCK: It is a challenge.  16 But it's also a commitment. So it's trying to  17 figure out if we have a wellness program and yet  18 don't support it with a proper food program, then we  19 are just shooting ourselves in the feet with not --  20 not really teaching everything that goes along with  21 being healthy.  22 It's not one component. It's not just how  23 to be physical and how to be fit. It's how to live  24 a life understanding nutrition, and then growing to  25 love foods that maybe have not been introduced</p>
<p style="text-align: right;">55</p> <p>1 drive both ways. And sometimes it's, you know,  2 30 minutes each way on dirt roads that wash out in  3 the rain. And the gas prices. And many of them  4 have diesel cars, because they live on farms and  5 ranches, that the price to get their students to and  6 from school every day does cause conflict.  7 And then they don't have transportation.  8 So they have -- if they have appointments in  9 Albuquerque for health, they have to take their  10 children with them because there would be no way for  11 them to get to and from school.  12 So we run into a lot of attendance issues  13 because of the lack of transportation.  14 COMMISSIONER GIPSON: Okay. Thanks.  15 Were you able to -- and I love your --  16 your food service program. Have any -- have there  17 been -- because there's two other charters. Have  18 any of them --  19 MS. JULIANE HILLOCK: They participate.  20 COMMISSIONER GIPSON: Oh. They did?  21 MS. JULIANE HILLOCK: Yes, last year and  22 this year.  23 COMMISSIONER GIPSON: Great. Great. I  24 know that was also a challenge for those schools to  25 find a provider. And it's hard to -- a healthy</p>	<p style="text-align: right;">57</p> <p>1 before.  2 And so when we first started off, the  3 salad bar was -- you know, cobwebs would grow on it  4 if we didn't have staff going over there.  5 But now students line up for the salad  6 bar. And they've just, you know, developed a taste  7 for it.  8 And so -- and we try to introduce new  9 things that maybe they haven't tried before or tried  10 or prepared in different ways.  11 Many of our families that don't have  12 electricity or running water in their homes have a  13 lot of processed foods. And that's what they live  14 on when they're home. So they would have no  15 opportunity to be introduced to it otherwise. And  16 so we wanted to be able to provide that.  17 COMMISSIONER GIPSON: Were you able to  18 provide any kind of food opportunities during the  19 shutdown?  20 MS. JULIANE HILLOCK: We did. We did some  21 home deliveries. And we also had week packs, where  22 families could come in and they could pick up a  23 week's worth of food that we could figure out a way  24 that they didn't -- was minimal preparation and had  25 fresh produce in it.</p>

<p style="text-align: right;">58</p> <p>1 And also the kitchen and the food has 2 always been open throughout the summer, since we've 3 been able to provide those -- even when we didn't 4 have a full kitchen, we had a half kitchen, we still 5 had families coming in to pick up meals or -- and 6 then once -- now it's that they have to be present, 7 so we invite them to come in. But then we open up 8 the gym so that the kids can play and get some 9 exercise over the summer, too, when they came in, so 10 that we could promote that as well.</p> <p>11 COMMISSIONER GIPSON: Thanks. What kind 12 of pre-K opportunities do your kids come in with? 13 So are there any additional challenges for 14 kindergarten class? So, you know, we're looking at 15 that ridiculous bar, proficiency, too often and not 16 understanding, you know, where everyone is coming 17 from. So I greatly appreciate the growth data 18 you've shown us.</p> <p>19 But do you have pre-K-to-K challenges? 20 MS. JULIANE HILLOCK: We do. We have lots 21 of challenges.</p> <p>22 I think one of the main challenges that we 23 were unaware of until we started having in-school 24 programming, it's impossible to teach a phonics 25 literacy program remotely to a kindergarten student,</p>	<p style="text-align: right;">60</p> <p>1 setting, and it makes a difficult balance and lots 2 of differentiation needs within the kindergarten 3 class for sure.</p> <p>4 COMMISSIONER GIPSON: Thanks. And I truly 5 appreciate your embedding Restorative Justice 6 practices into the school, because that -- 7 hopefully, those are lessons that are learned that 8 children can go back to the homes and, you know, the 9 whole families can learn by example, you know. 10 That's the -- that's the only thing we can ask. 11 But I appreciate that.</p> <p>12 Have you ever thought about -- and I know 13 space is a challenge, even though you got -- have 14 you ever thought about starting a pre-K program? 15 MS. JULIANE HILLOCK: We think about it, 16 and then I have a panic attack. But we have talked 17 about it many, many times. But coming off of the 18 pandemic and growing from 100 kids to 600 kids over 19 the pandemic in four years was about all I could 20 manage.</p> <p>21 But we have had discussions about that. 22 And I know, like Ms. Vicenti is skilled in that 23 area. The board is on board with that option. I 24 just felt like we -- would that be something that is 25 going to contribute immediately? Or is that</p>
<p style="text-align: right;">59</p> <p>1 let me just say. I don't know how that -- anybody 2 could do that.</p> <p>3 But now that they're in school, what we're 4 noticing is that part of the literacy program has 5 some scripted language, where the teacher would say 6 "Put this on your -- on the dotted line," or "Put 7 your pencil on the solid line."</p> <p>8 Students have no idea what we're talking 9 about. Even the word "on," "under," prepositions in 10 general, we are struggling to understand what kids 11 know.</p> <p>12 Because if you -- if you give a student a 13 direction, and they just don't follow it, it's not a 14 discipline issue. It's not because they're trying 15 to be, you know, stubborn. It's just that they 16 don't understand what the word means.</p> <p>17 And so it was a little bit of a revelation 18 to us to see why students were struggling so much 19 and not being able to understand simple directive 20 preposition words or having oral language to the 21 level that would allow them to participate with 22 other peers.</p> <p>23 And then you have students who have been 24 in preschool, and they're leagues ahead in some 25 ways. And so you have all of these kids in one</p>	<p style="text-align: right;">61</p> <p>1 something that's going to be another area where we 2 would have to commit more energy and resources and 3 then not meet the needs someplace else?</p> <p>4 And so when you're -- we're really 5 skeleton crew most of the time, because people wear 6 so many hats as it is. And so if we make a 7 commitment to do something, we want to do it well. 8 Just like the PE program or the lunch program. If 9 we're not going to do it full-throttle, then why do 10 it, because we really need to commit.</p> <p>11 And so if we're going to do pre-K, it 12 would need to be a full commitment to that option. 13 And it's something that we want to do. We just have 14 to have the capacity to do.</p> <p>15 COMMISSIONER GIPSON: Right. And I -- and 16 I appreciate that thoughtfulness in it. But, 17 hopefully, you know, down the road -- because you 18 are still new, you know. So you've got your own, 19 still, growing pains that are going on. And then 20 you got the pandemic in the middle of all of it. So 21 for you to be able to take a breath and work on, you 22 know, what you were originally intended to do and to 23 be able to, over, you know, the next couple of 24 years, see the results from students through student 25 retention, and that'll help to inform you probably</p>



<p style="text-align: right;">62</p> <p>1 better as to what a pre-K program would help or not.  2 MS. JULIANE HILLOCK: Right.  3 COMMISSIONER GIPSON: So thank you for  4 everything that you've done. I truly do appreciate  5 it. Thank you.  6 THE CHAIR: Commissioner Carrillo. Then  7 Commissioner Robbins.  8 COMMISSIONER CARRILLO: Good morning.  9 Thanks very much for coming in. Did you come in  10 this morning or last night?  11 MS. JULIANE HILLOCK: I wasn't going to  12 risk it. I came in last night.  13 COMMISSIONER CARRILLO: And I would echo  14 many of the things that the others have said. But,  15 especially, I was really looking forward to coming  16 out to the school.  17 And I understand why you wanted to bring  18 the kids here and then have them in Santa Fe. I  19 mean, it's an incredible opportunity; right? The  20 Capitol is right across the street. It's nice to be  21 here.  22 But I've never been to Gallup. I've just  23 driven through, you know, on I-40.  24 MS. JULIANE HILLOCK: Yes. That's what  25 everyone does.</p>	<p style="text-align: right;">64</p> <p>1 between the -- using manipulatives to the abstract  2 is pretty steep.  3 And so, basically, it, I think, attempts  4 to do what Common Core has intended it to be, that  5 math is not about learning simple algorithms; it's  6 understanding how math works in general, having a  7 good sense -- a number sense.  8 It's heavily focused on the -- on Base 10,  9 and students, instead of adding 23 plus, you know,  10 12, they add 20 plus 10 and then 3 plus 2, and put  11 them together, so you can do a lot of mental math  12 that way.  13 And so that students can use different  14 strategies to solve math problems using bar models  15 and different instructional tools to be able to  16 solve extremely difficult math problems in  17 relatively easy ways.  18 So we often have a number of us sitting  19 around a table with a fifth-grade math problem. And  20 we know the answer. But how do we get to the answer  21 is puzzling.  22 But then once our students have come from,  23 you know, kindergarten, first, second, all the way  24 up, they know. They teach the teachers, "Oh, it's  25 like this. You take this -- and these are the</p>
<p style="text-align: right;">63</p> <p>1 COMMISSIONER CARRILLO: So, you know, I  2 was really looking forward to it. And that doesn't  3 mean I can't go out on my own.  4 MS. JULIANE HILLOCK: That's right.  5 You're welcome anytime.  6 COMMISSIONER CARRILLO: I'm happy to hear  7 that.  8 So there's a lot of things I just -- well,  9 first off, I'm just curious. If you wouldn't mind  10 telling me -- and I imagine there's at least two  11 people. I don't know if -- look at my hair, the way  12 it shines on that. Ugh. Oh, God.  13 Anyway, I don't want to look over there.  14 But just, in a nutshell, what is Singapore  15 Math?  16 MS. JULIANE HILLOCK: So Singapore Math --  17 COMMISSIONER CARRILLO: I'm not them. I  18 mean, like, Glenna is one of the most knowledgeable  19 people I know about these things.  20 MS. JULIANE HILLOCK: So Singapore Math is  21 a math program that's designed to teach math  22 conceptually. And it uses manipulatives. So they  23 go from the concrete to the pictorial to the  24 abstract.  25 And -- but sometimes the -- the curve</p>	<p style="text-align: right;">65</p> <p>1 pieces, and we put this together."  2 And it's amazing the -- the things that  3 our students can do when they conquer that -- those  4 concepts.  5 So it's a tough math program. It's pretty  6 widely used. I mean, it's nationwide. It's -- you  7 know --  8 COMMISSIONER CARRILLO: It is something  9 that parents -- you know, sometimes they made all  10 those changes while -- not when I was growing up,  11 but certainly younger kids. And it's, like, my  12 son's mom and I, how do we help him with his math?  13 We don't even understand the way they're laying it  14 out these days.  15 MS. JULIANE HILLOCK: Right. And I think  16 that that falls in line with that category. But the  17 reason is is you often find students who will not be  18 able to understand whether an answer is reasonable.  19 If you have students who subtract going from bottom  20 to top, because they don't want to have to -- in our  21 old -- borrow and carry, the terms that we  22 understood, but -- and then they're subtracting and  23 they get an answer that's larger than the answer  24 they started with, but they say "Here's my answer,"  25 that doesn't happen with Singapore Math, because</p>

66

1 students have an understanding that that's not a  
 2 reasonable answer.  
 3 And so just doing simple algorithms and --  
 4 which we do, obviously. And we do practice math  
 5 facts and math fact fluency as part of the program.  
 6 But just that overall sense of how numbers work is a  
 7 deeper understanding than I think I had as a child  
 8 growing up.  
 9 And that's why I have a -- you know, a  
 10 little anxiety over math, where our students have  
 11 less anxiety about math, because once they  
 12 understand it and have that number sense to them, it  
 13 makes perfect sense.  
 14 COMMISSIONER CARRILLO: Thank you very  
 15 much. And -- thank you.  
 16 So -- and the film that you did, which was  
 17 totally sweet, I mean, I'm just so impressed that  
 18 you're able to work in things like Latin, gardening,  
 19 and then geography. Who teaches geography anymore?  
 20 And so much about world history and even current  
 21 history, you know, it's determined by where a  
 22 country is.  
 23 Who has the water? Who doesn't have the  
 24 water? And who has the oil? I mean, all these  
 25 different things; right?

67

1 And so I'm just very impressed that you're  
 2 able to do this.  
 3 Very impressed with assembly. And it  
 4 would seem like, especially for those kids that  
 5 maybe they did have a super hard time the night  
 6 before, the idea of being able to just get together  
 7 with your family at school as the very first thing  
 8 you're starting with just sounds so foundationally  
 9 enriching to me.  
 10 And that citizenship and civics is a  
 11 priority, also I'm very impressed by.  
 12 So a lot of people have commented on these  
 13 things.  
 14 The food program. I think that's super  
 15 cool.  
 16 So do you -- when I used to -- I was a  
 17 permanent sub for a long time at Atalaya Elementary.  
 18 And it always killed me -- and then I liked to serve  
 19 at elementary school sometimes.  
 20 We make kids -- and in district schools,  
 21 you're making kids take things whether they want  
 22 them or not. You know it's going right in the  
 23 garbage. And the acceptance of kids to eat these  
 24 new things and explore, how are you finding that?  
 25 MS. JULIANE HILLOCK: Well, as I said

68

1 before, the kids who wouldn't test things and try  
 2 things are now trying things. And it's become  
 3 socially very -- the students socially support each  
 4 other.  
 5 It's not something where, "Ooh, that's  
 6 gross," or, you know, it's "Hey, let's try it."  
 7 So you're having a whole different  
 8 dynamic. There are still some times when students  
 9 opt not to have those items. And we have a little  
 10 share table so that we hopefully reduce that waste.  
 11 But we also -- like we said, if there is  
 12 any waste, that we -- local farmers come in and pick  
 13 up.  
 14 So we try to make sure that kids  
 15 understand that, that this isn't trash.  
 16 And so I've been excited to see students,  
 17 because the food is prepared flavorfully, that our  
 18 staff also participates in that, and everybody is  
 19 enjoying it.  
 20 So it just -- it's become part of our  
 21 school. In fact, in the summer program, we're a  
 22 little worried, because the word was out that the  
 23 food was good. And so they were overrun in the  
 24 summer with trying to serve all -- because we did  
 25 the -- if you're 18 or younger, you can come in and

69

1 participate whether you go to our school or not.  
 2 So word is out. And -- and we're really  
 3 grateful to the team -- it was a local restaurant  
 4 owner who cooperated with us, and we were able to  
 5 put the pieces together to make it happen.  
 6 Because that was another issue, that the  
 7 day before we opened school, Southwest Foods pulled  
 8 from -- they said they would provide food, and they  
 9 pulled out and said that they had to pull out  
 10 because their own contract would have been in  
 11 jeopardy with the local district.  
 12 So we had no other option. And so it's  
 13 been a challenge in lots of ways to get to this  
 14 point. But I feel like we've overcome and done  
 15 better than we probably would have otherwise.  
 16 We may not have gone this route with  
 17 another vendor. And it's really hard to get through  
 18 the process. And so for us to get to this point,  
 19 it's been a victory.  
 20 COMMISSIONER CARRILLO: Did you want to  
 21 comment also?  
 22 MS. RAMONA VINING: If I could add?  
 23 COMMISSIONER CARRILLO: Of course.  
 24 MS. RAMONA VINING: In the third grade,  
 25 what's really great is the gardener will come with

<p style="text-align: right;">70</p> <p>1 fruit they've never seen or tasted, and a plateful.  2 And he'll talk about it, where it came from, slice  3 it, share it, and then have a game, like "Did you  4 like it? Did you not like it?"  5 So we actually allow them to try something  6 that they've never heard -- mangos was a hit the  7 other day.  8 And also one more thing is we're growing  9 salad eaters, which is really neat. I'm excited  10 about that, because the line for the salad bar is  11 very long, and then they add the other food. So  12 it's exciting.  13 COMMISSIONER CARRILLO: That's fantastic.  14 MS. RAMONA VINING: We compost in our  15 classroom, so they're learning that process. And we  16 now have a vegetable plot that my class is going to  17 be responsible for. So we're excited about all  18 those things that are added to that program.  19 COMMISSIONER CARRILLO: I wish more  20 schools, like even -- I was in Santa Fe Public  21 Schools for a long time as a Board member. And  22 having gardens was something that I really supported  23 in our schools. The hardest things is when the kids  24 age out, the parents age out, and all of a sudden  25 nobody wants to do the garden anymore. It's always</p>	<p style="text-align: right;">72</p> <p>1 you with that.  2 MS. JULIANE HILLOCK: I think that would  3 be the route to go, because I'm sure Katie Rarick is  4 stressing with the thought that we would have to  5 figure out ways to do this within our budget, and  6 with the audits and everything and all those  7 different fund buckets to put things in becomes very  8 tense and stressful.  9 So I think a foundation might be the way  10 to go with things like that. But I can see our  11 students are very interested in food preparation.  12 They're just curious in general. And so we'd like  13 to offer more opportunities for them to do that.  14 And, you know, it's a classical school.  15 To what extent can we also be vocational? And we're  16 trying to figure out those balances as we go forward  17 into the high school.  18 COMMISSIONER CARRILLO: Neat. I saw you  19 had uniforms. How does everyone handle the cost of  20 that?  21 MS. JULIANE HILLOCK: So there's a couple  22 of different ways. We do a rental program, where  23 families can rent the uniforms if they -- if they  24 need to and then turn them in at the end of the  25 year.</p>
<p style="text-align: right;">71</p> <p>1 a tough one.  2 So I super commend you for that. If you  3 don't mind me asking, what's the name of the  4 restaurant that's your super-duper partner?  5 MS. JULIANE HILLOCK: So it was  6 Fratelli's. So if you come to Gallup, it's still  7 part of their family. So it's delicious. Yeah.  8 Alfredo fries. I highly recommend.  9 COMMISSIONER CARRILLO: Alfredo fries.  10 That sounds so healthy.  11 On the food side, what Vice Chair Voigt  12 mentioned relative to having a food truck is  13 something that I've always wanted Santa Fe Public to  14 do, because they have the Culinary Arts Program, and  15 just make some money on it and have that be part of  16 the DACA Program, so the kids take care of  17 everything: designing menus, doing all the food,  18 working the kitchen, purchasing, sales, balancing  19 the books.  20 I mean -- not that you don't have enough  21 on your plate, no pun intended, already. But, I  22 mean, it could be a really cool program. And I  23 would imagine -- because I just wrote down the  24 Street Food Institute -- but I imagine there are  25 foundations and things that might even want to help</p>	<p style="text-align: right;">73</p> <p>1 And we have a very -- the pants don't  2 always make it. The knees of the pants don't always  3 make it. But the shirts, we can use from year to  4 year, and we have them.  5 COMMISSIONER CARRILLO: That's a great  6 idea.  7 MS. JULIANE HILLOCK: So we do it that  8 way. Or we have -- through our foundation, we can  9 support some families that need to have the uniform.  10 So -- but in many cases, when you think  11 about it, it's a very economical way to have clothes  12 for the year.  13 And so it's just three shirts, two pairs  14 of pants, and a jacket. And it's about \$100. But  15 if you were to go to a store to buy school clothes  16 for an upcoming year, you'd likely spend more than  17 that.  18 COMMISSIONER CARRILLO: Oh, yeah. You  19 know, that's a great idea, kind of how they do  20 athletics uniforms. That's a brilliant idea.  21 You said foundation, but I'm not going to  22 get into that because I know probably Commissioner  23 Robbins will. I just loved the classical music in  24 the video, and then that you mentioned the kids know  25 what it is, where it comes from, just the whole</p>

<p style="text-align: right;">74</p> <p>1 notion that you're really approaching education, 2 things like music, Latin, geography, not just whole 3 child, but kind of whole -- whole earth, whole -- 4 just looking at how everything fits, historically as 5 well.</p> <p>6 Because some kids -- younger kids, I 7 think -- it's, like, everything was just invented 8 yesterday on TikTok or whatever. It's like there 9 are foundations for why this is the way it is going 10 back hundreds -- millennia. So --</p> <p>11 Okay. I'm going to save that one. Cyrano 12 de Bergerac, Lord of the Flies. I love that they 13 mentioned classical literature.</p> <p>14 You said "Fit for life," and I just wrote 15 down "Fit for life," but then also "fit," able to 16 negotiate life. It was just something popped in the 17 old head.</p> <p>18 So here's -- it's very unfortunate. I 19 don't know what -- how the state could even 20 intervene. Why is Gallup-McKinley so uncooperative?</p> <p>21 COMMISSIONER GIPSON: How much time do you 22 have?</p> <p>23 COMMISSIONER CARRILLO: I don't 24 understand. When I went to take the school board 25 meetings, it's, like, we're always saying, you</p>	<p style="text-align: right;">76</p> <p>1 But we have to do what we have to do, 2 because those students deserve -- I mean, it is an 3 equity issue when you think that only students whose 4 parents can afford to drive both ways are allowed to 5 come to our school. So then, you know, it's -- it's 6 a challenge for those families.</p> <p>7 COMMISSIONER CARRILLO: I have a big 8 highlight here on Gallup-McKinley. That just really 9 upsets me.</p> <p>10 Okay. So getting down to brass tacks. 11 You know where that phrase comes from, the etymology 12 of that phrase?</p> <p>13 I looked it up a long time -- when they 14 were making furniture and making chairs and things 15 and finishing it with the brass tacks, you did all 16 this other stuff and then you finally got down to 17 the stage of brass tacks.</p> <p>18 Etymology of the phrase of brass tacks. 19 We all learn something new.</p> <p>20 What are you doing relative to 21 professional development, reading specialists or 22 reading interventionists to really lift that part of 23 your program?</p> <p>24 MS. JULIANE HILLOCK: So a number of our 25 elementary teachers are also going through the</p>
<p style="text-align: right;">75</p> <p>1 know -- and I think in a lot of ways, we live it 2 here, because of charters -- they're all our kids.</p> <p>3 Why are you making everything so hard?</p> <p>4 MS. JULIANE HILLOCK: Yeah. We've -- I've 5 even tried to have a conversation about maybe if we 6 can't do transportation, can we just use your buses 7 for sports or field trips and things like that? And 8 we've been told no.</p> <p>9 So I'm not exactly sure how to build a 10 relationship at this point. I feel like it's -- 11 they're not interested in that.</p> <p>12 And so we carry on and do the things we 13 need to do without that support.</p> <p>14 But it really is a matter of when you 15 think about taxpayer dollars, if we have to do 16 everything separately ourselves as opposed to 17 collaborating, if we have to have a bus, if it ever 18 works out, our buses would follow their buses 19 around. And they already go to every place that we 20 need to have a student picked up. And their bus 21 depot is right down the street from our school.</p> <p>22 So I feel like asking taxpayers to pay for 23 our buses to follow their buses, even if we could 24 get a transportation program, wouldn't be the best 25 use of those funds.</p>	<p style="text-align: right;">77</p> <p>1 Letters Program through the Department of Ed. 2 And then we also have people who are 3 experts in the literacy program. It's a Riggs 4 Phonics program, but it's been slightly modified so 5 that it has a slightly different title, the Access 6 Literacy.</p> <p>7 So we rely on people who are experts in 8 that field to come to our school, or we'll send our 9 staff -- we have sent staff to Florida to go to a 10 school where they're using that effectively and see 11 it in action.</p> <p>12 I think that's one of the things that was 13 difficult about learning a literacy program that's 14 phonics-based with a script is that teachers didn't 15 have the feel, the flow of how that should work. 16 And by going to visit a school where it's -- where 17 it's working efficiently, going to observe that 18 school and seeing how it works -- so we've sent many 19 of our teachers and our instructional assistants, 20 even, to different schools to go visit and see how 21 that's done.</p> <p>22 Then we have developed in-house literacy 23 experts. So now we have -- developing a lead for 24 K-1, 2-3, and then above fourth grade. 25 And then we're also looking at -- we don't</p>

<p style="text-align: right;">78</p> <p>1 really have the skills to adapt that early literacy 2 program to seventh, eighth, ninth grade. But the 3 need is great there as well.</p> <p>4 We have a number of students who are 5 sitting in that 20 to 30 percent area in NWEA, which 6 means to me that they just need a little push. They 7 don't have a learning disability necessarily, 8 because they're able to access a certain level. 9 They're just not fluent enough to be able to read to 10 the level that is expected at their grade level.</p> <p>11 And so we are trying to develop a program 12 for Lindamood-Bell in upper grade levels. And 13 that's an expensive proposition, because it's a 14 four-to-one ratio. But it's a commitment, because 15 for a student to graduate and not be as facile a 16 reader as possible is a detriment to that student, 17 and because it provides access to all other content 18 areas and independence as far as being able to read 19 insurance documents and make good decisions and not 20 find themselves in conflicts that they could have 21 navigated better if they had better reading skills.</p> <p>22 And so that's a -- just a commitment. 23 It's just -- we've got to do it. And so that's the 24 plan for the spring is to institute that program for 25 students.</p>	<p style="text-align: right;">80</p> <p>1 completed.</p> <p>2 So I would ask you -- what I wrote down on 3 my notes was if reading doesn't show marked 4 improvement in these next couple of years, what 5 would you do and what should we do? Because it's 6 all about growth; right?</p> <p>7 MS. JULIANE HILLOCK: It is about growth. 8 And the thing is when I -- when we opened the 9 school, I thought this day was going to go a lot 10 differently, that we -- when I thought I would be 11 coming in here with glowing reports of all the 12 progress that our students have made.</p> <p>13 And I don't want it to sound like we're 14 making excuses for us not being where we need to be. 15 But the -- I just don't know how we could have done 16 differently with the pandemic to this point. I 17 don't know. We tried everything that we could think 18 of.</p> <p>19 We really -- when the pandemic hit, we had 20 30 computers schoolwide, and we had a modem that you 21 would have in your living room. And then most of 22 our families -- or many of our families -- did not 23 have the infrastructure, so Kajeets would not work 24 because they didn't have the cell phone towers. 25 So if you don't have cellphone towers, you</p>
<p style="text-align: right;">79</p> <p>1 COMMISSIONER CARRILLO: I'm happy for your 2 response, because, you know, Commissioner Robbins 3 and I -- well, we all believe it -- reading is the 4 foundation of absolutely everything. So as much as 5 we might want to involve all these extracurriculars, 6 if they end up, you know, reading at a third-grade 7 level and being in eighth grade, that's just -- we 8 have failed them; so...</p> <p>9 MS. JULIANE HILLOCK: Uh-huh.</p> <p>10 COMMISSIONER CARRILLO: Let's see. Okay. 11 So renewals are -- I mean, it's 12 interesting, and it's just my quandary with this 13 Commission and the way things in New Mexico are set 14 up just in general -- because the idea is you're 15 coming back to us and saying, "Look what we've done, 16 look what we're doing, give us the chance to do this 17 for another five years"; right?</p> <p>18 And there's no question that amazing 19 things are happening at your school. But, 20 ultimately, my own personal belief -- whether it's 21 shared here or not -- ultimately, the charge of 22 schools is teaching. And as much as sometimes kids, 23 to me, might be happy and getting a lot of 24 enrichment, if they're not learning, especially 25 reading, per se, then the job is not being</p>	<p style="text-align: right;">81</p> <p>1 can't -- there was no ability to do that. And so to 2 try to even teach reading remotely using a phonics 3 program, where you're -- it's very interactive.</p> <p>4 So a teacher has to hear that the student 5 is making the sounds correctly. It's impossible to 6 do that on a Canvas platform that is asynchronous. 7 So a parent is pulling it up, and a student is 8 watching -- a five-year-old is watching a teacher 9 making sounds. And whether or not a student is 10 actually learning those sounds, we are unable to 11 assess.</p> <p>12 So, really, when I thought I would come 13 here today five years ago, I thought there would be 14 no problem with our academic scores.</p> <p>15 And so, you know, we are all faced with 16 these situations where we have to eat our own words 17 and think about how we could not have predicted from 18 that that this would be the state that we're in.</p> <p>19 There's no -- there's no chance, barring 20 another pandemic or some craziness of shutdown -- 21 there is no chance that our students will not grow, 22 zero chance of that. There is just too much 23 commitment on our part to make it happen. 24 Now, all these others things, as you said, 25 the extracurricular things, part of that is gaining</p>

<p style="text-align: right;">82</p> <p>1 trust, gaining connections, building relationships 2 with the students, working through some of the other 3 issues that prevent them from being successful. 4 So we have to set the stage for that. 5 And, hopefully, our -- our enrollment has stabilized 6 a little bit. Because of the lottery system, if 7 somebody asked to come in and I have a spot, I 8 have -- we take students, IEPs, students who -- we 9 even have a couple of students who have been 10 expelled from Gallup-McKinley Schools who are doing 11 remarkably well, by the way. 12 But now that we're close to our cap, then 13 I think things have kind of stabilized. And if we 14 can be in school, if they can be in school, and we 15 can continue with these programs, there is no chance 16 that we'll be having the same conversation in five 17 years. So... 18 COMMISSIONER CARRILLO: That's great to 19 hear. I'm not trying to -- one, I respect and 20 understand completely the challenges you've faced 21 that are much greater than those challenges that 22 other schools have faced relative to the pandemic, 23 given where you are, the population you serve, the 24 rural area -- I mean, all these challenges you've 25 overcome. It's extremely impressive.</p>	<p style="text-align: right;">84</p> <p>1 THE CHAIR: Commissioner Robbins. And 2 then Commissioner Manis. 3 COMMISSIONER ROBBINS: Thank you. Thank 4 you. I'll try to be very brief. 5 One, I think -- I think the State has done 6 a disservice to this area of the state. They were 7 slow in responding to the pandemic, slow in meeting 8 the needs of this area through the pandemic. And, 9 you know, when it comes to the relationship between 10 Gallup-McKinley County Schools and charters -- 11 because there are several charters in that 12 district -- they've been very resistant to support 13 the education of students. It's more about them. 14 And I'm very disappointed, because -- and, 15 again, this is not directed as a criticism at an 16 individual. But Patricia Landstrom is a very 17 powerful leader in the house and in the Legislature. 18 And I would really hope that she would do more to 19 assist in the cooperation between Gallup-McKinley 20 County Schools and the charters, because, like we've 21 said -- and you say -- they're our students. These 22 children deserve that. 23 We had a lawsuit that is still under a 24 court thing with the Yazzie-Martinez. We have the 25 Zuni lawsuit. We have these things that have gone</p>
<p style="text-align: right;">83</p> <p>1 And I don't doubt at all that we're not 2 going to see a lot of growth. But I just -- 3 unprecedented time. That's the thing that -- 4 especially in reading -- that's the thing that I 5 look for the most. 6 And I like that, philosophically, the idea 7 that all these other things kind of engage the 8 child, you know, like, a funnel, in a way, to 9 reading. 10 So I didn't want to sound at all like I 11 was being some sort of a hardass or something, 12 because when you said you didn't think that it was 13 going to be that way five years ago, but we are 14 where we are now, right now, today, it's, like, 15 we -- it's, like, when you're in the fourth quarter 16 of a football game, and you're down, it's, like, 17 okay, this is a new game. 18 And this is a new game. It's exciting, 19 everything that you're doing, and I'm excited for 20 what the future holds. 21 And I completely hear the commitment and 22 dedication from your team. Thank you. 23 MS. JULIANE HILLOCK: Thank you. 24 COMMISSIONER CARRILLO: Thank you very 25 much.</p>	<p style="text-align: right;">85</p> <p>1 on. And it's, like, these are coming from the area 2 of Gallup, you know. And it's like, come on, folks, 3 let's get things moving along. 4 Anyway, with reference to the foundation 5 and your buildings. Are these buildings formerly 6 Gallup-McKinley County Schools' that you took over? 7 Or how did you come in to acquire these -- this 8 building and everything? 9 MS. JULIANE HILLOCK: So it used to be a 10 Catholic school that moved to another location. So 11 that's how. 12 COMMISSIONER ROBBINS: Okay. And you 13 receive -- are you in a lease-purchase with your 14 foundation? 15 MS. JULIANE HILLOCK: No. We're just 16 leasing right now, just leasing from the -- from the 17 foundation, who has a loan on the property. 18 COMMISSIONER ROBBINS: Okay. So you're 19 getting lease assistance from PSCOC -- or PSFA? 20 MS. JULIANE HILLOCK: Yes. 21 COMMISSIONER ROBBINS: And is that 22 sufficient, fully sufficient, to cover the lease 23 cost? 24 MS. JULIANE HILLOCK: No. 25 COMMISSIONER ROBBINS: Do you know roughly</p>

86	<p>1 how much you're having to pull to make up the 2 difference?</p> <p>3 In other words, does your lease assistance 4 cover 75 percent of your lease cost? Or 50 percent? 5 Or --</p> <p>6 MS. JULIANE HILLOCK: Roughly 20 percent 7 of our lease cost.</p> <p>8 COMMISSIONER ROBBINS: It only covers 9 20 percent.</p> <p>10 MS. JULIANE HILLOCK: That's correct.</p> <p>11 COMMISSIONER ROBBINS: Okay. Well, that's 12 one of the things that I've long been critical of 13 the Legislature and the way they set up lease 14 assistance. And they disregarded and totally 15 disregard what district schools are able to do in 16 terms of generating revenue, and the way they treat 17 funding that comes from the Legislature. And, you 18 know, they're looking at doing away with offsets and 19 things.</p> <p>20 So, you know, it used to be if a school 21 received a direct appropriation, that would count 22 against, you know, State matches and things for 23 that. And they're talking about doing away with 24 that, but yet they're not talking about doing 25 anything extra with charters.</p>	88	<p>1 direct foundation just for our school. It supports 2 other schools in our community, and also all the way 3 down I think into Albuquerque and other places, just 4 trying to support, generally, schools financially in 5 ways that are difficult to manage within our 6 operational funds.</p> <p>7 And so they'll help support with -- like I 8 said, with the uniforms, or with some special 9 projects and things, where -- sports or other 10 things. We turn to them frequently when there's 11 something that is -- for example, many times we'll 12 have something that -- a document -- or something we 13 need to purchase. And you have to have a credit 14 card to do it. So we don't have a P-Card. So we'll 15 turn to the foundation and ask them for support with 16 that.</p> <p>17 "Can you help us get this one item that we 18 couldn't use -- we can't get because we have to use 19 the purchase order process?"</p> <p>20 So sometimes they help with those sorts of 21 things.</p> <p>22 Also with professional development, paying 23 for some of the travel and things like that. So 24 they support us in those ways. 25 (Mr. Robbins has connectivity issues.)</p>
87	<p>1 And I would urge the Commission in working 2 with Legislature, but also to try to push for more 3 equitable funding for the capital needs of schools.</p> <p>4 Real quick. Singapore Math. My mind kind 5 of works like Singapore Math. I learned the old way 6 and everything, but my mind kind of works like 7 Singapore Math, because that's the way I do math in 8 my head.</p> <p>9 I'll sit there and, you know, look at 10 numbers and say, "Oh, this is what it is," and 11 they're, like, "How do you do that?"</p> <p>12 I say, "It's just the way my brain is 13 wired for whatever reason."</p> <p>14 You mentioned there's the visual 15 component. And if you just read, and you just go 16 through the algorithms that's one thing. But if you 17 can visualize things, it makes things so much 18 easier, you know. A picture says a thousand words, 19 and I think in math it really does work that way.</p> <p>20 The -- one of the things that kind of 21 piqued my interest was the foundation activities. 22 Other than, you know, leasing the building through 23 the foundation, are there other activities that the 24 foundation does to support the school? 25 MS. JULIANE HILLOCK: Yes. It's not a</p>	89	<p>1 THE CHAIR: So it looks like he just went 2 off the screen. So we'll keep an eye on him to, 3 like, jump back in, and we'll see if he heard your 4 response. I think -- he literally just dropped off, 5 so I think he might have heard it.</p> <p>6 So we'll go to Commissioner Manis, just to 7 save time, and then we'll go back to Commissioner 8 Robbins when he jumps back on.</p> <p>9 All right. Commissioner Manis.</p> <p>10 COMMISSIONER MANIS: Thank you. I'm going 11 to be pretty brief.</p> <p>12 I do want to say that I am impressed by 13 many of the programs that you have. And I do 14 commend you for the way that you addressed the 15 challenges that you faced during the pandemic and 16 the challenges that you face in your community that 17 you have to deal with on a daily basis. I think 18 that you do a really good job at balancing handling 19 these issues, while also enriching the children that 20 you teach.</p> <p>21 And I really -- to echo what Commissioner 22 Voigt and Commissioner Carrillo had mentioned about 23 the -- the food program, I think that's excellent. 24 My background is in food and beverage. And I know 25 that Commissioner Carrillo has a background in food</p>

<p style="text-align: right;">90</p> <p>1 and beverage as well.</p> <p>2 And I think that potentially considering</p> <p>3 offering food preparation as maybe part of a class</p> <p>4 would be greatly beneficial, and even extending that</p> <p>5 beyond simply the food preparation, but also helping</p> <p>6 students potentially get, like, their food handlers</p> <p>7 permits and licensing. Because I know that, like,</p> <p>8 even them being able to work and get state-certified</p> <p>9 and many of those things could help them if some of</p> <p>10 the students really want to consider a career in</p> <p>11 food and beverage, because starting -- starting</p> <p>12 earlier in food and beverage is always better.</p> <p>13 I got my undergraduate degree in</p> <p>14 Restaurant, Hotel, and Institutional Management.</p> <p>15 And I can tell you that if a student is interested</p> <p>16 in a career path like that, they need so many</p> <p>17 internship hours. Oftentimes, most programs require</p> <p>18 that. And to already have a background and</p> <p>19 experience can help them get their foot in the door</p> <p>20 even easier.</p> <p>21 So I would just consider those options</p> <p>22 that you have in front of you, because I think,</p> <p>23 while many people may look down upon people in the</p> <p>24 food and beverage industry -- because I've</p> <p>25 experienced it myself -- there are a lot of great</p>	<p style="text-align: right;">92</p> <p>1 is having the school take the time to go back to try</p> <p>2 to find this moment in time, because I feel like you</p> <p>3 probably gave some valuable information,</p> <p>4 Commissioner Manis. So instead of having them go do</p> <p>5 it later and try to find this exact spot to see what</p> <p>6 you said, if you could just repeat it?</p> <p>7 COMMISSIONER MANIS: Sure. The main gist</p> <p>8 of what I was saying is that I think that you have a</p> <p>9 lot of opportunity potentially with the</p> <p>10 food-and-beverage side of things.</p> <p>11 I think you heard my background is in food</p> <p>12 and beverage. And so I think that the students</p> <p>13 having that full understanding of the farm-to-table</p> <p>14 concept, I think that's awesome. You know, there's</p> <p>15 places, high-end, very high-end restaurants, I would</p> <p>16 say, here in New Mexico, but also in other parts of</p> <p>17 the country, that practice this farm-to-table</p> <p>18 concept.</p> <p>19 And I think students would greatly</p> <p>20 benefit -- they have the understanding of the</p> <p>21 gardening portion, the farm aspect. But actually</p> <p>22 taking that full circle to prepare the food from</p> <p>23 your garden, I think that that's -- you know, that</p> <p>24 would be an amazing enriching experience for the</p> <p>25 students.</p>
<p style="text-align: right;">91</p> <p>1 opportunities for -- for these students potentially</p> <p>2 to own their own business, or, you know, go out and</p> <p>3 be a chef or be a general manager of these -- of a</p> <p>4 restaurant in the future, even work in a hotel.</p> <p>5 So I do really strongly encourage you to</p> <p>6 consider many of these different opportunities that</p> <p>7 you could -- you could go different ways and</p> <p>8 different directions.</p> <p>9 THE CHAIR: Commissioner Manis, just a</p> <p>10 second. We can't hear you.</p> <p>11 Can you hear us, Commissioner Manis?</p> <p>12 COMMISSIONER MANIS: I can hear you. Can</p> <p>13 you hear me?</p> <p>14 THE CHAIR: We can hear you -- we saw you</p> <p>15 talking. Actually, you were frozen on the screen.</p> <p>16 I saw you talking the entire time.</p> <p>17 COMMISSIONER MANIS: What did you hear?</p> <p>18 (Brief interruption due to connectivity.)</p> <p>19 THE CHAIR: Commissioner Manis, can you</p> <p>20 hear me?</p> <p>21 COMMISSIONER MANIS: I can hear you right</p> <p>22 now. Do you want me to repeat what I said? I think</p> <p>23 Cindy got everything in the minutes.</p> <p>24 THE CHAIR: She got it. I think if it's</p> <p>25 beneficial to the school, instead of -- my concern</p>	<p style="text-align: right;">93</p> <p>1 And I don't know if you heard about the</p> <p>2 food handlers' permit and whatnot, but I think that</p> <p>3 it would greatly help them if they want to consider</p> <p>4 a future career in food and beverage, and even --</p> <p>5 like, my background is more entrepreneurial in</p> <p>6 nature. So being able to maybe in the future having</p> <p>7 the ability to start a food truck themselves or</p> <p>8 start a catering business, that those things require</p> <p>9 a little bit less capital than, say, a full-scale</p> <p>10 restaurant.</p> <p>11 But there's options; right?</p> <p>12 Going in a different path, I would say,</p> <p>13 unlike Commissioner Robbins, I'm more of a rule</p> <p>14 based algorithmic type of person that I -- that's</p> <p>15 how I learn things. I feel like I've seen the</p> <p>16 Singapore Math concepts taught to some of my kids.</p> <p>17 And I understand the benefits of it, because I see</p> <p>18 that -- like, I've asked them how they learn and</p> <p>19 which aspect or which -- which way they feel they</p> <p>20 learn easier.</p> <p>21 And, you know, a couple of my kids that</p> <p>22 they -- they learn better through the Singapore Math</p> <p>23 kind of way. And then other, they learn a little</p> <p>24 bit more like me, the algorithmic, rules-based,</p> <p>25 very, like -- I would say more like a coding type</p>



<p style="text-align: right;">94</p> <p>1 mentality.</p> <p>2 And so how -- the only question that I</p> <p>3 have is how do you accommodate students with</p> <p>4 different learning styles, in general, and for math,</p> <p>5 in particular?</p> <p>6 MS. JULIANE HILLOCK: Yes. I think</p> <p>7 there -- I think the Singapore Math attempts to do</p> <p>8 that by offering multiple opportunities to practice</p> <p>9 the algorithm, but not until after they've learned</p> <p>10 it conceptually.</p> <p>11 And -- but we have a number of</p> <p>12 interventionists who pull students or come in the</p> <p>13 classrooms and work with students, because sometimes</p> <p>14 the foundational skills are not there for them to</p> <p>15 access the -- the conceptual ideas.</p> <p>16 So it's really hard for a student who</p> <p>17 doesn't really have a sense of the Base 10 or place</p> <p>18 value to be able to work in Singapore Math. And so</p> <p>19 sometimes we have to do a little assessment to see</p> <p>20 what skills a student is lacking and help shore</p> <p>21 those skills up.</p> <p>22 But, really, it's having a classroom</p> <p>23 teacher with an aide and then an interventionist in</p> <p>24 the classroom, or sometimes a special education</p> <p>25 teacher in the classroom, and everybody working</p>	<p style="text-align: right;">96</p> <p>1 teacher would be able to identify those. And so,</p> <p>2 hopefully, all those systems will work together to</p> <p>3 promote student growth in math.</p> <p>4 COMMISSIONER MANIS: Thank you for that</p> <p>5 answer. Do you, by chance, recommend to students</p> <p>6 potential online, like, free information that they</p> <p>7 may not be aware of? Like, I have my kids sometimes</p> <p>8 use Khan Academy. And they use -- Khan Academy uses</p> <p>9 that version of Singapore Math, that style that I</p> <p>10 think can help reinforce the concept at home if</p> <p>11 they -- you know, if they have access to Internet.</p> <p>12 I think that -- that some of the free</p> <p>13 things that are out there that are available, I</p> <p>14 don't know if you recommend it or even suggest it.</p> <p>15 MS. JULIANE HILLOCK: We would. But we</p> <p>16 still are up against a lot of our families not</p> <p>17 having consistent access to Internet. Or, if they</p> <p>18 do, there's Internet options that will allow you to</p> <p>19 check e-mail. But some -- not so much Starlink, but</p> <p>20 other satellite vendors, it's really minimal what</p> <p>21 you can -- you can't watch a video. You couldn't</p> <p>22 watch Khan Academy on HughesNet where I live. I</p> <p>23 know, because I did try to for a year.</p> <p>24 But -- so -- but the John Chadwick -- if I</p> <p>25 can give a shout-out to someone who has been</p>
<p style="text-align: right;">95</p> <p>1 together to help every student.</p> <p>2 You know, it's not as if there's one</p> <p>3 student who's always going to need supports. And so</p> <p>4 we have to have one person there to help support</p> <p>5 that one student. It's whoever needs help and</p> <p>6 however we need to help them.</p> <p>7 And those can be flexible groups of -- but</p> <p>8 the real -- the real thing that's going to help is</p> <p>9 being in school, which we haven't had an experience</p> <p>10 within a few years, being fully in school.</p> <p>11 And so now that we hopefully have crossed</p> <p>12 that bridge, the other thing that we really need to</p> <p>13 do more and be better at is the use of</p> <p>14 manipulatives.</p> <p>15 The Singapore Math program does emphasize</p> <p>16 the use of manipulatives and not to jump to the</p> <p>17 abstract too quickly. I think sometimes our</p> <p>18 teachers jump to the abstract too quickly.</p> <p>19 So by hiring our math lead for this,</p> <p>20 hopefully, this semester, we can start helping</p> <p>21 teachers learn how to assess what their students</p> <p>22 need.</p> <p>23 And then as I was saying before in the</p> <p>24 MLSS process, having those first-level</p> <p>25 interventions, be it in the classroom, that the</p>	<p style="text-align: right;">97</p> <p>1 effective in helping our families get Starlink and</p> <p>2 the -- the Department of Ed and the Governor helping</p> <p>3 us to get that infrastructure is going to be -- it's</p> <p>4 not just for school, though, because where you --</p> <p>5 where we live, they can't access medical care. Many</p> <p>6 times, people just think, "Oh, you just go online,</p> <p>7 you can do this, make an appointment."</p> <p>8 When my family had COVID, we had to drive</p> <p>9 in town, park in the parking lot of the electrical</p> <p>10 company, call for appointments, and then they say</p> <p>11 they'll call us back.</p> <p>12 We had to wait there for several hours</p> <p>13 trying to get a callback. That's how our families</p> <p>14 exist. Or they have to drive two hours in any</p> <p>15 direction, Farmington or Albuquerque or Flagstaff,</p> <p>16 in order to get those services.</p> <p>17 So sometimes online things, even though</p> <p>18 they're free, it doesn't always work for us.</p> <p>19 But we try to offer after-school tutoring</p> <p>20 or in person, and, hopefully, more targeted anyway,</p> <p>21 to help a student with what they particularly need.</p> <p>22 COMMISSIONER MANIS: Thank you. And,</p> <p>23 again, I commend you for the efforts that you have</p> <p>24 to go through. I -- I haven't had to experience</p> <p>25 those things myself. And I know that it would be</p>

98

1 very difficult for me, because I'm using --  
 2 constantly using stuff on my phone and everything  
 3 all the time.  
 4 So I do commend you for all your efforts  
 5 at trying to help students achieve success despite  
 6 the challenges that you face. Thank you.  
 7 MS. JULIANE HILLOCK: Thank you.  
 8 THE CHAIR: Commissioner Armijo.  
 9 COMMISSIONER ARMIJO: Thank you. So I,  
 10 too, want to commend you on everything that you all  
 11 are doing in regards to where -- the challenges that  
 12 you had.  
 13 I do want to touch on a few things.  
 14 I heard you say something about the five  
 15 virtues. And then I heard you touch on discipline  
 16 and Restorative Justice practices. Can you expand  
 17 on that a little bit more for me?  
 18 MS. JULIANE HILLOCK: So as I said before,  
 19 we talk about virtues all the time, not in terms of  
 20 discipline; it's just something as part of the  
 21 classical model, I think, to say what does it mean  
 22 to be human, and what are some of those things that,  
 23 despite thousands of years, are still important for  
 24 us to understand? Respect, responsibility,  
 25 diligence, integrity. Those are things that have

99

1 always been, and will likely always be, important to  
 2 every culture.  
 3 And so we just emphasize in terms of  
 4 how -- how do you live a happy and good life?  
 5 And then we look at characters in  
 6 literature. In fourth grade, they read Robin Hood.  
 7 Is Robin Hood good or bad? So we don't look at it  
 8 that way. We look at it as what were his virtues?  
 9 In what way was he virtuous? In which way was he  
 10 not virtuous?  
 11 And so that you can navigate a world  
 12 that's not always going to be clearcut, black and  
 13 white, good and bad. Because a lot of times our  
 14 students are maybe perhaps disappointed and  
 15 discouraged by things that they're experiencing in  
 16 their own families.  
 17 Why can't I have these things?  
 18 Why can't my family be this way?  
 19 It's not fair that other people get this,  
 20 and I don't get that.  
 21 And so we have to navigate a world that's  
 22 not fair.  
 23 And so by using the virtues, we do that  
 24 from the very beginning so that we can evaluate not  
 25 only characters in literature, but characters -- or

100

1 figures from history. In what ways were people  
 2 virtuous or not virtuous, so they can always be  
 3 evaluating on those terms.  
 4 But virtue is something that you learn  
 5 from habit. It's something that you practice. It's  
 6 not something you're born understanding or being  
 7 able to do.  
 8 So if it's something you can improve on,  
 9 you can improve your quality of life and improve all  
 10 the things around you and your ability to cope with  
 11 distress.  
 12 And so that -- we just come at virtues  
 13 from that angle.  
 14 And then if a student has a difficulty --  
 15 sometimes if it's -- especially on the playground,  
 16 it goes through the counseling office first, because  
 17 it's usually something that needs to be dealt with  
 18 on a friendship level.  
 19 And then they -- they have to own what  
 20 they've done, or, if they've made a poor choice,  
 21 that they own that choice, and that there's a plan  
 22 in place for the next time.  
 23 And then they fill out a sheet when they  
 24 come to either Ms. Vicenti or to me or to another  
 25 administrator. And it says, "Today I made a choice

101

1 to...," and they fill that out.  
 2 "The reason this is a mistake is  
 3 because..."  
 4 "What should I do definitely next time?"  
 5 And so they have a plan in place and  
 6 understand that -- and then, "What do I do to fix  
 7 this?"  
 8 This is where the Restorative Justice  
 9 piece comes in. Because, oftentimes, a teacher will  
 10 send a student up to the office because there's been  
 11 a disruption. Well, the student needs to go back  
 12 and apologize to that teacher for that disruption so  
 13 that that relationship is healed and they can move  
 14 on together.  
 15 But if we have don't have that healing,  
 16 then resentment could build on either side about  
 17 that situation.  
 18 And so they just need to have that  
 19 practice of restoring a relationship.  
 20 And they do it with their peers, and they  
 21 do it with the staff. And many times -- I had a  
 22 junior high student in my office. He wrote an  
 23 inappropriate note to a female staff member. And,  
 24 of course, it's was denial, denial, denial. It  
 25 wasn't me, it wasn't me, it wasn't me.

<p style="text-align: right;">102</p> <p>1           So it's Hózhó CSI. And we get all the 2 evidence -- not to -- it's because I need him to 3 take ownership of what mistake he made. And then 4 when he's faced with the fact that there's no way 5 out, he -- he has been found guilty, that, then, he 6 doesn't think he can apologize to the teacher. He 7 can't face that. He's too embarrassed. And he was 8 crying -- this is a six-foot-one ninth- -- 9 eighth-grader at the time. And he was in my office 10 crying. 11           And I said, "You can do it. You're going 12 to see that you can do it, and you're going to 13 restore that relationship." 14           So now that the teacher has healed from 15 that situation, because she was embarrassed or -- 16 with this anonymous note. And now he is 17 accountable. And we never had another issue with 18 that student. And now he has the strength to 19 understand that he can overcome. He doesn't have to 20 hide from mistakes. 21           We all make mistakes. We're all going to 22 make poor choices. There's no perfection here. And 23 if I make mistakes or teachers make mistakes, we try 24 to make sure that the student understands that I 25 need to -- I owe you an apology for that, and that</p>	<p style="text-align: right;">104</p> <p>1           the needs of our school and what do we need to get 2 better at. 3           One of these things -- we did identify 4 three of those things, which is Navajo language and 5 culture being implemented into the classroom, not 6 just the classroom, but schoolwide. They're our 7 biggest population of students that we service. 8           Our next population of students that we 9 service is Zuni students. So we're in the works of 10 we've identified a possible candidate to obtain her 11 520 Zuni language license, and we hope to offer Zuni 12 language at Hózhó Academy with the support of the 13 Governor, who I'm in contact with in putting those 14 MOUs in place to make sure that we have the 15 permission from the tribe to get those things going. 16           Health and wellness has been something 17 that we've always worked hard on within our school. 18 We have identified that these things are very 19 important to our families. The mental 20 social-emotional wellness of our students is very 21 important, because they can't learn if they are 22 struggling at home. 23           One of those things that we continuously 24 do is through the Restorative Justice types of 25 things at our school, but also educating our</p>
<p style="text-align: right;">103</p> <p>1           we are not perfect people. 2           But we're all on a road to be better 3 tomorrow than we were today. And that's what we 4 hope comes from the discipline process. 5           COMMISSIONER ARMIJO: Thank you. The 6 other question I have is around the equity councils. 7 I see that you have an active equity council and 8 that you continue to have meetings. Have you -- 9 since we read this, do you have any CLR objectives 10 in place yet? Or has that come to -- 11           MS. JULIANE HILLOCK: I think Ms. Vicenti 12 has been in charge of some of that. I'll give her 13 the microphone. She hasn't had a chance to talk 14 yet, so I think it's her turn. 15           MS. COLEEN VICENTI: With our equity 16 council, we actually renamed it to kind of 17 compromise and collaborate with all the other 18 expectations of the Public Education Department. It 19 was thought that, from our parent committee, that we 20 would be called the Indigenous Parent advisory 21 Committee, because we would be composed of all the 22 unique ethnicities within our class -- within our 23 school and that we were meeting their needs. 24           In regards to the CLR framework, we have 25 had done a needs assessment that looks at what are</p>	<p style="text-align: right;">105</p> <p>1           teachers in, you know, culturally relevant education 2 programs. What does that look like? What does that 3 compose of? 4           And so some of the things that we have put 5 in place are at the beginning of the school year, 6 we've taken a trip to Zuni. We've exposed the 7 teachers to the museum and learned the Creation 8 Story. We went to the Zuni Youth Empowerment 9 Program, where they have a beautiful model of how 10 they've helped the Zuni students within that 11 community, and bringing language and culture into 12 the teachings of a summer program. 13           So those types of things, we have included 14 in our teaching with our staff and letting them 15 understand and know that we're here for -- here to 16 support them and their learning of integrating a lot 17 of indigenous language and culture into their 18 classical education curriculum that we do at our 19 school. 20           COMMISSIONER ARMIJO: Awesome. That kind 21 of leads me into the next question. I also read 22 that you hadn't had a chance to do any tribal 23 consultation yet. And I was wondering if that has 24 been -- if you all have started to do that. 25           MS. COLEEN VICENTI: We have done tribal</p>

<p style="text-align: right;">106</p> <p>1 consultation. We did meet with Navajo Nation on 2 November 30th, and we did complete that 3 consultation. 4 We did send the notice to Rebecca Reyes 5 and Cassaundra, Indian Education, so they got our 6 affirmation statement. 7 In the past, I've been able to work with 8 different people at DODE; Roy Tracy, Susanna Hoskie, 9 who oversee JOM. There's a lot of people that I've 10 had the privilege to meet in my history of education 11 who I've gone to to consult with, not, per se, 12 tribal consultation (indicates), but we are in 13 talking -- we do have conversations. 14 I do ask questions. And then because I am 15 from the Pueblo of Zuni, I have easy access to the 16 Governor and the Ashiwi College, who is also the 17 people we will be working with to deliver the Zuni 18 language to Hózhó Academy students. 19 COMMISSIONER ARMIJO: Thanks. I also have 20 the privilege to serve as a Commissioner on the 21 IEAC. So I'm thrilled for that. I really want to 22 get more involved with that. So I really appreciate 23 that. Thank you very much. Appreciate that. 24 THE CHAIR: All right. Commissioner 25 Robbins is back. He's on his phone. So I don't</p>	<p style="text-align: right;">108</p> <p>1 So the first thing I will say, when I 2 think about, like, educating the whole child, I feel 3 like this is actually what that looks like, that 4 it's a combination of all the things that your 5 students need around them and rigorous academics as 6 well; right? 7 I think sometimes when we hear "whole 8 child," we think of the soft things; right? And 9 academics kind of seems like a separate thing, but 10 it -- that's part of it. 11 And so I actually really appreciate the 12 commitment you have to rigor in your -- like, you 13 know, "This is difficult. And it was especially 14 difficult when we were online or not online or 15 trying to be online. But we're going to commit to 16 continuing the rigor," because I think that's, once 17 again, what your students deserve. 18 I also -- one of the things I really like 19 about your school is the blend of cultures that you 20 have in it. You know, I have lots of friends who 21 went out of state for college. And talk about 22 culture shock; right? Like, when you grow up in 23 New Mexico, we do have a very unique culture. It's 24 very unique, and, in Gallup, you have an even more 25 unique culture when you compare it to everywhere</p>
<p style="text-align: right;">107</p> <p>1 think you're going to be able to see the visual. 2 Commissioner Robbins, I'm not exactly sure 3 if you were able to hear their response. But they 4 did give their response to your last question. But 5 I will give the floor back to you to continue on 6 where you were. 7 COMMISSIONER ROBBINS: Thank you. I 8 apologize. You know, I've had really good Internet 9 connections for a couple of months. But, for some 10 reason, today, Comcast doesn't want to cooperate. 11 I did not hear the full response to as far 12 as the foundation. I guess -- is it NACA that is 13 the foundation? 14 MS. JULIANE HILLOCK: No. We participate 15 with Equitas Foundation. 16 COMMISSIONER ROBBINS: Okay. Okay. That 17 was really the end of my questions that I had. 18 But I really hope the Commission and the 19 Legislature would work together to resolve some of 20 these inequities with regard to transportation, and 21 also capital funding. 22 Thank you. 23 THE CHAIR: Thank you, Commissioner 24 Robbins. 25 Okay. So that leaves it to me now.</p>	<p style="text-align: right;">109</p> <p>1 else in the country. 2 So I always found it really sad that my 3 New Mexico friends would go even to Oklahoma or 4 would go to even surrounding states and not be 5 prepared at the same level, culturally, academically 6 to their now new peers; right? They're struggling. 7 And our students aren't competing with 8 each other. We're competing globally and definitely 9 nationally now. So having the blend of the culture 10 that's in the community, and then this classical 11 education as well, I can imagine it'll serve your 12 students well into their future, no matter where 13 they end up. 14 You know, if they leave and hopefully come 15 back to your community, like, that's always what we 16 want. If they ever decide to leave the community 17 that we want them to come back. Bring some more 18 skills and come back. 19 But I do think that kind of -- once again, 20 the care of the whole child is going to prepare them 21 for success further on. 22 So maintaining academic rigor, I think, is 23 just as important as keeping those comprehensive 24 services that you have around them as well. 25 Okay. So that being said, I have a</p>

<p style="text-align: right;">110</p> <p>1 question about -- I think, you know, it is -- we 2 have heard a lot over the last couple of years that 3 schools have had these unique challenges. And I 4 will say I'm a little bit less empathetic to our 5 more urban schools, because there's been a lot more 6 access to -- a lot more access to everything.</p> <p>7 And so when I hear a school that has the 8 access around them, and they're, like "Well, our 9 students are struggling," or, "We don't have..." -- 10 I tend to not feel as much empathy as I do for your 11 school, because it genuinely is a unique access 12 issue that isn't a school -- like, something outside 13 of your control.</p> <p>14 So I do think I have a massive amount of 15 empathy when I look at the data, or a lack of it, 16 or, like, this kind of inconsistent data that you 17 all experience. It's difficult.</p> <p>18 That being said, one -- so a question I'll 19 be pointed in a question first before I talk more 20 about it.</p> <p>21 You did provide your NWEA results for the 22 middle -- or your iMssa interim results for the 23 middle of last year. And it showed that almost 24 every student was on track for their individual 25 growth; right? That's what we're looking at.</p>	<p style="text-align: right;">112</p> <p>1 And so they were having to type equations 2 and use the equals and plus sign, and they type 3 their equation, well, we hadn't practiced any of 4 that, either.</p> <p>5 But I don't think that that was the main 6 cause of us not reaching those levels that we had 7 anticipated, after seeing the results in this test, 8 especially where it said that our students, 9 98 percent, were making growth.</p> <p>10 So if they're on target -- but what does 11 "on target" mean?</p> <p>12 Also, with NWEA, when you -- I shared the 13 data with you before. NWEA looks at it on a 14 national average compared to all other students 15 pre-pandemic at that same great level.</p> <p>16 And so when I'm looking at the national 17 average, it's not the same thing as the -- the 18 NM-MSSA proficiency rates. So average nationwide is 19 quite different.</p> <p>20 So the students would have to perform at 21 the 70 percent or higher, I think, in order to be 22 able to show proficiency on the NM-MSSA test.</p> <p>23 And so having that be a first experience 24 then, now we sort of know what to expect. And so 25 our NWEA data can be more predictive for us.</p>
<p style="text-align: right;">111</p> <p>1 How did they end up? What were those -- 2 like, the middle ones, I saw. But I didn't see how 3 many of your kids ended up at the end of last year 4 meeting their individual targets?</p> <p>5 MS. JULIANE HILLOCK: I don't know that I 6 know the overall, because when you get the reports, 7 it's just per classroom. And I know it varied.</p> <p>8 The highest, I think, was 60 percent of 9 our kids met their RIT growth on their NWEA.</p> <p>10 As far as the iMSSA test went, I felt like 11 we -- when we took this test, it was really the 12 first time we were taking a state test as a fully 13 enrolled school of 600 -- 500 -- whatever -- because 14 we hadn't had a test -- we had the PARCC test back 15 in 2018-'19 when only 63 students took that test.</p> <p>16 Those 63, there's only 40 still at our 17 school. When you think of the difference of taking 18 the first real State test that we would take and the 19 interim test, the iMSSA test, when we got those 20 results, we thought, "Woohoo, we're on target, look 21 at this, it's all going to be great."</p> <p>22 But then when the final test came out, it 23 actually -- the test was in a different format, and 24 our kids don't have the access to technology to 25 practice it.</p>	<p style="text-align: right;">113</p> <p>1 And then the -- we opted to not do the 2 iMSSA because I didn't see how it was going to help 3 us. And we don't have testing fatigue with our 4 students, either.</p> <p>5 So it provided -- last year's data did 6 provide us with some kind of baseline. And we -- 7 after seeing the data -- 'cause we saw -- we were 8 allowed access about August 27th, we had to submit 9 our paperwork on the 15th, that was a stressful two 10 weeks of trying to make sense of what we saw 11 compared to what the iMSSA data showed us.</p> <p>12 But we kind of just sat in it for a bit 13 and contacted Cognia. Cognia came to the school. 14 We talked -- we had a professional development with 15 all of our teachers in order to do a dive into 16 understanding it.</p> <p>17 I also went through and checked to see how 18 many kids are on the cusp, like, I don't understand. 19 And so we have a better understanding now, and we 20 see where we're at with that and understanding the 21 difference between an average on NWEA versus 22 proficiency on the NM-MSSA test.</p> <p>23 So the -- the difficulty is I don't want 24 to teach to a test. I don't want teachers to be 25 stressed about "How do I get my students to perform</p>

<p style="text-align: right;">114</p> <p>1 better on a test?"</p> <p>2 So -- but how do we get those results to</p> <p>3 reflect what our students are able to do accurately?</p> <p>4 And same thing with Istation. If our students do</p> <p>5 not use technology during the school day, we've had</p> <p>6 to think of how are we going to incorporate so that</p> <p>7 the format isn't what's throwing them on a timed</p> <p>8 test on Istation.</p> <p>9 So it's allowed us to have some</p> <p>10 consideration. I wish we had had more time to</p> <p>11 explore that. But going from PARCC in 2018-'19 and</p> <p>12 then nothing statewide until this last year, and</p> <p>13 then the iMSSA, sort of lulled us into -- thought</p> <p>14 that we were on track.</p> <p>15 So we wouldn't have course-corrected on</p> <p>16 anything, given the data we got from iMSSA.</p> <p>17 And so -- but then when we get the final</p> <p>18 data, it was a little bit shocking to us.</p> <p>19 But, you know, now that we understand it</p> <p>20 better, we have a better grasp on what's being</p> <p>21 expected, how do we make sure that our students</p> <p>22 aren't in a deficit technology-wise, but yet not try</p> <p>23 to incorporate teaching sample test questions every</p> <p>24 single day and that sort of thing.</p> <p>25 It's, like, that's not what -- that's not</p>	<p style="text-align: right;">116</p> <p>1 something about that. Like, what could we have done</p> <p>2 differently if that's what we saw?"</p> <p>3 And, hopefully, you can -- yeah -- you can</p> <p>4 try to figure out just how to integrate some tech</p> <p>5 skills for your kids, which also is important;</p> <p>6 right? That's important life skills now, whether we</p> <p>7 like it or not or -- I mean, those are life skills</p> <p>8 moving forward.</p> <p>9 So integrating just some tech skills for</p> <p>10 your kids outside of learning; right? Like, it</p> <p>11 could just be how to use a computer.</p> <p>12 So I guess, then, my next question is</p> <p>13 going to be, even in the results that -- the results</p> <p>14 that we do have, the results we can look at, it</p> <p>15 looks like there are some significance achievement</p> <p>16 gaps in some of your student groups.</p> <p>17 Can you talk about -- I don't know -- and</p> <p>18 I know equity councils often kind of tackle that as</p> <p>19 well. Why are some of your students performing</p> <p>20 better than other students? You know, some of the</p> <p>21 ethnicities in your school are much higher</p> <p>22 outperforming others.</p> <p>23 And then we also have the economically</p> <p>24 disadvantaged are very much underperforming students</p> <p>25 who aren't in your school.</p>
<p style="text-align: right;">115</p> <p>1 our mission. Our mission is classical education.</p> <p>2 And so we need to stick with that.</p> <p>3 I just hope that we can get a better</p> <p>4 understanding of how to make the data reflective</p> <p>5 without spending too much time trying to help our</p> <p>6 students not be -- not be disadvantaged from a lack</p> <p>7 of practice on those types of tests.</p> <p>8 THE CHAIR: Yeah, I understand that. And</p> <p>9 I do think -- I mean, I've always thought -- I</p> <p>10 think -- I've always heard that term, "Don't teach</p> <p>11 to the test," "This teacher is teaching to the</p> <p>12 test," things like that.</p> <p>13 I always try to encourage -- the adults</p> <p>14 just need to teach standards. Assessment results</p> <p>15 will come. That's what we talk about to the kids,</p> <p>16 too. Do all the work leading up to it. Your quiz</p> <p>17 is going to be fine. If you do all the studying in</p> <p>18 between, you don't have to stress about the quiz.</p> <p>19 Hopefully, that's what the teachers are</p> <p>20 doing. Teach to standards. You've got standards.</p> <p>21 Teach to standards. Hold a higher bar. The</p> <p>22 assessment is going to come.</p> <p>23 I know hindsight is 2020; right? Like,</p> <p>24 after you see your kinders, like, struggling with</p> <p>25 something, you're, like, "Maybe we could have done</p>	<p style="text-align: right;">117</p> <p>1 So can you talk a little bit about how you</p> <p>2 guys have looked at student groups already now</p> <p>3 that -- with whatever data you do have, now that you</p> <p>4 have it, now that you've looked at it, if the equity</p> <p>5 council has been able to look at it and kind of look</p> <p>6 at why, why are -- why is this happening? Why are</p> <p>7 we having these achievement gaps?</p> <p>8 And then have you started implementing,</p> <p>9 this school year now, anything different to kind of</p> <p>10 take a look at that and address it?</p> <p>11 MS. JULIANE HILLOCK: Well, I think the</p> <p>12 difficulty is that, like I said, the last time we</p> <p>13 had State data was 2018-'19. And we had 110 --</p> <p>14 150 students, now 610 students.</p> <p>15 And we don't know that we've had a lot of</p> <p>16 ability to establish a baseline and understand that</p> <p>17 situation.</p> <p>18 And I don't mean to dismiss things for the</p> <p>19 pandemic, either. But it's access to school. It's</p> <p>20 transportation. It was difficulty when Navajo</p> <p>21 Nation and Zuni Nation were in lockdown, even if we</p> <p>22 were open.</p> <p>23 So I don't think that we can necessarily</p> <p>24 make full judgments on that until we have -- we kind</p> <p>25 of look at this year's data and see now that we're</p>

118	<p>1 all in school, what can we do about this, and where 2 are these disadvantages coming from, and how can we 3 help support? 4 But, honestly, I think we look at each 5 individual child and say, "What is this child 6 missing? What does this child need?" 7 And it isn't like program-wide that we 8 say -- sweeping decision -- on, "Okay, if you are 9 this, we're going to provide this." 10 They may not need that. They may need 11 something different despite the fact that they're in 12 one particular group or another. 13 So it's really looking at the individual 14 child. 15 We offered summer school. People said, 16 "What are we going to do for summer school?" 17 This depends on who signs up. We're not 18 going to do a sweeping program until we know what 19 the particular needs are of those particular 20 students, until we have identified -- let's see when 21 we have a baseline. 22 So let's see where they go for this year 23 when we do testing, and then we make a plan to 24 say -- not that we're not doing anything now, 25 sitting around waiting -- but that we're targeting</p>	120	<p>1 how it walk- -- so -- and not understanding 2 necessarily about the 50 percent -- and not to say 3 that I think it's -- you know, it's not our fault or 4 whatever -- it's just what I thought, that, they do 5 not want to meet with us because it was -- 6 50 percent was the cutoff. 7 And when I went to Window Rock that one 8 day when we had the tribal consultation, there was 9 no one there to meet with me. 10 And, like I said, Mr. Tracy walked around 11 with me sort of as a courtesy. 12 And I think maybe the -- it had been 13 canceled, but I just didn't get notification that it 14 had been canceled -- was clear that you have to be 15 at 50 percent in order for us to meet. 16 So that was sort of what I was going on 17 going forward. 18 And I understand that the -- that it's now 19 changed to 45 percent, and that we do have some 20 grants that we didn't have at the time, but we do 21 have now, that have further obligation for us. 22 And I'm happy to be -- I feel like I want 23 more participation and cooperation and 24 collaboration. We're not trying to avoid that. I 25 was just trying to not be a nuisance to somebody</p>
119	<p>1 each individual student for what they need. But to 2 be able to make group decisions, like, "Everybody 3 who is in group category needs to have this 4 intervention," it's not something that we would 5 necessarily do. 6 But every student matters. And every 7 student, what they need matters to all of us, not -- 8 and to me, particularly, in that I want to make sure 9 that we provide those resources to those students. 10 THE CHAIR: And then Commissioner Armijo 11 touched on the tribal consultation. 12 I guess I'm just so conflicted about, you 13 know, moving forward, because -- can you confirm? 14 Do you have a very clear understanding moving 15 forward? Requirements? Due dates? What the 16 process looks like? 17 MS. JULIANE HILLOCK: Yes. 18 THE CHAIR: And can you explain that? 19 What will that look like moving forward for you? 20 MS. JULIANE HILLOCK: Yes. So moving 21 forward, we'll just stay in direct contact with 22 Dr. Andy Nez at the Navajo Nation, and just work 23 directly with him in setting up the tribal 24 consultations. 25 The challenge -- I think if you saw the --</p>	121	<p>1 who -- to the organization if they didn't feel that 2 that was what was required. And everyone's busy. 3 And so we just kind of said, "We'll meet 4 if..." -- and I think Dr. Nez, when I wrote to him, 5 I said, "Do you want to meet? Do we meet the 6 criteria?" 7 "No." 8 "Second criteria?" 9 "No," we don't meet any of that criteria. 10 Okay. Well, then, we're not going to 11 meet. 12 So I guess now at this point, then, we'll 13 just meet anyway, so -- no matter what it says, 14 but... 15 THE CHAIR: Okay. Yeah. I was going to 16 go to Director Chavez. I'm interested -- I'm trying 17 to determine for myself if we should have a 18 condition for tribal consultation, like, if I would 19 support a condition -- I know it's a recommendation 20 and so I'm definitely considering just having it be 21 clarified in the contract and focused on. 22 And it sounds like the school is going to 23 be open to that anyway, because that is what their 24 plan is to do anyway. But -- yeah, if you could 25 talk a little bit about the recommendation and the</p>

<p style="text-align: right;">122</p> <p>1 CSD's perspective on it.</p> <p>2 DIRECTOR CORINA CHAVEZ: Thank you,</p> <p>3 Chair Burt. And hello, Hózhó Academy. Good to see</p> <p>4 you. I apologize for not being here the first hour.</p> <p>5 I'm happy to talk about this.</p> <p>6 So, first of all, I would say tribal</p> <p>7 consultation is not -- requirements or criteria for</p> <p>8 conducting tribal consultation is not criteria for</p> <p>9 conducting tribal consultation.</p> <p>10 And what I mean by that is that there's</p> <p>11 multiple entities that require tribal consultation</p> <p>12 for different reasons.</p> <p>13 One is the federal government and the</p> <p>14 threshold that they hold for Title I and maybe other</p> <p>15 programs that they have.</p> <p>16 And then in terms of the Navajo Nation,</p> <p>17 they're also navigating three different states'</p> <p>18 requirements.</p> <p>19 During the time that Hózhó has been open</p> <p>20 during the charter term, things changed at the PED.</p> <p>21 So the rule that defines tribally-impacted schools</p> <p>22 came to fruition in the middle of the charter term.</p> <p>23 And I know that Deputy Director Brigitte</p> <p>24 Russell talked about the mixed messages that the</p> <p>25 school was getting with, "Do they meet the</p>	<p style="text-align: right;">124</p> <p>1 So I put the recommendation to include</p> <p>2 that as a condition as a reminder for everyone, and</p> <p>3 because the fact is that the school should have been</p> <p>4 doing it, but did not do it.</p> <p>5 THE CHAIR: Yeah. So I guess it's more</p> <p>6 not, like -- it's, like, what's done is done. That</p> <p>7 what happened. And so moving forward, it's clear.</p> <p>8 We know. And also I can imagine if you -- even if</p> <p>9 you did get a reminder in 2020, there was probably</p> <p>10 many other reminders you were getting at that time,</p> <p>11 too.</p> <p>12 So -- okay. I think -- I mean, I would --</p> <p>13 I would probably support a condition because there</p> <p>14 wasn't clarity. It just was muddled throughout the</p> <p>15 last contract term. So clarifying it and just</p> <p>16 monitoring it over the next couple of years could be</p> <p>17 something that could be really helpful to get in the</p> <p>18 habit of it, get into the process, and know that you</p> <p>19 have the support, clearly, to support you in that.</p> <p>20 And then the other recommendation is about</p> <p>21 academics. If the academics aren't where they're</p> <p>22 supposed to be, I definitely want to see a focus on</p> <p>23 it, improvement on it.</p> <p>24 You know, the -- we just put out a Draft</p> <p>25 Performance Framework, the academic portion of it.</p>
<p style="text-align: right;">123</p> <p>1 criteria?"</p> <p>2 I think the point that I want to drive</p> <p>3 home is that there's differing entities that</p> <p>4 require -- that have criteria. And so the State</p> <p>5 rule that defines it now that is in alignment with</p> <p>6 the Indian Education Act does define Hózhó as a</p> <p>7 school that meets that criteria from here on out.</p> <p>8 There's other grants. And I think that</p> <p>9 the school received a recent grant where there</p> <p>10 wasn't tribal consultation, and there should have</p> <p>11 been.</p> <p>12 So I didn't meet directly with Dr. Nez at</p> <p>13 first. I went through Indian Education Division to</p> <p>14 request from Navajo Nation whether the school had</p> <p>15 met that criteria. And the response was no.</p> <p>16 And then we had a meeting, Rebecca Reyes</p> <p>17 from Indian Education -- she's the Assistant</p> <p>18 Secretary, actually -- and several folks from the</p> <p>19 Navajo Nation. And so we sorted it all out.</p> <p>20 What Rebecca shared was a document that</p> <p>21 came out in 2020. But at that point, Hózhó should</p> <p>22 have known. But was Hózhó getting regular reminders</p> <p>23 and confirmations and being monitored and being</p> <p>24 told, "You need to do this," I don't see any</p> <p>25 evidence of that.</p>	<p style="text-align: right;">125</p> <p>1 One of the highlights of it, for me, is there is an</p> <p>2 indicator specifically about student group and</p> <p>3 growth of student groups.</p> <p>4 So I do think -- if looking at moving</p> <p>5 towards that, it's already going to be something</p> <p>6 that will be -- you know, as a PEC and CSD, it's</p> <p>7 something that we would want to start looking at</p> <p>8 moving forward anyway.</p> <p>9 So I'm also, like, mildly conflicted about</p> <p>10 including that, because that would be the one piece</p> <p>11 that I would say would be a condition, is really</p> <p>12 taking a look at your growth of your student groups,</p> <p>13 making sure you're closing any achievement gaps that</p> <p>14 are happening.</p> <p>15 Yeah, growing your students -- right? --</p> <p>16 which, once again, I appreciate it's already a</p> <p>17 focus, understandably, that you're already going to</p> <p>18 do that anyway. I appreciate additional monitoring</p> <p>19 if it's not -- if we don't have evidence it's</p> <p>20 happening before, then additional monitoring, for</p> <p>21 me -- for me, that's additional support, not -- not</p> <p>22 just the accountability part.</p> <p>23 But I'm also -- I just don't know if it's</p> <p>24 something that -- if we're going to be looking at</p> <p>25 more deeply, anyway, on all the schools in the</p>



<p style="text-align: right;">126</p> <p>1 Performance Framework that are in the new one, then  2 I don't know if I necessarily -- I don't know if it  3 makes sense to put a condition on something that is  4 going to be looked at anyways.  5 I don't know. So I'm a little conflicted  6 by that. I don't know. Director Chavez, I'd be  7 interested what you think about that, too. Once  8 again, I'm also going a little -- okay. Yeah.  9 I'm -- let me ask Director Chavez, and then  10 Commissioner Gipson, which I'm also -- once again,  11 I'm being maybe too forward-thinking and, like,  12 having an assumption that the new Performance  13 Framework is -- you know, that's all future work  14 still.  15 So I'm mildly concerned about even, you  16 know, counting on that being part of it. I -- so we  17 are going to be looking at student groups and  18 academic performance in the Performance Framework  19 more deeply.  20 Do you think that that could -- like, in  21 annual reports moving forward, looking at that could  22 satisfy -- instead of doing a condition, just, we're  23 looking at that as part of the Performance Framework  24 anyway?  25 DIRECTOR CORINA CHAVEZ: Thank you,</p>	<p style="text-align: right;">128</p> <p>1 to move forward, and I don't think -- we've had  2 other schools that we've renewed that we've had some  3 growth issues, and we didn't put it as a condition  4 that they have to do it. And I think the -- I have  5 confidence that the Performance Framework is going  6 to go forward, and it's going to -- through the  7 annual reports, we'll get that information and can  8 act appropriately.  9 Because my concern here, if this condition  10 is here, well, how are they going to satisfy it? It  11 adds another level -- the way I see it, it adds  12 another level of reporting for this that I think the  13 school could spend the time doing other things  14 about. So that kind of concerns me.  15 And the conditions on the tribal  16 consultation, we don't use conditions as reminders  17 that they have to do this. It's in their contract.  18 So I -- and I -- the way I kind of read it -- and  19 maybe I'm wrong -- it was more on the Navajo Nation  20 going by what federal requirements are for  21 consultation, and there was just a lot of miscuing  22 of all this.  23 But I think the school knows what  24 direction -- and we've had -- honestly, we've also  25 had other schools that have come up that have been</p>
<p style="text-align: right;">127</p> <p>1 Chair Burt. I feel like there is a need for  2 academic improvement. And I know the school has  3 reflected on that and would like to see improved  4 academic outcomes for the students that they serve.  5 And I actually feel like with a plan in  6 place that is strategically setting out objectives  7 and steps to get there, that the school has a really  8 great chance of that.  9 I was hoping by this meeting that we would  10 have school designations. We don't. If the school  11 gets a designation, they would need to do a DASH  12 Plan, and that could suffice. I think that that  13 information will be coming out in the next month, I  14 hope.  15 And I know that we haven't seen any of the  16 proxy-for-growth data. But everything that I have  17 been able to see and examine at the school suggests  18 that I think it would be helpful.  19 THE CHAIR: Thank you, Director Chavez.  20 Commissioner Gipson.  21 COMMISSIONER GIPSON: I'm not that  22 supportive of putting the academic condition on the  23 renewal, simply because the school has shown the  24 growth.  25 I have confidence in the school's ability</p>	<p style="text-align: right;">129</p> <p>1 on tribal lands, and somebody said, "Yeah, we did a  2 tribal consultation," and we simply accepted that  3 without any verification.  4 So this school has tried to do their best  5 to get the verification.  6 So I don't like to use condition as a --  7 just, "Here's a reminder to do this," because  8 there's got -- usually, there's an action that goes  9 with the condition.  10 Can I ask just one question of them real  11 quick?  12 THE CHAIR: Can I come back to you?  13 Because I'm still -- I'm, technically, still --  14 COMMISSIONER GIPSON: Yeah. Sorry.  15 THE CHAIR: Okay. But I will go back to  16 you, Commissioner Gipson. I have you now right  17 after me.  18 Commissioner Carrillo? If it's about this  19 topic, in particular.  20 COMMISSIONER CARRILLO: Specifically, yes,  21 I would echo what Commissioner Gipson said. I think  22 it's a given we're looking at growth. We can,  23 through the course of the next several years, look  24 at all the reports and see what's happening, and, if  25 we're concerned, we can bring in and talk about it.</p>

<p style="text-align: right;">130</p> <p>1 THE CHAIR: Okay. And that's where I 2 actually -- when I first was reading through the 3 report and looking at it, that's where I started 4 with was I don't know if I feel good about an 5 academic condition at all, because there's just such 6 a lack of data, I mean, like, an extreme lack of 7 data in this case in particular. 8 But I also care deeply about -- that's why 9 I was so conflicted. Because I care so much about 10 the academic success of your students that that's 11 where, like, my conflict was -- right? -- of, like, 12 there's not data, but I want to make sure and see 13 it. But also, once -- I do -- I'm happy to 14 acknowledge for this school in particular the 15 extreme circumstances that you all went through over 16 the last couple of years of the pandemic. 17 And the lack of data that I am missing is 18 of no -- nothing -- you know, of nothing to do with 19 the school. 20 Okay. Before I go back to Commissioner 21 Gipson, I did want to -- the -- is -- are you 22 doing -- can you talk a little bit -- like, I saw in 23 your video that there's really a lot of CLR work 24 happening, it's just ingrained in what you're doing. 25 And I saw, you know, that, really, the</p>	<p style="text-align: right;">132</p> <p>1 a number of people who were Scottish, and they came 2 in kilts and -- you know. 3 So it's like -- it's understanding that we 4 all have families, ancestors, people who came before 5 us, and we really -- I really try to help our 6 students understand that connection, that there's 7 positivity in who we are, and that when we come to 8 talk about things, having all of those diverse 9 perspectives helps us to understand each other. 10 And so as students get older -- and even 11 younger students, I think, to some extent. But as 12 students get older, their perspective on especially 13 on a history class and looking at a primary source, 14 have different experiences that they bring and they 15 share with each other. 16 And I -- to me, I think it enriches the 17 process. 18 So as far as there being separate 19 objectives to say -- to say we do have objectives 20 through our Native language and culture. You know, 21 we include -- when we do the Pledge in the morning, 22 Zuni, Navajo, and Spanish, because we have a number 23 of Hispanic students and families. And so we also 24 had a number of students whose families were from 25 the Philippines. And we have numbers of students</p>
<p style="text-align: right;">131</p> <p>1 culture of the students as is is being validated and 2 affirmed daily in the practices of your school and 3 what's being offered to them as activities. 4 Can you talk about how students' 5 culture -- because you have several different -- 6 like, it's not just one -- right? -- like, you have 7 a diversity in your school of cultures, how all the 8 different cultures are kind of being validated, 9 confirmed, being give opportunities to celebrate 10 your cultures in your school, but then also bridging 11 culture to culture and preparing them for success 12 outside the school. So I want to know about your 13 CLR work. 14 MS. JULIANE HILLOCK: So as a classical 15 model school, I think the focus is often on how are 16 we the same as humans, like, from all time, how are 17 we the same. And those are the connections that we 18 make between each other. 19 We all want to be treated in a certain 20 way. We all value similar things when it comes to 21 how we want to be treated. 22 We often have -- so when we had our 23 traditional dress days, students come from -- we 24 have a number of tribes. It's not just Navajo and 25 Zuni. We have a number of tribes. And also we have</p>	<p style="text-align: right;">133</p> <p>1 who have blended backgrounds. And how do we 2 celebrate those things, those differences, because I 3 think it does enrich us. 4 And so we want to move forward with more 5 opportunities. And we'll turn to the equity council 6 for that. And also to Ms. Vicente, we've had long 7 conversations about how do we incorporate more 8 things in the school. 9 And yet what we want to do is be able to, 10 as you said, when people leave our community -- 11 Gallup is an isolated community where everybody 12 knows everybody. So, culturally speaking, we all 13 are very accepting in lots of ways. 14 But when you step outside of Gallup, how 15 are our students going to perform if they were to go 16 to a university that is not in New Mexico, and how 17 would they perform there? 18 And so that's where our virtues come in. 19 And we talk about the virtues of diligence and 20 perseverance, and you don't give up, and you keep 21 trying, and you be a person of integrity. You're 22 not afraid to ask for help, and you're not afraid to 23 ask for forgiveness. And teaching those skills. 24 And, in addition, providing access to 25 different cultural experiences so that kids -- I</p>

<p style="text-align: right;">134</p> <p>1 think people, in general, shy away from things that 2 are unfamiliar. And so if you're in a group of 3 people who all have the similar cultural background, 4 and you're different, how do you understand or tap 5 into those kind of things. 6 And, you know, our students read the 7 Narratives from Frederick Douglas, because you can 8 break through some of those barriers, and how do you 9 do that? 10 So we want to provide them the academic 11 access as well as the moral and intellectual virtues 12 that allow them to persevere and have courage in 13 different situations, and, that they -- and 14 understand that their value, that it's not 15 majority-driven. 16 THE CHAIR: Great. Well, I -- this is 17 more out of curiosity. It's my last question. 18 But I'm going to -- I am actually looking 19 forward to your next five years. And I don't know 20 if this -- this probably really would -- but not 21 just for your school, but, like, humanity, that 22 nothing bars you from, just, like, direct -- the 23 next five years of just being data-driven and being 24 really able to see the fruits of your efforts really 25 come to fruition -- right? -- and not have to go</p>	<p style="text-align: right;">136</p> <p>1 I was, like, "When? How do you do this"; 2 right? So I totally understand. It was more out of 3 just curiosity. 4 And I know this is what I love about 5 schools and charter schools so much. Even though 6 you're using similar curricula, you have very 7 different school -- I mean, it's an extremely 8 different school, so it's not like you can just take 9 what they're doing and replicate -- "Oh, they've had 10 success, we're going to do this." 11 No, it's not going to work like that. 12 Out of curiosity, since we have two 13 schools using that kind of model, it was more out of 14 curiosity to know. 15 But I'm glad that at least, like, if 16 you've ever had questions, that they're helpful to 17 you. 18 MS. JULIANE HILLOCK: They've been 19 helpful, yes. 20 THE CHAIR: Great. All right. 21 Commissioner Gipson. Commissioner Gipson. 22 COMMISSIONER GIPSON: Just real quick. 23 You mentioned Starlink. Is that what you're using 24 as the -- because I know the Cuba School District 25 did it. And they invested a lot of money into it.</p>
<p style="text-align: right;">135</p> <p>1 through the struggle bus as much as you've had to. 2 My last question, just out of curiosity. 3 Do you -- Estancia Valley Classical Academy also 4 uses the same classical education that you all use. 5 Have you all connected in any way, or like, been 6 able to talk about what they do, what you do, and 7 how they've used the curriculum? 8 MS. JULIANE HILLOCK: You would think we 9 would have lots of communication. 10 But, honestly, I can count on one hand the 11 number of times we've talked to them. But I think 12 it's just -- we're just so focused on how we're 13 doing things that we're just, like, "This is how 14 we're going forward." 15 They've been helpful whenever I've asked 16 them for any support or asked -- so we don't have to 17 reinvent the wheel, "How did you do this," or, "How 18 did you do that?" 19 So it's usually a quick thing. But, in 20 general, no, we should probably have more 21 collaboration. But we're just so busy, and we're 22 all in our own little world. 23 THE CHAIR: I understand. It's just, 24 like, even when I was a teacher, they were, like, 25 "Go observe other teachers."</p>	<p style="text-align: right;">137</p> <p>1 But now they're worried of sustainability, can they 2 afford this system, you know, to supply their 3 families going forward. So is that what your 4 intention is? 5 MS. JULIANE HILLOCK: So we, at the 6 school, have high speed Internet. In fact, now that 7 we don't need it, we have the fastest in Gallup, 8 I've been told. 9 But for our families, that's still the 10 only option right now for many of them. Although I 11 have to say it was kind of comical when it was -- in 12 the throes of the pandemic, a number of companies 13 said that they would provide -- like, Sacred Wind or 14 others in the neighborhood -- would provide services 15 to students. We had to present this Excel sheet, 16 and we were told what to do. 17 But then I started becoming -- part of my 18 job was to arrange utility installations, and people 19 were calling and saying, "There's a dog, I can't get 20 in." 21 And I'm, like, what -- the world has gone 22 crazy, because here I am, like, getting cable TV put 23 in or something. 24 But the Starlink has been so effective. I 25 can't tell you how difficult it was for me</p>

138	<p>1 personally. So I lived my families of the schools' 2 experience to have no connectivity of any kind; no 3 phone, no landline, no mail, no Internet, and to be 4 afraid to go anywhere to get those things. 5 And so -- but Starlink has opened up the 6 world to a lot of our families. And so we were just 7 grateful that John Chadwick did -- because that 8 whole process was so daunting. And I wanted to give 9 up a number of times, but he just kept on. And he 10 helped us. 11 And -- but I don't know the sustainability 12 of that going forward and whether or not families 13 can afford that if they don't have it covered 14 anymore by -- because right now, we're in a year of 15 coverage. But when that goes away, will they still 16 be able to access it? I'm not sure. But the world 17 could be a different place by then. It's so -- it's 18 hard to predict anything these days with who could 19 have predicted where we'd be today. 20 COMMISSIONER GIPSON: And I'm just 21 thinking conversations with Legislators in terms of, 22 "What do we need to do to make sure that this is not 23 just, 'Here we did this for you, goodbye,' and now 24 it's on you." 25 MS. JULIANE HILLOCK: And it does have its</p>	140	<p>1 COMMISSIONER ARMIJO: Yes. Commissioner 2 Armijo votes yes. 3 Chair Burt. 4 THE CHAIR: Yes. 5 COMMISSIONER ARMIJO: Commissioner 6 Carrillo. 7 COMMISSIONER CARRILLO: Yes. 8 COMMISSIONER ARMIJO: I'm sorry. I'm 9 losing my place. 10 Commissioner Gipson. 11 COMMISSIONER GIPSON: Yes. 12 COMMISSIONER ARMIJO: Commissioner Manis. 13 COMMISSIONER MANIS: Yes. 14 COMMISSIONER ARMIJO: Commissioner 15 Robbins. 16 COMMISSIONER ROBBINS: Yes. 17 COMMISSIONER ARMIJO: Vice Chair Voigt. 18 COMMISSIONER VOIGT: Yes. 19 COMMISSIONER ARMIJO: That passes, seven 20 to zero. Congratulations. 21 THE CHAIR: Congratulations. 22 MS. JULIANE HILLOCK: Thank you. 23 THE CHAIR: We're going to take a quick 24 break and come back at 10- -- sorry -- 10- -- 12- -- 25 let's try to do 12:15. Ten-minute break.</p>
139	<p>1 limits, you know. And it also is weather dependent 2 and things like that. 3 But if we could have -- you know, I 4 understand that there may be some things in the 5 works to provide more infrastructure that's 6 permanent, not necessarily satellite option only, 7 that's -- you know, fiber optic in communities. 8 But, frankly, right now, my mission is to get mail. 9 So that's the next thing. 10 COMMISSIONER GIPSON: It is, for me, about 11 my only option. I'm on a year-and-a-half waitlist. 12 So it's -- yeah, it's tough. So thank you. 13 THE CHAIR: All right. Commissioner Voigt 14 is going to make a motion. 15 COMMISSIONER VOIGT: Thank you, 16 Madam Chair. I move that the Public Education 17 Commission approve the renewal application for Hózhó 18 Academy for a five-year term, 2023 through 2028, 19 without conditions. 20 THE CHAIR: Second. 21 All right. There's a motion and a second. 22 Any discussion from Commissioners? 23 (No response.) 24 THE CHAIR: All right. Seeing none, 25 Secretary Armijo, if you could call the roll.</p>	141	<p>1 COMMISSIONER CARRILLO: If you don't mind, 2 we've been sitting -- I know we're running late, but 3 it was a three-hour session, and we had scheduled a 4 15-minute break. Can you kind of stretch it so we 5 can go to the bathroom? 6 THE CHAIR: I'm saying ten. 7 COMMISSIONER CARRILLO: I'll stretch it to 8 15. Thank you. 9 (Recess held, 12:03 p.m. to 12:17 p.m.) 10 G. New Mexico Connections Academy 11 THE CHAIR: All right. Good afternoon. 12 We are on to Item G, which is New Mexico -- the 13 Charter School Renewal for New Mexico Connections 14 Academy. 15 If I could first pass it to you and have 16 you introduce yourself, and if there's anyone else 17 who's not right here on the panel with you, if you 18 want to introduce them as well, you're more than 19 welcome to. 20 DR. SANDY BEERY: Great. Thank you. Good 21 morning -- no, sorry -- good afternoon, 22 Commissioners. 23 My name is Dr. Sandy Beery, and I'm the 24 Executive Director of New Mexico Connections 25 Academy.</p>

<p style="text-align: right;">142</p> <p>1           Sitting next to me is Jolene Ortiz; she's 2 our principal. 3           Back here is Shannon Vasquez, who is our 4 special ed director; Shawna Sanchez, who is our 5 office manager; and Mia Anderson, who is our 6 assistant principal. With us as well is Mark 7 Boitano, our board president, and Jerry Schalow, our 8 treasurer and finance committee board member. I 9 think they're just right outside. 10          And then if I could ask the staff and the 11 family to stand up so that you can see we have some 12 of our staff -- remember, it's two days before the 13 end of the semester. So it's a little tricky. 14          But thank you all for coming. Appreciate 15 it. So there's representation of our staff as well. 16          THE CHAIR: Thank you so much. All right. 17 Well, that will take us to Item A, which is the 18 Public Education Department Evaluation. 19          Director Chavez. 20          DIRECTOR CORINA CHAVEZ: Thank you. 21 Welcome -- welcome to the renewal hearing. Good to 22 see all the people. It's really nice. 23          I think part of the reason why we have 24 charter schools is because it involves people in 25 public education, and this is a testament to that.</p>	<p style="text-align: right;">144</p> <p>1           more, rigorous standards as traditional public 2 schools to honor their autonomy as unique entities 3 and celebrate innovations. 4           The Charter Schools Division diligently 5 reviewed what was promised in each charter schools' 6 contract with the Public Education Commission. The 7 terms that were in the contract were at the core of 8 the renewal process. 9           We wanted to know if the school is 10 implementing what was promised in the contract, and 11 was the implementation of those terms evident in the 12 renewal application, the site visit, and in the site 13 visit reports for the last four years. 14          We acknowledge that there's always room 15 for improvement in processes and recognize that 16 there were components of this renewal process that 17 should have been refined. 18          First, the renewal documents sent to the 19 school were not as complete as CSD would have liked. 20 We were still awaiting data. But we wanted to send 21 them as quickly as possible to the school. 22          Secondly, we know that when the schools 23 read the preliminary renewal report, they were 24 looking for indication of the recommendation; 25 renewal, non-renewal, or renewal with conditions.</p>
<p style="text-align: right;">143</p> <p>1           So New Mexico Connections Academy, 2 welcome. 3           I would like to first express my gratitude 4 towards everyone who has worked so hard in this 5 process. I know the school itself and its board, 6 the community, all the PEC members, my staff and 7 contractors working to be part of the site visits, 8 and those who contributed behind the scenes. Thank 9 you. 10          The renewal school -- renewing schools is 11 a complex process, and circumstances particular to 12 the past four years make this renewal process even 13 more challenging. 14          For one, the policies and practices have 15 evolved at the PED. Some of what is in the 16 Performance Framework is no longer applicable, which 17 is why we are revising the Performance Framework. 18 And if you don't have a draft, make sure that you 19 get a copy. We'd love your feedback. There's also 20 a link on our website. 21          And the global pandemic itself created 22 challenges for all schools. You guys were perhaps 23 more prepared than most to deal with the pandemic. 24          And, lastly, there's always a balancing 25 act from holding charter schools to the same, if not</p>	<p style="text-align: right;">145</p> <p>1           We did not include that in the preliminary 2 renewal analysis. However, a very specific 3 indication of the recommendation, even though it was 4 not made, ratings in Part B, Progress Report, do 5 provide insight as to how CSD understood the 6 school's performance. 7           And, finally, during this process, it 8 became clear that the need to clarify expectations 9 is something that we all want. 10          So the renewal process is a time for 11 making serious decisions about whether to renew the 12 contract, but it's also a time for reflection and 13 feedback, which I think needs to be normed in terms 14 of where we're at right now. 15          Preliminary analyses are meant to offer an 16 opportunity for the school and the PEC to reflect on 17 what's happening in the learning community and, 18 specifically, how the successes can be sustained. 19          In the case of New Mexico Connections, the 20 CSD has recommended renewal -- I'm sorry. I think 21 that I'm reading the wrong document. Hold on. 22 There we go. Renewal for a term of five years, with 23 the condition to study the cause of the low 24 graduation rate and develop a plan for improving 25 graduation outcomes at the school.</p>

<p style="text-align: right;">146</p> <p>1 While the school's proficiency rates show 2 growth from year one to four, the school and the CSD 3 are in agreement that graduation rates are lower 4 than average and do not show growth over the 5 contract term. 6 Our renewal application basically has 7 three categories. Either you Meet, you Show 8 Substantial Progress, or you Fail. 9 That's, like, A, B, or F. There was no C, 10 which, had there been, I think that would have 11 probably been the more accurate rating for this 12 school. 13 The CSD also acknowledges that there was a 14 mistake that was made in terms of the mission goal 15 data that was reported. This error was corrected as 16 soon as we were notified from the school, and that 17 did not change the overall rating -- well, no, 18 actually, it did. So that the overall rating is 19 Meets in that indicator. 20 And -- and I won't say much more about the 21 other ratings, except that we stand behind what the 22 ratings were. And, again, we are recommending that 23 the school be approved for five years with that 24 condition. 25 Thank you.</p>	<p style="text-align: right;">148</p> <p>1 particular, our contract term started July 2018. 2 So the first year of our contract was 3 '18-'19. And this school negotiated our new 4 contract in September of 2019. And in that 5 negotiation, we all agreed to include the '18-'19 6 school year in this contract term. 7 So -- and the reason I say that is because 8 much of the data I'm presenting will also include 9 things from '19-'20 moving forward, and then some of 10 the other data you see when we're looking at the 11 contract term includes data from '18-'19. So I just 12 wanted to make that clear. 13 So we have a very stable staff and 14 administration. 15 I've been with the school since March of 16 2019. Jolene has been with the school in the 17 capacity of either special ed teacher, counselor, 18 lead counselor, assistant principal, and now 19 principal, and I think in year six and a half -- 20 seven? -- with the school. So we have a lot of 21 longevity in our administration and with our staff. 22 We have also, since the '19-'20 school 23 year, we have grown from 54 employers to 24 84 employees. And in that time, much of the growth 25 that we've had is, one, to increase core content</p>
<p style="text-align: right;">147</p> <p>1 THE CHAIR: Thank you, Director Chavez. 2 And that takes us to Item B, which is the School's 3 Comments. And you will have up to 30 minutes for 4 your comments and presentation. 5 So over to you. 6 DR. SANDY BEERY: Checking for the red 7 light. 8 Thank you, Chair Burt. Appreciate that. 9 So in my presentation talking about NMCA, 10 what I'd like to do is I'd like to talk about 11 highlights since our previous renewal up to now, 12 challenges that we're still working on, and areas 13 for continuous improvements. So that will be the 14 structure of this presentation. 15 So the first thing that I'd like to say is 16 that in the summer of 2021, we received our renewal 17 of our accreditation with what's now Cognia, which 18 used to be WestEd, which there are previous names 19 before that for some of us who have been around a 20 long time. And we have our accreditation through 21 June 2026. 22 We also have a very stable administration 23 and staff at the school since the beginning of this 24 contract term. And I'm going to pause here for a 25 minute to remind the PEC about, for this school in</p>	<p style="text-align: right;">149</p> <p>1 teachers in those areas where we were needing to be 2 able to increase those numbers to be able to reduce 3 the number of numbers of students that teachers 4 have. 5 So, for example, we went from one 6 seventh-eighth-grade English teacher to two, one for 7 each grade. Just one example. 8 The other thing that we've done in 9 increasing the staff is to do it very strategically. 10 So what we did was we looked at our data. We said, 11 "Where are our kids struggling? What do we need to 12 do to support them?" 13 And we very strategically added staff. We 14 added interventionists -- a reading interventionist 15 and a math interventionist up to the point that we 16 now have six. 17 We have a reading interventionist and a 18 math interventionist at each grade band, 4 through 19 6, 7-8, 9-12. 20 So we have an entire intervention team. 21 We also went to the model of, for us, 22 "adviser for each grade level" means an additional 23 person to help looking at student data, looking at 24 students who might be struggling, who are what we 25 call "in escalation," which means that they're</p>

<p style="text-align: right;">150</p> <p>1 getting behind in the pace of what they need to do, 2 their attendance is falling, so that we have an 3 additional person in addition to the teachers to be 4 able to make contact with those families, develop 5 plans to support those families. 6 So we have moved to -- and the last 7 position we added was -- this year -- was the 8 elementary adviser. So we have an adviser for 9 fourth through sixth grade. Then we have an adviser 10 for every single grade, seven through twelve, and we 11 also have two additional high school advisers who 12 work specifically with our high school students who 13 are off cohort, behind in credits. Those students 14 typically need more support. And so we have 15 advisers specifically for that. 16 We also, as always, make sure that we have 17 the appropriate special ed staff to support the 18 special ed students who are coming to us. And that 19 means that looking at our increase overall in our 20 special ed population since 2019-'20, and also the 21 increase in the number of students in the 22 alternative program, adding teachers in that program 23 as well as in our number of gifted students. So 24 really strategically thinking about what do we need 25 for staffing.</p>	<p style="text-align: right;">152</p> <p>1 working with that individual family. 2 And then we also went to a model with a 3 counselor at every grade level and a counselor for 4 fourth through eighth grade. 5 So we have a lot of supports for our 6 students in a variety of ways to be able to help 7 them be successful, with very specific program and 8 process in staffing. 9 The newest position we've added based on 10 our data is what we call a learning coach support 11 specialist, because in our school, our parents, we 12 call them learning coaches. And they are really 13 responsible for making sure that their kids get 14 their stuff turned in, making sure that the kids 15 have a place where they can work and that they are 16 working on their stuff and staying on pace, and then 17 recording attendance in the system. That's really 18 the big lift for the learning coaches. 19 And then for all of our families, our 20 students and our learning coaches in particular, is 21 learning the system; so any new system that you're 22 coming into. And we found that having a learning 23 coach support specialist is helping a lot of with 24 scheduling what we're calling boot camps for kids 25 that might enroll late to help them with how do I</p>
<p style="text-align: right;">151</p> <p>1 And we feel very good about where we are 2 now with these different programs and processes and 3 systems that we've put in place and are seeing the 4 effects of that -- that strategic staffing. 5 Some of the other positions that we've 6 added based on the need that we've identified with 7 our off-cohort students, we were finding that 8 attendance was a big issue for them. So we looked 9 at our entire process of supporting kids with 10 attendance issues, and we added a part-time social 11 worker who specifically works with the off-cohort 12 advisers and those students who are needing some 13 additional support and referrals to additional 14 support to help them with plans to be successful. 15 We've also added a full-time social worker 16 that works with the entire population. And the 17 language we use is "students in distress." So we 18 have a process that if something comes to the 19 attention of a teacher or another student or another 20 staff member that a student might be in distress, we 21 have a very quick referral process to that social 22 worker, who then follows through with the process of 23 making connection with that family. 24 And then -- and then whatever the services 25 are that that family needs, then it's identified in</p>	<p style="text-align: right;">153</p> <p>1 get in the system, how do I navigate this, who's my 2 kid's adviser, those kinds of -- how do I get moving 3 quickly when I enroll late in the school. 4 Another thing is she's working with 5 advisers and teachers for those kids who might need 6 a little bit more support and working with those 7 families to provide them support to help those 8 students get back on track for what they need to do. 9 Those are the examples of how we've strategically 10 staffed the school to support the kids that come to 11 our school. 12 The other thing that we do at our school 13 is we have a clear, long-term, job-embedded, 14 sustained professional development plan. 15 And I'll give you a brief description of 16 what that means and what that looks like at our 17 school. 18 In year one, '19-'20 in this case, we 19 identified focus areas that were important for where 20 the culture and the systems of the school were at 21 the time. So one of those focus areas was to make 22 sure that we were connecting again together as a 23 staff, because the '18-'19 school year was a hard 24 year for the school. 25 So we wanted to do that. We wanted to</p>

<p style="text-align: right;">154</p> <p>1 focus on response to intervention -- this was 2 pre-Multi-Layered System of Support, MLSS, in the 3 State. So we wanted to focus on RTI in the 4 elementary grades to start with, to say "How do we 5 do that well," and we also wanted to identify what 6 we were already doing and begin to do more of 7 integrating SEL learning into the academic setting. 8       So those were our focus areas for the 9 first year. 10       The second year, we had SEL 11 Integration 2.0. 12       All right. So we've identified what we 13 are already doing, and we've added a few more things 14 to what we're doing in our individual live lessons 15 and interacting with kids. Let's move to the next 16 step with that. And then we added collaboration as 17 the other focus area. 18       Then the pandemic happened in March of 19 2020, and our shift immediately was to we need to 20 think about what we're doing and how we are making 21 connections with families and reaching out to them 22 to know that we're still here and we care about you, 23 "What do you need," and supporting their social and 24 emotional health; right? 25       We had a lot of flexibility as a state.</p>	<p style="text-align: right;">156</p> <p>1 that we do; it informs everything that we do about 2 how we are communicating with kids, what kinds of 3 opportunities we're giving students when we met with 4 them in small groups, when we do our live lessons, 5 when we make phone calls to check on how they're 6 doing academically, how is it integrated in 7 everything. 8       We also continued with our collaboration 9 piece, because we had moved from how do we talk to 10 each other, to our PLCs need to be really structured 11 around the work of the school, which means the teams 12 of the school, which, then, we had team leaders and 13 created a lead team so that the collaboration within 14 the team is real collaboration, with, now what 15 they're working on is how do I look at the 16 curriculum that I'm doing, and how am I really 17 assessing for mastery, which is what we really want 18 to be doing, Glenna -- Commissioner Voigt, sorry -- 19 sorry. Seat time, no. Carnegie units, no. Moving 20 towards mastery, assessing for mastery, yes. Right? 21       So having that focus on collaboration for 22 four years now, we've been able to create the 23 culture, the expectation, and the space for the 24 teachers to talk to each other and say, yeah, but 25 how are you doing that, and what are you doing</p>
<p style="text-align: right;">155</p> <p>1 We should say thank you to our state for that, 2 because other states did not, about how we could do 3 school in the hardest part of the pandemic. 4       So, yes, we were ready to pivot -- because 5 we didn't, to pivot to virtual learning, because we 6 already knew how to do that. But what we did do was 7 recognize that our families' lives were disrupted, 8 turned upside down, traumatic, as well as our staff 9 families. 10       And so what we did was we pulled back and 11 said how are we caring for each other, how are we 12 continuing to have school, which is a stable piece 13 for our kids, because it looks like it did 14 pre-pandemic -- right? -- use that as a tool, and 15 how do we continue to move forward. 16       So I think we took advantage of what we 17 had, and we said what else can we do with the tools 18 that we have to make those connections with families 19 and let them know that we're all here for them. 20       So that was a big shift for us. And 21 having that SEL integration focus was an easy way 22 for us to be able to do that as well. 23       So then moving to the next year, we had 24 SEL Integration 3.0, all right, now, basically on 25 steroids, right? So now it's in all of the things</p>	<p style="text-align: right;">157</p> <p>1 there? You know what? I have this thing that my 2 kids are doing, and it looks like it's directly 3 connected to this thing, and maybe we should talk to 4 each other, because we share kids, and maybe they 5 could be doing one thing, and we could -- they're 6 having those kinds of conversations now. 7       So having a sustained multiyear 8 professional development plan that's clearly focused 9 where the school is trying to go allowed us to 10 create the culture and the space to have a school 11 that can do the heavy lifting that you need to do to 12 really support kids who are struggling. 13       So that's what I mean when I talk about 14 this long-term, sustained, multiyear professional 15 development plan. 16       Logistically, the way we do professional 17 development is that we come together as a group in 18 July for three days at the end of July, and then we 19 come together again in January in person for two 20 days, and then we get to come together for 21 graduation, because we all come to graduation. 22       So we have some spaces we can come 23 together. And we really focus those times on here's 24 what we're focusing on, teams. You need to go do 25 your work around that focus area.</p>



<p style="text-align: right;">158</p> <p>1 And I think that's all I'll say about 2 that.</p> <p>3 We've also had a strategic and 4 well-planned-out increase in our enrollment from 5 1,100 in the '19-'20 school year to 1,400 this 6 current year. And we did that in a very strategic 7 way to make sure that we were appropriately staffed 8 for the students that we had, rather than trying to 9 catch up with staffing, which is not a good process 10 for students.</p> <p>11 The other thing that I want to point out 12 is some fiscal management highlights. We've had no 13 repeat findings. Our board -- "our board" -- our 14 budget is approved by PED every year. We're strong 15 financially.</p> <p>16 Moving on to the challenges. 17 Let's just talk about graduation rate. 18 So, yeah, we're not happy with our graduation rate. 19 And I want to remind the Commission that the 20 graduation rate is a four-year cohort graduation 21 rate in New Mexico, and that once a student is with 22 a particular school for a quarter, that student then 23 counts in your cohort graduation rate. And if 24 they're only there for a quarter, it's 1/16. They 25 basically divide the kid up into 16 parts, and</p>	<p style="text-align: right;">160</p> <p>1 leave.</p> <p>2 And we have discovered in looking at our 3 data and our situation, it's more difficult for us 4 to do that because our kids are from all over the 5 state. Looking at some of the strategies that other 6 schools use when they're geographically bound, there 7 are some other resources that they have that is much 8 more difficult for us to do.</p> <p>9 So we've been thinking about, okay, so 10 what do we do, right?</p> <p>11 So we have had a plan for the last three 12 years to figure out, okay, so in this part of our 13 system -- the withdrawal system -- in this part of 14 our system, how are we identifying those kids we 15 need to go try to track down for who knows how long 16 to try to figure out where they are. What's that 17 time frame that we want to do that, what do we do 18 when we can't find them after we've done that, what 19 other resources do we have to try to make our 20 withdrawn students' data with the State as accurate 21 as possible before the cohort data for that 22 graduation year is calculated.</p> <p>23 So for us, that is the big lift that is 24 going to show an increase in our graduation rate at 25 this point, because -- and, remember, the graduation</p>
<p style="text-align: right;">159</p> <p>1 that's how you get a graduation rate.</p> <p>2 So what I want to say first is that one of 3 the things that we've looked at is we've looked at 4 what's our graduation rate for the kids who are with 5 us their senior year and then graduate in their 6 senior year, right?</p> <p>7 So I think that's important.</p> <p>8 And now I don't have any numbers right in 9 front of me, because I moved them. There they are.</p> <p>10 Because there's two components to 11 graduation, right? One of them is what are you 12 doing with the kids you have, and how successful are 13 you being with the kids you have? And the other one 14 is how successful are you with tracking down the 15 kids who have left you who, for a myriad of reasons 16 that other schools can also attest to, have left you 17 and said they're going to go do this, but you don't 18 know for sure they did that. They're still counted 19 as a dropout until you verify that they've done what 20 they said they were going to do: moved out of state, 21 really enrolled at another public school in 22 New Mexico, really registered for homeschool, really 23 gone and got their GED. Right?</p> <p>24 So it's every high school's responsibility 25 to do that kind of tracking of their kids when they</p>	<p style="text-align: right;">161</p> <p>1 rates you're seeing stopped for 2021, right? We're 2 a year behind. We're always a year behind in that 3 data. So we're anticipating that our 2022 4 graduation rate, which we should all see next 5 fall -- because a year behind -- we're anticipating 6 that will be 8 to 10 percentage points higher than 7 2021, because we will begin to see the fruits of all 8 of this work that we've done finally showing itself 9 in the data we don't see until a year out.</p> <p>10 And I can go into more detail, if you want 11 me to later, about what the specific plan is and 12 what the strategies are. But those are really the 13 two big reasons that we need to look at when we're 14 looking at graduation.</p> <p>15 We feel very confident about what we're 16 doing with the kids that we have, because we 17 identified, in '18-'19 -- well, before that -- we 18 have a very high percentage of high school students 19 who come in behind in credits, off-cohort. You've 20 got to really get on that right away to help them 21 get back on track to graduate on time.</p> <p>22 So we have plans and processes and things 23 that we do to do that, and we are seeing the data 24 we're being successful with that piece.</p> <p>25 So we have had, since '19-'20, of the</p>

<p style="text-align: right;">162</p> <p>1 students who were with us as seniors, now we also  2 identify kids as seniors who we think are going to  3 be able to get caught up to graduate that year, so  4 not just kids that are on cohort in this number.  5 So in '19-'20, we had 99 percent of those  6 seniors graduated. Those kids that were with us  7 graduated at the end of that year, or in the summer,  8 which counts for that year, right?  9 '20-'21, we had 96 percent. '21-'22, we  10 had 95 percent.  11 To me that says we're being very  12 successful with the kids we have. And we're being  13 more successful with keeping the kids that come to  14 us as well, all right?  15 So that's all I'm going to say about  16 graduation at this point. You might have more  17 questions later. I'm fine to answer those  18 questions. I'm also happy to share our plans about  19 what we're doing to address that.  20 The other thing that I want to talk a  21 little bit about is I'm just going to do this little  22 caveat here. So I was able to listen to some of the  23 hearings in the last couple of days. And I heard,  24 multiple times, Public Education Commission members  25 referring to getting documents from the website, and</p>	<p style="text-align: right;">164</p> <p>1 last-year data -- we did pretty well. We had a --  2 we had a slight dip in math, and -- but we stated  3 sort of where we are, showed some growth. I'm not  4 worried about that piece.  5 And in the data we presented, we also  6 presented our short-cycle data, which is Renaissance  7 Star Reading and Math is what we use. I don't want  8 to spend a lot of time here talking to you about  9 data. That data is available. There are graphs  10 available as well.  11 Basically, what it says is that we've held  12 our own through the pandemic, particularly. And  13 we're not seeing this huge dip that -- that some  14 brick-and-mortar schools are seeing nationwide with  15 short-cycle data.  16 But what I would like to talk a little bit  17 about is two different things. And I'm going to  18 start on data first. And I'm going to ask Jolene --  19 because this was also -- this was data that we  20 submitted with our response to the preliminary  21 analysis, but it was also an attachment, and it  22 wasn't on the website.  23 So I'm going to ask Jolene to hand this  24 out, and I will explain it to you. It's very easy  25 to understand. And I'll wait for her to do that, so</p>
<p style="text-align: right;">163</p> <p>1 Charter School Division saying that documents are on  2 the website.  3 I just want to say that we submitted our  4 application with appendices that were referred to in  5 the application, but they've never made it to the  6 website.  7 I'm not pointing fingers anywhere. I'm  8 just saying that if there's data the Commission  9 hasn't seen yet -- and maybe they have in other  10 ways, and I don't know, I didn't get to ask that  11 question -- then we're happy to share that data as  12 well.  13 But I just wanted to point that out, that  14 that -- that because we have sent them as  15 attachments -- we had a whole zip folder with the  16 attachment, because there were Excel folders with  17 raw data and all that stuff, right?  18 So if they weren't available and people  19 want to see them, then the Charter School Division  20 has them, but they're not on the website. So I just  21 want to say that there.  22 And when I talk a little bit about the  23 student outcomes piece, I don't want to talk a whole  24 lot about that -- because the information that was  25 in the preliminary analysis showed first-year</p>	<p style="text-align: right;">165</p> <p>1 I'll talk about the other piece.  2 The other piece that was listed on our  3 renewal about assessment results was about  4 participation in State assessment. That was sort of  5 lumped into this conversation. So I'm going to talk  6 about that right here.  7 Participation in State testing is always,  8 regardless of if there's a pandemic or not,  9 difficult for a virtual school, because we test in  10 person, and we go -- last year, we had 22 testing  11 sites across the state, because we want to try to  12 schedule them in a way that families don't have to  13 travel more than 60 miles, and we try to get it less  14 than that. So that means 22 different testing  15 sites.  16 And it also means 22 different testing  17 sites two different times during the testing window,  18 once for fourth through eighth grade, and once for  19 eleventh grade, because the SAT test has to be in  20 this window, and then another set of testing dates  21 for those students who also need to take the ACCESS  22 test, and then another set of dates for the  23 alternative students who take the DLM test.  24 So if you can imagine, it is a logistical  25 workout for sure to figure that out.</p>

<p style="text-align: right;">166</p> <p>1 And we also have not the advantage of a 2 brick and mortar, that during the makeup time, if 3 the kid just shows up to school that day, and you 4 grab them and say "You're going to go take your 5 test," we can't do that.</p> <p>6 So that makeup testing for us is then, 7 again, another set of testing sites, which we do. 8 And it is very difficult for under the circumstances 9 to try to get to that 95 percent participation rate. 10 But we -- we look at our processes every year, and 11 we try to figure out how to do that.</p> <p>12 The other piece that we saw more 13 post-pandemic, but saw it some pre-pandemic, is we 14 have students who choose our school because they're 15 medically fragile. And so they just don't come, 16 because they don't want to come to a public space 17 and potentially put their health at risk.</p> <p>18 That's also a difficulty, because we're 19 required to do 95 percent, just like everybody else 20 in the state.</p> <p>21 We saw more of that post-pandemic, 22 particularly in the Gallup area, during the testing 23 window last year. There was a lot of reluctance for 24 people to come to the testing sites to be in person. 25 And I'm working on a plan to share with</p>	<p style="text-align: right;">168</p> <p>1 that we're putting in place are working for our 2 students.</p> <p>3 So I wanted to share this with you so that 4 you could see that.</p> <p>5 You can also see that there's a growth and 6 a stability for the other grade bands as well, for 7 fourth through sixth and seventh through eighth. We 8 divide them up that way, because we look at 9 elementary as fourth through sixth for us; middle 10 school is seven-eight; high school is nine-twelve. 11 That's why they're divided in the grade bands as 12 they are. Okay?</p> <p>13 And then the other piece, the blue graph 14 on the bottom of the second page, we track our 15 during-the-school-year withdrawals, which is what 16 DSY means, during the school year, so our mobility 17 rate, basically.</p> <p>18 So our during-the-school-year withdrawals, 19 if you notice in '17-'18, it was 53 percent. Half 20 of our population, right? Turnover, turnover, 21 turnover. In '18-'19, it was 33 percent. That's 22 pretty high. And in '19-'20 -- thank you -- in 23 '19-'20, 25 percent. And then it's gone down to 24 18. And I'm hoping for a little less than 18 this 25 year.</p>
<p style="text-align: right;">167</p> <p>1 Lynn Vasquez at the State, because schools that were 2 below 95 percent need to share a plan with Lynn 3 about what are going to do to try to get to 4 95 percent. So that's what I want to say about 5 participation.</p> <p>6 What I want to do is look at this data a 7 bit. Because this is a piece of data that we use at 8 the school pretty religiously to be able to help 9 inform how we're doing.</p> <p>10 And I'm going to go back to the seat time, 11 Carnegie unit, mastery, course completion.</p> <p>12 Our curriculum is very rigorous. And 13 students pass a course because they have completed 14 the material of the course, not just because they've 15 shown up to school, right? So the course completion 16 rate for us is really important.</p> <p>17 So what I -- I don't want to spend a lot 18 of time -- all the detail stuff, but I did want to 19 give it to you so that you could see it.</p> <p>20 But what I want you to notice is that over 21 time, particularly in the high school, we have seen 22 a continuous growth of our course completion rates, 23 which is an indication of we are being more and more 24 successful with more kids successfully completing 25 the courses, which means that the support systems</p>	<p style="text-align: right;">169</p> <p>1 But, to me, this also says kids want to 2 stay. And it provides that stability, and kids can 3 be more successful.</p> <p>4 So what I would like to finish with is one 5 other piece -- two other pieces.</p> <p>6 One of them -- and these are sort of the 7 informational pieces for you.</p> <p>8 So there is a statement at the bottom of 9 our final recommendation about the mission 10 statement. There was information on our preliminary 11 analysis, and we responded in our response, about 12 our mission statement.</p> <p>13 So we had a long conversation at the site 14 visit about the school-within-a-school part. And 15 the CSD asked us to provide information in writing 16 about why we didn't do that, because -- because the 17 reason why is because the data doesn't support that 18 as a -- as an effective model to do.</p> <p>19 The school within a school is not an 20 effective model for change, right? And the data 21 shows that. So we provided a statement to them, 22 which I didn't see in the analysis, so I don't know 23 if it was shared with you guys.</p> <p>24 But in that space, I asked, "Do we need to 25 submit an amendment now? Can we have this</p>

<p style="text-align: right;">170</p> <p>1 conversation in our contract negotiation to make 2 this adjustment to our mission?" 3 The last information we got was, "We'll 4 take care of it in negotiation." 5 So I was a littlesurprised to see the 6 "They should have done an amendment." That was 7 never part of the conversation. So I was a little 8 surprised to see that, but I don't disagree that we 9 need to amend our mission. We were just under the 10 assumption that we were going to have that 11 conversation and do that work in the contract 12 negotiation. 13 So we are ready to do that in contract 14 negotiation. 15 The other piece that I want to say and 16 just put it on the table, because I'm sure there 17 will be questions, I want to make sure that 18 everybody on the Commission understands that there's 19 always a lot of questions about our relationship 20 with Pearson. Pearson is a vendor with us. We 21 contract with them for services. We tell them what 22 services we want. 23 And the Charter School Division has our 24 contracts with them. They're also public 25 information. So we can answer any questions you</p>	<p style="text-align: right;">172</p> <p>1 And, of course, it was a struggle in the 2 beginning learning the ropes, how do we do this, and 3 just wondering if it was going to work. And it has 4 just been amazing. It has been really great for my 5 son. 6 He's become very on his own. He's able to 7 do everything on his own without me needing to be 8 there to tell him, "Okay, it's time to do your live 9 lessons." 10 So very dependent. He's learned to be 11 very dependent. (Verbatim.) 12 And I can say that when the pandemic 13 happened he was just breezing through all his 14 courses, and it was wonderful to see him be so 15 mature and that he has gotten to the point where he 16 gets on his live lessons on his own. 17 He knows he has his times -- because of 18 his disability, he needs a lot of consistency. And 19 he needs to know ahead of time what's going to 20 happen, because he doesn't do very well with change. 21 And for him, being in this setting has 22 been just so positive. He's learned to do his own 23 homework without me having to tell him, "It's time 24 to get your homework done." 25 He just -- he's enjoying it. And it is</p>
<p style="text-align: right;">171</p> <p>1 might have. 2 But they're a vendor. And they don't have 3 anything to do with managing the school. I'm a 4 little surprised, because that's not -- that's not 5 what happens. They're a vendor. We manage the 6 school. We run the school. We're an LEA. So I'll 7 just leave that there. 8 And I'm done. Did I have any time left, 9 or did I go over? 10 MS. MELISSA BROWN: (Inaudible.) 11 DR. SANDY BEERY: Great. 12 THE CHAIR: All right. So that will bring 13 us to Item C, which is Public Comment. 14 MS. MELISSA BROWN: We have one person for 15 Public Comment. Polly Barr. 16 FROM THE FLOOR: Okay. Hi. My name is 17 Polly Barr. My last name is B-a-r-r. 18 Thank you for letting me have this 19 opportunity to speak. I just wanted to let you know 20 that I have a son who has a disability. And we have 21 been with Connections Academy eight years now. 22 And I can say that the road has been a 23 very positive one for us. And with his disability, 24 he has shown a lot of growth, and a lot of positive 25 has come out of it as well.</p>	<p style="text-align: right;">173</p> <p>1 providing -- you know, a lot of people think, you 2 know, he's not getting any social aspect out of it. 3 But he is, because Connections Academy does provide 4 a lot of opportunity for the students to meet on 5 field trips and other social events. And through 6 that, when he first started, we met a family at one 7 of the social gatherings, and we have been friends 8 with this family now for eight years. 9 So he does meet other families, and he 10 does get to participate with other peers his age. 11 And it's just been wonderful. So I would 12 just like to say that I'm very invested in my son's 13 education and his future. And I would very much 14 like to see Connections Academy stay open just so -- 15 because this is his junior year. He's got one more 16 year. And I would like to see him graduate with 17 Connections Academy, because they've done a lot for 18 him, supported him in a lot of ways. 19 So that's what I wanted to say. Thank 20 you. 21 THE CHAIR: Thank you. 22 All right. So that will take us to Item 23 D, which is PEC Questions. 24 Commissioner Voigt. 25 COMMISSIONER VOIGT: Thank you,</p>

<p style="text-align: right;">174</p> <p>1 Madam Chair. So congratulations on your Cognia 2 accreditation. That seems like a really great 3 process, especially in preparing for renewal. And I 4 know they dig deep, and it's very reflective, and it 5 puts a lot of things in place. So good job on that. 6 DR. SANDY BEERY: Thank you. 7 COMMISSIONER VOIGT: I'm going to create a 8 jingle that starts with "Course completion, Carnegie 9 Credits, and Mastery." 10 I'm just kidding, Sandy. 11 UNIDENTIFIED SPEAKER: If anybody would, 12 you would. 13 COMMISSIONER VOIGT: If anybody would, it 14 would be me. 15 But, no, it's great to hear what your 16 students are doing, that they're working towards 17 mastery. And to me, that's still innovative, 18 because there's so many schools that don't have that 19 in place. And with your model, you have a lot of 20 flexibility to do that. So it's great that you're 21 taking advantage of that. 22 I had a question regarding the student 23 body. You have almost 1,300 kids, but -- and the 24 way that they're being supported, do you feel -- 25 honestly, do you feel that you have enough social</p>	<p style="text-align: right;">176</p> <p>1 families with local services if they need that level 2 of service, right? So we have this additional sort 3 of connection with local services across the state 4 to be able to make those regional referrals, if we 5 need to do that. 6 COMMISSIONER VOIGT: That's super. That's 7 great. 8 DR. SANDY BEERY: But, yeah, I'll take ten 9 more. Sure. 10 COMMISSIONER VOIGT: That's great. I know 11 there are schools out there that have a third of the 12 students you all do and have five times the 13 ancillary support staff. But it's all how you use 14 those resources, too, that works for you. That's 15 awesome that you're taking advantage of those local 16 resources, because, you know, New Mexico is a big 17 state. 18 And to think that you have and you're 19 providing 22 testing sites, I mean, that's huge. I 20 mean, how many miles do you put on your car? 21 DR. SANDY BEERY: A lot. 22 COMMISSIONER VOIGT: So in those spaces -- 23 are they, like, public buildings? Libraries? Or 24 places -- 25 DR. SANDY BEERY: We try not to use</p>
<p style="text-align: right;">175</p> <p>1 workers and counselors on staff? 2 There's no wrong answer. 3 DR. SANDY BEERY: Right. But because give 4 me ten more, I'll take as many as you'll give me 5 that someone else will pay for, because, you know, 6 we have limited funds for stuff. 7 We -- okay. I feel like with the 8 resources that we have, we have learned how to use 9 them real effectively. So, for example, the 10 part-time social worker that we have. We very 11 specifically say, "All right. So this is your 12 role." 13 "Advisers, this is his role." 14 "Staff, this is his role," because it 15 would be very easy -- right? -- to have him spread 16 way too thin trying to do absolutely everything. 17 And what we found is by doing that, it's 18 very effective for some of the kids who are 19 struggling the most who are the off-cohort kids, 20 mostly, who are in a position where they're behind a 21 lot of lessons, and they're trying to get caught up, 22 and they're feeling discouraged, all those kinds of 23 things, right? 24 And because we are statewide, we also take 25 advantage of making sure that we can connect</p>	<p style="text-align: right;">177</p> <p>1 libraries as much, because they usually have one big 2 space. And with testing, you need accommodation 3 rooms and all those kinds of things, right? 4 So we try to use colleges, universities. 5 CNM Workforce has been great for us, always. 6 They're very helpful, and they have as many rooms as 7 we need. And. 8 We -- but we try to use universities. 9 Sometimes community centers work well. But places 10 that are readily accessible to our families and that 11 aren't an additional cost or much of a cost for us, 12 too. 13 COMMISSIONER VOIGT: Yeah. That's super. 14 So the kids that are more homebound, and they can't 15 get out to test, I'm sure, you know, given the 16 culture that you've set for the school, that they 17 would like to, you know, and they might feel left 18 out. 19 And I know you're working on it. Is there 20 any way to provide a proctor, maybe, at their 21 residence? 22 DR. SANDY BEERY: We've done that. 23 COMMISSIONER VOIGT: Okay. Great. 24 DR. SANDY BEERY: That's what happens with 25 the DLM as well, because those are one-on-one</p>

<p style="text-align: right;">178</p> <p>1 assessments. So most of the time with those 2 students who are reluctant to come in public it's 3 not necessarily because they're homebound; it's 4 because they don't want the exposure. Right? 5 So they may also be reluctant to someone 6 else coming into their home. But we do work with 7 those kids individually to say, "How else can we do 8 this?" 9 And we are really clear, just like other 10 schools are, brick-and-mortar schools, that testing 11 is required, that you're required to do testing. 12 And for us, that means you need to come to the 13 testing site to test. So it's right up front when 14 they enroll with our school, so that they know that 15 that's an expectation. 16 Then we have to work on making sure that 17 they come on the days that we're there to test -- 18 right? -- and figuring out how to schedule 19 additional makeup sessions for those kids who didn't 20 show up when it was scheduled and things like that. 21 So it's a -- if you're interested at all 22 in the big puzzle stuff, just come by and help us 23 figure out how to do testing. It's a whole new 24 experience. 25 COMMISSIONER VOIGT: Yeah. No, thanks. I</p>	<p style="text-align: right;">180</p> <p>1 COMMISSIONER VOIGT: Oh, okay. That's 2 nice. 3 DR. SANDY BEERY: They're in their last 4 two days of the semester right now. So, 5 conservatively, we think we'll have 20 winter grads 6 this year, which means we'll have 20 -- we'll have 7 20 new kids coming in. And then we may have another 8 handful of withdrawals at semester. 9 COMMISSIONER VOIGT: Okay. Just curious 10 with your program how that would look as far as when 11 students are choosing to exit, you know. That's 12 interesting. Thanks. 13 My final question is about the parents as 14 learning coaches. I'm sure they're guided by 15 someone on staff, you know, what that looks like, 16 how to be a learning coach, what you need to cover. 17 Do you find that they're enthusiastic, for 18 the most part, the parents? Or is it just one more 19 thing that they have to do in order to keep their 20 kid in your school? 21 DR. SANDY BEERY: I think, overall, 22 they're enthusiastic. And I want to make it really 23 clear that there isn't the expectation that they are 24 teaching the curriculum to the student. That's not 25 the expectation of a learning coach, right? But it</p>
<p style="text-align: right;">179</p> <p>1 contracted that out. 2 So I'm almost done. I just have a -- did 3 you want to talk about testing? 4 DIRECTOR CORINA CHAVEZ: No. Thank you. 5 Sorry to interrupt, Commissioner Voigt. 6 I just wanted to quickly let the PEC know 7 that all of the appendices are uploaded into the 8 PEC's drive where the applications are. They're in 9 zip. They're in two separate zip files, and they're 10 in a folder that says "Appendices." 11 COMMISSIONER VOIGT: Cool. On this graph 12 that you gave us that shows withdrawals, the 13 mobility by year, I know in most traditional public 14 charter schools, exodus can happen around the 15 semester, before the second semester starts. 16 For you all, when do you -- what type 17 of -- when during the school year do you typically 18 see the most withdrawals was? Like, what time 19 during the school year? 20 DR. SANDY BEERY: If I look at the last 21 couple of years where it's been relatively stable, I 22 would say that it's more typically at the end of the 23 year, because they're going to go somewhere else. 24 We do also have some changeover at semester, because 25 we have winter grads.</p>	<p style="text-align: right;">181</p> <p>1 would be similar to what you would ask -- you would 2 hope that a parent would do in any school in 3 supporting their student to be successful. 4 But it's also being able to navigate the 5 online system, to be able to help their student have 6 a place to do school, to help their student 7 potentially make a schedule about how to stay on 8 track for what they need to do. Because the 9 students need to be working all day -- right -- but 10 they can design their own schedule as much as they 11 need as part of that flexibility and 12 individualization that we can provide. 13 And so the support that we find, the 14 feedback that we find from the -- from the learning 15 coaches is, "I need to know -- I need to know how to 16 navigate the system. Where do I go again to find 17 whatever? How do I know how my student is doing?" 18 Right? 19 So it's really more the system piece. And 20 then for a chunk of our parents starting out, "How 21 do I help my kid develop these strategies and time 22 frames and time management stuff to be able to help 23 them be successful?" 24 COMMISSIONER VOIGT: Super. Thank you 25 very much.</p>

<p style="text-align: right;">182</p> <p>1 DR. SANDY BEERY: Thanks.</p> <p>2 THE CHAIR: Commissioner Gipson.</p> <p>3 COMMISSIONER GIPSON: So -- and thanks for</p> <p>4 all this information.</p> <p>5 DR. SANDY BEERY: Sure.</p> <p>6 COMMISSIONER GIPSON: Sometimes we get</p> <p>7 graphed out, but it is important. It really is.</p> <p>8 So I just wanted to talk a little bit</p> <p>9 about the learning coaches. Because you mentioned</p> <p>10 that the learning coaches are responsible for</p> <p>11 entering attendance?</p> <p>12 DR. SANDY BEERY: So we have multiple ways</p> <p>13 that we can see whether a kid is attending, right?</p> <p>14 So if you look at any blended learning</p> <p>15 school or anyplace like that, you think a little</p> <p>16 differently about attendance.</p> <p>17 It's not just "I've showed up to school,"</p> <p>18 but "I'm in each class period."</p> <p>19 Attendance is a combination of parents</p> <p>20 logging the hours that their students worked. So</p> <p>21 the -- and our flexibility in our scheduling is</p> <p>22 students need to work six hours a day. But it's</p> <p>23 from Sunday night to Sunday night -- right --</p> <p>24 because they can work at any time that they want.</p> <p>25 It's not a released bell to bell in a school.</p>	<p style="text-align: right;">184</p> <p>1 shorthand, you might think about as attendance,</p> <p>2 right? So when we talk about the learning coach</p> <p>3 taking attendance, that's that one piece of that.</p> <p>4 COMMISSIONER GIPSON: Okay. So there are</p> <p>5 no requirements for a student to join a live lesson</p> <p>6 at -- like, per week, or per semester, or anything</p> <p>7 like that, is there?</p> <p>8 DR. SANDY BEERY: So, first, all of our</p> <p>9 teachers are required to have at least a one-hour</p> <p>10 live lesson a week. And then that has moved and</p> <p>11 changed depending on the department, the grade</p> <p>12 level, what those teachers have identified as what</p> <p>13 seems to be a better way to do things for the kids.</p> <p>14 In our school, because of the way our</p> <p>15 school was designed and our mission to provide as</p> <p>16 much flexibility as possible, we do not require</p> <p>17 attendance at live lessons; however, they are all</p> <p>18 recorded.</p> <p>19 So a student -- let's say we have a</p> <p>20 student who is a professional-level athlete, which</p> <p>21 we have. And they don't -- they can't go to live</p> <p>22 lesson because it's when they're practicing, right?</p> <p>23 So they have all the information they</p> <p>24 need, but they can also work with teachers outside</p> <p>25 of that time of the live lesson.</p>
<p style="text-align: right;">183</p> <p>1 That's one piece.</p> <p>2 Another piece is the pace that the student</p> <p>3 is working. So if you're working any of sort of</p> <p>4 online curriculum, you need to sort of keep a</p> <p>5 certain pace or you'll get behind so you know that</p> <p>6 you're going to get done at the end of the year.</p> <p>7 There's the pacing piece.</p> <p>8 There's how much time they're spending on</p> <p>9 assignments, which we can also see, right?</p> <p>10 And then there's the engagement level of</p> <p>11 if they've been -- if they've been assigned a</p> <p>12 tutoring session with the teacher, are they going to</p> <p>13 that session? How are they doing on their</p> <p>14 assessments?</p> <p>15 If they need to -- we do what we call</p> <p>16 corrections. It's really an opportunity to relearn</p> <p>17 it for them and talk about their learning. We call</p> <p>18 them corrections forms. But, really, what they are</p> <p>19 is "If I haven't done well on an assessment, I can</p> <p>20 go back and I can pick the problems that I missed,</p> <p>21 and I can talk about why I missed them, and what the</p> <p>22 right answer is, and why I think that's the right</p> <p>23 answer."</p> <p>24 So it's really a reflection on learning.</p> <p>25 So all of those pieces roll into what, in</p>	<p style="text-align: right;">185</p> <p>1 We might -- let's say that there's a</p> <p>2 student who's really struggling, and we develop a</p> <p>3 support plan for them. And in that support plan, in</p> <p>4 conversation with the parent, we say, "You know what</p> <p>5 you really need to do..." -- for the next whatever</p> <p>6 the time period is -- "...you need to come to this</p> <p>7 session with this teacher for this tutoring," or,</p> <p>8 "You need to attend those live lessons for the next</p> <p>9 period of time because it's part of the plan to</p> <p>10 support them."</p> <p>11 But, in general, no, they are not required</p> <p>12 to attend the live lessons.</p> <p>13 COMMISSIONER GIPSON: Do you have any</p> <p>14 general guesstimate of how many students</p> <p>15 participate -- you know, the teacher has to do the</p> <p>16 hour live lesson. But what's, you know, a decent</p> <p>17 guess as to how many of their students are there</p> <p>18 live with them for that hour?</p> <p>19 DR. SANDY BEERY: That's a great question,</p> <p>20 because, you know, I thought I anticipated all the</p> <p>21 questions you might ask me, and I could have given</p> <p>22 you the data, but I --</p> <p>23 COMMISSIONER GIPSON: I try hard to</p> <p>24 find --</p> <p>25 DR. SANDY BEERY: That's awesome. But I</p>

<p style="text-align: right;">186</p> <p>1 can give you a pretty good idea. So -- and it 2 depends on the grade band and the way that the live 3 lessons are structured.</p> <p>4 So the elementary school has pretty high 5 attendance. They do it a little bit differently for 6 the younger kids.</p> <p>7 High school math, they have live lesson 8 four days a week, might be 30 minutes, 35 minutes 9 for each one of those.</p> <p>10 Across the board, they typically have 11 between 40 and 60 students in every live lesson, 12 which is pretty high when you don't require kids to 13 come.</p> <p>14 COMMISSIONER GIPSON: Right.</p> <p>15 DR. SANDY BEERY: Middle school is 16 running -- I don't know, I've got a middle school 17 teacher -- middle school is running about the same, 18 maybe a little bit higher. Some of the social 19 studies classes at the high school level might be a 20 little bit lower, especially for the older high 21 school kids. So it really depends on the content as 22 well.</p> <p>23 But, yeah, we -- we feel like we have 24 quite a few kids that take advantage of actually 25 being there in the live lesson itself.</p>	<p style="text-align: right;">188</p> <p>1 pointing because she's here. Demetria, would you 2 stand up and wave? Thank you, dear.</p> <p>3 She's our seventh grade math teacher, and 4 she has at least one space weekly that's like that. 5 Two years ago, she called it "Tubular Thursday." 6 It may have a different name now, right? 7 And there might be some structure to it, 8 like, one day -- this was a day that I happened to 9 pop in -- the kids were sharing about their pets. 10 So they had pictures of their pets. And it's very 11 much the social element.</p> <p>12 There are other teachers who will open 13 their live lesson early or stay after live lesson 14 and just let kids hang out and chat, for example.</p> <p>15 So there's a lot of ways that we do that 16 in a much more flexible way so that those kids that 17 want to do that can, and those kids who can't or 18 don't want to don't feel, "I've got to go to this 19 space and somebody's making me talk to somebody else 20 in that space."</p> <p>21 COMMISSIONER GIPSON: Right. Thanks.</p> <p>22 You know, I appreciate your comment about 23 Pearson just being the contractor. I think the 24 concern was when there was an indication that they 25 were at board meetings.</p>
<p style="text-align: right;">187</p> <p>1 COMMISSIONER GIPSON: Right. And I 2 apologize if this was in the myriad of documents and 3 I missed it. But do you do, like, an advisory 4 time -- advisory time or something like that so that 5 kids just have that opportunity to connect, not 6 necessarily in a lesson, but -- and it also is a 7 check-in for staff on -- you know, we all learn a 8 lot when we see someone, you know, and can get some 9 hints. Do you do anything like that?</p> <p>10 DR. SANDY BEERY: So we don't do anything 11 uniform across the school for that, because, again, 12 we want the -- we want the schedule of school to be 13 as flexible for students as possible.</p> <p>14 However, at -- this is one of those things 15 about having really strong teams. The teams can 16 develop things that they want to do.</p> <p>17 So I can remember, off the top of my head, 18 two or three examples, and there's many more. We 19 have an elementary math interventionist who has -- 20 can't remember what he calls it, but he has -- what 21 is it? Oh. He has "Lunch Box." So he has a 22 lunchtime, go and hang out and have lunch for any of 23 the elementary kids -- right? -- not just the kids 24 that he works with.</p> <p>25 Our seventh grade math teacher -- I keep</p>	<p style="text-align: right;">189</p> <p>1 DR. SANDY BEERY: Oh.</p> <p>2 COMMISSIONER GIPSON: You know, that that 3 could potentially rise to the level of inappropriate 4 if they're being given a voice through, like, a 5 vote.</p> <p>6 DR. SANDY BEERY: Oh.</p> <p>7 COMMISSIONER GIPSON: You know, 8 something -- so, you know, just seeing the 9 statement, you don't know what it's conjuring up in 10 people's minds. So I appreciate that.</p> <p>11 You know, anyone can come to a board 12 meeting. They're public meetings. But, you know, 13 the concern that there could be some -- you know, 14 because we have run into instances where schools 15 started to have difficulties because they had some 16 relationship, and the entity wanted a seat at the -- 17 you know, at the board.</p> <p>18 And it's like, no, we can't do that.</p> <p>19 So you always have to, you know -- always 20 kind of have to watch and make sure that that's not 21 happening. So I appreciate that.</p> <p>22 DR. SANDY BEERY: I'd like to speak to it 23 just a bit, just to make sure that it's in the 24 record about the clarity of that.</p> <p>25 So, yes, Pearson is a vendor. We contract</p>



<p style="text-align: right;">190</p> <p>1 services with them. And one of those is sort of 2 back-room board support -- right -- managing minutes 3 and doing these other things. 4 And I would actually like Mark to answer 5 this question -- he's our board chair -- because he 6 answers it really eloquently, and I think it's 7 important to get it in the record about what that 8 relationship really is, since it was a question that 9 was brought up that probably needs some context. 10 COMMISSIONER GIPSON: Okay. 11 DR. SANDY BEERY: Thanks. 12 MR. MARK BOITANO: Madam Chair and 13 Commissioner Gipson, I know that's been -- that's 14 been an issue over the years. And, I mean, the fact 15 of the matter is we hire third parties to do a lot 16 of things, right? We have a business manager. We 17 have an attorney. We have coaches and third 18 parties. 19 So Pearson provides some back-office 20 services to us that require them to be at our board 21 meetings. So they are at our board meetings, but 22 they don't have a vote. 23 They help us with minutes compilation. 24 They help us to be true, just to be true to Robert's 25 Rules and parliamentary provisions and that kind of</p>	<p style="text-align: right;">192</p> <p>1 I'm just going to say on the record, I'm less 2 empathetic about the testing issue, because when you 3 set yourself up as a virtual school, you know you've 4 got to do the testing. 5 And we all know how big New Mexico is. 6 Some of us haven't been everywhere, but we all know 7 how big New Mexico is. 8 So I understand it's a problem. But it's 9 a problem that a virtual school takes on by nature 10 of wanting to authorize through the whole state. 11 So -- but I -- I do acknowledge that 12 you're doing a lot to try to -- to make sure that -- 13 and even in a traditional school, those makeups are 14 hard. I mean they just really are, because kids 15 will skirt that system as best they can. 16 So thank you for this. I appreciate it. 17 I'm done. 18 THE CHAIR: All right. Seeing no other 19 Commissioners -- Commissioner Carrillo. Okay. 20 Commissioner Carrillo. 21 COMMISSIONER CARRILLO: I was going to. I 22 figured that KT or -- I'm sorry -- that Commissioner 23 Manis or Robbins would have a hand up. 24 I just have one question, because most 25 things have been covered.</p>
<p style="text-align: right;">191</p> <p>1 thing as a third party. 2 So they are present at meetings, but they 3 don't have a vote. We're crystal clear about that. 4 In other states, as you probably know, 5 every state has its own Charter School Act. Ours 6 prevents management by private parties. Some states 7 actually allow private parties to manage. But we're 8 crystal clear that that's not the case in New Mexico 9 or on our board. 10 COMMISSIONER GIPSON: I appreciate that. 11 'Cause, you know, I hear horror stories too often 12 when we go to national conferences, so that, you 13 know, you always get concerned that that line is 14 being blurred a little bit. So -- and that's -- so 15 I certainly do appreciate that clarity. 16 And I did appreciate the clarification 17 that you provided in one of the narratives about -- 18 about Pearson providing the curriculum, and that 19 it -- there was an assurance that it was aligned 20 with, you know, New Mexico. 21 So there's always that concern, that 22 you're taking canned curriculum, and it's not 23 representative and doesn't align with rules and our 24 standards. 25 So I do -- I appreciated that in here.</p>	<p style="text-align: right;">193</p> <p>1 I'll let you know first. To hear you 2 speak about the school and the way you handle all 3 sorts of different situations, including testing, 4 accountability for staff or students, for their 5 parent, coaches, if you will, it makes me feel a lot 6 better about what you're doing. Because I -- I come 7 with a bias toward -- to strictly online education. 8 And I just -- you know, I've got to own 9 it. And I own that also -- I mean, I've met with 10 Traci Filiss and spoken a lot with her up in Taos, 11 and just learning a lot, not only about where that 12 bias comes from, but how it's dated, you know. 13 So -- but the thing that -- you mentioned 14 really early on SEL integration. And I wrote down 15 SEL integration in an academic setting. But if 16 their academic setting is wherever they are, their 17 home or wherever they might be, how does that work? 18 DR. SANDY BEERY: So I think the first 19 thing to understand about Social-Emotional Learning 20 is that it is not just about emotional supports and 21 mental health support. That's a component of it. 22 But SEL learning is really about five 23 different tenets of learning. And they are skills 24 that can be taught. Some of those skills are 25 learning to advocate for yourself, asking for</p>

<p style="text-align: right;">194</p> <p>1 help -- right? -- when you need help, setting goals, 2 managing your time, learning how to self-regulate 3 emotion, what to do with that emotion, and how to 4 self-regulate so that you can acknowledge how you're 5 feeling and move through that feeling and then move 6 forward to be able to continue working. Right? 7 That's another piece of that. 8 There's a relationship piece, learning how 9 to have relationships with people and communicate 10 with people. 11 So there's a lot of skills that we can 12 teach. So it's -- it's -- there are lots of ways to 13 do that if you're in front of a classroom of kids, 14 right? But there are also ways that we can do that 15 that are much harder to do when you're in a brick 16 and mortar. 17 For example, all of our students, all of 18 our learning coaches, and all of our staff are 19 required to make contact frequently. And that 20 contact is synchronous, on the telephone, in a live 21 lesson room with the camera and/or the mic on, 22 right? That kind of conversation is supposed to 23 happen all the time. I won't go into the metrics 24 and stuff that we try to help keep ourselves on 25 track. But that is a key component.</p>	<p style="text-align: right;">196</p> <p>1 organizations that really understand this 2 social-emotional learning in ways that you also want 3 to get out the emotional support piece and the 4 regulation piece is they've figured out how to do it 5 effectively online, right? 6 So one of the things that we're doing this 7 year is our elementary counselor -- she's fourth 8 through eighth grade, actually, counselor -- is she 9 is using a program called Second Step -- Second Step 10 that's been around for a while. And she is teaching 11 lessons that kids are invited to come and parents 12 are invited to come. 13 And she's teaching those lessons and 14 working with kids and getting feedback from them 15 about how is this working? Is this another resource 16 that we might want to use and make available to our 17 kids and our older kids so that we can always be 18 thinking about how do we do these things, and not 19 only think about them in the box of, well, I could 20 figure out how to do it in a classroom as a 21 classroom teacher because we have this different 22 structure and all these other opportunities to do 23 it. 24 Does that help with that? 25 COMMISSIONER CARRILLO: That helps a great</p>
<p style="text-align: right;">195</p> <p>1 And in those spaces are also spaces to 2 help integrate the social-emotional learning for the 3 students, right? 4 So I could have a student with a kid -- a 5 conversation with a student -- and they're 6 struggling in my class, and they're struggling with 7 a big project, and we can have a conversation about, 8 "How do you think about time management? Tell me a 9 little bit what you're doing with that. How are you 10 chunking this assignment? So what do you think 11 would be a good way to manage your time? Well, 12 here's a couple of strategies that work." 13 I have just done an SEL lesson, right? So 14 it can be that straightforward and that simple. 15 The other thing that we do for the 16 elementary this year is there's now a lot of really 17 good online material for teaching lessons -- 18 right? -- which didn't exist before, because as a 19 world, we had a hard time wrapping our head around 20 on how do you do this virtually; right? 21 I didn't know how to do it, either, when I 22 first started teaching. I had no idea. What could 23 that possibly look like, right? 24 But with the pandemic, one of the positive 25 things that has come out of that is -- is</p>	<p style="text-align: right;">197</p> <p>1 deal. Thank you very much. 2 And then -- let's see. I had a -- it was 3 a note around -- I think one of the -- needless to 4 say, people are on camera for lessons, right? 5 DR. SANDY BEERY: No, they're not, because 6 of bandwidth. You get 60 kids in a live lesson 7 classroom, and they're all on camera, you crash, in 8 any system, regardless of what platform you are 9 using. So, no, they are not on camera. 10 And we use a chat -- we use a chat pod -- 11 that's the only word I can think of, you know what 12 I'm talking about. But we use a chat for the 13 conversation. The teacher is on microphone, 14 usually, because they're usually projecting 15 something as well, because they're not on camera. 16 And then there are times in classes where they'll 17 ask the kids to turn their mics on if they're 18 presenting. 19 But it is -- if you're trying to present a 20 lesson where you are using a virtual whiteboard, or 21 you can also use a document camera, which is kind of 22 old-school now. You can use other sorts of 23 platforms to be able to, in that live lesson, make 24 it an interactive lesson. And you ask the kids to 25 turn your cameras on? You might as well not have</p>

198	<p>1 all that other stuff.</p> <p>2 COMMISSIONER CARRILLO: I see.</p> <p>3 All-righty. Thank you.</p> <p>4 I'm glad you explained that, because</p> <p>5 that -- I mean the thing that I have is -- I don't</p> <p>6 know what the word -- not whiplash -- but just</p> <p>7 really bad memories of the district and PED not even</p> <p>8 requiring kids to be on camera, but getting credit</p> <p>9 for attendance. And it's not what's happening here.</p> <p>10 So thank you very much.</p> <p>11 DR. SANDY BEERY: You're welcome. Our</p> <p>12 system also allows you to be able to see kids</p> <p>13 activity when they're online, right?</p> <p>14 So they don't just turn it on and walk</p> <p>15 away, right? So you can see -- you can gauge how</p> <p>16 they're interacting in live lesson.</p> <p>17 But, again, remember. Live lessons are</p> <p>18 not required, right? So students who are coming to</p> <p>19 live lesson are coming to live lesson because they</p> <p>20 want to go to that live lesson. That's why we</p> <p>21 require microphone and/or camera and/or telephone</p> <p>22 conversation when we're making those individual</p> <p>23 contacts with kids.</p> <p>24 THE CHAIR: All right. We have</p> <p>25 Commissioner Armijo. Then Commissioner Robbins.</p>	200	<p>1 I do think that one of the advantages of a</p> <p>2 virtual school is that there is -- there's less</p> <p>3 opportunity for those people -- especially other</p> <p>4 students -- but to judge -- right? -- because</p> <p>5 they're not seen. They're chatting in a chat box.</p> <p>6 And they might be, if they're coming into a session</p> <p>7 early on or something, chatting or whatever; right?</p> <p>8 But there's -- it's the same thing with</p> <p>9 kids who have been bullied in school or whatever,</p> <p>10 right? All of that is completely removed.</p> <p>11 And when you remove those kinds of things</p> <p>12 for students, they tend to blossom, because they're</p> <p>13 in a place where they feel like they're being</p> <p>14 accepted for who they are and how they think and</p> <p>15 what they know and how they express themselves,</p> <p>16 which is what we're really trying to move towards.</p> <p>17 So thank you for the question. I</p> <p>18 appreciate that. And -- so those are some of the</p> <p>19 kinds of things that we've been doing with that.</p> <p>20 COMMISSIONER ARMIJO: Thank you very much.</p> <p>21 That's all I really have. Thank you.</p> <p>22 THE CHAIR: Commissioner Robbins.</p> <p>23 COMMISSIONER ROBBINS: Yes. Glad to be</p> <p>24 back online.</p> <p>25 I'm curious -- and I think I asked this</p>
199	<p>1 Then Commissioner Manis.</p> <p>2 COMMISSIONER ARMIJO: Thank you. I was</p> <p>3 going to ask you questions about SEL and equity</p> <p>4 council and all that. But it's very comprehensive</p> <p>5 in everything that you have, so I didn't want to</p> <p>6 make you say all that stuff.</p> <p>7 But what I did want to focus on is that</p> <p>8 you engage with the LGBTQ Resource Center. And I</p> <p>9 want to hear a little bit about that, and then just</p> <p>10 also -- I mean, the fact that you also are engaging</p> <p>11 the adults in this and really providing services for</p> <p>12 that is just really interesting, and I want to hear</p> <p>13 just a little bit about that.</p> <p>14 DR. SANDY BEERY: Sure. So we have had a</p> <p>15 person from the center attend a professional</p> <p>16 development, and we did some work in that space. We</p> <p>17 are able to connect kids with that center.</p> <p>18 We also have some of our teams,</p> <p>19 particularly at the high school -- because that</p> <p>20 seems to be where we -- more kids are</p> <p>21 self-identifying at that age than the younger ages,</p> <p>22 right? So there's more awareness for our high</p> <p>23 school teachers about those pieces and how do we --</p> <p>24 how do we create an environment that's safe and</p> <p>25 welcoming for them.</p>	201	<p>1 five years ago, when the school came up for the</p> <p>2 renewal.</p> <p>3 IEPs. How many of your students have</p> <p>4 IEPs? And how do you handle meeting physical</p> <p>5 therapy needs, whether it's OT, PT, SLP? How do you</p> <p>6 handle that?</p> <p>7 DR. SANDY BEERY: So as you all know, IEPs</p> <p>8 require you to meet the individual student's needs,</p> <p>9 right? So we have -- I can't find my little piece</p> <p>10 of paper quickly, and I'll stop shuffling.</p> <p>11 But we have 260 students with learning</p> <p>12 disabilities, and we have 59 students identified as</p> <p>13 gifted. So total, we have 22.7 percent of our kids</p> <p>14 are special ed, with that 59 of them being gifted.</p> <p>15 We also have a growing population of</p> <p>16 students in alternative program. Those are your</p> <p>17 highest needs kids -- right? -- typically.</p> <p>18 So, one, we -- we are always in compliance</p> <p>19 with IEPs and those kinds of things. We meet with</p> <p>20 families to figure out -- they come to us with a</p> <p>21 current IEP. What are those needs, and how do we</p> <p>22 best, in a virtual setting, meet those needs.</p> <p>23 So, for example, I just overheard a</p> <p>24 conversation this morning our special ed director</p> <p>25 was having with someone on the phone about a new kid</p>

<p style="text-align: right;">202</p> <p>1 that's just come with us.</p> <p>2 And in the IEP, it talks about appropriate</p> <p>3 access for wheelchair.</p> <p>4 That's not an issue for us. And we will</p> <p>5 make sure that whatever that student needs at</p> <p>6 testing, those needs will be met, right?</p> <p>7 So we always have those conversations and</p> <p>8 help the parents also understand, "All right, so for</p> <p>9 us here at our school, this is what that looks like,</p> <p>10 and this is what the support looks like."</p> <p>11 Because some of those supports are not</p> <p>12 supports that they need when they're in their home.</p> <p>13 With respect to ancillary services, PT,</p> <p>14 OT, speech, we do have the full complement of</p> <p>15 services virtually. And if we have students who</p> <p>16 require in-person services, then we contract for</p> <p>17 those services in person. And those service</p> <p>18 providers go to their homes.</p> <p>19 We also -- the diagnosticians, when we do</p> <p>20 evaluations, those are done in person.</p> <p>21 COMMISSIONER ROBBINS: No. And I</p> <p>22 appreciate that. I think that's always a question</p> <p>23 people have, because I think that was a similar</p> <p>24 response from five years ago.</p> <p>25 We have new Commissioners. I wanted them</p>	<p style="text-align: right;">204</p> <p>1 intervention for students who are struggling</p> <p>2 readers.</p> <p>3 So we have staff that are trained in that.</p> <p>4 And we also have -- as I mentioned in the</p> <p>5 presentation, we have reading interventionists and</p> <p>6 math interventionists at each grade band.</p> <p>7 And our reading interventionist, at the</p> <p>8 elementary level in particular, is one of the ones</p> <p>9 that is trained in that specific program for those</p> <p>10 most -- kids in most need. And she is able to</p> <p>11 provided those services online, because there is a</p> <p>12 way to be able to do that.</p> <p>13 I think -- and it's a little bit different</p> <p>14 than what some of the other schools are saying when</p> <p>15 they're talking about their literacy program and how</p> <p>16 that happens in a regular classroom, right? So we</p> <p>17 are able to support those students who are</p> <p>18 struggling.</p> <p>19 And you are absolutely right. We have</p> <p>20 more students this year in the elementary school</p> <p>21 than we did last year, or -- who are needing more</p> <p>22 support in reading. And we're providing that</p> <p>23 support through our reading interventionist as well</p> <p>24 as the other person who's trained in that -- in</p> <p>25 Orton-Gillingham.</p>
<p style="text-align: right;">203</p> <p>1 to hear that to understand.</p> <p>2 You are, in fact, taking care of the</p> <p>3 physical limitations for testing. You're taking</p> <p>4 care of any physical therapy needs that the students</p> <p>5 are entitled to also.</p> <p>6 I hear that, you know, some schools during</p> <p>7 the pandemic, they went virtual. And for K through</p> <p>8 three, you're learning how to read.</p> <p>9 I am very glad that you're a four through</p> <p>10 twelve. And -- but you may have some fourth and</p> <p>11 fifth graders that went through that pandemic that</p> <p>12 suffered in terms of their reading development.</p> <p>13 How -- how does your system address</p> <p>14 bringing them along? Because we heard this morning,</p> <p>15 you really can't do phonics virtually. It doesn't</p> <p>16 work very well. So how do you bring those students</p> <p>17 along if they're not on track from a reading</p> <p>18 standpoint when they're in fourth or fifth grade?</p> <p>19 DR. SANDY BEERY: So we have -- do we have</p> <p>20 two or three, Shannon? -- people certified in</p> <p>21 Orton-Gillingham.</p> <p>22 MS. SHANNON VASQUEZ: One completely</p> <p>23 certified authentically with Orton-Gillingham.</p> <p>24 DR. SANDY BEERY: So Orton-Gillingham is a</p> <p>25 system of sounds and symbols, phonics, intense</p>	<p style="text-align: right;">205</p> <p>1 COMMISSIONER ROBBINS: Thank you. I</p> <p>2 appreciate that.</p> <p>3 That's all I have. But I congratulate you</p> <p>4 on the strides you've made, also on your commitment</p> <p>5 to continue to work on improving that graduation</p> <p>6 rate, because I think -- to me, graduation is an</p> <p>7 outcome. To me, it's not a measure. Proficiencies,</p> <p>8 things like that, to me, are more important than</p> <p>9 whether or not you get that piece of paper.</p> <p>10 Because when I was on the school board,</p> <p>11 you know, there were instances where students maybe</p> <p>12 couldn't take finals or things because of certain</p> <p>13 things. And the school board could grant a</p> <p>14 certificate of graduation anyway.</p> <p>15 So it's -- it's kind of a nice</p> <p>16 accomplishment. But, you know, when we have people</p> <p>17 graduating, we have a 70 percent-plus graduation</p> <p>18 rate in New Mexico. But we realize, you know,</p> <p>19 they're only 40 percent proficient in reading and</p> <p>20 30 percent proficient in math. Their certificate</p> <p>21 doesn't mean as much as what they're actually able</p> <p>22 to accomplish.</p> <p>23 So thank you.</p> <p>24 THE CHAIR: Commissioner Manis.</p> <p>25 COMMISSIONER MANIS: Thank you. I had a</p>

<p style="text-align: right;">206</p> <p>1 couple of questions related to the one-on-one 2 instruction that students -- there was some 3 information about that. And so I was curious. How 4 often do students receive one-on-one instruction? 5 And, related to that, if a student is maybe 6 struggling with a particular concept, how accessible 7 is a -- a teacher or someone that they can -- they 8 can talk to about that -- that concept? 9 DR. SANDY BEERY: So the one-on-one 10 support and/or small group tutoring support is 11 available to all of our students. And it is 12 dependent on the needs of the students. 13 So, for example, in -- in the high school, 14 for example, the math team has an open tutoring 15 space four days a week. Kids who need help, they 16 can always drop into the tutoring. But if there's a 17 student who the teacher sees as struggling, that 18 teacher can reach out to that student and say, "Hey, 19 you need to come to tutoring." Or, "Call me right 20 back. Come into my live lesson. Let me help you 21 with whatever you need help with." 22 So the one on one can happen at any point 23 when any student needs it. And it can even happen 24 from not necessarily that content teacher. 25 So, for example, we -- I mentioned that we</p>	<p style="text-align: right;">208</p> <p>1 that answered my question. Thank you. 2 DR. SANDY BEERY: Sure. 3 THE CHAIR: All right. So I think that 4 comes back to me again now. 5 So I'm just going to focus on graduation 6 rate, just be, like, really -- I'd love to talk 7 about it. That's the recommendation. 8 DR. SANDY BEERY: Sure. 9 THE CHAIR: So I'm very interested in -- I 10 mean, it is -- it's -- I can understand the work -- 11 you know, maybe this upcoming spring when we get 12 2022 in the spring of 2023, you know, yeah, if we 13 get that climb, that would be great. I don't have 14 that data in front of me to, like, make a decision 15 off of. 16 So based off of what I do have, it is 17 significantly lower. 18 And understandably -- I mean, I think -- 19 you know, I know there's always going to be some 20 variance. Like, I'm always okay with a couple of 21 percentage points off due to some unique 22 circumstances, or maybe you just -- some of your 23 kids, you know, finished their course and, like, 24 "You know what? I want to get my GED and go start 25 at a college." That, technically, goes against you;</p>
<p style="text-align: right;">207</p> <p>1 have advisers at each grade level. There are times 2 when advisers have been able to get ahold of a kid, 3 right? A teacher might have been trying to and 4 hadn't yet, whatever, and the adviser was, and the 5 adviser is looking at the grade book and saying, 6 "Hey, I see that you haven't turned in your big 7 project yet. Why don't we look at that? What's 8 happening with that? Are you struggling with that? 9 Hey, let's call the teacher and" -- there's that 10 level of flexibility in the system that we have. 11 And the reason we have that is because in 12 the virtual setting, teachers are not tied to a 13 classroom where they are actively engaged with 14 students the whole day -- right? -- which makes it 15 very difficult for teachers to provide that 16 individual support. 17 That's always a big frustration for me as 18 a school person is how do we make the system allow 19 for that? And here the system is all about that. 20 So it happens a lot. Teachers are a phone 21 call, a text message -- Webmail is our secured 22 e-mail -- a Webmail away for a kid. 23 COMMISSIONER MANIS: Thank you. I think 24 that provides a lot of peace of mind as far as how 25 accessible you guys are for students. And I think</p>	<p style="text-align: right;">209</p> <p>1 right? 2 So I know that there's lots of things that 3 students can make a positive choice for themselves 4 in different ways that could negatively impact 5 graduation rate. I tend to believe that that's 6 going to be a small percentage overall. So that's 7 kind of where my head goes; right? 8 So I'm -- I want to hear more about your 9 plan. Like, what have you all looked at? I mean, 10 it has increased over the term of your contract. 11 Your graduation rate did increase, without -- before 12 this work of tracking your students. 13 So I'm interested in the plan and the plan 14 moving -- what you already did, and then the plan 15 that you've developed now moving forward. 16 DR. SANDY BEERY: So I'm going to go 17 backwards just a bit to talk about the data, because 18 you're right, there has been some increase along the 19 way. And we noticed that increase, and we were, 20 like, okay, so we're doing all these things with the 21 kids we have with us right now, and we can look at 22 this data, so we feel really good about those 23 systems. What the heck? Why is this still so low, 24 digging into that data of the kids that have left 25 us.</p>

<p style="text-align: right;">210</p> <p>1           So one of the things we're actually doing 2 this year is more closely tracking the different 3 kinds of withdrawals that we have that we know where 4 they're going, right? Because if I depend on the 5 data that's in the State graduation cohort data, I 6 don't have access to that readily all the time. And 7 it is count-day bound, right? 8           So we're going to track that withdrawal 9 student data differently in house so we can better 10 identify how many kids do we have that have gone for 11 a GED, so that we can answer that question for 12 ourselves, and I can answer that for you guys, too. 13           Here's how many kids who said to us, "No, 14 I'm dropping out," because there's a withdrawal code 15 for that, right? 16           Here's a bunch of kids who said, "We're 17 going to a public school," and we have not been able 18 to find where they went at all, right? 19           So we know about this and all the things 20 we did to try to track that kid, so we can better 21 see, do we have any other places in that part of the 22 system that we're still missing something -- 23 right? -- and not tending to it well enough to clean 24 up that back-end data. 25           So that's one thing that we're going to</p>	<p style="text-align: right;">212</p> <p>1           with us, they're more likely to leave on track, 2 which, then, they're more likely to graduate 3 someplace else, which then means they're not a 4 dropout for us, right? All of those pieces inform 5 that graduation rate. 6           So I can talk to you about what we're 7 doing with the process piece right about -- okay. 8 So they withdraw from here. This is our process. 9 This is who's tracking that. This is how frequently 10 she goes into S.T.A.R.S. to see if they've gone 11 somewhere else -- right? -- which you can only do 12 after count days. Here's who we're still lacking to 13 be able to try to figure out where they went, making 14 sure that our request for records process for those 15 kids who have left us, that if we get a request for 16 records, we're going, "Oh, we know where they went. 17 Let's get them said corre-" -- all of those pieces 18 to make sure that that kids-not-with-us data is as 19 accurate as possible, because we're pretty confident 20 that that's where the biggest problem with our data 21 is. 22           THE CHAIR: Okay. So I guess -- so tell 23 me -- I'm going to kind of go back to what I have in 24 my memory that you said earlier. 25           How -- if you were able to -- if we take</p>
<p style="text-align: right;">211</p> <p>1           do. 2           The other thing is that we continue to be 3 working on what are we doing to support the kids 4 that we have. 5           So I talked a little bit about looking at 6 the data of the kids who were classified as a senior 7 at the start of the year and graduated in that year. 8           When we started our off-cohort work, 9 already in place was an adviser for the senior 10 class, and a senior counselor. So they worked with 11 all of the seniors, even those that were off cohort 12 who looked like they were going to probably be able 13 to get it that year, right? They were working with 14 them. 15           So the first year, we had an off-cohort 16 adviser who said, "My, gosh, we have all these kids 17 that are off cohort. Let's start with the juniors, 18 and let's start with the ones that are the furthest 19 behind," right? Because there was no way she was 20 going to be able to tackle all of them at once. 21           We did that and saw the big effect of 22 that. And the next year, we hired a second off 23 cohort. They work with students in ninth through 24 twelfth grade. So if we can start with the ninth 25 graders immediately, they're more likely to stay</p>	<p style="text-align: right;">213</p> <p>1           out those kiddos that you believe are -- if you 2 track better, your percentage rate would go up. I 3 believe I heard you say, like, you think, like, 7 or 4 8 percent higher -- sure. 5           DR. SANDY BEERY: I think with the 6 projections I've made, I'm hoping it's going to 7 show, for 2022, about 51, 52 percent. 8           THE CHAIR: Okay. So I guess for me, I'm, 9 like, that's still super low. 10           DR. SANDY BEERY: It is. 11           THE CHAIR: I want to make sure that 12 that's, like -- tell me -- and then I also remember 13 you said you feel like you could account for 14 95 percent of your kids that you have are on track? 15 Or explain again what that 95 percent that you gave 16 me. 17           DR. SANDY BEERY: What that 95 was? 18           THE CHAIR: Yeah. 19           DR. SANDY BEERY: What that is is we 20 wanted to see how effective we were with the kids we 21 have, right? 22           So what we did was we said of the kids who 23 started a school year -- like, started 2021 24 classified as a senior, of those kids, how many 25 graduated that year. Right? That's what those</p>

<p style="text-align: right;">214</p> <p>1 percentages are, which means that they graduated on 2 time, right? That's what those percentages were. 3 One of the reasons that we said for the 4 off-cohort kids was we really need to be focusing on 5 those kids starting in ninth grade, because if 6 you -- the sooner you can get them caught up, the 7 better for them, the less likely they are to drop 8 out, right? We all know that. 9 So focusing on those kids early on, the 10 other thing about yes, that 51 or -2 percent is 11 still really low, if you look at the cohort piece, 12 that percentage is only for the cohort of '21-'22 -- 13 right? -- the kids that graduated last year. 14 We have been more carefully tracking the 15 younger kids each year since two years ago -- they 16 all kind of blended together during COVID -- since 17 two years ago, to not only try to get those kids on 18 track and have them, if they decide to withdraw, go 19 someplace else on track or stay with us, and, 20 earlier, when they withdraw, track those kids and 21 get them correct in S.T.A.R.S., right? 22 So I'm anticipating that with the systems 23 that we've put in place and starting in ninth grade, 24 as you begin to see the next cohort, '23, graduates 25 of '23, we've been working for three years to clean</p>	<p style="text-align: right;">216</p> <p>1 DR. SANDY BEERY: I'm sorry. I 2 misunderstood. I thought you meant about moving 3 forward with the -- 4 THE CHAIR: No, like your previous five- 5 and six-year rates, yeah. 6 DR. SANDY BEERY: Got you. They're about 7 the same as what the four-year was. 8 THE CHAIR: Okay. Okay. 9 DR. SANDY BEERY: And I think they were in 10 the annual report or the preliminary analysis. 11 THE CHAIR: Oh, yeah. The preliminary 12 analysis. I have them right here. Yeah. They're 13 about the same. I just didn't go down to the next 14 page just now, literally. 15 DR. SANDY BEERY: And those are reflective 16 of the same issue we just talked about. 17 THE CHAIR: Okay. Yeah. I guess it's -- 18 it is -- I could -- I imagine it is one of those 19 things where -- so what do you think contributed 20 to -- I mean, if you, in the last couple of years 21 have been, like, we're starting with the ninth, 22 we're going -- why has the graduation rate been -- 23 like, what are the contributing factors that started 24 it at that -- like, why are we -- why has it ever 25 been in the 40 percent, like, years ago?</p>
<p style="text-align: right;">215</p> <p>1 up that data, right? 2 So it's also trying to -- you're trying to 3 clean up the train, and three of the cars have left 4 the station. And then you don't see the official 5 data for a whole other year, right? 6 And I can very easily communicate 7 specifics about what we're doing, what we're 8 tracking, what we anticipate will happen with that 9 graduation rate based on the strategies that we're 10 taking. I'm happy to do that. 11 THE CHAIR: So what are your five- and 12 six-year graduation rates? Do you have -- 13 DR. SANDY BEERY: I've been afraid to try 14 to project them -- no. I'm just kidding. I 15 would -- my guess is -- my best guess is, based on 16 what I'm seeing now with what we have for graduation 17 rates, is that for '23, we will be closer to 60 or 18 62 percent, and then by '24, maybe closer to 70. 19 That's what we're anticipating, because 20 all of these systems are much tighter much earlier 21 on, and that data will begin to demonstrate itself 22 as a graduation rate by the time we get to that 23 graduation rate. 24 THE CHAIR: I thought five- and six-year 25 rates are given to schools; is that --</p>	<p style="text-align: right;">217</p> <p>1 I mean, why are we -- why is this school 2 anywhere near that, ever? 3 DR. SANDY BEERY: So at the beginning of 4 any school year, we start the year with anywhere 5 between 60 and 80 percent of our high school kids 6 are behind, are off-cohort. And they come to us off 7 cohort, right? So we start with kids who are 8 already behind, and we work to get them caught up. 9 That's one piece. 10 So it's here are the kids that we have, 11 and we know that they're in our cohort -- right? -- 12 because they've come to our school, and they're 13 behind. 14 Our first focus is to support those 15 students to successfully complete high school, and, 16 if possible, successfully get back on track and 17 graduate on time. 18 Here's my little soapbox, right? Who said 19 you had to graduate in four years to count as a 20 graduate, right? If you're really focused to get 21 graduated from high school, and it takes you five or 22 it takes you six, or you're 35, you should be able 23 to do that; right? Okay. End of soapbox. 24 So that's part of the issue is the kids 25 that we get, right?</p>

<p style="text-align: right;">218</p> <p>1 And the other part is -- and I'm going to  2 give all of the kudos to Jolene about this, because  3 in '18-'19, she was a counselor. Is that the year?  4 Yeah. She was a counselor then, and she saw that  5 there was this need for these kids, and she, on her  6 own, supported the kids as best she could and  7 identified areas that we could use additional  8 support, and that's how we began building the  9 system.  10 The other piece that she did was started  11 digging into this other part of the data and saying,  12 "What's wrong?" And what we found were big holes in  13 our system that allowed for this data to continue to  14 be inaccurate.  15 And so we've worked really hard to tighten  16 up that system, and we felt really good about the  17 system for the last two years, at least, like,  18 really strong about that system.  19 So that's why, when we get to that point  20 where that cohort gets reported, we'll be able to  21 see the effects of all this work that we've been  22 doing since '18-'20.  23 And, like Mr. Robbins said, it's an  24 outcome, and it's a way-down-the-road outcome. And  25 sometimes it's really frustrating when you're doing</p>	<p style="text-align: right;">220</p> <p>1 That's great."  2 But they still don't want you to have a  3 GED; right? So I think kids don't realize that;  4 right?  5 I've worked with students who were 20, 21,  6 and they were, like, "I need a diploma. I actually  7 need a diploma. I don't know what to do now." They  8 can't go backwards in time.  9 I just wonder how much easier it is for  10 your students, because they're in their own  11 community kind of virtual, to make those decisions  12 outside of your school -- right? -- because  13 they're -- they don't -- they're not on a campus  14 where there's multiple people kind of pushing the  15 graduation as often as traditional high schools are,  16 like, so -- like, they're so foc- -- and, like, so  17 pushing it on their kids all the time massively.  18 I just wonder if, like, what the virtual  19 environment contributes to that as well, with kids  20 being able to, like, think on their own without  21 having as many adults right there next to them every  22 day pushing on it.  23 DR. SANDY BEERY: I would respectfully  24 disagree, only because I know what our advisers and  25 our teachers and our counselors do. And I think</p>
<p style="text-align: right;">219</p> <p>1 all this work here, and you're, like, "And I gotta  2 wait another three years before..." --  3 THE CHAIR: Yeah, you see, "Here's my  4 official..."  5 I guess I -- it's going to be interesting,  6 now that the tracking, like, going into it and being  7 able to see a little bit more -- 'cause I just know  8 from speaking with students who -- and I think it's  9 not uncommon, necessarily, I mean, that students are  10 leaving and getting GEDs early; right? Like,  11 they're 17. They're, like, "I just want to go get  12 started at the college, I'm ready to go," or  13 whatever.  14 But I think one of the things I know from  15 working in education is sometimes students don't  16 realize the impact of that until later. And it  17 adversely impacts them in different ways that they  18 don't recognize at the moment.  19 And so I think having -- I mean, I know  20 that's the job of your advisers and -- to talk to  21 them and, like, "Hey, if you get your GED, like,  22 some, some jobs in the future are not going to be  23 happy with you. It doesn't matter how -- that you  24 were so brilliant that you were able to finish  25 early. And you were ready for college at 17?</p>	<p style="text-align: right;">221</p> <p>1 that our kids get as much or more of that, because  2 we're in contact with our kids all the time.  3 So, "Are you really sure this is what --  4 do you have a plan? What is your plan? Is this GED  5 going to get you to your plan?"  6 Yes, we have the same conversations that  7 you would have in a brick-and-mortar school. And we  8 have the -- we have the staff and that connection  9 with kids to have the conversation. It's just not  10 in person in the same space.  11 THE CHAIR: And I actually -- I love that  12 the parent came up here -- I don't know if she's  13 still here. Yeah, she had to leave. And she's,  14 like, I don't like it when people say your kids  15 don't get any interaction. And this is definitely  16 totally an aside.  17 But during COVID -- my kids do go to  18 brick-and-mortar schools. But during COVID, every  19 kid did not. And now -- my daughter was an  20 eighth-grader when COVID started; now she's a  21 sophomore. And some of her best friends, she met  22 online during COVID.  23 And she talks with them every -- she's  24 never met them. They are her best -- like, some of  25 her best, best friends. And they -- they are more</p>



<p style="text-align: right;">222</p> <p>1 deeply connected than most of the people she knows 2 at her school.</p> <p>3 So I agree -- I totally understand that, 4 like, that's -- that's the way kids can develop -- I 5 think it's amazing that kids are able to develop 6 relationships and connections with people outside of 7 what we're used to. Like, what? You don't meet 8 them on the playground? What do you mean? How did 9 that work?</p> <p>10 It's so different -- I'm not that old, but 11 it still was different from how I grew up.</p> <p>12 So I think it's -- I'm okay with believing 13 that a virtual environment can provide the same 14 opportunities, better opportunities, but for some 15 kids and what they need.</p> <p>16 Yeah, I guess I -- it's hard to see. It's 17 just hard to see that graduation rate; right? Like, 18 it's just difficult -- it's always, like, if you -- 19 40 -- 40 percent looks -- doesn't look great. But 20 then you flip it around, and you're, like, over half 21 of the students are not gradua- -- you know, that's 22 tough to -- to kind of grapple with.</p> <p>23 And I will hope, like -- I will support 24 the school continuing. I think it provides a really 25 great opportunity. Like, the kids and families who</p>	<p style="text-align: right;">224</p> <p>1 So, all right. That's -- yeah. 2 Commission- -- 3 COMMISSIONER VOIGT: Are you ready for a 4 motion? 5 THE CHAIR: Yeah. Let me -- okay. I have 6 Commissioner Voigt is going to make a motion. So 7 if -- Commissioner Carrillo. 8 COMMISSIONER CARRILLO: Before a motion. 9 THE CHAIR: And I will -- Commissioner 10 Robbins, who had his hand up before -- Commissioner 11 Robbins, are you planning on making a motion? 12 COMMISSIONER ROBBINS: No. 13 THE CHAIR: All right. Commissioner 14 Robbins and Commissioner Carrillo. 15 COMMISSIONER CARRILLO: But I'm not doing 16 anything with the motion. 17 THE CHAIR: All right. Commissioner Voigt 18 would like to make a motion. But Commissioner 19 Robbins had his hand up first, so I'm calling on 20 Commissioner Robbins, then Commissioner Carrillo, 21 then Voigt. 22 COMMISSIONER ROBBINS: Again, just to kind 23 of touch real quickly on the GED thing. My daughter 24 homeschooled for two years, got a GED, and she 25 became an RN working in the NICU over six years,</p>
<p style="text-align: right;">223</p> <p>1 choose it and are successful in it -- there are many 2 families, just like every charter. They start it 3 and they're, like, "Whoa, this is not for us, not at 4 all. It is not. I'm going to go somewhere else." 5 Again, that happens with every school, 6 every charter school. But I believe that this is 7 such a great opportunity for many families, and I 8 fully support, like, it providing -- when a virtual 9 school is able to provide a quality option to the 10 families that need it the most, I will always 11 support continuing to provide that as an option for 12 the families that choose it.</p> <p>13 So, yeah. Just hoping that the work 14 you've already started will lead to further success 15 and that keeping it a focus in your next five years 16 will -- this will be -- like, I would love to see 17 the rates, like, continue to increase.</p> <p>18 And if you have a -- I don't want to say 19 it was an easy way to get extra points -- right? -- 20 like to get those extra percentage. Like, I know 21 the tracking and doing that data collection is not 22 easy.</p> <p>23 But it doesn't take as much manpower as 24 lifting kids; right? Like, it's an adult thing that 25 you can -- you can try to track and do better.</p>	<p style="text-align: right;">225</p> <p>1 saving babies' lives. 2 The GED is not a disincentive people who 3 want to go to college and go to other things. 4 Yes, some people look at that as an 5 important thing. 6 One of my older brothers graduated college 7 with 168 credits in three years. He then went on 8 and got his Ph.D. in a two-year program which 9 skipped the Master's. 10 So, again, having those certificates are 11 one thing. But demonstrating the excellence is 12 important. 13 And, again, I think, you know, Connections 14 Academy provides an avenue for students. And, you 15 know, one of the things that really concerns me is 16 the Legislature perhaps saying, "Oh, you have to 17 still take these end-of-year tests, but you don't 18 have to pass them in order to graduate. You don't 19 have to show competence in order to graduate." 20 To me, that's -- that's more concerning 21 than if you get a diploma or a GED. 22 So I applaud Connections Academy. And if 23 they have a good number of students that are leaving 24 early to get their GED and go into the workforce, 25 more power to those students. Thanks.</p>

226

1 THE CHAIR: Commissioner Carrillo.  
2 COMMISSIONER CARRILLO: Yes. I'm glad you  
3 brought up graduation rate. And because one of the  
4 things that I was thinking earlier was that if I was  
5 to ask the Commission to have a condition for you,  
6 it would be to see some serious growth in that rate.

7 But then if we did that -- we couldn't do  
8 that at this point, because on the last school, we  
9 didn't do that. It would be completely unfair.

10 You stated, I think, very ambitious goals  
11 for where you want to be in the next couple of  
12 years, and I'll just be really interested to see  
13 what you do to get there, because I can say probably  
14 that all of us are looking for at least, like, five  
15 or six points, I mean, at least in growth, on  
16 graduation.

17 And I was -- I thought it was right here,  
18 the -- I agree with Commissioner Robbins completely.  
19 You know, graduation is great. And I know that --  
20 like, with -- with Santa Fe Public and other  
21 districts, you know, in those first years, that  
22 first year, they were graduating kids, man, they  
23 were doing -- they were doing anything to get kids  
24 over the finishing line to get them a diploma. And  
25 so there were so many kids in e2020 that basically

228

1 I've tracked, because we always just say yes.

2 But we do have kids who do participate in  
3 their homeschool -- whatever it might be, whatever  
4 extracurricular, which is what's required by the  
5 law -- by NMAA.

6 COMMISSIONER CARRILLO: Right. Okay.

7 Thanks.

8 DR. SANDY BEERY: Uh-huh.

9 THE CHAIR: All right. Commissioner  
10 Voigt.

11 COMMISSIONER VOIGT: Thank you. And thank  
12 you for answering our plethora of questions so  
13 thoroughly.

14 I would like to move that the Public  
15 Education Commission approve the application for  
16 New Mexico Connections Academy for a five-year term,  
17 2023 through 2028, with the following conditions:

18 That, 1, prior to contract negotiations  
19 for the school, the school study the cause of the  
20 low graduation rate;

21 2, the school develop a plan, including  
22 targets for improving graduation outcomes;

23 And, 3, the plan be approved at contract  
24 negotiations, begin at the start of the charter  
25 term, and continue for the five years of the charter

227

1 all graduated with Ds; right?

2 And that's just -- we've just -- I can't  
3 believe that we were a party to all of that. I  
4 wasn't on the board then. But boards all over were  
5 a party to that -- right? -- because we're failing  
6 our kids when we do that.

7 But so going to proficiency, because  
8 that's what means everything, I can say that the  
9 reading, 38, yeah, it's higher than some schools,  
10 but not nearly what it should be; right?

11 So it's just knowing that that's where I'm  
12 going to be looking also in these next several years  
13 as we just get our annual reports. Because that  
14 really -- especially the reading -- is what means --  
15 to me, means more than absolutely everything, being  
16 foundational to everything.

17 So the other question I had, just really  
18 simple, as how many kids percentagewise -- or just  
19 offhand -- take part in their zone districts'  
20 athletics and extracurriculars?

21 DR. SANDY BEERY: I don't know off the top  
22 my head. But I do know that we have participation  
23 in that, because we actually usually need to sign  
24 something as a school, just like another charter  
25 school would. Honestly, it's not something that

229

1 term.

2 THE CHAIR: Second.

3 Commissioners, any discussion?

4 Commissioner Carrillo.

5 COMMISSIONER CARRILLO: So we're not  
6 setting benchmarks; we're just developing a plan.

7 THE CHAIR: They're developing a plan.

8 COMMISSIONER CARRILLO: Right. You're  
9 developing a plan.

10 THE CHAIR: They'll present that.

11 COMMISSIONER CARRILLO: What?

12 THE CHAIR: They would present benchmarks.

13 COMMISSIONER CARRILLO: Yes, their own. I  
14 mean, based on what we did with the last -- I'm just  
15 curious. It just seems like based on what we did  
16 with Hózhó, what are your thoughts on that?

17 THE CHAIR: There's already been a motion  
18 and a second. We cannot ask questions.

19 COMMISSIONER CARRILLO: That's right.  
20 That's right. ¡Hijole! I forgot. Okay. Well --

21 THE CHAIR: Any comments from  
22 Commissioners?

23 COMMISSIONER CARRILLO: No, I understand.  
24 I'm just looking forward to seeing you guys just  
25 knock it out of the park.

230

1 COMMISSIONER VOIGT: I'd like to make a  
 2 comment.  
 3 THE CHAIR: Commissioner Voigt.  
 4 COMMISSIONER VOIGT: I feel like this plan  
 5 is more for support. And I think you have a plan.  
 6 You know, you've got a plan. It's just -- it's not  
 7 black and white right now. And I think that with  
 8 this guidance, you will knock it out of the park.  
 9 And so this is more for support.  
 10 THE CHAIR: Commissioner Gipson.  
 11 COMMISSIONER GIPSON: Yeah. I just want  
 12 to say when we're looking at the discussion that we  
 13 had about the prior school, it had nothing to do  
 14 with graduation rate. So you're talking apples and  
 15 oranges that way.  
 16 And it wasn't -- you know, one of the  
 17 recommendations was for -- just as a reminder. This  
 18 isn't a reminder. This is the school has to develop  
 19 a plan for this specific area.  
 20 So I think it's vastly different than the  
 21 discussion that we had with the other school.  
 22 UNIDENTIFIED SPEAKER: (Inaudible.)  
 23 THE CHAIR: I don't know if I can. So  
 24 sorry. Yeah. No, we can't. Sorry.  
 25 I would just say, for me, this is -- what

231

1 Commissioner Gipson said, a plan to be set in place,  
 2 and additional monitoring and support throughout the  
 3 contract term on this specific issue. That's what I  
 4 see it as, that this -- when site visits happen,  
 5 when -- that this would be something that's going to  
 6 be specifically addressed each time, in addition to  
 7 just all the normal -- all the normal things.  
 8 All right. Any other comments from  
 9 Commissioners?  
 10 (No response.)  
 11 THE CHAIR: All right. Hearing none, or  
 12 seeing none, Secretary Armijo for roll.  
 13 COMMISSIONER ARMIJO: Chair Burt.  
 14 THE CHAIR: Yes.  
 15 COMMISSIONER ARMIJO: Commissioner  
 16 Carrillo.  
 17 COMMISSIONER CARRILLO: Yes.  
 18 COMMISSIONER ARMIJO: Commissioner Gipson.  
 19 COMMISSIONER GIPSON: Yes.  
 20 COMMISSIONER ARMIJO: Commissioner  
 21 Robbins.  
 22 COMMISSIONER ROBBINS: Yes.  
 23 COMMISSIONER ARMIJO: Vice Chair Voigt.  
 24 COMMISSIONER VOIGT: Yes.  
 25 COMMISSIONER ARMIJO: Commissioner Manis.

232

1 COMMISSIONER MANIS: Yes.  
 2 COMMISSIONER ARMIJO: And Secretary Armijo  
 3 votes yes. That passes, seven to zero.  
 4 THE CHAIR: All right. And with --  
 5 congratulations. And with that we are adjourning  
 6 until tomorrow.  
 7 (Proceedings adjourn at 2:06 p.m.)  
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233

1 BEFORE THE PUBLIC EDUCATION COMMISSION  
 2 STATE OF NEW MEXICO  
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 4  
 5 REPORTER'S CERTIFICATE  
 6 I, Cynthia C. Chapman, RMR, CCR #219, Certified  
 7 Court Reporter in the State of New Mexico, do hereby  
 8 certify that the foregoing pages constitute a true  
 9 transcript of proceedings had before the said NEW  
 10 MEXICO PUBLIC EDUCATION COMMISSION, held in the State  
 11 of New Mexico, in the matter therein stated.  
 12 In testimony whereof, I have hereunto set my  
 13 hand on December 27, 2022.  
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2                                   STATE OF NEW MEXICO

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12           In testimony whereof, I have hereunto set my  
13 hand on December 27, 2022.

14  
15  
16                                   *Cynthia Chapman*

17                                   Cynthia C. Chapman, RMR-CRR, NM CCR #219  
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