

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
OPEN PUBLIC MEETING

June 16, 2023

9:00 a.m.

Mabry Hall, Jerry Apodaca Education Building

300 Don Gaspar

Santa Fe, New Mexico

AND

Via Zoom Webinar

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

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1630

Albuquerque, New Mexico 87102

JOB NO.: 7866N (CC)

2

1 APPEARANCES

2 COMMISSIONERS:

3 ALAN BRAUER, Chair

4 REBEKKA BURT, Vice Chair

5 TIMOTHY BECK, Member

6 STEVEN J. CARRILLO, Member

7 SHARON CLAHCHISCHILLIAGE, Member

8 PATRICIA GIPSON, Member

9 STEWART INGHAM, Member

10 K.T. MANIS, Member

11 MICHAEL TAYLOR, Member

12

13 PED STAFF:

14 CORINA CHAVEZ Director

15 Charter School/Options for

16 Parents and Families Division

17

18 BRIGETTE RUSSELL Deputy Director

19 Charter School/Options for

20 Parents and Families Division

21

22 LUCY VALENZUELA Authorizing Practices Specialist

23 Charter School/Options for Parents

24 and Families Division

25

MISSY BROWN Technical Assistance and

Training Administrator

Charter School/Options for

Parents and Families Division

MARTICA DAVIS Authorizing Practices Administrator

SHARYN PEREA Liaison to PEC

COUNSEL TO THE PEC:

JULIA HOSFORD BARNES, ESQ.

Barnes Mediation and Law, PC

200 W. DeVargas Street, Suite 7

Santa Fe, New Mexico 87501

4

1 INDEX TO PROCEEDINGS - Continued

2 PAGE

3 14 Report from the Charter Schools Division 146

4 and Discussion

5 15 Discussion and Possible Action on the 151

6 FY 2024 PEC Budget - Continued

7 16 Report from the Chair and Discussion 152

8 17 Discussion and Possible Action to 156

9 Provide Input to Chair or Liaisons to

10 Speak on Behalf of the PEC

11 18 PEC Comments - No Discussion or 169

12 Action Taken

13 19 Discussion of New Business Topics for the 170

14 Next Agenda

15 20 Adjourn 172

16 REPORTER'S CERTIFICATE 175

17

18 ATTACHMENT:

19 1 List of Attendees

20

21

22

23

24

25

3

1 INDEX TO PROCEEDINGS

2 PAGE

3 1 Call to Order 5

4

5 2 Approval of Agenda 6

6

7 3 Open Forum 8

8

9 4 School Highlights and Spotlight - 18

10 No Discussion or Action Taken

11 5 Consent Agenda 22

12 5 (Agenda Duplication) Discussion and 23

13 Possible Action on Item(s) Removed from

14 the Consent Agenda - Waived

15 6 Introduction of New Head Administrators 23

16 7 Discussion and Possible Action on 33

17 Albuquerque Aviation Academy's Request

18 to Change the School's Mission Statement

19 8 Discussion and Possible Action on Explore 43

20 Academy-Las Cruces's Request to Add

21 Additional Square Footage at a Second School

22 Site

23 9 Discussion and Possible Action on Explore 56

24 Academy-Rio Rancho's Completion of the

25 Implementation Year Checklist and Readiness To

Commence Operations

10 Discussion and Possible Action on 73

Contracts, Including Performance Frameworks

11 Discussion and Possible Action on 100

Board of Finance Application for

Cottonwood Classical Preparatory School

12 Discussion and Possible Action Regarding 104

La Tierra Montessori School for the Arts

and Sciences

13 Discussion and Possible Action on Final 144

Amendment and Notification Forms

5

1 (Audio off.)

2 THE CHAIR: Thank you, Vice Chair.

3 COMMISSIONER BURT: Secretary Armijo is

4 not present.

5 Commissioner Beck.

6 COMMISSIONER BECK: Here.

7 COMMISSIONER BURT: Chair Brauer.

8 THE CHAIR: Present.

9 COMMISSIONER BURT: Vice Chair Burt is

10 here.

11 Commissioner Carrillo.

12 COMMISSIONER CARRILLO: Present.

13 COMMISSIONER BURT: Commissioner

14 Clahchischilliage.

15 COMMISSIONER CLAHCHISCHILLIAGE: Here.

16 COMMISSIONER BURT: Commissioner Gipson.

17 COMMISSIONER GIPSON: Here.

18 COMMISSIONER BURT: Commissioner Ingham.

19 COMMISSIONER INGHAM: Here.

20 COMMISSIONER BURT: Commissioner Manis.

21 COMMISSIONER MANIS: Here.

22 COMMISSIONER BURT: And Commissioner

23 Taylor.

24 COMMISSIONER TAYLOR: Here.

25 COMMISSIONER BURT: We have a quorum of

6

1 nine.

2 THE CHAIR: Thank you, Vice Chair. Now

3 it's time for the Pledge of Allegiance.

4 Commissioner Clahchischilliage, will you lead us in

5 that?

6 And then, Commissioner Carrillo, you can

7 just lead us in the Salute as well.

8 (Pledge of Allegiance and Salute to the New

9 Mexico Flag conducted.)

10 THE CHAIR: All right. Item No. 2,

11 Approval of the Agenda.

12 COMMISSIONER BURT: Move to approve the

13 agenda.

14 COMMISSIONER GIPSON: Second.

15 THE CHAIR: Missy?

16 (Call to Order off-audio addressed.)

17 THE CHAIR: Cindy, we called to order at

18 9:03. We also did the roll call. We have nine

19 Commissioners here, one that is not present. And

20 that is Commissioner Armijo. And we just finished

21 up the Pledge and the Salute.

22 THE REPORTER: Thank you. I did hear the

23 roll being taken. I just did not hear the Call to

24 Order. Thank you.

25 THE CHAIR: We have a second for the

7

1 approval of the agenda.

2 Any discussion?

3 (No response.)

4 THE CHAIR: All right. Let's go ahead and

5 move into a vote.

6 COMMISSIONER BURT: Commissioner Taylor.

7 COMMISSIONER TAYLOR: Yes.

8 COMMISSIONER BURT: Commissioner Manis.

9 COMMISSIONER MANIS: Yes.

10 COMMISSIONER BURT: Commissioner Ingham.

11 COMMISSIONER INGHAM: Yes.

12 COMMISSIONER BURT: Commissioner

13 Clahchischilliage.

14 COMMISSIONER CLAHCHISCHILLIAGE: Yes.

15 COMMISSIONER BURT: Commissioner Carrillo.

16 COMMISSIONER CARRILLO: Yes.

17 COMMISSIONER BURT: Commissioner Gipson.

18 COMMISSIONER GIPSON: Yes.

19 COMMISSIONER BURT: Commissioner -- Vice

20 Chair Burt, yes. Chair Brauer.

21 THE CHAIR: Yes.

22 COMMISSIONER BURT: And Commissioner Beck.

23 COMMISSIONER BECK: Yes.

24 COMMISSIONER BURT: That passes,

25 nine-zero.

8

1 THE CHAIR: All right. We're going to

2 move into Open Forum. I believe we have three

3 individuals who are interested in speaking today.

4 We'll provide three minutes each for them today.

5 Missy, is it still three?

6 MS. MELISSA BROWN: That is correct. It's

7 three. And our first speaker is Ginger Juarez.

8 Please state your name and spell your last name for

9 the court reporter.

10 FROM THE PUBLIC: (Distorted audio.)

11 MS. MELISSA BROWN: We can barely hear

12 you, Ms. Juarez. Can you get closer to your

13 microphone?

14 FROM THE PUBLIC: Hello.

15 THE CHAIR: Ms. Juarez, we can barely hear

16 you. If you could get closer or take yourself off

17 of speaker, that would be great.

18 FROM THE PUBLIC: Sure.

19 THE CHAIR: You know, Missy, we'll go to

20 the next person. Ms. Juarez, if you can figure out

21 how to make your sound higher, we'll come back to

22 you in a few minutes. But we can't hear anything

23 from you right now.

24 MS. MELISSA BROWN: Our next speaker is

25 Forrest Verde Dudek. Please spell your name for the

9

1 court reporter.

2 FROM THE PUBLIC: Yes. Good morning. Can

3 you hear me?

4 THE CHAIR: Yes.

5 FROM THE PUBLIC: Yes. My name is Forrest

6 Verde Dudek. That's F-o-r-r-e-s-t V-e-r-d-e

7 D-u-d-e-k.

8 Good morning, Commissioners. Thank you

9 again. I know this has been quite the travesty, and

10 I've been at several of these meetings speaking as a

11 parent and as a former parent at La Tierra

12 Montessori.

13 Last Friday, President Isaac Casados of

14 La Tierra's governing council finally resigned as

15 president. And I'm disappointed, not only that it

16 finally has happened after we -- we demanded it; we

17 requested it. We had a petition for his

18 resignation. And the governing council, all the

19 members of the governing council, ignored that

20 petition with all of our parent signatures. And now

21 at the very last moment of the school's closure,

22 President Casados has chosen to resign as president.

23 I'm also disappointed in the other

24 governing council members' response during last

25 week's meeting. They were actually apologizing on

<p style="text-align: right;">10</p> <p>1 the community's behalf that Mr. Casados faced any 2 kind of criticism for his leadership. And that was 3 really disappointing to hear them apologize to him. 4 But not once has the governing council 5 apologized for what our community is going to lose 6 with the closure of this school. And not once have 7 they shown any accountability in their lack of 8 leadership during this process. 9 It appears that this governing council has 10 their head buried in the sand, and they're living in 11 an alternate reality, because they were laughing and 12 giggling during last week's meeting. 13 And this is a huge loss for our community, 14 and they're choosing to go forward with the appeal 15 that seems like it's -- there's no chance. They 16 continue to move forward in a direction with no real 17 progress. It's just -- it's saddening, and it's 18 sickening. 19 And even though there is a new governing 20 council president, Isaac Casados still sits on the 21 governing council. They all appear to agree with 22 his leadership. Some of them called him a great 23 mentor. 24 So I have no faith in the current 25 leadership as it stands at La Tierra Montessori. So</p>	<p style="text-align: right;">12</p> <p>1 right now. 2 We -- my main question is why are you guys 3 not looking into where all of the school's money has 4 gone? They don't have the money to do everything 5 you guys want them to do. It's \$90,000 they don't 6 have, but they're still going to push forward with 7 trying to keep the school open. But they've never 8 once been able to prove that they can fund it. 9 They've had issues with funding for the 10 entire year, but no one's once asked them where all 11 that money has gone. 12 That's my question to you guys today. Are 13 you looking into how this school has been run 14 financially? They are being sued left and right, 15 and they have threatened to sue almost every one of 16 us who has spoken out against them. 17 Have they been looked at for all of that? 18 Are they being legal in the way they're running the 19 GC in the first place, and is that why our school is 20 being closed? Because they are not. 21 I would appeal to your better interest, 22 the interest of all of the council members on all of 23 the GCs, to make sure that charter schools are 24 running their money correctly. And this one is 25 obviously not.</p>
<p style="text-align: right;">11</p> <p>1 thank you for your time. I really do appreciate it. 2 THE CHAIR: Great. Thank you, Mr. Dudek. 3 FROM THE PUBLIC: (Ms. Ginger Juarez) Are 4 you able to hear me now? 5 MS. MELISSA BROWN: We can. Thank you so 6 much. 7 FROM THE PUBLIC: Do I need to spell my 8 name? 9 THE CHAIR: Yes, please. 10 FROM THE PUBLIC: Ginger Juarez, spelled 11 like the spice and the town. G-i-n-g-e-r 12 J-u-a-r-e-z. 13 I am also a parent at La Tierra. And 14 while we would love to have our daughter go next 15 year, we wouldn't be able to because we've been 16 removed from all of their e-mails. I get all of the 17 text messages and everything, but I no longer 18 receive anything else. 19 I feel like -- I feel like the school has 20 done everything possible to make sure that any 21 parent that had a problem or wanted things to be 22 better or could have, in any way, helped have been 23 completely locked out of that ability. 24 I absolutely second everything Forrest 25 just said. He said it better than I could even</p>	<p style="text-align: right;">13</p> <p>1 We would love to continue this school. It 2 is the best thing for all of these kids. And it is 3 heartbreaking to watch them realize that they're not 4 going to see each other next year; they're not going 5 to see their building again next year, because these 6 adults can't get their stuff together and actually 7 do something. They've had a year, and all they can 8 do is blame everybody else for what they haven't 9 been able to get done this year. 10 The whole entire council is rotten to the 11 core. They have had over a year, some of them, have 12 known exactly what the problems were when they came 13 onto the council, and they still didn't fix them, 14 and then they want to sit there and blame other 15 people. 16 You've been there for a year; it is your 17 problem. The minute you signed on, you signed onto 18 these problems. They are not someone else's. 19 We are not bad parents for questioning the 20 council. And that is what they have told us the 21 entire time, that we are bad parents for even 22 questioning them. That is beyond the -- that is 23 beyond the pale for them to even think they can tell 24 us that. 25 Thank you for my time.</p>

14	<p>1 THE CHAIR: Thank you, Ms. Juarez. Missy, 2 do we have one more person? 3 MS. MELISSA BROWN: We do. We have Mateo 4 Peixinho. Just have to give him permission to 5 speak. 6 FROM THE PUBLIC: Yes. Hi. Good morning. 7 I am -- like the other two parents, I'm really sad 8 at having to bother you all again. I wanted to 9 say -- 10 MS. MELISSA BROWN: Please spell your name 11 for the court reporter. 12 FROM THE PUBLIC: Oh. I'm very sorry. 13 Yes. Mateo, M-a-t-e-o. Peixinho; it's 14 P-e-i-x-i-n-h-o. Thank you again. 15 Commissioners, I try not to get too 16 emotional. A lot of parents reached out to me this 17 morning saying that they're not going to come to the 18 meeting because what good does it do, nothing seems 19 to have changed. 20 And, you know, that's often the issue 21 with, you know, trying to effect change in our 22 lives, in our communities. 23 But I just -- my eighth-grader last year 24 at La Tierra was just destroyed by the principal, 25 the head learner, and this governing council. When</p>	16	<p>1 you with is on the governing council meeting where 2 they decided to appeal, they had pros and cons. And 3 that's a document that I would also like to draw 4 your attention to, the -- on the "con" side of it, 5 it says, "The Corrective Action Plan would cost 6 \$90,000. We don't have those funds." 7 The next bullet: "Tenured employers would 8 be rehired." 9 They don't want any former teachers there, 10 apparently. 11 "The lease with Tsay Corporation is no 12 longer valid after June 3rd." 13 So they would have to negotiate a new 14 lease. 15 "The school would see a change in board 16 additions and departures." 17 They don't want new board members; they 18 don't want our help. 19 And the last one is, "Our ongoing fight 20 with the PEC would continue." 21 Now, I've been at these meetings. I'm a 22 general contractor, and I work for a lot of 23 entities, tribal and others. I would not have taken 24 your demands and recommendations as a fight. I 25 would have taken them as a mandate to get my act</p>
15	<p>1 they started the year, they had -- were raising 2 money for a Model UN trip, which was a big part of 3 the Montessori education, where they get to go on a 4 major life-building trip at their last -- as they 5 transition into high school. 6 And this governing council took that from 7 them and -- just directly. And they're -- he, at 8 the last months of school, refused to go to school 9 because he was being bullied by this principal. 10 So we enrolled him in homeschool, and he 11 has been volunteering at the homeless shelter, and 12 he's working up now at a circus camp teaching. 13 So he'll be okay. But there's a lot of 14 kids in this valley that don't have the support that 15 my son has. 16 And so I would encourage you to go to the 17 Rio Grande Sun and just read the paper, the articles 18 and the statements that some of the kids have made. 19 It's really sad that our community has struggled so 20 hard as it is. And then to have a governing council 21 of a small charter school just ignore our pleas to 22 allow us to help and -- not mine. You know, there's 23 educators, there's parents that really wanted to 24 help. 25 And then the last thing that I'll leave</p>	17	<p>1 together. 2 So none of these board members should be 3 allowed to be on a school board unless there's 4 strict oversight. 5 So, anyway, I'll leave you with that. I 6 hope you can see that document. The pros are three; 7 the cons are six. I don't know why this governing 8 council is going to waste our taxpayer money. 9 And I've got one final thing, is there's 10 probably \$20,000 worth of Montessori furniture and 11 equipment at the school. We, as parents -- I mean, 12 I don't know what to do. I'm going to 13 Senator Jaramillo and to the Secretary of Education 14 to make sure that those Montessori furnitures and 15 equipment don't get dispersed to a lot of nonprofits 16 that don't know what to do. 17 I leave you with that. I'm so sorry we're 18 in this position. I really applaud your patience 19 and your attempts to help us. Thank you. 20 THE CHAIR: Thank you, sir. 21 Missy, anyone else? 22 (No audible response.) 23 THE CHAIR: Great. Thank you all for your 24 comments. 25 Commissioner Carrillo?</p>

18	<p>1 We can't really respond to anybody; but --</p> <p>2 COMMISSIONER CARRILLO: Yeah, I know the</p> <p>3 rules. I'm not responding to anybody.</p> <p>4 But I am just going to thank all those</p> <p>5 parents who were very involved over this last year</p> <p>6 for their vigilance and dedication to their school</p> <p>7 and their kids. And it's very admirable. And --</p> <p>8 however, I can't comment on anything that was said.</p> <p>9 I just admire your vigilance.</p> <p>10 THE CHAIR: Thank you, Commissioner.</p> <p>11 All right. Item No. 4, School Highlights</p> <p>12 and Spotlight. And this is a moment where we're not</p> <p>13 going to have any discussion or take any action</p> <p>14 during this time. So this is a new -- this is a</p> <p>15 newish part of our monthly meetings. This has been,</p> <p>16 in the past, part of the CSD Director's report. But</p> <p>17 we thought it would be even better to put it closer</p> <p>18 to the beginning of our time together to engage with</p> <p>19 some of our schools.</p> <p>20 Director Chavez or Dr. Russell, do you</p> <p>21 want to take it from there in terms of the school</p> <p>22 highlights and spotlight?</p> <p>23 DIRECTOR CORINA CHAVEZ: Good morning,</p> <p>24 Commissioners. So I think I would like to just</p> <p>25 highlight all of the charter schools who have been</p>	20	<p>1 Thank you.</p> <p>2 COMMISSIONER CARRILLO: I lost my train of</p> <p>3 thought.</p> <p>4 There's nothing specific right this</p> <p>5 minute, because so many of the schools had their,</p> <p>6 like, special events and different things earlier in</p> <p>7 May.</p> <p>8 But just having attended a number of</p> <p>9 graduations, the number of kids that are the first</p> <p>10 in their families to graduate high school and go on</p> <p>11 to college is astounding. It's something we need to</p> <p>12 celebrate.</p> <p>13 I don't know how we, as a Commission, or</p> <p>14 the CSD in the way that sometimes districts do, can</p> <p>15 highlight, either with press releases or something</p> <p>16 else, our incredible successes and the colleges that</p> <p>17 these kids are going to. I mean, it's -- it's</p> <p>18 astounding.</p> <p>19 And we don't, as charters, a lot of our</p> <p>20 kids get enough credit for their success -- their</p> <p>21 educational successes.</p> <p>22 So it's been a great year, was able to go</p> <p>23 up to Vista Grande. You know, that's a school that</p> <p>24 just joined us. And many of those kids, first to</p> <p>25 graduate high school. And it was just -- you know,</p>
19	<p>1 closing out the school year with the graduations,</p> <p>2 the celebrations, the end-of-year events.</p> <p>3 I had the great fortune of being invited</p> <p>4 to an event that Albuquerque School of Excellence</p> <p>5 held, which was a poetry and literacy festival. And</p> <p>6 I was so impressed with the students who would get</p> <p>7 up before the audience and recite poems and excerpts</p> <p>8 from literature without a teleprompter.</p> <p>9 And I know that that event took a lot of</p> <p>10 time and effort on the part of the teacher. So --</p> <p>11 and that is just one example of teachers who are</p> <p>12 working really hard with their students to make sure</p> <p>13 that their end of the year ends well and that</p> <p>14 students are celebrated.</p> <p>15 Thank you.</p> <p>16 THE CHAIR: Thank you. All right. Let's</p> <p>17 move on.</p> <p>18 COMMISSIONER CARRILLO: Not moving on. I</p> <p>19 have something.</p> <p>20 THE CHAIR: All right. Okay.</p> <p>21 COMMISSIONER CARRILLO: So there was</p> <p>22 nothing specific --</p> <p>23 THE CHAIR: You know what, Commissioner?</p> <p>24 Next time say, like, "Chair, I have something."</p> <p>25 That would be more appropriate for decorum.</p>	21	<p>1 the graduating class was only, like, 13 kids.</p> <p>2 But it was just great to be up there, and</p> <p>3 they asked me to speak, which I -- I'm a politician.</p> <p>4 We always want to speak; right?</p> <p>5 But it was quick, down and dirty, but it</p> <p>6 was really just joyful. That's the thing. The more</p> <p>7 we can all be in schools -- I got to tell you, the</p> <p>8 more you can get in a school, the more joy becomes</p> <p>9 attached to this tradition. Thanks.</p> <p>10 THE CHAIR: Other Commissioners?</p> <p>11 Dr. Russell?</p> <p>12 DR. BRIGITTE RUSSELL: Thank you, Chair</p> <p>13 Brauer. Just wanted to acknowledge that two</p> <p>14 New Mexico students were named 2023 U.S.</p> <p>15 Presidential Scholars. And one of those two was</p> <p>16 from a -- a State charter school: Emma Elizabeth</p> <p>17 Clayton from the ASK Academy.</p> <p>18 So State charters make up 6 percent of</p> <p>19 New Mexico public schools; but State charter</p> <p>20 students make up 50 percent of U.S. Presidential</p> <p>21 Scholars. I kind of like those odds.</p> <p>22 The National Merit Scholars were also</p> <p>23 announced. And two students from State charter</p> <p>24 schools were National Merit Scholars: Chau M. Ta</p> <p>25 from Albuquerque Institute for Math and Science, and</p>

22	<p>1 Isaac N. Yang from Albuquerque Institute of Math and 2 Science.</p> <p>3 So congratulations to those students and 4 to those excellent charter schools.</p> <p>5 THE CHAIR: Wonderful. Thank you so much, 6 Dr. Russell.</p> <p>7 Any others? 8 (No response.)</p> <p>9 THE CHAIR: All right. Let's move on to 10 our next item, our Consent Agenda.</p> <p>11 COMMISSIONER BURT: Move to approve the 12 Consent Agenda.</p> <p>13 THE CHAIR: Do we have a second? 14 COMMISSIONER CARRILLO: Second.</p> <p>15 THE CHAIR: Okay. Let's move in to any 16 discussion. 17 (No response.)</p> <p>18 THE CHAIR: Seeing none, Vice Chair, do 19 you mind taking roll call, please?</p> <p>20 COMMISSIONER BURT: Commissioner 21 Clahchischilliage.</p> <p>22 COMMISSIONER CLAHCHISCHILLIAGE: 23 (Inaudible.)</p> <p>24 COMMISSIONER BURT: Commissioner Carrillo. 25 COMMISSIONER CARRILLO: Yes.</p>	24	<p>1 DIRECTOR CORINA CHAVEZ: Absolutely. So 2 we have two head administrators, one who's here in 3 person, the new head administrator from Turquoise 4 Trail.</p> <p>5 Stephanie, do you pronounce your last name 6 Benning [ph]? Banning [ph]? 7 All right. Welcome.</p> <p>8 THE CHAIR: If you could go ahead and push 9 the green button. And move that a little bit closer 10 to you.</p> <p>11 MS. STEPHANIE BEHNING: Closer? Can 12 everybody hear me okay? 13 All right. Thank you.</p> <p>14 Chairman Brauer, Commissioners, I am 15 honored to be here today. I am very excited about 16 my new role as head administrator at Turquoise Trail 17 Charter School.</p> <p>18 I have been the principal at Turquoise 19 Trail for the last two years, which has been an 20 amazing experience.</p> <p>21 Prior to that, I worked internationally 22 for five years. So it was -- and then prior to 23 that, I worked in a charter district in Arizona.</p> <p>24 So I have quite a few years' experience in 25 charter schools. I believe I'm going on my ninth</p>
23	<p>1 COMMISSIONER BURT: Commissioner Gipson. 2 COMMISSIONER GIPSON: Yes. 3 COMMISSIONER BURT: Vice Chair Burt, yes. 4 Commissioner Ingham. 5 COMMISSIONER INGHAM: Yes. 6 COMMISSIONER BURT: Chair Brauer. 7 THE CHAIR: Yes. 8 COMMISSIONER BURT: Commissioner Manis. 9 COMMISSIONER MANIS: Yes. 10 COMMISSIONER BURT: Commissioner Beck. 11 COMMISSIONER BECK: Yes. 12 COMMISSIONER BURT: And Commissioner 13 Taylor. 14 COMMISSIONER TAYLOR: Yes. 15 COMMISSIONER BURT: That passes, 16 nine-zero. 17 THE CHAIR: Great. Thank you. 18 Item No. 5, since we didn't pull anything 19 off the Consent Agenda, we're going to pass on that 20 and move to Item No. 6, which is Introduction of New 21 Head Administrators. 22 And if we have some new head 23 administrators or teams, feel free to come up to the 24 table, and then, Director Chavez, feel free to begin 25 your comments on this as well.</p>	25	<p>1 year this year and about my twentieth year in 2 education. 3 I was an art teacher before and then 4 started writing curriculum, and then really dove 5 into leadership, and really found that I love 6 leadership. 7 And Turquoise Trail has been a school that 8 I actually discovered looking -- looking at schools 9 for my own daughters. And their focus on the arts 10 in the past was really attractive to me, and so 11 that's why I pursued a position there as well. 12 We're very, very excited this next school 13 year that we're bringing back our bilingual program 14 as well as our -- really deepening our arts 15 integration program in all subjects, pre-K through 16 eighth, to help support and sustain students' 17 creativity. 18 So -- 19 THE CHAIR: Thank you so much. Welcome to 20 your team. 21 MS. STEPHANIE BEHNING: Yeah. Thank you. 22 COMMISSIONER CARRILLO: It was very nice 23 meeting you earlier, even though we had met, I 24 guess, a couple of times when I was at the school. 25 So it was so fun working with Chris. And</p>

<p style="text-align: right;">26</p> <p>1 I imagine it'll be the same. And I was so happy to 2 hear about your commitment to arts integration in 3 every subject. Because it's no secret that I think 4 that that is key to engaging our kids, where they 5 are and where they feel creatively inspired. 6 And it's amazing how you can just 7 integrate art into everything, absolutely 8 everything, and even math into everything. There 9 just has to be the desire from admin and staff to do 10 so. 11 So Turquoise Trail has a special place in 12 my heart, even when I was on the SFPS supporting the 13 school and making sure they had what they needed. 14 So very pleased to hear of your position and looking 15 forward to working with you. 16 MS. STEPHANIE BEHNING: Thank you. 17 THE CHAIR: Vice Chair? 18 COMMISSIONER BURT: Thanks. 19 Congratulations. I'm sure it was a much 20 welcome application that your governing board, to 21 help out with, like, keeping the continuity and not 22 allowing admin turnover to have any kind of 23 disruption, which is always exciting for schools. 24 I love that you were an art teacher 25 because who better to lead a school that's -- you</p>	<p style="text-align: right;">28</p> <p>1 have a lot of conversations with students ensuring 2 that it's truly collaborative, and our parents are 3 very supportive. So we'll be starting elementary 4 school sports this year as well. So that's 5 exciting. 6 COMMISSIONER CARRILLO: That's very cool. 7 Is cheer going to be part of that? 8 MR. WAYNE SHEPHERD: I'm sure it is, 9 because we have a strong desire for cheer at our 10 school. 11 COMMISSIONER CARRILLO: Cheer is great. 12 And if they go on to Santa Fe High, there's a great 13 tradition of cheer there. What I would say for the 14 kids when they're starting cheer: Tumblers. Get 15 started in tumbling early, and you will be a cheer 16 star. 17 All right. Thanks. 18 MS. STEPHANIE BEHNING: Thank you. 19 THE CHAIR: Commissioners, anyone else? 20 (No response.) 21 THE CHAIR: All right. Thank you so much 22 for coming in and joining us today, and 23 congratulations. 24 MS. STEPHANIE BEHNING: Thank you. 25 DIRECTOR CORINA CHAVEZ: Chair Brauer,</p>
<p style="text-align: right;">27</p> <p>1 know, has such arts integration, I mean, full 2 confidence that that's actually going to happen; 3 right? I mean, nobody is going to be -- I mean, I 4 think there is certain types of teachers who have 5 little kind of cults; right? 6 Art teachers are 100 percent one of those. 7 Science teachers, too. They're kind of like that. 8 But art teachers, 100 percent. So that's really 9 exciting. 10 And congratulations. Really excited that 11 you are at the helm and leading the school moving 12 forward. 13 MS. STEPHANIE BEHNING: Thank you. 14 COMMISSIONER CARRILLO: As you know, Chris 15 was heavy into sports. And he would always -- yeah. 16 He would always tell me how your eighth-graders 17 could just whoop any Santa Fe team. I mean, even 18 varsity volleyball. He said, just, "We'll do it." 19 I hope you keep up the enthusiasm around 20 sports, because that was so fun. And you guys do 21 really well, too; so... 22 MS. STEPHANIE BEHNING: Yeah, we actually 23 are. We will be starting our elementary school 24 sports program, because that's something that's been 25 lacking and really desired by our students. So I</p>	<p style="text-align: right;">29</p> <p>1 Commissioners, the other new head administrator that 2 was recently notified to us was from Southwest 3 Secondary Learning Center. Lisa Mora is online. 4 Hi, Lisa. Welcome. 5 MS. LISA MORA: Good morning. Thank you. 6 Thank you, Chairman Brauer and Commissioners. I am 7 very excited to be joining today and to be taking 8 over in my new role as director of Southwest 9 Secondary Learning Center. 10 This will be my sixteenth year in 11 education and my tenth in the charter school world. 12 I have a long history with Southwest 13 Secondary, as all three of my own sons graduated 14 from Southwest Secondary. So I'm a proud parent. 15 And that's what led me to teach in the sister 16 school, Southwest Preparatory. 17 So I've been teaching here -- I taught for 18 six years. And then I've spent three years as the 19 assistant principal for Southwest Secondary. And 20 our head administrator has just retired, and I was 21 fortunate and very excited to be working with our 22 governing council to keep leading the school 23 forward. 24 We've got a lot of neat things that we're 25 doing here.</p>

30	<p>1 This year our graduating seniors earned 2 more than 250 dual credit college hours. And so 3 we're really proud of their success there.</p> <p>4 Our STEM team has been recognized and won 5 the Governor's STEM Challenge three out of the last 6 four years. And we've added some new really 7 exciting programs to our SmartLab to continue that 8 college and career readiness.</p> <p>9 I'll tell you very briefly, we added a 10 certification program this year that has allowed our 11 students to earn industry-recognized credentials 12 that can go right on their resume in Microsoft 13 products, in MakerBot and AutoCAD for 3-D printing. 14 And two of our students were recognized for 15 receiving the top scores in the state in Microsoft 16 testing and were invited to a national competition.</p> <p>17 So there are great things on the horizon 18 for Southwest Secondary, and I'm really excited to 19 be a part of it, and I look forward to seeing you 20 all back in December, since Southwest Secondary is 21 up for renewal next year.</p> <p>22 THE CHAIR: Thank you. Vice Chair Burt 23 and then Commissioner Beck.</p> <p>24 COMMISSIONER BURT: Two for two schools in 25 having great succession plans. Like, that's so</p>	32	<p>1 But I was amazed at the innovation and the 2 learning that was going on in that room -- what's 3 the name of the room again?</p> <p>4 MS. LISA MORA: The SmartLab.</p> <p>5 COMMISSIONER BECK: SmartLab. Thank you. 6 The SmartLab was incredible. I think they have -- 7 how many 3-D printers do you have?</p> <p>8 MS. LISA MORA: You know, I think there's 9 seven.</p> <p>10 COMMISSIONER BECK: Yeah. These kids were 11 just going at it. They were doing amazing work 12 without a teacher right over them. It was -- it was 13 really impressive to see. So congratulations. 14 You're going to do a fine job. Congratulations.</p> <p>15 MS. LISA MORA: Thank you, Commissioner 16 Beck.</p> <p>17 THE CHAIR: Thank you. 18 Any other Commissioners? 19 Commissioner Carrillo.</p> <p>20 COMMISSIONER CARRILLO: Just looking at -- 21 hi. Thank you -- I was going to say thank you very 22 much for coming, but she's on Zoom. Thank you very 23 much for being with us.</p> <p>24 No. I was just looking at the numbers and 25 everything here. Obviously, the school is doing a</p>
31	<p>1 exciting and thrilling. So congratulations for you 2 taking that role as well.</p> <p>3 I would love to come visit your school 4 sometime. I know the work there is just incredible.</p> <p>5 And that's a lot of college credits. 6 Like, that's a massive amount. So great work from 7 your staff to support kids doing that, because it 8 takes an enormous amount of effort to get that many 9 credits for high school students.</p> <p>10 So very -- like, that's really exciting 11 that you are so entrenched. And in the same way 12 that an art teacher leading an art program, a 13 parent? No one loves a school more than a parent 14 themselves. So congratulations on your role and 15 excited for your school.</p> <p>16 MS. LISA MORA: Thank you very much. 17 All Commissioners are welcome any time. 18 I'd love to give you a tour and show you around. 19 But it would be more fun if you wait until August 20 when the kids are back in the building.</p> <p>21 THE CHAIR: Thank you. 22 Commissioner Beck.</p> <p>23 COMMISSIONER BECK: My voice hasn't gotten 24 any better since I saw you a month and a half ago. 25 It's actually gotten a little worse.</p>	33	<p>1 very good job. And I'm just happy to have someone 2 that's so committed. And the fact that you had your 3 three sons at the school and going through the 4 program speaks volumes.</p> <p>5 So thank you very much for your dedication 6 to your school and to kids.</p> <p>7 MS. LISA MORA: Thank you, Commissioner 8 Carrillo.</p> <p>9 THE CHAIR: Anyone else? (No response.)</p> <p>10 THE CHAIR: Great. Thank you so much for 11 joining us today.</p> <p>12 MS. LISA MORA: Yes, sir.</p> <p>13 THE CHAIR: Was that the last one? 14 Great. 15 All right. Let's move on to Item No. 7, 16 Discussion and Possible Action on Albuquerque 17 Aviation Academy's Request to Change the School's 18 Mission Statement.</p> <p>19 Missy, do we have anyone on Zoom? Or is 20 there anyone -- I don't think there's anyone here in 21 person -- right? -- from the school.</p> <p>22 And then, Dr. Russell, I believe you're 23 taking this on. 24 I -- I don't believe that there was a</p>

<p style="text-align: right;">34</p> <p>1 recommendation from CSD on this one. 2 DR. BRIGITTE RUSSELL: There is no -- 3 Chair Brauer, there is no recommendation. 4 Missy, if you can switch to my screen, 5 I've got the HDMI cable plugged in. 6 I have in our analysis the original 7 mission and the amended mission, which you can see 8 on the screen currently. 9 The proposed change is not a substantive 10 change. It does not alter the school's focus on 11 math, science, and aviation. It does add reference 12 to a hybrid learning experience. 13 The phrase, quote, "with attention to 14 high-risk students," unquote, is absent from the new 15 mission statement. Just wanted to bring that to the 16 Commission's attention. 17 CSD is not recommending against. Just, 18 CSD has no issue with the change, if Commissioners 19 don't. 20 THE CHAIR: Could you guys shut the door 21 or tell folks out there to pipe down just a little 22 bit? 23 All right. Is there -- I think there are 24 some folks from the school as well? 25 Missy, are they on the Zoom?</p>	<p style="text-align: right;">36</p> <p>1 MS. AMANDA CATANZARO: Sure. Thank you, 2 Commissioner. My name is Amanda Catanzaro. I am 3 the Director of Operations at the Albuquerque 4 Aviation Academy. 5 And, you know, we've just moved into a 6 brand new building. As you know, we just changed 7 our name. And so we wanted our mission statement to 8 really reflect that our primary focus is aviation. 9 The addition of the hybrid learning is 10 just because it needs to be clear in our mission. 11 We have always been a hybrid model since the school 12 opened. It's just now putting that into the 13 statement as well. 14 And, you know, just our expansion -- this 15 year, we've added air traffic control internships. 16 We've added AMB (verbatim) for mechanics for 17 aviation this year. 18 We are adding a ballooning component 19 and -- next year. 20 And the next one, we're hoping to get is 21 gliders. So we're really working on getting, you 22 know, the entire industry. And so we just want to 23 make sure our mission supports and really shows that 24 that's what our focus is about. 25 Thank you.</p>
<p style="text-align: right;">35</p> <p>1 Sorry. I know you're doing two things at 2 once. 3 FROM THE PUBLIC: I'm here. 4 THE CHAIR: Commissioner Beck? 5 MS. MELISSA BROWN: They are, but they 6 can't be seen while the other screen is there. 7 There we go. 8 THE CHAIR: Okay. Great. Welcome into 9 our meeting. We wanted to make sure you had a 10 chance to share any additional thoughts around 11 your -- your amendment request. 12 If you could go ahead and state your name 13 and position as well. 14 MS. BRIDGET BARRETT: My name is Bridget 15 Barrett, and I'm the head administrator. And our 16 mission statement is focusing more on the aviation 17 focus, because we see that we are set apart by that 18 distinction. And also we're very excited about what 19 we're doing in our community creating jobs and 20 opportunity for our students to become a part of the 21 aviation industry while there's a time for -- it's a 22 shortage that we have in that industry right now. 23 THE CHAIR: Great. Thank you. And the 24 other person on your team, if you wanted to share 25 anything in addition, that would be great.</p>	<p style="text-align: right;">37</p> <p>1 THE CHAIR: Thank you so much. I just 2 want to share, Commissioners, when I was the 3 director of the Charter Schools Division, I had a 4 chance to go to this school in particular. 5 And I never even saw a flight simulator 6 before. And they had two of them. And I had a 7 chance to get in there and just check it out. 8 And it was just -- kind of just an amazing 9 thing for me to do as a learner and as an educator 10 to see the opportunities that many of your students 11 have to engage in and some state-of-the-art learning 12 that's very specific to a vocation as you all are -- 13 are sharing with them. 14 Commissioners, we can move into questions 15 or discussions about the amendment request. 16 Go ahead, Commissioner -- sorry -- 17 Commissioner Beck. 18 COMMISSIONER BECK: Yes. Thank you. I 19 just have a real quick question. Why did you take 20 out the part about focusing somewhat on the 21 high-risk students? Why is that not still a part of 22 your mission statement? 23 Thank you. 24 MS. BRIDGET BARRETT: Thank you. We 25 really feel that focusing on high-risk students is</p>

38

1 something that every school does as much as
 2 possible, and that's just a part of the educational
 3 process. And so we just felt that that wasn't
 4 really saying what our mission is, what we -- what
 5 sets us apart, because that's a given in what we do
 6 every single day.
 7 Our program is for all students; not just
 8 specific students that excel, but all students.
 9 Thank you.
 10 COMMISSIONER BECK: Thank you.
 11 THE CHAIR: Great.
 12 Commissioner Ingham.
 13 COMMISSIONER INGHAM: Same question.
 14 THE CHAIR: Did your question get
 15 resolved? Okay.
 16 Other questions? Vice Chair Burt.
 17 COMMISSIONER BURT: Yeah. I -- I guess in
 18 relation to that, I wouldn't -- I get -- so -- let
 19 me start over.
 20 As we've been working through mission
 21 goals with schools, we've been looking at missions a
 22 little bit more carefully about how they can be
 23 measured. And so I automatically had, like, an
 24 understanding -- like, anytime a school puts that
 25 we're going to serve certain students or we're going

39

1 to do something to specific students, it always is
 2 mildly concerning to me, because we have an open
 3 lottery process. And so you can't guarantee who's
 4 coming to your school. And you shouldn't. It
 5 should be every student that comes to your school.
 6 But I'm also wondering if there was
 7 something -- if there was something that you all are
 8 doing that is -- you know, like, if you're doing a
 9 program or if -- if you were doing something that is
 10 special to your school that's maybe outside of
 11 the -- I don't know why I can't think -- it used to
 12 be SAT, now it's called MLSS -- like, outside of
 13 that process, was there something that was -- that
 14 the school was doing to give attention to high-risk
 15 students before that was different than other
 16 schools are doing?
 17 MS. BRIDGET BARRETT: We haven't changed
 18 anything as far as what we're doing to serve our
 19 high-risk students. That's still a very important
 20 aspect of what we do.
 21 And, in fact, we feel that this program
 22 provides even better opportunities for students that
 23 are high-risk, because it gives them the opportunity
 24 to be in the aviation industry. It's something that
 25 they can do, and we're giving them all kinds of

40

1 different ways to approach that.
 2 COMMISSIONER BURT: So, yeah. I mean, to
 3 me, it makes sense. Like, I've actually, like,
 4 understood and encouraged schools who have had
 5 things like that, and before, that it's kind of like
 6 this -- I don't know. It's just words. Like, it's
 7 kind of just words, and it's very difficult to then
 8 measure your success in it.
 9 MS. BRIDGET BARRETT: Yeah.
 10 COMMISSIONER BURT: So I guess I would
 11 support the change. And I think -- I mean, I don't
 12 know if this is also -- I feel like this is
 13 something Dr. Russell would agree with. But it's so
 14 much more succinct now. Like, I feel like it says
 15 all the things you need to say without so many
 16 words. And I appreciate that, too. Because, I
 17 mean, being competent in reading, writing -- once
 18 again, that's something that everybody needs to be
 19 all the time.
 20 So I like the focus on what makes your
 21 school -- like, the promise that you're making to
 22 your families that's unique to your school and to
 23 your students. So I appreciate the conversation
 24 about that part, because it always is, like, "Why
 25 are you taking that out? Like, what's going on?"

41

1 So -- but, yeah, I understand. I can
 2 understand the reasoning behind it. So thank you.
 3 MS. BRIDGET BARRETT: Thank you so much.
 4 THE CHAIR: Thank you, Vice Chair.
 5 Commissioner Carrillo.
 6 COMMISSIONER CARRILLO: Thank you. Thanks
 7 very much for being with us this morning. I support
 8 the change. And I agree with what Ms. Burt said
 9 about much more succinct. And my question was going
 10 to be the same thing about the phrase about "at
 11 risk." But you're right. And we do that anyway.
 12 The thing I'd like to say just as well is
 13 your school is a perfect example of why charters are
 14 so important, why charters are so innovative, and
 15 why charters meet the needs of kids and families.
 16 And I just -- and I say this all the time
 17 for the last three and a half years or so --
 18 "Districts, for God's sakes, just pay attention, you
 19 know? Learn. Learn from what's going on in the
 20 charter community. We're not enemies."
 21 Okay. We can partner together for all our
 22 kids. Thank so you much for what you're doing and
 23 what you're offering.
 24 MS. BRIDGET BARRETT: Thank you,
 25 Commissioner.

42	<p>1 THE CHAIR: Thank you. Any other 2 questions? 3 (No response.) 4 THE CHAIR: Great. Let's move into any 5 discussion? Do we need any discussion, 6 Commissioners? 7 COMMISSIONER CARRILLO: Are we going to 8 move to approve? 9 THE CHAIR: Vice Chair. 10 COMMISSIONER BURT: I move that the 11 Albuquerque Aviation Academy's request to change the 12 school's mission statement be approved and that the 13 change is reflected as an amendment to the contract. 14 COMMISSIONER CARRILLO: Second. 15 THE CHAIR: Thank you. Let's move into 16 the discussion of the motion. 17 Any discussion? 18 (No response.) 19 THE CHAIR: Seeing none, Vice Chair, let's 20 move into a roll-call vote. 21 COMMISSIONER BURT: Chair Brauer. 22 THE CHAIR: Yes. 23 COMMISSIONER BURT: Commissioner Manis. 24 COMMISSIONER MANIS: Yes. 25 COMMISSIONER CARRILLO: Commissioner</p>	44	<p>1 Brauer. 2 Explore Academy-Las Cruces seeks to divide 3 their school into two facilities, with the current 4 facility serving grades K-5, and an additional 5 facility serving grades K-12. (Verbatim.) 6 The school provided assurances they would 7 provide all documentation once the additional 8 facility had been obtained. 9 This is in support of the school's 10 amendment request to add grades 6 through 12, which 11 was approved at the March Public Education 12 Commission meeting. 13 Ms. Barnes has uploaded, this morning, the 14 documentation with the address of the lease for the 15 new facility. And CSD is in support of the 16 amendment. 17 THE CHAIR: Great. Thank you. And, 18 Commissioners, I just want to share that we did 19 receive this last -- the actual last document that 20 we just put up onto our interface last night from 21 Ms. Woerner. And so it was not something that we 22 received earlier. But we wanted to make sure that 23 we were able to share that with you all. 24 We know it's not best practice for us to 25 get documents at the latest. And so that's</p>
43	<p>1 Gipson. 2 COMMISSIONER GIPSON: Yes. 3 COMMISSIONER BURT: Commissioner Carrillo. 4 COMMISSIONER CARRILLO: Yes. 5 COMMISSIONER BURT: Commissioner Taylor. 6 COMMISSIONER TAYLOR: Yes. 7 COMMISSIONER BURT: Commissioner Beck. 8 COMMISSIONER BECK: Yes. 9 COMMISSIONER BURT: Commissioner Ingham. 10 COMMISSIONER INGHAM: Yes. 11 COMMISSIONER BURT: Commissioner 12 Clahchischilliage. 13 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 14 COMMISSIONER BURT: And Vice Chair Burt, 15 yes. That passes unanimously. 16 THE CHAIR: Thank you, Team. 17 Congratulations. Look forward to seeing you soon. 18 MS. BRIDGET BARRETT: Thank you. 19 THE CHAIR: All right. Let's move on to 20 Item No. 8, Discussion and Possible Action on 21 Explore Academy-Las Cruces' Request to Add 22 Additional Square Footage at a Second Location Site. 23 (Verbatim.) 24 Dr. Russell, I'll give you the floor. 25 DR. BRIGITTE RUSSELL: Thank you, Chair</p>	45	<p>1 something we want to continue to clarify on the 2 Commission's end for sure. 3 Ms. Woerner, the floor is yours, if you 4 have any other additional comments. And it's good 5 to see you. 6 MS. KAREN WOERNER: Same here, Chair 7 Brauer. 8 I want to defer to Karen to introduce this 9 amendment as the head administrator. But may I 10 address the issue about the facility before she does 11 so? 12 THE CHAIR: I'm sorry, Ms. Woerner. 13 MS. KAREN WOERNER: I want to defer to 14 Karen as the head administrator. But may I respond 15 about the late provision of the documents? 16 THE CHAIR: Yeah, for sure. Yeah. And I 17 want to make sure the spirit of that was not to say, 18 "Ms. Woerner did this." It was more just to make 19 sure that the Commission was not mystified by, "Why 20 didn't we see this before?" Or, "Did we see it 21 before and we missed it?" 22 So that's the spirit behind that. 23 MS. KAREN WOERNER: I completely 24 understand. I've been in that position. 25 But I do want to say that the reason that</p>

46

1 the document was so late is when we first submitted
 2 the amendment request in March to add -- and just,
 3 correction, to add grades K to 5 to our existing
 4 6 to 12, there were some grade-level things there
 5 that were a little off.
 6 But we have added grades K to 5 to our
 7 6 to 12 and increased our enrollment cap. You all
 8 increased that in March.
 9 We anticipated that we would need a second
 10 building at some point. And, lo and behold, a good
 11 opportunity came up, and we've been working on that
 12 negotiation.
 13 So when I sent in an amendment request for
 14 today, I didn't want to reveal the location, because
 15 we were in negotiations. And we didn't want anyone
 16 else to kind of step in and use that as leverage in
 17 some way. And so we didn't want to share that
 18 address publicly.
 19 So negotiations have been finalized. The
 20 board met on Wednesday night and approved it,
 21 pending your approval today.
 22 If you approve today, we will execute the
 23 lease. So the lease you've received is not executed
 24 yet, because it's pending this approval today, and
 25 that's why you didn't receive it sooner.

47

1 I apologize. I should have sent it
 2 earlier in the day yesterday. It was pretty late
 3 last night. I've been working long hours.
 4 But you do have the lease. And the
 5 address will be discussed, but it's 4201 Del Rey
 6 Boulevard. And I apologize for the late notice and
 7 hope you understand. And I'll turn it over to Karen
 8 Casedy.
 9 MS. KAREN CASEDY: Good morning, Chair
 10 Brauer and Commissioners. Thank you for letting us
 11 be here today.
 12 I'm usually attending virtually, so it's
 13 good to see you all in person for the first time. I
 14 would also like to introduce two of our board
 15 members who are attending virtually.
 16 One is Clara Raley, who is our chair. And
 17 the other is Jenifer Lichtenfels, who is a board
 18 member. So I just want to acknowledge that they are
 19 attending virtually.
 20 I also want to let you know that Karen
 21 Woerner works very closely with Explore
 22 Academy-Las Cruces in compliance. And that is her
 23 role, working with me and supporting me with the
 24 school over the past couple of years.
 25 Already, as already mentioned, that in the

48

1 previous -- in the March PEC meeting, we were
 2 approved at grades K through 5. We also had the
 3 enrollment cap increased as well.
 4 And although we can function right now in
 5 our current facility at 850 North Telshore for the
 6 next -- for the next year or two, we have been
 7 experiencing -- and what we've seen with our
 8 enrollment this year -- is just exponential growth.
 9 And with that, we do need a second facility.
 10 This facility at 1204 Del Rey.
 11 MS. KAREN WOERNER: 4201.
 12 MS. KAREN CASEDY: 4201. Thank you.
 13 4201 Del Rey Boulevard is approximately three miles
 14 away. So the location would not impact enrollment.
 15 In addition to that, we do have buses. That I know
 16 of, we are the only charter school that has buses.
 17 MS. KAREN WOERNER: In Las Cruces.
 18 MS. KAREN CASEDY: In Las Cruces. Yes.
 19 So we don't anticipate any impact on enrollment
 20 whatsoever.
 21 And so with that, as Ms. Woerner has said,
 22 just earlier this week, the negotiations for the
 23 lease was finalized, and the board approved this on
 24 Wednesday, June 14th. So if there are any questions
 25 that you have for us, we'd be happy to answer them.

49

1 THE CHAIR: Okay. Commissioners, we'll
 2 move into questions.
 3 Vice Chair Burt, then Commissioner Gipson.
 4 COMMISSIONER BURT: I don't have as much
 5 of a question. I'm interested in hearing -- 'cause
 6 I don't know Las Cruces well, so I don't know like
 7 location or anything to do with that.
 8 But I do know -- I remember when you did
 9 the amendment to add the grades, I was concerned
 10 about kinders and eighth-graders being together
 11 anyway. So I'm always going to be supportive of
 12 separating the kiddos.
 13 And I know you have a model of that, like,
 14 very similar in Albuquerque. And, like, there's --
 15 I know the kids ride the same buses, but they're
 16 very separate, and it's very organized.
 17 So I'm grateful that there's already a
 18 successful model of how this could look already very
 19 much happening.
 20 So, in general, I'm very happy to have --
 21 I never mind having, like, kinder and older kids
 22 being on different campuses away from each other.
 23 So, in general, I'm very supportive of it.
 24 MS. KAREN CASEDY: And I'm glad you
 25 brought that up, because that is the plan. We're

50

1 going to use our existing facility primarily as our
 2 elementary campus, our K through 5. And the new
 3 facility will be for our mid-high, 8 through 12 -- 6
 4 through 12, yes.
 5 And if you've seen that building and if
 6 you're familiar with Las Cruces, it's very suitable
 7 for a mid-high school. It even looks like a school.
 8 And the square footage will nicely accommodate our
 9 numbers.
 10 MS. KAREN WOERNER: And if I may,
 11 Commissioner Burt, and Commissioners, the -- just to
 12 remind you that the current plan for next year is
 13 just adding fifth grade. So we will have fifth
 14 through tenth next year. And this change is going
 15 to take some time to get the building ready. It
 16 certainly wouldn't be for this coming school year.
 17 And we don't anticipate adding kindergarten for a
 18 while.
 19 But to your point, it is to separate K to
 20 5. And that is why we decided to add fifth. It's
 21 not an ideal entry point. But we did decide to add
 22 fifth for that reason, primarily to keep the kids at
 23 a closer age range. Thank you.
 24 THE CHAIR: Commissioner Gipson.
 25 COMMISSIONER GIPSON: I just -- the whole

51

1 schematic that you gave us for the current facility,
 2 that's still going forward; right? All of that? I
 3 think this building was actually -- what? -- in the
 4 running originally.
 5 MS. KAREN WOERNER: It was.
 6 COMMISSIONER GIPSON: Yeah. Yeah. So,
 7 you know, it just unfortunately didn't happen. So I
 8 guess it's kismet that it comes around again.
 9 So it's actually a less trafficked street
 10 than -- than where the other facility is. I mean,
 11 it is what it is. And it's Las Cruces, so there's
 12 not a -- honestly, there's not a lot of available
 13 space in Cruces.
 14 So it's -- you know, that's the challenge
 15 with anyone that wants to open a school in most
 16 places. But Cruces doesn't have a lot of vacancies
 17 for, you know, maybe a small little business, but
 18 that's about it.
 19 So what's -- what's the plan for -- 'cause
 20 I am familiar with the building, but not as much in
 21 terms of outdoor space.
 22 MS. KAREN CASEDY: The outdoor space is --
 23 I believe it's on three acres -- eight acres. Thank
 24 you. Plenty of land for outdoor space, which is
 25 advantageous, and another reason why this location

52

1 is suitable and ideal for us. Yeah.
 2 MS. KAREN WOERNER: If I may add, too, to
 3 your point, I'm kind of glad to know that it's a --
 4 I'm not as familiar with Las Cruces. But I'm glad
 5 to know it's less busy, 'cause if we are going to
 6 have our sixth- to twelfth-graders there, there may
 7 be students who want to drive to school. The land
 8 will accommodate more parking as well as glad to
 9 hear the traffic is not as bad when we might have
 10 student drivers someday. So just wanted to add
 11 that.
 12 COMMISSIONER GIPSON: It's kind of in an
 13 area where you could get walkers, as opposed to the
 14 spot on Telshore, it's highly unlikely that people
 15 are crossing over from the Spruce area to -- at
 16 least the tiny tykes -- unless their parents don't
 17 like them, they're not letting them do that.
 18 But up where -- up in that area, the --
 19 you know, we refer to it as the area of "the
 20 planets," because the streets have a lot of planets'
 21 names.
 22 So -- but there are a lot of families up
 23 that way. So I think the potential for walkers
 24 is -- is there.
 25 THE CHAIR: Commissioner Ingham, and then

53

1 Commissioner Carrillo.
 2 COMMISSIONER INGHAM: Yes. I just -- from
 3 my facilities perspective, I know that PSFA is -- I
 4 believe it's a necessity that you have them do an
 5 audit. And I think they could be very helpful with
 6 making sure the systems that you're getting into are
 7 going to be (inaudible). So I encourage you to use
 8 that -- use that service that PSFA -- and, actually,
 9 I think it's a requirement that --
 10 MS. KAREN WOERNER: You're absolutely
 11 correct, Commissioner. We are going to make sure we
 12 get our NMCI index score from them, and we will be
 13 working closely with PSFA.
 14 THE CHAIR: Commissioner Carrillo.
 15 COMMISSIONER CARRILLO: I'm obviously
 16 going to approve. But I just -- congratulations on
 17 kind of exceeding your growth expectations. That's
 18 fantastic. And I think it speaks well to what's
 19 going to happen in the future at different schools
 20 that you have.
 21 THE CHAIR: Any other questions? Any
 22 other discussion items that we need to do as a
 23 Commission?
 24 COMMISSIONER GIPSON: I think we should
 25 put the address into the motion, should we not?

54	<p>1 MS. JULIA BARNES: I'm fine if you do 2 that. It's in the documents now; but -- 3 COMMISSIONER GIPSON: It doesn't matter. 4 If you're okay with it not being in it, I know it's 5 in the documents. 6 MS. JULIA BARNES: No, let's -- 7 COMMISSIONER GIPSON: I will do it as it 8 is. 9 MS. JULIA BARNES: For reference, go ahead 10 and reference the lease document. That's what we've 11 been doing, as "referenced in Document whatever. 12 You can say "as referenced." Either way. 13 COMMISSIONER GIPSON: I move that the 14 Explore Academy-Las Cruces' request to add a second 15 location, referenced in 8.c. on our agenda, for its 16 6-12 grade program be approved, subject to the 17 school providing E-Occupancy certification for the 18 building prior to having students in the building, 19 and subject to an assurance by the school to not 20 have more students in the school building than 21 authorized by the E-Occupancy certificate. 22 This change will be reflected as an 23 amendment to the contract. 24 COMMISSIONER BURT: Second. 25 THE CHAIR: Let's move into discussion of</p>	56	<p>1 Commissioners. We're very excited for the students 2 in Las Cruces. So thank you very much. 3 THE CHAIR: Yes. Thank you very much for 4 being here. 5 Let's move on to Item No. 9, Discussion 6 and Possible Action on Explore Academy-Rio Rancho's 7 Completion of the Implementation Year Checklist and 8 Readiness to Commence Operations. 9 Dr. Russell, the floor is yours. Or is 10 that Director Chavez? 11 DIRECTOR CORINA CHAVEZ: Commissioners, 12 Explore-Rio Rancho also has its head administrator 13 here to introduce themselves. And then we can take 14 a look at the Explore-Rio Rancho Implementation Year 15 Checklist. 16 There is a version of it uploaded. But 17 it's being edited. There's a few typos that we are 18 noting and cleaning up. So that will be made soon 19 and uploaded to the record. 20 As you all see, the Implementation Year 21 Checklist is rather extensive in terms of the 22 requirements that schools must put into place 23 policies and take action steps that make them ready 24 to open up their doors. 25 But we can answer any questions in a bit.</p>
55	<p>1 the motion. 2 (No response.) 3 THE CHAIR: Seeing none, let's go ahead 4 and take a roll-call vote, Vice Chair. 5 COMMISSIONER BURT: Commissioner Ingham. 6 COMMISSIONER INGHAM: Yes. 7 COMMISSIONER BURT: Commissioner Carrillo. 8 COMMISSIONER CARRILLO: Yes. 9 COMMISSIONER BURT: Commissioner 10 Clahchischilliage. 11 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 12 COMMISSIONER BURT: Commissioner Beck. 13 COMMISSIONER BECK: Yes. 14 COMMISSIONER BURT: Commissioner Taylor. 15 COMMISSIONER TAYLOR: Yes. 16 COMMISSIONER BURT: Commissioner Manis. 17 COMMISSIONER MANIS: Yes. 18 COMMISSIONER BURT: Commissioner Gipson. 19 COMMISSIONER GIPSON: Yes. 20 COMMISSIONER BURT: Commissioner -- or 21 Chair Brauer. 22 THE CHAIR: Yes. 23 COMMISSIONER BURT: And Vice Chair Burt, 24 yes. So that passes unanimously. 25 MS. KAREN WOERNER: Thank you,</p>	57	<p>1 Missy Brown took lead with the team in 2 terms of working very closely with this school and 3 ensuring that they had completed all of the items. 4 And, of course, because Ms. Woerner is on the 5 Explore side, I'm sure she's making sure that things 6 look good as well. 7 But let's turn it over to the Explore team 8 and have them introduce themselves. 9 FROM THE FLOOR: Thank you, Chair Brauer, 10 Vice Chair Burt, Commissioners, and Director Chavez. 11 My name is Chris Kenworthy. You guys actually 12 approved me in your consent agenda as one of the new 13 board members. I filled a parent board member 14 position. 15 So this is my first month on the board, 16 but glad to be here, and I appreciate your time and 17 your consideration of the commencement of operations 18 for Explore-Rio. I have a sixth-grader. My 19 daughter is going to be going to Explore. This will 20 be her first year there. 21 I know she's very excited about it, maybe 22 more excited than I am, just because of the work 23 that I'll be doing on the back end. 24 So I know we're excited as a school to 25 bring more options to Rio Rancho, to Bernalillo, and</p>

<p style="text-align: right;">58</p> <p>1 our tribal communities in the area. It's exciting 2 to have more choices in that area.</p> <p>3 I think we've got a couple of our board 4 members joining via Zoom today as well. I think we 5 have Cathy Gaarden and Veronica Sanders joining us. 6 And like they said earlier, I'd like to introduce 7 Jackie Bogue, our new head administrator. I'm sure 8 she can answer some questions as well as Karen or I.</p> <p>9 MS. JACLYN BOGUE: Thank you. Good 10 morning. Yes, I am on, Chair and Commissioners. So 11 I'm Jackie Bogue. I have just wrapped up my 18th 12 year with APS. I've been at the same school for all 13 18 years, which is kind of unheard of.</p> <p>14 I started as first grade, second grade, 15 instructional coach, assistant principal, and 16 principal. So eight years as admin and ten years in 17 the other roles.</p> <p>18 I really did enjoy working with APS for a 19 majority of -- all of my career. This opportunity 20 came up in November. And I'm at a point in my 21 career where my children are no longer needing me as 22 much. My daughter just graduated from Rio Rancho 23 and is heading off to NAU for fall. So we're super 24 excited with that.</p> <p>25 So my home commitment is not nearly as</p>	<p style="text-align: right;">60</p> <p>1 based on what we were looking for enrollment. 2 So, again, those of us who know the ropes 3 and the ins and outs of enrollment, your big numbers 4 come in right at the end of July into August. And 5 knowing we're about 60 percent is very optimistic. 6 And, like I said, front-loading and a lot 7 of training has already taken place for our K-1-2 8 and our sixth-grade teachers within the past three 9 weeks.</p> <p>10 So we're ready. We're excited. I am 11 super pumped that I was able to bring over about a 12 third of my sitting staff from APS over to the 13 charter school.</p> <p>14 We are all a little nervous, but 15 optimistically nervous, because none of us have done 16 the charter school. But we are ready for something 17 new and invigorating to motivate us.</p> <p>18 I'm sure many of you guys have heard, 19 after COVID a lot of our educators have had a bit of 20 a go of it. It's been difficult. So they are very 21 eager to get into something a little bit more 22 hands-on, where they do have opportunity for -- to 23 something different. And I do believe Explore will 24 offer that to not only our teachers, but to the 25 community and to our students. So thank you.</p>
<p style="text-align: right;">59</p> <p>1 great. So taking on something as opening a new 2 charter, taking this new endeavor is something I 3 feel I am ready for personally and professionally in 4 my career.</p> <p>5 And so -- and to get back to Rio Rancho. 6 I've lived in Rio Rancho. I graduated from 7 Rio Rancho. And I do agree that we need to offer 8 something to our students that's a little bit 9 different, a little bit more engaging.</p> <p>10 Smaller class size is one of the big 11 things that really brought me into the charter. 12 Student choice, knowing that students have the 13 option, teachers have the option to teach their 14 passion and to not follow a scope and sequence that, 15 unfortunately, so many teachers are forced to do, 16 and we're tied to testing.</p> <p>17 So for all of those reasons, when this 18 opportunity came up in November, I jumped on board. 19 I was officially named and recognized by the board 20 in January.</p> <p>21 We are fully staffed as of last week. I 22 am 100 percent staffed. So that's something that 23 any administrator going into summer can say that 24 they are amazingly optimistic for. Training has 25 started, and we're at about 60 percent capacity,</p>	<p style="text-align: right;">61</p> <p>1 THE CHAIR: Thank you, Explore Team. 2 Director Chavez, did you want to share more about 3 the Implementation Year?</p> <p>4 DR. BRIGITTE RUSSELL: Chair Brauer, 5 Explore Academy-Rio Rancho is on track with all of 6 their Implementation Year submissions and ready for 7 their pre-opening visit and checklist.</p> <p>8 THE CHAIR: Great. Thank you. We'll move 9 into discussion and questions.</p> <p>10 I want to first just share congratulations 11 on fully staffed and 60 percent towards your goals 12 of enrollment. Those are big-time accomplishments 13 for sure. And I know how much work that you all 14 have put into that to make that possible.</p> <p>15 And it's great that you have been on the 16 team since November and officially since January. 17 That just gives you such a great ramp to creating 18 the success that you've had at this point. So kudos 19 for sure.</p> <p>20 Vice Chair Burt.</p> <p>21 COMMISSIONER BURT: Thanks. And it 22 automatically tells me something that so many 23 teachers came and followed you. That doesn't happen 24 if you're not a good leader. You know, sometimes a 25 leader will leave, and everyone will be like, "Bye,</p>

62

1 good riddance."
 2 So for teachers to follow you, to uproot
 3 themselves and follow, that automatically says a lot
 4 about you as a leader. So not that we ever want to
 5 take teachers and bring them to Rio Rancho. But
 6 also I'm from Rio Rancho, so take them and Go Rams.
 7 So my only -- the only thing I saw in the
 8 checklist that I just wanted to kind of clarify,
 9 because there -- almost everything just says
 10 complete, like, just all complete.
 11 But one of the things that I saw that we
 12 had already -- when we negotiated the contract, we
 13 had already gone through pretty extensive
 14 conversations as the subcommittee. And when we did
 15 the contract was the foundation, and talking about
 16 whether it should be included in the contract or not
 17 or should we take a look at it further.
 18 And we already kind of did that work. So
 19 I feel confident with where we landed with that of
 20 not including it, that it wasn't a component unit,
 21 and we did not include it in the -- in the -- like,
 22 we don't include leasers -- lessors. Like, why is
 23 my brain -- we don't include those in the lease.
 24 So I feel like that's a -- I'm hoping we
 25 can just move on past that and not rehash it again.

63

1 That's -- and that was in the -- that was in the
 2 comments and in the -- it was highlighted in the
 3 checklist.
 4 So I don't know if that's something that
 5 we can move on from.
 6 MS. JULIA BARNES: I think we are --
 7 actually, I'd like clarification.
 8 I think if the entity is found to be a
 9 component unit of the school by the auditors, which
 10 is -- and, actually, I think afterward-ly, we even
 11 got, like, what an auditor checklist looks like,
 12 what they looked at. I mean, that's their job and
 13 their role.
 14 So I think -- and others can chime in
 15 here -- I think the question is has that entity been
 16 identified as a component unit? If so, they need to
 17 be included. If not, I don't think they are
 18 included.
 19 And I think the conversations I had with
 20 Sue Fox following that was, "Well, how do we know?"
 21 And the answer kind of came up, like,
 22 "Well, the auditors identify that."
 23 And they -- I'll be interested to hear
 24 from the school. But I don't know if the auditors
 25 have done that yet. So I think it's going to be

64

1 decided by that.
 2 MS. KAREN WOERNER: May I respond? Chair
 3 Brauer, Ms. Barnes, Commissioners, the -- nothing
 4 has changed since we did the contract. So the
 5 arrangement is a landlord-tenant. We don't
 6 anticipate -- no, the auditors have not weighed in
 7 on that yet. We won't have an audit until the first
 8 year.
 9 However, we don't anticipate that it will
 10 be a component unit. And our contract is very clear
 11 that should the auditors identify it, that we need
 12 to provide all the required documentation to you.
 13 So to your point, no, we -- we stand that
 14 we are not -- it's not a component unit because it
 15 exists -- it is a nonprofit group. But they simply
 16 are doing -- supporting charter schools in
 17 construction and buildings. And so we're just
 18 leasing from them.
 19 That might change if we tried to go into a
 20 lease-purchase arrangement or things like that. But
 21 right now, we're on a strict lease, and there's no
 22 reason for that to be a component unit.
 23 Again, our contract has protection for you
 24 all, of course, that we would have to notify you if
 25 that changed.

65

1 THE CHAIR: Director Chavez?
 2 DIRECTOR CORINA CHAVEZ: Yeah. I just
 3 want to add that the school's first audit will occur
 4 this summer. Because you've received some money;
 5 right? So even though you have not received SEG,
 6 schools that are in their planning year that either
 7 get advanced payments through the CSP should go
 8 through an audit. So we should be able to find out
 9 this summer.
 10 MS. KAREN WOERNER: Perhaps that's true;
 11 although, no schools have had an audit for CSP grant
 12 funding, other than the CSP grant audit itself. But
 13 certainly we can discuss how you want to handle
 14 that.
 15 We have not been invited -- this group has
 16 not been invited to an entrance conference. All
 17 other schools have. And it has not been done with
 18 other schools. So I don't anticipate an audit this
 19 year.
 20 But, certainly, we can -- if the PEC
 21 requests information from our CSP grant audit, what
 22 the federal grant requires, we'd be happy to provide
 23 that.
 24 THE CHAIR: Speaking of the CSP grant, I
 25 had one question on there. I saw that was in

<p style="text-align: right;">66</p> <p>1 yellow, CSP grant money was currently an issue. I 2 was just curious. Like, how has that money flowed 3 through? Are you all waiting for reimbursements? 4 I feel like I know what the answer is to 5 that. But I just wanted to hear how that process 6 has been for you all, especially given the ability 7 to hire everyone, to have 60 percent of your 8 students there. 9 You know, you are hitting the marks on the 10 things that matter a lot. There's so many things 11 that matter a lot. But in terms of having your 12 school whole and ready for operations, you've hit a 13 lot of those numbers. And I just wanted to see and 14 hear from you all how the CSP grant process has been 15 and if there are any current things that are going 16 on that maybe we could explore. 17 MS. KAREN WOERNER: I appreciate the 18 question, Chair Brauer. 19 I want to say, through no fault of the 20 people in this room, it's been a challenge. The 21 comment you read was in November. And it was really 22 stressful that we had been awarded a grant of 23 \$800,000 and have to spend -- it expires in 24 September. That's a lot of money to spend and be 25 reimbursed for in a very short amount of time.</p>	<p style="text-align: right;">68</p> <p>1 I do think it has the attention of 2 Secretary Romero. But it's still not right. So 3 thank you for the question. We are struggling, but 4 doing our best to get ready for the school year. 5 THE CHAIR: Thank you for that. And I 6 think that I just wanted to hear from you all during 7 this meeting, because I think there is some "hope 8 springs eternal" that we can figure out better ways. 9 Maybe it's not going to be helpful for your school. 10 But as we see schools that are really meeting the 11 mark on the Implementation Year processes and 12 expectations, that this just stirs the -- and 13 agitates the reasoning for ensuring that we can get 14 funding out as soon as possible and also reimburse 15 as soon as possible, so that you all can open with 16 the full team and full load of students for sure. 17 Go ahead. 18 COMMISSIONER GIPSON: Not that it's going 19 to help you a whole lot, but I'm hoping that with 20 Public Schools of New Mexico having the CSP grant 21 money, that it'll -- they'll be able to flow it out 22 quicker than, you know, someone -- it's like, they 23 sit on it here at -- I don't understand it. 24 And Karen is right. This has been -- you 25 know, we've got -- we hear from other schools that</p>
<p style="text-align: right;">67</p> <p>1 I will say they did provide a cash 2 advance. We had some complaints going into January 3 and February. I think we didn't even get the cash 4 advance until May -- middle of May. And right now, 5 she's telling me the date, because Ms. Bogue is 6 receiving shipments left and right at her house 7 because the building is not prepared to take things. 8 So she's getting them in and bringing them 9 over to the building to be stored. 10 But we got a cash advance mid-May of 11 \$100,000. And I anticipate another one potentially 12 before the end of June. But we are already at -- 13 it's supposed to be \$340,000. Once July hits, we 14 can't do cash advance anymore, and it will be a 15 reimbursement basis. 16 So if you do the math, the \$400,000 and so 17 that we will have cash advance for, the rest of the 18 \$400,000 has to be spent and then reimbursed, which, 19 for a new charter school, is going to be extremely 20 challenging because cash flow is always tight. 21 So I appreciate your question. I'm not 22 very pleased with the PED processes related to this. 23 And this has been an ongoing concern for many, many 24 years, even when I sat in this Charter Schools 25 Division office. And it needs to be rectified.</p>	<p style="text-align: right;">69</p> <p>1 through other federal grant monies, you know, 2 they're over a year that they're waiting for this, 3 you know. Yet we ding schools for not spending the 4 money. 5 So it's -- it's almost like this Catch-22, 6 you know. It's like, you know, they can't get it. 7 And then they get in trouble when they're, you know, 8 not spending it as they're supposed to. 9 So I don't -- I don't know what the answer 10 is. But I -- you know, I do know it's frustrating 11 for any school. But for a school that is starting 12 with zero, it's tough to build up. 13 So I'm hoping, moving forward, that at 14 least that part of the CSP grant issue will be 15 resolved. 16 And, you know, going forward, hopefully, 17 there's more money for you available through that 18 grant. 19 THE CHAIR: Commissioners, other -- go 20 ahead, Ms. Woerner. 21 MS. KAREN WOERNER: I just want to take 22 advantage of the opportunity to add another thing 23 that might help schools generally. 24 To Commissioner Gipson's point, yeah, it 25 probably won't help us, but, hopefully, will help</p>

70	<p>1 the next round. But I kept thinking that every</p> <p>2 year; so...</p> <p>3 But another point I just want to make is</p> <p>4 in your PEC Performance Framework, you're looking</p> <p>5 at -- or were considering -- I don't know if it's</p> <p>6 still in there -- cash flow as an indicator. And I</p> <p>7 just want to point out maybe for the record that</p> <p>8 cash flow for charter schools, especially beginning</p> <p>9 years, is going to not be very positive. And part</p> <p>10 of the problem -- a large part of the problem is the</p> <p>11 delay from PED on getting reimbursement. So I</p> <p>12 just --</p> <p>13 THE CHAIR: And, Ms. Woerner, like -- and</p> <p>14 that's why, within our current draft -- and I won't</p> <p>15 speak on it -- we don't really look at that in that</p> <p>16 first year of a new charter school.</p> <p>17 MS. KAREN WOERNER: I would even say that</p> <p>18 maybe a little longer than first year would be a</p> <p>19 problem. My experience with charter schools, it</p> <p>20 takes a few years before you're really kind of</p> <p>21 solvent. And I just am concerned about rating</p> <p>22 schools when it's really the fault of the PED</p> <p>23 reimbursement process.</p> <p>24 THE CHAIR: Thank you.</p> <p>25 Other questions or comments?</p>	72	<p>1 COMMISSIONER BURT: Chair Brauer.</p> <p>2 THE CHAIR: Yes.</p> <p>3 COMMISSIONER BURT: Commissioner Manis.</p> <p>4 COMMISSIONER MANIS: Yes.</p> <p>5 COMMISSIONER BURT: Commissioner Beck.</p> <p>6 COMMISSIONER BECK: Yes.</p> <p>7 COMMISSIONER BURT: Commissioner Taylor.</p> <p>8 COMMISSIONER TAYLOR: Yes.</p> <p>9 COMMISSIONER BURT: Commissioner</p> <p>10 Clahchischilliage.</p> <p>11 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>12 COMMISSIONER BURT: Commissioner Gipson.</p> <p>13 COMMISSIONER GIPSON: Yes.</p> <p>14 COMMISSIONER BURT: Commissioner Carrillo.</p> <p>15 COMMISSIONER CARRILLO: Yes.</p> <p>16 COMMISSIONER BURT: Commissioner Ingham.</p> <p>17 COMMISSIONER INGHAM: Yes.</p> <p>18 COMMISSIONER BURT: And Vice Chair Burt,</p> <p>19 yes.</p> <p>20 So that passes, nine-zero.</p> <p>21 THE CHAIR: Congratulations.</p> <p>22 COMMISSIONER BURT: Congratulations.</p> <p>23 And tell me when is a good time to come</p> <p>24 visit. I want to come visit your new school. Like,</p> <p>25 offline, not now, you don't have to decide today.</p>
71	<p>1 Commissioner Ingham.</p> <p>2 COMMISSIONER INGHAM: Just wanted to say I</p> <p>3 think I've worked with you, Jackie. I think we</p> <p>4 have -- we retired from APS at about the same time</p> <p>5 and I think I worked on your fencing project and</p> <p>6 stuff like that. Just congratulations.</p> <p>7 MS. JACLYN BOGUE: Thank you. I was --</p> <p>8 just why does he look so familiar? We walked the</p> <p>9 building last summer when we put in the fencing</p> <p>10 system. We still have a lot of vandalization. But</p> <p>11 thank you for all your work. Thank you.</p> <p>12 THE CHAIR: Great. Vice Chair Burt.</p> <p>13 COMMISSIONER BURT: All right. So I just</p> <p>14 want to say welcome to my district, District 4. I</p> <p>15 only have four schools. You're the fifth. And I'm</p> <p>16 so excited about it.</p> <p>17 Okay. So I move to -- that the Public</p> <p>18 Education Commission approve Explore</p> <p>19 Academy-Rio Rancho to commence operation.</p> <p>20 COMMISSIONER INGHAM: Second.</p> <p>21 THE CHAIR: Let's move into discussion of</p> <p>22 the motion.</p> <p>23 (No response.)</p> <p>24 THE CHAIR: Seeing none, Vice Chair Burt,</p> <p>25 would you mind doing the roll call, please?</p>	73	<p>1 Especially if you can't receive shipments, I don't</p> <p>2 want to see it yet.</p> <p>3 THE CHAIR: Yeah. Make sure to raise your</p> <p>4 mic, just to --</p> <p>5 (Off-mic discussion).</p> <p>6 MS. KAREN WOERNER: I just want to thank</p> <p>7 you all for your support. I'm so excited. I've</p> <p>8 lived in Rio Rancho, and now in Placitas. But I</p> <p>9 lived there for over 25 years, and I'm very excited.</p> <p>10 THE CHAIR: Great. Thank you.</p> <p>11 Commission, let's take a ten-minute break.</p> <p>12 (Recess taken, 10:22 a.m. to 10:39 a.m.)</p> <p>13 THE CHAIR: All right, Commission. We're</p> <p>14 back together. It's 10:39. We're going to move on</p> <p>15 to Item No. 10, Discussion and Possible Action on</p> <p>16 Contracts, including Performance Frameworks.</p> <p>17 So I'm going to have Vice Chair Burt --</p> <p>18 I'm going to pass her the mic, and we're going to go</p> <p>19 through individual schools. And then we're going to</p> <p>20 take action on each of the schools in order as we go</p> <p>21 through this.</p> <p>22 We won't be having discussion from the CSD</p> <p>23 or the schools at this time. This is -- Vice Chair</p> <p>24 Burt is going to be the lead on the process, for</p> <p>25 sure.</p>

74	<p>1 With that, Vice Chair Burt.</p> <p>2 COMMISSIONER BURT: All right. So first</p> <p>3 of all, thank you for everyone who was on the</p> <p>4 subcommittee, because it was a good amount of</p> <p>5 schools to get through. And it was good -- it</p> <p>6 really was good. And the schools came very</p> <p>7 prepared. I think it was really good discussions,</p> <p>8 like, really valuable discussions.</p> <p>9 So I'm going to go through each one. And</p> <p>10 I'm just going to give you the highlights of what</p> <p>11 was negotiated and then ask if anyone has any</p> <p>12 questions. And then we'll do a motion and vote on</p> <p>13 each one before we go to the next.</p> <p>14 So the first one is Albuquerque</p> <p>15 Collegiate.</p> <p>16 This school is led by Jade Rivera. We did</p> <p>17 ask Ms. Rivera to come back to us after the initial</p> <p>18 negotiation, because the education program that was</p> <p>19 provided initially was extremely short, very</p> <p>20 limited, and there was hesitation to provide more to</p> <p>21 us.</p> <p>22 And so we really pushed to make sure we</p> <p>23 had, you know, what in the education program was</p> <p>24 special about that school.</p> <p>25 They were able to come back and provide</p>	76	<p>1 THE CHAIR: Seeing none, Commissioner</p> <p>2 Gipson?</p> <p>3 COMMISSIONER GIPSON: Okay. I move that</p> <p>4 the Public Education Commission approve the charter</p> <p>5 contract and exhibits, including the performance</p> <p>6 framework, for Albuquerque Collegiate Charter</p> <p>7 School, identified in Agenda Item 10, for the</p> <p>8 2023-2028 charter term.</p> <p>9 I further move that the charter contract</p> <p>10 and Board of Finance designation be signed by the</p> <p>11 Chair, and the completed documents be sent to the</p> <p>12 school's governing board and posted on the PEC</p> <p>13 website.</p> <p>14 COMMISSIONER TAYLOR: Second.</p> <p>15 THE CHAIR: Let's move into discussion of</p> <p>16 the motion.</p> <p>17 Any discussion?</p> <p>18 (No response.)</p> <p>19 THE CHAIR: Seeing none, roll call,</p> <p>20 please.</p> <p>21 COMMISSIONER BURT: I forgot I had to --</p> <p>22 all right.</p> <p>23 Commissioner Beck.</p> <p>24 COMMISSIONER BECK: Yes.</p> <p>25 COMMISSIONER BURT: Commissioner Brauer.</p>
75	<p>1 that for us, and so we were able to, as a</p> <p>2 subcommittee, go ahead and accept that and move</p> <p>3 forward.</p> <p>4 The school-specific goal is actually very</p> <p>5 innovative, I think, for this school. So this</p> <p>6 school's mission goal is that "Albuquerque</p> <p>7 Collegiate teachers are rated highly effective or</p> <p>8 higher, as measured by the school's comprehensive</p> <p>9 evaluation system, which includes classroom</p> <p>10 observation, student growth data, and student</p> <p>11 proficiency data."</p> <p>12 And then there's -- so, basically, the</p> <p>13 school took the old NMTEACH evaluation system and is</p> <p>14 continuing to implement that and is holding very</p> <p>15 high expectations for the teachers as part of their</p> <p>16 mission.</p> <p>17 So it's really the only mission goal I've</p> <p>18 ever seen that's really focused on teacher</p> <p>19 development, teacher professional development. It's</p> <p>20 going to require them to do an enormous amount of</p> <p>21 support for their teachers. So the subcommittee did</p> <p>22 negotiate that and recommended approval of that.</p> <p>23 Are there any questions on the contract</p> <p>24 for Albuquerque Collegiate?</p> <p>25 (No response.)</p>	77	<p>1 THE CHAIR: Yes.</p> <p>2 COMMISSIONER BURT: Vice Chair Burt, yes.</p> <p>3 Commissioner Carrillo.</p> <p>4 COMMISSIONER CARRILLO: Yes.</p> <p>5 COMMISSIONER BURT: Commissioner</p> <p>6 Clahchischilliage.</p> <p>7 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>8 COMMISSIONER BURT: Commissioner Gipson.</p> <p>9 COMMISSIONER GIPSON: Yes.</p> <p>10 COMMISSIONER BURT: Commissioner Ingham.</p> <p>11 COMMISSIONER INGHAM: Yes.</p> <p>12 COMMISSIONER BURT: Commissioner Manis.</p> <p>13 COMMISSIONER MANIS: Yes.</p> <p>14 COMMISSIONER BURT: And Commissioner</p> <p>15 Taylor.</p> <p>16 COMMISSIONER TAYLOR: Yes.</p> <p>17 COMMISSIONER BURT: All right. It passes,</p> <p>18 nine-zero.</p> <p>19 All right. So that will move us to Altura</p> <p>20 Preparatory School. This is led by Lissa Hines and</p> <p>21 Meaghan Hindman. They provided an extensive</p> <p>22 education program that they're doing with their</p> <p>23 school. And the Commission did -- or the</p> <p>24 subcommittee is recommending we accept that.</p> <p>25 And the goal for this school is that</p>

78	<p>1 students -- so I'm just going to read the whole 2 goal.</p> <p>3 "Altura Preparatory School was founded 4 with the belief that students need more than just 5 excellent academic foundation. In order to truly be 6 able to thrive in middle school, high school, and 7 post-secondary pursuits, Altura Prep students learn 8 more when they feel physically and emotionally safe, 9 believe their abilities and skills can grow with 10 effort, and develop ways to cope with their stress, 11 emotions, feelings, and behaviors.</p> <p>12 "Grades 3 through 5 participate twice each 13 year in a Social Emotional Learning (SEL) survey 14 that helps Altura teachers and staff better 15 understand and ensure that students are socially and 16 emotionally prepared for their futures."</p> <p>17 So this is a Kelvin social-emotional 18 survey. The scoring system is set nationally, not 19 set within their school.</p> <p>20 Then we did negotiate the targets for the 21 school. And we do recommend approval of this 22 contract.</p> <p>23 Any questions? 24 (No response.) 25 THE CHAIR: Seeing none, Commissioner</p>	80	<p>1 COMMISSIONER BURT: Commissioner 2 Clahchischilliage.</p> <p>3 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 4 COMMISSIONER BURT: Commissioner Carrillo. 5 COMMISSIONER CARRILLO: Yes. 6 COMMISSIONER BURT: Vice Chair Burt, yes. 7 Chair Brauer. 8 THE CHAIR: Yes. 9 COMMISSIONER BURT: And Commissioner Beck. 10 COMMISSIONER BECK: Yes. 11 COMMISSIONER BURT: All right. That 12 passes unanimously.</p> <p>13 I also just wanted to say those -- we have 14 had conversations as a Commission about mission 15 goals for schools who are academically focused and 16 the transition away from, you know, just what are 17 our -- what are our State scores, and we want to 18 improve those being the mission goal.</p> <p>19 And so those two schools were both schools 20 that, you know, are very much, you know, college 21 prep programs, academic-driven. And so I think it's 22 a good example of how school leaders can think a 23 little bit outside the box on how else they're 24 supporting their students or what they're doing in 25 their school that's special and unique, other than</p>
79	<p>1 Gipson.</p> <p>2 COMMISSIONER GIPSON: I move that the 3 Public Education Commission approve the charter 4 contract and exhibits, including the performance 5 framework, for Altura Prep Preparatory School 6 identified in Agenda Item 10 for the 2023-2028 7 charter term.</p> <p>8 I further move that the charter contract 9 and Board of Finance designation be signed by the 10 Chair and the completed documents be sent to the 11 school's governing board and posted on the PEC 12 website.</p> <p>13 COMMISSIONER TAYLOR: Second. 14 THE CHAIR: Any discussion of the motion? 15 (No response.) 16 THE CHAIR: Let's move, then, to roll 17 call.</p> <p>18 COMMISSIONER BURT: Commissioner Taylor. 19 COMMISSIONER TAYLOR: Yes. 20 COMMISSIONER BURT: Commissioner Manis. 21 COMMISSIONER MANIS: Yes. 22 COMMISSIONER BURT: Commissioner Ingham. 23 COMMISSIONER INGHAM: Yes. 24 COMMISSIONER BURT: Commissioner Gipson. 25 COMMISSIONER GIPSON: Yes.</p>	81	<p>1 just academics only.</p> <p>2 So I think they're really good examples of 3 moving out of that mindset that, "Well, that's all 4 we do."</p> <p>5 So just wanted to give a little shout-out 6 to the schools and to the subcommittee for pushing 7 in that direction.</p> <p>8 THE CHAIR: Vice Chair Burt, real quick, 9 thank you so much. And thank you for wearing 10 multiple hats right now at this moment.</p> <p>11 I wanted to break the fourth wall real 12 quick.</p> <p>13 Cindy, real quick, I think that Julia just 14 sent you a message through e-mail with a lot of the 15 information that Vice Chair Burt is going through, 16 just so you have that for your notes in case we're 17 moving pretty fast, so you can refer to that at 18 another time.</p> <p>19 THE REPORTER: Thank you very much. 20 COMMISSIONER BURT: Okay. So we have 21 Cottonwood Classical next. But we're going to 22 actually pause on that contract and -- on this item, 23 and then we'll need to do Item 11, and then we can 24 come back up and finish the contracts. 25 Or do you want me to go through the rest</p>

82	<p>1 of the contracts?</p> <p>2 Okay. All right. We're just going to</p> <p>3 skip Cottonwood Classical, and I'll come back to</p> <p>4 them after we do Item 11.</p> <p>5 We have to have the Board of Finance</p> <p>6 first, and then we'll approve their contract after</p> <p>7 we approve their Board of Finance.</p> <p>8 So that will bring us to Horizon Academy</p> <p>9 West. This school is led by Carissa Cantrell and</p> <p>10 Andrea Gallegos.</p> <p>11 They also provided an extensive and robust</p> <p>12 education program for their school, which the</p> <p>13 subcommittee recommends approval of.</p> <p>14 And then we also negotiated their</p> <p>15 school-specific goal, which is: "Horizon Academy</p> <p>16 West is committed to providing a rigorous, creative,</p> <p>17 and well-rounded education for all students through</p> <p>18 the integration of technology, where students will</p> <p>19 be challenged and encouraged to think critically and</p> <p>20 creatively to improve levels of achievement of State</p> <p>21 standards and benchmarks."</p> <p>22 So there is a technology literacy</p> <p>23 portfolio that this school does that's specific to</p> <p>24 themselves. And they will be having all their</p> <p>25 students, kinder through fifth -- so they grow in --</p>	84	<p>1 COMMISSIONER TAYLOR: Second.</p> <p>2 THE CHAIR: Any discussion?</p> <p>3 (No response.)</p> <p>4 THE CHAIR: Let's move into a roll-call</p> <p>5 vote, please.</p> <p>6 COMMISSIONER BURT: Commissioner</p> <p>7 Clahchischilliage.</p> <p>8 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>9 COMMISSIONER BURT: Commissioner Carrillo.</p> <p>10 COMMISSIONER CARRILLO: Yes.</p> <p>11 COMMISSIONER BURT: Commissioner Gipson.</p> <p>12 COMMISSIONER GIPSON: Yes.</p> <p>13 COMMISSIONER BURT: Vice Chair Burt, yes.</p> <p>14 Commissioner Ingham.</p> <p>15 COMMISSIONER INGHAM: Yes.</p> <p>16 COMMISSIONER BURT: Chair Brauer.</p> <p>17 THE CHAIR: Yes.</p> <p>18 COMMISSIONER BURT: Commissioner Manis.</p> <p>19 COMMISSIONER MANIS: Yes.</p> <p>20 COMMISSIONER BURT: Commissioner Beck.</p> <p>21 COMMISSIONER BECK: Yes.</p> <p>22 COMMISSIONER BURT: And Commissioner</p> <p>23 Taylor.</p> <p>24 COMMISSIONER TAYLOR: Yes.</p> <p>25 COMMISSIONER BURT: All right. That</p>
83	<p>1 in skills. So kinder starts with certain skills,</p> <p>2 and then they build on those skills as they move</p> <p>3 through the grade levels at this school.</p> <p>4 So while it's the same technology literacy</p> <p>5 portfolio every year, the skills that are required</p> <p>6 from the students grow throughout their academic</p> <p>7 career at this school.</p> <p>8 And so we did negotiate that. And there</p> <p>9 are benchmarks with them, and we do recommend</p> <p>10 approval of this contract.</p> <p>11 THE CHAIR: Commissioners, any questions</p> <p>12 or discussion?</p> <p>13 (No response.)</p> <p>14 THE CHAIR: Seeing none, Commissioner</p> <p>15 Gipson.</p> <p>16 COMMISSIONER GIPSON: I move that the</p> <p>17 Public Education Commission approve the charter</p> <p>18 contract and exhibits, including the performance</p> <p>19 framework, for Horizon Academy West, identified in</p> <p>20 Agenda Item 10, for the 2023--2028 charter term.</p> <p>21 I further move that the charter contract</p> <p>22 and Board of Finance designation be signed by the</p> <p>23 Chair, and the completed documents be sent to the</p> <p>24 school's governing board and posted on the PEC</p> <p>25 website.</p>	85	<p>1 passes, nine-zero.</p> <p>2 All right. That brings us to Hózhó</p> <p>3 Academy. This school is led by Juliane Hillock.</p> <p>4 And they -- once again, they provided an extensive</p> <p>5 education program that the subcommittee reviewed and</p> <p>6 does recommend approval.</p> <p>7 They also negotiated their</p> <p>8 mission-specific goal, which is a little long, so</p> <p>9 bear with me. Let me see if I can -- maybe I can</p> <p>10 cut out some of it.</p> <p>11 "All Hózhó Academy students who are</p> <p>12 enrolled from the 40th to 120th day each year will</p> <p>13 be assessed on the Hózhó Academy grade-level</p> <p>14 classical education assessment and to be given by a</p> <p>15 school administrator or classroom teacher prior to</p> <p>16 the last day of school each year and tracked on the</p> <p>17 school-wide spreadsheet."</p> <p>18 So, similarly, with the last school with</p> <p>19 the technology, this one is about the classical</p> <p>20 education. So sometimes it's identifying artwork,</p> <p>21 speeches, historical documents.</p> <p>22 And, once again, it starts off with their</p> <p>23 littles, with age-appropriate skill set, and grows</p> <p>24 year after year. And their expectations of what the</p> <p>25 students need to know as part of that classical</p>

<p style="text-align: right;">86</p> <p>1 education curriculum grows throughout their time in 2 Hózhó Academy as well. 3 So we did negotiate the benchmarks of that 4 and do recommend approval of this contract. 5 Any questions? 6 (No response.) 7 THE CHAIR: seeing none, Commissioner 8 Gipson. 9 COMMISSIONER GIPSON: Okay. I move that 10 the Public Education Commission approve the charter 11 contract and exhibits, including the performance 12 framework, for Hózhó Academy, identified in Agenda 13 Item 10, for the 2023-2028 charter term. 14 I further move that the charter contract 15 and Board of Finance designation be signed by the 16 Chair and the completed documents be sent to the 17 school's governing board and posted on the PEC 18 website. 19 COMMISSIONER TAYLOR: Second. 20 THE CHAIR: Any discussion? 21 (No response.) 22 THE CHAIR: Seeing none, let's take a 23 roll-call vote, please. 24 COMMISSIONER BURT: Commissioner Gipson. 25 COMMISSIONER GIPSON: Yes.</p>	<p style="text-align: right;">88</p> <p>1 program which the subcommittee reviewed and does 2 recommend approval of and provided the 3 school-specific goal of: "Students in Grades 6 4 through 12 enrolled on the 40th and 120th day of 5 each school year..." -- which I think we generally 6 put in every single one of them, just so you know -- 7 "...will complete all of the Media Literacy Program 8 elements prescribed for their grade level." And 9 their graduates who are on the traditional 10 graduation track... -- so there's -- we excluded the 11 students with severe cognitive disabilities, unless 12 that student completes an internship -- "...will 13 successfully complete one or more Media Arts-related 14 internships, which is 60 contact hours, as evaluated 15 by the Internship Agreement Form." 16 So it's two prongs that the school is 17 committed to doing both sections of. So there is an 18 assessment given on media literacy to every student. 19 And their graduates have to complete an internship. 20 So they're committing to both. 21 And we did negotiate the benchmarks for 22 those, and we do recommend approval. 23 THE CHAIR: Any questions? Discussion? 24 (No response.) 25 THE CHAIR: Seeing none, Commissioner</p>
<p style="text-align: right;">87</p> <p>1 COMMISSIONER BURT: Commissioner Ingham. 2 COMMISSIONER INGHAM: Yes. 3 COMMISSIONER BURT: Commissioner Manis. 4 COMMISSIONER MANIS: Yes. 5 COMMISSIONER BURT: Commissioner Taylor. 6 COMMISSIONER TAYLOR: Yes. 7 COMMISSIONER BURT: Commissioner Beck. 8 COMMISSIONER BECK: Yes. 9 COMMISSIONER BURT: Chair Brauer. 10 THE CHAIR: Yes. 11 COMMISSIONER BURT: Vice Chair Burt, yes. 12 Commissioner Carrillo. 13 COMMISSIONER CARRILLO: Yes. 14 COMMISSIONER BURT: And Commissioner 15 Clahchischilliage. 16 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 17 COMMISSIONER BURT: All right. That 18 passes, nine-zero. 19 All right. That will bring us to the 20 New Mexico Academy of Media Arts, led by Jonathan 21 Dooley. 22 This school -- I know. I think he's -- I 23 think -- I don't think much longer -- negotiated 24 with John Dooley and his GC members. 25 The school provided a robust education</p>	<p style="text-align: right;">89</p> <p>1 Gipson. 2 COMMISSIONER GIPSON: I move that the 3 Public Education Commission approve the charter 4 contract and exhibits, including the performance 5 framework, for New Mexico Academy of Media Arts, 6 identified in Agenda Item 10, for the 2023-2028 7 charter term. 8 I further move that the charter contract 9 and Board of Finance designation be signed by the 10 Chair and the completed documents be sent to the 11 school's governing board and posted on the PEC 12 website. 13 COMMISSIONER TAYLOR: Second. 14 THE CHAIR: Discussion of the motion? 15 (No response.) 16 THE CHAIR: Seeing none, roll-call vote, 17 please. 18 COMMISSIONER BURT: Commissioner Carrillo. 19 COMMISSIONER CARRILLO: Yes. 20 COMMISSIONER BURT: Vice Chair Burt, yes. 21 Commissioner Clahchischilliage. 22 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 23 COMMISSIONER BURT: Chair Brauer. 24 THE CHAIR: Yes. 25 COMMISSIONER BURT: Commissioner Gipson.</p>

90	<p>1 COMMISSIONER GIPSON: Yes.</p> <p>2 COMMISSIONER BURT: Commissioner Beck.</p> <p>3 COMMISSIONER BECK: Yes.</p> <p>4 COMMISSIONER BURT: Commissioner Taylor.</p> <p>5 COMMISSIONER TAYLOR: Yes.</p> <p>6 COMMISSIONER BURT: Commissioner Ingham.</p> <p>7 COMMISSIONER INGHAM: Yes.</p> <p>8 COMMISSIONER BURT: And Commissioner</p> <p>9 Manis.</p> <p>10 COMMISSIONER MANIS: Yes.</p> <p>11 COMMISSIONER BURT: All right. That</p> <p>12 passes, nine-zero.</p> <p>13 And this will be our second-to-last one,</p> <p>14 but last for this -- until we come back.</p> <p>15 So the next one is New Mexico Connections</p> <p>16 Academy. The subcommittee did meet with this school</p> <p>17 several times to renegotiate multiple items.</p> <p>18 So there was concerns about their contract</p> <p>19 renewal conditions that were negotiated and</p> <p>20 renegotiated multiple times, and we feel confident</p> <p>21 with where we are.</p> <p>22 So it was a graduation rate condition.</p> <p>23 And the school has provided specifics on how they</p> <p>24 are going to increase their graduation rate and</p> <p>25 provided documentation of that, year after year, for</p>	92	<p>1 say thank you to Commissioner Manis, especially,</p> <p>2 because of his statistician brain that he has, on</p> <p>3 how to do that. And so it really helped us in order</p> <p>4 to figure out how can we really take a look at the</p> <p>5 survey and how is it accurately reflecting what the</p> <p>6 school is trying to accomplish.</p> <p>7 So it's a specific portion of their survey</p> <p>8 that they already do that they're going to focus in</p> <p>9 and hone in on and show that they're successfully</p> <p>10 supporting their students in those self-management</p> <p>11 skills, which we felt like, for an online school, is</p> <p>12 very especially -- which the school also believes is</p> <p>13 especially important for students in an online</p> <p>14 learning environment.</p> <p>15 We do recommend approval.</p> <p>16 MS. JULIA BARNES: I just wanted to</p> <p>17 clarify a little bit of the condition. You had two</p> <p>18 parts to the condition. One was that the school go</p> <p>19 and study what they could do in order to improve</p> <p>20 their graduation rate.</p> <p>21 They have presented that information, and</p> <p>22 the subcommittee accepted that as complete.</p> <p>23 So the condition-monitoring document</p> <p>24 indicates that Part 1 is complete.</p> <p>25 Then the second section is all of the</p>
91	<p>1 their -- the duration of their contract.</p> <p>2 We also negotiated their mission-specific</p> <p>3 goals a couple of times. The first mission goal</p> <p>4 came to us, and it was basically about kind of</p> <p>5 having kids do classes.</p> <p>6 And so the subcommittee really felt like</p> <p>7 that wasn't quality enough for their mission, and,</p> <p>8 once again, really had to push the school to get out</p> <p>9 of the traditional thinking and it be more</p> <p>10 thoughtful about the supports that they're providing</p> <p>11 students to have them complete the classes.</p> <p>12 And so their mission goal that was</p> <p>13 negotiated is: "Students will report high</p> <p>14 self-management skills (as measured by students</p> <p>15 scoring self-management skills on average as 'easy'</p> <p>16 or 'very easy' for them) at the spring survey</p> <p>17 administration."</p> <p>18 And this is specifically -- so the school</p> <p>19 has been providing a SEL survey to students every</p> <p>20 year. They are taking a portion of that survey that</p> <p>21 is specific to self-management skills, and they are</p> <p>22 going to make sure students are doing -- are feeling</p> <p>23 like they have the support and skills to have that</p> <p>24 be "easy" or "very easy" for them.</p> <p>25 The scale was negotiated, which I want to</p>	93	<p>1 actions that they're going to take that they believe</p> <p>2 is going to result in a higher graduation rate.</p> <p>3 I do want to just note specifically that</p> <p>4 the condition was not to improve their graduation</p> <p>5 rate, but to take steps to improve their graduation</p> <p>6 rate.</p> <p>7 And, for clarity, we've added a chart in</p> <p>8 there about their graduation rate, but it's really</p> <p>9 for information only.</p> <p>10 There is a belief that once they studied</p> <p>11 it and then they implemented what they studied, that</p> <p>12 it would end up in improving the graduation rate.</p> <p>13 So, Vice Chair, I don't know if you want</p> <p>14 to add to that, but I just wanted to clarify that.</p> <p>15 THE CHAIR: I just wanted to make sure</p> <p>16 that the Commission heard the Vice Chair did say</p> <p>17 that the subcommittee recommends to approve.</p> <p>18 Any discussion or questions?</p> <p>19 Commissioner Carrillo.</p> <p>20 COMMISSIONER CARRILLO: My -- excuse me.</p> <p>21 So my recollection of a lot of the discussions that</p> <p>22 we had in the subcommittee related to, at least my</p> <p>23 feeling, that they were setting the bar on many</p> <p>24 things way too low.</p> <p>25 And it was with -- you know, with all due</p>

<p style="text-align: right;">94</p> <p>1 respect to everybody at the school, honestly, I felt 2 like it was -- here we go -- it was like pulling 3 teeth to even get agreement on Exceeds Standards of 4 being 75, which I personally feel, as exceeding, is 5 pretty low. 6 And the argument was made by the school 7 that since they're, I think, already -- was it 69 or 8 70 -- 50 -- 64, was it? 69? 9 UNIDENTIFIED SPEAKER: 58. 10 COMMISSIONER CARRILLO: That if we set the 11 Exceeds too high, it was setting everybody up for 12 failure. And it's, like if you can't Exceed, you 13 can't Exceed. Then you're at Meets. That was my 14 feeling. That you're not at Exceeds. 15 And I felt very strongly that setting 16 Exceeds at 75, I just didn't feel good about it at 17 all. And I still don't. And I think that, in 18 general, in -- there's a couple of virtual schools, 19 not just this one -- we have a couple of more -- 20 that I just -- you know, I don't like the idea that 21 we make exceptions for the virtual setting the bar 22 lower. 23 No, it's just not okay with me that we do 24 that. 25 So, you know, I'm going to approve the</p>	<p style="text-align: right;">96</p> <p>1 had to read five books. I had to do 24 essays. I 2 had to do a midterm exam that was two blue books 3 with three questions, and a final exam that was four 4 blue books with three questions, the hardest course 5 I've ever taken. And it was all virtual. 6 So it can be done, and you can learn that 7 way, for sure. So I agree. We can't lower our 8 standards just because of virtual. 9 THE CHAIR: Thank you. 10 Commissioner Gipson. 11 COMMISSIONER GIPSON: I'm just going to 12 quickly respond. 13 There was never any discussion at the 14 subcommittee that there was any -- we were looking 15 at this school differently or setting any standards 16 differently because it was a virtual school. So 17 that -- and I think we were all in concurrence -- 18 they have to abide by State academic standards. 19 They have to do the State assessment. That's in our 20 performance framework. And there's no bar that's 21 been lowered for them for that reason. 22 And they do -- we did place the graduation 23 condition on there. And they have to provide those 24 steps that they're going to undertake to hopefully 25 improve their graduation.</p>
<p style="text-align: right;">95</p> <p>1 contract and everything. There's certainly no sense 2 in not. But I just think it's something that we 3 need to take a look at in virtual schools. And I 4 know we have one coming up even for approval as a 5 new virtual school. 6 And it's like, what? You're no different 7 than anybody else. 8 Our charge is to make sure kids are 9 learning. Yeah, I want them to feel good. I want 10 them to feel safe in their environment and 11 everything else. But I also want them to learn. To 12 be able to graduate from wherever with a graduation 13 diploma isn't just, "Hey, I made it through," but 14 actually mean something in terms of achievement. 15 So there you have it. 16 THE CHAIR: Commissioner Beck, and then 17 Commissioner Gipson. 18 COMMISSIONER BECK: Yeah. Just really 19 quickly. I concur with Commissioner Carrillo on 20 that. 21 When I had to go back for 32 hours of 22 classwork to get my teaching certificate at 52 years 23 old, I took distance education classes from BYU. 24 One of them was the history of the Civil War done by 25 one of the premier professors there, all online. I</p>	<p style="text-align: right;">97</p> <p>1 And, you know, I struggle with SEL, being 2 a -- a benchmark, because it's difficult to measure. 3 But the school clearly -- the Meets is going to be a 4 challenge for them. And I think, as a subcommittee, 5 we've always set those benchmarks specific to the 6 school, whether it's a virtual school or not. And 7 we've looked at what is attainable. 8 And you do want to make a Meets somewhat 9 attainable, the Exceeds not so much. So if you look 10 at the -- just the raw numbers, it doesn't look 11 good. It doesn't. But when you consider the 12 conversation that took place with that school, this 13 is taking into consideration what that school is 14 able to do at this point in time. 15 And we're -- didn't set it so that they 16 are -- they initially were setting it so that they 17 most likely would Exceed. And those numbers did 18 change. But by percentage number, it looks like, 19 "Oh, I could never vote for a 78 percent." But, you 20 know, it is very specific to that school, and a 21 challenging population. 22 So I don't think we lowered any bar 23 because this was a virtual school. 24 THE CHAIR: Any other comments or 25 questions?</p>

98	<p>1 Commissioner Manis.</p> <p>2 COMMISSIONER MANIS: I wasn't able to</p> <p>3 attend our last negotiations for the May 30th</p> <p>4 meeting. But I think a lot of what was discussed on</p> <p>5 the May 9th meeting was addressed from those issues.</p> <p>6 I -- personally, I would have liked to</p> <p>7 have seen the three -- the average of three be a</p> <p>8 little bit higher, because that is at 70 percent, as</p> <p>9 far as the score. I think it could have been at 75</p> <p>10 or 80 percent, at least for me, if I'm looking at</p> <p>11 the average.</p> <p>12 But I think, overall, this is better than</p> <p>13 what it was. So thank you for -- for that.</p> <p>14 THE CHAIR: All right. Commissioner</p> <p>15 Gipson.</p> <p>16 COMMISSIONER GIPSON: I move that the</p> <p>17 Public Education Commission approve the charter</p> <p>18 contract, including the condition of renewal and</p> <p>19 exhibits, including the performance framework, for</p> <p>20 New Mexico Connections Academy, identified in Agenda</p> <p>21 Item 10, for the 2023-2028 charter term.</p> <p>22 I further move that the charter contract</p> <p>23 and Board of Finance designation be signed by the</p> <p>24 Chair and the completed documents be sent to the</p> <p>25 school's governing board and posted on the PEC</p>	100	<p>1 COMMISSIONER BURT: All right. That</p> <p>2 passes, nine-zero.</p> <p>3 THE CHAIR: Thank you. So we're going to</p> <p>4 make just a slight adjustment. If it pleases the</p> <p>5 Commission, we're going to move to Item No. 11 that</p> <p>6 also is relevant to Cottonwood Classical so we are</p> <p>7 able to take action on their Board of Finance first.</p> <p>8 And then we'll hop back up to 10-c. to take action</p> <p>9 on and discuss their contract.</p> <p>10 Is that okay with everyone?</p> <p>11 All right. So let's move to Item No. 11,</p> <p>12 Discussion and Possible Action on Board of Finances</p> <p>13 Application for Cottonwood Classical Prep School.</p> <p>14 Dr. Russell, I think you were getting</p> <p>15 ready to share, so go ahead.</p> <p>16 DR. BRIGITTE RUSSELL: Chair Brauer,</p> <p>17 Cottonwood Classical has submitted all required</p> <p>18 documents to become a Board of Finance.</p> <p>19 THE CHAIR: Ms. Barnes?</p> <p>20 MS. JULIA BARNES: There is a question</p> <p>21 about that. And that's what we've been trying to</p> <p>22 work through with the school.</p> <p>23 And I think it's administrative, but I</p> <p>24 think you need to receive the documentation.</p> <p>25 So I actually put this in the motions. I</p>
99	<p>1 website.</p> <p>2 COMMISSIONER TAYLOR: Second.</p> <p>3 THE CHAIR: Any discussion on the motion?</p> <p>4 Seeing none, let's move to a roll-call</p> <p>5 vote.</p> <p>6 COMMISSIONER BURT: Chair Brauer.</p> <p>7 THE CHAIR: Yes.</p> <p>8 COMMISSIONER BURT: Commissioner</p> <p>9 Clahchischilliage.</p> <p>10 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>11 COMMISSIONER BURT: Commissioner Taylor.</p> <p>12 COMMISSIONER TAYLOR: Yes.</p> <p>13 COMMISSIONER BURT: Commissioner Beck.</p> <p>14 COMMISSIONER BECK: Yes.</p> <p>15 COMMISSIONER BURT: Commissioner Gipson.</p> <p>16 COMMISSIONER GIPSON: Yes.</p> <p>17 COMMISSIONER BURT: Commissioner -- or</p> <p>18 Vice Chair Burt, yes.</p> <p>19 Commissioner Ingham.</p> <p>20 COMMISSIONER INGHAM: Yes.</p> <p>21 COMMISSIONER BURT: Commissioner Carrillo.</p> <p>22 COMMISSIONER CARRILLO: Yes.</p> <p>23 COMMISSIONER BURT: And Commissioner</p> <p>24 Manis.</p> <p>25 COMMISSIONER MANIS: Yes.</p>	101	<p>1 just dropped in the Rule. They need to have a copy</p> <p>2 of a certificate of insurance that indicates that</p> <p>3 the person who will be entrusted with handling the</p> <p>4 funds of the charter school is adequately bonded.</p> <p>5 And what typically is provided is a</p> <p>6 license for their person who does that. In this</p> <p>7 case, that has been provided recently, and we</p> <p>8 uploaded it.</p> <p>9 The second document, though, which is --</p> <p>10 this is the PED existing rule on Board of Finance --</p> <p>11 is a copy of insurance. And, typically, they upload</p> <p>12 a certificate of insurance from Poms & Associates.</p> <p>13 And if it's an independent company, then Poms & --</p> <p>14 they have a certificate of insurance for their</p> <p>15 company, and they upload that.</p> <p>16 In this case, the school has indicated</p> <p>17 that their -- that their financial person is</p> <p>18 internal and is an employee of the school. But I</p> <p>19 still think Poms & Associates is going to -- is</p> <p>20 going to provide a certificate of insurance for the</p> <p>21 school.</p> <p>22 But we don't have it. And the language in</p> <p>23 the rule is, "a copy of a certificate of insurance."</p> <p>24 So you don't have that yet, as far as I know.</p> <p>25 I'm just going to double-check with Missy.</p>

102	<p>1 So we don't have that. I don't have it. 2 I don't think it's been provided. 3 THE CHAIR: Missy, go ahead. 4 MS. MELISSA BROWN: I have an e-mail from 5 the head administrator saying that the Vigil Group 6 will get that to us shortly. 7 MS. JULIA BARNES: Great. Great. Thank 8 you, Missy. 9 Yeah. Today shortly or -- okay, great. 10 It's an easy document for Poms & Associates to 11 generate. The school probably has it. I think that 12 this is only a document issue. So I don't think 13 it's anything. 14 THE CHAIR: So shall we -- is it possible 15 for us to just table this until a little bit later 16 and give the school, like, an hour or something? 17 It's a certificate of insurance that you can do in 18 10 minutes. 19 MS. JULIA BARNES: And, otherwise, I think 20 you're going to have to approve it with a condition 21 that you receive that document. I think it'll just 22 be clearer. 23 THE CHAIR: If it pleases the Commission, 24 can we just table this for -- until later on in our 25 meeting?</p>	104	<p>1 minutes. 2 (Recess taken, 11:11 a.m. to 11:21 a.m.) 3 THE CHAIR: That was one more minute. 4 We're going to move on to Item No. 12, 5 Discussion and Possible Action regarding La Tierra 6 Montessori School for the Arts and Sciences. 7 Brigitte, is the Director -- she's just 8 taking -- I thought -- we wanted to just start by 9 receiving any updates around the process. I'll 10 share a little bit as well. 11 Maybe I'll just start. I know that we did 12 receive -- I received a letter from the Secretary. 13 We know that there is a process in place right now. 14 And so I just wanted to acknowledge that, that we 15 did receive -- receive that from him. 16 COMMISSIONER TAYLOR: Could you address, 17 maybe, the -- maybe our responsibilities in light of 18 the process that is -- is underway at this point? 19 Like, what are our -- what are our next steps? 20 THE CHAIR: For sure. I will let Julia 21 give the highlights of that, for sure. 22 Now, with regard to the process right now? 23 What our role is right now? 24 COMMISSIONER TAYLOR: Yes. Yes. 25 MS. JULIA BARNES: I can start with that.</p>
103	<p>1 COMMISSIONER CARRILLO: Are we tabling the 2 contract as well? 3 THE CHAIR: Yeah. 4 COMMISSIONER CARRILLO: All right. We'll 5 finish it up today. 6 THE CHAIR: Yeah. 7 MS. JULIA BARNES: And because you need to 8 have -- you need -- the school needs to be a Board 9 of Finance. It's one of the required attachments 10 also to the contract. And so Commissioner Gipson 11 appropriately said we need to do the Board of 12 Finance first and then the contract. Just going to 13 reiterate. I think it's a paperwork issue; so -- 14 THE CHAIR: Missy, can you just make sure 15 that Mr. Binnert knows that we're tabling this to 16 make sure that we can get that ASAP? Thank you. 17 Can I get a -- is there -- yeah, can I get 18 a motion for tabling? Do we need to do a motion? 19 We don't need to? We can just move it? 20 Okay. Great. 21 (Discussion held off-microphone.) 22 THE CHAIR: Finally. Finally. All right. 23 Let's move to Item -- Item No. 12. Before 24 we -- before we move into Item No. 12, let's take a 25 quick break. 11:20. 11:20. So that's nine</p>	105	<p>1 There is a document that is uploaded into 2 the drive, into the meeting materials. It is 3 document 12a.1. This relates to the appeal. 4 Several things have happened. 5 The school timely filed an appeal. And 6 then we got a letter from the Secretary. The -- 7 some of these provisions looked to whether you could 8 take any action on the Board of Finance, where your 9 obligations are. 10 The most direct and most, I'm going to 11 say, appropriate actions for a suspension of a Board 12 of Finance should come from the Secretary, belong to 13 the Secretary, should come from the Secretary. And 14 the Secretary took that action. 15 So the Secretary took action to suspend 16 the Board of Finance. It was effective immediately. 17 That is a PED Secretary process, and they are moving 18 forward. 19 I think that CSD might be able to provide 20 you with information about exactly where they are on 21 that process. 22 However, you have the approval process of 23 a Board of Finance. And, effectively, the Secretary 24 has the suspension authority over a Board of 25 Finance. And he took action.</p>

<p style="text-align: right;">106</p> <p>1 That means that PED is doing all things 2 financial.</p> <p>3 And so, for example, a comment earlier 4 today with concerns about the school, it all belongs 5 to PED right now. The school can take no action. 6 PED is.</p> <p>7 In addition, there are several things that 8 were indicated in the Secretary's letter -- that I 9 think Chair Brauer is taking note of that letter -- 10 also indicates them. And I think that CSD can also 11 speak to some of those. But I think that that's 12 also notice to you that -- of those things in his 13 letter.</p> <p>14 So -- and that letter is uploaded. It's 15 certainly been provided to the school, and it's 16 entirely the way that it should be.</p> <p>17 So we don't need to worry about anything 18 that has to relate to the Board of Finance, because 19 that's in another department realm.</p> <p>20 COMMISSIONER CARRILLO: Excuse me, Chair 21 Brauer. This is specific to what she's --</p> <p>22 THE CHAIR: Go ahead.</p> <p>23 COMMISSIONER CARRILLO: Does this mean 24 that, at this point, there is no one who has any 25 signing privileges that has to do with billing or</p>	<p style="text-align: right;">108</p> <p>1 make sure that any financial decisions, PED is 2 involved in.</p> <p>3 Now...</p> <p>4 THE CHAIR: Just so we're clear, like --</p> <p>5 DIRECTOR CORINA CHAVEZ: Things can change 6 on a daily basis. And I know Commissioner Gipson is 7 very concerned about what happened at that board 8 meeting. There could be another meeting scheduled.</p> <p>9 I, actually -- Kimberly Gonzales who has 10 been the main point of contact with Sarah -- 11 Kimberly, if you could come downstairs?</p> <p>12 THE CHAIR: Really quick, Director, while 13 that happens, I just want to make sure we're very 14 clear on this.</p> <p>15 Like, the suspension of the Board of 16 Finance means that there is not somebody at the 17 school that can cut a check and pay somebody at this 18 stage; correct?</p> <p>19 DIRECTOR CORINA CHAVEZ: So that signatory 20 authority is being transferred to the PED.</p> <p>21 THE CHAIR: Effective immediately.</p> <p>22 DIRECTOR CORINA CHAVEZ: And it means that 23 the board -- the governing board does not make 24 decisions about finances.</p> <p>25 THE CHAIR: Okay.</p>
<p style="text-align: right;">107</p> <p>1 accounts or anything?</p> <p>2 MS. JULIA BARNES: I maybe -- and maybe 3 Director Chavez can address this -- I might just let 4 you address it, if you know it. I think yes, no one 5 at the school can take any action regarding finance.</p> <p>6 DIRECTOR CORINA CHAVEZ: So the PED -- I 7 think the statement made earlier said that there's 8 absolutely nothing the school does. That's not 9 true.</p> <p>10 We have to collaborate with the school in 11 order to conduct the Board of Finance work on behalf 12 of the school.</p> <p>13 The board itself is not -- no longer has 14 the opportunity to take action during their meetings 15 to, for example, approve next year's budget, which 16 they had not yet done.</p> <p>17 Staff at the PED are in the process of 18 and -- of gaining signatory authority.</p> <p>19 My understanding was that the board of 20 La Tierra had that on their agenda, but didn't take 21 action, as they should have. So that's why I'm 22 saying it's in process.</p> <p>23 I do know that we are working very closely 24 with the school's budget manager, Michael Vigil, and 25 that the PED has a list of vendors and is working to</p>	<p style="text-align: right;">109</p> <p>1 COMMISSIONER GIPSON: Okay. I need -- 2 because I'm still not perfectly clear on this, 3 because I understand that the board can't -- you 4 know, the board can't vote to approve a budget; the 5 board can't approve to submit BARs, things like 6 that.</p> <p>7 But it's still possible that someone at 8 that school can be writing a check and spending 9 money.</p> <p>10 THE CHAIR: Who would sign that? Do they 11 have signatory authority still if they have their 12 Board of Finance revoked? That was your question.</p> <p>13 COMMISSIONER CARRILLO: That's my biggest 14 question is that someone has a check.</p> <p>15 THE CHAIR: I'm sorry, Commissioner. Go 16 ahead.</p> <p>17 COMMISSIONER GIPSON: According to what I 18 believe I heard, that the signatory authority hasn't 19 been transferred yet. So the signatory authority on 20 that bank account is still whoever -- what -- the 21 head administrator and whoever else.</p> <p>22 So why wouldn't they be able to cut a 23 check? The bank would process it because they have 24 no paperwork --</p> <p>25 DIRECTOR CORINA CHAVEZ: We're getting an</p>

<p style="text-align: right;">110</p> <p>1 update from School Budget who was working on it. 2 I've been occupied in this meeting for the past two 3 days. Right now, Ms. Gonzales is on the phone with 4 Sarah Cordova who is working this process. 5 COMMISSIONER GIPSON: Yeah. Because I 6 think I need to be on the record and clear, because 7 I'm incredibly concerned if someone can -- I don't 8 care if it's a dollar, you know, that if someone can 9 be spending money at that school that's very 10 concerning. I thought it happened, like, 11 immediately. 12 DIRECTOR CORINA CHAVEZ: Well, the letter 13 said "immediately," and the board has not taken the 14 action that they needed to take. 15 COMMISSIONER GIPSON: And I'm glad, then, 16 that, at the very least, that is, once again, on the 17 record, that the school has not complied with 18 what -- what PED has directed. So that just, you 19 know, is a continued record of lack of performance 20 on the school's part. 21 THE CHAIR: Thank you. 22 MS. JULIA BARNES: Chair Brauer, if I 23 could just finish where we are in the process, and 24 then we can come back and have a substantive 25 conversation on the actions. Let me say where I</p>	<p style="text-align: right;">112</p> <p>1 possibly a week from Tuesday. I have to -- because 2 I think Monday's a holiday. 3 And then the second two other things that 4 the Secretary is required to do -- well, not 5 required to do, but could do: One is he appointed a 6 hearing officer. The second is he set a date of the 7 hearing at which you all can attend of July 7th for 8 two hours. 9 And the rule, the existing PEC -- PED rule 10 is very specific. It's like 20 minutes here, 11 20 minutes there, just very, very specific. 12 So it's a two-hour period of time. 13 However, the Hearing Officer can ask questions. So 14 if it exceeds that two-hour period of time, then 15 it'll do that. 16 That is all -- already here and 17 highlighted for you online. So I'm not going to 18 take too much time to go through exactly where we 19 are there. 20 Then I believe the Secretary is going to 21 follow the rule, which is not exactly the same as 22 the statute, but it's shorter, which is a 23 requirement that he issue a ruling on the appeal 24 within 60 days. 25 The statute only requires that he hold a</p>
<p style="text-align: right;">111</p> <p>1 think we are legally. 2 So the Secretary has statutory authority 3 that the Secretary has used. 4 The second thing that happened -- and in 5 just a second, Chair Brauer, what I'll do, because I 6 have it already pulled, is the Board of Finance 7 suspension. I'll just upload that. I'm going to 8 use that wrong word. 9 The second thing that happened is that the 10 school timely filed an appeal. And they had 30 days 11 to do that. And they did it. And that 30 days was 12 triggered by a letter that Chair Brauer had sent 13 out. And everything -- I think we have to upload 14 the appeal documents themselves. But I think you 15 might already have them. 16 But everything is in the Google Drive in 17 the revocation folder. And then there also is a 18 post-revocation folder within there. So everything 19 is there for the school, for you, for anyone to see. 20 Chair Brauer's letter referenced all of 21 the evidence that was there. So that is in a 22 comprehensive folder. 23 They appealed. And that is timely. 24 That triggered a 15-day response time for 25 us, for the PEC, that is due a week from Monday,</p>	<p style="text-align: right;">113</p> <p>1 hearing within 60 days. So the rule and the statute 2 do not align. But I -- I'm -- I'm guessing that 3 he's going to finish it within 60 days. 4 That can trigger -- that will trigger an 5 appeal process to district court by the party that 6 is not successful. 7 So if he upholds the decision of the PEC, 8 the PEC would not appeal. The school -- the school 9 would have the appeal right. That's typically what 10 happens. But, anyway, it's to the party that didn't 11 win. 12 Then there is some -- I think there's 13 other things that can happen after -- you know, I'm 14 just going to tell you that I think, legally, there 15 are quite a few things that have happened 16 post-revocation that are grounds for revocation. 17 So your revocation went up through the 18 hearing and all of the information that was provided 19 to you. I want to confirm that that included the 20 audit. It was brought in late, but it was brought 21 in. 22 It did not include anything from that day. 23 So that's why there's a post-revocation folder. But 24 I'm going to tell you that several things in the 25 letter from the Secretary are grounds for an</p>

<p style="text-align: right;">114</p> <p>1 appeal -- are grounds for revocation. 2 The failure to act, as directed by the 3 Secretary, clearly would be grounds for revocation. 4 Safety and security issues of the 5 students, that would be grounds for revocation. 6 That would be a Part 2 revocation. 7 So I don't think you need to go there. 8 You do not need to go there right now. But you had 9 asked what are the options. 10 COMMISSIONER TAYLOR: A couple of points 11 of clarification for me. 12 Can the school, during this appeal 13 process, continue to sort of plan for the next year? 14 You know what I mean? Kind of continue regular 15 operation, even without the Board of Finance -- a 16 suspension or a takeover of the Board of Finance? 17 MS. JULIA BARNES: That was kind of a 18 short question and a hard question to answer. I'm 19 going to tell you that the position that I believe 20 the lawyers for the PEC are going to take in the 21 appeal is that, "No, you voted the school closes 22 July 1, and that school should close July 1." 23 I think that it's a little bit unclear how 24 that's going to play out. And there's nothing that 25 would stop the school -- for example, like, they</p>	<p style="text-align: right;">116</p> <p>1 revoked. But in case the appeal is successful, 2 would your child..." -- and I don't know how many 3 people have responded. 4 MS. JULIA BARNES: Chair Brauer, hold on 5 just a second. I might stop here with what I have 6 to say. Because I haven't been asked to look at any 7 of these. So I'm going to just move on. 8 THE CHAIR: So big headlines. 9 Commissioner Taylor. The appeal is happening 10 July 7th, the hearing. The PEC attorneys are 11 preparing for that. 12 There will be, you know, some homework for 13 me in terms of afterwards and things of that nature 14 and maybe for others as well. 15 And so we're just preparing for that 16 process, because that's part of the due process that 17 we'll go through. 18 Director Chavez, I saw your hand up. And 19 then I think it would also be good, just in terms of 20 timeliness and just clarity and, like, kind of 21 making sure this time that we have on this agenda 22 item, that we make it as clear and transparent as 23 possible for everyone, just because we're bouncing 24 around a lot and I want to make sure we're able to 25 kind of get through this.</p>
<p style="text-align: right;">115</p> <p>1 changed their website. Somebody can tell me the day 2 they changed their website. They're now accepting 3 applications for next year for students. 4 I think that Budget has received notice of 5 how many kids would be in the budget. 6 So unclear. But I can tell you it will -- 7 it is clear what you all said. You all said the 8 school closes on July 1. And that will be the 9 position of the lawyers for the PEC at -- in the 10 response. 11 My understanding is they changed their 12 website. For a while, there was nothing online -- 13 Director Chavez knows that better than I do -- or 14 Pattie Gipson knows that. 15 No, La Tierra, a while back, didn't have 16 anything on their website for students to apply 17 to -- for accepting new students. And now they do. 18 COMMISSIONER GIPSON: The document says -- 19 the document does have a heading that says the 20 school has been revoked. In the case that the 21 appeal is successful, does your -- does your child 22 intend to come back next year? 23 It's not a new enrollment application. It 24 was, like, a -- you know, a fill-out for current 25 parents. And it did clearly say, "We've been</p>	<p style="text-align: right;">117</p> <p>1 So if you have an update on the question 2 around the Board of Finance, that would be great. 3 But I would love for you to start first with just 4 the overall updates from your team and from the PED 5 in general. 6 DIRECTOR CORINA CHAVEZ: Right. So, 7 Commissioners, there are a lot of moving parts to 8 this situation, and things that were not true last 9 week may be true this week, or vice versa. Because 10 while the school is at the point where they have 11 decided to appeal the revocation, we have been 12 working very closely with them on the revocation, 13 the school closure protocol that you all have seen. 14 And there's an updated document that is in your 15 folder. 16 It is -- I know there's a lot of 17 documents. I believe that it's b.l. And that has a 18 date of 6/12/23, because we strive to get you 19 information with enough time for you to read it. 20 And so that was the update at that time. 21 Things have continued to transpire. For 22 example, I just now read the board minutes from the 23 La Tierra board meeting on 9/6/23. I had staff 24 there that attended. 25 We -- we did not --</p>

<p style="text-align: right;">118</p> <p>1 THE CHAIR: What was the date again? 2 Sorry. 6/9? 3 DIRECTOR CORINA CHAVEZ: What did I say? 4 9/6? Sorry. 5 But I do see the action for the NMPED 6 School Budget Bureau to take over the Board of 7 Finance. I see an action, and it looks to me like 8 they've approved it. 9 So I think -- you know, I haven't had time 10 since the 12th to comb through every bit of the 11 documents. But it is in progress. 12 The PED has told the school -- I just 13 heard from Ms. Herrera -- that she has ceased any 14 effort to -- she let go of any signing authority 15 that she has. So she's not cutting checks. 16 And she's telling me that the next board 17 meeting is on the 20th. And they are in close 18 communication with our school budget bureau and 19 their budget manager, Michael Vigil, who will stay 20 on. 21 They have also -- the board at La Tierra 22 has also drafted next year's budget, as they should, 23 because they did not have the budget prepared in 24 time. But if they are to continue for next year, 25 they need to have a budget, and they need to have a</p>	<p style="text-align: right;">120</p> <p>1 the documents or through the -- unless the 2 Commission wants to go through the checklist, I 3 think we can kind of see what that is right now at 4 this stage. 5 Vice Chair Burt. 6 COMMISSIONER BURT: I just wanted -- if 7 you could just update us on the, like, specific 8 things that CSD and staff have done since 9 revocation. 10 DIRECTOR CORINA CHAVEZ: Sure. Okay. So 11 one of the things that we are most concerned about 12 was communication with families. And so we've asked 13 the school to publish a letter that I wrote that 14 just updated parents on where things were. 15 This is before the appeal came through. 16 And I think after this meeting, I can write another 17 letter or coach Ms. Herrera in publishing something 18 similar. 19 Of course, there was a lot of -- there was 20 a lot of items that were linked that led up to the 21 point where we were. 22 And then there was a meeting that we 23 co-facilitated with Ms. Herrera. Not a school 24 choice fair. But there was a meeting that we 25 invited parents to attend to provide an update. And</p>
<p style="text-align: right;">119</p> <p>1 public meeting. So those are things that are 2 pending. 3 What other updates? 4 Do you want me to walk you through the 5 school closure plan? Or do you want me to walk you 6 through some of the documents I've uploaded? 7 So we're all clear, there is a hearing 8 scheduled for Friday, July 7, from 1:00 to 3:00 that 9 the Secretary has delegated Deputy Secretary Amanda 10 DeBell to render the decision on his behalf. That's 11 not uncommon. 12 He's also assigned Albert Gonzales as the 13 hearing officer. He has served in that role many, 14 many times. 15 And if you want, we can walk through 16 Document b.1., which is the update on the school 17 closure plan. And also I would encourage 18 Commissioners, if you want to see the most recent 19 actions from the La Tierra board, they have some 20 draft minutes from their June 9th meeting posted on 21 their website. And, again, their next meeting is 22 likely to be June 20th. 23 Any questions at this point? 24 THE CHAIR: And I don't think -- one 25 second. I don't think we need to go through each of</p>	<p style="text-align: right;">121</p> <p>1 this was after the appeal. 2 There were two parents that showed up. 3 And, of course, as we go along, you know, I get 4 phone calls from parents, or parents maybe that 5 showed up come in. And there's a lot of continued 6 "He said," "He said," "I didn't get notified," "I 7 didn't know about this," you know, like -- so I 8 think that the lines of communication continue to be 9 difficult at the school. 10 Just this morning, the two entities that 11 made public statements, Ms. Herrera was saying, "You 12 know, there's some untruths." 13 I am saying you need to be better at 14 communicating. Put a place on your website. Be 15 very clear about your communication, because until 16 there is that concrete written information, where 17 everybody can go to the same place to identify and 18 get the information. You know, the Blackboard, 19 which the school has been relying on, or, you know, 20 there's not kids now that can take home documents, 21 which the letter that I wrote was to be taken home 22 by kids and posted to the website and distributed 23 via Blackboard. 24 So I think the lines of communication 25 continue to be a struggle.</p>

<p style="text-align: right;">122</p> <p>1 My staff have obtained a list of vendors. 2 We've also asked the school to provide their list of 3 assets and inventory. It's a bit of a mess. There 4 are some things that are inventoried, but nothing 5 has been labeled with a tag number. So I think that 6 that is what hopefully is happening at the school 7 right now. 8 This is the coaching that we are doing 9 with Ms. Herrera to be prepared. No matter what. 10 Whether the school closes or not, it should have an 11 inventory with tags. 12 So that is incomplete. 13 We were at the school on the last day of 14 school for teachers and made sure that there was a 15 checkout. And Ms. Herrera had created a checklist 16 of items for the checkout for teachers that included 17 returning laptops and keys. 18 And the question about, "Have you asked 19 your students whether they're planning to return or 20 not" -- because there had been a complete lapse of 21 any sort of lottery information or any sort of check 22 with students about whether students would return or 23 not. 24 So one of the things that occurred on the 25 last day was that Ms. Herrera was expecting teachers</p>	<p style="text-align: right;">124</p> <p>1 what they're doing currently to move forward with 2 the sort of board actions that they need to be 3 making, the sort of -- the inventory. 4 I understand that the school was in touch 5 with their landlord and to have a conversation about 6 lease renegotiation. So, again, that meeting may 7 have occurred, and I haven't been updated. 8 We are in contact on a daily basis. My 9 staff have been to the school physically every 10 single week, if not multiple times a week, to talk 11 to the school and see where they are on these items. 12 THE CHAIR: Corina, are you documenting 13 that process? 14 DIRECTOR CORINA CHAVEZ: Yes. So we have 15 a list. In fact, Ms. Gonzales is in the process of 16 completing it, because she hears some new things 17 every day. But every single touchpoint, every 18 single action that occurs, we are documenting as far 19 as, you know, we know what's going on. And, again, 20 there's something new every day. 21 THE CHAIR: Director, also, one question I 22 had about the -- the closure form. 23 On Part 22, the points of contact, have we 24 already -- I can't remember what the -- I can't 25 remember what it is when we have to go through an</p>
<p style="text-align: right;">123</p> <p>1 to call the parents of the students on their roster 2 and to ask if they intended to return or not. 3 So we have been working closely with the 4 school to obtain that list so that, you know, we 5 know that the school is keeping track. We know who 6 has not answered, who has, what their intentions 7 are. 8 I know I'm jumping around a little bit, 9 too. But on that call with parents, one of the 10 things we had sent to the school, CSD staff 11 presented a list of school options for the school, 12 how many miles away from La Tierra, who is the 13 contact person, what grade levels do they serve, 14 what type of school is it. 15 There were some BIE, some 16 tribally-controlled schools, some Española Public 17 Schools. And so we made sure that that information 18 was also distributed to the parents. 19 Again, channels of communication. We -- 20 you know, I think that our next step is to work with 21 Ms. Herrera to make sure that these things are 22 posted to the website so there's no question and so 23 parents get used to looking at the same place. 24 But we're sort of implementing the school 25 closure at this point, working with the school on</p>	<p style="text-align: right;">125</p> <p>1 RFA. 2 DIRECTOR CORINA CHAVEZ: Contracted 3 with -- 4 THE CHAIR: Yeah. Are we contracting with 5 anybody or started that process yet? 6 DIRECTOR CORINA CHAVEZ: No, that's on 7 pause right now, because right now there's a pending 8 appeal hearing. 9 THE CHAIR: So can we still -- we can't -- 10 we can't secure somebody in case there is a need to 11 have a liaison? 12 DIRECTOR CORINA CHAVEZ: Yes, I think we 13 need to -- we had somebody in mind that we were 14 ready to move forward with, and she took a job. And 15 the other person who was going to be working on the 16 finance items is reading charter school 17 applications. 18 So I think that timing will work out. As 19 we look for someone who can be the school liaison 20 and the finance person, I think timing will work out 21 for them finishing the work on the new charter 22 school applications to be able to pivot. I think 23 that the timing will work out with the appeal 24 hearing. 25 THE CHAIR: And, Director Chavez, that --</p>

<p style="text-align: right;">126</p> <p>1 those services are still going through the SWREC; 2 correct?</p> <p>3 DIRECTOR CORINA CHAVEZ: They are. And we 4 are setting ourselves up to be able to expend funds 5 through the SWREC IGA July 1, yes.</p> <p>6 THE CHAIR: I'm not muted to the idea that 7 I know where this is happening through the fiscal 8 year change, for sure. I was just thinking that 9 this is a good time to start building the bench for 10 the liaisons, because it sounds like the Charter 11 School Division is doing a lot of the -- the 12 traditional public liaison work at this stage. And 13 you all have so much other things to do. And if we 14 have the funding to get somebody on and we can start 15 to build that bench, I think would be really good 16 for all of you.</p> <p>17 DIRECTOR CORINA CHAVEZ: Yeah. We are 18 asking around to find someone who lives in Española, 19 because I do think that this is going to be a daily 20 visit to the school. Yeah.</p> <p>21 THE CHAIR: All right. Any other -- go 22 ahead.</p> <p>23 COMMISSIONER GIPSON: Real quickly. And I 24 want to say thank you for everything that you are 25 doing, have done, because I think we've identified</p>	<p style="text-align: right;">128</p> <p>1 recorded. And I don't know if it's posted to the 2 website yet. But that was what we instructed the 3 school to do, and to talk about -- to parents -- 4 what are the office hours where they can come in and 5 request records and copies of records, because the 6 records stay at the school level.</p> <p>7 And so if a student is transferring, then 8 the records move to the school. And if the family 9 hasn't decided, then they -- they move to another 10 educational institution, but they don't stay at 11 La Tierra and they don't go home with the parents, 12 the official records, just copies, can go home with 13 parents.</p> <p>14 So that list -- and we're also -- I didn't 15 mention a minute ago -- that we have scheduled 16 tribal consultation. Chair Brauer, me, 17 Ms. Gonzales, and maybe somebody from Indian 18 Education will be visiting with the Governor of 19 Ohkay Owingeh, Governor Phillips, on June 22nd. And 20 so in preparation for that meeting, we're also 21 trying to determine who are the Ohkay Owingeh 22 students that have been attending the school and 23 what decisions, if any, have those students made 24 about next year, and what communication, if any, has 25 been occurring with those families to support the</p>
<p style="text-align: right;">127</p> <p>1 that the communication isn't great with the school. 2 And you being able to, you know, keep that 3 communication with them is really important.</p> <p>4 I just wonder if you've got a sense of the 5 numbers of -- of the responses by kids or whether 6 they've come back.</p> <p>7 DIRECTOR CORINA CHAVEZ: Yes. Yeah, I -- 8 quite frankly, I'm a little surprised at the 9 numbers. I do have a document. And I can pull it 10 up and be more specific. There's a lot of missing 11 information.</p> <p>12 But there's quite a number of people that 13 want the school appealed. I believe that they got 14 hope. And they have told the school -- or the 15 school is telling us that they have told them that 16 they are interested in going back.</p> <p>17 I also -- I think we need to 18 cross-reference that with the students who have 19 already pulled school records, because I think 20 that -- I think -- I just think there might be the 21 need to verify the information a little bit more 22 closely. Because I do know that parents were 23 requesting records.</p> <p>24 That was one of the things that came up 25 during the parent meeting, which, by the way, was</p>	<p style="text-align: right;">129</p> <p>1 students.</p> <p>2 So that's also in the works for next week.</p> <p>3 And the final thing I'll say about, like, 4 the inventory and the comments that were made this 5 morning, when the CSD staff visited the school and 6 saw boxes of Montessori materials piled up in a room 7 and in some of the classrooms, we took photos. We 8 let the head administrator and any staff that were 9 within earshot know that those materials were to 10 stay at the school, that they are not to be 11 dispersed to teachers or students or another school 12 or anyone else. They stay with the school.</p> <p>13 And, again, this was pre-closure and 14 pre-appeal.</p> <p>15 Sorry. It was post-closure decision on 16 the PEC prior to the appeal, because there was a lot 17 of, again, he-said, she-said, statements that are 18 being made to us about people taking home materials 19 or materials being emptied or dispersed.</p> <p>20 So we made it very clear that the 21 materials were not to leave the school, that they 22 needed to be inventoried, and should they be 23 disposed, there is a process that would need to 24 occur.</p> <p>25 THE CHAIR: Real quick. Was that put in</p>

<p style="text-align: right;">130</p> <p>1 writing as well? Because I got a little bit worried 2 when I heard about the boxes and -- is that 3 something that could go in writing, too, at least an 4 e-mail to Head Administrator Herrera? 5 DIRECTOR CORINA CHAVEZ: Yes. So if it 6 hasn't already been documented -- and she had a copy 7 of this closure plan that you all have; right? I 8 can be much more explicit about it. But we have 9 reiterated that point. 10 And it doesn't matter -- I think that 11 Ms. Herrera is super clear about that. And, at the 12 same time, I think that there's some people that are 13 saying, "Well, it's happened," and -- you know, 14 everything that people tell us, have we been able to 15 verify? You know, we're doing our best to verify 16 information. And there is a lot. 17 THE CHAIR: For sure. I just want to 18 acknowledge that. There is just a lot to go through 19 a school closure. Those of us who have been part of 20 that process understand that very, very clearly. 21 I think the Commission is empathetic to 22 that. And we're learning as we go, and we know we 23 get more information every day. 24 And that's the nature of this. But we 25 also have to react in the best possible way to the</p>	<p style="text-align: right;">132</p> <p>1 that. 2 And Poms has been out there also. They 3 showed up on the last day of school, just to do a 4 follow-up visit with the school to see if anything 5 has been remedied from their reports. And it seems 6 like there has not been any improvements to the 7 safety concerns that they've reported. 8 Our -- our site visits are also 9 documented. So we do have notes. I do have photos. 10 We do -- we did make it clear to the staff that we 11 were concerned about the inventory and that 12 everything that we did document, there is no 13 tagging. So that needs to be a completed task with 14 the school. 15 And once we get that done, then we will 16 have a full picture of what kind of inventory is 17 truly there at the school. 18 But we are documenting. We're following 19 up. And, you know, we're just taking the next step. 20 Everything was in limbo due to whether or not the 21 appeal was going to proceed. Now we know that 22 that's happening, so we're going to move forward. 23 COMMISSIONER GIPSON: Do we have a 24 record -- did Poms provide a report back or just 25 something by telephone? Or do you know what Poms</p>
<p style="text-align: right;">131</p> <p>1 new information that we have. So -- Commissioner 2 Gipson, did you have -- I know we got off a little 3 bit; but -- 4 COMMISSIONER GIPSON: I'm assuming that 5 Kimberly has been out for all of the visits that you 6 folks have gone out on. But can we just, for a 7 point of reference, know who all has -- has gone out 8 and what visits these are, just so we've got a 9 better sense of this? 10 DIRECTOR CORINA CHAVEZ: So, Commissioner 11 Gipson, it's been Kimberly Gonzales and Martica 12 Davis. Martica, if you're listening, come on down. 13 You can ask Kimberly. She's focused on the 14 financial parts of things. And I think Martica has 15 focused, more working closely with Ms. Herrera, 16 focusing on the student-focused or maybe 17 teacher-focused items, yes. 18 MS. KIMBERLY GONZALES: Commissioner 19 Gipson, I have been at all of the site visits, 20 announced and unannounced. And there are some 21 serious concerns, not only that I have financially, 22 but for the children that are there. 23 And on our annual site visit that we did 24 conduct with them, I just want to make it known that 25 none of their governing board members showed up for</p>	<p style="text-align: right;">133</p> <p>1 did or did not decide as a result of that visit? 2 MS. KIMBERLY GONZALES: We had a meeting 3 with Poms probably a week before they showed up. I 4 wasn't aware they were actually going to show up. I 5 was told by the school that they had showed up on 6 the last day of school. So I'm waiting to see if we 7 get a report. 8 But I believe that was just a follow-up to 9 make sure that the reports that they had -- to see 10 if they had made any improvements. 11 COMMISSIONER GIPSON: Okay. So the site 12 visit report that we have here, you've got also 13 pictures that came with that. So I think that it 14 would be appropriate for us to have that in our 15 documents as well. 16 And then you did the annual site visit. 17 Did they get -- did they get a preliminary report 18 back? 19 MS. KIMBERLY GONZALES: I believe they 20 did. 21 COMMISSIONER GIPSON: From that annual 22 site visit? And I know we've -- I don't know 23 whether we -- normally, we don't. 24 DIRECTOR CORINA CHAVEZ: No, you don't 25 normally get them, Commissioner Gipson.</p>

<p style="text-align: right;">134</p> <p>1 COMMISSIONER GIPSON: (Inaudible due to 2 simultaneous speaking and microphone issues.) 3 DIRECTOR CORINA CHAVEZ: Right. I know 4 that it was shared with the school, however. And so 5 Ms. Davis is here. 6 COMMISSIONER GIPSON: I took that back. 7 I'm eating those words back. 8 And then you folks were there the last day 9 of staff? Or last day of students? Or both? 10 MS. KIMBERLY GONZALES: We were there the 11 last day of staff. And there was, you know, just 12 the checkout procedure that Ms. Herrera was trying 13 to have with them. Because there was no lottery, 14 they were trying to get an idea of the students that 15 were anticipating on returning or leaving. 16 There was only a small number of students 17 at the time that were only requesting their records. 18 There was only probably ten or less. That number 19 could have changed from the beginning of the month, 20 especially after the meeting with parents. 21 But it does seem there is an interest to 22 still have some students attend, and that number is 23 still fluctuating based on the responses coming in. 24 THE CHAIR: All right. Thank you. And I 25 do think the pictures would be great.</p>	<p style="text-align: right;">136</p> <p>1 improvements. The playground is gone. And there 2 were some things that the school put in place. 3 There was also some expectations that the 4 school had put in place for, like, not having the 5 door propped open. And so, like, even after we 6 visited once, the door was not propped open. But 7 then when we went again, it was propped open. 8 So there's -- there's -- you know, depends 9 on which visit we're at. 10 But my understanding is the playground, 11 according to Ms. Herrera, who just sent me a text 12 message, is gone. Did you observe that it was gone? 13 MS. MARTICA DAVIS: During our site visit 14 we observed that the playground was closed. It was 15 blocked off to student use. But it is news to me 16 that it has now been torn down, if that's what 17 you're saying. 18 COMMISSIONER GIPSON: Is that not -- and 19 correct me if I'm wrong -- because that playground 20 material was paid for by public money, don't -- 21 aren't they required to follow a disbursement of 22 public property? So I'm just wondering if -- 23 DIRECTOR CORINA CHAVEZ: That's going to 24 take some research to determine if it was purchased 25 with public funds. That's a great question,</p>
<p style="text-align: right;">135</p> <p>1 And I know you already know this already, 2 Ms. Gonzales. But probably, like, focus in on what 3 we're saying, not necessarily student pictures, it's 4 probably not appropriate for us to share and stuff 5 like that. 6 MS. KIMBERLY GONZALES: There were no 7 students, actually. This was during, like, the 8 staff visit. And then another visit that we were 9 there, I was able to not have -- there was really 10 nobody in there other than staff. 11 DIRECTOR CORINA CHAVEZ: Pictures of 12 inventory. 13 MS. KIMBERLY GONZALES: It's inventory. 14 THE CHAIR: Sure. 15 MS. MARTICA DAVIS: We also took some 16 pictures of things that had been pre- -- areas that 17 had been previously been cited in the Poms reports 18 just to see if there had been any progress made with 19 some of those things that had come up in the past. 20 COMMISSIONER GIPSON: I just had one other 21 question. It was in one of the documents, there was 22 some reference to the fact that the playground 23 material was gone. 24 DIRECTOR CORINA CHAVEZ: That's correct. 25 So there have been a few improvements -- safety</p>	<p style="text-align: right;">137</p> <p>1 Commissioner Gipson. We will have to work with the 2 school to see if their records indicate that and 3 maybe do -- look at our CSP funds or their financial 4 information to determine. I don't know if 5 Ms. Herrera has a copy of what the proper disposal 6 guidelines are from the PED. 7 MS. MARTICA DAVIS: We're not sure. But 8 she was working -- Ms. Herrera was working very 9 closely with the Poms & Associates team. So they 10 did conduct a follow-up visit. I believe it might 11 have been the same day as our annual site visit. So 12 Poms had come back to the school. And so 13 Ms. Herrera was working closely with them to try to 14 remedy the situation. But I don't know if that's -- 15 COMMISSIONER GIPSON: Poms would only 16 check for safety. Poms isn't checking to make sure 17 they're disposing of public property appropriately, 18 because that's not within their scope. 19 MS. MARTICA DAVIS: My question might be, 20 maybe they -- because the playground was not in a 21 safe state, I don't know if she maybe perhaps got 22 advice from them, or if she did consult with someone 23 at PED. We're not sure. 24 COMMISSIONER GIPSON: Just one more little 25 chink in the armor.</p>

138

1 THE CHAIR: Any other comments? Questions
 2 from the Commission?
 3 Vice Chair.
 4 COMMISSIONER BURT: I just want to say
 5 thank you. And thank you, Director Chavez, for
 6 keeping a consistent team going. I think that's
 7 really important, too, that it's consistently, you
 8 know, you two going out, doing the work, checking on
 9 it. Just want to say thanks for doing it and
 10 getting the documentation and doing the picture --
 11 like, that's really the main thing.
 12 Thanks for having it be the two
 13 consistently, so it's -- I think that's an important
 14 piece to it as well. So thanks for doing that for
 15 the team.
 16 THE CHAIR: One last question. Like,
 17 where the -- when you said the doors were propped
 18 open, was that during staff time? Or was that when
 19 students were there?
 20 MS. MARTICA DAVIS: No students were on
 21 campus. It was during the teacher workday.
 22 THE CHAIR: Also, I just want to reiterate
 23 what Vice Chair shared. It's a lot of work. It's a
 24 lot of emotional work also. I just wanted to share.
 25 This is tough. It's tough for everyone when we're

139

1 talking about this kind of thing. And it's heavy.
 2 It's heavy. Even though where there might be some
 3 righteousness involved in decisions, it's just a lot
 4 to take on, and I thank you all for that.
 5 And, you know, there's no easy -- there's
 6 no easy part of this. And I just want to just
 7 acknowledge that.
 8 I want to acknowledge that with the
 9 Commission as well. There's no easy actions that we
 10 take, as well, when it comes to -- to where we are
 11 at this stage.
 12 Thank you very much.
 13 THE CHAIR: We are at 12:08.
 14 Missy, just real quick, I wanted to see if
 15 we could punch that ticket with Cottonwood. We
 16 can't?
 17 So --
 18 COMMISSIONER CARRILLO: So is there
 19 shortly? Not shortly? They're going hungry right
 20 now, all of them. We're done with La Tierra; right?
 21 I mean on the --
 22 THE CHAIR: So before we move on from
 23 Item 12, we do have the potential to do a few
 24 motions here.
 25 Vice Chair Burt.

140

1 COMMISSIONER BURT: All right. So I'll be
 2 making two motions. I'll do the first one first,
 3 obviously.
 4 I move that the PEC accept the updated
 5 information regarding observations and findings, as
 6 outlined by the Charter Schools Division today, that
 7 will be in the meeting transcript, including
 8 observations and findings from the school site visit
 9 of Charter School Division staff, Director Chavez,
 10 Kimberly Gonzales, and Martica Davis.
 11 COMMISSIONER TAYLOR: Second.
 12 THE CHAIR: Any discussion?
 13 COMMISSIONER CARRILLO: Question.
 14 THE CHAIR: Commissioner.
 15 COMMISSIONER CARRILLO: For Julia. So the
 16 hearing is on the 7th for two hours. Do we have any
 17 idea of which two hours during that day?
 18 THE CHAIR: We just did a motion.
 19 COMMISSIONER CARRILLO: I can ask this --
 20 discussion -- this is within the --
 21 THE CHAIR: 1:00 to 3:00.
 22 COMMISSIONER CARRILLO: 1:00 to 3:00,
 23 thank you.
 24 THE CHAIR: It's posted. It's on the
 25 document in there; so...

141

1 Any other discussion? Let's move into our
 2 roll-call vote.
 3 COMMISSIONER BURT: Commissioner Beck.
 4 COMMISSIONER BECK: Yes.
 5 COMMISSIONER BURT: Chair Brauer.
 6 THE CHAIR: Yes.
 7 COMMISSIONER BURT: Vice Chair Burt, yes.
 8 Commissioner Carrillo.
 9 COMMISSIONER CARRILLO: Yes.
 10 COMMISSIONER BURT: Commissioner
 11 Clahchischilliage.
 12 COMMISSIONER CLAHCHISCHILLIAGE: Yes.
 13 COMMISSIONER BURT: Commissioner Gipson.
 14 COMMISSIONER GIPSON: Yes.
 15 COMMISSIONER BURT: Commissioner Ingham.
 16 COMMISSIONER INGHAM: Yes.
 17 COMMISSIONER BURT: Commissioner Manis.
 18 COMMISSIONER MANIS: Yes.
 19 COMMISSIONER BURT: And Commissioner
 20 Taylor.
 21 COMMISSIONER TAYLOR: Yes.
 22 COMMISSIONER BURT: That passes,
 23 nine-to-zero.
 24 And I would also like to make a motion
 25 that the PEC direct any Commission or member of the

142	<p>1 PEC staff to assist counsel with any supplemental 2 documents needed for the response to the appeal, 3 including the preparation and signing of affidavits. 4 COMMISSIONER GIPSON: Second. 5 COMMISSIONER TAYLOR: Second. 6 THE CHAIR: Any discussion from the 7 Commission? 8 (No response.) 9 THE CHAIR: Hearing none, roll call, 10 please. 11 COMMISSIONER BURT: Commissioner Taylor. 12 COMMISSIONER TAYLOR: Yes. 13 COMMISSIONER BURT: Commissioner Manis. 14 COMMISSIONER MANIS: Yes. 15 COMMISSIONER BURT: Commissioner Ingham. 16 COMMISSIONER INGHAM: Yes. 17 COMMISSIONER BURT: Commissioner Gipson. 18 COMMISSIONER GIPSON: Yes. 19 COMMISSIONER BURT: Commissioner 20 Clahchischilliage. 21 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 22 COMMISSIONER BURT: Commissioner Carrillo. 23 COMMISSIONER CARRILLO: Yes. 24 COMMISSIONER BURT: Vice Chair Burt, yes. 25 Chair Brauer.</p>	144	<p>1 keep on churning and burning? 2 We're going to keep on churning and 3 burning, then. 4 COMMISSIONER GIPSON: (Inaudible.) 5 COMMISSIONER CARRILLO: No. I have a 6 question. So they said "shortly"; right? That 7 legal term, "shortly"? Cottonwood Classical? Do we 8 have it? Can we finish that piece? 9 THE CHAIR: We don't have it. We're going 10 to give them continued time. So I think if we don't 11 get it by the time we are about to close out, 12 Commissioner Carrillo, we're going to take a 13 potential action on approving that, pending the 14 information that we need. 15 Item No. 13, Dr. Russell, I think this is 16 you. This is the longest thing, but I'm hoping that 17 this is going to be a shorter process. 18 DR. BRIGITTE RUSSELL: Yes, Chair Brauer. 19 This is the longest thing, and yet the shortest 20 thing. No changes in any of these forms since the 21 Work Session yesterday. CSD has nothing more. 22 THE CHAIR: Thank you. 23 If there's no questions, I'll entertain a 24 motion. 25 Vice Chair Burt, are you okay with that?</p>
143	<p>1 THE CHAIR: Yes. 2 COMMISSIONER BURT: Commissioner Beck. 3 COMMISSIONER BECK: Yes. 4 COMMISSIONER BURT: That passes, 5 nine-zero. 6 THE CHAIR: Thank you, Vice Chair. 7 You know, on the -- on 12-e., there is a 8 potential for us to take an action on the 9 intervention ladder. 10 In my mind, I don't think this is a time 11 for us to do that. I wanted to see if we had any 12 other thoughts on that. But I don't think this is 13 the time for us to do anything of that nature. 14 Commissioner Gipson. 15 COMMISSIONER GIPSON: I think, at this 16 point in time, because there has not been a stay, 17 there is no -- we closed the school. Placing them 18 on an intervention ladder is kind of like saying, 19 "Oh, we're going to be working with you next year." 20 So I think it's setting a double-sided message. So 21 I think we move on. 22 THE CHAIR: Yeah. Yeah. 23 Thank you, Commission. Now we're 24 officially done with item No. 12. We are at 12:12 25 now. I wanted to gauge the group. Do we want to</p>	145	<p>1 COMMISSIONER BURT: All right. I'll 2 figure it out. 3 All right. I move that the Public 4 Education Commission approve the final amendments 5 and notification forms, as listed in the agenda on 6 Items 13-a. through -r. 7 COMMISSIONER GIPSON: Second. 8 THE CHAIR: All right. Any discussion on 9 the motion? 10 Seeing none, let's go into a roll-call 11 vote. 12 COMMISSIONER BURT: Commissioner 13 Clahchischilliage. 14 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 15 COMMISSIONER BURT: Commissioner Beck. 16 COMMISSIONER BECK: Yes. 17 COMMISSIONER BURT: Commissioner Taylor. 18 COMMISSIONER TAYLOR: Yes. 19 COMMISSIONER BURT: Commissioner Carrillo. 20 COMMISSIONER CARRILLO: Yes. 21 COMMISSIONER BURT: Commissioner Manis. 22 COMMISSIONER MANIS: Yes. 23 COMMISSIONER BURT: Chair Brauer. 24 THE CHAIR: Yes. 25 COMMISSIONER BURT: Commissioner Ingham.</p>

<p style="text-align: right;">146</p> <p>1 COMMISSIONER INGHAM: Yes. 2 COMMISSIONER BURT: Commissioner Gipson. 3 COMMISSIONER GIPSON: Yes. 4 COMMISSIONER BURT: And Vice Chair Burt 5 yes. 6 That passes, nine-zero. 7 THE CHAIR: Thank you very much. 8 Item No. 14, Report from the Charter 9 Schools Division and Discussion. 10 Director Chavez and team. 11 DIRECTOR CORINA CHAVEZ: Thank you. So I 12 want to start out by just thanking the Charter 13 Schools Division team who has picked up the reins on 14 the Charter Schools conference, July 24th through 15 26th. 16 We almost have a final agenda. I think 17 you'll be really pleased. It does have the theme of 18 "Innovations." We're combining -- most of the 19 sessions are charter schools themselves, 20 highlighting their innovations. 21 But we are bringing a couple of 22 out-of-state speakers and people who will be able to 23 share, for example, as I talked about earlier, the 24 indicators of distress and other work like that. 25 I failed to talk about some charter</p>	<p style="text-align: right;">148</p> <p>1 celebrating those charter schools. 2 So in your materials, Commissioners, there 3 are two financial Corrective Action Plans. These 4 are plans that the schools developed and will be 5 working really closely with Ms. Gonzales, who will 6 be monitoring them and making sure that the items 7 that were identified in the financial audit for last 8 year have attention being placed and people who are 9 making the sort of corrections that are listed in 10 the plan. Those items are, again, in your folder as 11 Items No. 14-a. for SODA, and 14-b. with 12 Las Montañas. 13 And then 14-c. is the Pecos Cyber school. 14 This is the condition of renewal. And you'd have -- 15 the document that was provided to us from the school 16 with information about what was the improvement 17 action -- this is the form that Ms. Barnes or one of 18 her support people developed. So it is the 19 improvement action, what is the date of completion, 20 and there's some notes and the status. 21 I will let you know that although all of 22 the items say complete and ongoing, there was a 23 little back-and-forth between my staff and the 24 school when we were asking for evidence. And the 25 form itself wasn't explicit about what are the</p>
<p style="text-align: right;">147</p> <p>1 schools that were announced as Innovation Zone 2 awardees. And there were several charter schools on 3 that list. 4 And the awardees are schools that will 5 receive some funding. But they were selected 6 because of their idea of supporting improvement in 7 graduation rates and making high school more 8 relevant and exciting to students. 9 And so I wanted to, if you all are 10 interested, read out the list of charter schools 11 that are -- that received that award as Innovation 12 Zone awardees. 13 There are several that are in your 14 portfolio. 15 Academy for Technology and the Classics; 16 ACE Leadership High School; the Albuquerque Sign 17 Language Academy; Alma D'Arte; Cottonwood Classical 18 Prep; DEAP School, Explore Academy-Las Cruces; 19 Health Leadership High School; Las Montañas; Mark 20 Armijo Academy; Monte Del Sol; NACA; New America 21 School-Las Cruces; RFK Charter; School of Dreams 22 Academy; Siembra Leadership High School; 23 South Valley Academy; Technology Leadership High 24 School; and Vista Grande. 25 So we are also spotlighting and</p>	<p style="text-align: right;">149</p> <p>1 evidence pieces, nor how it would be shared. 2 So there was a little bit of, I would say, 3 uncomfortableness in just assuming that when someone 4 says it's complete, it's complete, without being 5 able to have opportunity to look at evidence. 6 So I -- moving forward to next school 7 year, before we implement this again, I think that 8 we would like to sit down with the school and make 9 sure that we're on the same page about what sorts of 10 pieces of evidence that we should be able to see. 11 But by and large, if you look at the 12 document that's in your materials, 14-c., it does 13 say that the school has completed the items that 14 were part of the condition. 15 And then Update on the Charter Schools 16 Division. I think that some of you know that 17 Mr. Louie Torres has left his position. He has been 18 out sick, and his last day is June 30th. So we 19 don't anticipate that he'll come back before then. 20 We're sorry to see Louie leave. He did a 21 lot to support the division. But we wish him the 22 best as he moves on to the next chapter of his life 23 outside of the PED. 24 We have already conducted interviews for 25 his replacement. And so that's pending.</p>

<p style="text-align: right;">150</p> <p>1 Meanwhile, we have been successful in 2 making an offer to an Ed Admin A on the Authorizing 3 team, so Martica and Kimberly aren't holding the 4 weight of most of what the Ed Admin As on that team 5 do. 6 And so this individual is getting ready to 7 join our team on Tuesday. So we're super excited 8 about being able to take a really excellent former 9 teacher, head administrator from Santa Fe Public 10 Schools, and add her to our team. I think you'll be 11 real happy when you meet Cheryl [ph]. 12 We also have a couple of open positions 13 where we've received applications, and, hopefully, 14 we'll have interviews in the next week and a half or 15 so to be able to interview for the openings that are 16 on the team. 17 And that's it. 18 THE CHAIR: Great. Any questions from the 19 Commission? Go ahead. 20 MS. JULIA BARNES: I just want to clarify 21 the way the contract is structured, which is that 22 the document that is for CSD and the schools to 23 discuss how the compliance is there is prepared. 24 But it's not adopted by you; it's a CSD document to 25 use.</p>	<p style="text-align: right;">152</p> <p>1 Fiscal Year 2024 Public Education Commission Budget. 2 I don't think we have an action on this; 3 is that right? Is that what you were going to say? 4 COMMISSIONER BURT: We're thinking we'll 5 move it to next time. 6 THE CHAIR: That's what I was thinking. 7 Thank you very much. 8 Item No. 16, Report from the Chair and 9 Discussion. 10 Let's keep this short. I don't have any 11 updates or school issues at this time, nothing that 12 we haven't already discussed. So in terms of just 13 keeping it short and sweet, I may have something 14 else in July. 15 Is Public Charter schools on the horn 16 here? 17 Okay. All right. 18 DIRECTOR CORINA CHAVEZ: There he is. 19 THE CHAIR: All right. Mr. Sherwood, the 20 floor is yours. 21 MR. WAYNE SHERWOOD: All right. Good 22 afternoon, Commissioners. Thanks for having me on 23 right now. 24 As you can see, I'm in my garage at home, 25 which I -- you know, not particularly where I want</p>
<p style="text-align: right;">151</p> <p>1 So for this year and for last year, for 2 them to go and say, "We need to modify this" is -- 3 it's their document. But we are creating them as 4 part of the contract. 5 The condition compliance document -- 6 because you have set the condition -- for example, 7 on New Mexico Connections, that is your document, 8 and that is a different monitoring tool. So -- 9 because it's your condition. 10 So I just wanted to clarify how that is 11 going. 12 So they can modify any of those documents 13 on the school visits -- I mean, on the school 14 mission goals, specifically, because once you get 15 into it, just like Director Chavez said, sometimes 16 you want it to be different. They want to be able 17 to see it. 18 But the end result is to be able to rate 19 the scoring and the performance framework. And that 20 scoring comes back to you. 21 THE CHAIR: All right. Any other 22 questions? 23 (No response.) 24 THE CHAIR: Seeing none, let's move to 25 Item No. 15, Discussion and Possible Action on the</p>	<p style="text-align: right;">153</p> <p>1 to be. 2 Can I just get a thumbs-up, you can hear 3 me real quick? 4 (Commissioners so indicate.) 5 MR. WAYNE SHERWOOD: Okay. Great. 6 I just wanted to say, yeah, I miss being 7 up there in person. I'll be up there next month. 8 I don't know if many of you are familiar 9 with the Prospectors here in Grant County. But the 10 Prospectors are a group of business people, 11 educators, that are -- were started over 40 years 12 ago, that once a year, they have a day called Grant 13 County Day in Santa Fe. 14 And so we take -- we compile all of our 15 wish lists of where we want capital money to be 16 going, and we submit it to our legislators here in 17 Grant County first, and then we take it to Santa Fe 18 for grant county day which is going to be 19 January 24th, which all of you guys will be invited 20 to that also. 21 I am now going to be the president of the 22 Prospectors this year. And that meeting happened to 23 coincide with this meeting. So I wanted to be in 24 person. 25 So when I took over the reins, for next</p>

<p style="text-align: right;">154</p> <p>1 month, and now, next month, I moved that meeting so 2 it wouldn't conflict with the PEC. 3 So speaking of that, the Public Charter 4 Schools of New Mexico, we're looking at hiring a 5 deputy director to help out Matt. 6 I didn't apply for that. I'm not part of 7 that deal. 8 There are three finalists right now that 9 are being interviewed, and they should be selected 10 probably within the next week or two. 11 And, yes, I will still be coming to all 12 the PEC meetings, so you'll be stuck with me next 13 year also. I'm really starting to enjoy getting to 14 meet and know all of you guys and just see what -- 15 you know, this process that takes place. 16 And then once I've learned that process, 17 when I meet with the charter schools, I can explain 18 a lot what's going on, also, because it really helps 19 out the directors having somebody with that 20 knowledge, other than Matt being here all the time, 21 because he's got a lot on his plate. 22 So really looking forward to our trip next 23 week to Austin for the National Charter School 24 Alliance. I know several of you will be going to 25 that. And we have our -- on Tuesday, we have our</p>	<p style="text-align: right;">156</p> <p>1 else. 2 MR. WAYNE SHERWOOD: All right. Thank 3 you. 4 COMMISSIONER GIPSON: I couldn't be in my 5 garage, because I have too much crap in it. That's 6 plain and simple, you know, just -- I just wanted to 7 know when your flight is out on Sunday. 8 MR. WAYNE SHERWOOD: I leave at 6:20 in 9 the morning. I got the non-stop flight. 10 COMMISSIONER GIPSON: Me, too. I'll see 11 you there. 12 MR. WAYNE SHERWOOD: All right. See you 13 in a couple of days. 14 THE CHAIR: All right. Item No. 17, 15 Discussion and Possible Action to Provide Input to 16 Chair or Liaisons to Speak on Behalf of the PEC. 17 Is there any consensus or items that we 18 need to discuss for this week? 19 All right. 20 So I'm -- if it pleases the Commission, 21 I'm going to go back to Item No. -- help me -- 11. 22 COMMISSIONER BURT: 11. 23 THE CHAIR: 11 first? 24 COMMISSIONER CARRILLO: I have a question. 25 THE CHAIR: Go ahead, Commissioner.</p>
<p style="text-align: right;">155</p> <p>1 New Mexico group meeting from 4:00 to 6:00. We'll 2 let you guys know where that will be taking place, 3 what room, once the conference begins. 4 But I don't have anything else. If 5 anybody has any questions for me, I'll take 6 questions now. And thank you, Alan, for getting 7 things moving along and keeping things going today. 8 THE CHAIR: Thank you. Vice Chair. 9 COMMISSIONER BURT: I really don't have a 10 question. The complete awe that you're able to be 11 in your garage. I think my garage is probably like 12 110 degrees inside of it. So I'm mildly jealous of 13 the cool summer that you must be having in order to 14 be in your garage. 15 MR. WAYNE SHERWOOD: Yes, we are. 16 COMMISSIONER BURT: Unless your garage is 17 outfitted with air conditioning. 18 MR. WAYNE SHERWOOD: It is not outfitted 19 with air conditioning. But it has been a very mild 20 summer in Silver City. We have barely gotten to 21 80 degrees. 22 I know Albuquerque is talking about 23 hitting 90. We've barely hit 80. So it's been very 24 mild here. 25 COMMISSIONER BURT: I don't have anything</p>	<p style="text-align: right;">157</p> <p>1 COMMISSIONER CARRILLO: What is 17? I 2 don't get it. 3 THE CHAIR: So that is something that the 4 EC decided to put on here, in case there is any -- 5 so if you remember, Commissioner Beck, last month I 6 believe it was, we have in our rules of procedure to 7 ensure that we build consensus for -- for new 8 opportunities for Commissioners to be part of. 9 And a couple -- and correct me if I'm 10 wrong on this -- go ahead. Go ahead. Somebody 11 else, you would like to correct me? Go ahead. 12 COMMISSIONER GIPSON: There are some 13 liaison positions that actually have a vote, so that 14 that vote isn't for the individual liaison; it's for 15 the Commission. So that if there is a high-ticket 16 vote that's to be taken -- as Commissioner Robbins 17 often did, he'd come back to us and get a consensus 18 from us as to how -- giving him direction for a 19 vote, so that -- sorry. 20 That was a rather large whatever. 21 So that's -- so that builds in the time 22 for that individual to get some input. 23 COMMISSIONER CARRILLO: Thank you. 24 THE CHAIR: Does somebody give a whatever? 25 Oh. Oh. Got you. I thought somebody --</p>

<p style="text-align: right;">158</p> <p>1 (Off-mic discussion.) 2 THE CHAIR: Commissioner Ingham. 3 COMMISSIONER INGHAM: I need some 4 Clarification on what constitutes a high-stakes 5 decision versus many decisions we make during the 6 PSCOC that are what I would say -- I haven't been 7 involved with one yet that I felt like needed to 8 have a consensus from the -- from the PEC. 9 But I would love some guidance as to what 10 might be something I should be concerned with. 11 THE CHAIR: You know, yours is a little 12 bit more unique, if I can share this. And, again, 13 correct me if I'm wrong. 14 I had to sign a paper giving you -- like, 15 you are my liaison, as the Chair. And I think if 16 there is anything that you have a question about, 17 just raise it. But you are the representative for 18 the PSCOC. 19 COMMISSIONER GIPSON: But he still speaks 20 for the Commission. 21 THE CHAIR: Speaks for -- for sure. For 22 sure. 23 COMMISSIONER GIPSON: When -- most often, 24 Commissioner Robbins would come back to us when 25 there was discussion about the percentages for the</p>	<p style="text-align: right;">160</p> <p>1 put on that line, the lease application was going to 2 be denied, period. And there was no opportunity to 3 appeal. 4 So he came back to us and said, "We 5 need" -- you know, "I need people to speak out 6 against this." 7 And we had to rally and say, "You can't do 8 that." 9 And it was -- you know, schools were 10 facing the possibility of not getting their lease 11 reimbursement out of that. 12 So those are, like, those really 13 charter-specific concerns. 14 COMMISSIONER INGHAM: Okay. And you 15 notice I'm not on the Awards subcommittee. I'm on 16 the AMS subcommittee. And so we don't play in that 17 until it's to the PSCOC. So I'm not sure how David 18 got wind of how that zero thing came up. That would 19 have been -- 20 COMMISSIONER GIPSON: It initially came 21 up, actually -- and I was -- at the Spring Budget 22 Workshop. They did a workshop on lease 23 reimbursement. So that -- and that was the first 24 that it was brought up. 25 But then David brought it back from one of</p>
<p style="text-align: right;">159</p> <p>1 awards, so that the lease reimbursement percentages, 2 because there's been constant back-and-forth about 3 that. 4 So that he would ask for our direction as 5 to, you know, how strongly do we want to, like, 6 fight for an increase in that percentage. 7 Or -- it's really -- if it's a 8 charter-related issue, then that, for sure, should, 9 you know, come back to us, especially if it's 10 something there's a necessity -- sometimes there's 11 been, actually, requests, I know at times, for us to 12 actually go and be present at awards -- at those 13 meetings to be able to speak in public -- for public 14 comment for it, because there's been some somewhat 15 contentious times with that. 16 Or there's been some concerns about 17 languages or how -- one year, for example, the lease 18 applications, they were due by -- I forget what the 19 date was. Let's say July 1. They were due by 20 July 1. 21 And there was a decision made that any 22 line that you didn't have a value to put in, you had 23 to put in a zero, which goes contrary to every other 24 form that you fill out. You just leave it blank. 25 And the determination was if a zero wasn't</p>	<p style="text-align: right;">161</p> <p>1 the many meetings that he had. 2 COMMISSIONER INGHAM: Thank you. 3 THE CHAIR: Just work with me, also, 4 Commissioner, if something comes up, and we'll 5 figure out some of that, too. I don't want you to 6 have heartburn over this. 7 COMMISSIONER INGHAM: My heartburn is just 8 catching -- when you feel like there's little 9 details to catch. And David was very, very skilled 10 in that realm. And I don't find myself to be that 11 skilled, especially with budgetary issues. 12 So I'm trying to get up to speed. But I 13 just really would hate something to slip by me that 14 I missed. So I'll be more diligent. Sorry. 15 THE CHAIR: Since you're the only person 16 that has an active liaison right now, from -- 17 COMMISSIONER BURT: Also I think -- also, 18 Commissioner Gipson, she doesn't have a vote. But 19 if there's something coming up and she wants to 20 speak on behalf of the Commission instead of just 21 her, individually, that's also a really good 22 opportunity for her to be able to talk to us about 23 an upcoming agenda. 24 THE CHAIR: Sure. Just thinking about 25 yesterday's meeting, where we only had one active</p>

162	<p>1 person yesterday.</p> <p>2 COMMISSIONER BURT: Oh, right. Right.</p> <p>3 Right.</p> <p>4 THE CHAIR: Commissioner Manis.</p> <p>5 COMMISSIONER MANIS: Unfortunately, a lot</p> <p>6 of what NMPSIA covers, the agenda does not come out</p> <p>7 until five days -- five to seven days prior to the</p> <p>8 meeting. And that meeting occurs before we meet;</p> <p>9 right? So it's tough.</p> <p>10 But I think, to Commissioner Ingham's</p> <p>11 point, it's hard to maybe discern what might be</p> <p>12 considered big-ticket or high-ticket -- high-stakes</p> <p>13 items. So that's probably my only comment in regard</p> <p>14 to that.</p> <p>15 THE CHAIR: I think that's good. And that</p> <p>16 could be a really good thing for us to think through</p> <p>17 on Item No. 19, for us to kind of think through in a</p> <p>18 potential next work session, that we can kind of</p> <p>19 discriminate a little bit together on what's at a</p> <p>20 level or a threshold that we need to discuss more as</p> <p>21 a PEC.</p> <p>22 So Commissioner -- Vice Chair.</p> <p>23 COMMISSIONER BURT: Yeah. I mean, I guess</p> <p>24 for me, I also would just assume best judgment on</p> <p>25 the parts of our liaisons. Like, I don't know if we</p>	164	<p>1 All right. So if it pleases everyone, can</p> <p>2 we go back to Item No. 11?</p> <p>3 All right. Can I get a motion?</p> <p>4 COMMISSIONER BURT: Do we have everything?</p> <p>5 THE CHAIR: We don't have everything. So</p> <p>6 we'll likely -- the motion -- if we have a motion,</p> <p>7 it will likely be a "pending receipt" motion.</p> <p>8 COMMISSIONER BURT: All right. I move</p> <p>9 that the Public Education Commission approve the</p> <p>10 Cottonwood Classical governing board as a Board of</p> <p>11 Finance after receipt of the documentation showing</p> <p>12 that their business manager is insured and bonded.</p> <p>13 I further move that once the documentation</p> <p>14 is received by the Charter Schools Division, that</p> <p>15 the Board of Finance designation be signed by the</p> <p>16 Chair and be added to the contract documents for</p> <p>17 Cottonwood Classical.</p> <p>18 COMMISSIONER TAYLOR: Second.</p> <p>19 COMMISSIONER GIPSON: Second.</p> <p>20 THE CHAIR: Any discussion?</p> <p>21 (No response.)</p> <p>22 THE CHAIR: All right. Roll call, please.</p> <p>23 COMMISSIONER BURT: Commissioner Gipson.</p> <p>24 COMMISSIONER GIPSON: Yes.</p> <p>25 COMMISSIONER BURT: Commissioner Carrillo.</p>
163	<p>1 need to have, like, this, like, rigorous set of</p> <p>2 things. But I think, like, if your gut is -- like,</p> <p>3 this is -- like, I'd like to get some more. Even if</p> <p>4 it's just, "I just don't want to make this decision</p> <p>5 on my own and I would like to get input," that's</p> <p>6 valuable.</p> <p>7 But I think it's -- I think it's more</p> <p>8 just, like, a best judgment thing.</p> <p>9 And this just provides the opportunity, if</p> <p>10 needed. Not required. Because, like, as the</p> <p>11 liaisons, you already have the authority to do</p> <p>12 things. So I think it's, like, a -- just the</p> <p>13 opportunity is there for this, but it doesn't always</p> <p>14 have to be used.</p> <p>15 COMMISSIONER INGHAM: One more comment.</p> <p>16 So the -- I'm going to be speaking with the</p> <p>17 representative from NMFA as soon as this meeting is</p> <p>18 over. And, again, I really, really want them to</p> <p>19 explain -- she's going to try to explain to me what</p> <p>20 the programs they're proposing.</p> <p>21 So I would really like to have that, if we</p> <p>22 can -- if -- at least put a placeholder for her at</p> <p>23 the next meeting, if I can talk them into that.</p> <p>24 THE CHAIR: Yeah. We'll get to that on</p> <p>25 Item No. 19. So thank you very much for that.</p>	165	<p>1 COMMISSIONER CARRILLO: Yes.</p> <p>2 COMMISSIONER BURT: Commissioner Taylor.</p> <p>3 COMMISSIONER TAYLOR: Yes.</p> <p>4 COMMISSIONER BURT: Commissioner Beck.</p> <p>5 COMMISSIONER BECK: Yes.</p> <p>6 COMMISSIONER BURT: Commissioner Manis.</p> <p>7 COMMISSIONER MANIS: Yes.</p> <p>8 COMMISSIONER BURT: Chair Brauer.</p> <p>9 THE CHAIR: Yes.</p> <p>10 COMMISSIONER BURT: Commissioner Ingham.</p> <p>11 COMMISSIONER INGHAM: Yes.</p> <p>12 COMMISSIONER BURT: Vice Chair Burt, yes.</p> <p>13 And Commissioner Clahchischilliage.</p> <p>14 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>15 COMMISSIONER BURT: That passes,</p> <p>16 nine-zero.</p> <p>17 THE CHAIR: Now we're going for 10-c.,</p> <p>18 Cottonwood Classical School, Possible Action on</p> <p>19 Contracts, Including Performance Frameworks.</p> <p>20 Vice Chair.</p> <p>21 COMMISSIONER BURT: All right. So</p> <p>22 Cottonwood Classical, we met with John Binnert and</p> <p>23 their governing board. And they provided, actually,</p> <p>24 a very extensive educational program that -- I think</p> <p>25 it was one of the only ones we trimmed back, because</p>

<p style="text-align: right;">166</p> <p>1 it was so much -- it was too much.</p> <p>2 So we trimmed theirs back a little bit</p> <p>3 to -- some of it was, like, "We're going to teach</p> <p>4 math," or -- it was just, like, too much; right?</p> <p>5 It was just, like, "What specifics are you</p> <p>6 all doing?"</p> <p>7 And so we do recommend approval of their</p> <p>8 educational program now.</p> <p>9 They also negotiated a school-specific</p> <p>10 goal with us, which I will tell you. So it says:</p> <p>11 "cottonwood Classical Preparatory School is</p> <p>12 dedicated to ensuring that students thrive in the</p> <p>13 global community and become exemplary leaders. With</p> <p>14 math being a universal language among all countries</p> <p>15 and societies, it is important that CCPS students</p> <p>16 thrive in the subject and demonstrate mastery of</p> <p>17 this universal language."</p> <p>18 This -- excuse me -- this goal is that</p> <p>19 they are going to demonstrate growth in math using</p> <p>20 NWEA. So not the State assessment; it's NWEA. The</p> <p>21 PSAT in tenth and eleventh grade. And grade twelve</p> <p>22 will be their IB math classes.</p> <p>23 So I know I just said when we talked about</p> <p>24 academic goals that, you know, we tried to move away</p> <p>25 from it. But this school really took a look at the</p>	<p style="text-align: right;">168</p> <p>1 here doesn't include the language for signing the</p> <p>2 Board of Finance designation. So do you want</p> <p>3 that -- no, not for Cottonwood. That's Horizon</p> <p>4 Academy West. I'm on Cottonwood Classical.</p> <p>5 COMMISSIONER TAYLOR: Yeah. It's on</p> <p>6 there.</p> <p>7 COMMISSIONER GIPSON: Oh, sorry. I was</p> <p>8 back at the other one. Okay.</p> <p>9 I move that the Public Education</p> <p>10 Commission approve the charter contract and</p> <p>11 exhibits, including the performance framework, for</p> <p>12 Cottonwood Classical, identified in Agenda Item 10,</p> <p>13 for the 2023-2028 charter term, on the condition</p> <p>14 that the Board of finance documentation needed is</p> <p>15 received by the Charter School Division.</p> <p>16 I further move that the charter contract</p> <p>17 be signed by the Chair after all the Board of</p> <p>18 Finance documentation is received and the completed</p> <p>19 documents be sent to the school's governing board</p> <p>20 and posted on the PEC website.</p> <p>21 COMMISSIONER TAYLOR: Second.</p> <p>22 THE CHAIR: All right. We have a second.</p> <p>23 Any discussion on the motion?</p> <p>24 (No response.)</p> <p>25 THE CHAIR: Seeing none, roll-call vote,</p>
<p style="text-align: right;">167</p> <p>1 community that they're serving. And being an</p> <p>2 International Baccalaureate Programme, their goal is</p> <p>3 really to prepare students for the global community.</p> <p>4 So they looked at the global needs and saw</p> <p>5 that math was not only something that is a deficit</p> <p>6 from American students globally, but also their</p> <p>7 math, in particular, is a weakness of theirs, and</p> <p>8 they want it to become a strength.</p> <p>9 So they excel in -- they excel in</p> <p>10 academics in all the other subject areas. So what</p> <p>11 they did -- grades 6 through 9 have NWEA. 10 and 11</p> <p>12 are using the PSAT, and grade 12 is using the IB</p> <p>13 Math.</p> <p>14 So it's specific to each grade level in</p> <p>15 their school. And the benchmarks are pretty</p> <p>16 aggressive for this.</p> <p>17 And I think that was the part that the</p> <p>18 subcommittee, because it is a math goal, we</p> <p>19 negotiated it pretty aggressively for them to bring</p> <p>20 it up significantly.</p> <p>21 So we do recommend approval of their</p> <p>22 mission goal.</p> <p>23 THE CHAIR: Any discussion or questions?</p> <p>24 COMMISSIONER GIPSON: So I just have a</p> <p>25 question on the motion, because the language that's</p>	<p style="text-align: right;">169</p> <p>1 please.</p> <p>2 COMMISSIONER BURT: Commissioner</p> <p>3 Clahchischilliage.</p> <p>4 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>5 COMMISSIONER BURT: Commissioner Carrillo.</p> <p>6 COMMISSIONER CARRILLO: Yes.</p> <p>7 COMMISSIONER BURT: Commissioner Gipson.</p> <p>8 COMMISSIONER GIPSON: Yes.</p> <p>9 COMMISSIONER BURT: Vice Chair Burt, yes.</p> <p>10 Commissioner Ingham.</p> <p>11 COMMISSIONER INGHAM: Yes.</p> <p>12 COMMISSIONER BURT: Chair Brauer.</p> <p>13 THE CHAIR: Yes.</p> <p>14 COMMISSIONER BURT: Commissioner Manis.</p> <p>15 COMMISSIONER MANIS: Yes.</p> <p>16 COMMISSIONER BURT: Commissioner Beck.</p> <p>17 COMMISSIONER BECK: Yes.</p> <p>18 COMMISSIONER BURT: And Commissioner</p> <p>19 Taylor.</p> <p>20 COMMISSIONER TAYLOR: Yes.</p> <p>21 COMMISSIONER BURT: All right. That</p> <p>22 passes, nine-zero.</p> <p>23 THE CHAIR: All right. Commissioners,</p> <p>24 we're going to move back on track, and we're going</p> <p>25 back to Item No. 17 -- Item No. 18, Public Education</p>

170	<p>1 Commission Comments.</p> <p>2 And, again, this is optional. We don't</p> <p>3 have to hear from every Commissioner. But if you do</p> <p>4 have comments that you'd like to share, please, we'd</p> <p>5 love to hear it. There is no discussion or any</p> <p>6 actions that we'll take at this time.</p> <p>7 (No response.)</p> <p>8 THE CHAIR: Seeing no hands raised, I gave</p> <p>9 a little bit of wait time, but I'm talking through</p> <p>10 it.</p> <p>11 Okay. We're going to move on to Item</p> <p>12 No. 19, Discussion of New Business Topics for the</p> <p>13 Next Agenda.</p> <p>14 Commissioner Ingham, duly noted on yours.</p> <p>15 COMMISSIONER INGHAM: (Inaudible due to</p> <p>16 off-mic.)</p> <p>17 THE CHAIR: For sure. I also wanted to</p> <p>18 acknowledge Commissioner Gipson and Commissioner</p> <p>19 Carrillo's Monday request for us to have, on the</p> <p>20 work session, how we are developing the agendas for</p> <p>21 our meetings. And so just given the timeline that</p> <p>22 we were not able to put that on this time, but we</p> <p>23 will include that onto the next work session that we</p> <p>24 have.</p> <p>25 Other items?</p>	172	<p>1 procedure are posted online. I can look at them</p> <p>2 right --</p> <p>3 COMMISSIONER CARRILLO: No. We'll do it</p> <p>4 next month.</p> <p>5 COMMISSIONER GIPSON: I thought we had</p> <p>6 changed it. But, apparently, it didn't get in.</p> <p>7 COMMISSIONER CARRILLO: We can do it next</p> <p>8 month.</p> <p>9 COMMISSIONER GIPSON: It is what it is.</p> <p>10 COMMISSIONER CARRILLO: That's fine.</p> <p>11 THE CHAIR: Just for the record, I am a</p> <p>12 "yes" person most of the time. So we will discuss</p> <p>13 that for sure.</p> <p>14 All right. Any other items for new</p> <p>15 business?</p> <p>16 (No response.)</p> <p>17 THE CHAIR: Item No. 20, Adjournment.</p> <p>18 COMMISSIONER GIPSON: I move to adjourn.</p> <p>19 THE CHAIR: So --</p> <p>20 COMMISSIONER BURT: I second.</p> <p>21 THE CHAIR: Okay.</p> <p>22 COMMISSIONER BURT: I have a comment. So</p> <p>23 we talked about this a second ago. It's been many</p> <p>24 years, but since all Commissioners are present, we</p> <p>25 don't have to do roll-call votes on -- like, the</p>
171	<p>1 COMMISSIONER CARRILLO: I have a question</p> <p>2 on that. So I was told that -- I mean, I thought we</p> <p>3 already revised that where it didn't have to be ten</p> <p>4 days. I had the idea -- Pattie had the same</p> <p>5 recollection -- because the idea of ten business</p> <p>6 days is, well, ridiculous, because so many things</p> <p>7 could come up within that ten-day period.</p> <p>8 And I think we, you know, I thought</p> <p>9 addressed it. And then, you know, that request</p> <p>10 took -- came back no.</p> <p>11 So I just wanted to make sure that we have</p> <p>12 clarity on that when --</p> <p>13 THE CHAIR: For sure. Commissioner</p> <p>14 Carrillo, I am a "yes" man most of the time. I had</p> <p>15 to review this with the EC. And we do have that</p> <p>16 within our rules and procedures. If we need to</p> <p>17 change that, if there is a preponderance of</p> <p>18 affirmation that we need to change that, I think</p> <p>19 that's something we need to explore. But it is</p> <p>20 within the rules and procedures.</p> <p>21 COMMISSIONER CARRILLO: I know that. I</p> <p>22 thought we had changed that. Ms. Barnes, do you</p> <p>23 have the recollection of -- or Pattie -- when we</p> <p>24 were talking on the phone?</p> <p>25 MS. JULIA BARNES: Correct. Rules of</p>	173	<p>1 consent agenda and the adjournment, like, only</p> <p>2 important items. So I'm just proposing that I</p> <p>3 already shut down the Excel sheet, and because of</p> <p>4 that, I would ask that we --</p> <p>5 THE CHAIR: Can I just use the gavel and</p> <p>6 close us out?</p> <p>7 COMMISSIONER BURT: We have to do an "All</p> <p>8 in favor," and verbally say it.</p> <p>9 THE CHAIR: I thought you were going to</p> <p>10 say, "We're going to take a picture together since</p> <p>11 we're all together here." That's what I thought.</p> <p>12 Maybe I was just thinking -- eternally, I was</p> <p>13 thinking that's what we were going to do, have a</p> <p>14 moment together.</p> <p>15 COMMISSIONER CARRILLO: But on that point,</p> <p>16 we can still -- if there's a Commissioner -- if it's</p> <p>17 a very heated, controversial issue, we can call for</p> <p>18 a roll call.</p> <p>19 COMMISSIONER BURT: Melissa is not here.</p> <p>20 COMMISSIONER GIPSON: We can still require</p> <p>21 a roll-call vote on discussion or possible action.</p> <p>22 But adjournment and consent agenda, those can do</p> <p>23 voice.</p> <p>24 THE CHAIR: Well, wonderful. Well, I will</p> <p>25 get in the habit of that then.</p>

1 COMMISSIONER BURT: Only if there's a
2 Commissioner that's virtual, then we can't do that.
3 So because all that are present, either way (Off-mic
4 discussion.)

5 THE CHAIR: So all those in favor of
6 adjourning, please say "Aye." Aye.
7 (Commissioners so indicate.)

8 THE CHAIR: Those opposed?
9 (No response.)

10 THE CHAIR: The ayes have it. We are
11 adjourned.

12 (Proceedings adjourned at 12:50 p.m.)
13
14
15
16
17
18
19
20
21
22
23
24
25

1 RECEIPT

2 JOB NUMBER: 7866N CC Date: 6/16/23
3 PROCEEDINGS: OPEN PUBLIC MEETING
4 CASE CAPTION: In re: Open Public Meeting of the
5 Public Education Commission

6 *****

7 ATTORNEY: MS. SHARYN PEREA - PED

8 DOCUMENT: Transcript / Exhibits / Disks / Other ____

9 DATE DELIVERED: _____ DEL'D BY: _____

10 REC'D BY: _____ TIME: _____

11 *****

12 ATTORNEY:

13 DOCUMENT: Transcript / Exhibits / Disks / Other ____

14 DATE DELIVERED: _____ DEL'D BY: _____

15 REC'D BY: _____ TIME: _____

16 *****

17 ATTORNEY:

18 DOCUMENT: Transcript / Exhibits / Disks / Other ____

19 DATE DELIVERED: _____ DEL'D BY: _____

20 REC'D BY: _____ TIME: _____

21 *****

22 ATTORNEY:

23 DOCUMENT: Transcript / Exhibits / Disks / Other ____

24 DATE DELIVERED: _____ DEL'D BY: _____

25 REC'D BY: _____ TIME: _____

1 BEFORE THE PUBLIC EDUCATION COMMISSION
2 STATE OF NEW MEXICO
3
4
5
6

7 REPORTER'S CERTIFICATE

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

14 In testimony whereof, I have hereunto set my
15 hand on June 30, 2023.
16
17
18

19 Cynthia C. Chapman, RMR-CRR
20 New Mexico Certified Reporter #219
21 BEAN & ASSOCIATES, INC.
22 201 Third Street, NW, Suite 1630
23 Albuquerque, New Mexico 87102
24 License Expires: 12/31/2023
25

Job No.: 7866N (CC)

1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

3
4
5
6
7 REPORTER'S CERTIFICATE

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

14 In testimony whereof, I have hereunto set my
15 hand on June 30, 2023.

16
17
18 *Cynthia Chapman*

19 Cynthia C. Chapman, RMR-CRR
20 New Mexico Certified Reporter #219
21 BEAN & ASSOCIATES, INC.
22 201 Third Street, NW, Suite 1630
23 Albuquerque, New Mexico 87102
24 License Expires: 12/31/2023

25 Job No.: 7866N (CC)

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

BEAN
& ASSOCIATES, Inc.
A
PROFESSIONAL COURT
REPORTING SERVICE

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

A

<p>a.m 1:11 73:12,12 104:2,2</p> <p>abide 96:18</p> <p>abilities 78:9</p> <p>ability 11:23 66:6</p> <p>able 11:4,15 12:8 13:9 20:22 44:23 60:11 65:8 68:21 74:25 75:1 78:6 95:12 97:14 98:2 100:7 105:19 109:22 116:24 125:22 126:4 127:2 130:14 135:9 146:22 149:5,10 150:8,15 151:16,18 155:10 159:13 161:22 170:22</p> <p>absent 34:14</p> <p>absolutely 11:24 24:1 26:7 53:10 107:8</p> <p>academic 78:5 83:6 96:18 166:24</p> <p>academic-driven 80:21</p> <p>academically 80:15</p> <p>academics 81:1 167:10</p> <p>Academy 21:17 36:4 82:8,15 83:19 85:3,11,13 86:2,12 87:20 89:5 90:16 98:20 147:15,17,20 147:22,23 168:4</p> <p>Academy's 3:11 33:18 42:11</p> <p>Academy-Las 3:13 43:21 44:2 47:22 54:14 147:18</p> <p>Academy-Rio 3:16 56:6 61:5 71:19</p> <p>accept 75:2 77:24 140:4</p> <p>accepted 92:22</p> <p>accepting 115:2,17</p> <p>accommodate 50:8 52:8</p> <p>accomplish 92:6</p> <p>accomplishments 61:12</p> <p>account 109:20</p> <p>accountability 10:7</p> <p>accounts 107:1</p> <p>accurately 92:5</p> <p>ACE 147:16</p> <p>achievement 82:20 95:14</p> <p>acknowledge 21:13 47:18 104:14 130:18 139:7,8 170:18</p> <p>acres 51:23,23</p> <p>act 16:25 114:2</p> <p>action 3:6,8,11,13,15,18,19,21,23 4:4,7,9 16:5 18:13 33:17 43:20 56:6,23 73:15,20 100:7,8,12 104:5 105:8,14,15,25 106:5</p>	<p>107:5,14,21 110:14 118:5,7 124:18 143:8 144:13 148:3,17 148:19 151:25 152:2 156:15 165:18 173:21</p> <p>actions 93:1 105:11 110:25 119:19 124:2 139:9 170:6</p> <p>active 161:16,25</p> <p>actual 44:19</p> <p>add 3:13 34:11 43:21 44:10 46:2 46:3 49:9 50:20,21 52:2,10 54:14 65:3 69:22 93:14 150:10</p> <p>added 30:6,9 36:15,16 46:6 93:7 164:16</p> <p>adding 36:18 50:13,17</p> <p>addition 35:25 36:9 48:15 106:7</p> <p>additional 3:14 35:10 43:22 44:4 44:7 45:4</p> <p>additions 16:16</p> <p>address 44:14 45:10 46:18 47:5 53:25 104:16 107:3,4</p> <p>addressed 6:16 98:5 171:9</p> <p>adequately 101:4</p> <p>adjourn 4:12 172:18</p> <p>adjourned 174:11,12</p> <p>adjourning 174:6</p> <p>adjournment 172:17 173:1,22</p> <p>adjustment 100:4</p> <p>admin 26:9,22 58:16 150:2,4</p> <p>administration 91:17</p> <p>administrative 100:23</p> <p>administrator 2:16,18 24:3,16 29:1,20 35:15 45:9,14 56:12 58:7 59:23 85:15 102:5 109:21 129:8 130:4 150:9</p> <p>administrators 3:10 23:21,23 24:2</p> <p>admirable 18:7</p> <p>admire 18:9</p> <p>adopted 150:24</p> <p>adults 13:6</p> <p>advance 67:2,4,10,14,17</p> <p>advanced 65:7</p> <p>advantage 69:22</p> <p>advantageous 51:25</p> <p>advice 137:22</p> <p>affidavits 142:3</p> <p>affirmation 171:18</p> <p>afternoon 152:22</p> <p>afterward-ly 63:10</p>	<p>age 50:23</p> <p>age-appropriate 85:23</p> <p>agenda 3:3,7,8,9 4:11 6:11,13 7:1 22:10,12 23:19 54:15 57:12 76:7 79:6 83:20 86:12 89:6 98:20 107:20 116:21 145:5 146:16 161:23 162:6 168:12 170:13 173:1,22</p> <p>agendas 170:20</p> <p>aggressive 167:16</p> <p>aggressively 167:19</p> <p>agitates 68:13</p> <p>ago 31:24 128:15 153:12 172:23</p> <p>agree 10:21 40:13 41:8 59:7 96:7</p> <p>agreement 88:15 94:3</p> <p>ahead 7:4 24:8 35:12 37:16 54:9 55:3 68:17 69:20 75:2 100:15 102:3 106:22 109:16 126:22 150:19 156:25 157:10,10,11</p> <p>air 36:15 155:17,19</p> <p>Alan 2:3 155:6</p> <p>Albert 119:12</p> <p>Albuquerque 1:22 3:11 19:4 21:25 22:1 33:17 36:3 42:11 49:14 74:14 75:6,24 76:6 147:16 155:22 175:20</p> <p>align 113:2</p> <p>Allegiance 6:3,8</p> <p>Alliance 154:24</p> <p>allow 15:22</p> <p>allowed 17:3 30:10</p> <p>allowing 26:22</p> <p>Alma 147:17</p> <p>alter 34:10</p> <p>alternate 10:11</p> <p>Altura 77:19 78:3,7,14 79:5</p> <p>Amanda 36:1,2 119:9</p> <p>amazed 32:1</p> <p>amazing 24:20 26:6 32:11 37:8</p> <p>amazingly 59:24</p> <p>AMB 36:16</p> <p>amended 34:7</p> <p>amendment 3:24 35:11 37:15 42:13 44:10,16 45:9 46:2,13 49:9 54:23</p> <p>amendments 145:4</p> <p>America 147:20</p> <p>American 167:6</p> <p>amount 31:6,8 66:25 74:4 75:20</p>
---	---	--

AMS 160:16
analysis 34:6
Andrea 82:10
announced 21:23 131:20 147:1
annual 131:23 133:16,21 137:11
answer 48:25 56:25 58:8 63:21
 66:4 69:9 114:18
answered 123:6
anticipate 48:19 50:17 64:6,9
 65:18 67:11 149:19
anticipated 46:9
anticipating 134:15
anybody 18:1,3 95:7 125:5 155:5
anymore 67:14
anytime 38:24
anyway 17:5 41:11 49:11 113:10
apart 35:17 38:5
Apodaca 1:12
apologize 10:3 47:1,6
apologized 10:5
apologizing 9:25
apparently 16:10 172:6
appeal 10:14 12:21 16:2 105:3,5
 111:10,14 112:23 113:5,8,9
 114:1,12,21 115:21 116:1,9
 117:11 120:15 121:1 125:8,23
 129:16 132:21 142:2 160:3
appealed 111:23 127:13
appear 10:21
appears 10:9
applaud 17:18
application 3:20 26:20 100:13
 115:23 160:1
applications 115:3 125:17,22
 150:13 159:18
apply 115:16 154:6
appointed 112:5
appreciate 11:1 40:16,23 57:16
 66:17 67:21
approach 40:1
appropriate 19:25 105:11 133:14
 135:4
appropriately 103:11 137:17
approval 3:3 6:11 7:1 46:21,24
 75:22 78:21 82:13 83:10 85:6
 86:4 88:2,22 92:15 95:4 105:22
 166:7 167:21
approve 6:12 22:11 42:8 46:22
 53:16 71:18 76:4 79:3 82:6,7

83:17 86:10 89:3 93:17 94:25
 98:17 102:20 107:15 109:4,5
 145:4 164:9 168:10
approved 42:12 44:11 46:20 48:2
 48:23 54:16 57:12 118:8
approving 144:13
approximately 48:13
APS 58:12,18 60:12 71:4
area 52:13,15,18,19 58:1,2
areas 135:16 167:10
argument 94:6
Arizona 24:23
Armijo 5:3 6:20 147:20
armor 137:25
arrangement 64:5,20
art 25:3 26:7,24 27:6,8 31:12,12
articles 15:17
arts 3:22 25:9,14 26:2 27:1 87:20
 89:5 104:6
Arts-related 88:13
artwork 85:20
ASAP 103:16
asked 12:10 21:3 114:9 116:6
 120:12 122:2,18
asking 126:18 148:24
aspect 39:20
assessed 85:13
assessment 85:14 88:18 96:19
 166:20
assets 122:3
assigned 119:12
assist 142:1
Assistance 2:15
assistant 29:19 58:15
Associates 1:20 101:12,19
 102:10 137:9 175:19
assume 162:24
assuming 131:4 149:3
assurance 54:19
assurances 44:6
astounding 20:11,18
attached 21:9
ATTACHMENT 4:14
attachments 103:9
attainable 97:7,9
attempts 17:19
attend 98:3 112:7 120:25 134:22
attended 20:8 117:24
Attendees 4:15

attending 47:12,15,19 128:22
attention 16:4 34:13,16 39:14
 41:18 68:1 148:8
ATTORNEY 176:7,12,17,22
attorneys 116:10
attractive 25:10
audible 17:22
audience 19:7
audio 5:1 8:10
audit 53:5 64:7 65:3,8,11,12,18
 65:21 113:20 148:7
auditor 63:11
auditors 63:9,22,24 64:6,11
August 31:19 60:4
Austin 154:23
authority 105:24 107:18 108:20
 109:11,18,19 111:2 118:14
 163:11
authorized 54:21
Authorizing 2:13,18 150:2
AutoCAD 30:13
automatically 38:23 61:22 62:3
available 51:12 69:17
average 91:15 98:7,11
aviation 3:11 33:18 34:11 35:16
 35:21 36:4,8,17 39:24 42:11
award 147:11
awarded 66:22
awardees 147:2,4,12
awards 159:1,12 160:15
aware 133:4
awe 155:10
Aye 174:6,6
ayes 174:10

B

b.1 117:17 119:16
Baccalaureate 167:2
back 8:21 25:13 30:20 31:20
 57:23 59:5 73:14 74:17,25
 81:24 82:3 90:14 95:21 100:8
 110:24 115:15,22 127:6,16
 132:24 133:18 134:6,7 137:12
 149:19 151:20 156:21 157:17
 158:24 159:9 160:4,25 164:2
 165:25 166:2 168:8 169:24,25
 171:10
back-and-forth 148:23 159:2
bad 13:19,21 52:9

<p>ballooning 36:18 Baning 24:6 bank 109:20,23 bar 93:23 94:21 96:20 97:22 barely 8:11,15 155:20,23 Barnes 2:22,23 44:13 54:1,6,9 63:6 64:3 92:16 100:19,20 102:7,19 103:7 104:25 107:2 110:22 114:17 116:4 148:17 150:20 171:22,25 Barrett 35:14,15 37:24 39:17 40:9 41:3,24 43:18 BARs 109:5 based 60:1 134:23 basically 75:12 91:4 basis 67:15 108:6 124:8 Bean 1:20 175:19 bear 85:9 Beck 2:4 5:5,6 7:22,23 23:10,11 30:23 31:22,23 32:5,10,16 35:4 37:17,18 38:10 43:7,8 55:12,13 72:5,6 76:23,24 80:9,10 84:20 84:21 87:7,8 90:2,3 95:16,18 99:13,14 141:3,4 143:2,3 145:15,16 157:5 165:4,5 169:16 169:17 beginning 18:18 70:8 134:19 begins 155:3 behalf 4:8 10:1 107:11 119:10 156:16 161:20 behaviors 78:11 BEHNING 24:11 25:21 26:16 27:13,22 28:18,24 behold 46:10 belief 78:4 93:10 believe 8:2 24:25 33:23,25 51:23 53:4 60:23 78:9 93:1 109:18 112:20 114:19 117:17 127:13 133:8,19 137:10 157:6 believes 92:12 belong 105:12 belongs 106:4 bench 126:9,15 benchmark 97:2 benchmarks 82:21 83:9 86:3 88:21 97:5 167:15 Benning 24:6 Bernalillo 57:25 best 13:2 44:24 68:4 130:15,25</p>	<p>149:22 162:24 163:8 better 11:22,25 12:21 18:17 26:25 31:24 39:22 68:8 78:14 98:12 115:13 121:13 131:9 beyond 13:22,23 BIE 123:15 big 15:2 59:10 60:3 116:8 big-ticket 162:12 big-time 61:12 biggest 109:13 bilingual 25:13 billing 106:25 Binnert 103:15 165:22 bit 24:9 34:22 38:22 56:25 59:8,9 60:19,21 80:23 92:17 98:8 102:15 104:10 114:23 118:10 122:3 123:8 127:21 130:1 131:3 149:2 158:12 162:19 166:2 170:9 Blackboard 121:18,23 blame 13:8,14 blank 159:24 blocked 136:15 blue 96:2,4 board 3:20 16:15,17 17:2,3 26:20 46:20 47:14,17 48:23 57:13,13 57:15 58:3 59:18,19 76:10,12 79:9,11 82:5,7 83:22,24 86:15 86:17 89:9,11 98:23,25 100:7 100:12,18 101:10 103:8,11 105:8,11,16,23,24 106:18 107:11,13,19 108:7,15,23,23 109:3,4,5,12 110:13 111:6 114:15,16 117:2,22,23 118:6,16 118:21 119:19 124:2 131:25 164:10,10,15 165:23 168:2,14 168:17,19 Bogue 58:7,9,11 67:5 71:7 bonded 101:4 164:12 books 96:1,2,4 bother 14:8 Boulevard 47:6 48:13 bouncing 116:23 box 80:23 boxes 129:6 130:2 brain 62:23 92:2 brand 36:6 Brauer 2:3 5:7 7:20 21:13 23:6 24:14 28:25 29:6 34:3 42:21</p>	<p>44:1 45:7 47:10 55:21 57:9 61:4 64:3 66:18 72:1 76:25 80:7 84:16 87:9 89:23 99:6 100:16 106:9,21 110:22 111:5 111:12 116:4 128:16 141:5 142:25 144:18 145:23 165:8 169:12 Brauer's 111:20 break 73:11 81:11 103:25 Bridget 35:14,14 37:24 39:17 40:9 41:3,24 43:18 briefly 30:9 Brigette 2:11 104:7 BRIGITTE 21:12 34:2 43:25 61:4 100:16 144:18 bring 34:15 57:25 60:11 62:5 82:8 87:19 167:19 bringing 25:13 67:8 146:21 brings 85:2 brought 49:25 59:11 113:20,20 160:24,25 Brown 2:15 8:6,11,24 11:5 14:3 14:10 35:5 57:1 102:4 budget 4:5 107:15,24 109:4 110:1 115:4,5 118:6,18,19,22 118:23,25 152:1 160:21 budgetary 161:11 build 69:12 83:2 126:15 157:7 building 1:12 13:5 31:20 36:6 46:10 50:5,15 51:3,20 54:18,18 54:20 67:7,9 71:9 126:9 buildings 64:17 builds 157:21 bullet 16:7 bullied 15:9 bureau 118:6,18 buried 10:10 burning 144:1,3 Burt 2:3 5:3,7,9,9,13,16,18,20,22 5:25 6:12 7:6,8,10,12,15,17,19 7:20,22,24 22:11,20,24 23:1,3,3 23:6,8,10,12,15 26:18 30:22,24 38:16,17 40:2,10 41:8 42:10,21 42:23 43:3,5,7,9,11,14,14 49:3 49:4 50:11 54:24 55:5,7,9,12,14 55:16,18,20,23,23 57:10 61:20 61:21 71:12,13,24 72:1,3,5,7,9 72:12,14,16,18,18,22 73:17,24 74:1,2 76:21,25 77:2,2,5,8,10</p>
---	---	---

77:12,14,17 79:18,20,22,24
 80:1,4,6,6,9,11 81:8,15,20 84:6
 84:9,11,13,13,16,18,20,22,25
 86:24 87:1,3,5,7,9,11,11,14,17
 89:18,20,20,23,25 90:2,4,6,8,11
 99:6,8,11,13,15,17,18,21,23
 100:1 120:5,6 138:4 139:25
 140:1 141:3,5,7,7,10,13,15,17
 141:19,22 142:11,13,15,17,19
 142:22,24,24 143:2,4 144:25
 145:1,12,15,17,19,21,23,25
 146:2,4,4 152:4 155:9,16,25
 156:22 161:17 162:2,23 164:4,8
 164:23,25 165:2,4,6,8,10,12,12
 165:15,21 169:2,5,7,9,9,12,14
 169:16,18,21 172:20,22 173:7
 173:19 174:1
buses 48:15,16 49:15
business 4:10 51:17 153:10
 164:12 170:12 171:5 172:15
busy 52:5
button 24:9
Bye 61:25
BYU 95:23

C

C 1:20 2:1 3:1 4:1 175:8,18
cable 34:5
call 3:2 6:16,18,23 22:19 71:25
 76:19 79:17 123:1,9 142:9
 164:22 173:17,18
called 6:17 10:22 39:12 153:12
calls 121:4
camp 15:12
campus 50:2 138:21
campuses 49:22
Cantrell 82:9
cap 46:7 48:3
capacity 59:25
capital 153:15
CAPTION 176:4
care 110:8
career 30:8 58:19,21 59:4 83:7
carefully 38:22
Carissa 82:9
Carrillo 2:4 5:11,12 6:6 7:15,16
 17:25 18:2 19:18,21 20:2 22:14
 22:24,25 25:22 27:14 28:6,11
 32:19,20 33:8 41:5,6 42:7,14,25

43:3,4 53:1,14,15 55:7,8 72:14
 72:15 77:3,4 80:4,5 84:9,10
 87:12,13 89:18,19 93:19,20
 94:10 95:19 99:21,22 103:1,4
 106:20,23 109:13 139:18
 140:13,15,19,22 141:8,9 142:22
 142:23 144:5,12 145:19,20
 156:24 157:1,23 164:25 165:1
 169:5,6 171:1,14,21 172:3,7,10
 173:15
Carrillo's 170:19
Casados 9:13,22 10:1,20
case 81:16 101:7,16 115:20 116:1
 125:10 157:4 176:4
Casedy 47:8,9 48:12,18 49:24
 51:22
cash 67:1,3,10,14,17,20 70:6,8
Catanzaro 36:1,2
catch 161:9
Catch-22 69:5
catching 161:8
Cathy 58:5
cause 49:5 51:19 52:5
CC 1:25 175:25 176:2
CCPS 166:15
CCR 1:20 175:8
ceased 118:13
celebrate 20:12
celebrated 19:14
celebrating 148:1
celebrations 19:2
Center 29:3,9
certain 27:4 38:25 83:1
certainly 50:16 65:13,20 95:1
 106:15
certificate 4:13 54:21 95:22
 101:2,12,14,20,23 102:17 175:7
certification 30:10 54:17
Certified 175:8,19
certify 175:10
chair 2:3,3 4:6,7 5:2,2,7,8,9 6:2,2
 6:10,15,17,25 7:4,20,20,21 8:1
 8:15,19 9:4 11:2,9 14:1 17:20
 17:23 18:10 19:16,20,23,24
 21:10,12 22:5,9,13,15,18,18
 23:3,6,7,17 24:8 25:19 26:17,17
 28:19,21,25 30:22,22 31:21
 32:17 33:9,11,14 34:3,20 35:4,8
 35:23 37:1 38:11,14,16 41:4,4

42:1,4,9,9,15,19,19,21,22 43:14
 43:16,19,25 44:17 45:6,12,16
 47:9,16 49:1,3 50:24 52:25
 53:14,21 54:25 55:3,4,21,22,23
 56:3 57:9,10 58:10 61:1,4,8,20
 64:2 65:1,24 66:18 68:5 69:19
 70:13,24 71:12,12,21,24,24
 72:1,2,18,21 73:3,10,13,17,23
 74:1 76:1,11,15,19 77:1,2 78:25
 79:10,14,16 80:6,7,8 81:8,8,15
 83:11,14,23 84:2,4,13,16,17
 86:7,16,20,22 87:9,10,11 88:23
 88:25 89:10,14,16,20,23,24
 93:13,15,16 95:16 96:9 97:24
 98:14,24 99:3,6,7,18 100:3,16
 100:19 102:3,14,23 103:3,6,14
 103:22 104:3,20 106:9,20,22
 108:4,12,21,25 109:10,15
 110:21,22 111:5,12,20 116:4,8
 118:1 119:24 120:5 124:12,21
 125:4,9,25 126:6,21 128:16
 129:25 130:17 134:24 135:14
 138:1,3,16,22,23 139:13,22,25
 140:12,14,18,21,24 141:5,6,7
 142:6,9,24,25 143:1,6,6,22
 144:9,18,22,25 145:8,23,24
 146:4,7 150:18 151:21,24 152:6
 152:8,19 155:8,8 156:14,16,23
 156:25 157:3,24 158:2,11,15,21
 161:3,15,24 162:4,15,22 163:24
 164:5,16,20,22 165:8,9,12,17
 165:20 167:23 168:17,22,25
 169:9,12,13,23 170:8,17 171:13
 172:11,17,19,21 173:5,9,24
 174:5,8,10
Chairman 24:14 29:6
challenge 30:5 51:14 66:20 97:4
challenged 82:19
challenging 67:20 97:21
chance 10:15 35:10 37:4,7
change 3:12 14:21 16:15 33:18
 34:9,10,18 40:11 41:8 42:11,13
 50:14 54:22 64:19 97:18 108:5
 126:8 171:17,18
changed 14:19 36:6 39:17 64:4
 64:25 115:1,2,11 134:19 171:22
 172:6
changes 144:20
channels 123:19

Chapman 1:20 175:8,18
chapter 149:22
charge 95:8
chart 93:7
charter 2:10,12,14,16 4:3 12:23
 15:21 18:25 21:16,19,23 22:4
 24:17,23,25 29:11 37:3 41:20
 48:16 59:2,11 60:13,16 64:16
 67:19,24 70:8,16,19 76:4,6,8,9
 79:3,7,8 83:17,20,21 86:10,13
 86:14 89:3,7,8 98:17,21,22
 101:4 125:16,21 126:10 140:6,9
 146:8,12,14,19,25 147:2,10,21
 148:1 149:15 152:15 154:3,17
 154:23 164:14 168:10,13,15,16
charter-related 159:8
charter-specific 160:13
charters 20:19 21:18 41:13,14,15
Chau 21:24
Chavez 2:9 18:20,23 23:24 24:1
 28:25 56:10,11 57:10 61:2 65:1
 65:2 107:3,6 108:5,19,22
 109:25 110:12 115:13 116:18
 117:6 118:3 120:10 124:14
 125:2,6,12,25 126:3,17 127:7
 130:5 131:10 133:24 134:3
 135:11,24 136:23 138:5 140:9
 146:10,11 151:15 152:18
check 37:7 108:17 109:8,14,23
 122:21 137:16
checking 137:16 138:8
checklist 3:16 56:7,15,21 61:7
 62:8 63:3,11 120:2 122:15
checkout 122:15,16 134:12
checks 118:15
cheer 28:7,9,11,13,14,15
Cheryl 150:11
child 115:21 116:2
children 58:21 131:22
chime 63:14
chink 137:25
choice 59:12 120:24
choices 58:2
choosing 10:14
chosen 9:22
Chris 25:25 27:14 57:11
churning 144:1,2
Cindy 6:17 81:13
circus 15:12

cited 135:17
City 155:20
Civil 95:24
Clahchischillige 2:5 5:14,15 6:4
 7:13,14 22:21,22 43:12,13
 55:10,11 72:10,11 77:6,7 80:2,3
 84:7,8 87:15,16 89:21,22 99:9
 99:10 141:11,12 142:20,21
 145:13,14 165:13,14 169:3,4
Clara 47:16
clarification 63:7 114:11 158:4
clarify 45:1 62:8 92:17 93:14
 150:20 151:10
clarity 93:7 116:20 171:12
class 21:1 59:10
classes 91:5,11 95:23 166:22
classical 3:20 81:21 82:3 85:14
 85:19,25 100:6,13,17 144:7
 147:17 164:10,17 165:18,22
 166:11 168:4,12
Classics 147:15
classroom 75:9 85:15
classrooms 129:7
classwork 95:22
Clayton 21:17
cleaning 56:18
clear 36:10 64:10 108:4,14 109:2
 110:6 115:7 116:22 119:7
 121:15 129:20 130:11 132:10
clearer 102:22
clearly 97:3 114:3 115:25 130:20
close 114:22 118:17 144:11 173:6
closed 12:20 136:14 143:17
closely 47:21 53:13 57:2 107:23
 117:12 123:3 127:22 131:15
 137:9,13 148:5
closer 8:12,16 18:17 24:9,11
 50:23
closes 114:21 115:8 122:10
closing 19:1
closure 9:21 10:6 117:13 119:5
 119:17 123:25 124:22 130:7,19
co-facilitated 120:23
coach 58:15 120:17
coaching 122:8
cognitive 88:11
coincide 153:23
collaborate 107:10
collaborative 28:2

college 20:11 30:2,8 31:5 80:20
colleges 20:16
Collegiate 74:15 75:7,24 76:6
comb 118:10
combining 146:18
come 8:21 14:17 23:23 31:3 60:4
 72:23,24 74:17,25 81:24 82:3
 90:14 105:12,13 108:11 110:24
 115:22 121:5 127:6 128:4
 131:12 135:19 137:12 149:19
 157:17 158:24 159:9 162:6
 171:7
comes 39:5 51:8 139:10 151:20
 161:4
coming 28:22 32:22 39:4 50:16
 95:4 134:23 154:11 161:19
commence 3:17 56:8 71:19
commencement 57:17
comment 18:8 66:21 106:3
 159:14 162:13 163:15 172:22
comments 4:9 17:24 23:25 45:4
 63:2 70:25 97:24 129:4 138:1
 170:1,4
COMMISSIOENR 77:9
Commission 1:1 20:13 44:12
 45:19 53:23 71:18 73:11,13
 76:4 77:23 79:3 80:14 83:17
 86:10 89:3 93:16 98:17 100:5
 102:23 120:2 130:21 138:2
 139:9 141:25 142:7 143:23
 145:4 150:19 152:1 156:20
 157:15 158:20 161:20 164:9
 168:10 170:1 175:1,12 176:5
Commission's 34:16 45:2
COMMISSIONE 23:8
Commissioner 5:3,5,6,7,9,11,12
 5:13,13,15,16,16,17,18,18,19
 5:20,20,21,22,22,24,25 6:4,6,12
 6:14,20 7:6,6,7,8,8,9,10,10,11
 7:12,12,14,15,15,16,17,17,18
 7:19,19,22,22,23,24 17:25 18:2
 18:10 19:18,21,23 20:2 22:11
 22:14,20,20,22,24,24,25 23:1,1
 23:2,3,4,5,6,8,9,10,10,11,12,12
 23:14,15 25:22 26:18 27:14
 28:6,11 30:23,24 31:22,23 32:5
 32:10,15,19,20 33:7 35:4 36:2
 37:16,17,18 38:10,12,13,17
 40:2,10 41:5,6,25 42:7,10,14,21

42:23,23,24,25,25 43:2,3,3,4,5
 43:5,6,7,7,8,9,9,10,11,11,13,14
 49:3,4 50:11,24,25 51:6 52:12
 52:25 53:1,2,11,14,15,24 54:3,7
 54:13,24 55:5,5,6,7,7,8,9,9,11
 55:12,12,13,14,14,15,16,16,17
 55:18,18,19,20,20,23 61:21
 68:18 69:24 71:1,2,13,20 72:1,3
 72:3,4,5,5,6,7,7,8,9,9,11,12,12
 72:13,14,14,15,16,16,17,18,22
 74:2 76:1,3,14,21,23,24,25,25
 77:2,3,4,5,5,7,8,8,10,10,11,12
 77:12,13,14,14,16,17 78:25
 79:2,13,18,18,19,20,20,21,22
 79:22,23,24,24,25 80:1,1,3,4,4
 80:5,6,9,9,10,11 81:20 83:14,16
 84:1,6,6,8,9,9,10,11,11,12,13
 84:14,15,16,18,18,19,20,20,21
 84:22,22,24,25 86:7,9,19,24,24
 86:25 87:1,1,2,3,3,4,5,5,6,7,7,8
 87:9,11,12,13,14,14,16,17
 88:25 89:2,13,18,18,19,20,21
 89:22,23,25,25 90:1,2,2,3,4,4,5
 90:6,6,7,8,8,10,11 92:1 93:19
 93:20 94:10 95:16,17,18,19
 96:10,11 98:1,2,14,16 99:2,6,8
 99:8,10,11,11,12,13,13,14,15
 99:15,16,17,17,19,20,21,21,22
 99:23,23,25 100:1 103:1,4,10
 104:16,24 106:20,23 108:6
 109:1,13,15,17 110:5,15 114:10
 115:18 116:9 120:6 126:23
 131:1,4,10,18 132:23 133:11,21
 133:25 134:1,6 135:20 136:18
 137:1,15,24 138:4 139:18 140:1
 140:11,13,14,15,19,22 141:3,3
 141:4,5,7,8,9,10,10,12,13,13,14
 141:15,15,16,17,17,18,19,19,21
 141:22 142:4,5,11,11,12,13,13
 142:14,15,15,16,17,17,18,19,19
 142:21,22,22,23,24 143:2,2,3,4
 143:14,15 144:4,5,12 145:1,7
 145:12,12,14,15,15,16,17,17,18
 145:19,19,20,21,21,22,23,25,25
 146:1,2,2,3,4 152:4 155:9,16,25
 156:4,10,22,24,25 157:1,5,12
 157:16,23 158:2,3,19,23,24
 160:14,20 161:2,4,7,17,18
 162:2,4,5,10,22,23 163:15

164:4,8,18,19,23,23,24,25,25
 165:1,2,2,3,4,4,5,6,6,7,8,10,10
 165:11,12,13,14,15,21 167:24
 168:5,7,21 169:2,2,4,5,5,6,7,7,8
 169:9,10,11,12,14,14,15,16,16
 169:17,18,18,20,21 170:3,14,15
 170:18,18 171:1,13,21 172:3,5
 172:7,9,10,18,20,22 173:7,15
 173:16,19,20 174:1,2
Commissioners 2:2 6:19 9:8
 14:15 18:24 21:10 24:14 28:19
 29:1,6 31:17 32:18 34:18 37:2
 37:14 42:6 44:18 47:10 49:1
 50:11 56:1,11 57:10 58:10 64:3
 69:19 83:11 117:7 119:18 148:2
 152:22 153:4 157:8 169:23
 172:24 174:7
commitment 26:2 58:25
committed 33:2 82:16 88:17
committing 88:20
communicating 121:14
communication 118:18 120:12
 121:8,15,24 123:19 127:1,3
 128:24
communities 14:22 58:1
community 10:5,13 15:19 35:19
 41:20 60:25 166:13 167:1,3
community's 10:1
company 101:13,15
competent 40:17
competition 30:16
compile 153:14
complaints 67:2
complete 62:10,10 88:7,13,19
 91:11 92:22,24 122:20 148:22
 149:4,4 155:10
completed 57:3 76:11 79:10
 83:23 86:16 89:10 98:24 132:13
 149:13 168:18
completely 11:23 45:23
completes 88:12
completing 124:16
completion 3:16 56:7 148:19
compliance 47:22 150:23 151:5
complied 110:17
component 36:18 62:20 63:9,16
 64:10,14,22
comprehensive 75:8 111:22
con 16:4

concern 67:23
concerned 49:9 70:21 108:7
 110:7 120:11 132:11 158:10
concerning 39:2 110:10
concerns 90:18 106:4 131:21
 132:7 159:16 160:13
concrete 121:16
concur 95:19
concurrence 96:17
condition 90:22 92:17,18 93:4
 96:23 98:18 102:20 148:14
 149:14 151:5,6,9 168:13
condition-monitoring 92:23
conditioning 155:17,19
conditions 90:19
conduct 107:11 131:24 137:10
conducted 6:9 149:24
conference 65:16 146:14 155:3
confidence 27:2
confident 62:19 90:20
confirm 113:19
conflict 154:2
congratulations 22:3 26:19
 27:10 28:23 31:1,14 32:13,14
 43:17 53:16 61:10 71:6 72:21
 72:22
Connections 90:15 98:20 151:7
cons 16:2 17:7
consensus 156:17 157:7,17 158:8
consent 3:7,9 22:10,12 23:19
 57:12 173:1,22
consider 97:11
consideration 57:17 97:13
considered 162:12
considering 70:5
consistent 138:6
consistently 138:7,13
constant 159:2
constitute 175:10
constitutes 158:4
construction 64:17
consult 137:22
consultation 128:16
contact 88:14 108:10 123:13
 124:8,23
contentious 159:15
continue 10:16 13:1 16:20 30:7
 45:1 114:13,14 118:24 121:8,25
continued 4:1,5 110:19 117:21

121:5 144:10
continuing 75:14
continuity 26:21
contract 42:13 54:23 62:12,15,16
 64:4,10,23 75:23 76:5,9 78:22
 79:4,8 81:22 82:6 83:10,18,21
 86:4,11,14 89:4,8 90:18 91:1
 95:1 98:18,22 100:9 103:2,10
 103:12 150:21 151:4 164:16
 168:10,16
Contracted 125:2
contracting 125:4
contractor 16:22
contracts 3:18 73:16 81:24 82:1
 165:19
contrary 159:23
control 36:15
controversial 173:17
conversation 40:23 97:12 110:25
 124:5
conversations 28:1 62:14 63:19
 80:14
cool 28:6 155:13
cope 78:10
copies 128:5,12
copy 101:1,11,23 130:6 137:5
Cordova 110:4
core 13:11
Corina 2:9 18:23 24:1 28:25
 56:11 65:2 107:6 108:5,19,22
 109:25 110:12 117:6 118:3
 120:10 124:12,14 125:2,6,12
 126:3,17 127:7 130:5 131:10
 133:24 134:3 135:11,24 136:23
 146:11 152:18
Corporation 16:11
correct 8:6 53:11 108:18 126:2
 135:24 136:19 157:9,11 158:13
 171:25
correction 46:3
corrections 148:9
Corrective 16:5 148:3
correctly 12:24
cost 16:5
cottonwood 3:20 81:21 82:3
 100:6,13,17 139:15 144:7
 147:17 164:10,17 165:18,22
 166:11 168:3,4,12
council 9:14,18,19,24 10:4,9,20

10:21 12:22 13:10,13,20 14:25
 15:6,20 16:1 17:8 29:22
counsel 2:21 142:1
countries 166:14
county 153:9,13,17,18
couple 25:24 47:24 58:3 91:3
 94:18,19 114:10 146:21 150:12
 156:13 157:9
course 57:4 64:24 96:4 120:19
 121:3
court 1:21 8:9 9:1 14:11 113:5
 175:9
covers 162:6
COVID 60:19
crap 156:5
created 122:15
creating 35:19 61:17 151:3
creative 82:16
creatively 26:5 82:20
creativity 25:17
credentials 30:11
credit 20:20 30:2
credits 31:5,9
critically 82:19
criticism 10:2
cross-reference 127:18
crossing 52:15
Cruces 44:2 47:22 48:17,18 49:6
 50:6 51:11,13,16 52:4 56:2
 147:18,21
Cruces' 43:21 54:14
Cruces's 3:13
CSD 18:16 20:14 34:1,17,18
 44:15 73:22 105:19 106:10
 120:8 123:10 129:5 144:21
 150:22,24
CSP 65:7,11,12,21,24 66:1,14
 68:20 69:14 137:3
cults 27:5
curious 66:2
current 10:24 44:3 48:5 50:12
 51:1 66:15 70:14 115:24
currently 34:8 66:1 124:1
curriculum 25:4 86:1
cut 85:10 108:17 109:22
cutting 118:15
Cyber 148:13
Cynthia 1:20 175:8,18

D

D 3:1,1 4:1,1
D'Arte 147:17
D-u-d-e-k 9:7
daily 108:6 124:8 126:19
data 75:10,11
date 67:5 112:6 117:18 118:1
 148:19 159:19 176:2,9,14,19,24
daughter 11:14 57:19 58:22
daughters 25:9
David 160:17,25 161:9
Davis 2:18 131:12 134:5 135:15
 136:13 137:7,19 138:20 140:10
day 38:6 47:2 85:12,16 88:4
 113:22 115:1 122:13,25 124:17
 124:20 130:23 132:3 133:6
 134:8,9,11 137:11 140:17
 149:18 153:12,13,18
days 110:3 111:10,11 112:24
 113:1,3 156:13 162:7,7 171:4,6
deal 154:7
DEAP 147:18
DeBell 119:10
December 30:20
decide 50:21 72:25 133:1
decided 16:2 50:20 64:1 117:11
 128:9 157:4
decision 113:7 119:10 129:15
 158:5 159:21 163:4
decisions 108:1,24 128:23 139:3
 158:5
decorum 19:25
dedicated 166:12
dedication 18:6 33:5
deepening 25:14
defer 45:8,13
deficit 167:5
degrees 155:12,21
Del 47:5 48:10,13 147:20
DEL'D 176:9,14,19,24
delay 70:11
delegated 119:9
DELIVERED 176:9,14,19,24
demand 9:16
demand 16:24
demonstrate 166:16,19
denied 160:2
department 106:19

departures 16:16
depends 136:8
deputy 2:11 119:9 154:5
designation 76:10 79:9 83:22
 86:15 89:9 98:23 164:15 168:2
desire 26:9 28:9
desired 27:25
destroyed 14:24
details 161:9
determination 159:25
determine 128:21 136:24 137:4
DeVargas 2:23
develop 78:10
developed 148:4,18
developing 170:20
development 75:19,19
different 20:6 39:15 40:1 49:22
 53:19 59:9 60:23 95:6 151:8,16
differently 96:15,16
difficult 40:7 60:20 97:2 121:9
diligent 161:14
ding 69:3
diploma 95:13
direct 105:10 141:25
directed 110:18 114:2
direction 10:16 81:7 157:18
 159:4
directly 15:7
director 2:9,11 18:20,23 23:24
 24:1 28:25 29:8 36:3 37:3
 56:10,11 57:10 61:2 65:1,2
 104:7 107:3,6 108:5,12,19,22
 109:25 110:12 115:13 116:18
 117:6 118:3 120:10 124:14,21
 125:2,6,12,25 126:3,17 127:7
 130:5 131:10 133:24 134:3
 135:11,24 136:23 138:5 140:9
 146:10,11 151:15 152:18 154:5
Director's 18:16
directors 154:19
dirty 21:5
disabilities 88:11
disappointed 9:15,23
disappointing 10:3
disbursement 136:21
discern 162:11
discovered 25:8
discriminate 162:19
discuss 65:13 100:9 150:23

156:18 162:20 172:12
discussed 47:5 98:4 152:12
discussion 3:6,8,11,13,15,18,19
 3:21,23 4:3,4,6,7,9,10 7:2 18:13
 22:16 33:17 42:5,5,16,17 43:20
 53:22 54:25 56:5 61:9 71:21
 73:5,15,22 76:15,17 79:14
 83:12 84:2 86:20 88:23 89:14
 93:18 96:13 99:3 100:12 103:21
 104:5 140:12,20 141:1 142:6
 145:8 146:9 151:25 152:9
 156:15 158:1,25 164:20 167:23
 168:23 170:5,12 173:21 174:4
discussions 37:15 74:7,8 93:21
Disks 176:8,13,18,23
dispersed 17:15 129:11,19
disposal 137:5
disposed 129:23
disposing 137:17
disruption 26:23
distance 95:23
distinction 35:18
Distorted 8:10
distress 146:24
distributed 121:22 123:18
district 24:23 71:14,14 113:5
districts 20:14 41:18
divide 44:2
division 2:10,12,14,17 4:3 37:3
 67:25 126:11 140:6,9 146:9,13
 149:16,21 164:14 168:15
document 16:3 17:6 44:19 46:1
 54:10,11 92:23 101:9 102:10,12
 102:21 105:1,3 115:18,19
 117:14 119:16 127:9 132:12
 140:25 148:15 149:12 150:22
 150:24 151:3,5,7 176:8,13,18
 176:23
documentation 44:7,14 64:12
 90:25 100:24 138:10 164:11,13
 168:14,18
documented 130:6 132:9
documenting 124:12,18 132:18
documents 44:25 45:15 54:2,5
 76:11 79:10 83:23 85:21 86:16
 89:10 98:24 100:18 111:14
 117:17 118:11 119:6 120:1
 121:20 133:15 135:21 142:2
 151:12 164:16 168:19

doing 29:25 31:7 32:11,25 35:1
 35:19 39:8,8,9,14,16,18 41:22
 54:11 57:23 64:16 68:4 71:25
 77:22 80:24 88:17 91:22 106:1
 122:8 124:1 126:11,25 130:15
 138:8,9,10,14 166:6
dollar 110:8
Don 1:12
Dooley 87:21,24
door 34:20 136:5,6
doors 56:24 138:17
double-check 101:25
double-sided 143:20
dove 25:4
downstairs 108:11
Dr 18:20 21:11,12 22:6 33:23
 34:2 40:13 43:24,25 56:9 61:4
 100:14,16 144:15,18
draft 70:14 119:20
drafted 118:22
draw 16:3
Dreams 147:21
drive 52:7 105:2 111:16
drivers 52:10
dropped 101:1
dual 30:2
Dudek 8:25 9:6 11:2
due 93:25 111:25 116:16 132:20
 134:1 159:18,19 170:15
duly 170:14
Duplication 3:8
duration 91:1

E

E 2:1,1 3:1,1,1 4:1,1,1
e-mail 81:14 102:4 130:4
e-mails 11:16
E-Occupancy 54:17,21
eager 60:21
earlier 20:6 25:23 44:22 47:2
 48:22 58:6 106:3 107:7 146:23
early 28:15
earn 30:11
earned 30:1
earshot 129:9
easy 91:24,24 102:10 139:5,6,9
easy' 91:15,16
eating 134:7
EC 157:4 171:15

Ed 150:2,4
edited 56:17
education 1:1,12 15:3 17:13 25:2
 29:11 44:11 71:18 74:18,23
 76:4 77:22 79:3 82:12,17 83:17
 85:5,14,20 86:1,10 87:25 89:3
 95:23 98:17 128:18 145:4 152:1
 164:9 168:9 169:25 175:1,12
 176:5
educational 20:21 38:2 128:10
 165:24 166:8
educator 37:9
educators 15:23 60:19 153:11
effect 14:21
effective 75:7 105:16 108:21
effectively 105:23
effort 19:10 31:8 78:10 118:14
eight 51:23 58:16
eighth 25:16
eighth-grader 14:23
eighth-graders 27:16 49:10
either 20:15 54:12 65:6 174:3
elementary 27:23 28:3 50:2
elements 88:8
eleventh 166:21
Elizabeth 21:16
else's 13:18
Emma 21:16
emotional 14:16 78:13 138:24
emotionally 78:8,16
emotions 78:11
empathetic 130:21
employee 101:18
employers 16:7
emptied 129:19
encourage 15:16 53:7 119:17
encouraged 40:4 82:19
end-of-year 19:2
endeavor 59:2
ends 19:13
enemies 41:20
engage 18:18 37:11
engaging 26:4 59:9
enjoy 58:18 154:13
enormous 31:8 75:20
enrolled 15:10 85:12 88:4
enrollment 46:7 48:3,8,14,19
 60:1,3 61:12 115:23
ensure 78:15 157:7

ensuring 28:1 57:3 68:13 166:12
entertain 144:23
enthusiasm 27:19
entire 12:10 13:10,21 36:22
entirely 106:16
entities 16:23 121:10
entity 63:8,15
entrance 65:16
entrenched 31:11
entrusted 101:3
entry 50:21
environment 92:14 95:10
equipment 17:11,15
Española 123:16 126:18
especially 66:6 70:8 73:1 92:1,12
 92:13 134:20 159:9 161:11
ESQ 2:22
essays 96:1
eternal 68:8
eternally 173:12
evaluated 88:14
evaluation 75:9,13
event 19:4,9
events 19:2 20:6
everybody 13:8 24:12 40:18 94:1
 94:11 121:17
evidence 111:21 148:24 149:1,5
 149:10
exactly 13:12 105:20 112:18,21
exam 96:2,3
example 19:11 41:13 80:22 106:3
 107:15 114:25 117:22 146:23
 151:6 159:17
examples 81:2
Exceed 94:12,13 97:17
exceeding 53:17 94:4
exceeds 94:3,11,14,16 97:9
 112:14
excel 38:8 167:9,9 173:3
Excellence 19:4
excellent 22:4 78:5 150:8
exceptions 94:21
excerpts 19:7
excited 24:15 25:12 27:10 29:7
 29:21 30:18 31:15 35:18 56:1
 57:21,22,24 58:24 60:10 71:16
 73:7,9 150:7
exciting 26:23 27:9 28:5 30:7
 31:1,10 58:1 147:8

excluded 88:10
excuse 93:20 106:20 166:18
execute 46:22
executed 46:23
exemplary 166:13
exhibits 76:5 79:4 83:18 86:11
 89:4 98:19 168:11 176:8,13,18
 176:23
existing 46:3 50:1 101:10 112:9
exists 64:15
expansion 36:14
expectations 53:17 68:12 75:15
 85:24 136:3
expecting 122:25
expend 126:4
experience 24:20,24 34:12 70:19
experiencing 48:7
expires 66:23 175:21
explain 154:17 163:19,19
explicit 130:8 148:25
explore 3:13,15 43:21 44:2 47:21
 54:14 56:6 57:5,7,19 60:23 61:1
 61:5 66:16 71:18 147:18 171:19
Explore-Rio 56:12,14 57:18
exponential 48:8
extensive 56:21 62:13 77:21
 82:11 85:4 165:24
extremely 67:19 74:19

F

F-o-r-r-e-s-t 9:6
faced 10:1
facilities 44:3 53:3
facility 44:4,5,8,15 45:10 48:5,9
 48:10 50:1,3 51:1,10
facing 160:10
fact 33:2 39:21 124:15 135:22
failed 146:25
failure 94:12 114:2
fair 120:24
faith 10:24
fall 58:23
familiar 50:6 51:20 52:4 71:8
 153:8
families 2:10,12,14,17 20:10
 40:22 41:15 52:22 120:12
 128:25
family 128:8
fantastic 53:18

far 39:18 98:9 101:24 124:18
fast 81:17
fault 66:19 70:22
favor 173:8 174:5
Fe 1:13 2:24 27:17 28:12 150:9
 153:13,17
February 67:3
federal 65:22 69:1
feel 11:19,19 23:23,24 26:5 37:25
 39:21 40:12,14 59:3 62:19,24
 66:4 78:8 90:20 94:4,16 95:9,10
 161:8
feeling 91:22 93:23 94:14
feelings 78:11
felt 38:3 91:6 92:11 94:1,15
 158:7
fencing 71:5,9
festival 19:5
fifth 50:13,13,20,22 71:15 82:25
fight 16:19,24 159:6
figure 8:20 68:8 92:4 145:2 161:5
filed 105:5 111:10
fill 159:24
fill-out 115:24
filled 57:13
final 3:23 17:9 96:3 129:3 145:4
 146:16
finalists 154:8
finalized 46:19 48:23
finally 9:14,16 103:22,22
finance 3:20 76:10 79:9 82:5,7
 83:22 86:15 89:9 98:23 100:7
 100:18 101:10 103:9,12 105:8
 105:12,16,23,25 106:18 107:5
 107:11 108:16 109:12 111:6
 114:15,16 117:2 118:7 125:16
 125:20 164:11,15 168:2,14,18
finances 100:12 108:24
financial 101:17 106:2 108:1
 131:14 137:3 148:3,7
financially 12:14 131:21
find 65:8 126:18 161:10
findings 140:5,8
fine 32:14 54:1 172:10
finish 81:24 103:5 110:23 113:3
 144:8
finished 6:20
finishing 125:21
first 8:7 12:19 20:9,24 46:1 47:13

57:15,20 58:14 61:10 64:7 65:3
 70:16,18 74:2,14 82:6 91:3
 100:7 103:12 117:3 140:2,2
 153:17 156:23 160:23
fiscal 126:7 152:1
five 24:22 96:1 162:7,7
fix 13:13
Flag 6:9
flight 37:5 156:7,9
floor 43:24 45:3 56:9 57:9 152:20
flow 67:20 68:21 70:6,8
flowed 66:2
fluctuating 134:23
focus 25:9 34:10 35:17 36:8,24
 40:20 92:8 135:2
focused 75:18 80:15 131:13,15
focusing 35:16 37:20,25 131:16
folder 111:17,18,22 113:23
 117:15 148:10
folks 34:21,24 131:6 134:8
follow 59:14 62:2,3 112:21
 136:21
follow-up 132:4 133:8 137:10
followed 61:23
following 63:20 132:18
footage 3:14 43:22 50:8
forced 59:15
foregoing 175:10
forget 159:18
forgot 76:21
form 88:15 124:22 148:17,25
 159:24
former 9:11 16:9 150:8
forms 3:24 144:20 145:5
Forrest 8:25 9:5 11:24
fortunate 29:21
fortune 19:3
Forum 3:4 8:2
forward 10:14,16 12:6 26:15
 27:12 29:23 30:19 43:17 51:2
 69:13,16 75:3 105:18 124:1
 125:14 132:22 149:6 154:22
found 25:5 63:8
foundation 62:15 78:5
founded 78:3
four 30:6 71:15 96:3
fourth 81:11
Fox 63:20
framework 70:4 76:6 79:5 83:19

86:12 89:5 96:20 98:19 151:19
 168:11
Frameworks 3:18 73:16 165:19
frankly 127:8
free 23:23,24
Friday 9:13 119:8
front-loading 60:6
frustrating 69:10
full 27:1 68:16,16 132:16
fully 59:21 61:11
fun 25:25 27:20 31:19
function 48:4
fund 12:8
funding 12:9 65:12 68:14 126:14
 147:5
funds 16:6 101:4 126:4 136:25
 137:3
furniture 17:10
furnitures 17:14
further 62:17 76:9 79:8 83:21
 86:14 89:8 98:22 164:13 168:16
future 53:19
futures 78:16
FY 4:5

G

G 3:1 4:1
G-i-n-g-e-r 11:11
Gaarden 58:5
gaining 107:18
Gallegos 82:10
garage 152:24 155:11,11,14,16
 156:5
Gaspar 1:12
gauge 143:25
gavel 173:5
GC 12:19 87:24
GCs 12:23
general 16:22 49:20,23 94:18
 117:5
generally 69:23 88:5
generate 102:11
getting 36:21 53:6 67:8 70:11
 100:14 109:25 138:10 150:6
 154:13 155:6 160:10
giggling 10:12
Ginger 8:7 11:3,10
GIP 77:9
Gipson 2:5 5:16,17 6:14 7:17,18

23:1,2 43:1,2 49:3 50:24,25
 51:6 52:12 53:24 54:3,7,13
 55:18,19 68:18 72:12,13 76:2,3
 77:8 79:1,2,24,25 83:15,16
 84:11,12 86:8,9,24,25 89:1,2,25
 90:1 95:17 96:10,11 98:15,16
 99:15,16 103:10 108:6 109:1,17
 110:5,15 115:14,18 126:23
 131:2,4,11,19 132:23 133:11,21
 133:25 134:1,6 135:20 136:18
 137:1,15,24 141:13,14 142:4,17
 142:18 143:14,15 144:4 145:7
 146:2,3 156:4,10 157:12 158:19
 158:23 160:20 161:18 164:19
 164:23,24 167:24 168:7 169:7,8
 170:18 172:5,9,18 173:20
Gipson's 69:24
give 14:4 31:18 39:14 43:24
 74:10 81:5 102:16 104:21
 144:10 157:24
given 38:5 66:6 85:14 88:18
 170:21
gives 39:23 61:17
giving 39:25 157:18 158:14
glad 49:24 52:3,4,8 57:16 110:15
gliders 36:21
global 166:13 167:3,4
globally 167:6
go 7:4 8:19 10:14 11:14 15:3,8,16
 20:10,22 24:8 28:12 30:12 35:7
 35:12 37:4,16 54:9 55:3 60:20
 62:6 64:19 65:7 68:17 69:19
 73:18,20 74:9,13 75:2 81:25
 92:18 94:2 95:21 100:15 102:3
 106:22 109:15 112:18 114:7,8
 116:17 118:14 119:25 120:2
 121:3,17 124:25 126:21 128:11
 128:12 130:3,18,22 145:10
 150:19 151:2 156:21,25 157:10
 157:10,11 159:12 164:2
goal 75:4,6,17 77:25 78:2 80:18
 82:15 85:8 88:3 91:3,12 166:10
 166:18 167:2,18,22
goals 38:21 61:11 80:15 91:3
 151:14 166:24
God's 41:18
goes 159:23
going 8:1 10:5 12:6 13:4,4 14:17
 17:8,12 18:4,13 20:17 23:19

24:25 27:2,3 28:7 32:2,11,14,21
 33:3 38:25,25 40:25 41:9,19
 42:7 49:11 50:1,14 51:2 52:5
 53:7,11,16,19 57:19,19 59:23
 63:25 66:15 67:2,19 68:9,18
 69:16 70:9 73:14,17,18,19
 73:24 74:9,10 75:20 78:1 81:15
 81:21 82:2 90:24 91:22 92:8
 93:1,2 94:25 96:11,24 97:3
 100:3,5 101:19,20,25 102:20
 103:12 104:4 105:10 111:7
 112:17,20 113:3,14,24 114:19
 114:20,24 116:7 124:19 125:15
 126:1,19 127:16 132:21,22
 133:4 136:23 138:6,8 139:19
 143:19 144:2,9,12,17 151:11
 152:3 153:16,18,21 154:18,24
 155:7 156:21 160:1 163:16,19
 165:17 166:3,19 169:24,24
 170:11 173:9,10,13
Gonzales 108:9 110:3 119:12
 124:15 128:17 131:11,18 133:2
 133:19 134:10 135:2,6,13
 140:10 148:5
good 9:2,8 14:6,18 18:23 29:5
 33:1 45:4 46:10 47:9,13 57:6
 58:9 61:24 62:1 72:23 74:4,5,6
 74:7 80:22 81:2 94:16 95:9
 97:11 116:19 126:9,15 152:21
 161:21 162:15,16
Google 111:16
gotten 31:23,25 155:20
governing 9:14,18,19,24 10:4,9
 10:19,21 14:25 15:6,20 16:1
 17:7 26:20 29:22 76:12 79:11
 83:24 86:17 89:11 98:25 108:23
 131:25 164:10 165:23 168:19
Governor 128:18,19
Governor's 30:5
grade 50:13 54:16 58:14,14 83:3
 88:8 123:13 166:21,21 167:12
 167:14
grade-level 46:4 85:13
grades 44:4,5,10 46:3,6 48:2 49:9
 78:12 88:3 167:11
graduate 20:10,25 95:12
graduated 29:13 58:22 59:6
graduates 88:9,19
graduating 21:1 30:1

graduation 88:10 90:22,24 92:20
 93:2,4,5,8,12 95:12 96:22,25
 147:7
graduations 19:1 20:9
Grande 15:17 20:23 147:24
grant 65:11,12,21,22,24 66:1,14
 66:22 68:20 69:1,14,18 153:9
 153:12,17,18
grateful 49:17
great 8:17 10:22 11:2 17:23 19:3
 20:22 21:2 23:17 28:11,12
 30:17,25 31:6 33:11,15 35:8,23
 35:25 38:11 42:4 44:17 59:1
 61:8,15,17 71:12 73:10 102:7,7
 102:9 103:20 117:2 127:1
 134:25 136:25 150:18 153:5
green 24:9
grounds 113:16,25 114:1,3,5
group 64:15 65:15 102:5 143:25
 153:10 155:1
grow 78:9 82:25 83:6
grows 85:23 86:1
growth 48:8 53:17 75:10 166:19
guarantee 39:3
guess 25:24 38:17 40:10 51:8
 162:23
guessing 113:2
guidance 158:9
guidelines 137:6
gut 163:2
guys 12:2,5,12 27:20 34:20 57:11
 60:18 153:19 154:14 155:2

H

habit 173:25
half 31:24 41:17 150:14
Hall 1:12
hand 116:18 175:15
handle 65:13
handling 101:3
hands 170:8
hands-on 60:22
happen 27:2 51:7 53:19 61:23
 113:13
happened 9:16 105:4 108:7
 110:10 111:4,9 113:15 130:13
 153:22
happening 49:19 116:9 122:6
 126:7 132:22

happens 108:13 113:10
happy 26:1 33:1 48:25 49:20
 65:22 150:11
hard 15:20 19:12 114:18 162:11
hardest 96:4
hate 161:13
hats 81:10
HDMI 34:5
he'll 15:13 149:19
he-said 129:17
head 3:10 10:10 14:25 23:21,22
 24:2,3,16 29:1,20 35:15 45:9,14
 56:12 58:7 102:5 109:21 129:8
 130:4 150:9
heading 58:23 115:19
headlines 116:8
Health 147:19
hear 6:22,23 8:11,15,22 9:3 10:3
 11:4 24:12 26:2,14 52:9 63:23
 66:5,14 68:6,25 153:2 170:3,5
heard 60:18 93:16 109:18 118:13
 130:2
hearing 49:5 112:6,7,13 113:1,18
 116:10 119:7,13 125:8,24
 140:16 142:9
hears 124:16
heart 26:12
heartbreaking 13:3
heartburn 161:6,7
heated 173:17
heavy 27:15 139:1,2
held 19:5 103:21 175:12
Hello 8:14
helm 27:11
help 15:22,24 16:18 17:19 25:16
 26:21 68:19 69:23,25,25 154:5
 156:21
helped 11:22 92:3
helpful 53:5 68:9
helps 78:14 154:18
hereunto 175:14
Herrera 118:13 120:17,23
 121:11 122:9,15,25 123:21
 130:4,11 131:15 134:12 136:11
 137:5,8,13
hesitation 74:20
Hey 95:13
hi 14:6 29:4 32:21
high 15:5 20:10,25 28:12 31:9

75:15 78:6 91:13 94:11 147:7
 147:16,19,22,23
high-risk 34:14 37:21,25 39:14
 39:19,23
high-stakes 158:4 162:12
high-ticket 157:15 162:12
higher 8:21 75:8 93:2 98:8
highlight 18:25 20:15
highlighted 63:2 112:17
highlighting 146:20
highlights 3:5 18:11,22 74:10
 104:21
highly 52:14 75:7
Hillock 85:3
Hindman 77:21
Hines 77:20
hire 66:7
hiring 154:4
historical 85:21
history 29:12 95:24
hit 66:12 155:23
hits 67:13
hitting 66:9 155:23
hold 112:25 116:4
holding 75:14 150:3
holiday 112:2
home 58:25 121:20,21 128:11,12
 129:18 152:24
homeless 15:11
homeschool 15:10
homework 116:12
hone 92:9
honestly 51:12 94:1
honored 24:15
hop 100:8
hope 17:6 27:19 47:7 68:7 127:14
hopefully 69:16,25 96:24 122:6
 150:13
hoping 36:20 62:24 68:19 69:13
 144:16
horizon 30:17 82:8,15 83:19
 168:3
horn 152:15
HOSFORD 2:22
hour 102:16
hours 30:2 47:3 88:14 95:21
 112:8 128:4 140:16,17
house 67:6
Hózhó 85:2,11,13 86:2,12

huge 10:13
hungry 139:19
hybrid 34:12 36:9,11

I

IB 166:22 167:12
idea 94:20 126:6 134:14 140:17
 147:6 171:4,5
ideal 50:21 52:1
identified 63:16 76:7 79:6 83:19
 86:12 89:6 98:20 126:25 148:7
 168:12
identify 63:22 64:11 121:17
identifying 85:20
IGA 126:5
ignore 15:21
ignored 9:19
imagine 26:1
immediately 105:16 108:21
 110:11,13
impact 48:14,19
implement 75:14 149:7
Implementation 3:16 56:7,14,20
 61:3,6 68:11
implemented 93:11
implementing 123:24
important 39:19 41:14 92:13
 127:3 138:7,13 166:15 173:2
impressed 19:6
impressive 32:13
improve 80:18 82:20 92:19 93:4
 93:5 96:25
improvement 147:6 148:16,19
improvements 132:6 133:10
 135:25 136:1
improving 93:12
inaudible 22:23 53:7 134:1 144:4
 170:15
include 62:21,22,23 113:22 168:1
 170:23
included 62:16 63:17,18 113:19
 122:16
includes 75:9
including 3:18 62:20 73:16 76:5
 79:4 83:18 86:11 89:4 98:18,19
 140:7 142:3 165:19 168:11
incomplete 122:12
increase 90:24 159:6
increased 46:7,8 48:3

incredible 20:16 31:4 32:6
incredibly 110:7
independent 101:13
index 53:12
Indian 128:17
indicate 137:2 153:4 174:7
indicated 101:16 106:8
indicates 92:24 101:2 106:10
indicator 70:6
indicators 146:24
individual 73:19 150:6 157:14,22
individually 161:21
individuals 8:3
industry 35:21,22 36:22 39:24
industry-recognized 30:11
information 65:21 81:15 92:21
 93:9 105:20 113:18 117:19
 121:16,18 122:21 123:17
 127:11,21 130:16,23 131:1
 137:4 140:5 144:14 148:16
Ingham 2:6 5:18,19 7:10,11 23:4
 23:5 38:12,13 43:9,10 52:25
 53:2 55:5,6 71:1,2,20 72:16,17
 77:10,11 79:22,23 84:14,15
 87:1,2 90:6,7 99:19,20 141:15
 141:16 142:15,16 145:25 146:1
 158:2,3 160:14 161:2,7 163:15
 165:10,11 169:10,11 170:14,15
Ingham's 162:10
initial 74:17
initially 74:19 97:16 160:20
innovation 32:1 147:1,11
innovations 146:18,20
innovative 41:14 75:5
input 4:7 156:15 157:22 163:5
ins 60:3
inside 155:12
inspired 26:5
Institute 21:25 22:1
institution 128:10
instructed 128:2
instructional 58:15
insurance 101:2,11,12,14,20,23
 102:17
insured 164:12
integrate 26:7
integration 25:15 26:2 27:1
 82:18
intend 115:22

intended 123:2
intentions 123:6
interest 12:21,22 134:21
interested 8:3 49:5 63:23 127:16
 147:10
interface 44:20
internal 101:18
International 167:2
internationally 24:21
internship 88:12,15,19
internships 36:15 88:14
intervention 143:9,18
interview 150:15
interviewed 154:9
interviews 149:24 150:14
introduce 45:8 47:14 56:13 57:8
 58:6
Introduction 3:10 23:20
inventoried 122:4 129:22
inventory 122:3,11 124:3 129:4
 132:11,16 135:12,13
invigorating 60:17
invited 19:3 30:16 65:15,16
 120:25 153:19
involved 18:5 108:2 139:3 158:7
Isaac 9:13 10:20 22:1
issue 14:20 34:18 45:10 66:1
 69:14 102:12 103:13 112:23
 159:8 173:17
issues 12:9 98:5 114:4 134:2
 152:11 161:11
it'll 26:1 68:21 102:21 112:15
item 6:10 18:11 22:10 23:18,20
 33:16 43:20 56:5 73:15 76:7
 79:6 81:22,23 82:4 83:20 86:13
 89:6 98:21 100:5,11 103:23,23
 103:24 104:4 116:22 139:23
 143:24 144:15 146:8 151:25
 152:8 156:14,21 162:17 163:25
 164:2 168:12 169:25,25 170:11
 172:17
Item(s) 3:8
items 53:22 57:3 90:17 120:20
 122:16 124:11 125:16 131:17
 145:6 148:6,10,11,22 149:13
 156:17 162:13 170:25 172:14
 173:2

J

J 2:4
J-u-a-r-e-z 11:12
Jackie 58:7,11 71:3
JACLYN 58:9 71:7
Jade 74:16
January 59:20 61:16 67:2 153:19
Jaramillo 17:13
jealous 155:12
Jenifer 47:17
Jerry 1:12
job 1:25 32:14 33:1 63:12 125:14
 175:25 176:2
jobs 35:19
John 87:24 165:22
join 150:7
joined 20:24
joining 28:22 29:7 33:12 58:4,5
Jonathan 87:20
joy 21:8
joyful 21:6
Juarez 8:7,12,15,20 11:3,10 14:1
judgment 162:24 163:8
Julia 2:22 54:1,6,9 63:6 81:13
 92:16 100:20 102:7,19 103:7
 104:20,25 107:2 110:22 114:17
 116:4 140:15 150:20 171:25
Juliane 85:3
July 60:4 67:13 112:7 114:22,22
 115:8 116:10 119:8 126:5
 146:14 152:14 159:19,20
jumped 59:18
jumping 123:8
June 1:11 16:12 48:24 67:12
 119:20,22 128:19 149:18
 175:15

K

K 46:3,6 48:2 50:2,19
K-1-2 60:7
K-12 44:5
K-5 44:4
K.T 2:6
Karen 45:6,8,13,14,23 47:7,9,20
 48:11,12,17,18 49:24 50:10
 51:5,22 52:2 53:10 55:25 58:8
 64:2 65:10 66:17 68:24 69:21
 70:17 73:6
keep 12:7 27:19 29:22 50:22
 127:2 144:1,2 152:10

keeping 26:21 123:5 138:6
 152:13 155:7
Kelvin 78:17
Kenworthy 57:11
kept 70:1
key 26:4
keys 122:17
kiddos 49:12
kids 13:2 15:14,18 18:7 20:9,17
 20:20,24 21:1 26:4 28:14 31:7
 31:20 32:10 33:6 41:15,22
 49:15,21 50:22 91:5 95:8 115:5
 121:20,22 127:5
Kimberly 108:9,11 131:5,11,13
 131:18 133:2,19 134:10 135:6
 135:13 140:10 150:3
kind 10:2 21:21 26:22 27:5,7
 37:8 40:5,7 46:16 52:3,12 53:17
 58:13 62:8,18 63:21 70:20 91:4
 114:14,17 116:20,25 120:3
 132:16 139:1 143:18 162:17,18
kinder 49:21 82:25 83:1
kindergarten 50:17
kinders 49:10
kinds 39:25
kismet 51:8
know 8:19 9:9 14:20,21 15:22
 17:7,12,16 18:2 19:9,23 20:13
 20:23,25 27:1,14 31:4 32:8 35:1
 36:5,6,14,22 39:8,11 40:6,12
 41:19 44:24 47:20 48:15 49:6,6
 49:8,13,15 51:7,14,17 52:3,5,19
 53:3 54:4 57:21,24 60:2 61:13
 61:24 63:4,20,24 66:4,9 68:22
 68:25 69:1,3,6,6,7,9,10,10,16
 70:5 74:23 80:16,20,20 85:25
 87:22 88:6 93:13,25 94:20,25
 95:4 97:1,20 101:24 104:11,13
 107:4,23 108:6 109:4 110:8,19
 113:13 114:14 115:24 116:2,12
 117:16 118:9 121:3,7,7,12,18
 121:19 123:4,5,5,8,20 124:19
 124:19 126:7 127:2,22 128:1
 129:9 130:13,15,22 131:2,7
 132:19,21,25 133:22,22 134:3
 134:11 135:1,1 136:8 137:4,14
 137:21 138:8 139:5 143:7
 148:21 149:16 152:25 153:8
 154:14,15,24 155:2,22 156:6,7

158:11 159:5,9,11 160:5,9
 162:25 166:23,24 171:8,9,21
knowing 59:12 60:5
knowledge 154:20
known 13:12 131:24
knows 103:15 115:13,14
kudos 61:18

L

La 3:22 9:11,14 10:25 11:13
 14:24 104:5 107:20 115:15
 117:23 118:21 119:19 123:12
 128:11 139:20
labeled 122:5
lack 10:7 110:19
lacking 27:25
ladder 143:9,18
land 51:24 52:7
landed 62:19
landlord 124:5
landlord-tenant 64:5
language 101:22 147:17 166:14
 166:17 167:25 168:1
languages 159:17
lapse 122:20
laptops 122:17
large 70:10 149:11 157:20
Las 48:17,18 49:6 50:6 51:11
 52:4 56:2 147:19 148:12
late 45:15 46:1 47:2,6 113:20
latest 44:25
laughing 10:11
Law 2:23
lawyers 114:20 115:9
lead 6:4,7 26:25 57:1 73:24
leader 61:24,25 62:4
leaders 80:22 166:13
leadership 10:2,8,22,25 25:5,6
 147:16,19,22,23
leading 27:11 29:22 31:12
learn 41:19,19 78:7 95:11 96:6
learned 154:16
learner 14:25 37:9
learning 29:3,9 32:2 34:12 36:9
 37:11 78:13 92:14 95:9 130:22
lease 16:11,14 44:14 46:23,23
 47:4 48:23 54:10 62:23 64:21
 124:6 159:1,17 160:1,10,22
lease-purchase 64:20

leasers 62:22
leasing 64:18
leave 15:25 17:5,17 61:25 129:21
 149:20 156:8 159:24
leaving 134:15
led 29:15 74:16 77:20 82:9 85:3
 87:20 120:20
left 12:14 67:6 149:17
legal 12:18 144:7
legally 111:1 113:14
legislators 153:16
lessors 62:22
let's 7:4 19:16 22:9,15 33:16 42:4
 42:15,19 43:19 54:6,25 55:3
 56:5 57:7 71:21 73:11 76:15
 79:16 84:4 86:22 99:4 100:11
 103:23,24 141:1 145:10 151:24
 152:10 159:19
letter 104:12 105:6 106:8,9,13,14
 110:12 111:12,20 113:25
 120:13,17 121:21
letting 47:10 52:17
level 88:8 128:6 162:20 167:14
levels 82:20 83:3 123:13
leverage 46:16
liaison 2:19 125:11,19 126:12
 157:13,14 158:15 161:16
liaisons 4:7 126:10 156:16
 162:25 163:11
license 101:6 175:21
Lichtenfels 47:17
life 149:22
life-building 15:4
light 104:17
liked 98:6
limbo 132:20
limited 74:20
line 159:22 160:1
lines 121:8,24
linked 120:20
Lisa 29:3,4,5 31:16 32:4,8,15
 33:7,13
Lissa 77:20
list 4:15 107:25 122:1,2 123:4,11
 124:15 128:14 147:3,10
listed 145:5 148:9
listening 131:12
lists 153:15
literacy 19:5 82:22 83:4 88:7,18

literature 19:8
little 24:9 27:5 31:25 34:21 38:22
 46:5 51:17 59:8,9 60:14,21
 70:18 80:23 81:5 85:8 92:17
 98:8 102:15 104:10 114:23
 123:8 127:8,21 130:1 131:2
 137:24 148:23 149:2 158:11
 161:8 162:19 166:2 170:9
littles 85:23
lived 59:6 73:8,9
lives 14:22 126:18
living 10:10
lo 46:10
load 68:16
location 43:22 46:14 48:14 49:7
 51:25 54:15
locked 11:23
long 29:12 47:3 85:8
longer 11:17 16:12 58:21 70:18
 87:23 107:13
longest 144:16,19
look 30:19 43:17 49:18 56:14
 57:6 62:17 70:15 71:8 92:4
 95:3 97:9,10 116:6 125:19
 137:3 149:5,11 166:25 172:1
looked 12:17 63:12 97:7 105:7
 167:4
looking 12:3,13 25:8,8 26:14
 32:20,24 38:21 60:1 70:4 96:14
 98:10 123:23 154:4,22
looks 50:7 63:11 97:18 118:7
lose 10:5
loss 10:13
lost 20:2
lot 14:16 15:13 16:22 17:15 19:9
 20:19 28:1 29:24 31:5 51:12,16
 52:20,22 60:6,19 62:3 66:10,11
 66:13,24 68:19 71:10 81:14
 93:21 98:4 116:24 117:7,16
 120:19,20 121:5 126:11 127:10
 129:16 130:16,18 138:23,24
 139:3 149:21 154:18,21 162:5
lottery 39:3 122:21 134:13
Louie 149:17,20
love 11:14 13:1 25:5 26:24 31:3
 31:18 117:3 158:9 170:5
loves 31:13
low 93:24 94:5
lower 94:22 96:7

lowered 96:21 97:22
LUCY 2:13

M

M 21:24
M-a-t-e-o 14:13
Mabry 1:12
main 12:2 108:10 138:11
major 15:4
majority 58:19
MakerBot 30:13
making 26:13 40:21 53:6 57:5
 116:21 124:3 140:2 147:7 148:6
 148:9 150:2
man 171:14
manager 107:24 118:19 164:12
mandate 16:25
Manis 2:6 5:20,21 7:8,9 23:8,9
 42:23,24 55:16,17 72:3,4 77:12
 77:13 79:20,21 84:18,19 87:3,4
 90:9,10 92:1 98:1,2 99:24,25
 141:17,18 142:13,14 145:21,22
 162:4,5 165:6,7 169:14,15
March 44:11 46:2,8 48:1
mark 68:11 147:19
marks 66:9
Martica 2:18 131:11,12,14
 135:15 136:13 137:7,19 138:20
 140:10 150:3
massive 31:6
mastery 166:16
Mateo 14:3,13
material 135:23 136:20
materials 105:2 129:6,9,18,19,21
 148:2 149:12
math 21:25 22:1 26:8 34:11
 67:16 166:4,14,19,22 167:5,7
 167:13,18
Matt 154:5,20
matter 54:3 66:10,11 122:9
 130:10 175:13
Meaghan 77:21
mean 17:11 20:17 27:1,3,3,17
 40:2,11,17 51:10 63:12 95:14
 106:23 114:14 139:21 151:13
 162:23 171:2
means 106:1 108:16,22
measure 40:8 97:2
measured 38:23 75:8 91:14

mechanics 36:16
media 87:20 88:7,13,18 89:5
Mediation 2:23
meet 41:15 90:16 150:11 154:14
 154:17 162:8
meeting 1:10 9:25 10:12 14:18
 16:1 25:23 35:9 44:12 48:1
 68:7,10 98:4,5 102:25 105:2
 108:8,8 110:2 117:23 118:17
 119:1,20,21 120:16,22,24 124:6
 127:25 128:20 133:2 134:20
 140:7 153:22,23 154:1 155:1
 161:25 162:8,8 163:17,23 176:3
 176:4
meetings 9:10 16:21 18:15
 107:14 154:12 159:13 161:1
 170:21
Meets 94:13 97:3,8
Melissa 8:6,11,24 11:5 14:3,10
 35:5 102:4 173:19
member 2:4,4,5,5,6,6,7 47:18
 57:13 141:25
members 9:19 12:22 16:17 17:2
 47:15 57:13 58:4 87:24 131:25
members' 9:24
mention 128:15
mentioned 47:25
mentor 10:23
Merit 21:22,24
mess 122:3
message 81:14 136:12 143:20
messages 11:17
met 25:23 46:20 165:22
Mexico 1:2,13,22 2:24 6:9 21:14
 21:19 68:20 87:20 89:5 90:15
 98:20 151:7 154:4 155:1 175:2
 175:9,12,13,19,20
mic 73:4,18
Michael 2:7 107:24 118:19
microphone 8:13 134:2
Microsoft 30:12,15
mid-high 50:3,7
mid-May 67:10
middle 67:4 78:6
midterm 96:2
mild 155:19,24
mildly 39:2 155:12
miles 48:13 123:12
mind 22:19 49:21 71:25 125:13

143:10
mindset 81:3
mine 15:22
minute 13:17 20:5 104:3 128:15
minutes 8:4,22 102:18 104:1
 112:10,11 117:22 119:20
missed 45:21 161:14
missing 127:10
mission 3:12 33:19 34:7,7,15
 35:16 36:7,10,23 37:22 38:4,20
 42:12 75:6,16,17 80:14,18 91:3
 91:7,12 151:14 167:22
mission-specific 85:8 91:2
missions 38:21
Missy 2:15 6:15 8:5,19 14:1
 17:21 33:20 34:4,25 57:1
 101:25 102:3,8 103:14 139:14
MLSS 39:12
model 15:2 36:11 49:13,18
modify 151:2,12
moment 9:21 18:12 81:10 173:14
Monday 111:25 170:19
Monday's 112:2
money 12:3,4,11,24 15:2 17:8
 65:4 66:1,2,24 68:21 69:4,17
 109:9 110:9 136:20 153:15
monies 69:1
monitoring 148:6 151:8
Montañas 147:19 148:12
Monte 147:20
Montessori 3:22 9:12 10:25 15:3
 17:10,14 104:6 129:6
month 31:24 57:15 134:19 153:7
 154:1,1 157:5 172:4,8
monthly 18:15
months 15:8
Mora 29:3,5 31:16 32:4,8,15
 33:7,13
morning 9:2,8 14:6,17 18:23
 29:5 41:7 44:13 47:9 58:10
 121:10 129:5 156:9
motion 42:16 53:25 55:1 71:22
 74:12 76:16 79:14 89:14 99:3
 103:18,18 140:18 141:24
 144:24 145:9 164:3,6,6,7
 167:25 168:23
motions 100:25 139:24 140:2
motivate 60:17
move 6:12 7:5 8:2 10:16 19:17

22:9,11,15 23:20 24:9 33:16
 37:14 42:4,8,10,15,20 43:19
 49:2 54:13,25 56:5 61:8 62:25
 63:5 71:17,21 73:14 75:2 76:3,9
 76:15 77:19 79:2,8,16 83:2,16
 83:21 84:4 86:9,14 89:2,8 98:16
 98:22 99:4 100:5,11 103:19,23
 103:24 104:4 116:7 124:1
 125:14 128:8,9 132:22 139:22
 140:4 141:1 143:21 145:3
 151:24 152:5 164:8,13 166:24
 168:9,16 169:24 170:11 172:18
moved 36:5 154:1
moves 149:22
moving 19:18 27:11 69:13 81:3
 81:17 105:17 117:7 149:6 155:7
multiple 81:10 90:17,20 124:10
muted 126:6
mystified 45:19

 N

N 2:1 3:1,1 4:1,1 22:1
NACA 147:20
name 8:8,8,25 9:5 11:8 14:10
 24:5 32:3 35:12,14 36:2,7 57:11
named 21:14 59:19
names 52:21
national 21:22,24 30:16 154:23
nationally 78:18
nature 116:13 130:24 143:13
NAU 58:23
nearly 58:25
neat 29:24
necessarily 135:3
necessity 53:4 159:10
need 11:7 20:11 40:15 42:5 46:9
 48:9 53:22 59:7 63:16 64:11
 78:4 81:23 85:25 95:3 100:24
 101:1 103:7,8,11,18,19 106:17
 109:1 110:6 114:7,8 118:25,25
 119:25 121:13 124:2 125:10,13
 127:17,21 129:23 144:14 151:2
 156:18 158:3 160:5,5 162:20
 163:1 171:16,18,19
needed 26:13 110:14 129:22
 142:2 158:7 163:10 168:14
needing 58:21
needs 36:10 40:18 41:15 67:25
 103:8 132:13 167:4

negotiate 16:13 75:22 78:20 83:8
 86:3 88:21
negotiated 62:12 74:11 82:14
 85:7 87:23 90:19 91:2,13,25
 166:9 167:19
negotiation 46:12 74:18
negotiations 46:15,19 48:22 98:3
nervous 60:14,15
never 12:7 37:5 49:21 96:13
 97:19
new 1:2,13,22 2:24 3:10 4:10 6:8
 10:19 16:13,17 18:14 21:14,19
 23:20,22 24:3,16 29:1,8 30:6
 34:14 36:6 44:15 50:2 57:12
 58:7 59:1,2 60:17 67:19 68:20
 70:16 72:24 87:20 89:5 90:15
 95:5 98:20 115:17,23 124:16,20
 125:21 131:1 147:20 151:7
 154:4 155:1 157:7 170:12
 172:14 175:2,9,12,13,19,20
newish 18:15
news 136:15
nice 25:22
nicely 50:8
night 44:20 46:20 47:3
nine 6:1,18 103:25
nine-to-zero 141:23
nine-zero 7:25 23:16 72:20 77:18
 85:1 87:18 90:12 100:2 143:5
 146:6 165:16 169:22
ninth 24:25
NM 1:20
NMCI 53:12
NMFA 163:17
NMPED 118:5
NMPSIA 162:6
NMTEACH 75:13
non-stop 156:9
nonprofit 64:15
nonprofits 17:15
normally 133:23,25
North 48:5
note 93:3 106:9
noted 170:14
notes 81:16 132:9 148:20
notice 47:6 106:12 115:4 160:15
notification 3:24 145:5
notified 29:2 121:6
notify 64:24

noting 56:18
November 58:20 59:18 61:16
 66:21
number 20:8,9 97:18 122:5
 127:12 134:16,18,22 176:2
numbers 32:24 50:9 60:3 66:13
 97:10,17 127:5,9
NW 1:21 175:20
NWEA 166:20,20 167:11

O

O 3:1,1 4:1,1
obligations 105:9
observation 75:10
observations 140:5,8
observe 136:12
observed 136:14
obtain 123:4
obtained 44:8 122:1
obviously 12:25 32:25 53:15
 140:3
occupied 110:2
occur 65:3 129:24
occurred 122:24 124:7
occurring 128:25
occurs 124:18 162:8
odds 21:21
off-audio 6:16
off-mic 73:5 158:1 170:16 174:3
off-microphone 103:21
offer 59:7 60:24 150:2
offering 41:23
office 67:25 128:4
officer 112:6,13 119:13
official 128:12
officially 59:19 61:16 143:24
offline 72:25
Oh 14:12 97:19 143:19 157:25,25
 162:2 168:7
Ohkay 128:19,21
okay 15:13 19:20 22:15 24:12
 35:8 38:15 41:21 49:1 54:4
 71:17 76:3 81:20 82:2 86:9
 94:23 100:10 102:9 103:20
 108:25 109:1 120:10 133:11
 144:25 152:17 153:5 160:14
 168:8 170:11 172:21
old 75:13 95:23
older 49:21

once 10:4,6 12:8,10 35:2 40:17
 44:7 67:13 85:4,22 91:8 93:10
 110:16 132:15 136:6 151:14
 153:12 154:16 155:3 164:13
one's 12:10
ones 165:25
ongoing 16:19 67:23 148:22
online 29:3 92:11,13 95:25
 112:17 115:12 172:1
open 1:10 3:4 8:2 12:7 39:2
 51:15 56:24 68:15 136:5,6,7
 138:18 150:12 176:3,4
opened 36:12
opening 59:1
openings 150:15
operation 71:19 114:15
operations 3:17 36:3 56:8 57:17
 66:12
opportunities 37:10 39:22 157:8
opportunity 35:20 39:23 46:11
 58:19 59:18 60:22 69:22 107:14
 149:5 160:2 161:22 163:9,13
opposed 52:13 174:8
optimistic 59:24 60:5
optimistically 60:15
option 59:13,13
optional 170:2
options 57:25 114:9 123:11
order 3:2 6:16,17,24 73:20 78:5
 92:3,19 107:11 155:13
organized 49:16
original 34:6
originally 51:4
out-of-state 146:22
outdoor 51:21,22,24
outfitted 155:17,18
outlined 140:6
outs 60:3
outside 39:10,12 80:23 149:23
overall 98:12 117:4
oversight 17:4
Owingeh 128:19,21

P

P 2:1,1 3:1 4:1
P-e-i-x-i-n-h-o 14:14
p.m 174:12
page 3:2 4:2 149:9
pages 175:10

paid 136:20
pale 13:23
paper 15:17 158:14
paperwork 103:13 109:24
parent 9:11,11,20 11:13,21 29:14
 31:13,13 57:13 127:25
parents 2:10,12,14,17 13:19,21
 14:7,16 15:23 17:11 18:5 28:2
 52:16 115:25 120:14,25 121:2,4
 121:4 123:1,9,18,23 127:22
 128:3,11,13 134:20
parking 52:8
part 15:2 18:15,16 19:10 28:7
 30:19 35:20 37:20,21 38:2
 40:24 69:14 70:9,10 75:15
 85:25 92:24 110:20 114:6
 116:16 124:23 130:19 139:6
 149:14 151:4 154:6 157:8
 167:17
participate 78:12
particular 37:4 167:7
particularly 152:25
partner 41:21
parts 92:18 117:7 131:14 162:25
party 113:5,10
pass 23:19 73:18
passes 7:24 23:15 43:15 55:24
 72:20 77:17 80:12 85:1 87:18
 90:12 100:2 141:22 143:4 146:6
 165:15 169:22
passion 59:14
patience 17:18
PATRICIA 2:5
Pattie 115:14 171:4,23
pause 81:22 125:7
pay 41:18 108:17
payments 65:7
PC 2:23
PEC 2:19,21 4:5,8,9 16:20 48:1
 65:20 70:4 76:12 79:11 83:24
 86:17 89:11 98:25 111:25 112:9
 113:7,8 114:20 115:9 116:10
 129:16 140:4 141:25 142:1
 154:2,12 156:16 158:8 162:21
 168:20
Pecos 148:13
PED 2:8 67:22 70:11,22 101:10
 105:17 106:1,5,6 107:6,17,25
 108:1,20 110:18 112:9 117:4

118:12 137:6,23 149:23 176:7
Peixinho 14:4,13
pending 46:21,24 119:2 125:7
 144:13 149:25 164:7
people 13:15 52:14 66:20 116:3
 127:12 129:18 130:12,14
 146:22 148:8,18 153:10 160:5
percent 21:18,20 27:6,8 59:22,25
 60:5 61:11 66:7 97:19 98:8,10
percentage 97:18 159:6
percentages 158:25 159:1
PEREA 2:19 176:7
perfect 41:13
perfectly 109:2
performance 3:18 70:4 73:16
 76:5 79:4 83:18 86:11 89:4
 96:20 98:19 110:19 151:19
 165:19 168:11
period 112:12,14 160:2 171:7
permission 14:4
person 8:20 14:2 24:3 33:22
 35:24 47:13 101:3,6,17 123:13
 125:15,20 153:7,24 161:15
 162:1 172:12
personally 59:3 94:4 98:6
perspective 53:3
petition 9:17,20
ph 24:6,6 150:11
Phillips 128:19
phone 110:3 121:4 171:24
photos 129:7 132:9
phrase 34:13 41:10
physically 78:8 124:9
picked 146:13
picture 132:16 138:10 173:10
pictures 133:13 134:25 135:3,11
 135:16
piece 138:14 144:8
pieces 149:1,10
piled 129:6
pipe 34:21
pivot 125:22
place 12:19 26:11 56:22 60:7
 96:22 97:12 104:13 121:14,17
 123:23 136:2,4 154:15 155:2
placed 148:8
placeholder 163:22
places 51:16
Placing 143:17

Placitas 73:8
plain 156:6
plan 16:5 49:25 50:12 51:19
 114:13 119:5,17 130:7 148:10
planets 52:20
planets' 52:20
planning 65:6 122:19
plans 30:25 148:3,4
plate 154:21
play 114:24 160:16
playground 135:22 136:1,10,14
 136:19 137:20
pleas 15:21
please 8:8,25 11:9 14:10 22:19
 71:25 76:20 84:5 86:23 89:17
 142:10 164:22 169:1 170:4
 174:6
pleased 26:14 67:22 146:17
pleases 100:4 102:23 156:20
 164:1
Pledge 6:3,8,21
Plenty 51:24
plugged 34:5
poems 19:7
poetry 19:5
point 46:10 50:19,21 52:3 58:20
 61:18 64:13 69:24 70:3,7 97:14
 104:18 106:24 108:10 117:10
 119:23 120:21 123:25 130:9
 131:7 143:16 162:11 173:15
points 114:10 124:23
policies 56:23
politician 21:3
Poms 101:12,13,19 102:10 132:2
 132:24,25 133:3 135:17 137:9
 137:12,15,16
population 97:21
portfolio 82:23 83:5 147:14
portion 91:20 92:7
position 17:18 25:11 26:14 35:13
 45:24 57:14 114:19 115:9
 149:17
positions 150:12 157:13
positive 70:9
possibility 160:10
possible 3:8,11,13,15,18,19,21,23
 4:4,7 11:20 33:17 38:2 43:20
 56:6 61:14 68:14,15 73:15
 100:12 102:14 104:5 109:7

116:23 130:25 151:25 156:15
 165:18 173:21
possibly 112:1
post-closure 129:15
post-revocation 111:18 113:16
 113:23
post-secondary 78:7
posted 76:12 79:11 83:24 86:17
 89:11 98:25 119:20 121:22
 123:22 128:1 140:24 168:20
 172:1
potential 52:23 139:23 143:8
 144:13 162:18
potentially 67:11
practice 44:24
Practices 2:13,18
pre- 135:16
pre-appeal 129:14
pre-closure 129:13
pre-K 25:15
pre-opening 61:7
preliminary 133:17
premier 95:25
prep 78:7 79:5 80:21 100:13
 147:18
preparation 128:20 142:3
Preparatory 3:20 29:16 77:20
 78:3 79:5 166:11
prepare 167:3
prepared 67:7 74:7 78:16 118:23
 122:9 150:23
preparing 116:11,15
preponderance 171:17
prescribed 88:8
present 5:4,8,12 6:19 159:12
 172:24 174:3
presented 92:21 123:11
president 9:13,15,22,22 10:20
 153:21
Presidential 21:15,20
press 20:15
pretty 47:2 62:13 81:17 94:5
 167:15,19
previous 48:1
previously 135:17
primarily 50:1,22
primary 36:8
principal 14:24 15:9 24:18 29:19
 58:15,16

printers 32:7
printing 30:13
prior 24:21,22 54:18 85:15
 129:16 162:7
privileges 106:25
probably 17:10 69:25 102:11
 133:3 134:18 135:2,4 154:10
 155:11 162:13
problem 11:21 13:17 70:10,10,19
problems 13:12,18
procedure 134:12 157:6 172:1
procedures 171:16,20
proceed 132:21
proceedings 1:10 174:12 175:11
 176:3
process 10:8 38:3 39:3,13 66:5
 66:14 70:23 73:24 104:9,13,18
 104:22 105:17,21,22 107:17,22
 109:23 110:4,23 113:5 114:13
 116:16,16 124:13,15 125:5
 129:23 130:20 144:17 154:15
 154:16
processes 67:22 68:11
products 30:13
professional 1:21 75:19
professionally 59:3
professors 95:25
proficiency 75:11
program 25:13,15 27:24 30:10
 31:12 33:4 38:7 39:9,21 54:16
 74:18,23 77:22 82:12 85:5 88:1
 88:7 165:24 166:8
Programme 167:2
programs 30:7 80:21 163:20
progress 10:17 118:11 135:18
project 71:5
promise 40:21
prongs 88:16
pronounce 24:5
proper 137:5
property 136:22 137:17
proposed 34:9
proposing 163:20 173:2
propped 136:5,6,7 138:17
pros 16:2 17:6
Prospectors 153:9,10,22
protection 64:23
protocol 117:13
proud 29:14 30:3

prove 12:8
provide 4:7 8:4 44:7 64:12 65:22
 67:1 74:20,25 96:23 101:20
 105:19 120:25 122:2 132:24
 156:15
provided 44:6 74:19 77:21 82:11
 85:4 87:25 88:2 90:23,25 101:5
 101:7 102:2 106:15 113:18
 148:15 165:23
provides 39:22 163:9
providing 54:17 82:16 91:10,19
provision 45:15
provisions 105:7
PSAT 166:21 167:12
PSCOC 158:6,18 160:17
PSFA 53:3,8,13
public 1:1,10 8:10,14,18 9:2,5
 11:3,7,10 14:6,12 21:19 35:3
 44:11 68:20 71:17 76:4 79:3
 83:17 86:10 89:3 98:17 119:1
 121:11 123:16 126:12 136:20
 136:22,25 137:17 145:3 150:9
 152:1,15 154:3 159:13,13 164:9
 168:9 169:25 175:1,12 176:3,4
 176:5
publicly 46:18
publish 120:13
publishing 120:17
pull 23:18 127:9
pulled 111:6 127:19
pulling 94:2
pumped 60:11
punch 139:15
purchased 136:24
pursued 25:11
pursuits 78:7
push 12:6 24:8 91:8
pushed 74:22
pushing 81:6
put 18:17 44:20 53:25 56:22
 61:14 71:9 88:6 100:25 121:14
 129:25 136:2,4 157:4 159:22,23
 160:1 163:22 170:22
puts 38:24
putting 36:12

Q

quality 91:7
question 12:2,12 37:19 38:13,14

41:9 49:5 63:15 65:25 66:18
 67:21 68:3 100:20 109:12,14
 114:18,18 117:1 122:18 123:22
 124:21 135:21 136:25 137:19
 138:16 140:13 144:6 155:10
 156:24 158:16 167:25 171:1
questioning 13:19,22
questions 37:14 38:16 42:2 48:24
 49:2 53:21 56:25 58:8 61:9
 70:25 74:12 75:23 78:23 83:11
 86:5 88:23 93:18 96:3,4 97:25
 112:13 119:23 138:1 144:23
 150:18 151:22 155:5,6 167:23
quick 21:5 37:19 81:8,12,13
 103:25 108:12 129:25 139:14
 153:3
quicker 68:22
quickly 95:19 96:12 126:23
quite 9:9 24:24 113:15 127:8,12
quorum 5:25
quote 34:13

R

r 2:1 3:1 4:1 145:6
raise 73:3 158:17
raised 170:8
raising 15:1
Raley 47:16
rally 160:7
ramp 61:17
Rams 62:6
Rancho 56:12,14 57:25 58:22
 59:5,6,7 61:5 62:5,6 71:19 73:8
Rancho's 3:16 56:6
range 50:23
rate 90:22,24 92:20 93:2,5,6,8,12
 151:18
rated 75:7
rates 147:7
rating 70:21
raw 97:10
reached 14:16
react 130:25
read 15:17 66:21 78:1 96:1
 117:19,22 147:10
readiness 3:16 30:8 56:8
reading 40:17 125:16
ready 50:15 56:23 59:3 60:10,16
 61:6 66:12 68:4 100:15 125:14

150:6
real 10:16 37:19 81:8,11,13
 126:23 129:25 139:14 150:11
 153:3
reality 10:11
realize 13:3
really 10:3 11:1 14:7 15:19,23
 17:18 18:1 19:12 21:6 25:4,5,10
 25:14 27:8,10,21,25 30:3,6,18
 31:10 32:13 36:8,21,23 37:25
 38:4 58:18 59:11 66:21 68:10
 70:15,20,22 74:6,7,8,22 75:17
 75:18 81:2 91:6,8 92:3,4 93:8
 95:18 108:12 126:15 127:3
 135:9 138:7,11 146:17 148:5
 150:8 154:13,18,22 155:9 159:7
 160:12 161:13,21 162:16
 163:18,18,21 166:25 167:3
realm 106:19 161:10
reason 45:25 50:22 51:25 64:22
 96:21
reasoning 41:2 68:13
reasons 59:17
REBEKKA 2:3
REC'D 176:10,15,20,25
receipt 164:7,11 176:1
receive 11:18 44:19 46:25 73:1
 100:24 102:21 104:12,15,15
 147:5
received 44:22 46:23 65:4,5
 104:12 115:4 147:11 150:13
 164:14 168:15,18
receiving 30:15 67:6 104:9
Recess 73:12 104:2
recite 19:7
recognized 30:4,14 59:19
recollection 93:21 171:5,23
recommend 78:21 83:9 85:6 86:4
 88:2,22 92:15 166:7 167:21
recommendation 34:1,3
recommendations 16:24
recommended 75:22
recommending 34:17 77:24
recommends 82:13 93:17
record 56:19 70:7 110:6,17,19
 132:24 172:11
recorded 128:1
records 127:19,23 128:5,5,6,8,12
 134:17 137:2

rectified 67:25
refer 52:19 81:17
reference 34:11 54:9,10 131:7
 135:22
referenced 54:11,12,15 111:20
reflect 36:8
reflected 42:13 54:22
reflecting 92:5
refused 15:8
regard 104:22 162:13
regarding 3:21 104:5 107:5
 140:5
regular 114:14
rehash 62:25
rehired 16:8
reimburse 68:14
reimbursed 66:25 67:18
reimbursement 67:15 70:11,23
 159:1 160:11,23
reimbursements 66:3
reins 146:13 153:25
reiterate 103:13 138:22
reiterated 130:9
relate 106:18
related 67:22 93:22
relates 105:3
relation 38:18
releases 20:15
relevant 100:6 147:8
relying 121:19
remedied 132:5
remedy 137:14
remember 49:8 124:24,25 157:5
remind 50:12
removed 3:8 11:16
render 119:10
renegotiate 90:17
renegotiated 90:20
renegotiation 124:6
renewal 30:21 90:19 98:18
 148:14
replacement 149:25
report 4:3,6 18:16 91:13 132:24
 133:7,12,17 146:8 152:8
reported 1:20 132:7
reporter 6:22 8:9 9:1 14:11
 81:19 175:9,19
REPORTER'S 4:13 175:7
Reporting 1:21

reports 132:5 133:9 135:17
representative 158:17 163:17
request 3:11,13 33:18 35:11
 37:15 42:11 43:21 44:10 46:2
 46:13 54:14 128:5 170:19 171:9
requested 9:17
requesting 127:23 134:17
requests 65:21 159:11
require 75:20 173:20
required 64:12 83:5 100:17
 103:9 112:4,5 136:21 163:10
requirement 53:9 112:23
requirements 56:22
requires 65:22 112:25
research 136:24
resign 9:22
resignation 9:18
resigned 9:14
resolved 38:15 69:15
respect 94:1
respond 18:1 45:14 64:2 96:12
responded 116:3
responding 18:3
response 7:3 9:24 17:22 22:8,17
 28:20 33:10 42:3,18 55:2 71:23
 75:25 76:18 78:24 79:15 83:13
 84:3 86:6,21 88:24 89:15
 111:24 115:10 142:2,8 151:23
 164:21 168:24 170:7 172:16
 174:9
responses 127:5 134:23
responsibilities 104:17
rest 67:17 81:25
result 93:2 133:1 151:18
resume 30:12
retired 29:20 71:4
return 122:19,22 123:2
returning 122:17 134:15
reveal 46:14
review 171:15
reviewed 85:5 88:1
revised 171:3
revocation 111:17 113:16,17
 114:1,3,5,6 117:11,12 120:9
revoked 109:12 115:20 116:1
Rey 47:5 48:10,13
RFA 125:1
RFK 147:21
riddance 62:1

ride 49:15
ridiculous 171:6
right 6:10 7:4 8:1,23 12:1,14
 18:11 19:16,20 20:4 21:4 22:9
 24:7,13 27:3,5 28:17,21 30:12
 32:12 33:16,22 34:23 35:22
 41:11 43:19 48:4 51:2 60:4
 64:21 65:5 67:4,6 68:2,24 71:13
 73:13 74:2 76:22 77:17,19
 80:11 81:10 82:2 84:25 85:2
 87:17,19 90:11 98:14 100:1,11
 103:4,22 104:13,22,23 106:5
 110:3 113:9 114:8 117:6 120:3
 122:7 125:7,7 126:21 130:7
 134:3,24 139:19,20 140:1 144:6
 145:1,3,8 151:21 152:3,17,19
 152:21,23 154:8 156:2,12,14,19
 161:16 162:2,2,3,9 164:1,3,8,22
 165:21 166:4 168:22 169:21,23
 172:2,14
righteousness 139:3
rigorous 82:16 163:1
Rio 15:17 57:25 58:22 59:5,6,7
 62:5,6 73:8
risk 41:11
Rivera 74:16,17
RMR 175:8
RMR-CRR 1:20 175:18
Robbins 157:16 158:24
robust 82:11 87:25
role 24:16 29:8 31:2,14 47:23
 63:13 104:23 119:13
roles 58:17
roll 6:18,23 22:19 71:25 76:19
 79:16 142:9 164:22 173:18
roll-call 42:20 55:4 84:4 86:23
 89:16 99:4 141:2 145:10 168:25
 172:25 173:21
Romero 68:2
room 32:2,3 66:20 129:6 155:3
ropes 60:2
roster 123:1
rotten 13:10
round 70:1
rule 101:1,10,23 112:9,9,21
 113:1
rules 18:3 157:6 171:16,20,25
ruling 112:23
run 12:13

running 12:18,24 51:4
Russell 2:11 18:20 21:11,12 22:6
 33:23 34:2 40:13 43:24,25 56:9
 61:4 100:14,16 144:15,18

S

S 2:1 3:1 4:1
sad 14:7 15:19
saddening 10:17
safe 78:8 95:10 137:21
safety 114:4 132:7 135:25 137:16
sakes 41:18
Salute 6:7,8,21
sand 10:10
Sanders 58:5
Santa 1:13 2:24 27:17 28:12
 150:9 153:13,17
Sarah 108:10 110:4
sat 39:12 67:24
saw 31:24 37:5 62:7,11 65:25
 116:18 129:6 167:4
saying 14:17 38:4 102:5 107:22
 121:11,13 130:13 135:3 136:17
 143:18
says 16:5 40:14 62:3,9 115:18,19
 149:4 166:10
scale 91:25
scheduled 108:8 119:8 128:15
schematic 51:1
Scholars 21:15,21,22,24
school 3:5,14,20,22 10:6 11:19
 12:7,13,19 13:1 15:5,8,8,21
 16:15 17:3,11 18:6,11,21 19:1,4
 20:10,23,25 21:8,16 24:17 25:7
 25:12,24 26:13,25 27:11,23
 28:4,10 29:11,16,22 31:3,9,13
 31:15 32:25 33:3,6,22 34:24
 36:11 37:4 38:1,24 39:4,5,10,14
 40:21,22 41:13 44:3,6 47:24
 48:16 50:7,7,16 51:15 52:7
 54:17,19,20 57:2,24 58:12
 60:13,16 63:9,24 66:12 67:19
 68:4,9 69:11,11 70:16 72:24
 74:16,24 75:5,13 76:7 77:20,23
 77:25 78:3,6,6,19,21 79:5 80:22
 80:25 82:9,12,23 83:3,7 85:3,15
 85:16,18 87:22,25 88:5,16
 90:16,23 91:8,18 92:6,11,12,18
 94:1,6 95:5 96:15,16 97:3,6,6

97:12,13,20,23 100:13,22 101:4
 101:16,18,21 102:11,16 103:8
 104:6 105:5 106:4,5,15 107:5,8
 107:10,12 108:17 109:8 110:1,9
 110:17 111:10,19 113:8,8
 114:12,21,22,25 115:8,20
 117:10,13 118:6,12,18 119:5,16
 120:13,23 121:9,19 122:2,6,10
 122:13,14 123:4,5,10,11,11,14
 123:24,25 124:4,9,11 125:16,19
 125:22 126:11,20 127:1,13,14
 127:15,19 128:3,6,8,22 129:5
 129:10,11,12,21 130:19 132:3,4
 132:14,17 133:5,6 134:4 136:2
 136:4 137:2,12 140:8,9 143:17
 147:7,16,18,19,21,22,24 148:13
 148:15,24 149:6,8,13 151:13,13
 152:11 154:23 165:18 166:11
 166:25 167:15 168:15
school's 3:12 9:21 12:3 33:18
 34:10 42:12 44:9 65:3 75:6,8
 76:12 79:11 83:24 86:17 89:11
 98:25 107:24 110:20 168:19
School-Las 147:21
school-specific 75:4 82:15 88:3
 166:9
school-wide 85:17
School/Options 2:10,12,14,16
schools 4:3 12:23 18:19,25 20:5
 21:7,19,24 22:4 24:25 25:8
 26:23 30:24 37:3 38:21 39:16
 40:4 53:19 56:22 64:16 65:6,11
 65:17,18 67:24 68:10,20,25
 69:3,23 70:8,19,22 71:15 73:19
 73:20,23 74:5,6 80:15,19,19
 81:6 94:18 95:3 123:16,17
 140:6 146:9,13,14,19 147:1,2,4
 147:10 148:1,4 149:15 150:10
 150:22 152:15 154:4,17 160:9
 164:14
science 21:25 22:2 27:7 34:11
Sciences 3:22 104:6
scope 59:14 137:18
score 53:12 98:9
scores 30:15 80:17
scoring 78:18 91:15 151:19,20
screen 34:4,8 35:6
second 3:14 6:14,25 11:24 22:13
 22:14 42:14 43:22 46:9 48:9

54:14,24 58:14 71:20 76:14
79:13 84:1 86:19 89:13 92:25
99:2 101:9 111:4,5,9 112:3,6
116:5 119:25 140:11 142:4,5
145:7 164:18,19 168:21,22
172:20,23
second-to-last 90:13
Secondary 29:3,9,13,14,19 30:18
30:20
secret 26:3
Secretary 5:3 17:13 68:2 104:12
105:6,12,13,13,14,15,17,23
111:2,3 112:4,20 113:25 114:3
119:9,9
Secretary's 106:8
section 92:25
sections 88:17
secure 125:10
security 114:4
see 13:4,5 16:15 17:6 32:13 34:7
35:17 37:10 45:5,20,20 47:13
56:20 66:13 68:10 73:2 85:9
111:19 118:5,7 119:18 120:3
124:11 132:4 133:6,9 135:18
137:2 139:14 143:11 149:10,20
151:17 152:24 154:14 156:10
156:12
seeing 22:18 30:19 42:19 43:17
55:3 71:24 76:1,19 78:25 83:14
86:7,22 88:25 89:16 99:4
145:10 151:24 168:25 170:8
seeks 44:2
seen 35:6 48:7 50:5 75:18 98:7
117:13
SEG 65:5
SEL 78:13 91:19 97:1
selected 147:5 154:9
self-management 91:14,15,21
92:10
Senator 17:13
seniors 30:1
sense 40:3 95:1 127:4 131:9
sent 46:13 47:1 76:11 79:10
81:14 83:23 86:16 89:10 98:24
111:12 123:10 136:11 168:19
separate 49:16 50:19
separating 49:12
September 66:24
sequence 59:14

serious 131:21
serve 38:25 39:18 123:13
served 119:13
service 1:21 53:8
services 126:1
serving 44:4,5 167:1
session 144:21 162:18 170:20,23
sessions 146:19
set 35:17 78:18,19 85:23 94:10
97:5,15 112:6 151:6 163:1
175:14
sets 38:5
setting 93:23 94:11,15,21 96:15
97:16 126:4 143:20
seven 32:9 162:7
severe 88:11
SFPS 26:12
share 35:10,24 37:2 44:18,23
46:17 61:2,10 100:15 104:10
135:4 138:24 146:23 158:12
170:4
shared 134:4 138:23 149:1
sharing 37:13
SHARON 2:5
SHARYN 2:19 176:7
she-said 129:17
sheet 173:3
shelter 15:11
SHEPHERD 28:8
Sherwood 152:19,21 153:5
155:15,18 156:2,8,12
shipments 67:6 73:1
short 66:25 74:19 114:18 152:10
152:13
shortage 35:22
shorter 112:22 144:17
shortest 144:19
shortly 102:6,9 139:19,19 144:6
144:7
shout-out 81:5
show 31:18 92:9 133:4
showed 121:2,5 131:25 132:3
133:3,5
showing 164:11
shown 10:7
shows 36:23
shut 34:20 173:3
sick 149:18
sickening 10:18

side 16:4 57:5
Siembra 147:22
sign 109:10 147:16 158:14
signatory 107:18 108:19 109:11
109:18,19
signatures 9:20
signed 13:17,17 76:10 79:9 83:22
86:15 89:9 98:23 164:15 168:17
significantly 167:20
signing 106:25 118:14 142:3
168:1
Silver 155:20
similar 49:14 120:18
similarly 85:18
simple 156:6
simply 64:15
simulator 37:5
simultaneous 134:2
single 38:6 88:6 124:10,17,18
sir 17:20 33:13
sister 29:15
sit 13:14 68:23 149:8
site 3:14 43:22 131:19,23 132:8
133:11,16,22 136:13 137:11
140:8
sits 10:20
sitting 60:12
situation 117:8 137:14
six 17:7 29:18
sixteenth 29:10
sixth- 52:6
sixth-grade 60:8
sixth-grader 57:18
size 59:10
skill 85:23
skilled 161:9,11
skills 78:9 83:1,1,2,5 91:14,15,21
91:23 92:11
skip 82:3
slight 100:4
slip 161:13
small 15:21 51:17 134:16
Smaller 59:10
SmartLab 30:7 32:4,5,6
Social 78:13
social-emotional 78:17
socially 78:15
societies 166:15
SODA 148:11

Sol 147:20
solvent 70:21
somebody 108:16,17 115:1
 125:10,13 126:14 128:17
 154:19 157:10,24,25
someday 52:10
somewhat 37:20 97:8 159:14
son 15:15
sons 29:13 33:3
soon 43:17 56:18 68:14,15
 163:17
sooner 46:25
sorry 14:12 17:17 35:1 37:16
 45:12 109:15 118:2,4 129:15
 149:20 157:19 161:14 168:7
sort 114:13 122:21,21 123:24
 124:2,3 148:9
sorts 149:9
sound 8:21
sounds 126:10
South 147:23
Southwest 29:2,8,12,14,16,19
 30:18,20
space 51:13,21,22,24
speak 4:8 14:5 21:3,4 70:15
 106:11 156:16 159:13 160:5
 161:20
speaker 8:7,17,24 94:9
speakers 146:22
speaking 8:3 9:10 65:24 134:2
 154:3 163:16
speaks 33:4 53:18 158:19,21
special 20:6 26:11 39:10 74:24
 80:25
Specialist 2:13
specific 19:22 20:4 37:12 38:8
 39:1 82:23 91:21 92:7 97:5,20
 106:21 112:10,11 120:7 127:10
 167:14
specifically 91:18 93:3 151:14
specifics 90:23 166:5
speeches 85:21
speed 161:12
spell 8:8,25 11:7 14:10
spelled 11:10
spend 66:23,24
spending 69:3,8 109:8 110:9
spent 29:18 67:18
spice 11:11

spirit 45:17,22
spoken 12:16
sports 27:15,20,24 28:4
spot 52:14
spotlight 3:5 18:12,22
spotlighting 147:25
spreadsheet 85:17
spring 91:16 160:21
springs 68:8
Spruce 52:15
square 3:14 43:22 50:8
staff 2:8 26:9 31:7 60:12 78:14
 107:17 117:23 120:8 122:1
 123:10 124:9 129:5,8 132:10
 134:9,11 135:8,10 138:18 140:9
 142:1 148:23
staffed 59:21,22 61:11
stage 108:18 120:4 126:12
 139:11
stand 64:13
standards 82:21 94:3 96:8,15,18
stands 10:25
star 28:16
start 38:19 104:8,11,25 117:3
 126:9,14 146:12
started 15:1 25:4 28:15 58:14
 59:25 125:5 153:11
starting 27:23 28:3,14 69:11
 154:13
starts 83:1 85:22
state 1:2 8:8 21:16,18,19,23
 30:15 35:12 80:17 82:20 96:18
 96:19 137:21 166:20 175:2,9,13
state-of-the-art 37:11
stated 175:13
statement 3:12 33:19 34:15
 35:16 36:7,13 37:22 42:12
 107:7
statements 15:18 121:11 129:17
statistician 92:2
status 148:20
statute 112:22,25 113:1
statutory 111:2
stay 118:19 128:6,10 129:10,12
 143:16
STEM 30:4,5
step 46:16 123:20 132:19
Stephanie 24:5,11 25:21 26:16
 27:13,22 28:18,24

steps 56:23 93:5 96:24 104:19
STEVEN 2:4
STEWART 2:6
stirs 68:12
stop 114:25 116:5
stored 67:9
street 1:21 2:23 51:9 175:20
streets 52:20
strength 167:8
stress 78:10
stressful 66:22
strict 17:4 64:21
strive 117:18
strong 28:9
strongly 94:15 159:5
structured 150:21
struggle 97:1 121:25
struggled 15:19
struggling 68:3
stuck 154:12
student 39:5 52:10 59:12 75:10
 75:10 88:12,18 128:7 135:3
 136:15
student-focused 131:16
students 19:6,12,14 21:14,20,23
 22:3 27:25 28:1 30:11,14 31:9
 34:14 35:20 37:10,21,25 38:7,8
 38:8,25 39:1,15,19,22 40:23
 52:7 54:18,20 56:1 59:8,12
 60:25 66:8 68:16 78:1,4,7,15
 80:24 82:17,18,25 83:6 85:11
 85:25 88:3,11 91:11,13,14,19
 91:22 92:10,13 114:5 115:3,16
 115:17 122:19,22,22 123:1
 127:18 128:22,23 129:1,11
 134:9,14,16,22 135:7 138:19,20
 147:8 166:12,15 167:3,6
students' 25:16
studied 93:10,11
study 92:19
stuff 13:6 71:6 135:4
subcommittee 62:14 74:4 75:2
 75:21 77:24 81:6 82:13 85:5
 88:1 90:16 91:6 92:22 93:17,22
 96:14 97:4 160:15,16 167:18
subject 26:3 54:16,19 166:16
 167:10
subjects 25:15
submissions 61:6

submit 109:5 153:16
submitted 46:1 100:17
substantive 34:9 110:24
success 20:20 30:3 40:8 61:18
successes 20:16,21
successful 49:18 113:6 115:21
 116:1 150:1
successfully 88:13 92:9
succession 30:25
succinct 40:14 41:9
sue 12:15 63:20
sued 12:14
suitable 50:6 52:1
Suite 1:21 2:23 175:20
summer 59:23 65:4,9 71:9
 155:13,20
Sun 15:17
Sunday 156:7
super 58:23 60:11 130:11 150:7
supplemental 142:1
support 15:14 25:16 31:7 40:11
 41:7 44:9,15 73:7 75:21 91:23
 128:25 148:18 149:21
supporting 26:12 47:23 64:16
 80:24 92:10 147:6
supportive 28:3 49:11,23
supports 36:23 91:10
supposed 67:13 69:8
sure 8:18 11:20 12:23 17:14
 19:12 26:13,19 28:8 35:9 36:1
 36:23 44:22 45:2,16,17,19 53:6
 53:11 57:5,5 58:7 60:18 61:13
 61:19 68:16 73:3,25 74:22
 91:22 93:15 95:8 96:7 103:14
 103:16 104:20,21 108:1,13
 116:21,24 120:10 122:14
 123:17,21 126:8 130:17 133:9
 135:14 137:7,16,23 148:6 149:9
 158:21,22 159:8 160:17 161:24
 170:17 171:11,13 172:13
surprised 127:8
survey 78:13,18 91:16,19,20 92:5
 92:7
suspend 105:15
suspension 105:11,24 108:15
 111:7 114:16
sustain 25:16
sweet 152:13
switch 34:4

SWREC 126:1,5
system 71:10 75:9,13 78:18
systems 53:6

T

T 3:1 4:1
Ta 21:24
table 23:24 102:15,24
tabling 103:1,15,18
tag 122:5
tagging 132:13
tags 122:11
take 8:16 18:13,21 37:19 50:15
 55:4 56:13,23 62:5,6,17 67:7
 69:21 73:11,20 86:22 92:4 93:1
 93:5 95:3 100:7,8 103:24 105:8
 106:5 107:5,14,20 110:14
 112:18 114:20 118:6 121:20
 136:24 139:4,10 143:8 144:12
 150:8 153:14,17 155:5 170:6
 173:10
taken 3:6 4:9 6:23 16:23,25 60:7
 73:12 96:5 104:2 110:13 121:21
 157:16
takeover 114:16
takes 31:8 70:20 154:15
talk 124:10 128:3 146:25 161:22
 163:23
talked 146:23 166:23 172:23
talking 62:15 139:1 155:22 170:9
 171:24
targets 78:20
task 132:13
taught 29:17
taxpayer 17:8
Taylor 2:7 5:23,24 7:6,7 23:13
 23:14 43:5,6 55:14,15 72:7,8
 76:14 77:15,16 79:13,18,19
 84:1,23,24 86:19 87:5,6 89:13
 90:4,5 99:2,11,12 104:16,24
 114:10 116:9 140:11 141:20,21
 142:5,11,12 145:17,18 164:18
 165:2,3 168:5,21 169:19,20
teach 29:15 59:13 166:3
teacher 19:10 25:3 26:24 31:12
 32:12 75:18,19 85:15 138:21
 150:9
teacher-focused 131:17
teachers 16:9 19:11 27:4,6,7,8

59:13,15 60:8,24 61:23 62:2,5
 75:7,15,21 78:14 122:14,16,25
 129:11
teaching 15:12 29:17 95:22
team 25:20 27:17 30:4 35:24
 43:16 57:1,7 61:1,16 68:16
 117:4 137:9 138:6,15 146:10,13
 150:3,4,7,10,16
teams 23:23
Technical 2:15
technology 82:18,22 83:4 85:19
 147:15,23
teeth 94:3
telephone 132:25
teleprompter 19:8
tell 13:23 21:7 27:16 30:9 34:21
 72:23 113:14,24 114:19 115:1,6
 130:14 166:10
telling 67:5 118:16 127:15
tells 61:22
Telshore 48:5 52:14
ten 58:16 134:18 171:3,5
ten-day 171:7
ten-minute 73:11
tenth 29:11 50:14 166:21
Tenured 16:7
term 76:8 79:7 83:20 86:13 89:7
 98:21 144:7 168:13
terms 18:21 51:21 56:21 57:2
 66:11 95:14 116:13,19 152:12
testimony 175:14
testing 30:16 59:16
text 11:17 136:11
thank 5:2 6:2,22,24 9:8 11:1,2,5
 13:25 14:1,14 17:19,20,23 18:4
 18:10 19:15,16 20:1 21:12 22:5
 23:17 24:13 25:19,21 26:16
 27:13 28:18,21,24 29:5,6 30:22
 31:16,21 32:5,15,17,21,22
 33:5,7,11 35:23 36:1,25 37:1,18
 37:23,24 38:9,10 41:2,3,4,6,22
 41:24 42:1,15 43:16,18,25
 44:17 47:10 48:12 50:23 51:23
 55:25 56:2,3 57:9 58:9 60:25
 61:1,8 68:3,5 70:24 71:7,11,11
 73:6,10 74:3 81:9,9,19 92:1
 96:9 98:13 100:3 102:7 103:16
 110:21 126:24 134:24 138:5,5
 139:4,12 140:23 143:6,23

144:22 146:7,11 152:7 155:6,8
156:2 157:23 161:2 163:25
thanking 146:12
thanks 21:9 26:18 28:17 41:6
61:21 138:9,12,14 152:22
theirs 166:2 167:7
theme 146:17
thing 13:2 15:25 17:9 21:6 37:9
41:10,12 62:7 69:22 111:4,9
129:3 138:11 139:1 144:16,19
144:20 160:18 162:16 163:8
things 11:21 20:6 29:24 30:17
35:1 40:5,15 46:4 57:5 59:11
62:11 64:20 66:10,10,15 67:7
93:24 105:4 106:1,7,12 108:5
109:5 112:3 113:13,15,24
116:13 117:8,21 119:1 120:8,11
120:14 122:4,24 123:10,21
124:16 126:13 127:24 131:14
135:16,19 136:2 155:7,7 163:2
163:12 171:6
think 13:23 18:24 26:3 27:4 32:6
32:8 33:21 34:23 39:11 40:11
51:3 52:23 53:5,9,18,24 58:3,4
63:6,8,10,14,15,17,19,25 67:3
68:1,6,7 71:3,3,5 74:7 75:5
80:21,22 81:2,13 82:19 87:22
87:23,23 88:5 94:7,17 95:2
96:17 97:4,22 98:4,9,12 100:14
100:23,24 101:19 102:2,11,12
102:19,21 103:13 105:19 106:9
106:10,11 107:4,7 110:6 111:1
111:13,14 112:2 113:12,14
114:7,23 115:4 116:19 118:9
119:24,25 120:3,16 121:8,24
122:5 123:20 125:12,18,20,22
126:15,19,25 127:17,19,20,20
130:10,12,21 131:14 133:13
134:25 138:6,13 143:10,12,15
143:20,21 144:10,15 146:16
149:7,16 150:10 152:2 155:11
158:15 161:17 162:10,15,16,17
163:2,7,7,12 165:24 167:17
171:8,18
thinking 70:1 91:9 126:8 152:4,6
161:24 173:12,13
third 1:21 60:12 175:20
thought 18:17 20:3 104:8 110:10
157:25 171:2,8,22 172:5 173:9

173:11
thoughtful 91:10
thoughts 35:10 143:12
threatened 12:15
three 8:2,4,5,7 17:6 29:13,18
30:5 33:3 41:17 48:13 51:23
60:8 96:3,4 98:7,7 154:8
threshold 162:20
thrilling 31:1
thrive 78:6 166:12,16
thumbs-up 153:2
ticket 139:15
tied 59:16
Tierra 3:22 9:11 10:25 11:13
14:24 104:5 107:20 115:15
117:23 118:21 119:19 123:12
128:11 139:20
Tierra's 9:14
tight 67:20
time 6:3 11:1 13:21,25 18:14,18
19:10,24 31:17 35:21 40:19
41:16 47:13 50:15 57:16 66:25
71:4 72:23 73:23 81:18 86:1
97:14 111:24 112:12,14,18
116:21 117:19,20 118:9,24
126:9 130:12 134:17 138:18
143:10,13,16 144:10,11 152:5
152:11 154:20 157:21 170:6,9
170:22 171:14 172:12 176:10
176:15,20,25
timeline 170:21
timeliness 116:20
timely 105:5 111:10,23
times 25:24 90:17,20 91:3 119:14
124:10 159:11,15
timing 125:18,20,23
TIMOTHY 2:4
tiny 52:16
today 8:3,4 12:12 24:15 28:22
29:7 33:12 46:14,21,22,24
47:11 58:4 72:25 102:9 103:5
106:4 140:6 155:7
told 13:20 118:12 127:14,15
133:5 171:2
tool 151:8
top 30:15
Topics 4:10 170:12
torn 136:16
Torres 149:17

touch 124:4
touchpoint 124:17
tough 69:12 138:25,25 162:9
tour 31:18
town 11:11
track 61:5 88:10 123:5 169:24
tracked 85:16
tradition 21:9 28:13
traditional 88:9 91:9 126:12
traffic 36:15 52:9
trafficked 51:9
Trail 24:4,16,19 25:7 26:11
train 20:2
training 2:16 59:24 60:7
transcript 1:10 140:7 175:11
176:8,13,18,23
transferred 108:20 109:19
transferring 128:7
transition 15:5 80:16
transparent 116:22
transpire 117:21
travesty 9:9
tribal 16:23 58:1 128:16
tribally-controlled 123:16
tried 64:19 166:24
trigger 113:4,4
triggered 111:12,24
trimmed 165:25 166:2
trip 15:2,4 154:22
trouble 69:7
true 65:10 107:9 117:8,9 175:10
truly 28:2 78:5 132:17
try 14:15 137:13 163:19
trying 12:7 14:21 92:6 100:21
128:21 134:12,14 161:12
Tsay 16:11
Tuesday 112:1 150:7 154:25
Tumblers 28:14
tumbling 28:15
turn 47:7 57:7
turnover 26:22
Turquoise 24:3,16,18 25:7 26:11
twelfth-graders 52:6
twelve 166:21
twentieth 25:1
twice 78:12
two 14:7 21:13,15,23 24:2,19
30:14,24,24 35:1 37:6 44:3
47:14 48:6 80:19 88:16 92:17

96:2 110:2 112:3,8 121:2,10
138:8,12 140:2,16,17 148:3
154:10

two-hour 112:12,14

tykes 52:16

type 123:14

types 27:4

typically 101:5,11 113:9

typos 56:17

U

U.S 21:14,20

UN 15:2

unanimously 43:15 55:24 80:12

unannounced 131:20

unclear 114:23 115:6

uncomfortableness 149:3

uncommon 119:11

understand 41:1,2 45:24 47:7

68:23 78:15 109:3 124:4 130:20

understanding 38:24 107:19

115:11 136:10

understood 40:4

undertake 96:24

underway 104:18

unfortunately 51:7 59:15 162:5

unheard 58:13

UNIDENTIFIED 94:9

unique 40:22 80:25 158:12

unit 62:20 63:9,16 64:10,14,22

universal 166:14,17

unquote 34:14

untruths 121:12

upcoming 161:23

update 110:1 117:1,20 119:16

120:7,25 149:15

updated 117:14 120:14 124:7

140:4

updates 104:9 117:4 119:3

152:11

upholds 113:7

upload 101:11,15 111:7,13

uploaded 44:13 56:16,19 101:8

105:1 106:14 119:6

uproot 62:2

use 46:16 50:1 53:7,8 111:8

136:15 150:25 173:5

usually 47:12

V

V-e-r-d-e 9:6

vacancies 51:16

VALENZUELA 2:13

valid 16:12

valley 15:14 147:23

valuable 74:8 163:6

value 159:22

vandalization 71:10

varsity 27:18

vendors 107:25 122:1

verbally 173:8

verbatim 36:16 43:23 44:5

Verde 8:25 9:6

verify 127:21 130:15,15

Veronica 58:5

versa 117:9

version 56:16

versus 158:5

vice 2:3 5:2,9 6:2 7:19 22:18 23:3

26:17 30:22 38:16 41:4 42:9,19

43:14 49:3 55:4,23 57:10 61:20

71:12,24 72:18 73:17,23 74:1

77:2 80:6 81:8,15 84:13 87:11

89:20 93:13,16 99:18 117:9

120:5 138:3,23 139:25 141:7

142:24 143:6 144:25 146:4

155:8 162:22 165:12,20 169:9

Vigil 102:5 107:24 118:19

vigilance 18:6,9

virtual 94:18,21 95:3,5 96:5,8,16

97:6,23 174:2

virtually 47:12,15,19

visit 31:3 61:7 72:24,24 126:20

131:23 132:4 133:1,12,16,22

135:8,8 136:9,13 137:10,11

140:8

visited 129:5 136:6

visiting 128:18

visits 131:5,8,19 132:8 151:13

Vista 20:23 147:24

vocation 37:12

voice 31:23 173:23

volleyball 27:18

volumes 33:4

volunteering 15:11

vote 7:5 42:20 55:4 74:12 84:5

86:23 89:16 97:19 99:5 109:4

141:2 145:11 157:13,14,16,19

161:18 168:25 173:21

voted 114:21

votes 172:25

W

W 2:23

wait 31:19 170:9

waiting 66:3 69:2 133:6

Waived 3:9

walk 119:4,5,15

walked 71:8

walkers 52:13,23

wall 81:11

want 12:5 13:14 16:9,17,18 18:21

21:4 36:22 37:2 44:18 45:1,8,13

45:17,25 46:14,15,17 47:18,20

52:7 61:2,10 62:4 65:3,13 66:19

69:21 70:3,7 71:14 72:24 73:2,6

80:17 81:25 91:25 93:3,13 95:9

95:9,11 97:8 108:13 113:19

116:24 119:4,5,15,18 126:24

127:13 130:17 131:24 138:4,9

138:22 139:6,8 143:25 146:12

150:20 151:16,16 152:25

153:15 159:5 161:5 163:4,18

167:8 168:2

wanted 11:21 14:8 15:23 21:13

34:15 35:9,24 36:7 44:22 52:10

62:8 66:5,13 68:6 71:2 80:13

81:5,11 92:16 93:14,15 104:8

104:14 120:6 138:24 139:14

143:11,25 147:9 151:10 153:6

153:23 156:6 170:17 171:11

wants 51:15 120:2 161:19

War 95:24

wasn't 38:3 62:20 91:7 98:2

133:4 148:25 159:25

waste 17:8

watch 13:3

way 11:22 12:18 20:14 31:11

46:17 52:23 54:12 93:24 96:7

106:16 127:25 130:25 150:21

174:3

WAYNE 28:8 152:21 153:5

155:15,18 156:2,8,12

ways 40:1 68:8 78:10

we'll 8:4,19,21 27:18 28:3 49:1

61:8 74:12 81:23 82:6 100:8

103:4 116:17 150:14 152:4

155:1 161:4 163:24 164:6 170:6
172:3
we're 8:1 17:17 18:12 23:19
25:12,13 29:24 30:3 35:18,19
36:20,21 38:25,25 39:18,25
41:20 49:25 56:1 57:24 58:23
59:16,25 60:5,10,10 64:17,21
73:13,14,18,19 81:16,21 82:2
97:15 100:3,5 103:15 104:4
108:4,13 109:25 116:15,23,24
119:7 123:24 128:14,20 130:15
130:22 132:18,19,22 135:3
136:9 137:7,23 138:25 139:20
143:19,23 144:2,9,12 146:18
149:9,20 150:7 152:4 154:4
165:17 166:3 169:24,24 170:11
173:10,11
we've 11:15 29:24 30:6 36:5,15
36:16 38:20,21 46:11 48:7
54:10 58:3 68:25 93:7 97:5,7
100:21 115:25 120:12 122:2
126:25 131:8 133:22 150:13
155:23
weakness 167:7
wearing 81:9
Webinar 1:14
website 76:13 79:12 83:25 86:18
89:12 99:1 115:1,2,12,16
119:21 121:14,22 123:22 128:2
168:20
Wednesday 46:20 48:24
week 48:22 59:21 111:25 112:1
117:9,9 124:10,10 129:2 133:3
150:14 154:10,23 156:18
week's 9:25 10:12
weeks 60:9
weighed 64:6
weight 150:4
welcome 24:7 25:19 26:20 29:4
31:17 35:8 71:14
well-rounded 82:17
went 113:17 136:7
West 82:9,16 83:19 168:4
whatsoever 48:20
whereof 175:14
whoop 27:17
win 113:11
wind 160:18
wish 149:21 153:15

Woerner 44:21 45:3,6,12,13,18
45:23 47:21 48:11,17,21 50:10
51:5 52:2 53:10 55:25 57:4
64:2 65:10 66:17 69:20,21
70:13,17 73:6
won 30:4
wonder 127:4
wonderful 22:5 173:24
wondering 39:6 136:22
word 111:8
words 40:6,7,16 134:7
work 16:22 31:4,6 32:11 57:22
61:13 62:18 71:11 100:22
107:11 123:20 125:18,20,21,23
126:12 137:1 138:8,23,24
144:21 146:24 161:3 162:18
170:20,23
workday 138:21
worked 24:21,23 71:3,5
working 15:12 19:12 25:25 26:15
29:21 36:21 38:20 46:11 47:3
47:23 53:13 57:2 58:18 107:23
107:25 110:1,4 117:12 123:3,25
125:15 131:15 137:8,8,13
143:19 148:5
works 47:21 129:2
workshop 160:22,22
world 29:11
worried 130:1
worry 106:17
worse 31:25
worth 17:10
wouldn't 11:15 38:18 50:16
109:22 154:2
wrapped 58:11
write 120:16
writing 25:4 40:17 109:8 130:1,3
written 121:16
wrong 111:8 136:19 157:10
158:13
wrote 120:13 121:21

X

X 3:1 4:1

Y

Yang 22:1
yeah 18:2 25:21 27:15,22 32:10
38:17 40:2,9 41:1 45:16,16 51:6

51:6 52:1 65:2 69:24 73:3 95:9
95:18 102:9 103:3,6,17 110:5
125:4 126:17,20 127:7 143:22
143:22 153:6 162:23 163:24
168:5
year 3:16 11:15 12:10 13:4,5,7,9
13:11,16 14:23 15:1 18:5 19:1
19:13 20:22 25:1,1,1,13 28:4
29:10 30:1,10,21 36:15,17,19
48:6,8 50:12,14,16 56:7,14,20
57:20 58:12 61:3,6 64:8 65:6,19
68:4,11 69:2 70:2,16,18 78:13
83:5 85:12,16,24,24 88:5 90:25
90:25 91:20 114:13 115:3,22
118:24 126:8 128:24 143:19
148:8 149:7 151:1,1 152:1
153:12,22 154:13 159:17
year's 107:15 118:22
years 24:19,22 29:18,18 30:6
41:17 47:24 58:13,16,16 67:24
70:9,20 73:9 95:22 153:11
172:24
years' 24:24
yellow 66:1
yesterday 47:2 144:21 162:1
yesterday's 161:25

Z

zero 69:12 159:23,25 160:18
Zone 147:1,12
Zoom 1:14 32:22 33:20 34:25
58:4

0

1

1 3:2 4:15 92:24 114:22,22 115:8
126:5 159:19,20
1:00 119:8 140:21,22
10 3:18 73:15 76:7 79:6 83:20
86:13 89:6 98:21 102:18 167:11
168:12
10-c 100:8 165:17
10:22 73:12
10:39 73:12,14
100 3:19 27:6,8 59:22
100,000 67:11
104 3:21
11 3:19 81:23 82:4 100:5,11

156:21,22,23 164:2 167:11
11:11 104:2
11:20 103:25,25
11:21 104:2
110 155:12
12 3:21 44:10 46:4,7 50:3,4 88:4
 103:23,24 104:4 139:23 143:24
 167:12
12-e 143:7
12/31/2023 175:21
12:08 139:13
12:12 143:24
12:50 174:12
1204 48:10
120th 85:12 88:4
12a.1 105:3
12th 118:10
13 3:23 21:1 144:15
13-a 145:6
14 4:3 146:8
14-a 148:11
14-b 148:11
14-c 148:13 149:12
144 3:23
146 4:3
14th 48:24
15 4:4 151:25
15-day 111:24
151 4:4
152 4:6
156 4:7
16 1:11 4:6 152:8
1630 1:21 175:20
169 4:9
17 4:7 156:14 157:1 169:25
170 4:10
172 4:12
175 4:13
18 3:5 4:9 58:13 169:25
18th 58:11
19 4:10 162:17 163:25 170:12

2

2 3:3 6:10 114:6
20 4:12 112:10,11 172:17
20,000 17:10
200 2:23
201 1:21 175:20
2023 1:11 21:14 175:15

2023--2028 83:20
2023-2028 76:8 79:6 86:13 89:6
 98:21 168:13
2024 4:5 152:1
20th 118:17 119:22
219 1:20 175:8,19
22 3:7 124:23
22nd 128:19
23 3:8,10
24 96:1
24th 146:14 153:19
25 73:9
250 30:2
26th 146:15

3

3 3:4 78:12
3-D 30:13 32:7
3:00 119:8 140:21,22
30 111:10,11 175:15
300 1:12
30th 98:3 149:18
32 95:21
33 3:11
340,000 67:13
3rd 16:12

4

4 3:5 18:11 71:14
4:00 155:1
40 153:11
400,000 67:16,18
40th 85:12 88:4
4201 47:5 48:11,12,13
43 3:13

5

5 3:2,7,8 23:18 46:3,6 48:2 50:2
 50:20 78:12
50 21:20 94:8
52 95:22
56 3:15
58 94:9

6

6 3:3,10 21:18 23:20 44:10 46:4,7
 50:3 88:3 167:11
6-12 54:16
6/12/23 117:18

6/16/23 176:2
6/9 118:2
6:00 155:1
6:20 156:8
60 59:25 60:5 61:11 66:7 88:14
 112:24 113:1,3
64 94:8
69 94:7,8

7

7 2:23 3:11 33:16 119:8
70 94:8 98:8
73 3:18
75 94:4,16 98:9
78 97:19
7866N 1:25 175:25 176:2
7th 112:7 116:10 140:16

8

8 3:4,13 43:20 50:3
8.c 54:15
80 98:10 155:21,23
800,000 66:23
850 48:5
87102 1:22 175:20
87501 2:24

9

9 3:15 56:5 167:11
9/6 118:4
9/6/23 117:23
9:00 1:11
9:03 6:18
90 155:23
90,000 12:5 16:6
9th 98:5 119:20