

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
COMMUNITY INPUT HEARING

July 10, 2024

9:00 a.m.

Jerry Apodaca Education Building

Mabry Hall

300 Don Gaspar Avenue

Santa Fe, New Mexico

-and-

Via Zoom Webinar Video-Teleconference

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1 APPEARANCES  
 2 COMMISSIONERS:  
 3 PATRICIA GIPSON, Chair  
 4 STEVEN J. CARRILLO, Vice Chair  
 5 TIMOTHY E. BECK, Secretary  
 6 REBEKKA BURT, Member  
 7 STEWART INGHAM, Member  
 8 K.T. MANIS, Member  
 9  
 10 STAFF:  
 11  
 12 CORINA CHAVEZ Director  
 Charter School/Options for  
 Parents and Families Division  
 13  
 14 BRIGETTE RUSSELL Deputy Director  
 Charter School/Options for  
 Parents and Families Division  
 15  
 16 LUCY VALENZUELA Technical Assistance and  
 Training Specialist  
 Charter School/Options for Parents  
 and Families Division  
 17  
 18 MELISSA BROWN Technical Assistance and Support  
 (MISSY) and Training Administrator  
 Charter School/Options for  
 Parents and Families Division  
 19  
 20  
 21  
 22  
 23  
 24  
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1 THE CHAIR: So good morning, everyone.  
 2 Thank you for your patience with this.  
 3 I am going to call back into order this  
 4 meeting of the Public Education Commission Community  
 5 Input Hearings. It is Wednesday, July 10th, 2024,  
 6 and it is 9:21 a.m.  
 7 And we are here for -- we just went into  
 8 recess. I don't know why the agenda, because we  
 9 just recessed out of this, we don't have to start.  
 10 But I will ask for roll so that we have a  
 11 record of all the Commissioners who are here.  
 12 SECRETARY BECK: Chairman Gipson.  
 13 THE CHAIR: Here.  
 14 SECRETARY BECK: Vice Chair Carrillo.  
 15 VICE CHAIR CARRILLO: Here.  
 16 SECRETARY BECK: Commissioner Ingham.  
 17 COMMISSIONER INGHAM: Here.  
 18 SECRETARY BECK: Commissioner  
 19 Clahchischilliage.  
 20 (No response.)  
 21 SECRETARY BECK: Commissioner Brauer.  
 22 (No response.)  
 23 SECRETARY BECK: Commissioner Manis.  
 24 COMMISSIONER MANIS: Here.  
 25 SECRETARY BECK: Commissioner Armijo.

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1 (No response.)  
 2 SECRETARY BECK: Commissioner Taylor.  
 3 (No response.)  
 4 SECRETARY BECK: Commissioner Burt.  
 5 COMMISSIONER BURT: Here.  
 6 SECRETARY BECK: Secretary Beck, here.  
 7 There are six present.  
 8 THE CHAIR: Thank you very much. And we  
 9 are here this morning for Sun Mountain Community  
 10 School.  
 11 So, welcome. And just so that folks are  
 12 aware, after the community input hearing, there will  
 13 be a recommendation that is done by the Charter  
 14 School Division. The school will -- the applicant  
 15 will have an opportunity to respond to that.  
 16 But I have to back up just a little bit.  
 17 Next Friday, we're combining our work session and  
 18 our regular session. So we'll be meeting on Friday.  
 19 Next Friday, during the work session,  
 20 Commissioners -- there's an item on the agenda.  
 21 Commissioners will have an opportunity to ask for  
 22 the school to respond to anything that hadn't been  
 23 identified in the community input or in the capacity  
 24 interview, if there was anything else that they  
 25 wanted the school to respond to, that response being

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1 not new information, but information from the  
 2 application.  
 3 That letter will come out from me. It'll  
 4 go out probably Monday or Tuesday, to the school, so  
 5 that the school will be prepared for the August  
 6 hearing.  
 7 So the letter comes out. Then the  
 8 recommendation from the Charter School Division.  
 9 And then at our August meeting, we will have the  
 10 hearing and the final decision made; okay?  
 11 And the school -- let me back up one more  
 12 time -- does have -- and the Director can correct me  
 13 if I'm wrong. The school does have an opportunity.  
 14 (Zoom recording begins.)  
 15 THE CHAIR: Okay. The school does have an  
 16 opportunity to respond to the recommendation? Or  
 17 no?  
 18 DIRECTOR CORINA CHAVEZ: At the  
 19 decision-making hearing, they have some time; but...  
 20 THE CHAIR: Not in a separate -- no.  
 21 DIRECTOR CORINA CHAVEZ: Not in a  
 22 separate --  
 23 THE CHAIR: Just wanted to make sure. So  
 24 we're good.  
 25 So at this point in time, the school has

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1 20 minutes for their presentation.  
 2 But I am going to ask you to please  
 3 introduce all the folks that are there at the table,  
 4 if there's anyone behind that is going to speak  
 5 through the presentation, that they be introduced.  
 6 And, for the record, if you'd spell your last name.  
 7 Your time isn't going to start until after  
 8 the introductions. So once we're through with that,  
 9 then your timing will start.  
 10 (A discussion was held off the record.)  
 11 UNIDENTIFIED SPEAKER: Thank you. Good  
 12 morning, Commissioners. Good morning, members of  
 13 the public in the room. Good morning, members of  
 14 the public on Zoom.  
 15 Thank you for affording us this  
 16 opportunity to come and present in front of you for  
 17 Sun Mountain Community School, a proposed Waldorf  
 18 charter school.  
 19 I'm going to introduce our team starting  
 20 from my left to right.  
 21 On my left is Briana Bassler, who is an  
 22 attorney. She is our legal expert. She served on  
 23 the charter team as our legal expert.  
 24 Her last name is spelled B-a-s-s-l-e-r.  
 25 Is that correct?

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1 MS. BRIANA BASSLER: (Indicates.)  
 2 MS. JAYITA SAHNI: My name is Jayita  
 3 Sahni. My last name is spelled S as in "Sam" -a-h-n  
 4 as in "Nancy" -i. I am the application manager for  
 5 this team, and I am the facilities expert.  
 6 To my right is Zoe Wilcox, W-i-l-c-o-x.  
 7 She is our head writer and our academic team lead.  
 8 Zoe's work was supported by a team of seven  
 9 consulting members, four of whom had PED licensure.  
 10 These were our seven academic subject matter experts  
 11 who supported Zoe.  
 12 And then to Zoe's right is Jessica  
 13 Wireman, our budget manager. Her last name is  
 14 spelled W-i-r-e-m-a-n.  
 15 And sitting in the row mind us, the dapper  
 16 looking gentleman in the tie is Daniel Wendland, our  
 17 outreach coordinator. His last name is spelled  
 18 W-e-n-d-l-a-n-d.  
 19 These are our five core team members. Is  
 20 there any more information you need from us in the  
 21 introductions?  
 22 Then I'll hand it over to Zoe Wilcox  
 23 walk us through our presentation. Thank you.  
 24 MS. ZOE WILCOX: And I'll wait until Missy  
 25 has our PowerPoint up. Of course. Nothing like

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1 suspense.  
 2 Good morning, everyone. As Jayita just  
 3 introduced me, my name is Zoe Wilcox, and I am the  
 4 interim head of school for Sun Mountain Community  
 5 School.  
 6 I beg your pardon?  
 7 (Discussion re audio feedback.)  
 8 MS. ZOE WILCOX: So we would first just  
 9 like to thank the members of the PEC that are here,  
 10 as well as members of the PED.  
 11 (Discussion due to microphone issue.)  
 12 MS. ZOE WILCOX: Our phones -- my phone is  
 13 on Do Not Disturb. I'm not on Zoom, and I'm muted.  
 14 (Audio issue resolved.)  
 15 MS. ZOE WILCOX: Zoe Wilcox. Nice to see  
 16 you all here. We, the founding team, would first  
 17 like to thank the members of the PED and the PEC.  
 18 We want to thank the members of the community that  
 19 are here today in great numbers. It's wonderful to  
 20 see -- to know that they're on Zoom, to know that  
 21 they're behind me.  
 22 And we would like to mention to the peer  
 23 reviewers our great appreciation for the work and  
 24 time they put into reviewing our application. I  
 25 have it here in two very thick binders. It was not

<p style="text-align: right;">10</p> <p>1 a small task.</p> <p>2 And we have learned so much in this</p> <p>3 process. And the clarity brought by the peer</p> <p>4 reviewers was incredibly helpful to enlighten us to</p> <p>5 which topics we need to bring more clarity to and</p> <p>6 which topics we need to further explain.</p> <p>7 And we are grateful for that opportunity</p> <p>8 to do that now.</p> <p>9 Next, please.</p> <p>10 And next.</p> <p>11 Three things we would really like to be</p> <p>12 clear with at the end of our time today is that,</p> <p>13 one, we understand we are proposing a public</p> <p>14 education institution and commit to public</p> <p>15 regulation and the expectations of New Mexico law.</p> <p>16 Two, we wish to explain our mission more</p> <p>17 fully and explain the principles that guide a</p> <p>18 Waldorf-inspired school and make sure we're all on</p> <p>19 the same page of what that looks like in the public</p> <p>20 realm.</p> <p>21 And, three, we wish to clarify our</p> <p>22 literacy program.</p> <p>23 Next slide.</p> <p>24 All right. First, we understand we are</p> <p>25 proposing a public educational institution, and,</p>	<p style="text-align: right;">12</p> <p>1 not a private institution. We are coming forward to</p> <p>2 create with the PED a public institution.</p> <p>3 Next slide.</p> <p>4 Our mission is here, and we want to share</p> <p>5 it with everyone in the room.</p> <p>6 The Sun Mountain Community School is a</p> <p>7 community of families and educators dedicated to</p> <p>8 cultivating the intellectual, social, emotional,</p> <p>9 physical, and consciousness capacities of the</p> <p>10 developing human being. Our mission is to educate</p> <p>11 the whole child using an age-appropriate approach to</p> <p>12 content and skills based on Waldorf education and</p> <p>13 the work of Rudolf Steiner. Our students engage in</p> <p>14 rigorous academics, develop connections to the</p> <p>15 natural world and moral discernment, and achieve an</p> <p>16 appreciation of themselves and others.</p> <p>17 Next slide, please.</p> <p>18 We see how it would have been very helpful</p> <p>19 in our application to make a bridge sentence from</p> <p>20 that mission that mentions the works of Rudolf</p> <p>21 Steiner to the seven core principles of Waldorf</p> <p>22 education and the seven practices of Waldorf</p> <p>23 education that directly follow it in our</p> <p>24 application.</p> <p>25 The work of Rudolf Steiner has -- he</p>
<p style="text-align: right;">11</p> <p>1 thus, we commit to public regulations and</p> <p>2 expectations of New Mexico law.</p> <p>3 We are firmly committed to all legal</p> <p>4 requirements and expectations of the PED. We will</p> <p>5 meet those expectations, and then we will bring more</p> <p>6 to -- value-added -- to those expectations with our</p> <p>7 unique methods.</p> <p>8 Next slide. Thank you.</p> <p>9 As a public institution, we will have</p> <p>10 supporting alliances. We will be members of the</p> <p>11 Alliance for Public Waldorf Education. It is a</p> <p>12 national group of 60 already established public</p> <p>13 charters in the United States. We would be the 17th</p> <p>14 state in the union to be a part of that alliance.</p> <p>15 We would not be involved with AWSNA.</p> <p>16 AWSNA is a collective of independent schools. We</p> <p>17 are not independent. We are proposing a public</p> <p>18 institution.</p> <p>19 Now, this was not an issue with the PED.</p> <p>20 It was actually an issue in the press. But this is</p> <p>21 our time for us all to get on the same page.</p> <p>22 We understand, like the pictures in the</p> <p>23 slide show, there are apples and oranges. And we</p> <p>24 here at this table are very clear in what we're</p> <p>25 presenting to you, not a public -- or excuse me --</p>	<p style="text-align: right;">13</p> <p>1 was -- he was an author of several books, had many,</p> <p>2 many lectures that were turned into books. And</p> <p>3 there are generations of practicing educators who</p> <p>4 worked on those, and from those, developed these</p> <p>5 seven core principals. You can see more of that on</p> <p>6 the Alliance page, the Alliance for Public Waldorf</p> <p>7 Education.</p> <p>8 Next slide.</p> <p>9 And then we follow that in our application</p> <p>10 with seven principles of a Waldorf-inspired school.</p> <p>11 Those are also originally sourced by the works of</p> <p>12 Rudolf Steiner. He was a contemporary of Maria</p> <p>13 Montessori, and he preceded Jean Piaget by a</p> <p>14 generation. And, like those two, he created a</p> <p>15 philosophy of education. His was based on the ideas</p> <p>16 of the developmental stages of the human being.</p> <p>17 In the Core Principle No. 1, it states</p> <p>18 Steiner's educational insights are seen as a</p> <p>19 primary, but not exclusive, source of guidance for</p> <p>20 an understanding of the image of the human being.</p> <p>21 This is a form of education that has been</p> <p>22 out there for 100 years, being practiced and</p> <p>23 evolving all the time. Even in our application</p> <p>24 process, it is evolving.</p> <p>25 Our seven principles were teacher-sourced.</p>

<p style="text-align: right;">14</p> <p>1 We had a group of six Waldorf-trained teachers, 2 three with PED licensures currently working in the 3 public schools. The seventh, Jayita mentioned, he 4 was -- he was in our administration with my 5 administration help. 6 The six of us together have almost 7 100 years of Waldorf education experience between 8 us. And, together, we came and we formed what 9 are -- what is the core philosophies, what makes 10 this education unique and different and a value-add 11 to New Mexico. 12 And then, of course, we sourced other -- 13 other already in-the-works Waldorf-inspired public 14 schools. There are 60 in the nation. The oldest 15 one is turning 30. So there is a lot of experience 16 to go on. 17 Next slide. 18 And these are -- these are the practices 19 we formed: 20 Whole child education with an 21 interdisciplinary approach to subject matter. 22 Reaching all eight forms of the intellect: 23 music, visual, spacial, logical, personal, 24 interpersonal, the developmental method we spoke of 25 with Rudolf Steiner, teacher looping, dramatic</p>	<p style="text-align: right;">16</p> <p>1 The Alliance for Public Waldorf Education 2 has done much of this work for us with these 3 16 other states that they've done this work for. 4 However, this will be a unique school. New Mexico 5 education law is not like those other 16 states; 6 similar, but the work is still developing, has to 7 develop from what has happened. 8 And so we are fully committed to that. 9 And as you will see in our next slide, please -- we 10 state it over and over again in our application. 11 We recognize that our work is to bring 12 New Mexico Common Core State standards through the 13 Waldorf method. Reading is taught using structured 14 literacy and explicit instruction of decoding and 15 encoding the English language. 16 Our approach to language arts is one of 17 structured literacy. We are allied with New Mexico 18 Core curriculum standards. 19 There was more I had, but my visual 20 designer said I couldn't make a size 8 font on this. 21 So, please. It's a big document, but there is more 22 to find in there. Thank you. 23 Next slide. 24 We also -- I'd like to call your attention 25 to, in our attachments, Attachment 3,</p>
<p style="text-align: right;">15</p> <p>1 approach, use of rhythm. 2 Tools of the classroom are really 3 wonderful and unique. Storytelling as an 4 instructional mythology. Main lesson books. Books 5 students create themselves instead of purchased 6 textbooks. And low media use and outdoor education. 7 Next slide. 8 It was asked of us by the PED in our 9 interview what else are we proposing that is not in 10 our application? And if you would just push the 11 space bar to our slide, there is nothing. 12 This is a complete document. We 13 understand the need to make sure that there's 14 nothing secret behind this. But there is not. We 15 are responsible for what is in this document, and we 16 are ready to be in partnership with the PED on a 17 foundation of trust. 18 So anything outside this document, we 19 (incomprehensible) holds no weight with the PEC and 20 the PED in this decision-making process. 21 Next slide. 22 And, finally, we wish to clarify our 23 literacy program. So our effort is to fully align 24 with Waldorf -- Waldorf education with New Mexico 25 Common Core State standards.</p>	<p style="text-align: right;">17</p> <p>1 Waldorf-Inspired Kindergarten Educational Program. 2 It decides -- just to be clear, we 3 understand that New Mexico law stands still, and we 4 move to meet that law. And this attachment is how 5 we do that. 6 It describes how we -- in detail, how we 7 meet each of the seven domains aligned with 8 New Mexico Common Core curriculum standards. And it 9 explains our unique way to do that. 10 Next slide, please. 11 Phonological awareness, phonemic 12 awareness, vocabulary building, oral language 13 development, comprehension, and phonics are all in 14 that document. This is how we do it. 15 Next slide, please. 16 Our approach builds on systematic, 17 practical, applied activities. They ground a child 18 from abstract concepts up here into the immediate 19 world, into the world they can experience through 20 their fingertips. 21 Phonological awareness is taught through 22 clapping games, rhythm, seeing, word plays, group 23 and partner games. This is also working on 24 interpersonal and interpersonal social skills. 25 Blending and segmenting and manipulating</p>

<p style="text-align: right;">18</p> <p>1 occurs during circle time, chanting, word play, and 2 during kid writing time.</p> <p>3 Phonics are taught through projects that 4 may be domestic in origin or apply to gardening, 5 surrounding nature, family life.</p> <p>6 For example, we'll go into the garden with 7 baskets. "Collect the things that start with B." 8 Organizing toys, vegetables, animals by first and 9 last letters, alliteration games, word-matching 10 games, ample kid writing games with singing in, 11 taking attendance, shopping lists, pretend 12 note-taking or story illustration narratives. 13 Kinesthetic instruction. "Run to the board and slap 14 the correct letter or letter combinations."</p> <p>15 Comprehension is -- is worked through by 16 hearing a story and being able to tell it back, then 17 tell it back again through puppetry, then tell it 18 back again in correct timing with shadow puppets.</p> <p>19 Next slide.</p> <p>20 We use imitation and example. So, 21 "Students, this is how we spell. This is how we 22 sound, speak, write. Let me show you how the 23 grownups do it."</p> <p>24 Next slide, please.</p> <p>25 We -- just like I spoke in our</p>	<p style="text-align: right;">20</p> <p>1 In assessments, we are testing oral and 2 written practice, phonological awareness, and 3 phonics and reading survey.</p> <p>4 Next slide, please.</p> <p>5 So we hope that finalizes our commitment 6 to literacy, our commitment to following New Mexico 7 law on structured literacy, and we are excited about 8 the uniqueness of this school.</p> <p>9 It is unique. And it does take clarity, 10 because we can't go onto the web and say, "Oh, this 11 is what this school will look like," because this is 12 a new moment and a new school. It is Waldorf 13 curriculum meeting New Mexico public education. And 14 we are pulling from all we have gained so much 15 through this application process of pulling from the 16 PED standards, accountability, regulation, and 17 value-adding to that what our methodology brings.</p> <p>18 Holistic approach that meets a wide range 19 of community members. Salutogenic approach that 20 gets kids off a screen and gets kids in nature, both 21 of which have been proven with research lessens the 22 anxiety of our young people.</p> <p>23 Our curriculum is -- our approach is 24 inherently relationship-building, which we 25 desperately need in our world. And over and over</p>
<p style="text-align: right;">19</p> <p>1 interdisciplinary approach, we are leaning in on 2 this multiple intelligence approach, involving 3 spacial, linguistic, mathematical, kinesthetic, 4 musical, interpersonal learning styles that meet a 5 diverse group of learners.</p> <p>6 Waldorf pedagogy leans on the collective 7 human heritage of spoken and written stories and 8 lore to bring children into literacy and language 9 arts.</p> <p>10 The pedagogy avoids leaning exclusively 11 into mental effort, abstract concepts at this age. 12 Theories and concepts are taught in first grade.</p> <p>13 Next slide.</p> <p>14 This is an excerpt from the next 15 attachment in our collection of attachments, 16 Attachment No. 4.</p> <p>17 And this is an explanation, year by year, 18 of our language arts program, step by step. And we 19 just pulled this out to show what first grade looks 20 like and what are our objectives.</p> <p>21 So we can see, in six composed sentences 22 from story content. 8, develop decoding skills of 23 C-V-C words, as well as consonants, blends, begin 24 more complex spelling pattern studies, read simple 25 sentences.</p>	<p style="text-align: right;">21</p> <p>1 again, the research shows that graduates become 2 lifelong learners.</p> <p>3 Next slide, please.</p> <p>4 They're -- in our application, we have -- 5 we have research that shows the transition from 6 public to public Waldorf-inspired increases rates of 7 attendance.</p> <p>8 There is a survey in our application of 9 1,066 Waldorf alumni. Of those 1,066 young adults, 10 98 percent attended college and university after 11 school. 95 percent felt they were prepared for that 12 experience. 92 percent completed their initial 13 degree.</p> <p>14 And our own research from our own former 15 private Waldorf school, we had a college 16 matriculation rate of 94 percent.</p> <p>17 We are preparing students and young people 18 for higher education and for the world.</p> <p>19 Next slide, please.</p> <p>20 Charter schools are a wonderful creation 21 and opening in the public -- in the public sector to 22 bring choice to our families and to our citizens.</p> <p>23 There are some wonderful STEM charter 24 schools in the state of New Mexico. We fully 25 support them. And we are happy that students who</p>

<p style="text-align: right;">22</p> <p>1 are leaning into science and engineering have a 2 place to go. 3 And I would like to present to the 4 Commissioners the opportunity, that same 5 opportunity, for our artistic students, for our 6 holistic thinkers, for our outside-the-box thinkers. 7 The truth is the legacy of Santa Fe New Mexico, our 8 capital of our state, is built on those people. It 9 is built on artists, holistic thinkers, and 10 outside-the-box thinkers. 11 And now, the community is asking for a 12 place to send their children that meets their needs. 13 That is what we are proposing. And we are so 14 excited to be in partnership and to be a value-add 15 to the Public Education Department. 16 I thank you for your time. 17 THE CHAIR: Thank you. So I'm going to 18 ask now if there is anyone here or online from 19 Santa Fe Public Schools. 20 MS. MELISSA BROWN: I don't see anybody 21 online. 22 VICE CHAIR CARRILLO: I'm just surprised 23 at that, given their very public stance regarding 24 any community schools or anything other than 25 district schools in New Mexico, that they wouldn't</p>	<p style="text-align: right;">24</p> <p>1 THE CHAIR: Thanks. So now we're on to 2 Public Comment. So we ask folks to try to limit 3 yourself to two minutes. I don't know how many 4 people we have signed up. 5 MS. MELISSA BROWN: First of all, I have 6 Sammi Triolo online who had her hand raised. Sammi, 7 are you saying you are a tribal entity, that you 8 want to speak on behalf of a tribe? 9 Sammi, are you here representing a tribe? 10 FROM THE PUBLIC: I'm not. I'm here for 11 public comment. 12 MS. MELISSA BROWN: Thank you. 13 We have 28 speakers. We will be starting 14 with Nicholas Stinson in the room, and then we will 15 go to the people on Zoom. But Mr. Stinson needs to 16 leave early. 17 I remind everybody you have two minutes. 18 Please spell your last name for the court reporter, 19 and I will start the timer when you're done spelling 20 your name. 21 FROM THE FLOOR: Here we go. Can you hear 22 that? Good? Here we go. S-t-i-n-s-o-n. 23 I work here in Santa Fe for the Santa Fe 24 Farmers Market. My son attended a Waldorf in 25 Atlanta, Georgia. And then when we moved here, it</p>
<p style="text-align: right;">23</p> <p>1 have somebody here to speak, either for or against 2 or just about. So they're missing an opportunity, 3 as they tend to do. 4 THE CHAIR: Thank you. 5 I'm now going to ask if there is any -- 6 are there any individuals here or online, any tribal 7 communities? 8 I don't -- to speak? 9 Okay. Thank you. You can come up. 10 FROM THE FLOOR: Good morning, honorable 11 Commissioners. Thank you so much for hearing the 12 presentation by the Sun Mountain Community School. 13 I'd like to introduce myself. 14 I'm Melissa Coleman. I am a former board 15 president of the Santa Fe Waldorf School. I served 16 on the board for six years, and I served as board 17 president for two of those years. 18 My daughter, Story, attended the Santa Fe 19 Waldorf School. 20 THE CHAIR: I'm sorry. Could you please 21 introduce yourself as what tribal community you're 22 representing? Because this is the portion for 23 tribal community members. 24 FROM THE FLOOR: (Declines to speak 25 further.)</p>	<p style="text-align: right;">25</p> <p>1 was one of the reasons that brought us here to 2 Santa Fe was that there was a Waldorf he could 3 continue with. 4 I really appreciate what Waldorf does as 5 far as creating a sense of community. And that 6 happened both in Atlanta, Georgia, and here in 7 Santa Fe. 8 I really -- my son, I think, misses -- 9 he's currently at a Montessori here in town. But he 10 really misses the in-body, like, focused, whole 11 child experience of being in a Waldorf. 12 There's still -- you know, there's 13 education happening and learning happening. But 14 he -- he has a lack of -- of -- let me say -- 15 nueroses in social -- like, instability. Like, you 16 can put him in a room with anyone anywhere, and 17 he's, like, super social and engaging. 18 And I attribute some of that -- some of 19 that is just him. But some of it is what he learned 20 at the three years he was a part of Waldorf. 21 And I really look forward, especially to 22 seeing what can happen when Waldorf meets the public 23 education system. 24 And it's kind of forced into the full 25 relationship with the rest of the world; right?</p>

<p style="text-align: right;">26</p> <p>1 Because I think maybe that's the one thing that is  2 lacking in a -- that's the one negative to private  3 school situations, to me, is that they're not --  4 they're not fully engaged, but they're kind of like  5 insular and sealed off.</p> <p>6 So I look forward to see what can happen  7 when Waldorf meets and works directly with the  8 public.</p> <p>9 Thank you.</p> <p>10 MS. MELISSA BROWN: Next, online, we have  11 Lillie Miller. Hold on while I promote you to the  12 top.</p> <p>13 You can go ahead.</p> <p>14 FROM THE PUBLIC: Hi. My name is Lillie  15 Miller. I'm a nurse in Santa Fe. I have two  16 children, both that have attended the Santa Fe  17 Waldorf School.</p> <p>18 My first son, who's now a sophomore at  19 Santa Fe High, attended the Waldorf School until he  20 was in fifth grade. And then the pandemic started.</p> <p>21 And my second child attended two years of  22 early childhood -- the early childhood pre-K and  23 kindergarten.</p> <p>24 I am in favor of the Sun Mountain charter  25 school. I believe that Waldorf education is</p>	<p style="text-align: right;">28</p> <p>1 approved, I will be applying for both my children.  2 And I truly believe that this form of education is  3 important for the future of our planet.</p> <p>4 Thank you so much.</p> <p>5 MS. MELISSA BROWN: Thank you. Next will  6 be Janine Pearson.</p> <p>7 Please remember to spell your last name.</p> <p>8 FROM THE PUBLIC: Pearson. P-e-a-r-s-o-n.</p> <p>9 MS. MELISSA BROWN: You can go ahead.</p> <p>10 FROM THE PUBLIC: And my name is Janine  11 Pearson. And my children were at the Santa Fe  12 Waldorf School since they were three.</p> <p>13 My son, Jackson, just graduated high  14 school from Santa Fe High, and my daughter is a  15 rising senior at Santa Fe Prep.</p> <p>16 And the Waldorf education is so important  17 to this community and to our society, frankly.  18 Because my kids went there, and like the one before  19 was saying, through kindergarten, through the early  20 years, they were able to learn at their own pace and  21 build confidence. And they never felt like they  22 weren't up to speed with all these standards that  23 are happening now.</p> <p>24 And they learned through play. And they  25 both are avid readers, and they're both creative</p>
<p style="text-align: right;">27</p> <p>1 extremely important. I think that it's important  2 that they provide age-appropriate education, and  3 they meet the children's needs at their  4 developmental stages.</p> <p>5 For example, a five-year-old in public  6 school being pushed to start to read really doesn't  7 make much sense if you think about -- studies have  8 shown that they can't really track with their eyes  9 like that until they're about seven; right?</p> <p>10 So, just -- I love that they treat the  11 child as a whole and meet them where they're at,  12 where they're ready.</p> <p>13 They prepare young children for rigorous  14 academic learning, but it comes from a foundation of  15 social and emotional skills.</p> <p>16 And I really appreciate how they help the  17 children be able to even sit still to learn  18 something. That doesn't happen when you're four or  19 five. It takes a while to even be able to sit still  20 and be in their bodies and have their brain -- their  21 right and left brain connecting; right?</p> <p>22 So all these hand games and clapping and  23 the rhythm of their day just supports them as a  24 whole.</p> <p>25 If Sun Mountain charter school does get</p>	<p style="text-align: right;">29</p> <p>1 thinkers, and they were able to transition to the  2 new schools when Santa Fe Waldorf School closed  3 because of their Waldorf education because they were  4 taught to be resilient, and they were not just  5 taught to memorize and just regurgitate what they  6 learned. They embodied it by the way that  7 everything is taught throughout the grades.</p> <p>8 It's taught when they're -- you know,  9 they're developmentally ready. And they were really  10 able to -- to adjust to these changes.</p> <p>11 And even my daughter going from Waldorf to  12 preparatory school, she got a 4.0 in her junior  13 year, and she's thriving. And she just has --  14 just -- she just has this confidence that I just  15 don't see in a lot of kids who are in the public --  16 you know, in traditional education, where, you know,  17 they're either put into, like, "They're smart at  18 math," or, "They're good at this, but they're not  19 good at this."</p> <p>20 And the way Waldorf teaches is that you  21 are able to really develop your innate capabilities  22 and find your strengths. And your weaknesses are  23 not looked upon as weaknesses. And the students  24 help each other.</p> <p>25 And it's just a very -- just a wonderful</p>



<p style="text-align: right;">30</p> <p>1 place for a child to be and come out in the world 2 knowing that they're capable. 3 And I just think that having this charter 4 school and this option for so many families is 5 imperative in the day -- the age we live in. My 6 kids went through middle school and into high school 7 through the pandemic, and they are -- 8 MS. MELISSA BROWN: You've spoken two 9 minutes. So if you can please wrap it up now. 10 FROM THE PUBLIC: Sure. Okay. All I can 11 say is my kids are proof that this education is 12 needed in Santa Fe. And I wholly, you know, support 13 this charter school. Thank you for your time. 14 MS. MELISSA BROWN: Kari Walker. 15 Are you Kacie Smith? 16 FROM THE PUBLIC: I am not. 17 MS. MELISSA BROWN: You didn't sign up. 18 And I'm sorry. I cannot promote you at this time. 19 FROM THE PUBLIC: I did -- 20 MS. MELISSA BROWN: Our next is Jess 21 Falkenhagen. 22 Please spell your last name. I will start 23 the timer. You have two minutes. 24 FROM THE PUBLIC: Hello. Jess 25 Falkenhagen. F-a-l-k-e-n-h-a-g-e-n.</p>	<p style="text-align: right;">32</p> <p>1 Triolo. 2 FROM THE PUBLIC: Thank you. Last name is 3 T-r-i-o-l-o. 4 Good morning, Commissioners. I really 5 appreciate the opportunity to speak today. 6 I'm -- my name is Sammi Triolo. I'm the 7 parent of a former Waldorf student and the council 8 president at Turquoise Trail Charter School, where 9 I've been a council member for eleven years. 10 I'm here to advocate for Sun Mountain 11 Community School to become a public charter school. 12 Waldorf education offers a unique holistic 13 approach that I believe will serve our community 14 well. 15 My son, who is now a senior at Santa Fe 16 High, spent his first two years of high school with 17 Waldorf. And even though he didn't have the Waldorf 18 experience in elementary, the time we spent in this 19 school had us experience the environment and 20 education that they offer. 21 And in addition to the academic rigor and 22 discipline, we noticed how much he developed such a 23 strong sense of self and competence in himself, 24 which we believe really set him up for the success 25 he's having currently at Santa Fe High.</p>
<p style="text-align: right;">31</p> <p>1 I am the mother of four Waldorf-educated 2 children. I specifically moved to Santa Fe because 3 there was a 12-year Waldorf school in Santa Fe. And 4 my eldest daughter graduated from the Santa Fe 5 Waldorf School and is now in university in Scotland 6 and tells me regularly how her professors and her 7 classmates notice her educational background, and 8 they're intrigued by it and wonder why she is so not 9 just well read and able to, you know, keep up in her 10 classes, but brings a kind of a different 11 perspective to her classes. 12 And she attributes that to her 14 years in 13 a Waldorf school. And I think it's incredibly 14 important for Santa Fe and for the state of New 15 Mexico that there is a Waldorf-inspired charter 16 school in this state. 17 It's incredibly important. We're going to 18 lose people who are going to be moving to other 19 states if they cannot find this type of education 20 here in New Mexico. 21 So I think it's incredibly important for 22 the people of New Mexico that we have this education 23 available. 24 Thank you. 25 MS. MELISSA BROWN: Next we have Sammi</p>	<p style="text-align: right;">33</p> <p>1 The parents in our community deserve the 2 opportunity to choose an educational approach that 3 matches their values and aspirations for their 4 children. 5 The Waldorf education focuses on holistic 6 development, creativity, and community. It offers a 7 great alternative to the predominance of traditional 8 school options available. 9 By approving a Waldorf-inspired charter 10 school, we can provide families a valuable option 11 that meets the diverse needs of our students. 12 You know, I believe offering Sun Mountain 13 Community as a charter school can enhance our 14 educational landscape. The school complements the 15 current school options available. It adds to the 16 diversity of what is offered. 17 I urge you to support that initiative. 18 Allow this school to offer the children in our 19 community the opportunity to thrive in an 20 environment that nurtures their full potential. 21 I thank you for your time. 22 MS. MELISSA BROWN: Thank you. Our next 23 speaker is Adrienne Harper. 24 Hold on a second. I've lost my -- go 25 ahead, Adrienne.</p>

<p style="text-align: right;">34</p> <p>1 FROM THE PUBLIC: Good morning. My name 2 is Adrienne Harper. Last name, H-a-r-p-e-r. 3 Good morning, and thank you for allowing 4 us to have voice in this conversation. 5 I am the mother of a six-year-old who had 6 the opportunity to attend the former Santa Fe 7 Waldorf School for preschool and for one year of 8 kindergarten. I am so grateful for the experience 9 that she had at that school. 10 Not only was it just extremely beautiful 11 and rich for all of her senses, I am so happy that 12 that was her first experience in the world as an 13 individual away from her family. 14 I wanted to speak specifically to maybe 15 the concerns about early literacy. And while we did 16 not have the opportunity -- obviously, she would be 17 going into first grade this year to see how it works 18 out -- I believe that the kindergarten teachers 19 there, that everything they did was so purposeful 20 and so intentional in creating a foundation for 21 literacy introduced at a later point. 22 I believe that it is purposefully patient. 23 And I think that is incredibly important in a world 24 that is so fast. Everything feels so rushed right 25 now. I feel it as a grown-up. And I can't really</p>	<p style="text-align: right;">36</p> <p>1 FROM THE PUBLIC: Hi. Good morning. My 2 name is Brenna Farrow. My last name is spelled F as 3 in "Frank" -a-r-r-o-w 4 Thank you for the opportunity to speak. 5 It's been so wonderful to hear all of the voices 6 coming out in favor of the Sun Mountain Community 7 School. 8 I, too, am here to advocate for this 9 school's existence as a charter in Santa Fe. I 10 think it will hold a unique place in our community 11 and a very important place and serve many, many 12 families who desire and greatly are drawn to this 13 type of education. 14 So just a little bit about me. 15 I was a teacher at the former Santa Fe 16 Waldorf School for six years, grades 1 through 6. I 17 am also a licensed teacher in the State of New 18 Mexico for K through 8. 19 And before working at the Waldorf School, 20 I taught for the National Dance Institute of 21 New Mexico for five years, all over the state, in 22 public schools, private schools, tribal schools, BIE 23 schools, and just really experienced education 24 across the state of New Mexico. 25 All in all, I have over 20 years of</p>
<p style="text-align: right;">35</p> <p>1 imagine what it is like to be in a six-year-old body 2 to experience our fast-paced world. 3 I wanted to speak also that this past 4 year, my daughter went to see an occupational 5 therapist. And what they did in occupational 6 therapy echoed what she was doing at the Waldorf 7 Early -- at the Waldorf Early Childhood program. It 8 underlined and underscored and was, like, proof to 9 my being that what they were doing at the Waldorf 10 School was important for her neurological 11 development for her to lay the foundation for a 12 beautiful education as she grows. 13 I also just wanted to say that I think it 14 would be incredible to have this as an option in 15 Santa Fe, to let this be a public option. I think 16 that if this resonates for a family and for their 17 child, if they would like to see this type of 18 education for their child, I think it should be 19 available to everyone. 20 And I would just really urge you to 21 consider -- to consider this. I feel so passionate. 22 My heart is pounding. Thank you for your time. I 23 hope I was articulate enough. Thank you very much. 24 MS. MELISSA BROWN: Next we have Brenna 25 Farrow.</p>	<p style="text-align: right;">37</p> <p>1 experience with education in New Mexico. 2 When I first discovered the Waldorf 3 School, I was a parent of three young children. And 4 I felt that my children were learners who had some 5 unique needs that might not be served by traditional 6 mainstream schools, and I was on the lookout for 7 what kind of school might meet their needs. 8 When I found the Waldorf School in 9 Santa Fe, I felt like it was different from any 10 school that I had seen in New Mexico, any education 11 that I had experienced. And I was so inspired by 12 what I saw happening there, by the engagement of the 13 students, their motivation, their social 14 connectedness, their embodiment, their confidence, I 15 wanted that for my own children. 16 In order to afford that education, I 17 actually went back and pursued my master's degree in 18 Waldorf education, so that I could teach at the 19 school and provide that education to my own 20 children, as well as engage in this very inspiring 21 form of education for the students that I served. 22 I could tell you all about my students and 23 how much they thrived, because they did and 24 benefited so greatly from their education. But 25 we've already heard a lot of people speaking very</p>

38	<p>1 articulately to that. Instead, I'm just going to</p> <p>2 briefly speak about my experience this past year.</p> <p>3 MS. MELISSA BROWN: If you could please</p> <p>4 wrap this up?</p> <p>5 FROM THE PUBLIC: I'm sorry?</p> <p>6 MS. MELISSA BROWN: Your time is running</p> <p>7 out. So if you could please wrap up your comments.</p> <p>8 FROM THE PUBLIC: Okay. So what I wanted</p> <p>9 to speak to very briefly is I taught in a K-1 blend</p> <p>10 this year using the Common Core standards of the</p> <p>11 State of New Mexico. And I felt that my training as</p> <p>12 a Waldorf teacher directly amplified what I was</p> <p>13 doing with the State standards, and that the State</p> <p>14 standards also deepened and enriched my</p> <p>15 understanding of early literacy that I had learned</p> <p>16 through my Waldorf training. And bringing the two</p> <p>17 together with the understanding of the developmental</p> <p>18 stage of the children I was working with, I felt</p> <p>19 like that blend actually provided the best early</p> <p>20 literacy education that I have yet been able to</p> <p>21 teach.</p> <p>22 So I wanted to speak that I am very</p> <p>23 confident that the charter school will be able to</p> <p>24 meet the State core curriculum standards for early</p> <p>25 literacy, while embracing the whole child and making</p>	40	<p>1 participation in the regular classroom than it did</p> <p>2 to help her meet her academic educational goals.</p> <p>3 When we found Waldorf, it was a relief and</p> <p>4 a blessing. The teachers created an atmosphere that</p> <p>5 soothed and held my daughter in a way that the</p> <p>6 public school system never could have.</p> <p>7 She found belonging and acceptance at</p> <p>8 Waldorf, which allowed her to learn in a way she had</p> <p>9 never experienced before.</p> <p>10 For the first time, she showed me that she</p> <p>11 felt secure and included at school, because rather</p> <p>12 than dragging each new school day, she woke up</p> <p>13 excited to go to school and play with her friends.</p> <p>14 Since the school's closing, she has not</p> <p>15 stopped talking about how much she misses her</p> <p>16 teachers and her peers.</p> <p>17 I have been homeschooling my daughter this</p> <p>18 past year since its closing. And while I have very</p> <p>19 much enjoyed homeschooling her, I have not been able</p> <p>20 to provide her with the safe and rich experience</p> <p>21 that Waldorf provided.</p> <p>22 I am very much in favor of the</p> <p>23 Sun Mountain Community School being made into a</p> <p>24 charter school, and I look forward to enrolling her</p> <p>25 in the school when it opens.</p>
39	<p>1 learning fun and joyful.</p> <p>2 Thank for you listening.</p> <p>3 MS. MELISSA BROWN: I have a lot of people</p> <p>4 who want to speak, and that's why we limit it to two</p> <p>5 minutes. I will change the chime to something</p> <p>6 louder so that you guys can hear it.</p> <p>7 My apologies to Kari Walker. I had looked</p> <p>8 back in my chat and saw that you did sign up.</p> <p>9 Kari, you are next. Please spell your</p> <p>10 last name, and you have two minutes.</p> <p>11 FROM THE PUBLIC: W-a-l-k-e-r.</p> <p>12 I am the mother of Rosalind Last, who is</p> <p>13 an eight-year-old autistic girl.</p> <p>14 When Rosalind was diagnosed with autism</p> <p>15 through the Nye Early Learning Center at four years</p> <p>16 old, I worried that she would be excluded from her</p> <p>17 peer groups and left behind academically. When she</p> <p>18 started kindergarten at Nava Elementary,</p> <p>19 unfortunately, my fears were realized. She couldn't</p> <p>20 keep up with her peers socially, and her teachers</p> <p>21 were overwhelmed by the volume of their class loads</p> <p>22 and which prevented her from getting the support she</p> <p>23 needed to succeed.</p> <p>24 The special education department was</p> <p>25 similarly overloaded and did more to disrupt her</p>	41	<p>1 And I would like to echo what someone said</p> <p>2 earlier, that this being available to everyone,</p> <p>3 regardless of their economic status, will be an</p> <p>4 amazing opportunity for so many families in</p> <p>5 Santa Fe.</p> <p>6 And that's all I have. Thank you for your</p> <p>7 time.</p> <p>8 MS. MELISSA BROWN: Thank you.</p> <p>9 All right. Next we have Scott Bennett.</p> <p>10 FROM THE PUBLIC: Okay. I'm -- I guess my</p> <p>11 camera is not working. You see a different picture</p> <p>12 of me.</p> <p>13 But I'll be very brief. I am strongly --</p> <p>14 MS. MELISSA BROWN: Spell your name,</p> <p>15 please.</p> <p>16 FROM THE PUBLIC: I'm sorry. My name is</p> <p>17 Scott Bennett. Last name is B-e-n-n-e-t-t.</p> <p>18 I -- and I am the parent of two fine sons</p> <p>19 that went through the Waldorf School in Santa Fe.</p> <p>20 They are both now fine, upstanding members of</p> <p>21 society.</p> <p>22 One is an artistic blacksmith doing very</p> <p>23 well in North Carolina. He anticipates coming back</p> <p>24 to New Mexico to work.</p> <p>25 The other is a fourth-year veterinary</p>

<p style="text-align: right;">42</p> <p>1 student, who will finish this year up at Colorado 2 State University and come back to New Mexico to 3 serve the much-needed needs for veterinarians here 4 in our state.</p> <p>5 The school was a wonderful experience for 6 both those -- those boys. It was a financial burden 7 on our family, not to be understated. I'm 74 years 8 old now. I'm still working because we depleted much 9 of our retirement savings to put the kids through 10 that school.</p> <p>11 In my opinion, it was well worth it, and I 12 would do it again in a minute. I think making -- 13 providing the charter school arrangement would be a 14 benefit to the community as well as to the school 15 itself. So I strongly recommend approval of this 16 application.</p> <p>17 If you have other questions for me, I'd be 18 glad to answer them. So thanks very much.</p> <p>19 MS. MELISSA BROWN: Next we have Carlos 20 Santistevan.</p> <p>21 FROM THE PUBLIC: Yes. Hello. My name is 22 Carlos Santistevan. Last name, 23 S-a-n-t-i-s-t-e-v-a-n.</p> <p>24 I want to speak in support of the 25 Sun Mountain Community School. I am an educator</p>	<p style="text-align: right;">44</p> <p>1 say, in my experience with students, as well as my 2 own children who attended Santa Fe Waldorf School, 3 while he may not have been jumping in and reading 4 Frog and Toad when he was in first grade, by the 5 time he was in third grade, my son was an avid 6 reader who would read over any other activity. He 7 would read at least a novel a week, and it was hard 8 for us to keep up with his books.</p> <p>9 And so it's important that we have an 10 opportunity to present to the larger Santa Fe 11 community, not just those that are able to afford 12 this sort of an education, but to all the community 13 members, something that may fill a need that is not 14 currently existing within our public educational 15 system.</p> <p>16 I highly encourage the support of 17 Sun Mountain Community School, and I truly hope that 18 my current seven-year-old will be able to attend 19 there into the future, as I am confident that they 20 will provide him with the education he needs to be 21 prepared both academically, emotionally, and in 22 terms of his -- defining his own individuality.</p> <p>23 So, please, I urge you to approve this 24 charter application. 25 Thank you.</p>
<p style="text-align: right;">43</p> <p>1 myself and have taught here in Santa Fe, New Mexico, 2 for 25 years, science, of both middle school and 3 high school students.</p> <p>4 I have a good perspective on education and 5 if education is preparing students for these higher 6 level of academic rigor.</p> <p>7 I've always been impressed by students 8 that have come out of the Santa Fe Waldorf School 9 and Montessori, their ability to think critically, 10 to discern, to work both communally, independently, 11 to take responsibility, has been unparalleled 12 compared to students that I have seen in traditional 13 schools.</p> <p>14 I'd also like to emphasize that, you know, 15 oftentimes we look at charter schools, their need to 16 provide options that are not available in public 17 schools. And Waldorf and the Steiner-based 18 education model has been internationally proven in 19 its efficacy for decades and decades.</p> <p>20 We're not looking here at trying to 21 approve somebody's new vision. We have a school 22 that has over 30 years that has established a 23 reputation of providing stellar education.</p> <p>24 I know one of the concerns is that of 25 early literacy for the board. And I would like to</p>	<p style="text-align: right;">45</p> <p>1 MS. MELISSA BROWN: Thank you. The next 2 statement is from somebody on Zoom, but they wrote 3 it out for me to read, so I will be reading it.</p> <p>4 Their name is Dana, D-a-n-a, Barnard, B-a-r-n-a-r-d. 5 And I will time myself.</p> <p>6 Waldorf is unique in its ability to teach 7 students not just facts about a particular subject, 8 but how to learn and instill in its students the 9 confidence to be able to learn in any field at any 10 time over a lifetime.</p> <p>11 Waldorf students are not afraid of change 12 because they know that they can adapt and learn as 13 needed. This is a critical skill in a future where 14 it is estimated that we will change careers five to 15 seven times in our lifetime.</p> <p>16 This is also a critical skill in start-up 17 businesses and is exactly the skill set that I am 18 looking for when I hire young employees in my 19 Santa Fe technology business.</p> <p>20 New Mexico is in economic competition with 21 technology powerhouses around the United States. In 22 every high-tech rival location in the U.S., Boston, 23 New York, Seattle, Silicon Valley, and, most 24 importantly, Denver and Austin, there are thriving 25 Waldorf schools.</p>

<p style="text-align: right;">46</p> <p>1 This is not a coincidence. They recognize 2 that Waldorf education is particularly suited to a 3 rapidly changing economy. For Santa Fe to 4 compete -- I believe he means to say compete, 5 complete nationally, not "complete" -- it is 6 critical that we have a Waldorf charter school 7 option available for our children. 8 That is the end of his statement. And now 9 we will be going to the room and starting with 10 Alexander Pittman. 11 FROM THE FLOOR: Hello. All right. 12 Greetings. Oh. My name is Alexander Pittman. 13 Pittman, P-i-t-t-m-a-n 14 I attended Santa Fe -- I'm sorry. My name 15 is Alexander Pittman. I attended Santa Fe Waldorf 16 School, and I am 16 years old. I pursued the 17 Waldorf education since the age of 4 to the age of 18 14. 19 This pedagogy has prepared me and my 20 classmates to learn, strive, and to perform in this 21 world. My family has spent years and lots of money 22 to send me to this -- to Waldorf by their choice. I 23 think that if Sun Mountain School was created with 24 public funding, it could be a great gift to the 25 community.</p>	<p style="text-align: right;">48</p> <p>1 instruction. I see children with speech and 2 language impairments thrive. Yes, they are 3 supported by speech therapy as well. But they are 4 supported by me in the classroom. And that 5 health-given impulse that you heard about in Waldorf 6 education is what I implement also every day in the 7 classroom with those little ones. 8 The rhythmical instruction works with 9 children with autism who receive predictable, 10 stable, very loving sort of a foundation for them to 11 come and actually come into themselves, which is the 12 hardest task for those children, and be present for 13 learning. 14 And a lot of wonderful achievements that I 15 can also talk about, but I'll wrap it up. And I 16 just really want to encourage all of us to think we 17 can make this possible, that we can give this 18 health-giving, health-promoting education for 19 children young and old and special needs as well. 20 Thank you. 21 MS. MELISSA BROWN: Next we have Karen 22 Koch. 23 FROM THE FLOOR: Good morning. My name is 24 Karen Koch. Spelled like "cotch" [ph], K-o-c-h. 25 I am here in support, having had the</p>
<p style="text-align: right;">47</p> <p>1 Thank you for your attention. 2 MS. MELISSA BROWN: Thank you. Next is 3 Arina Pittman. 4 FROM THE FLOOR: Good morning -- oh, my 5 goodness. Good morning, everybody. 6 My last name is Pittman, P-i-t-t-m-a-n. 7 But my name is Miss Arina. I teach at the Santa Fe 8 public school district. I teach the youngest. I 9 teach three-year-olds and four-year-olds, and I hold 10 a licensure in early childhood education. And I 11 also have a second license now that is in SpEd. So 12 my children -- and I call them "my children" -- 13 children I work with -- are special education 14 children as well. It's an inclusion classroom. And 15 so I started at a young age with them. 16 And every day I bring Waldorf (inaudible) 17 to my children. 18 And to understand this statement, I must 19 say that I also graduated (inaudible) in Waldorf 20 education. So bringing in all those (inaudible) 21 just as the speaker before me, and the (inaudible) I 22 bring to those three-year-olds and four-year-olds, 23 preparing them, especially with the special needs 24 children, prepare them for learning. 25 So (inaudible) instruction, rhythmic</p>	<p style="text-align: right;">49</p> <p>1 privilege of knowing some graduates in the Waldorf 2 School. And all one needs to know can be heard at a 3 graduation ceremony of the Waldorf seniors, whose 4 teacher has taught them their entire education, who 5 can introduce those students in their full grounded 6 creative roundedness. The single-teacher approach 7 for children seems to be a remarkable adage for the 8 Waldorf School. 9 And after the graduation ceremonies I've 10 attended, which has been three, as a friendly family 11 member of the graduates, I had a sigh of relief that 12 these young people were going to now be able to 13 represent me in the world in a way that was 14 inspiring and worth their education. And I hope you 15 all will see the value of creating these students 16 for Santa Fe's future as well. Thank you. 17 MS. MELISSA BROWN: Next we have Mary 18 Freitas. 19 FROM THE FLOOR: Thank you. My name is 20 Mary Freitas, spelled F-r-e-i-t-a-s. 21 I have four different aspects of my life 22 where I've been introduced, or come to connect with 23 Waldorf education. The first was when I was the 24 director of admissions -- excuse me -- at St. Johns 25 College here in Santa Fe. And high school students</p>

<p style="text-align: right;">50</p> <p>1 coming to the college, I would interview. And I 2 have to tell you, the Waldorf graduates stood out. 3 St. Johns is packed with marvelous people, 4 and the Waldorf kids were even a step -- just 5 amazing contributors to the community and students 6 at the college. 7 Then I became a mom. My son is now 31. 8 He was in a preschool here in Santa Fe, and then all 9 the way through our Waldorf school here in Santa Fe. 10 A marvelous education. He was -- is a 11 very intellectual person, and the artistic and 12 breadth and the physical wilderness movement, all 13 the other aspects to the world of education, music, 14 really, really supported his learning. 15 I've been a school teacher both in the 16 public schools. I have a certificate from 17 New Mexico, Secondary, in math, English, social 18 studies, and science. I taught at Alameda Junior 19 High. 20 Then when the Waldorf school started its 21 high school, I was a founding teacher in the Waldorf 22 high school and taught principally mathematics. 23 I want to speak to the rigor of the 24 academics at Waldorf. I know it's a very supportive 25 curriculum for all kinds of learners. But as the</p>	<p style="text-align: right;">52</p> <p>1 work ethic and self-assurance that has served me 2 well. At Santa Fe High, I excelled in my honors and 3 AP classes, and building on the academic 4 foundation -- that I had from my Waldorf curriculum. 5 And I had found that I could take extra classes by 6 adding zero periods and classes at the community 7 college so that I could take extra art and music and 8 language classes, which, for me, were integral parts 9 of my education, given my experience at a Waldorf 10 school. 11 I was one of the valedictorians of my 12 graduating class at Santa Fe High, and I went on to 13 graduate from Smith College cum laude, and from law 14 school magna cum laude. 15 I read from the Waldorf Schools website 16 that, "At the heart of Waldorf education is the 17 belief that education is an artistic process. And 18 through showing the children to approach their work 19 with care and beauty, children will learn to love 20 learning for its own sake." 21 That was my experience at Waldorf -- at a 22 Waldorf school, and that is what I saw in my 23 daughters at the Santa Fe Waldorf School. We didn't 24 have grades. We were all expected to perform our 25 best just for the sake of doing our best.</p>
<p style="text-align: right;">51</p> <p>1 college guidance counselor at the high school here 2 in Santa Fe, I was able to place students in 3 colleges across this country and internationally, 4 including Stanford and many, many other great 5 schools, good liberal arts colleges, technical 6 schools, artistic schools. 7 And I am very strongly in favor of 8 widening this education for the ability for 9 everybody to attend, whether their economics 10 personally in their family allow them to pay a 11 private school education. The public charter model 12 is brilliant, and I would really appreciate your 13 support of this new model of school. 14 Thank you. 15 MS. MELISSA BROWN: Next we have Vanessa, 16 I'm not even going to try your last name. 17 FROM THE PUBLIC: Hi. I'm Vanessa 18 Kaczmarek. K-a-c-z-m-a-r-e-k. 19 I attended a Waldorf school in Portland, 20 Oregon, from preschool through eighth grade. My 21 family moved to Santa Fe right before I started high 22 school. They chose Santa Fe in part because there 23 was a Waldorf school here for my sister to attend 24 for her seventh- and eighth-grade year. 25 My Waldorf education instilled in me a</p>	<p style="text-align: right;">53</p> <p>1 We were invested in our studies because 2 the work was engaging, no matter the level of the 3 student, through arts and music and movement, which 4 were all incorporated in every aspect of our 5 learning. 6 The curriculum challenges students in ways 7 that they can meet, building confidence and pride in 8 their work and accomplishments. It gives students a 9 foundation that they can carry with them. 10 I wish every student had the opportunity 11 for a Waldorf education, and the Sun Mountain 12 Charter School would make it a possibility for so 13 many more students. 14 Thank you. 15 MS. MELISSA BROWN: And now that I have a 16 clue, Tom Kaczmarek is next. 17 FROM THE FLOOR: My name is Tom Kaczmarek. 18 My last name is K-a-c-z-m-a-r-e-k. 19 My daughters both attended the Santa Fe 20 Waldorf -- yup. Is it on now? Yeah. Okay. 21 Tom Kaczmarek, K-a-c-z-m-a-r-e-k. My 22 daughters both attended the Santa Fe Waldorf School 23 from preschool through fourth and sixth grade. They 24 then, when it closed, ended up at academically 25 rigorous schools here in town. And both excelled,</p>

<p style="text-align: right;">54</p> <p>1 which I attribute in significant part to their 2 experiences in the Waldorf curriculum and the way 3 that that helped them to love learning and be 4 excited about going to school every single day. 5 I think the Sun Mountain Community School 6 would be an invaluable addition to the community, 7 and that it would allow a wide variety of people to 8 have similar experiences to my family. 9 I have a one-year-old daughter -- not 10 daughter -- one-year-old niece here in town, and I 11 hope that the school exists for her when she is 12 ready for school. 13 Thank you. 14 MS. MELISSA BROWN: Next we have Melissa 15 Coleman. 16 FROM THE FLOOR: Finally. I'm back. 17 Sorry about that. I really apologize for jumping 18 in, but as you can probably tell, I'm a very 19 enthusiastic supporter of the Santa Fe Waldorf 20 School, now, hopefully, to be a charter school that 21 the community of Santa Fe richly deserves. 22 I know we've been talking about all the 23 students here who have gone through the program. I 24 will tell you about my child. 25 My daughter attended from third through</p>	<p style="text-align: right;">56</p> <p>1 the lives of not only my child, but many children. 2 They are strong, confident, and self-assured. And 3 we need more people turned out into the world that 4 are Waldorf students that have studied the Waldorf 5 education, especially now. 6 Thank you for your time, and sorry again. 7 MS. MELISSA BROWN: Next, we have Rachel 8 Dixon, D-i-x-o-n. I'm just going to start spelling 9 it since -- okay. 10 Next we have Enrique Otero, O-t-e-r-o. 11 Next we have Erin O'Neill. O'N-e-i-l-l. 12 FROM THE FLOOR: Good morning. My name is 13 Erin O'Neill. O'N-e-i-l-l. You got it. 14 I have been in Santa Fe since I was 15 18 years old. I moved here after high school, and I 16 became an educator at the Santa Fe Children's 17 Museum. I went on to work at Monte del Sol and the 18 community college. And I graduated, and I had my 19 own kids. 20 And then I went to Santa Fe Waldorf 21 School. So I've been working in education for 25 22 years here in Santa Fe, lots of forms, worked for 23 nonprofits as well. 24 So I feel like I have a good sense of our 25 community, of our demographic.</p>
<p style="text-align: right;">55</p> <p>1 twelfth grade. She graduated at the top of her 2 class, and she's recently graduated with top honors 3 from a small liberal arts college in Pennsylvania, 4 where she received the highest merit scholarship. 5 I am a proud -- was a proud board member 6 of the Santa Fe Waldorf School. And the thing that 7 brought me most around to this school is not only 8 what they instill into their students, but also the 9 awe and reverence for nature that they instill at a 10 very young age. 11 My daughter has hiked every tall peak in 12 New Mexico by the time she graduated from the eighth 13 grade. She has rafted down all of the rivers in 14 New Mexico. And she has also backpacked in and out 15 of the Grand Gulch in southern Utah -- leave no 16 trace, pack in, pack out -- and she can pitch a 17 tent, and she can start a fire on her own. 18 So if any -- if anyone in this -- in this 19 room right now doesn't believe in the effect of a 20 Waldorf education, including the outdoor education, 21 you'd be hard-pressed to find someone who didn't 22 absolutely adore that part of the Santa Fe 23 education. 24 I strongly urge you to support this 25 charter school. It has made such a difference in</p>	<p style="text-align: right;">57</p> <p>1 When I worked at the Waldorf School, I ran 2 the parent and child program. So I had the benefit 3 of meeting 100 families a year with very young 4 children. Many of them were of my generation who 5 grew up in Santa Fe and finally had their own kids 6 and were looking for holistic, alternative, 7 nature-based, slow-paced forms of education for 8 their children. 9 They had often left Santa Fe to get 10 educated and come back themselves to raise families. 11 It's an amazing place to raise young children. 12 But I hear over and over again, there's 13 not enough opportunities for the very young child to 14 grow and develop in a holistic way. 15 It's a struggle for families with young 16 children to find care and education for their 17 children that really meets their values and the 18 world that we're living in. 19 So I want to just address that and say 20 that my family, after the Santa Fe Waldorf School 21 closed, we -- it was kind of divine intervention. 22 But there is a Waldorf public school in Paonia, 23 Colorado, and we happened to be there on vacation 24 visiting our friends. 25 The Santa Fe Waldorf had closed after 40</p>

<p style="text-align: right;">58</p> <p>1 years. I had seven years of employment there, three 2 children enrolled.</p> <p>3 So we moved to Colorado, and I enrolled 4 them in this public Waldorf school. They have a 5 principal. They have a secretary. They have an 6 amazing district support. It was very hard-earned. 7 And it has been an amazing experience.</p> <p>8 I can attest firsthand that a public 9 Waldorf-inspired school is thriving and well and 10 been amazing for my children and for the whole 11 community, and I want to bring that here in Santa Fe 12 and bring our experience back so that we can access 13 a diversity of people in our Santa Fe community. 14 And I want to come home.</p> <p>15 So, thanks.</p> <p>16 MS. MELISSA BROWN: Next we have Jan or 17 Jan Heffner.</p> <p>18 Lisa Knouse.</p> <p>19 FROM THE FLOOR: Hello. My name is Lisa 20 Knouse, K-n-o-u-s-e.</p> <p>21 Santa Fe has had a Waldorf School for 22 39 years. And this education is so very precious 23 for our children. And we need this in our 24 community.</p> <p>25 My four children all started their</p>	<p style="text-align: right;">60</p> <p>1 community.</p> <p>2 I am part of a young family here in 3 Santa Fe and am looking for options for my child. 4 Thinking toward the future, too, I realize that I 5 would not be able to afford private education. And 6 the application for the Sun Mountain Community 7 School as a public charter would give community 8 members, I think, a very valuable option as it -- 9 for education.</p> <p>10 I am inspired listening to these stories, 11 too. I think coming to Santa Fe, I was concerned 12 with potential choices for education in just reading 13 both statistical outcomes for -- within the state. 14 But I believe that this would be a benefit to our 15 community if the application were approved.</p> <p>16 Thank you.</p> <p>17 MS. MELISSA BROWN: Okay. I'm going to 18 take a stab. Kristen Hardenbrook-Laney.</p> <p>19 FROM THE FLOOR: Hi, there. Can you hear 20 me? Can you hear me now?</p> <p>21 Okay. Yes. I'm Kristen 22 Hardenbrook-Laney. That's H-a-r-d-e-n-b-r-o-o-k 23 dash L-a-n-e-y.</p> <p>24 Thank you. Thanks for the opportunity to 25 be here.</p>
<p style="text-align: right;">59</p> <p>1 education with Waldorf, and with a Waldorf-inspired 2 homeschool program.</p> <p>3 And then my youngest son went to the 4 Santa Fe Waldorf School and graduated from the 5 Santa Fe Waldorf School.</p> <p>6 All of them are still avid readers, 7 they're lifetime learners, and they've all had the 8 courage and confidence to pursue their dreams, 9 mainly because of their Waldorf education, because 10 of the connection that the Waldorf education has to 11 their spirit. And it helps them to -- it helps give 12 them courage, and it helps give them confidence.</p> <p>13 The Sun Mountain Community School is 14 desperately needed here in Santa Fe. And in a state 15 that ranks 49th or 50th in public education, why not 16 try a form of education that truly supports children 17 in their learning and in their being?</p> <p>18 Thank you.</p> <p>19 MS. MELISSA BROWN: Next we have Michael 20 Furman.</p> <p>21 FROM THE FLOOR: Hello, Commissioners 22 Michael Furman. F-u-r-m-a-n.</p> <p>23 I have no direct experience with Waldorf 24 schools. However, from the cohorts here today, I'm 25 confident that this would be a boon for the</p>	<p style="text-align: right;">61</p> <p>1 I have two children who were at Santa Fe 2 Waldorf and subsequently attended Eldorado this past 3 year, and one high school student who was enrolled 4 at Waldorf here in Santa Fe, but is now at a 5 boarding school called High Mowing Waldorf, and 6 that's in New Hampshire. She's going to be a 7 tenth-grader this year.</p> <p>8 I feel very strongly that Santa Fe needs 9 the Waldorf-inspired option.</p> <p>10 My kids really thrive in that setting. 11 You've heard a lot here about kids thriving in 12 Waldorf. And as a trauma-informed therapist, 13 trauma-focused therapist, I'd like to address the 14 well documented fact that learning, digestion, and 15 immune function are impeded when the nervous system 16 is activated by stress and in a fight-or-flight 17 response.</p> <p>18 In contrast, a supportive, nurturing, and 19 co-regulating environment enables learning, academic 20 excellence, retention of information and general 21 good health.</p> <p>22 These are basic science facts that I think 23 can -- we can really apply those in education and 24 understand why these kids are thriving so much in 25 the Waldorf setting.</p>



<p style="text-align: right;">62</p> <p>1 A Waldorf-style education gives just that; 2 nurturing. It regulates the nervous system. It's 3 fun. It's less stressful and anxiety-producing, and 4 it develops confidence, happiness, and 5 social-emotional skills, in addition to academic 6 achievement.</p> <p>7 The academic skill is gained through 8 direct experience, context, creative thinking, and 9 teamwork, not primarily memorization.</p> <p>10 And this all builds into skills that are 11 highly valued in the marketplace.</p> <p>12 Thank so you much.</p> <p>13 MS. MELISSA BROWN: Do we have Kai 14 Fireheart?</p> <p>15 FROM THE FLOOR: Hi. I'm Kai 16 Fireheart-Laney. That is L-a-n-e-y.</p> <p>17 I was a student at the Waldorf School 18 during the time that it closed. Because my parents 19 moved three times when I was little, I attended 20 several schools. But Waldorf was a school that 21 changed my life.</p> <p>22 After Waldorf closed, I attended Eldorado, 23 where I was a straight A student, earning 3s and 4s 24 in all of my classes, including honors math. The 25 Waldorf methods of education turned my fear and</p>	<p style="text-align: right;">64</p> <p>1 reading classics, and researching and writing essays 2 at Waldorf is a vast comparison.</p> <p>3 Given an opportunity, I would much prefer 4 to complete my high school education at Waldorf, 5 which would prepare me well for college at any 6 university. I strongly believe that a Waldorf 7 school is needed in Santa Fe, New Mexico.</p> <p>8 Thank you.</p> <p>9 MS. MELISSA BROWN: Faith Yoman. 10 FROM THE FLOOR: My name is Faith Yoman, 11 Y-o-m-a-n.</p> <p>12 My two children attended the Santa Fe 13 Waldorf School. That was about 15 years ago. They 14 are now young adults. And I really, really 15 appreciated the Waldorf system of education because 16 of its holistic nature, its emphasis on the arts, 17 outdoor education, building a classroom where 18 everyone is part of the team.</p> <p>19 My daughter became a skilled and 20 successful illustrator. She attended the Savannah 21 College of Art and Design, and now she is able to 22 make her living as an illustrator and has been 23 published. She published a children's book where 24 she was the illustrator.</p> <p>25 I also appreciate the outdoor education.</p>
<p style="text-align: right;">63</p> <p>1 distaste for math and science into love and interest 2 for it.</p> <p>3 I'd like to contrast the two styles of 4 learning at Waldorf. We did primarily hands-on 5 learning in a supportive, stress-free, and nurturing 6 environment. Learning was so much fun that what I 7 learned became a part of me and I deeply know and 8 remember it.</p> <p>9 In comparison, I found myself ahead in 10 most subjects, so much in math, in fact, that I was 11 moved to honors math. The environment was very 12 stressful with little to no hands-on or learning 13 material in most classes.</p> <p>14 Most of the learning was digital, and 15 there was a lot of pressure to perform well on the 16 online tests.</p> <p>17 I scored well on my tests, but now, a few 18 months later, I do not remember the information in a 19 way that I learned -- that I know what I learned at 20 Waldorf.</p> <p>21 I was able to pass the tests, but the 22 information did not become a part of me.</p> <p>23 The difference between memorizing history 24 facts online, as I did in Eldorado, and/or 25 experiencing the history through theater, art,</p>	<p style="text-align: right;">65</p> <p>1 Both of my students are outdoors people. My 2 daughter is an avid gardener.</p> <p>3 And now I have a granddaughter. And I 4 want Waldorf education to be available to her when 5 she's ready. And I want her to be able to have the 6 happy childhood that my two children had.</p> <p>7 And I think that would be really the most 8 successful thing for her as a student to be able to 9 have Waldorf education in Santa Fe.</p> <p>10 My family really struggled with paying the 11 private school tuition. But I want this kind of 12 education, the Waldorf education, to be available to 13 everybody. So that's why I fully support the Sun 14 Mountain Community School option in Santa Fe to be 15 available to all students, no matter what their 16 family income.</p> <p>17 Thank you.</p> <p>18 MS. MELISSA BROWN: Fletcher Lathrop. 19 FROM THE FLOOR: Good morning. My name is 20 Fletcher Lathrop, L-a-t-h-r-o-p.</p> <p>21 I was among the principal founders of the 22 Santa Fe Waldorf School 40 years ago. I taught 23 there as a class teacher for ten years, and then for 24 the last 25 or so, I've been teaching solely with 25 carving and sculpture at the school.</p>

<p style="text-align: right;">66</p> <p>1 I'm not here to extol Waldorf education. 2 That's been more than adequately done and will 3 continue to be, I'm sure. I wanted to speak to you 4 more on a practical level. 5 When I started teaching, being a Waldorf 6 teacher was looked upon as basically being 7 semi-monastic. The starting salary, when we 8 started, the salary was \$12,500, as I recall. And 9 that monastic amount has continued over the years. 10 It's been lessened. There's been progress being 11 made. 12 But I will just say that -- that so often 13 in past years, I've seen these incredible candidates 14 come through that we so much wanted to hire, and 15 they just couldn't. They couldn't accept the 16 position because the salaries were so low. And so, 17 in addition to offering Waldorf education to those 18 of all economic strata, if you will, the -- the 19 opportunity to hire the strongest candidates as 20 teachers, which would be afforded by becoming a 21 charter school, is very, very important to me. 22 And I -- I thank you for your time, and I 23 urge you to help us to move forward with this 24 education. 25 Thank you very much.</p>	<p style="text-align: right;">68</p> <p>1 more flexible way of educating our children. And 2 the Waldorf School offers that. 3 MS. MELISSA BROWN: That concludes public 4 comment. 5 THE CHAIR: All right. We're going to 6 take a ten-minute break now, give our reporter -- 7 her fingers a break. Thank you. 8 (Recess taken, 10:55 a.m. to 11:10 a.m.) 9 VICE CHAIR CARRILLO: Am I good to go? 10 Bekka, can you hear me? 11 COMMISSIONER BURT: Yeah, we can hear you. 12 We didn't hear anything at all, though. Nothing. 13 VICE CHAIR CARRILLO: I won't repeat it, 14 except to say I'm a fan, and people deserve choice. 15 That's why I love state charters. 16 Having said that, into the fire right 17 away. 18 Why did the other Waldorf close? You can 19 ask people in the community, and they all tell you 20 something different. Why did it close? What's 21 going to be different this time, especially in board 22 leadership? When you examine what we've been doing 23 in the last few months, schools around the state, 24 schools fail because their boards fail; okay? 25 That's pretty much what happens.</p>
<p style="text-align: right;">67</p> <p>1 MS. MELISSA BROWN: Next we'll have Tracy 2 Neal. 3 FROM THE FLOOR: Is this the right 4 distance? Okay. 5 Good morning, folks. My name is Tracy 6 Neal, N-e-a-l. My daughter went to the Santa Fe 7 Waldorf School from kindergarten through high 8 school. She graduated in 2008. She then got a 9 bachelor's degree and a master's degree at 10 St. Johns, where she had to learn to read texts in 11 French and Sanskrit. She now lives in Berlin, where 12 she is totally fluent in German. 13 So as to the way Waldorf education teaches 14 how to read and understand language, I think that 15 says a whole lot. 16 The New Mexico -- if the article in The 17 New Mexican was correct the other day, the 18 New Mexico law states that charter schools should 19 offer new, innovative, and more flexible ways of 20 educating children within the public school system. 21 That's what the law says. 22 Given that the literacy rates, on average, 23 for Santa Fe Public Schools, elementary schools, the 24 literacy rate is 38 percent. 25 I would say we need a new, innovative, and</p>	<p style="text-align: right;">69</p> <p>1 So if you can address that, initially, 2 that would be great. 3 MS. JAYITA SAHNI: Thank you. Thank you 4 for that question. Is this the well-behaved mic 5 without the echo? 6 Okay. Great. I'd be happy to answer 7 that. 8 My role on this team will evolve into the 9 acting board president if the Sun Mountain School is 10 approved. 11 And I am currently serving on the board of 12 trustees of the closed Santa Fe Waldorf School. 13 So when we started this process, I was 14 keenly aware that board leadership was going to be 15 very important and would need to change. 16 And so we are very enthusiastic about the 17 fact that to be a State charter, our board 18 leadership would have to have training. There would 19 have to be mandatory hours of training. 20 I actually tried to sneak on to the PED 21 training before. But I didn't. 22 So, fundamentally, we are looking for 23 board members -- and we've stated this in our 24 application -- with fiscal expertise, with a 25 business management expertise, who will be willing</p>

<p style="text-align: right;">70</p> <p>1 to invest the hours in board training and have an 2 understanding of how public education works, and 3 make sure that we are meeting our performance 4 standards. 5 As to your question as why Santa Fe 6 Waldorf School closed, they closed because of a 7 dramatic drop in enrollment. I know there's been 8 rumors out there and all sorts of whispering. 9 But this was a school that afforded 10 50 percent of its revenue -- waived 50 percent of 11 its revenue in the form of tuition assistance so 12 that all these families who had the need to go to 13 the school could go to the school. 14 That also meant that the school was 15 severely starved of revenue and didn't have a 16 cushion for the lean times. And then when 17 enrollment dropped, we simply didn't have the 18 projected revenue to pay for staff for the coming 19 school year, and the school had to close. 20 That, very simply put, is the reason it 21 closed. There really isn't much more to it than 22 that. 23 VICE CHAIR CARRILLO: Okay. And so -- and 24 I'm happy to hear that from you. And I would 25 imagine the pandemic played a part of that in</p>	<p style="text-align: right;">72</p> <p>1 but other nonprofit and other board entities. 2 Zoe, do you want to add something? 3 MS. ZOE WILCOX: No. I just have the 4 list, if you're interested. 5 MS. JAYITA SAHNI: So, yes, we have tapped 6 people. We recognized very early on that we would 7 need a very specific kind of board leadership. And 8 we've already been looking in our existing community 9 and beyond to find those people. 10 And in some ways, we are lucky that we 11 have those networks from a previous -- from a long 12 history of 40 years school that was running, and the 13 connections of those people to other people. 14 So we are confident that we can build the 15 kind of board leadership we need to run an efficient 16 and high performance public school. 17 VICE CHAIR CARRILLO: And then the 18 oversight necessary. A lot what we find in certain 19 charters that end up struggling, especially on the 20 academic side, is the board didn't fulfill their 21 role with the educational leader, making sure that 22 the academic performance goals were being met. So 23 as things started slipping, nobody was raising red 24 flags. And then all of a sudden, it comes to us. 25 We had a huge red flag and bonfire to put out.</p>
<p style="text-align: right;">71</p> <p>1 getting people back and just excited about things in 2 general in education. 3 That is my biggest concern, is I'm happy 4 to hear that -- Ms. Sahni; right? 5 MS. JAYITA SAHNI: Yes. 6 VICE CHAIR CARRILLO: That you're here, 7 that you plan to be, should this go through, the 8 board president, are there any others that you 9 already kind of have tapped to be in -- but you're 10 going to want probably seven, so that you can do 11 subcommittees and such. 12 Are there people that you already have 13 tapped that have expressed the interest -- and, 14 also, not just the interest, but understand what a 15 commitment it is to be on a board of a charter 16 school? 17 MS. JAYITA SAHNI: Yes, we have. We had a 18 list of names that we included in our application. 19 Mr. Stinson, who was the first person to speak who 20 had to leave who runs the Santa Fe Farmers Market, 21 is committed to serving on our board. 22 We also have several people who have 23 agreed to serve and are very enthusiastic about 24 serving who have board leadership experience, not 25 just in the form of Santa Fe Waldorf School board,</p>	<p style="text-align: right;">73</p> <p>1 So it's really making sure that, you know, 2 that won't happen. And that's going to be really 3 about board leadership and activism on the part of 4 the board. That's the first thing I have here. 5 I'm not going to ask you about -- because 6 I know Waldorf ed. I'm not going to ask you about 7 art or sciences or outdoor stuff. And I know that's 8 what you do, and I think it's integral to public 9 education. 10 Do you still operate a -- I'm going to 11 move on from board stuff. 12 Who is going to be the headmaster of 13 the -- do you call them head learner? What do you 14 call them in Waldorf? 15 MS. ZOE WILCOX: We are calling them "head 16 of school." 17 VICE CHAIR CARRILLO: Head of school. A 18 lot of people have a different term in the charter 19 world. Head of school. Is that going to be you, 20 Zoe? 21 MS. ZOE WILCOX: That is me as interim. 22 VICE CHAIR CARRILLO: That's Zoe as 23 interim. 24 MS. ZOE WILCOX: That's right. 25 VICE CHAIR CARRILLO: Okay.</p>

<p style="text-align: right;">74</p> <p>1 MS. ZOE WILCOX: Yes. So we have a 2 deadline -- I believe November 30th of this year -- 3 to find our long-term head of school. And as soon 4 as August 17th, I will get to work. There is a long 5 list in the application of the action plans needed 6 to move forward so that everything is in motion when 7 we find -- when the board finds that head of school. 8 VICE CHAIR CARRILLO: Terrific. And look 9 out of state, too. Let's face it. We live in a 10 really desirable place, you know, for someone to 11 come here and do that, like, passionate work. 12 And, then, in my experience in being in 13 this Commission and dealing with charter schools, I 14 couldn't stress enough -- you probably know this -- 15 that they not just have the ability, like, in the 16 Waldorf worldview to be a head of school, but to 17 manage staff, manage -- oversee budgets, be able to 18 hire and terminate when necessary. 19 Because sometimes people want to do the 20 right thing by being a head of school, and they're 21 passionate about the work, but they don't 22 necessarily have the management skills. 23 I asked that already. So I'm -- do you 24 still operate a -- the pre-K, the pre-K program on 25 the property? Because, as you know, they can't</p>	<p style="text-align: right;">76</p> <p>1 probably in the app that I want to -- you're 2 starting K-4, all four grades at the same time? 3 That's right. K. I got it. 4 I was going to ask you if you -- where 5 some people do K-1, 5-6, you know what I mean? 6 That's good to know. That's all for me 7 for now, because you answered a lot of questions 8 relative -- and I know what the Waldorf education 9 is; so... 10 THE CHAIR: Commissioner Beck and then 11 myself. 12 SECRETARY BECK: So I'm going to try to do 13 this very quickly. You guys have tremendous 14 support, obviously, from the community here in terms 15 of the Waldorf. 16 I wasn't very familiar with it. I kind of 17 looked it up and read it and stuff like that. But 18 you have tremendous support, obviously, from people 19 who were previously from Waldorf. 20 I want to know, what has your community 21 outreach been to other entities of Santa Fe, be it 22 nonprofits, be it businesses, be it Native American 23 tribal communities? What's been your outreach to 24 other entities other than the people that had the 25 experience with the Waldorf education?</p>
<p style="text-align: right;">75</p> <p>1 commingle with -- 2 MS. BRIANA BASSLER: Right. Sorry. I 3 just wanted to make a point of clarification, which 4 is some of us here on the founding team are current 5 trustees of the Santa Fe Waldorf School, which is 6 now not operating. But not all of us. 7 And we see it as two distinct efforts. 8 The Santa Fe Waldorf School as an entity is 9 attempting to get its affairs in order. And they 10 may have an early childhood program in a separate 11 building. 12 And then this team is attempting to create 13 a brand new public, Waldorf-inspired school that 14 would be obviously completely separate from that 15 effort. 16 But the former Santa Fe Waldorf School 17 still exists as a 501(c)(3). And it does have a 18 small early childhood program that is planning to 19 reemerge in one building that has completely 20 separate entrances and fenced off and all of the 21 things. 22 VICE CHAIR CARRILLO: I mean, that's 23 terrific, because I know starting early with Waldorf 24 is a really good thing. 25 So K -- right? Are you doing -- and it's</p>	<p style="text-align: right;">77</p> <p>1 MR. DANIEL WENDLAND: Good morning. My 2 name is Daniel Wendland. Do I have to spell my last 3 name? W-e-n-d-l-a-n-d. 4 And your question is about what has been 5 the response? 6 SECRETARY BECK: Response and community 7 outreach to other entities within Santa Fe, Native 8 American communities, businesses, nonprofits. 9 MR. DANIEL WENDLAND: Yeah. So my work 10 was the community outreach for the Sun Mountain 11 Charter School -- Community School. And in my work 12 I went out to places that I knew, and then places I 13 didn't know. 14 So to speak to what you're saying, I did 15 both. So people that were connected to the Santa Fe 16 Waldorf School and then it closed, and to places 17 that would not be connected to the Santa Fe Waldorf 18 School. 19 And, overwhelmingly, across the board, 20 everybody has known about the Santa Fe Waldorf 21 School and was in support of a charter option as a 22 Waldorf public school. 23 So when I did all of my work, I was trying 24 to reach out to, as you said, nonprofits and 25 businesses, to schools. I visited Santa Fe Prep. I</p>

78	<p>1 visited Santa Fe School for the Arts and Sciences, 2 the girls' school, went out to just -- to reach out 3 to talk to them about what this Waldorf charter 4 proposal we are looking to do.</p> <p>5 And, overwhelmingly, all these educators 6 spoke frankly about wanting -- that's a -- it's a -- 7 Waldorf education is a much-needed education in the 8 world. And when this not option was a possibility 9 that we could open it up as a charter school, people 10 understand that that's competition, if that's a 11 school that's getting students; but they know that 12 it was -- they expressed support.</p> <p>13 For nonprofits and businesses, everybody 14 sees the role that I spoke to of Waldorf education 15 in our community. It has been a staple, and they 16 saw that a lot of the students and the education and 17 the teachers in the community was a very positive 18 one. And they didn't see any reason to not support 19 it.</p> <p>20 SECRETARY BECK: Did you reach out to any 21 Native American communities or --</p> <p>22 MR. DANIEL WENDLAND: I did. I reached 23 out to -- I reached out to Cochiti, Tesuque, and 24 Pojoaque. And we had a relationship with Pojoaque 25 Pueblo for a number of years, in the late -- in the</p>	80	<p>1 We had Wise Fool do some outreach for us, 2 too, their e-blast. So we did reach out to the 3 educational network and nonprofit network of 4 Santa Fe as well.</p> <p>5 SECRETARY BECK: Okay. Thank you. The 6 teacher in me just can't get away from this real 7 quick.</p> <p>8 You quoted that you are primarily, but not 9 exclusively, Waldorf education.</p> <p>10 So how do you build your curriculum 11 concisely? How do you build your curriculum outside 12 of the Waldorf education if it's primarily Waldorf 13 education, but not exclusively? What other 14 components do you bring into your curriculum outside 15 of the Waldorf?</p> <p>16 MS. ZOE WILCOX: So I think -- I wanted to 17 get on the same page with you about this quote. 18 I believe it was in reference to Core 19 Principle No. 1 of Waldorf public education, and 20 that Waldorf/Steiner was a primary source, but not 21 the sole source; right?</p> <p>22 Okay. Yes. So we -- the first way to 23 answer that question is to follow the evolution of 24 the pedagogy itself and the hundred years of 25 educators who have been practicing that philosophy.</p>
79	<p>1 mid-2010s till about COVID, around COVID time. And 2 all three were not responsive in terms of wanting to 3 know more.</p> <p>4 Yeah. I'm not sure exactly how to say it. 5 There just either was not a response, like, didn't 6 get a phone call back or an e-mail back, or just not 7 interested in learning more.</p> <p>8 MS. JAYITA SAHNI: So we were sensitive in 9 reaching out to tribal communities. We didn't try 10 to push an agenda. Our community outreach to the 11 tribal communities was to let them know what we were 12 doing, and then wait to see if they would ask us any 13 questions.</p> <p>14 And we felt that that was the best way to 15 approach that. We don't want to insinuate that 16 tribal schools are not working well or communities 17 cannot handle their own educational needs. Our 18 intention was just to inform them about what we were 19 doing, and that was it.</p> <p>20 In our application, on Page 260 of 265, we 21 list all the various nonprofits that we did outreach 22 to, all the educational programs, all the 23 after-school educational programs, including Many 24 Mothers. Reading Quest gave us a letter of support, 25 a very strong letter of support.</p>	81	<p>1 You know, Piaget came after. He brought in new 2 ideas. Gardner came after. He brought in new 3 ideas. Some were adding to the pedagogy 4 specifically, and some were just adding.</p> <p>5 And so also I'm forgetting the gentleman's 6 name with experiential learning who brought 7 experiential learning.</p> <p>8 So these are all ways that fortify what 9 we're doing and give them more dynamism.</p> <p>10 So we -- we have our baseline, and then we 11 are not rigid there. We are open to what works.</p> <p>12 And it is something we feel positive about 13 as being in partnership with the PED, all of the 14 Canvas, the work on the Canvas website, all the 15 opportunities for this free education and new ideas 16 coming out.</p> <p>17 So, yes, there are -- the development of 18 the pedagogy; but there's also the openness and a 19 commitment to not being rigid and to being in 20 relationship with the Public Education Department 21 and what they have to teach us.</p> <p>22 THE CHAIR: So I just have a couple of 23 questions. Oh, yeah, it is.</p> <p>24 You mentioned throughout the application 25 and several times the Steiner kindergarten model.</p>

<p style="text-align: right;">82</p> <p>1 And that's -- my understanding is that's a two-year 2 kindergarten model -- 3 MS. ZOE WILCOX: Uh-huh. 4 THE CHAIR: -- which doesn't comport 5 with -- so how do you modify your program, the 6 Waldorf model, when it doesn't align at that early 7 stage for -- for number one? 8 And then, in looking at it and the -- 9 okay. Let's just do that one first, because I think 10 it'll be too confusing if I go on. 11 MS. ZOE WILCOX: Okay. So -- so we have 12 here the educator who wrote our kindergarten model, 13 or wrote that Attachment 3 I spoke to. So I think 14 she is the best one. 15 THE CHAIR: I just -- I think I need some 16 clarification, because where is that Attachment 3? 17 It's not in the appendix that's on -- that's online; 18 correct? 19 MS. ZOE WILCOX: Correct. It's not an 20 appendix. I have it here in physical form. 21 THE CHAIR: But that doesn't -- that's not 22 part of the application. 23 MS. JAYITA SAHNI: It was -- our list of 24 attachments is listed on Page -- 25 THE CHAIR: When I click on appendices on</p>	<p style="text-align: right;">84</p> <p>1 have a pre-K program. 2 MS. ARINA PITTMAN: We're talking about 3 the past. 4 THE CHAIR: I'm talking about the future 5 about the school that's going to be created. My 6 question is how does that get modified? If you've 7 got this pre-K, now a pre-K and K model through the 8 Waldorf, how does it get modified now that you don't 9 have a pre-K? 10 MS. ARINA PITTMAN: Yeah. We were 11 proposing and describing the kindergarten year and 12 not including pre-K in our description in the 13 application. 14 THE CHAIR: I understand. Yeah. I 15 understand that. That doesn't answer the question. 16 The question is how does it get modified? 17 Because the Waldorf model assumes the pre-K and the 18 K. So you don't have the pre-K component. You're 19 just starting -- so how does that get modified with 20 just the students coming in K? 21 MS. ARINA PITTMAN: Yeah. We're start- -- 22 so in writing that proposal, we started from the 23 first day of kindergarten. So we assume that the 24 student coming in is a kindergarten-age student, 25 ready for kindergarten education. And, as such, the</p>
<p style="text-align: right;">83</p> <p>1 the website for that, I don't find that. 2 MS. JAYITA SAHNI: That would be a good 3 question for Missy, because I did upload it into the 4 drive. And we have a list of attachments starting 5 on Page 263. We have 31 attachments. And that ran 6 to 613 pages, which was submitted to the Charter 7 Schools Division. 8 THE CHAIR: Okay. Because when I just did 9 the -- when they were doing the presentation, I did 10 the appendices there, and that's not what came up. 11 So -- okay. 12 MS. MELISSA BROWN: They have -- 13 THE CHAIR: Let's just answer the question 14 that I asked. But I would appreciate not making an 15 assumption that I've read that appendix, because I 16 have not seen it. And just answer the question. 17 MS. ZOE WILCOX: Okay. 18 MS. ARINA PITTMAN: Yes, Ms. Gipson. 19 Thank you for your time. 20 My name is Arina Pittman, P-i-t-t-m-a-n. 21 Just to clarify, a two-year kindergarten is a common 22 misconception in language more than in form. It's 23 pre-K and K, mixed age. I hope that answers your 24 question. 25 THE CHAIR: It doesn't. Because you don't</p>	<p style="text-align: right;">85</p> <p>1 wisdom that we have from teaching in the past, 2 combined with Common Core standards, so kind of 3 charting a new direction if you wish, that it's just 4 specifically for kindergarten and not including 5 earlier years. 6 I hope it answers your question. So it 7 was a new piece of work. As such, it's fresh and 8 new. So the attachment is in alliance with 9 New Mexico Common Core -- New Mexico is a 10 state-aligned Common Core standards. It follows the 11 Early Childhood Critical Indicators guidelines to 12 the letter. And it fuses with Waldorf pedagogy at 13 the same time. 14 So we're bridging those two things, and 15 also using Alliance of Waldorf Schools, public 16 Waldorf schools in the United States. 17 Yeah. Thank you. 18 MS. JAYITA SAHNI: Can I answer that 19 really quick? We did realize that in Waldorf 20 traditional kindergartens, that they're a two-year 21 program that we're going to have to condense into a 22 one-year program. That is because universal 23 education in New Mexico starts at age 5, as -- at 24 kindergarten. 25 So those are the boundaries that we are</p>

86	<p>1 working within. And as Zoe reiterated several times 2 during our presentation, we are committed to 3 following the law. And this is what the law states. 4 And we understand the limitations of the law. 5 And so the program that Arina wrote as our 6 subject matter expert was to condense what you could 7 stretch out over two years into a year of 8 kindergarten, while meeting NMCCSS. 9 I -- it's a really big attachment. And 10 I'm not the subject matter expert to be able to 11 summarize it for you. But it was done deliberately 12 to address specifically that, that it's not a 13 two-year program. It's going to have to be 14 condensed into a one-year program. 15 Missy, can you make the attachments 16 available to the Commissioners, please? 17 MS. MELISSA BROWN: The attachments are 18 all available to the Commissioners. 19 MS. JAYITA SAHNI: They should be, no. 20 MS. MELISSA BROWN: It's 734 pages. 21 THE CHAIR: Those attachments weren't 22 there when I opened up the appendices. Maybe it was 23 just a glitch this morning. 24 MS. MELISSA BROWN: Maybe it was a glitch 25 this morning.</p>	88	<p>1 So I'll just do it later. I'm fine. Because I 2 tried to do it before. And the only thing I got was 3 the budget and the facilities, and that was it. 4 It's on there now? Okay. I'm fine. 5 Well, I went down the side scroll, too. 6 (Off-mic discussion.) 7 THE CHAIR: Okay. I -- yeah. Yeah. I'm 8 fine. 9 So in your application, you indicated 10 that -- and I understand the -- not getting on 11 computers and digital media throughout the week and 12 the commitment to just having it on the weekends. 13 Is there going to be any access to 14 computers at the school during the week? 15 MS. ZOE WILCOX: It depends on the grade. 16 So in the younger grades, computers will be used in 17 the weeks up to interim and -- assessments and 18 end-of-year assessments. 19 Any kind of assessment, there would be a 20 preceding week that teachers would dedicate to 21 getting a child used to using the computer. We 22 would not ask a child to take a test on a computer 23 without feeling comfortable with that. 24 So that's not exactly to your question. 25 So -- but I just want to clarify that. There will</p>
87	<p>1 THE CHAIR: But they weren't. Because I 2 went back to recheck, and they weren't there. It 3 was budget and -- 4 MS. MELISSA BROWN: Do you know what page 5 of your -- of your appendices? 6 MS. JAYITA SAHNI: Attachment 3, 7 Attachment 3. 8 MS. BRIANA BASSLER: Is the one for 9 kindergarten? 10 MS. MELISSA BROWN: So it helps -- 11 MS. BRIANA BASSLER: The section of the 12 application? 13 MS. MELISSA BROWN: Is it in the 14 application or appendices? 15 MS. BRIANA BASSLER: It's in attachments. 16 MS. MELISSA BROWN: We require appendices, 17 A through I. And it's not one of the those. 18 DIRECTOR CORINA CHAVEZ: Excuse me, all. 19 But if I go to the attachments link, or the 20 appendices link from the PEC application page, and I 21 search for Attachment 3 in that link, it shows up on 22 Page 130 as Attachment 3. 23 THE CHAIR: And I -- my screen went -- 24 DIRECTOR CORINA CHAVEZ: Okay. 25 THE CHAIR: So I can't do that right now.</p>	89	<p>1 be computers in and out in the younger grades. 2 Access to computers, I would say until fourth grade, 3 no. 4 And as they get into research projects, 5 fifth grade and up, computers will be available for 6 research. Once we get into sixth grade, one of our 7 uniquenesses we're offering is cyber civics 8 training. So when we bring computer access to them, 9 we bring it with instructions. "This is how to use 10 this tool in a healthy way." And so that will then 11 be a part of the curriculum. 12 And, again, middle-schoolers will be able 13 to use them for research. 14 THE CHAIR: I'm going to say for me, 15 challenging when you're just introducing students a 16 week before a relatively high-stakes test that 17 they're now -- I mean, that's challenging for me in 18 terms of getting a quality response if someone's not 19 that -- you know, a week before isn't building 20 familiarity. But -- so... 21 MS. JAYITA SAHNI: Could I just clarify 22 that point? I think Zoe said weeks before. 23 THE CHAIR: I think she said a week 24 before. 25 MS. ZOE WILCOX: I did say a week.</p>

<p style="text-align: right;">90</p> <p>1 MS. JAYITA SAHNI: Weeks before.  2 THE CHAIR: That's all right. We're fine.  3 So speaking on that topic, it's my understanding  4 that the actual teaching of reading -- I understand  5 the -- and fully support the concept of building the  6 mind and building the imagination and expressing  7 through different avenues.  8 But the actual physical process of  9 reading, the child is sitting down with a book and  10 reading the book when they're in K-1-2 is somewhat  11 limited.  12 MS. ZOE WILCOX: I would say in  13 kindergarten, it is somewhat limited, yes.  14 We are going through those Common Core  15 standards mostly in an auditory way. We are  16 distinguishing sounds through the ears. The  17 children have to understand it verbally before they  18 can look on a page.  19 It's much more clear when they understand  20 it verbally in language, and they can play with  21 language in their brain. Then they look at it on  22 the page.  23 Now, first grade comes, and we are writing  24 on paper. We are writing on paper. We are creating  25 our main lesson books.</p>	<p style="text-align: right;">92</p> <p>1 provided for them.  2 THE CHAIR: Okay. Thank you.  3 So I just have, I think, one more.  4 FROM THE FLOOR: May I add something to  5 that or no?  6 THE CHAIR: I'm fine. I'm fine.  7 FROM THE FLOOR: Okay.  8 THE CHAIR: When I was looking at your  9 budget, it looked, from my reading it, that in the  10 first year -- did you have 13 and a half staff  11 budgeted? Am I correct in looking at that?  12 Because you're estimating that your cap  13 would be -- your enrollment goal is 108. But  14 staying on the conservative side, your expectation  15 is about 82. But it looked like your first year  16 budget was for 13 and a half.  17 SECRETARY BECK: I think it's five  18 full-time faculty plus four part-time.  19 THE CHAIR: I think I added up.  20 SECRETARY BECK: Divided by --  21 THE CHAIR: No, all the way down. Because  22 there were a couple of other -- so I think maybe  23 that's how I got to the --  24 SECRETARY BECK: Page 226 is where --  25 THE CHAIR: Okay. So outside of that, it</p>
<p style="text-align: right;">91</p> <p>1 So they'll hear a story. And then maybe  2 the story is about a giraffe. And then they will  3 write sentences. As my slide shows, they'll write a  4 sentence -- sentences about giraffes on the page.  5 They will be going through those detailed letters  6 instructions as part of that lesson.  7 So a giraffe is a bad example.  8 Let's have a story about a cat or a  9 chipmunk. Chipmunk is much better.  10 So those blend sounds, those combined  11 compound word sounds, that would be the core  12 curriculum that would be specifically brought out in  13 that lesson as they're learning to write in their  14 main lesson book. So that's how the two blend. Is  15 that helpful?  16 THE CHAIR: So what I'm hearing is that  17 the -- that the student is hearing the story. But  18 the student isn't engaged in the actual reading of  19 the story. That's what I wanted to --  20 MS. ZOE WILCOX: Yes. You were going to  21 reading. Oh, okay.  22 So I have -- I have an early childhood  23 educator who would like to contribute. And I will  24 say they are actively reading. They are reading  25 their own works, and they are reading books that are</p>	<p style="text-align: right;">93</p> <p>1 didn't look like you allotted any salary for special  2 ed and/or gifted. You did have, later on, I  3 believe -- no, you didn't -- one EA. But it didn't  4 appear to have a special ed or gifted accounted for  5 in the budget.  6 MS. JESSICA WIREMAN: Commissioner, I can  7 clarify a few of those things. Year one, we would  8 have nine and a half faculty -- FTE is 9.5 -- for  9 those 82 students. We have a handful of positions,  10 contracted, not salaried FTE in there that can be  11 hired after we know our enrollment, after the  12 lottery process. But included in our budget were  13 the 9.5. As for the special ed, we do hire a part  14 time, half of an FTE.  15 THE CHAIR: I think that's what that half  16 was.  17 MS. JESSICA WIREMAN: The special  18 education director, we're optimistic. From what we  19 know, that position may be certified, too. They may  20 wear multiple hats in year one. And then there are  21 interventionists also in there.  22 THE CHAIR: I saw the interventionist,  23 'cause I think that's where I came up with maybe my  24 number.  25 But I also noticed that you don't have</p>



<p style="text-align: right;">94</p> <p>1 anything allotted for a diagnostician or anything 2 like that.</p> <p>3 Because you're starting out with your 4 youngest. So they're not coming in from another 5 school with a diagnosis already or with an IEP 6 already that you may just have to update. You're 7 starting this adventure brand new.</p> <p>8 So it did not appear that you had anything 9 allotted to be able to handle that.</p> <p>10 MS. JESSICA WIREMAN: We do have the 11 testing incorporated in there. Whether it's -- 12 again, we'll see who we hire. But the special 13 education coordinator, the interventionist, and the 14 school counselor can all -- all have partial FTEs in 15 year one, with the intention of someone in one of 16 those positions having --</p> <p>17 THE CHAIR: That they would be certified 18 as a diagnostician?</p> <p>19 MS. JESSICA WIREMAN: Yes. Yes.</p> <p>20 THE CHAIR: You're upping the ante for 21 salary for that.</p> <p>22 MS. JESSICA WIREMAN: We expect them all 23 to wear at least six hats; right?</p> <p>24 THE CHAIR: I understand that. But with 25 that comes salary considerations. You're not going</p>	<p style="text-align: right;">96</p> <p>1 office administrator is what --</p> <p>2 THE CHAIR: Because it's broken down later 3 on as a data person, a registrar. So when you just 4 put it in that, there's no clarity as to what 5 that -- what that role really is.</p> <p>6 MS. JESSICA WIREMAN: I apologize. That's 7 us learning our way through.</p> <p>8 THE CHAIR: Just my last -- I'm going to 9 say I was challenged through the application, 10 because your responses dropped in often "our 11 performance framework." And it -- number one, it 12 was the 2019 Performance Framework. We're not using 13 that and haven't been using it. So I was challenged 14 with that.</p> <p>15 And those questions are for a school that 16 is, "Are you doing this?"</p> <p>17 In our application, we're trying to ask, 18 "How are you going to do it?"</p> <p>19 And that's -- you know, it was -- it was a 20 challenge in reading the application in trying to 21 understand, because we specifically aren't asking 22 those questions of an applicant. And if we were, 23 we'd be asking the most current questions in the 24 Performance Framework, not the very outdated ones. 25 So thank you. Commissioner Ingham.</p>
<p style="text-align: right;">95</p> <p>1 to get a diagnostician for free.</p> <p>2 MS. JESSICA WIREMAN: We realize this. We 3 realize with 80 students, it would be hard to have a 4 full-time diagnostician on staff.</p> <p>5 THE CHAIR: Correct. Correct. Oh. In 6 your budget as well, it didn't appear that you had 7 any -- any monies allotted for a registrar or a data 8 person. Most schools -- and I know people wear 9 multiple hats. But the S.T.A.R.S. reporting is 10 challenging, to say the least.</p> <p>11 So it doesn't appear that you've got 12 anyone -- or any money. Because we do have some of 13 our smaller schools contract that out, because they 14 know -- they don't have the luxury of having the 15 full-time person. They're -- at least in the 16 beginning, to do that. But have you considered 17 that?</p> <p>18 MS. JESSICA WIREMAN: Yeah. We looked 19 into definitely contracting a registrar very 20 part-time in years one and two. We've read that 21 they can be shared between multiple small schools. 22 It's not a full-time position. Again, we have --</p> <p>23 THE CHAIR: It's aspirational, and it's 24 not in the budget?</p> <p>25 MS. JESSICA WIREMAN: No. There's an</p>	<p style="text-align: right;">97</p> <p>1 COMMISSIONER INGHAM: Just one quick 2 comment. We were talking between us earlier about 3 the struggle that schools had to address different 4 socioeconomic groups. And your -- your community 5 that could afford -- even though you said -- it was, 6 like you said, a struggle for many of those 7 communities, they still had the ability to afford a 8 private education, even though it was a struggle.</p> <p>9 How are you reaching out -- and this is 10 back to the question of -- how are you reaching out 11 to students that are in a different socioeconomic 12 group, specifically in Santa Fe, which is, I know, 13 difficult.</p> <p>14 But I know that there is -- there is a lot 15 of students that could benefit from this, but would 16 have a more difficult time hearing about it in the 17 same realm that you're used to advertising?</p> <p>18 MS. ZOE WILCOX: Right. Thank you. I'll 19 speak to that. If I miss something, will you let me 20 know?</p> <p>21 So we worked with outreach booths. And we 22 were targeting specific areas that we felt maybe our 23 former -- the majority of your former population did 24 not come from. 25 So we had booths at the south-side library</p>

<p style="text-align: right;">98</p> <p>1 in my neighborhood. We had booths where -- just 2 informational booths. We put out all our beautiful 3 schoolwork, and we had a lot of interested families 4 coming there. 5 We also had a booth at the Cesar Chavez 6 Center. We had a booth at the Farmers Market. And 7 I'm missing one. There is another, but I'm 8 forgetting. 9 So as we proceed in our outreach plan is 10 to continue to target ZIP Codes, specifically kind 11 of the inverse pyramid, those with the most need. 12 That's who we'll be directing our outreach to. 13 We -- something that was very important to 14 us, to make sure that -- that we broadened our 15 population from what we were to where we are going 16 is that we offer transportation. This was an 17 important -- because the neighborhood that I'm from, 18 I'm very aware that many students' families cannot 19 transport their kids across town and then go to work 20 themselves. 21 So that transportation was directly 22 addressing this issue to broaden our population. 23 And we are focusing the route of that issue through 24 the 87507 first, then 87505, I believe, as our 25 second priority.</p>	<p style="text-align: right;">100</p> <p>1 has translated for us a kind of two-page, front and 2 back, what is Waldorf education. And that exists in 3 our booths free to take in Spanish. 4 THE CHAIR: Commissioner Burt. 5 COMMISSIONER BURT: Thanks. I actually 6 just have a follow-up to that. So I saw that you 7 had -- in your survey, you had about 113 8 respondents. How many of those 113 folks were from 9 people that were not already at the Waldorf School 10 or part of the Waldorf community? 11 MS. ZOE WILCOX: Thank you, Commissioner. 12 This was an interest from the PED as well. 13 The peer review -- excuse me. And the 14 truth is, is we did not ask that question 15 specifically. We were very focused on creating a 16 school for the wide Santa Fe community and not for 17 the former Santa Fe Waldorf School community. 18 So the best -- the best numbers I can give 19 for you is that -- and let me -- let me go exact; 20 okay? Give me just a second. 21 So instead of us asking, "Would you -- did 22 you go to the private school or not," we, instead, 23 asked, "Are you familiar with Waldorf education or 24 not?" 25 And there -- most Santa Feans, they were</p>
<p style="text-align: right;">99</p> <p>1 MS. JAYITA SAHNI: Can I add to that a 2 little bit? 3 We have talked about outreach, recruitment 4 outreach, in our application on Page 210. 5 And the reason why Zoe focuses so much on 6 the booths is because, honestly, the best way to 7 outreach to these communities is to go there, to be 8 there and go there and display what Waldorf 9 education is through student work samples. 10 In marketing our application, we found 11 that the outreach groups were the most popular 12 examples of our outreach efforts. And they 13 particularly drew in children, because of the main 14 lesson books and handwork samples and woodwork 15 samples on that table. 16 And so the best way to communicate with 17 pretty much anybody, but, specifically, the people 18 that we want to target, is to be where they are and 19 show them physically what we are doing. 20 And do you want -- 21 MS. ZOE WILCOX: And at those booths, we 22 always made sure that there was a Spanish speaker at 23 those booths, and that our content was -- there was 24 content in Spanish. 25 So we have one of our community members</p>	<p style="text-align: right;">101</p> <p>1 allowed to answer: Very Knowledgeable, 2 Knowledgeable, Some Knowledge, Unfamiliar. 3 And quick math, over 90 percent were 4 either Very Knowledgeable or Knowledgeable. 5 Now, I think the numbers that most point 6 to your question is, "Would you send your child to a 7 private Waldorf school?" 8 73 percent said they would. 9 The next, following, question was, "Would 10 you send your child to a tuition-free, public 11 Waldorf charter school?" 12 90- -- 94 percent said they would. 13 So what I can tell you is at least 14 27 percent of the population that we -- that we 15 interviewed didn't go to our school. It might be 16 more than that. But they were unable to -- that 17 wasn't even an option. The private school wasn't 18 even an option. So that's as close as I can get to 19 your -- your interest. 20 COMMISSIONER BURT: Yeah. I think I -- I 21 know -- it really is a concern of -- you know, I 22 think if folks were able to attend the Waldorf 23 School prior, I mean, your -- the likelihood of them 24 applying to be in the lottery for this new school is 25 very high.</p>

<p style="text-align: right;">102</p> <p>1           However, I mean with a 40-year reputation 2 in Santa Fe as a private school, I think you might 3 have a harder time reaching those folks that are 4 furthest from opportunity, because they're already 5 going to kind of have that perception in their 6 head -- I mean, I know every Commissioner has heard 7 it before. 8           It's well-known that there's a 9 misconception that, you know, charter schools are 10 private schools, even in New Mexico; right? That's 11 never been the case. We've done it that way here. 12 But that's still one of our more -- like, a 13 traditional charter school that's coming from 14 nothing, you know, still is encountering that kind 15 of misconception. 16           So I imagine this school, in particular, 17 having it even more so from families of, like, you 18 know, that the Waldorf School equals a private 19 school. So the outreach to folks that, you know, 20 have that misconception moving forward is going to 21 be even greater. 22           So you may -- I think you're going to 23 have -- I imagine it being a more difficult -- it 24 might be an easier time getting to people that know 25 about the Waldorf School, but a more difficult time,</p>	<p style="text-align: right;">104</p> <p>1           actually is being effective. 2           Because what I saw has the most kind of 3 attendance is your events at the school itself, 4 which I imagine that being for people kind of 5 already in your community that have already kind of 6 known about it and know what's going on there. 7           My other -- my question I have for you is 8 about the name, the "community school" name. So I 9 don't really see -- I know community schools in 10 New Mexico are actually very -- kind of prescriptive 11 in what makes a community school in New Mexico now. 12           And I didn't really notice that there's -- 13 in your budget or anywhere in your plan, that 14 there's any kind of talk about being, like, an 15 official community school that receives funding and 16 grants from the State. 17           So -- and I don't -- there really isn't 18 anything inherent about, like, the community school 19 model that you'll be following or that you'll be 20 implementing. 21           So can you talk a little bit about what a 22 community school means to you and what that might 23 look like in the future for this school? 24           MS. ZOE WILCOX: I will -- we will do 25 that. And I just want to say -- because I am from</p>
<p style="text-align: right;">103</p> <p>1           because they might automatically assume that they 2 don't have access, that this school is outside of 3 their realm of availability. 4           So I do think that it is -- it is of 5 interest to see how many people in the community, 6 outside of those who already believe this school is 7 accessible for them, would be interested in it or 8 would want to put their kids, even on a bus, to come 9 up to a different part of the town, when the 10 tradition of the Waldorf school, and in Santa Fe, is 11 different than what you're proposing in the future. 12           And I guess my concern is I just don't 13 know if -- I don't know if booths are quite enough. 14 Because if they see it, you know, they may -- there 15 may be a misconception right from the beginning that 16 they don't have access; right? 17           And so once you have that conversation, 18 maybe you can talk a little bit further with 19 families. 20           But I don't know. I am worried about you 21 being able to reach folks that deserve access that 22 are furthest from access and opportunity. And I 23 don't know if the outreach that I've seen happen is 24 quite -- you know, the -- I don't know if you -- I 25 don't have the data from you-all to see that that</p>	<p style="text-align: right;">105</p> <p>1           87507, and I'm really proud of my neighborhood, and 2 it is in my application, because I envision a bus 3 stop in front of my house -- that I will be 4 canvassing door to door to have those more 5 door-to-door questions. And I appreciate that 6 perspective. 7           Can you speak to the community school? 8           MS. JAYITA SAHNI: Yes. We did research 9 the requirements for New Mexico community schools 10 and the application for the community school grant. 11 And there's a significant amount of overlap on what 12 a charter school already has to do and what a 13 community school is required to do. 14           We envision our office administrator to be 15 the community school liaison and filter all of those 16 things through that. As I understand it, community 17 schools need to have a certain amount of parent 18 participation in their governance, which charter 19 schools already have to have through their advisory 20 council, and now through the equity council. 21           So we looked at the blueprint of what a 22 community school looks like and what a charter 23 school looks like. And we think that there's a 24 significant amount of overlap between the two, where 25 we can expand that footprint to now fully encompass</p>

<p style="text-align: right;">106</p> <p>1 it.</p> <p>2 And we do want to go after that grant. We</p> <p>3 want to offer community services at our school. We</p> <p>4 have a playground that is already much loved. The</p> <p>5 facility that we are targeting has a playground that</p> <p>6 is already much loved by the community. And even</p> <p>7 though it's not officially open to them, they are</p> <p>8 there on it.</p> <p>9 And so we want to keep building on those</p> <p>10 patterns and trajectories that we already -- that</p> <p>11 already exist to become a true and fully compliant</p> <p>12 New Mexico community school.</p> <p>13 Does that answer your question?</p> <p>14 COMMISSIONER BURT: Yeah, definitely. So</p> <p>15 that's -- that's actually exactly my question is</p> <p>16 would you -- are you -- is your idea to become like</p> <p>17 official kind of thing?</p> <p>18 MS. JAYITA SAHNI: Yes.</p> <p>19 COMMISSIONER BURT: Okay. And then can</p> <p>20 you talk to me a little bit -- I do have -- I</p> <p>21 definitely have a lot of interest in the early</p> <p>22 child -- that kinder, first, second-grade reading</p> <p>23 model, which, once again, I, very much, just like</p> <p>24 Commissioner Carrillo said, I very much appreciate</p> <p>25 different ways of learning and that families can</p>	<p style="text-align: right;">108</p> <p>1 kind of more hard, and including -- I'm worried</p> <p>2 about that dyslexia screener, how that might show up</p> <p>3 in your students.</p> <p>4 MS. ZOE WILCOX: Thank you. That's a good</p> <p>5 question. And it was a concern that we had as well.</p> <p>6 So we have addressed it in two different</p> <p>7 ways. And I'm forgetting the name of the first way.</p> <p>8 There is -- help me if you remember it.</p> <p>9 At the end of kindergarten, beginning of</p> <p>10 first grade, we are bringing in something that is</p> <p>11 beyond the requirements of the State. And that is</p> <p>12 testing -- CTOPP. Thank you very much.</p> <p>13 So with CTOPP, we're -- we're testing in a</p> <p>14 kind of a more -- a different dynamic way that will</p> <p>15 catch those red flags before would they move on, and</p> <p>16 that we know we'll get from dyslexia students with</p> <p>17 our methodology or not; right?</p> <p>18 So we brought that extra screener in at an</p> <p>19 even earlier stage at the end of kindergarten than</p> <p>20 what's required with the PED.</p> <p>21 The second thing we did is we voluntarily</p> <p>22 paid for, in our budget, a second dyslexia screener</p> <p>23 at the end of second grade. So no one is falling</p> <p>24 through the cracks.</p> <p>25 COMMISSIONER BURT: Okay.</p>
<p style="text-align: right;">107</p> <p>1 decide for themselves which method of learning might</p> <p>2 work best for that kid, and knowing that that looks</p> <p>3 different in different schools, which is what is</p> <p>4 beautiful about charter schools.</p> <p>5 My -- and I think, then, there's the --</p> <p>6 what you've already kind of started talking about is</p> <p>7 the correlation between adopting this in the way in</p> <p>8 which you would want to without State regulations;</p> <p>9 right? -- kind of hindering the pure methodology of</p> <p>10 what you would do in early childhood, versus having</p> <p>11 to have, you know, very much accountability measures</p> <p>12 in there as well.</p> <p>13 And in the -- I'm also really interested</p> <p>14 in how you might see how the required dyslexia</p> <p>15 screener might be impacted by how a traditional</p> <p>16 school, who's teaching the Science of Reading in a</p> <p>17 very prescriptive way, kinder or first, might be</p> <p>18 doing, versus what you-all might be working on with</p> <p>19 your students. So kind of that juxtaposition of</p> <p>20 having this methodology that deemphasizes the, like,</p> <p>21 very hard reading structure early on and allowing</p> <p>22 students to kind of progress -- you know, I can't</p> <p>23 remember the exact word -- but, like, in a way that</p> <p>24 is more natural for them, versus needing to also</p> <p>25 have accountability in kinder, first, second, that's</p>	<p style="text-align: right;">109</p> <p>1 MS. JAYITA SAHNI: Could I add to that</p> <p>2 really quickly? And may I paraphrase your question</p> <p>3 so I understand it?</p> <p>4 Because this seems -- this was a concern</p> <p>5 of ours, that if you are not pushing students to</p> <p>6 read and write aggressively in kindergarten, will</p> <p>7 your dyslexia screener be accurate?</p> <p>8 COMMISSIONER BURT: (Indicates.)</p> <p>9 MS. JAYITA SAHNI: And so what we found</p> <p>10 was an innovation used by Mountain Song Community</p> <p>11 School in Colorado, which is a public Waldorf</p> <p>12 charter school in Colorado. And they have 23</p> <p>13 percent of their students have learning</p> <p>14 disabilities. And they have a very high functioning</p> <p>15 special ed department.</p> <p>16 And they use CTOPP, which is an all</p> <p>17 auditory dyslexia screener, as an early dyslexia</p> <p>18 screener in kindergarten. And then they follow up</p> <p>19 with the State-mandated dyslexia screener that comes</p> <p>20 at a later date to filter out what could potentially</p> <p>21 be false positives, if you put in the State-mandated</p> <p>22 screener early on.</p> <p>23 And that's not too far, as I understand</p> <p>24 it, from public school practice, anyway, because</p> <p>25 administering that test in kindergarten will</p>

<p style="text-align: right;">110</p> <p>1 probably catch students that are not reading simply 2 because they're not ready, not because they are 3 dyslexic. So I think public schools have to do two 4 screeners.</p> <p>5 We are using this other screener that has 6 been used very successfully in other public Waldorf 7 models. That's what we have proposed in our 8 application. Does that answer your question?</p> <p>9 COMMISSIONER BURT: Yeah. No, that 10 definitely does. I would appreciate that you 11 already thought of it, too. Because I just imagine 12 it being -- like -- and I know this is also 13 something that can be challenging with schools that 14 are bilingual as their mission; right? They tend to 15 test differently. And it just doesn't quite come 16 out exactly right.</p> <p>17 So in that same vein, when I was looking 18 through kind of the data you provided that shows 19 other Waldorf schools and how they may test lower 20 kind of kinder through fifth, but by fifth grade, 21 they start testing higher, and by eighth grade, 22 they're significantly higher in other data sets that 23 are done other places, I think when I -- when I -- I 24 think, logically, I can understand that; right? 25 Because I understand, like, a bilingual</p>	<p style="text-align: right;">112</p> <p>1 worried to have you tell me, like, "Oh, yeah, your 2 students are going to be kind of low at the 3 beginning, but we promise we'll get them there 4 later," how do you see a collaboration? And I 5 imagine it being similar with the families as well. 6 But as the -- your authorizer, in looking at, like, 7 what -- what are we going to be looking at that 8 shows -- what are you looking at that shows that a 9 student is on track? And what can you show us that 10 shows that your students are on track when the 11 data -- when we have data come out?</p> <p>12 MS. ZOE WILCOX: So thank you. That is a 13 very well thought-out question, and I really 14 appreciate it.</p> <p>15 We -- and I'm going to bring in your 16 former question that I didn't address yet with this 17 one.</p> <p>18 You asked, you know, fundamentally, "When 19 we just don't match up, what are you going to do"; 20 right?</p> <p>21 And so I'm lumping these together, because 22 in our application, we address it very similarly.</p> <p>23 So we've gone through a lot of the process 24 already. Like, core standard by core standard, in 25 the United States, in New Mexico, where -- where are</p>
<p style="text-align: right;">111</p> <p>1 model, and it feels like it's kind of following that 2 pretty similarly, that students' brains are just 3 kind of working at a different rate. And then once 4 it catches, it, like -- like, data shows that it 5 catches hard; right? And they end up excelling.</p> <p>6 I think for accountability purposes, and 7 especially knowing, like, you're opening up a kinder 8 to fourth to start, and you'll be adding on 9 students, my concern is when we see you take 10 standardized assessments, really for, like -- for 11 accountability purposes for being a public school, 12 my concern is if you come in real low, you'll be, 13 like, "Yeah, well, we told you guys it will be low"; 14 right?</p> <p>15 So what is the way in which we're going to 16 be able to have a collaborative relationship in 17 which we can hold you to a rigorous standard, 18 understanding that your model is a little different, 19 and students -- the learning process is a little 20 different for your students? But how can I hold you 21 to a rigorous bar at the same time, just believing 22 that in four years from then, we'll see some good 23 outcomes?</p> <p>24 But that's, like, a scary proposition for 25 me. And I imagine, as a family, I also would be</p>	<p style="text-align: right;">113</p> <p>1 we off; right?</p> <p>2 And so that is a huge chunk of work that's 3 been accomplished.</p> <p>4 And then we suggest -- then we state in 5 the application that we will use that implementation 6 year using our scope and sequence, creating our full 7 scope and sequence and actually addressing all those 8 mismatched parts; right? And we will use creativity 9 when we can.</p> <p>10 There is a way to bring this 11 developmentally; right? You know, there are 12 creative ways to do that. And then there are times 13 when we fundamentally just disagree; right?</p> <p>14 And at that point, we recognize we bring 15 the core curriculum as it is stated. We submit.</p> <p>16 So we will bring as much innovation and 17 creativity as we can. And if we're just stumped, we 18 just bring it. We just deliver.</p> <p>19 So as a part of that process that is 20 described in our implementation year, in that scope 21 and sequence, we also state that we will create our 22 own trajectory.</p> <p>23 So we will be -- this is my work; I'm 24 going to own this -- I will be studying the interim 25 tests and knowing which core standards are going to</p>

<p style="text-align: right;">114</p> <p>1 be tested at what times during those years. And  2 then I and my team will reflect back on what we say  3 we are bringing and test ourselves, give ourselves  4 our own bar in which we can determine are we saying  5 we're going to do well or not.  6 MS. JAYITA SAHNI: Can I add to that from  7 a board leadership perspective? My head of school  8 has described how she plans to match up the  9 trajectory. And then how does a board make sure  10 that this is what is being actually done?  11 So there are two data sets that are coming  12 out of the assessments. And one of them is the  13 results, the achievement. I'm going to paraphrase  14 the terms. But there's achievement and there's  15 growth.  16 And what we are saying is that achievement  17 may be low, but growth will be steady. So when I am  18 sitting on the board, and I am assessing my head of  19 school's performance, I am looking at both these  20 numbers and looking at the student achievement  21 results. But I am also looking at the growth  22 number. And the growth is what I am going to hold  23 my head of school accountable with.  24 Are you actually delivering what you say  25 that you're delivering? Or are the students just</p>	<p style="text-align: right;">116</p> <p>1 can pull it up.  2 MS. ZOE WILCOX: Oh, yes. Sorry.  3 Istation three times a year for K through -- ah,  4 that's third and up. I understand my mistake. Yes.  5 So Istation, K through 2. That -- what  6 was the second part of your question, please?  7 COMMISSIONER BURT: What interim  8 assessment are you going to use for your third  9 through eighth-graders?  10 MS. ZOE WILCOX: Okay. That is iMSSA.  11 COMMISSIONER BURT: So you're going to do  12 beginning, middle, and end?  13 THE CHAIR: That's interim. It's not  14 short-cycle.  15 MS. ZOE WILCOX: Give me a second.  16 COMMISSIONER BURT: No problem. Well --  17 and I think Director Chavez, am I wrong? But iMSSA,  18 they actually do offer it as an interim assessment  19 as well. You can give it beginning, middle, and  20 end? But the end is the one that's required by all  21 schools.  22 THE CHAIR: I think so. But there's a  23 question mark after that.  24 DIRECTOR CORINA CHAVEZ: Right.  25 MS. ZOE WILCOX: My research -- and we</p>
<p style="text-align: right;">115</p> <p>1 underperforming?  2 And I believe that that is also the  3 performance standard that the PED uses to assess  4 schools. And so I think we would be matched with  5 the PED in the way the board looks at a head of  6 school and how the school is performing to meet  7 those trajectories. And the data we submit to you,  8 I think the growth chart will be an important aspect  9 that we are actually delivering what we say we will.  10 Does that answer your question?  11 COMMISSIONER BURT: No, it does. I think  12 you might be a little -- you might -- the PED, the  13 way they assess is a little bit different than that.  14 So you -- and it's -- it changes a little bit every  15 year. So if you were to be approved, welcome to  16 that.  17 But I -- can I -- I'm just going to  18 confirm. You guys are planning on using Istation  19 for K to 2. And is it NWEA -- I thought I saw MAPs.  20 It's NWEA for the other interim assessments?  21 MS. ZOE WILCOX: It's iMSSA for interim.  22 COMMISSIONER BURT: That's the State  23 assessment. Right.  24 Are you going to be using that for -- I'm  25 trying to find your assessment chart real quick so I</p>	<p style="text-align: right;">117</p> <p>1 should refer to the PED -- that MSSA is end of year.  2 And then iMSSA is interim; is that accurate?  3 DIRECTOR CORINA CHAVEZ: Give me one  4 second to verify. I think that is accurate. I  5 think you could assess it more frequently. But hold  6 on a second. I'm going to verify.  7 MS. ZOE WILCOX: Thank you.  8 COMMISSIONER BURT: So that might be -- I  9 mean, it would be interesting if -- for you all to  10 use that. I wonder if you all feel confident  11 that -- I mean, I actually appreciate the schools  12 who are, like, "We're going to teach our mission.  13 We're going to teach our curriculum. We're going to  14 teach our scope and sequence. We're going to teach  15 our standards, and the assessments are just going to  16 follow. The kids are going to perform on them  17 because we're doing the basics well. We're doing  18 the day-to-day teaching well. The assessments are  19 just going to follow."  20 I feel like that's similar to what I read  21 through your application of, "We're not having this  22 high focus on the assessment. But we believe the  23 students will perform well on it, based off of what  24 we're doing day to day."  25 I just want to kind of get a sense from</p>

<p style="text-align: right;">118</p> <p>1 you that you feel confident that the results you're 2 going to -- you feel good about being held 3 accountable to the results that you receive off of 4 these assessments that you'll be giving your 5 students. And not just the end of year. 6 It is that, like -- I really am thinking 7 of that growth; right? If you're doing beginning, 8 middle, and end-of-year testing, that you're seeing 9 that individual growth each year, you feel confident 10 that your -- like, you can be held accountable for 11 your students' assessment data from those tests. 12 MS. ZOE WILCOX: Yes. I believe that 13 we -- as the head of school, I am grateful to have 14 those data points and go into how -- how we will be 15 trained so that they will be utilized for improved 16 instruction. 17 COMMISSIONER BURT: Okay. I think that's 18 the biggest thing for me. I get worried if I hear 19 school leaders saying, Like, "Well, the assessment 20 isn't going to show what we do," or, "It's not going 21 to work for what we're doing," it puts us in an 22 awkward situation. 23 DIRECTOR CORINA CHAVEZ: If I may answer 24 your question, Commissioner Burt. IMSSA is the 25 interim. And the New Mexico MSSA is summative. So</p>	<p style="text-align: right;">120</p> <p>1 level of success that families who have been able to 2 afford this school, that I would love to see you 3 have the same exact level of success with students 4 entering college, being successful in college, in 5 this -- in a free, public school at the same level 6 in which you did for families who could. 7 I hope that you were able -- if you're 8 able to actually get students who you are targeting, 9 you want to target, I imagine the services that 10 students and families might need will be wildly 11 different than what this school has experienced in 12 the last 40 years. 13 Can you talk a little bit about, you know, 14 if there was -- if there were any kind of, like, 15 what happened at the school previously, and then 16 what you're planning on doing differently based off 17 of the targeted students you're wanting to bring 18 into the school? What are you going to do 19 differently? And that they're set up for success so 20 that when they come to school, they're in a space 21 and have equal access to learning that their peers 22 who could afford a private school have to begin 23 with? 24 MS. ZOE WILCOX: Okay. Can I just 25 specify. Are you speaking to special ed or</p>
<p style="text-align: right;">119</p> <p>1 they can use iMSSA as their interim. 2 MS. JAYITA SAHNI: I want to indicate that 3 we enthusiastically embrace accountability. As a 4 charter school, we want to embrace that model of 5 full accountability all the way up. 6 THE CHAIR: I just need to check, because 7 Brigitte has her hand up. I didn't know if she 8 wanted to speak to this. I don't know. And I don't 9 have Zoom. But Commissioner Carrillo said that 10 Brigitte has her hand up. So I didn't know if she 11 was wanting to respond to this. 12 MS. MELISSA BROWN: I didn't see -- she 13 has the ability to speak if she has a question. 14 THE CHAIR: I guess we're okay. 15 COMMISSIONER BURT: I don't think we have 16 any questions kind of left hanging. I think 17 Director Chavez answered it. So I think that's 18 good. 19 So my next question is going to be about, 20 you know, I imagine -- I hope -- I hope that you are 21 able to reach more students than you previously did 22 at -- like, I believe, like, there are students who 23 have not had access to this level of education that 24 absolutely deserve it. And there are families who 25 absolutely deserve to have their student have the</p>	<p style="text-align: right;">121</p> <p>1 economically disadvantaged? 2 COMMISSIONER BURT: Economically 3 disadvantaged, in particular. 4 MS. ZOE WILCOX: Okay. All right. So one 5 of our speakers who spoke in support, the 6 kindergarten teacher, had a really interesting 7 conversation with me. And what she has discovered 8 from leaving the private school going into the 9 public sector and trying to bring all of the goodies 10 she can with her, what she saw was that, "Oh, this 11 other population was getting read to every night," 12 and they were -- you know? 13 Her new population is not in conversation 14 over the dinner table. I'm not -- I don't want to 15 categorize either one too much. 16 But I recognize this concern that you're 17 speaking to. And it does put literacy in a 18 different place. 19 Now -- so she was talking to me about a 20 specific thing we do in early childhood presenting 21 letters through imagery. And, interestingly, she 22 said, "In the private school, my students were -- I 23 had students who were ready to move on quickly in 24 that block." And so she would have to switch 25 gears -- right? -- to keep meeting them.</p>

<p style="text-align: right;">122</p> <p>1 She said when she presented the same thing 2 to a different population who did not have -- she 3 could tell did not have as much literacy background, 4 they soaked it up, and they wanted to keep going 5 with this -- with this presentation of each letter, 6 specifically; right? 7 And so that was just an interesting 8 perspective and one we will keep building on as we 9 are -- you know, we are pulling from the past to 10 move into the future. 11 So I think some of these things will work 12 really well for an economically disadvantaged 13 background. 14 And then what I think the teachers need to 15 be most aware of is their own training and biases. 16 And their awareness, I think, is more important than 17 actually what they're bringing; right? So that they 18 know this is going to land differently than how it's 19 going to land with another child. 20 And that's why we bring in cultural 21 education to the teaching to the teachers as a part 22 of our PD plan. 23 COMMISSIONER BURT: Okay. 24 MS. JAYITA SAHNI: Can I continue? 25 COMMISSIONER BURT: Please.</p>	<p style="text-align: right;">124</p> <p>1 a while to get there with budget. And we would be 2 pushing grants to fund our access to those 3 positions. 4 But in researching different job 5 responsibilities of all these different people and 6 these positions, it felt like the school counselor 7 was the most relevant position in a school 8 environment that could at least identify some of the 9 issues that were needed that -- and could then 10 provide referrals out of the school, you know, 11 within the community. 12 And then one of our goals to become a 13 community school would be to pull in as many of 14 those services within the school as possible. 15 Does that speak to build on what we were 16 talking about? 17 COMMISSIONER BURT: Yeah. I do think -- 18 and that's what -- initially, the reason why I asked 19 about if you're actually going to go full community 20 school model is because that does address a lot of 21 the things. 22 I hope that would consider, in the future, 23 like, actually -- I know you said, like, starting 24 off maybe part of the time would be someone doing 25 that community school liaison. But, really, someone</p>
<p style="text-align: right;">123</p> <p>1 MS. JAYITA SAHNI: So, significantly, what 2 changes from the private school previously to the 3 charter school and is one of the major reasons we 4 want to be a charter school now, is that we would be 5 resourced to serve our special education 6 populations. So that's one big significant resource 7 that we will offer as a charter school that we -- 8 the former private school just didn't offer. 9 We enthusiastically embrace the End Child 10 Hunger Act that just passed last year, and we're 11 excited to feed all our students. Breakfast makes a 12 huge difference in how students learn. We will be 13 feeding all our students that the former private 14 school did not do. And we will be offering 15 transportation, which the former private school did 16 not do. 17 But, to your question, this population 18 will be coming with many different needs. We need 19 to be prepared to deal with them in the classroom. 20 And that speaks to Zoe's point about the teachers' 21 training. 22 It's also specifically why we put in a 23 school counselor, versus -- I mean, we would love to 24 have it all: psychologists, social workers, 25 caseworkers, speech therapists. It's going to take</p>	<p style="text-align: right;">125</p> <p>1 who does it effectively, it is their full-time job. 2 And that's really what the grant kind of helps cover 3 is allowing that person to, like, really listen to 4 who is at the school and what the needs are, and 5 then -- instead of just referring them out is, like, 6 bringing it in and having it more inclusive to the 7 school. 8 I mean, yeah. I guess -- my -- I think 9 it's a really fascinating -- I actually really 10 didn't know anything about the Waldorf model before 11 this. So it's a really fascinating, interesting way 12 in which -- in looking at schooling. 13 And, like I said, I really hope -- I 14 think -- the biggest reason I'm in the charter 15 school movement at all is because, you know, I 16 was -- I was a poor kid, and my mom had to drive all 17 over to try to get me to schools. 18 And it's just not -- it's not right. It's 19 not right to have a family move someone or pay or 20 drive or have to, like, go into extreme measures to 21 get the same quality of education that people who 22 have the means are just easily accessible to do. 23 And so my biggest concern for you all 24 really is reaching those students who you want to. 25 I know you have the intention. I know -- I saw</p>



<p style="text-align: right;">126</p> <p>1 different ways in which you're thinking about it, 2 you're considering it.</p> <p>3 I hear the passion in your voice, Zoe, as 4 you're talking about reaching the people in your own 5 neighborhood. And I just think it's a lot harder to 6 actually do it than saying it -- right? -- 7 obviously.</p> <p>8 That's my biggest concern is really 9 getting those students that you're wanting to 10 actually come to your school and create a true 11 diverse culture in your school, which benefits 12 everyone. I mean, that benefits every kid in the 13 school.</p> <p>14 That's my biggest concern moving into 15 your -- you moving into, you know, a future with 16 this school. I'm -- that would be what I'm most 17 looking for is how do you get those kids up to the 18 north side where your school is at, and they've 19 believed so long -- the community has believed for 20 so long it's not available to them.</p> <p>21 I think you would have a good opportunity 22 in being, like, "Hey, this school that wasn't 23 available, it is now," and being able to actually 24 capitalize on that a little bit, especially because 25 people in Santa Fe know about the school. It has a</p>	<p style="text-align: right;">128</p> <p>1 something I can do very quickly, just concerns, 2 really quickly.</p> <p>3 Diversity. You said, (incomprehensible) 4 reach out. Really reaching out to other people in 5 other parts of town, because the diversity piece is 6 huge. Legislature is going to be in session here. 7 You're going to have all your representatives who 8 have huge networks to reach out to.</p> <p>9 I'm not hearing the reach out, reaching 10 the people that need to be reached out to. That's 11 something I'm going to be concerned with. That's 12 that. That was quick.</p> <p>13 MS. ZOE WILCOX: Commissioner Gipson, 14 you're going to bring us more questions? And we 15 respond to them on the 16th? Or in writing 16 beforehand?</p> <p>17 THE CHAIR: No, orally, on the 16th. 18 I want to thank everyone that came, 19 everyone that unfortunately had to leave. But I 20 know what this -- I know what we're asking. We ask 21 a lot.</p> <p>22 But, in return, you're asking us to commit 23 to a lot. So that it is a partnership. And we want 24 to make sure that everything is right before we 25 start on this journey.</p>
<p style="text-align: right;">127</p> <p>1 reputation.</p> <p>2 Ideally, you would be able to -- maybe 3 that would make your job a little bit easier, to be 4 like, "Hey," acknowledge that. Like, "Hey, we know 5 you couldn't. Now you can. And we'll get you 6 there. We'll pick you up and bring you to us."</p> <p>7 So I think that's what I would look for 8 most from you all out of the future.</p> <p>9 But thank you. Appreciate you responding 10 to those questions.</p> <p>11 THE CHAIR: So thank you. I think there's 12 a number of us that still have other questions. But 13 they're going to have to go in the letter, because 14 we need to be in Bernalillo -- we have a hearing 15 starting at 1:00 -- 2:00. Sorry. Sorry.</p> <p>16 But it's still -- we're -- we have a 17 tight -- to be able to get us down there and 18 settled.</p> <p>19 So we will do that at the work session, 20 and we will populate those additional questions so 21 that you'll be prepared at the August hearing to be 22 able to respond to these.</p> <p>23 MS. JAYITA SAHNI: We look forward to your 24 questions.</p> <p>25 VICE CHAIR CARRILLO: Very quickly,</p>	<p style="text-align: right;">129</p> <p>1 So I appreciate all your time and effort 2 and energies that you've put into it already, 3 because I know, like us, it's for free. So I do 4 appreciate that. So -- and we look forward to 5 seeing you in August. Thank you. 6 (Proceedings in recess at 12:30 p.m.) 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25</p>

1 BEFORE THE PUBLIC EDUCATION COMMISSION  
2 STATE OF NEW MEXICO

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5 REPORTER'S CERTIFICATE

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

12 In testimony whereof, I have hereunto set my  
13 hand on July 19, 2024.

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16 \_\_\_\_\_  
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BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

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

In testimony whereof, I have hereunto set my hand on July 19, 2024.

*Cynthia Chapman*

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