

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
COMMUNITY INPUT HEARING
THE MULTILINGUAL INTERNATIONAL SCHOOL

July 10, 2024

2:00 p.m.

Santa Ana Star Casino & Hotel

54 Jemez Canyon Dam Road

Bernalillo, New Mexico

-and-

Via Zoom Webinar Video-Teleconference

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1 A P P E A R A N C E S

2 COMMISSIONERS:

3 PATRICIA GIPSON, Chair

4 STEVEN J. CARRILLO, Vice Chair

5 TIMOTHY E. BECK, Secretary

6 ALAN BRAUER, Member

7 REBEKKA BURT, Member

8 STEWART INGHAM, Member

9 K.T. MANIS, Member

10 STAFF:

11 CORINA CHAVEZ Director

12 Charter School/Options for

13 Parents and Families Division

14 LUCY VALENZUELA Technical Assistance and

15 Training Specialist

16 Charter School/Options for Parents

17 and Families Division

18 MELISSA BROWN Technical Assistance and Support

19 (MISSY) and Training Administrator

20 Charter School/Options for

21 Parents and Families Division

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1 THE CHAIR: So good afternoon, everyone,

2 and thank you for your patience with -- it was a

3 little bit of a hustle between coming down from

4 Santa Fe to here. So we appreciate your patience

5 with us.

6 So we are here. And I want to make sure

7 I -- does someone have their agenda open? I just

8 want to make sure the name of the school, I'm saying

9 correctly.

10 Okay.

11 Okay. So we are here. It is -- calling

12 us back out of recess, it is Wednesday, July 10th,

13 and it is 2:05 p.m. And we are here for The

14 Multilingual -- Multilingual International School.

15 Thank you.

16 So welcome once again.

17 So just so folks are clear on the process,

18 so we'll go through the hearing today. A week from

19 this Friday, when the PEC has their regular work

20 session and meeting -- we're combining it into just

21 one day this month -- at the work session, any

22 additional questions that Commissioners may have

23 that haven't been addressed will be populated into a

24 letter to the applicant team as a result of the

25 feedback from the work session.

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1 I N D E X T O P R O C E E D I N G S

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3 1 Call to Order and Roll Call 4

4 2 Approval of the Agenda - Waived

5 3 Community Input Hearing for the 7

6 Multilingual International School

7 4 Recess 106

8 REPORTER'S CERTIFICATE 107

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1 You're welcome to listen at the work

2 session, but it is not a dialogue that's going to

3 happen between the applicant team. Commissioners

4 will simply give any additional questions that they

5 may have that they didn't see answered through the

6 process.

7 That letter will come out probably Monday

8 or Tuesday of the following week. The applicant

9 team will then have an opportunity to respond to

10 those concerns at the August hearing. And that's

11 when the final decision is made, during our August

12 meeting.

13 So are we clear? 'Cause -- speak now.

14 Okay. So when the applicant team does

15 start, I'm going to ask the folks to introduce

16 yourself.

17 And we do have a court reporter -- we do

18 that recording, but we also have a court reporter

19 that's doing a transcript. So we do ask that you

20 spell your last name for the transcript.

21 And you only have to do that once when you

22 folks speak, because the camera is showing you, so

23 she'll be able to identify you.

24 And for everyone in the audience, if you

25 have signed up to speak, we ask you to introduce

6	<p>1 yourself when you come up to speak and also spell 2 your last name for the record. 3 Okay. So I'm going to ask Commissioner 4 Beck to simply take roll so we have a record of 5 everyone who is here. 6 SECRETARY BECK: Commissioner Burt. 7 COMMISSIONER BURT: Here. 8 SECRETARY BECK: Commissioner Taylor. 9 (No response.) 10 SECRETARY BECK: Commissioner Armijo. 11 (No response.) 12 SECRETARY BECK: Commissioner Manis. 13 COMMISSIONER MANIS: Present. 14 SECRETARY BECK: Commissioner Brauer. 15 COMMISSIONER BRAUER: Here. 16 SECRETARY BECK: Commissioner 17 Clahchischillige. 18 (No response.) 19 SECRETARY BECK: Commissioner Ingham. 20 COMMISSIONER INGHAM: Here. 21 SECRETARY BECK: Vice Chair Carrillo. 22 VICE CHAIR CARRILLO: Here. 23 SECRETARY BECK: Chair Gipson. She's 24 here. 25 THE CHAIR: I'm here.</p>	8
7	<p>1 SECRETARY BECK: Secretary Beck, here. 2 There are one, two, three, four, five, 3 six, seven present. 4 THE CHAIR: Thank you. So we're now onto 5 the presentation by the applicant team. 6 So, once again, introduce yourselves. And 7 your time will begin when the presentation actually 8 begins. 9 DR. ANA PEREA: Good afternoon. Ana 10 Perea. A-n-a. Perea, P like in "Peter" -e-r-e-a. 11 THE CHAIR: And if you -- let me just 12 interrupt. If you have a specific role within the 13 applicant team, if you could also identify that. If 14 not, it's okay. 15 DR. ANA PEREA: Ana Perea is one of the 16 founders of The Multilingual International School. 17 DR. NICOLE MONTAGUE: I'm Dr. Nicole 18 Montague, M-o-n-t-a-g-u-e. And I'm one of the 19 founders of The Multilingual International School. 20 DR. BRENDA ARELLANO: Dr. Brenda Arellano, 21 A-r-e-l-l-a-n-o, one of the founders of the charter 22 school, The Multilingual International School. 23 MS. MAYRA VALTIERREZ: Good afternoon. My 24 name is Mayra Valtierrez. And I'm supporting with 25 The Multilingual International School. V as in</p>	9
	<p>1 "Victor" -a-l-t-i-e-r-r-e-z. It looks like 2 Gutierrez, but it's got a V-a-l- up front. 3 DR. ANA PEREA: Thank you. 4 First of all, I want to say thank you to 5 all of you for being here. Highly appreciated, each 6 of you. And my students, it was a beautiful 7 surprise to see a couple of my students here. So 8 thank you very much to all of them. 9 Here it is. We will start with the agenda 10 of, obviously, who we are as a team. 11 The TMIS Mission and Vision. Why 12 Bernalillo? Beyond Bernalillo. 13 What is International -- what is 14 International Baccalaureate Programme? 15 Thank you. 16 And questions eventually coming. 17 So here we go. 18 We are going to start introducing ourself 19 in the order that it shows there. Dr. Arellano, 20 Mrs. Valtierrez, myself, and Dr. Montague. 21 MS. MAYRA VALTIERREZ: I'm happy to start. 22 And so just to tell you a little bit more about 23 ourselves, I was born and raised in the Borderlands 24 of New Mexico in El Paso, Juarez, and Las Cruces. I 25 have been working all of my career to support</p>	

<p style="text-align: right;">10</p> <p>1 classroom about how children with learning 2 disabilities learn to read and write in Spanish and 3 English. 4 And then I came back from Texas A&M. And 5 I taught some more with -- alongside Ana in our 6 charter school, and I fell in love with the IB 7 curriculum. And I did that ever since, from 2000 to 8 2020. And then I retired in 2020. 9 DR. ANA PEREA: And she's back. Thank you 10 very much. 11 So I'm going to read a little bit of our 12 mission. And then -- no, because you can all read, 13 but I need to start with that. 14 And then I will tell you how we are going 15 to accomplish that. 16 So the mission of The Multicultural 17 International School is to achieve multicultural 18 inclusion and equitable, culturally relevant 19 learning for all students who attend the school or 20 participate in the language programs. TMIS will 21 facilitate students' excellent education within the 22 International Baccalaureate curriculum framework, 23 aligned with the New Mexico academic content 24 standards. 25 TMIS focuses on holistic education and</p>	<p style="text-align: right;">12</p> <p>1 Okay. 2 Our vision. 3 Again, we go The Multicultural 4 International School team's vision and purpose is to 5 all students who attend the school or participate in 6 the language programs to receive a holistic 7 education, to prioritize academic achievement in the 8 developing of self-awareness, values, and emotional 9 well-being. 10 How we are going to do it? 11 Oh, sorry. 12 Our team will work with the community for 13 the first three years of TMIS on building a 14 curriculum, making decisions, meeting policy, 15 everything that is relevant to our students. 16 How we are going to do it? 17 Our team is dedicated to creating an 18 educational program that exemplifies the vision -- 19 the vision of culturally and linguistic relevant 20 education for our New Mexican students. 21 We also seek to establish as a 22 collaborative space where educators, local 23 communities, families, and students work together to 24 facilitate this vision. 25 MS. MAYRA VALTIERREZ: Just a quick note,</p>
<p style="text-align: right;">11</p> <p>1 will prioritize students' academic performance based 2 on the International Baccalaureate sense of 3 community, knowledge, sharing goals, and 4 collaboration. 5 How we are going to do that? Well, we 6 will -- okay. How we are going to do that? We will 7 measure our formative and summative assessments. 8 This includes State-required assessments aligned 9 with rubrics, with the Common Core standards and 10 integrated International Baccalaureate standards and 11 practices. 12 How we are going to do it? Our students 13 are going to demonstrate increased problem-solving 14 in measures by formative and summative assessments, 15 aligned with portfolios that they are going to 16 create along school time. 17 Reflections and transdisciplinary units, 18 six of them, at least, for the first three years. 19 The students will show their ability to reflect 20 through their actions by presenting inquiries and 21 sharing investigations with the community. 22 How we are going to do it? We will inform 23 our community regularly about our students' academic 24 achievements. 25 Anybody else would like to add something?</p>	<p style="text-align: right;">13</p> <p>1 based on who the students are that you're serving. 2 So that happens in the first three years in order to 3 be recognized by IB. And then it continues -- 4 right? -- as the student population changes. So 5 just wanted to make sure we highlight that. 6 DR. ANA PEREA: Thank you. I forgot that 7 part. All right. 8 So why Bernalillo is the word that I've 9 been hearing in my mind since the beginning. Why 10 Bernalillo? 11 Well, Bernalillo stands as a beacon of 12 diversity within the region. It holds (ph) to 13 multiple pueblo communities, talking about also 14 Hispano, Latino, Asian, Anglo, African-American, and 15 many other important communities. 16 So the potential of a international 17 school, International Baccalaureate school, that 18 encourage the international mindedness is unique in 19 this case, which present one-of-a-kind opportunity 20 for this community. 21 And The Multilingual International School, 22 we will immerse themselves -- the students will 23 immerse themselves in learning actively, not 24 passively, language and culture interlink. 25 DR. BRENDA ARELLANO: So as Ana has just</p>

<p style="text-align: right;">14</p> <p>1 described, we believe there's a lot of good reasons 2 to serve Bernalillo with the Inter- -- Multilingual 3 International School. One of the reasons we believe 4 that, there's just a lot of potential for growth, 5 especially in terms of academic achievement. 6 When we looked at the snapshot of 7 Bernalillo Public Schools, especially in terms of 8 math proficiency, and we looked at the New Mexico 9 Vista data, we can see, on average, 9 percent of 10 Bernalillo students in third to eighth grade and 11 eleventh grade, about 9 percent of those students 12 were proficient in math compared to 24 percent of 13 students statewide. And about 4 percent of English 14 Learners in Bernalillo were proficient in math 15 compared to that 10 percent of students statewide. 16 And then when you look at Native American 17 students in Bernalillo, about 5 percent scored 18 proficient in math compared to 13 percent statewide. 19 And then when you look at reading 20 proficiency, there's also opportunity for growth as 21 well. So about 26 percent of students in Bernalillo 22 scored proficient in reading compared to 38 percent 23 of students statewide. 24 And the gap between English Learners in 25 Bernalillo and statewide, it's not as great as they</p>	<p style="text-align: right;">16</p> <p>1 development. 2 You can see in the four other schools that 3 provide an IB curriculum that mathematics and 4 reading proficiency rates exceed statewide 5 proficiency rates. 6 And I'll just pause there for a moment so 7 you can kind of take a look at what those scores 8 look like compared to the statewide proficiency 9 rates. 10 What I think is particularly notable about 11 that is the English Learner progress in these 12 schools. This is the same kind of opportunities, 13 choice, and curriculum that we want to provide 14 students and families in Bernalillo, where there's 15 room for growth related to academic achievement, 16 outcomes. 17 And likewise, our Native American students 18 and families, we want to provide them with access to 19 a local IB curriculum which has shown promising 20 results elsewhere. 21 And at this point, I'm going to turn it 22 over to Mayra. 23 MS. MAYRA VALTIERREZ: So beyond 24 Bernalillo -- here we go. 25 Beyond Bernalillo, we really want to</p>
<p style="text-align: right;">15</p> <p>1 were in math. So that's a really good thing. 2 So about 14 percent of English Learners 3 scored proficient in reading in Bernalillo, compared 4 to about 17 percent of students statewide. 5 But there's still school room for growth. 6 We're about 14 percent compared to about 38 percent 7 of students overall statewide. 8 Our Native American students' reading 9 proficiency in Bernalillo averaged 19 percent 10 compared to 23 percent statewide. 11 When you look at science proficiencies, 12 there were still some large gaps that emerged when 13 you look at the data. Statewide, on average, 14 34 percent of students met science proficiency. But 15 in Bernalillo, only about 13 percent of students in 16 grades 5, 8, and 11 met proficiency. 17 And there are also some rather large 18 discrepancies between ELs and Native American 19 students, and those gaps averaged between 6 and 20 10 percent compared to statewide averages. 21 The International Baccalaureate Programme 22 provides students with access to challenging and 23 rigorous core curriculum which is critical to 24 supporting English Learners' academic success, in 25 addition to supporting language and literacy</p>	<p style="text-align: right;">17</p> <p>1 partner with this school as part of the Language and 2 Culture Division to provide language programs 3 throughout the state. And so we recognize that not 4 everyone has the capacity to do everything. 5 And so the idea would be that, of course, 6 not in the first year, likely not the second, but as 7 the school focuses on the community and grows, to 8 partner with the school to provide access to English 9 Learner programs across the state, as well as 10 bilingual multicultural education programs and 11 access to the State Seal of Bilingualism and 12 Bilitery. 13 My team has a very similar agreement with 14 the district, where we run the migrant education 15 program that works with farm workers and families 16 who work in our farms. And that is a partnership 17 with Las Cruces Public Schools. 18 And so the idea is that, for example, one 19 particular charter school who says, "I have five EL 20 students, and I don't know how to support them," 21 that they could then enter into an agreement with 22 TMIS to be able to provide that specific support. 23 DR. ANA PEREA: Thank you. 24 Why IB in Bernalillo? 25 So the IB curriculum framework model focus</p>

<p style="text-align: right;">18</p> <p>1 on the learner -- the PYP. I'm sorry. The PYP 2 refers to the Primary Year Programme. That goes 3 from K to fifth grade. That's where we will focus 4 at least the first three years.</p> <p>5 So we are talking about that why IB in 6 Bernalillo is because we are going to focus in the 7 learners and the outcomes. It's kind of obvious 8 why. We just have seen the previous information 9 that we have presented to you, the previous sheets.</p> <p>10 We are going to focus in learning and 11 teaching and learning in the community.</p> <p>12 So our model presents six 13 transdisciplinary themes from K to fifth. And each 14 theme is going to involve -- it's a holistic 15 approach.</p> <p>16 So all the subjects can be in one theme. 17 For example, "Who We Are." So we can 18 develop all the subjects in Who We Are: math, 19 English, language acquisition, social studies, 20 science. And who we are. We are, for example, 21 mathematicians. So that's who we are.</p> <p>22 So we go in deep. The teachers guide the 23 inquiry. They are going to do it for three weeks. 24 And then after three weeks, the students will 25 continue with the inquiry of research, reflection,</p>	<p style="text-align: right;">20</p> <p>1 that is going to be something that will help the 2 students way beyond high school. We are talking 3 about college.</p> <p>4 And as I said before, one prepared for the 5 other one. For example, the Primary Year Programmes 6 prepare for the inquiry, the research, the learning. 7 The Middle Year Programme act like why we are 8 learning this and how we can apply this. And the 9 Diploma Programme goes beyond.</p> <p>10 We have some specialists that are online, 11 and they are going to talk about it later on if we 12 have a chance.</p> <p>13 Oh. We beat it earlier, Missy. 14 Thank you. I was rushing myself. Sorry 15 for that.</p> <p>16 Do you have questions? They are coming, 17 I'm sure.</p> <p>18 MS. MELISSA BROWN: So next will be Public 19 Comment.</p> <p>20 THE CHAIR: Our questions come after the 21 public comment.</p> <p>22 DR. ANA PEREA: Okay. Thank you. 23 THE CHAIR: So we are now on to public 24 comment. Is there anyone online that signed up, 25 Missy?</p>
<p style="text-align: right;">19</p> <p>1 and action.</p> <p>2 And just opening this pretty broad, 3 eventually, we are going deep on it, because I guess 4 we have only 20 minutes, and I don't know how many 5 minutes we have. I'm rushing myself.</p> <p>6 MS. MELISSA BROWN: Seven minutes and 7 25 seconds.</p> <p>8 DR. ANA PEREA: Ah. We have enough time. 9 So we go to the MYP curriculum that refers 10 to the Middle Year Programme. All the subjects as 11 well, like in traditional schools. It's no 12 different.</p> <p>13 The framework curriculum adapt to the 14 content standards, because it's looking for the same 15 thing. Analyzing proficiency -- I have the list, so 16 here -- analyzing proficiency, communication, 17 everything that involves the Common Core is in an 18 IB.</p> <p>19 IB frame curriculum is just the frame. 20 That's why it can adapt to any model in the world.</p> <p>21 DP Programme is something we can see later 22 on in the process in the fifth year. It's exactly 23 the same. The only different that we added here is 24 the Theory of Knowledge. There are special classes, 25 Extended Essay, Creativity, Activity and Service,</p>	<p style="text-align: right;">21</p> <p>1 MS. MELISSA BROWN: Yes, Commissioner. Do 2 you want to ask --</p> <p>3 THE CHAIR: Sorry. I have to back up. 4 Let me back up.</p> <p>5 Is there anyone from the school district 6 that is here to speak -- and I'm assuming no one 7 online -- from the school district?</p> <p>8 MS. MELISSA BROWN: I don't see anybody 9 from a school district. If they want to raise their 10 digital hand?</p> <p>11 (No response.) 12 THE CHAIR: Okay. And, secondly, is there 13 anyone from a tribal community that wishes to speak? 14 (No response.) 15 THE CHAIR: Okay. So now we are on to 16 public comment.</p> <p>17 MS. MELISSA BROWN: Okay. So we will go 18 online first. And Nara Olivas. 19 And please make sure to spell your last 20 name. And I will start the two-minute timer when 21 you're done spelling your name.</p> <p>22 FROM THE PUBLIC: Hello. My name is Nara 23 Olivas. 24 Do you -- you asked me to spell my name? 25 MS. MELISSA BROWN: Yes, please.</p>

<p style="text-align: right;">22</p> <p>1 FROM THE PUBLIC: N-a-r-a, first name. 2 Last name, Olivas, O-l-i-v-a-s. 3 MS. MELISSA BROWN: Okay. You can go. 4 FROM THE PUBLIC: Great. Thank you. 5 Hello, everyone. I'm out of the country, and I also 6 can only see part of the -- of what's happening, so 7 it's a little odd. 8 I am in favor of the school. I am a 9 fifth-grade teacher at an IB school, at Corrales 10 International School. And the benefits of IB are 11 just -- they're really special. 12 It's great to lead the students through 13 their inquiries. And, just to facilitate that 14 process, the fact that it's also a bilingual or -- 15 yes -- biliterate and bilingual approach is -- it's 16 really great to see. 17 And just honoring the students' language 18 and, like, their learning process. They do a lot of 19 reflecting. And I think the working with the 20 students and seeing, like, the presentation, I 21 think, just makes me really excited. And I think 22 that's all. 23 FROM THE PUBLIC: Hello. Can you hear me? 24 MS. MELISSA BROWN: We can. Please spell 25 your name and then you can start talking.</p>	<p style="text-align: right;">24</p> <p>1 students are acquiring knowledge, but, 2 simultaneously, they're building important skills 3 such as collaboration, research, inquiry, as well as 4 developing critical values that own and complete 5 them as balanced, ethical human beings. And those 6 are exactly the kind of people who make a positive 7 difference in the world. 8 Thanks. 9 MS. MELISSA BROWN: Next we have Mondrea 10 Mitchell. 11 FROM THE PUBLIC: Yes. Hello there. Is 12 everyone able to hear me? 13 MS. MELISSA BROWN: Yes, we can. 14 FROM THE PUBLIC: All right. Perfect. 15 First of all, thank you for taking the 16 time to invite us to speak on behalf of The 17 Multilingual International School. 18 My name is Mondrea Mitchell, 19 M-i-t-c-h-e-l-l. And I am founder of University 20 Child International Consulting, and also a member of 21 the IB Educators Network, where I work closely with 22 the International Baccalaureate organization as a 23 workshop leader and a consultant to schools and also 24 part of quality control teams. 25 I believe that Ana Perea spoke of the</p>
<p style="text-align: right;">23</p> <p>1 FROM THE PUBLIC: Sure. Good afternoon. 2 My name is Shellee Bratton, B-r-a-t-t-o-n. I am a 3 semiretired teacher living in France. And I taught 4 in the Primary Years Programme of an IB school in 5 Albuquerque for several years. 6 So I just wanted to add my voice in 7 support of The Multilingual International School, 8 because from what I personally witnessed, I know it 9 will be a huge boon to students. It'll help them 10 grow into productive, caring thinkers, through the 11 kind of high-caliber education that basically all 12 children deserve. 13 We know the benefits of multilingualism 14 are manyfold, including brain development and 15 thinking. And that's all been scientifically 16 documented. But as for the IB curriculum, it 17 actually lifts students out of a mundane pedagogy to 18 a learning environment that is much more 19 constructivist and holistic and creates eager, 20 lifelong learners who are able to think out of the 21 box, take risks, solve problems, all while looking 22 through a more global lens. 23 So IB curriculum is cross-sectional. I 24 describe it as curriculum on steroids, because it's 25 like a huge over-arching umbrella under which</p>	<p style="text-align: right;">25</p> <p>1 quality control and standards of IB schools and the 2 continuum of four programs, the Primary Years 3 Programme, the Middle Years Programme, the Diploma 4 Programme, and also a careers-related program for 5 members who want to take a less academic path, so 6 open to apprenticeships as well. 7 Over 40 years, the IB has provided 8 top-notch international education across the world. 9 There are thousands of IB sister schools held to the 10 high standards, academic standards, and assessment 11 standards. 12 I join The Multilingual International 13 School as consultant. I will continue to consult 14 with them to build a strong program. I was 15 heartened to hear about the work being done and the 16 needs assessments being done and how the school 17 plans to implement and grow the school and grow the 18 community. 19 So I'm very heartened to be a part of the 20 process at this point. 21 MS. MELISSA BROWN: Thank you. 22 Next we have Renee. I need -- oh, okay. 23 Well, then you can go during the people in the room. 24 Okay. 25 So then we have Pat Cate. Let me just --</p>

26	<p>1 there you go.</p> <p>2 FROM THE PUBLIC: Hello.</p> <p>3 MS. MELISSA BROWN: Hello.</p> <p>4 FROM THE PUBLIC: My name is Pat, Patricia</p> <p>5 Cate. I am from one of the surrounding communities</p> <p>6 that services Bernalillo Public Schools from San</p> <p>7 Felipe Pueblo. I am here just as an individual;</p> <p>8 although, I am part of the Keres Language and</p> <p>9 Cultural committee here in my own community. I am</p> <p>10 also a language instructor.</p> <p>11 And I also am a first grade teacher,</p> <p>12 licensed teacher.</p> <p>13 I have a few questions. I'm not in favor</p> <p>14 of or am I not opposed at the moment. But I do have</p> <p>15 a few questions.</p> <p>16 First of all, this is a hearing to see</p> <p>17 what community has to say. That's why I'm here as</p> <p>18 an individual with questions.</p> <p>19 First of all, I'm just wondering. Has</p> <p>20 this been brought to the attention of the governors</p> <p>21 that -- that are a part of Bernalillo Public</p> <p>22 Schools, which are Keres speakers and other speakers</p> <p>23 of the language? Has it been brought to the tribal</p> <p>24 government? And in what form? And has it been</p> <p>25 brought to the councils? Because we have different</p>	28	<p>1 How are you going to gather these people,</p> <p>2 and how are you going to vet them to be on your</p> <p>3 committee and board to plan this out?</p> <p>4 Another one is Bernalillo Public Schools.</p> <p>5 I didn't hear anyone from Bernalillo Public Schools.</p> <p>6 And I don't know if anybody is there or they</p> <p>7 supported it, not supporting it.</p> <p>8 And, of course, they're their own</p> <p>9 district. And this will be a competing school, it</p> <p>10 sounds like.</p> <p>11 So those are my questions. But mostly my</p> <p>12 main thing is if our tribal communities are</p> <p>13 supporting this, and if it's being brought to</p> <p>14 council, and who is informing them of what is going</p> <p>15 on, and how are you keeping updates and -- to them?</p> <p>16 Thank you. Those were my questions.</p> <p>17 MS. MELISSA BROWN: Next we have Laura</p> <p>18 DeGrazia. Please remember to spell your last name,</p> <p>19 and I will start the timer for your two minutes.</p> <p>20 FROM THE PUBLIC: Okay. Can you hear me?</p> <p>21 MS. MELISSA BROWN: Yes, we can.</p> <p>22 FROM THE PUBLIC: Okay. My name is Laura</p> <p>23 DeGrazia. D-e-G-r-a-z-i-a.</p> <p>24 I am an IB member. I provide different</p> <p>25 workshops for the IB, MYP, and Diploma Programme.</p>
27	<p>1 tribal councils.</p> <p>2 Are they for it? Against it? Or are they</p> <p>3 waiting to hear from this input? I'm not sure if</p> <p>4 that's been okayed at this -- as happening.</p> <p>5 Also, you did answer the grades that it's</p> <p>6 going to service in Bernalillo Public Schools with</p> <p>7 the PYP it; it's K-5.</p> <p>8 When you do come in, if -- I didn't hear</p> <p>9 anything about licensure and requirement. And I do</p> <p>10 know this is the beginning part of the hearing. But</p> <p>11 I didn't hear anything of licensure requirements.</p> <p>12 I did hear your curriculum. But I didn't</p> <p>13 hear anything. We do have different license --</p> <p>14 like, licensed teacher through NMPED. And also the</p> <p>15 520 certifications for the language and culture</p> <p>16 teachers.</p> <p>17 And I'm just really curious, because</p> <p>18 I'm -- how are you going to incorporate our</p> <p>19 languages? Is it going to be immersion types? Is</p> <p>20 it going to be pull-out? Is it going to be blocks?</p> <p>21 Is it going to be beginners? Intermediate?</p> <p>22 Advanced?</p> <p>23 I know you're not there yet, and you're</p> <p>24 going to plan it with the community is what I kind</p> <p>25 of heard.</p>	29	<p>1 And I've been involved with the IB since the year</p> <p>2 2006.</p> <p>3 I'm also an examiner, and I hold several</p> <p>4 roles in terms of curriculum and professional</p> <p>5 development in general.</p> <p>6 And hearing everything that has been said,</p> <p>7 I could complement that the most important thing</p> <p>8 that the IB provides to this community is the</p> <p>9 ability to incorporate traditional knowledge,</p> <p>10 knowledge, languages, and practice into an</p> <p>11 educational experience, rather than just teaching</p> <p>12 content.</p> <p>13 It fosters a sense of pride and identity</p> <p>14 among students, because the IB doesn't look to kind</p> <p>15 of impose a certain curriculum, but, actually, to</p> <p>16 address the curriculum in a way that it adjusts to</p> <p>17 the local reality.</p> <p>18 Education is seen as interconnected with</p> <p>19 life and community, fostering leadership,</p> <p>20 problem-solving abilities, like previously said. So</p> <p>21 I believe your students' horizons will be helped by</p> <p>22 connecting with their local experiences. You know,</p> <p>23 we have global contexts in different ways in each</p> <p>24 one of the programs, from PYP with the themes, and</p> <p>25 then global context in the MYP and the themes, and</p>

30	<p>1 questions in the Diploma Programme.</p> <p>2 And it trains your students to become</p> <p>3 whatever they want to become in the future. So they</p> <p>4 are not only admitted in local systems, but also</p> <p>5 internationally, because of the recognition that the</p> <p>6 IB has.</p> <p>7 Something that hasn't been mentioned is</p> <p>8 that the IB has been built by teachers, like all of</p> <p>9 us, from around the world trying to give the best</p> <p>10 start of our students. We do it only for our kids,</p> <p>11 always respecting their identity.</p> <p>12 So someone was asking about languages</p> <p>13 and -- you know, and their own culture. And that is</p> <p>14 priority for the IB.</p> <p>15 The curriculum is well set. Actually,</p> <p>16 when there is a language that is specific for each</p> <p>17 school, they address that language as something</p> <p>18 particular for that school.</p> <p>19 So I believe the IB is actually a great</p> <p>20 input for the school you're building, and you can</p> <p>21 contribute significantly to the local community.</p> <p>22 MS. MELISSA BROWN: Thank you. Now we're</p> <p>23 moving to the room. And, first, we have Mia Ortega.</p> <p>24 If you can come up to the podium, please.</p> <p>25 FROM THE FLOOR: Okay. So I wrote a</p>	32	<p>1 helped me become a more rounded -- more well-rounded</p> <p>2 individual. Other than knowing about the IB</p> <p>3 Programme, I also know Ms. Perea.</p> <p>4 Ms. Perea taught me from second to fifth</p> <p>5 grade. I was a student who was struggling in math.</p> <p>6 Ms. Perea spent afternoons with me to help me gain a</p> <p>7 better understanding of math.</p> <p>8 Ms. Perea would also tell me that my</p> <p>9 knowledge was like a stone, and to make it shine, we</p> <p>10 had to polish it. This means that you may not fully</p> <p>11 understand something, but that's okay. You just</p> <p>12 need to give it a little bit more attention and</p> <p>13 practice. Then your work will shine.</p> <p>14 I believe that an IB school for Primary</p> <p>15 Years will be beneficial to the community because</p> <p>16 it'll get your kids excited to learn. The specific</p> <p>17 program ignites the flame of knowledge for your</p> <p>18 child. This makes them want to shoot for beyond the</p> <p>19 stars and never stop trying to learn and grow.</p> <p>20 This program, with the advisement of</p> <p>21 Ms. Perea and others, will teach your children</p> <p>22 important life skills, such as how to be inquirers,</p> <p>23 knowledgeable thinkers, communicators, principals,</p> <p>24 open-minded, caring, risk takers, balanced, and</p> <p>25 reflective. These characteristics will help create</p>
31	<p>1 little speech today.</p> <p>2 My name is Mia Ortega, O-r-t-e-g-a.</p> <p>3 Good afternoon, ladies and gentlemen. I</p> <p>4 would like to start by reading a quote by Eleanor</p> <p>5 Roosevelt.</p> <p>6 "A teacher's influence can never be</p> <p>7 erased."</p> <p>8 This stuck with me while writing the</p> <p>9 speech, because it remained -- it reminded me of the</p> <p>10 foundation that the IB Programme as well as</p> <p>11 Ms. Perea, set for me during my foundational years.</p> <p>12 That quote encompasses the ideals of the IB</p> <p>13 Programme, because this program will influence your</p> <p>14 children to want to learn more and grow.</p> <p>15 Teachers and administrators such as Ana</p> <p>16 Perea will help guide your children into making them</p> <p>17 well-rounded people who will help them aid the</p> <p>18 community.</p> <p>19 Now, you may be thinking. What makes me</p> <p>20 credible? I've been in the IB Programme since</p> <p>21 kindergarten. I have just graduated high school. I</p> <p>22 finished the IB diploma this year.</p> <p>23 I continued it throughout middle school</p> <p>24 and high school.</p> <p>25 Let's see. I helped -- IB has definitely</p>	33	<p>1 an individual who is eager to learn, as well as</p> <p>2 making them interested in their community.</p> <p>3 I would like to end the speech with a</p> <p>4 quote by Ms. Perea herself.</p> <p>5 "I will help you to polish yourself up and</p> <p>6 make you shine."</p> <p>7 Thank you.</p> <p>8 DR. ANA PEREA: She revealed all my</p> <p>9 secrets.</p> <p>10 MS. MELISSA BROWN: Okay. Next we have</p> <p>11 Renee Sorrell, freshly arrived.</p> <p>12 FROM THE FLOOR: Good afternoon, everyone.</p> <p>13 I'm here on behalf of Ana Perea. I am actually a</p> <p>14 parent of a student that has been there.</p> <p>15 MS. MELISSA BROWN: Can you please spell</p> <p>16 your name?</p> <p>17 FROM THE FLOOR: I'm so sorry. My last</p> <p>18 name is spelled S-o-r-r-e-l-l.</p> <p>19 So my daughter has been going to the</p> <p>20 Corrales International since she's been in</p> <p>21 kindergarten. And she is now going to be entering</p> <p>22 into the tenth grade.</p> <p>23 We have gone back and forth with her going</p> <p>24 to a public school. But each time we've addressed</p> <p>25 it, our decision is to go back to the Corrales</p>

<p style="text-align: right;">34</p> <p>1 International for the learning.</p> <p>2 She has excelled in a lot of different</p> <p>3 areas, her strengths being in math and English.</p> <p>4 When she first started at the school, she did not</p> <p>5 like it. When she started the high school years,</p> <p>6 she didn't like it. But as she has grown, with the</p> <p>7 advisement and the direction of Ana, she has now</p> <p>8 chosen a career path that requires a lot of thinking</p> <p>9 and a lot of schooling for it.</p> <p>10 And so I just want to say that with the IB</p> <p>11 Programme, it does teach the kids the community</p> <p>12 values. It does teach them how to think outside of</p> <p>13 the box. It pushes them to go beyond just a basic</p> <p>14 learning skill and be able to just get through the</p> <p>15 motions just to be able to graduate to the next</p> <p>16 level.</p> <p>17 Comparing my child to a regular APS</p> <p>18 school, my daughter is above what the learning level</p> <p>19 is at her age. And so any time she's had any</p> <p>20 problems, you know, she's welcome to ask, and they</p> <p>21 have stepped in, and they have actually, you know,</p> <p>22 helped her.</p> <p>23 Ana is a great person for both, as a</p> <p>24 teacher and as a leader, because she cares about the</p> <p>25 students that she is involved with. She cares about</p>	<p style="text-align: right;">36</p> <p>1 FROM THE FLOOR: Hello, ladies and</p> <p>2 gentlemen. My name is Amberlee Fleisher,</p> <p>3 F-l-e-i-s-h-e-r. And I'm here to support Ms. Perea.</p> <p>4 I graduated from an IB school, Corrales</p> <p>5 International, in fact. And Ms. Perea taught me</p> <p>6 from second grade to fifth grade.</p> <p>7 The benefits of an IB school are keeping</p> <p>8 your child rounded and letting them explore things</p> <p>9 that they wouldn't do in public schools.</p> <p>10 They get interested in the knowledge that</p> <p>11 we are being taught in classes.</p> <p>12 I, for one, I've grown so much in this</p> <p>13 school. And it has helped me reach my community</p> <p>14 service goals. It has helped me want to learn about</p> <p>15 ways I can help everyone around the world and who</p> <p>16 are with me.</p> <p>17 So I just -- IB is just an amazing</p> <p>18 program. And I truly believe Ms. Perea would be</p> <p>19 amazing in creating this school and making it come</p> <p>20 to life.</p> <p>21 She has taught me to be respectful, to be</p> <p>22 a kind person, and to always reach for the stars and</p> <p>23 to never be afraid to learn. And she has truly been</p> <p>24 like my second mother. She is so caring. And I</p> <p>25 know that she's going to care for each and every</p>
<p style="text-align: right;">35</p> <p>1 the parents that she is involved with. And so the</p> <p>2 Multilingual, I was hoping, but open, that we would</p> <p>3 move over there with her, just because of the</p> <p>4 teachings that she gives to her teachers and to the</p> <p>5 families that enter the school.</p> <p>6 And as far as Mia is concerned -- Mia's</p> <p>7 comments about the IB Programmes and what the</p> <p>8 students will learn is spot on. And so my daughter</p> <p>9 is a well-rounded child who can go into public</p> <p>10 speaking and not be nervous about it, who can, you</p> <p>11 know, speak to an adult with conversation and not</p> <p>12 feel like she doesn't understand what's going on.</p> <p>13 But if she doesn't, she has the strength</p> <p>14 and the ability to ask the question and to be able</p> <p>15 to say, "Can you teach me what it is that you're</p> <p>16 asking of me?"</p> <p>17 Or, "What is it that you want from me?"</p> <p>18 So on behalf of Ana, I am for The</p> <p>19 Multilingual School. If it does not open this year,</p> <p>20 my sister, who's -- my niece also goes to the same</p> <p>21 school, and she does feel the same way as well.</p> <p>22 So thank you.</p> <p>23 MS. MELISSA BROWN: Next we have Sharon</p> <p>24 Sandoval. Going once, going twice.</p> <p>25 Amberlee Fleisher.</p>	<p style="text-align: right;">37</p> <p>1 person's child and be interested in how they are</p> <p>2 learning and making sure they're reaching their own</p> <p>3 goals no matter what they are.</p> <p>4 So thank you. I'm -- that's it.</p> <p>5 MS. MELISSA BROWN: Okay. Next Diane</p> <p>6 Kappus.</p> <p>7 FROM THE FLOOR: Hi. Good afternoon. My</p> <p>8 name is Diane Kappus. It's K-a-p-p-u-s.</p> <p>9 The ladies have brought me on to help in</p> <p>10 the real estate side. I wanted to let you all know</p> <p>11 they've been extremely proactive on that side. Even</p> <p>12 though, obviously, funding hasn't come, it's not in</p> <p>13 place yet, they've been very proactive.</p> <p>14 We've met with the Santa Ana Star Casino</p> <p>15 to talk about leasing and purchasing. I have spoken</p> <p>16 with the Town of Bernalillo. So pretty much</p> <p>17 everything that we've -- we could do up until that</p> <p>18 point, we've done.</p> <p>19 And I have no doubt that once their</p> <p>20 funding is in place and approved, we will hit the</p> <p>21 ground running in finding the school, their future</p> <p>22 perfect location, whether that's a purchase or a</p> <p>23 lease. But excited, and I'm here to show my support</p> <p>24 and answer any questions you may have regarding the</p> <p>25 real estate.</p>

<p style="text-align: right;">38</p> <p>1 Thank you.</p> <p>2 MS. MELISSA BROWN: Sam Landee-Thompson.</p> <p>3 FROM THE FLOOR: Good afternoon. My name</p> <p>4 is Sam Landee-Thompson. L-a-n-d-e-e hyphen</p> <p>5 T-h-o-m-p-s-o-n.</p> <p>6 I'm a retired research scientist. I'm not</p> <p>7 an educator. I am a mother and a grandmother,</p> <p>8 however. And I was unfamiliar with the IB approach</p> <p>9 until Ana Perea taught me about it. And I am very</p> <p>10 much in support of this school.</p> <p>11 I wish it had been around when my daughter</p> <p>12 was going to school. I think she would have</p> <p>13 absolutely loved it.</p> <p>14 But, anyway, I think it is important for</p> <p>15 our kids to learn to appreciate and to accept the</p> <p>16 various cultures around the world, various</p> <p>17 languages. They need to appreciate this to become a</p> <p>18 real citizen of the world. And that's what we need</p> <p>19 far more of at this point in time.</p> <p>20 Thank you.</p> <p>21 MS. MELISSA BROWN: Next I'm going to</p> <p>22 bring up the first person who's asked for</p> <p>23 translation services. Claudia Zamudio. And I want</p> <p>24 to let everybody know that I'm going to pause the</p> <p>25 timer -- I'm going to have the timer going when</p>	<p style="text-align: right;">40</p> <p>1 for students to actually develop and construct --</p> <p>2 I'm so sorry -- develop on the learning and the</p> <p>3 topics that the curriculum offers.</p> <p>4 The contents of the curriculum go hand in</p> <p>5 hand with the New Mexico education standards.</p> <p>6 To summarize to the best of my ability, by</p> <p>7 merging the international outlook together with</p> <p>8 New Mexico standards and particular learning needs</p> <p>9 from each student, it really gives the student the</p> <p>10 ability to expand on their learning, as well as the</p> <p>11 cultural and language background, in this way giving</p> <p>12 the student a very well-rounded learning experience.</p> <p>13 And it's, in the same way, such an honor</p> <p>14 to me to teach students in my native language, which</p> <p>15 is Spanish. The program is so rich that will</p> <p>16 encompass all the topics, and brings it down to a</p> <p>17 core topic in which the teacher expands upon.</p> <p>18 I would like to provide a specific example</p> <p>19 about that.</p> <p>20 I've been working for six years in an IB</p> <p>21 school. When we touch on our first</p> <p>22 interdisciplinary topic -- subject -- sorry -- which</p> <p>23 is called "Who We Are," we get to see how tradition</p> <p>24 really emerges from culture. We dissect each topic.</p> <p>25 And it touches into literacy, storytellers. Yes, it</p>
<p style="text-align: right;">39</p> <p>1 she's speaking, pause it, let the translator</p> <p>2 translate. And then speak again, I will start it</p> <p>3 again.</p> <p>4 FROM THE FLOOR: Good afternoon, everyone.</p> <p>5 Can you all hear me?</p> <p>6 My name is Claudia Zamudio. That is</p> <p>7 C-l-a-u-d-i-a Z-a-m-u-d-i-o.</p> <p>8 THE INTERPRETER: For the record, my name</p> <p>9 is Ali Marquez. That is A-l-i M-a-r-q-u-e-z.</p> <p>10 FROM THE FLOOR: I've been an educator</p> <p>11 going into 30 years now. Working with the IB</p> <p>12 curriculum has been one of the most gratifying and</p> <p>13 impressive experiences through my teaching career.</p> <p>14 I've been -- I've had the chance to</p> <p>15 compare the quality of this curriculum back to what</p> <p>16 I used to teach back home in Mexico, as well as</p> <p>17 curriculums that I got the chance to work with in</p> <p>18 Japan.</p> <p>19 THE INTERPRETER: And -- I'm so sorry. Go</p> <p>20 ahead.</p> <p>21 FROM THE FLOOR: During the time I lived</p> <p>22 in Japan, I actually partic-- -- was part of an</p> <p>23 investigation, a scientific investigation, in the</p> <p>24 field of education. And some of the strengths I</p> <p>25 found in this curriculum specifically is the ability</p>	<p style="text-align: right;">41</p> <p>1 touches into storytellers. We see science. We</p> <p>2 break down each topic in a way that it touches</p> <p>3 several domains. And these kids plays to expanding</p> <p>4 on the topic by each student (verbatim).</p> <p>5 There are students from all over, from</p> <p>6 Spain, India, Germany, and, of course, New Mexico.</p> <p>7 And through this environment, which is very</p> <p>8 enriching to the students, because each one is</p> <p>9 bringing in their own culture, we are able to</p> <p>10 address the topic of -- that pertains to us at every</p> <p>11 moment.</p> <p>12 I could keep going on talking about all</p> <p>13 the benefits and the good about this program. But I</p> <p>14 have to go. And I am in full support. Thank you.</p> <p>15 MS. MELISSA BROWN: Okay. Okay. Calling</p> <p>16 up the second person who's asked for the translator,</p> <p>17 I believe it's Mary Ann Cortez.</p> <p>18 FROM THE FLOOR: My name is Marina Cortez,</p> <p>19 C-o-r-t-e-z. And why do we want an IB school? A</p> <p>20 particular curriculum of this type of school not</p> <p>21 only focuses on academics; we focus on really</p> <p>22 developing the skills of the students and strengths</p> <p>23 of them, help them with their communication skills,</p> <p>24 build on their inquiry skills, become curious and</p> <p>25 open-minded, and being welcoming of different</p>

<p style="text-align: right;">42</p> <p>1 cultural backgrounds from all over the world, so in 2 that way, we can create a better world, a peaceful 3 world, being respectful human beings -- I'm sorry -- 4 living things, and respect the spaces for other 5 living things.</p> <p>6 We have to share the world. And in that 7 part, we use the path. We use reading; we use 8 comprehension; we use everything in one unit. We 9 incorporate all the -- all the standards that we 10 have to cover in that unit, in that time. But we 11 are using -- we are teaching our students. We teach 12 our students how -- how to learn.</p> <p>13 As a teacher, I'm a guide so they can get 14 to a place through questions, inquiring, to a final 15 result as a collective.</p> <p>16 It's in this way how -- how each student 17 achieves their growth. And they learn to learn 18 along with their teachers. Teacher and students 19 learn together.</p> <p>20 This curriculum takes into consideration 21 the context -- the universal context. Each and 22 every school and each and every student, if we could 23 learn through curiosity, a curious mind, we would 24 benefit from sharing each other's knowledge to 25 create a better world.</p>	<p style="text-align: right;">44</p> <p>1 year at CIS, we do something called International 2 Day, which is where everyone participates in 3 celebrating our country's culture.</p> <p>4 My mom is Claudia Zamudio. She was up 5 here. She's a first-grade teacher. She 6 (incomprehensible). And I really enjoyed helping 7 her set up her boards and everything.</p> <p>8 I did MYP for two years. And I -- the 9 International Programme for MYP, it's a lot 10 different than PYP. For seventh grade, we -- we 11 were really just -- we were -- we were, like, 12 learning about different cities. We did, like, a 13 vacation project. And we were all -- it was, like, 14 planning a vacation with a certain amount of money.</p> <p>15 But for eighth grade, we actually learned 16 a few English songs, and we performed them for the 17 whole school and a bunch of families.</p> <p>18 But, really, all I have to say about IB 19 learning is it's incredible. I mean, they really 20 taught me how to learn. Not only that, but I 21 know -- I know how to take notes. I know how to 22 study. I know how to do research. It's really -- 23 it's amazing.</p> <p>24 But, yeah, that's all I have to say. 25 MS. MELISSA BROWN: Okay. Next is Mandi</p>
<p style="text-align: right;">43</p> <p>1 Thank you.</p> <p>2 MS. MELISSA BROWN: Okay. Our next 3 speaker is Michael Laranaga. I apologize. I 4 butcher everybody's names. Be sure to spell your 5 name, please.</p> <p>6 FROM THE FLOOR: Good afternoon, everyone. 7 My name is Michael Larranaga. L-a-r-r-a-n-a-g-a. 8 My experience with CIS has been amazing. 9 Ms. Perea, she was my teacher in fourth grade. But 10 now in that year, she's also been guiding me through 11 my whole time.</p> <p>12 I went through all of PIP -- PYP. And I'm 13 going to high school this year. My teachers at CIS 14 have taught me so much. And I'm also bilingual. I 15 learned Spanish at CIS.</p> <p>16 I was really excited to be here today 17 supporting Ms. Perea. IB schools are, personally, 18 like, the best school you could go to, honestly. 19 Like, I wouldn't -- I wouldn't be bilingual if I 20 didn't go to an IB school. I wouldn't be so 21 culturally intelligent.</p> <p>22 Not only that, but IB has taught me 23 morals. I've learned so much about many different 24 cultures.</p> <p>25 At the end, close to the end of the school</p>	<p style="text-align: right;">45</p> <p>1 Torrez.</p> <p>2 FROM THE FLOOR: Good afternoon, Chair and 3 Commissioners. My name is Mandi Torrez. That's 4 Mandi with an "i"; Torrez, T-o-r-r-e-z.</p> <p>5 I'm a former Bernalillo Public Schools 6 elementary teacher for near ten years, and the 2020 7 New Mexico Teacher of the Year.</p> <p>8 I'm not here in my professional capacity 9 as a education policy advocate, but I'm here as a 10 parent, a Sandoval County resident, and as a citizen 11 concerned about the quality of instruction that our 12 students are receiving, especially our most 13 vulnerable students.</p> <p>14 I want to make a couple of points today. 15 And, first, I want to tell you about my oldest 16 daughter, Ava.</p> <p>17 She's going into fifth grade and has 18 already said to me that she doesn't see the point of 19 school. She says it's boring. While she is 20 learning and excelling and has been lucky to have 21 quality teachers, I don't believe that she is being 22 challenged, nor empowered to see and reach her 23 fullest potential.</p> <p>24 She is also deeply disappointed that she 25 doesn't get the opportunity to learn Spanish in</p>

<p style="text-align: right;">46</p> <p>1 elementary school, as Ms. Perea's student just 2 talked about.</p> <p>3 Too many of our students of color are not 4 challenged. As you well know, the research shows 5 students of color are especially not exposed to 6 grade-level content, much less content that pushes 7 their limits or incorporates their language and 8 culture.</p> <p>9 An IB school in Bernalillo could change 10 that for so many students, when the Martinez-Yazzie 11 lawsuit deemed to be receiving a less than adequate 12 public education. And they could get that education 13 locally, without busy parents struggling to make 14 scheduling and transportation work.</p> <p>15 The second point I want to make is about 16 Ana. She's very persistent. The first time I met 17 her -- you know, you hear a lot of leaders talk 18 about, "Oh, I'm doing this at my school," and, "I'm 19 doing all of these great things."</p> <p>20 The first thing I talked to Ana, it was 21 all about the kids. She talked about it being her 22 dream. She was all about the kids. "This is what 23 they need," and, "This is what they deserve."</p> <p>24 And that's why I wanted to support her 25 effort going forward with this school.</p>	<p style="text-align: right;">48</p> <p>1 When she asked me to speak today, I 2 thought to myself, I need to go through and see how 3 special ed and IB work together. Then I thought to 4 myself, I don't need to do that, because IB is set 5 up to support students of diverse learners -- 6 students that are diverse learners, and IB really 7 lends itself to that concept.</p> <p>8 You know, each year, schools are asked to 9 support students with learning, physical, sensory, 10 emotional disabilities. And IB, through the IB 11 curriculum, that support is embedded in -- in the 12 curriculum.</p> <p>13 You know, speaking from the special ed 14 perspective and working with students that have 15 various disabilities, I can tell you that IB has 16 been set up to foster and to encourage and celebrate 17 those diversities that our students have.</p> <p>18 Let's see. You know, when I think of IB, 19 I have realized that it's not just a way of 20 teaching, but it's really a way of life. And 21 through IB, I've seen that our students and my own 22 children, who attend an IB school, have become 23 global learners. They're more caring, they're more 24 understanding of others, and they have the desire to 25 want to know about others. And they have an</p>
<p style="text-align: right;">47</p> <p>1 And I know this team at the table here 2 will do everything they can to help our local 3 students succeed, much like how Superintendent 4 Montañó has approached his work with BPS. I want to 5 give Superintendent Montañó credit.</p> <p>6 And together, I think that The 7 Multilingual International School and Bernalillo 8 Public Schools and our tribal communities have the 9 opportunity to partner in innovation, to raise the 10 quality of instruction and fulfill the idea of 11 collaboration, for which charter schools were first 12 intended. It is only through communities coming 13 together with new ideas and strong partnerships that 14 we will be able to change the course of education.</p> <p>15 And I believe an IB program will raise the 16 quality of education for the Bernalillo and 17 surrounding communities.</p> <p>18 Thank you.</p> <p>19 MS. MELISSA BROWN: Next we have Marisa 20 Lopez.</p> <p>21 FROM THE FLOOR: Good afternoon. My name 22 is Marisa Lopez, L-o-p-e-z.</p> <p>23 I've been working with Dr. Perea for the 24 past ten years as a special education educator, and 25 worked under her support and guidance.</p>	<p style="text-align: right;">49</p> <p>1 acceptance that I don't see in other students. 2 And so I fully support this TMIS. Thank 3 you.</p> <p>4 MS. MELISSA BROWN: Next we have Fabiola 5 Pacheco.</p> <p>6 FROM THE FLOOR: Good afternoon. My name 7 is Fabiola Pacheco. F-a-b-i-o-l-a P-a-c-h-e-c-o.</p> <p>8 I have been a member of the dual language 9 community for the past 20-plus years. I have served 10 the bilingual education community in many 11 capacities.</p> <p>12 I'm the parent of two students who 13 graduated with a bilingual seal. I'm a dual 14 language teacher and instructional coach at the 15 elementary level, and now serve as a bilingual 16 coordinator at the high-school level.</p> <p>17 Through all my years in the field of 18 bilingual education, I have witnessed firsthand how 19 English Learners who enter our public system and are 20 given the opportunity to participate in a bilingual 21 multicultural education program, BMEP, have a much 22 higher chance of exiting EL services faster than 23 those who do not receive EL and bilingual services.</p> <p>24 What I have witnessed is direct proof of 25 all the research that exists in the field. However,</p>

50	<p>1 despite the abundance of research, we cannot deny</p> <p>2 the fact that the most important thing we need in</p> <p>3 order to make these programs succeed is advocacy.</p> <p>4 Multicultural education is challenging,</p> <p>5 yes, because it requires a group of highly qualified</p> <p>6 teachers, administrators, state leaders, and</p> <p>7 supportive parents. However, there is no doubt</p> <p>8 that, with time, positive results will prove that it</p> <p>9 is an investment.</p> <p>10 Multicultural and multilingual programs</p> <p>11 should not be a privilege. They should be a right.</p> <p>12 As proven with the Yazzie-Martinez lawsuit, we have</p> <p>13 seen that without proper services to our</p> <p>14 historically marginalized communities, we are</p> <p>15 allowing the inequity to continue. This is a reason</p> <p>16 we need to expand multicultural programs throughout</p> <p>17 our state.</p> <p>18 To conclude, I would like to share with</p> <p>19 you a bit of data that I have gathered from my own</p> <p>20 bilingual high school seniors from this year,</p> <p>21 because it speaks of the positive results of having</p> <p>22 bilingual programs in the early years, since they</p> <p>23 set a solid foundation and close the achievement gap</p> <p>24 once they reach the secondary school years.</p> <p>25 Out of my 64 recipients of the New Mexico</p>	52	<p>1 an IB school. So I was second --</p> <p>2 MS. MELISSA BROWN: Please spell your</p> <p>3 name.</p> <p>4 FROM THE FLOOR: Oh. Thank you. Yes.</p> <p>5 Lisa Meyer, M-e-y-e-r.</p> <p>6 And my own two children attended an IB</p> <p>7 school, and I have seen the power of what has been</p> <p>8 described by the students and the parents and</p> <p>9 teachers of that holistic education that really does</p> <p>10 prepare students for the future, and for being</p> <p>11 thoughtful, informed citizens, who really can take</p> <p>12 action in the whole inquiry piece that is being</p> <p>13 talked about, the power of that for their futures.</p> <p>14 Another piece I think with the IB, is it</p> <p>15 is often realistically given access to to privileged</p> <p>16 students and families. And it's exciting to see the</p> <p>17 identification, with looking at Bernalillo and the</p> <p>18 surrounding communities, and how do we provide</p> <p>19 another option for parents and families to look at</p> <p>20 with that type of curriculum.</p> <p>21 Connected with that, I do work with a</p> <p>22 local education nonprofit that provides supports for</p> <p>23 schools in meeting the needs of multilingual</p> <p>24 learners. And when we look at the IB curriculum and</p> <p>25 that it is built around a community context, and</p>
51	<p>1 State Seal of Bilingualism and Biliterycy,</p> <p>2 67 percent of them received either dual language or</p> <p>3 heritage program language education either in</p> <p>4 elementary or middle school. All of these students,</p> <p>5 with the exception of three, exited ELD status</p> <p>6 before reaching high school, which rarely happens if</p> <p>7 ELs are not given high-quality ELD services.</p> <p>8 In addition, something equally important</p> <p>9 that I would like to emphasize is that 55 percent of</p> <p>10 these bilingual high school seniors graduated with a</p> <p>11 GPA of 3.5 or above. If this data doesn't speak to</p> <p>12 how important these programs are to our state where</p> <p>13 a huge variety of languages are spoken, I don't know</p> <p>14 what else could.</p> <p>15 I urge you to support this multicultural</p> <p>16 IB school, as it offers students a unique</p> <p>17 opportunity, equitable opportunity, to represent us</p> <p>18 at the national and global level.</p> <p>19 Thank you very much.</p> <p>20 MS. MELISSA BROWN: Finally, we have Lisa</p> <p>21 Meyer.</p> <p>22 FROM THE FLOOR: Good afternoon. I am</p> <p>23 here as a parent and as a community member and</p> <p>24 educator.</p> <p>25 First of all, my own two children attended</p>	53	<p>1 building that viewpoint here that's really looking</p> <p>2 at linguistic assets of our students, the cultural</p> <p>3 assets of our students, and that being built into</p> <p>4 the foundation of the curriculum, and students</p> <p>5 experiencing that all the way through the grades is</p> <p>6 powerful and could make a huge difference for those</p> <p>7 students and for those families.</p> <p>8 One piece I wanted to add connected with</p> <p>9 the charter is looking at the IB framework. It is</p> <p>10 powerful in the unit development that happens. And</p> <p>11 then our organization and our trainer team has had</p> <p>12 an opportunity to support multiple schools that have</p> <p>13 the IB framework in place that are also looking at</p> <p>14 the needs of multilingual learners and how do we</p> <p>15 provide the supports for all students to have access</p> <p>16 to the language, to the content, so they really can</p> <p>17 get to those inquiry pieces.</p> <p>18 And I think it's exciting to see that the</p> <p>19 school is already considering that and looking at</p> <p>20 that closely early on, because that does not always</p> <p>21 happen, but it really is key for the school to be</p> <p>22 successful and to reach the high academic goals that</p> <p>23 they have.</p> <p>24 So, with that, I am here just to support</p> <p>25 the school and to thank you for your time.</p>

<p style="text-align: right;">54</p> <p>1 MS. MELISSA BROWN: That concludes public 2 comment.</p> <p>3 THE CHAIR: Thank you. We're going to 4 take a ten-minute break before we go into PEC 5 questions.</p> <p>6 (Recess taken, 3:19 p.m. to 3:32 p.m.)</p> <p>7 COMMISSIONER BURT: Hi. Thank you. All 8 right. So, first of all, I just want to say -- 9 actually, I think we're three for three in women 10 leaders proposing schools so far, which, once 11 again -- yeah. So once again, I always -- as a 12 female-dominated industry in education, we tend to 13 have male leaders in education overwhelmingly. So 14 always very happy to see women rising into these 15 leadership opportunities in education.</p> <p>16 And also to have people really being 17 thoughtful and considerate of where they're wanting 18 to put a charter school, which I do believe that 19 this area is definitely in need of incredible great 20 schools. And the idea of a multilingual IB program 21 also just feels like it fits really well in the 22 community as well, as, once again, something that's 23 not easily accessible from anywhere north of I-25.</p> <p>24 And so I'm -- I think this is a great 25 idea. My questions are going to be about</p>	<p style="text-align: right;">56</p> <p>1 matter what we do, no matter how many activities we 2 have. They don't feel welcome; they don't learn.</p> <p>3 So the welcoming part. And that is going 4 to be like going from a simple, "How are you doing?" 5 "Show it to me." "How are you doing?"</p> <p>6 It can be, especially if we are talking 7 about with students who speak another language, that 8 the language that we are going to -- the common 9 language -- in this case, it will be English -- the 10 common language, and then the target language, 11 whatever that is going to be at the time, and just 12 to let them know, to greet them. So -- "You are 13 welcome. This is your classroom."</p> <p>14 Then, after that, something so simple, 15 like I will call essential agreement. "What is our 16 essential agreement?"</p> <p>17 And it's part of the framework curriculum 18 we are talking about. We are here to learn. How we 19 are going to learn it? How do you see learning? 20 How do you hear learning? It's a concept. It's 21 even hard for the adults to express how do they see 22 something or how they hear something.</p> <p>23 So it's the first thing that they do 24 besides anything else, the welcoming, the essential 25 agreement.</p>
<p style="text-align: right;">55</p> <p>1 specificity, because I do think that's one thing 2 that I felt very lacking in what I was reading is 3 the specifics.</p> <p>4 So I'll start with, just in general, what 5 a day -- you know, your -- you have kinders. What 6 does a day look like as a kindergarten student at 7 this school?</p> <p>8 And if you can be specific as just a 9 general -- a general education student, and then 10 maybe -- I read that you're doing full inclusion on 11 everything? So maybe what that might look like for 12 a general education student, a special education 13 student, and then also an English Learner.</p> <p>14 DR. ANA PEREA: Okay. I need to take all 15 the notes.</p> <p>16 COMMISSIONER BURT: That's no problem. 17 Yeah, I don't mind.</p> <p>18 DR. ANA PEREA: Well, a typical day, as a 19 general education, it will be a kindergarten 20 welcoming.</p> <p>21 And before anything else is this greeting 22 into the classroom. They welcome into the 23 classroom. I always say -- and I notice in my 24 personal experience with my daughter, is if they 25 don't feel welcome, they don't learn, period, no</p>	<p style="text-align: right;">57</p> <p>1 We need to identify who are the students 2 that we have, which some of them are language 3 learners, some of them are speaking English as a 4 first language, or Spanish, or Pueblo. But it's a 5 typical day, the welcoming, the essential agreement.</p> <p>6 And we start the inquiry with simple 7 questions. What do we want to learn? Why do we 8 want to learn? Where we are going with this 9 process?</p> <p>10 And that's when the inquiry starts. A 11 kindergarten child, by nature, is curious. And that 12 is our inquiry. Everything that is around us is 13 going to be for the inquiry. And from there, we 14 develop. I don't know if you -- if I answered your 15 question.</p> <p>16 And when we talk about inclusion, we are 17 talking about all the students. There will be 18 students that will probably need to be pulled out 19 for different reasons. And we will see it at the 20 time.</p> <p>21 But it is so vital -- I cannot stress 22 enough how important it is that the kids be in the 23 classroom learning with the teacher and 24 collaborating with the rest of the students. That 25 is even going to classroom management, because the</p>

<p style="text-align: right;">58</p> <p>1 kids learn together. They collaborate, and they 2 learn from other ones, too.</p> <p>3 COMMISSIONER BURT: Okay. And what does 4 the language acquisition look like in a day? Is 5 it -- are classes taught in Spanish? Are they 6 taught in English? Are they taught 50/50? Is there 7 a scaling part to it? What does the multilingual 8 part of it look like?</p> <p>9 DR. ANA PEREA: Okay. We are going to 10 start it with the 50/50 is what we are thinking of 11 it, right? But it depends -- we don't know the 12 students we are going to have. We have to check 13 that.</p> <p>14 But part of the 50/50, it depends. 15 Because the whole -- the whole transdisciplinary 16 theme of the whole topic of the whole unit, if you 17 want to call it like that, it will depend what we 18 have there. And we are going to scaffold according 19 to what we have. We definitely have to make an 20 assessment of the students that we have when we have 21 them.</p> <p>22 COMMISSIONER BURT: So what is kind of 23 your elevator pitch to families? When I have -- 24 when I talk with people who want their students to 25 be in a bilingual multilingual school, they're kind</p>	<p style="text-align: right;">60</p> <p>1 program, definitely. And we are going to see the 2 basis. It can be any of the subjects. It depends 3 the subject.</p> <p>4 It can -- this is what is difficult to 5 respond, because it depends of the population that 6 we have.</p> <p>7 But we are going to do it at 50/50, and we 8 can do it in mathematics, or we can do it in 9 language arts. And, remember, because the 10 curriculum framework is cohesive, so it's going to 11 embedded over there.</p> <p>12 So how it's going to be it? We are going 13 to have the people who are bilingual, biliterate, of 14 course, by myself. I'm even having a hard time 15 right now, what exactly she's asking me for.</p> <p>16 We are going to do a 50/50. Could be any 17 of the subjects. That's why we are also going to 18 have guided language accusation designed to ensure 19 that all our students is going to receive the 20 academia that they need, if it's what I'm answering.</p> <p>21 COMMISSIONER BURT: That's going to be 22 specific to Spanish? Because then I'm going to also 23 ask for what does that look like for -- because I 24 know the pueblos around this area have Keres, Tewa, 25 Tiwa, Towa.</p>
<p style="text-align: right;">59</p> <p>1 of looking for specifics, not, "We're kind of 2 thinking we might do..." -- you know, like, I -- 3 what would you tell a family who is 4 English-speaking, and they want their student to be 5 in -- to be bilingual through attending their 6 school, like, they want them to learn another 7 language, what would you tell to an English-speaking 8 family?</p> <p>9 DR. ANA PEREA: I would say come to us, 10 because it doesn't matter if they only speak English 11 at home. They are going to learn with us. Validate 12 the language. The community is very important. The 13 families are very important. They are coming to our 14 school, and we are going to collaborate.</p> <p>15 They don't have to be present every day. 16 Families work. They have many things to do. But 17 the validation of the language is very important. 18 And when they come, we are going to teach them.</p> <p>19 COMMISSIONER BURT: So how? What's the 20 specific? Like, if -- to tell a fam- -- like, that 21 they're going to and how?</p> <p>22 DR. ANA PEREA: What do you mean? 23 (Spanish spoken.) 24 Or what of the language is used. 25 Well, we are going to do the 50/50</p>	<p style="text-align: right;">61</p> <p>1 DR. ANA PEREA: Absolutely. That's an 2 excellent question. Thank you for asking me that, 3 because that is what we've been talking about it. 4 It's absolutely imperative that the community comes 5 and give us a guidance about what is the curriculum, 6 the pedagogical approach that is relevant for the 7 students.</p> <p>8 I am native from Central America. And you 9 can see me. And it's different than the Native 10 American pueblos here.</p> <p>11 So we need to receive the guidance from 12 them about the curriculum and what is the 13 pedagogical approach that is relevant for the 14 students. Absolutely.</p> <p>15 And we are working on it. We have contact 16 people from the education departments. Yes, we have 17 done it.</p> <p>18 COMMISSIONER BURT: Perfect. A lead-in. 19 Could you talk a little bit more about that, about 20 the work that you've done with those communities or 21 with people -- like, what have you heard already?</p> <p>22 DR. ANA PEREA: We are having 23 conversations right now. I have done it in -- let 24 me see if she's here. I haven't seen her. 25 Melanie? She's not here. Okay. She's</p>

<p style="text-align: right;">62</p> <p>1 not here. I'm sure it's for a reason.</p> <p>2 We have been talking to them about it, the</p> <p>3 director of the Department of Education of Santa Ana</p> <p>4 and San Felipe. We have approached them. And,</p> <p>5 well, we have some community members here that they</p> <p>6 came to hear about our school. We are in the</p> <p>7 initial conversations.</p> <p>8 But this is taking time. And it should be</p> <p>9 in that way, too, because many of those languages</p> <p>10 are not written.</p> <p>11 So we have -- we are waiting for them. We</p> <p>12 have approached them. I had a conversation with</p> <p>13 them.</p> <p>14 COMMISSIONER BURT: Have you had any</p> <p>15 community meetings in those areas?</p> <p>16 DR. ANA PEREA: No, it's our next step.</p> <p>17 It's why I've been exchanging e-mails with them.</p> <p>18 COMMISSIONER BURT: And what do you</p> <p>19 have -- so I know one of the other challenges, when</p> <p>20 it comes to multilingual anything is the teachers.</p> <p>21 What is your plan -- it sounds like you're pretty</p> <p>22 well connected with maybe Spanish bilingual</p> <p>23 teachers.</p> <p>24 DR. ANA PEREA: It's in my nature.</p> <p>25 COMMISSIONER BURT: It's in your nature.</p>	<p style="text-align: right;">64</p> <p>1 look at.</p> <p>2 Another example is they talked about how</p> <p>3 they've been working on -- they don't have a set</p> <p>4 curriculum, but they've started to work on one, and</p> <p>5 they would like to work partnering on making that</p> <p>6 more formal. So they're already giving us ideas on</p> <p>7 ways that they're working on some of these ideas.</p> <p>8 They just need a little bit of work partnering with</p> <p>9 someone.</p> <p>10 So these are ideas that we are beginning</p> <p>11 to talk with, and we want to develop the partnering</p> <p>12 with the pueblos. So we just need to make those</p> <p>13 more formalized. But it is things that we're</p> <p>14 working on.</p> <p>15 COMMISSIONER BURT: Okay. One of the</p> <p>16 things I really like about the idea of this school,</p> <p>17 probably the most, is I think oftentimes when we</p> <p>18 think of bilingual education, it's an "or"</p> <p>19 statement; right? Like, students can be in</p> <p>20 bilingual education or AP or IB; right? So, like,</p> <p>21 having both combined, once again just reinforces</p> <p>22 that idea of, like, students need access to rigor,</p> <p>23 and they need access to high quality education, to</p> <p>24 opportunity. And it can be "both/and," not "or."</p> <p>25 And so I -- I truly think that, like, the</p>
<p style="text-align: right;">63</p> <p>1 But also in your career; right? That's been what</p> <p>2 your career has been in.</p> <p>3 But what is your plan for not just Spanish</p> <p>4 bilingual teachers, but Keres, Tewa, Tiwa, Towa</p> <p>5 teachers at your school?</p> <p>6 DR. ANA PEREA: Well, again, we're still</p> <p>7 in the beginning of the conversations, and it's</p> <p>8 something that we have to talk about it, because we</p> <p>9 need them. We need them, and it's not a choice at</p> <p>10 this point. Sorry.</p> <p>11 DR. BRENDA ARELLANO: If I could also add.</p> <p>12 In some of our early conversations with, like, some</p> <p>13 of the education directors in some of the pueblos,</p> <p>14 they've been giving us some really good information</p> <p>15 about, like, some of the language models that are</p> <p>16 already happening within the tribes and the pueblos,</p> <p>17 and even directing us in some of the language models</p> <p>18 that we could be modeling after they've been</p> <p>19 directing us.</p> <p>20 Like, one example is they directed us to</p> <p>21 one of the Keres models that's already happening in</p> <p>22 one of pueblos. They said that might be a good</p> <p>23 language model we could look at and possibly adopt.</p> <p>24 So they're already helping us to think</p> <p>25 through, like, these are possible models we might</p>	<p style="text-align: right;">65</p> <p>1 combination is really special.</p> <p>2 I've noticed in your application that you</p> <p>3 put that you wouldn't be able to provide</p> <p>4 transportation. Can you talk through that decision</p> <p>5 a little bit more, because I do -- we're -- that's</p> <p>6 something that I'm very concerned by.</p> <p>7 DR. ANA PEREA: Me, too. We have -- I</p> <p>8 have contacted two -- what it calls? -- contractors</p> <p>9 now, and we are in conversations with them. So it</p> <p>10 will happen.</p> <p>11 Also it is in my understanding that it's a</p> <p>12 possibility that one of the pueblos, who has</p> <p>13 purchased their own buses, to ship the students to</p> <p>14 all the schools at our Bernalillo Public Schools.</p> <p>15 We had that conversation, too.</p> <p>16 So, yeah. But it is in our mind. Believe</p> <p>17 me.</p> <p>18 COMMISSIONER BURT: Okay. So right now in</p> <p>19 the application, you put "No," because that's where</p> <p>20 you're at. But you are -- the goal is to figure out</p> <p>21 some way to do transportation.</p> <p>22 DR. ANA PEREA: Absolutely.</p> <p>23 COMMISSIONER BURT: Year one? Or is it</p> <p>24 we'll start year one and figure it out later?</p> <p>25 DR. ANA PEREA: Year one. It's a priority</p>

<p style="text-align: right;">66</p> <p>1 for us. That's why I've been approaching some 2 contractors; private contractors, too.</p> <p>3 COMMISSIONER BURT: And I know with the 4 geographic area of who would -- who I would love to 5 come to your school. I imagine it being more 6 challenging than, like, a metro-area charter.</p> <p>7 But I think that's actually why it's more 8 important is, because it's so geographically wide, 9 it would be hard for parents.</p> <p>10 DR. ANA PEREA: It is vital in our plans. 11 Believe me. We are.</p> <p>12 MS. MAYRA VALTIERREZ: Yeah. I think just 13 to add, I think there are a couple of transportation 14 providers in the area. And they know all of the 15 routes. But I had advised Ana to hold off, because 16 you have to go through an RFP process and all of 17 that before really solid conversations happen.</p> <p>18 COMMISSIONER BURT: Okay. Then I think my 19 last question that I'll ask, and then I'll let the 20 rest of you go, is I am -- I am wondering what 21 the -- so I know that in the application, you put 22 kind of your steps towards getting to where you have 23 high school actually attending there. And that 24 probably won't be until year four or five, where 25 you would actually have high-schoolers.</p>	<p style="text-align: right;">68</p> <p>1 the accreditations. As a matter of fact, in my 2 understanding, to graduate here in New Mexico is 3 24 credits. We are approaching 27.</p> <p>4 COMMISSIONER BURT: All right. That's 5 all. Thank you.</p> <p>6 THE CHAIR: So I'm going to build a little 7 bit on what Commissioner Burt just asked, because 8 this is a five-year contract that you sign if you're 9 approved. And it's contract negotiations for us to 10 be able to show, through the five years, what you're 11 going to show us.</p> <p>12 So it is concerning that the build-out 13 wasn't there, because even though you may have hopes 14 and aspirations, we can't vote on hopes and 15 aspirations. We have to vote on concrete 16 information. And that -- that piece was missing.</p> <p>17 I am a full supporter of the IB Programme. 18 I think it's -- it's a fabulous program. And I 19 think the whole concept of developing that whole 20 person and the students getting themselves ready and 21 doing the presentations of learning that they build 22 on throughout the year and have to support the work 23 that they do, I think that's invaluable as they move 24 on in life. So I am a full supporter of that.</p> <p>25 I've been fortunate, on the Commission, to</p>
<p style="text-align: right;">67</p> <p>1 But the lack of inclusion of what that 2 high school program looks like is really concerning, 3 because we are approving the high school right now 4 as well.</p> <p>5 So can you talk a little bit about what 6 the -- what might be different from high school than 7 what is being done in that -- in those elementary 8 and middle school that we can see, how does the 9 bilingual and IB Diploma part kind of intertwine at 10 that time? And why did you come to the decision to 11 not put that plan in now?</p> <p>12 DR. ANA PEREA: Some of that is because in 13 the first three years, we are talking about K to 14 fifth. And it was actually plenty of time to 15 develop the other ones.</p> <p>16 The Primary Year Programme, as you know, 17 that is K to fifth, build into the Middle Year 18 Programme. All of them have the accreditations and 19 subject and content core that is necessary for 20 graduation. The DP program, or the Diploma 21 Programme, is something that comes until literally 22 the fifth year. And it's why we just focus at the 23 beginning of it.</p> <p>24 But I guarantee you that is part of the -- 25 the framework that is going to be, and have all</p>	<p style="text-align: right;">69</p> <p>1 see a school that -- in Taos, that serves, you know, 2 very marginalized populations and severely 3 underserved populations. And they changed 4 themselves into an IB Programme to literally save 5 their school. No doubt about it.</p> <p>6 It has been a huge lift. And it's also 7 been very expensive. There's no doubt about that.</p> <p>8 And I paused quite often through the 9 application, because there were comments made, or 10 answers -- responses that were made that said, 11 "Well, we have a plan." But I don't see the plan.</p> <p>12 You know, there's a full plan for how the 13 IB is going to go. But then it's -- it's not there. 14 I know how IB is supposed to work. But we're 15 looking at how are you going to do it?</p> <p>16 And when we looked at the -- and my next 17 question is the assessment piece.</p> <p>18 You provided a link.</p> <p>19 Oh, here's the detailed link to PED's 20 assessment. That's not what we were asking. We 21 were asking how are you going to do it, not just 22 give us a link to what PED says, "Oh, here's the 23 assessment plan that should be."</p> <p>24 So I -- I'm not sure if your intention is 25 to do additional short-cycle assessments, because it</p>

<p style="text-align: right;">70</p> <p>1 wasn't clear on there, if the --</p> <p>2 DR. ANA PEREA: Let me answer the last one</p> <p>3 just right away, the last question right away.</p> <p>4 What -- can I just --</p> <p>5 THE CHAIR: So in your assessment plan, is</p> <p>6 your intention to do additional short-cycle</p> <p>7 assessments? Or are you only going to do the -- I</p> <p>8 know you identified it for the littles, the Istation</p> <p>9 and iMSSA. So you're just going to do NM-MSSA and</p> <p>10 iMSSA?</p> <p>11 DR. ANA PEREA: We are going to do those</p> <p>12 ones, and we are going to do i-Ready and Istation.</p> <p>13 THE CHAIR: Right. I said the littles,</p> <p>14 you're going to do the Istation with. But as you</p> <p>15 build out --</p> <p>16 DR. ANA PEREA: Well, those ones -- do you</p> <p>17 want me on that one, because it's just --</p> <p>18 MS. MAYRA VALTIERREZ: So the assessment</p> <p>19 system -- so Istation is not just for the littles;</p> <p>20 it actually offers up to the higher grades. That's</p> <p>21 how you can use it as a short-term cycle assessment.</p> <p>22 THE CHAIR: Okay. Because that wasn't</p> <p>23 clearly identified through that. Because it was</p> <p>24 just, once again, the link, "Here's the NMPED,"</p> <p>25 doesn't link to Istation once you get out of the</p>	<p style="text-align: right;">72</p> <p>1 because I don't -- I could not identify in there the</p> <p>2 IB supports in that budget.</p> <p>3 DR. ANA PEREA: Okay. We were very</p> <p>4 conservative regarding the budget, and my humble</p> <p>5 apologies for that. It's something we are working</p> <p>6 on it. Again, I know that this is a plan for five</p> <p>7 years, K to 12. Thank you for that. I really</p> <p>8 appreciate that you're watching that.</p> <p>9 We have consulted with our future business</p> <p>10 manager, Rebekah Runyan, that you probably are</p> <p>11 getting familiar with her, and precisely this</p> <p>12 yesterday and this morning, we were talking about</p> <p>13 it.</p> <p>14 So it will be, and it will show clearly</p> <p>15 our budget plans over there.</p> <p>16 But, yes, we started a little bit</p> <p>17 conservative on it.</p> <p>18 THE CHAIR: But -- so you're asking us to</p> <p>19 take the chance that you're going to be able to</p> <p>20 afford it. Because it's not shown in the budget</p> <p>21 that you're going to be able to support the program</p> <p>22 that you said you're going to offer.</p> <p>23 So that's what -- so to me, that's the</p> <p>24 challenge I have.</p> <p>25 DR. ANA PEREA: Yes. The IB Programme</p>
<p style="text-align: right;">71</p> <p>1 littles.</p> <p>2 So the -- so then my -- so then I have an</p> <p>3 additional question with that. Because PED</p> <p>4 provides, I do believe, the Istation for the</p> <p>5 littles, but not as -- it's an option that you'd</p> <p>6 have to opt into and pay for. I didn't see -- I</p> <p>7 didn't see that in the budget.</p> <p>8 DR. ANA PEREA: We will. We will approach</p> <p>9 it, but remember, as we say, in the first three</p> <p>10 years, or just the elementary. So we will approach,</p> <p>11 and we will have to pay for an additional --</p> <p>12 THE CHAIR: But see? Once again, it's a</p> <p>13 five-year contract.</p> <p>14 DR. ANA PEREA: I understand.</p> <p>15 THE CHAIR: So we're not just -- we're not</p> <p>16 just approving a K-to-2 or a K-to-3 school. We're</p> <p>17 approving a K-to-12 school. So we need the plan on</p> <p>18 what's going to happen through the five years of</p> <p>19 this contract.</p> <p>20 And the -- you know, there were -- there</p> <p>21 were a lot of challenges with the budget. I'll be</p> <p>22 honest. The budget was missing a tremendous amount.</p> <p>23 So I'm not really clear on everything that you're --</p> <p>24 I can't say, looking at this budget, that you're</p> <p>25 solid with being able to do what you want to do,</p>	<p style="text-align: right;">73</p> <p>1 doesn't start until probably the third of the four</p> <p>2 years, if not, after the fifth year. We are going</p> <p>3 to nurture the program with volunteers that I</p> <p>4 already talked to them and myself. I am</p> <p>5 IB-trained -- training. But there is nothing to buy</p> <p>6 it right now.</p> <p>7 THE CHAIR: So there's no professional</p> <p>8 development that's going to happen that is going</p> <p>9 to -- that you --</p> <p>10 DR. ANA PEREA: It will happen,</p> <p>11 professional development, absolutely. But if you</p> <p>12 are referring to the IB Programme right now, because</p> <p>13 it's something that is going to be nurtured, and</p> <p>14 it's going to take time. It's nothing to buy right</p> <p>15 now for the IB Programme curriculum framework, right</p> <p>16 now.</p> <p>17 THE CHAIR: But there is going forward.</p> <p>18 DR. ANA PEREA: But it will, yes.</p> <p>19 THE CHAIR: And that's what I don't see.</p> <p>20 DR. ANA PEREA: It might take more than</p> <p>21 five years to do that. We are going to start it</p> <p>22 nurturing from now. But it's nothing to buy right</p> <p>23 now. That's why it's not included on it. I cannot</p> <p>24 give you a specific amount right now, because</p> <p>25 there's nothing to buy right now.</p>

<p style="text-align: right;">74</p> <p>1 We are going to start the process -- and 2 it might take -- I'm sorry. I'm sorry. I just got 3 so excited. It might take more than three years to 4 do that. It's why it wasn't showing there. 5 THE CHAIR: So that creates an additional 6 challenge, because you're asking us to approve an IB 7 program, but it may not even happen through the life 8 of this contract; so -- so that's -- so that's -- 9 you know. 10 DR. ANA PEREA: We are not going to be 11 candidate until later on. We don't start an IB 12 school just day one. We are going to train our 13 teachers. We are going to -- I'm working on it. I 14 have many hats. 15 So one of my hats is -- one of my hats is 16 that one. But we are not going to start to be a 17 candidate and purchase anything that is necessary 18 until probably day -- I'm calculating the three, 19 four, or five. It's why it's not there yet. 20 But the teachers are going to receive -- 21 and I guarantee you -- the professional development 22 that is needed to be a candidate for an IB school. 23 That is no doubt. 24 THE CHAIR: But once again, I don't see it 25 in year three, four, or five. This was supposed to</p>	<p style="text-align: right;">76</p> <p>1 And to follow up on Chair Gipson's point, 2 when I look at Page 60 of 70 on your application, 3 and as you move through the five academic years, and 4 you're looking at supporting it, I taught in the DP 5 program, eleventh and twelfth. 6 And the eleventh and twelfth program is 7 very complex. Not only do you have your little 8 Seven Circles, but you also have Theory of 9 Knowledge; you have Extended Essay; you have 10 Community Service. 11 And I don't know how, with 24 students in 12 eleventh grade and 24 students in twelfth grade, how 13 your budget could handle that, let alone the cost of 14 the DP-required tests in order to get your diploma. 15 That's a huge, huge expense. 16 And when I look through the process of the 17 five years, it appears your expectation is a person 18 who's in first grade in the first year will not 19 matriculate out or move out of town or anything like 20 that. You just have 24, 24, 24, 24. 21 People do not go in and out -- I don't 22 know the plan of how you will acquire -- because 23 it's five years, how you will acquire sixth, 24 seventh, eighth, ninth, tenth, eleventh, twelfth 25 students in a Middle Year Programme, in a Diploma</p>
<p style="text-align: right;">75</p> <p>1 be a five-year budget for the five-year contract. 2 So that's where -- and then when you just said, "We 3 don't know if we're going to be there, it may take 4 us -- it may take us longer" -- and I'm familiar 5 with -- with the rollout of our other school. And 6 they incurred expenses very early on, and a 7 commitment, and they had folks coming in to 8 regularly check on their progress. 9 DR. ANA PEREA: I am leading right now the 10 reauthorization in the program -- the progress of 11 the current school that I work. And I know exactly 12 how the process is, because I am the one who is 13 leading the process. And IB is the one that is 14 going to decide when they are coming and when we are 15 going to do it. 16 Like I said before, it's the reason why. 17 But if you want it absolutely, we are going to work 18 on that. It is no doubt that we are going to do it. 19 THE CHAIR: Okay. I think I'm done for 20 now. Beck? 21 SECRETARY BECK: Yeah. Hi. I'm excited 22 about an IB school. I taught IB for eight years, 23 the History of the Americas at Sandia High School, 24 when we started an IB Programme about ten or eleven 25 years ago.</p>	<p style="text-align: right;">77</p> <p>1 Programme, which are very complex. 2 We dealt with it at Sandia. The learning 3 curve of taking somebody who was in an MYP program 4 and throwing them in a DP program and expecting them 5 to compete with all these students around the 6 country that had been in a twelve-year program. It 7 just doesn't seem -- I mean, from my logic of 8 knowing what the IB Programme is, it seems like 9 you're rushing what would be a logical twelve-year 10 plan into five years. 11 It really concerns me. And it concerns me 12 about the success, on your fourth and fifth year, of 13 these students who are getting into the DP 14 Programme. It's really concerning to me, let alone 15 the budgetary issues, forgetting the budgetary 16 issues. Just the pressure on those students is 17 monumental. I mean, it -- have you dealt with that? 18 And it was severe problem. 19 DR. ANA PEREA: Yeah. But I think -- but 20 you have all the right to be concerned, and I really 21 appreciate that you are asking those questions. 22 But think about it like we were saying -- 23 and I don't know if I have explained myself well on 24 this. 25 By the year fifth, that is when we have</p>

<p style="text-align: right;">78</p> <p>1 the eleventh- and twelfth-graders, we probably are 2 starting, at that point, the IB certification. So 3 it's highly possible that those students haven't 4 reached that at that point.</p> <p>5 So I understand the pressure. And if they 6 are there, and we can reach it, fantastic. But at 7 that time, it won't. Because IB will not happen one 8 day to another one. We will nurture the students, 9 and we will scaffold them to where we want to have 10 them.</p> <p>11 SECRETARY BECK: Back to the chair's 12 points, for the last hour and a half or two hours, 13 we've been being sold -- and on the application, 14 we've been being sold on an IB Programme that might 15 not even happen during this five-year contract.</p> <p>16 Am I understand- -- am I understanding 17 that correctly? That --</p> <p>18 DR. ANA PEREA: Say it again.</p> <p>19 SECRETARY BECK: For the last two hours 20 and through the process of the last two months and 21 reading your application and going through the 22 analysis of that, it was all based on the IB 23 Programme.</p> <p>24 DR. ANA PEREA: It is.</p> <p>25 SECRETARY BECK: But yet for the five-year</p>	<p style="text-align: right;">80</p> <p>1 that way.</p> <p>2 SECRETARY BECK: So those 24 students in 3 eleventh and twelfth grade in year five might not be 4 in the DP Programme; correct?</p> <p>5 DR. ANA PEREA: That's true. That is 6 reasonable, because it's not going to be one day to 7 another one. It's not possible.</p> <p>8 It's challenging. As you know, as you're 9 very knowledgeable on that, it is very challenging. 10 So I can not guarantee you that the eleventh- and 11 the twelfth-graders are going to be DP graduates by 12 that time.</p> <p>13 SECRETARY BECK: Will the first through 14 fifth graders, by the fifth year, be in the MYP 15 program?</p> <p>16 DR. ANA PEREA: Say it again.</p> <p>17 SECRETARY BECK: Will the first through 18 fifth year in the academic program be in the MYP 19 program? I'm asking in year five.</p> <p>20 DR. ANA PEREA: In year five.</p> <p>21 SECRETARY BECK: Will the first through 22 fifth graders be in the MYP Programme or -- go 23 ahead.</p> <p>24 DR. NICOLE MONTAGUE: You're saying for 25 the first -- asking if they start in first grade, in</p>
<p style="text-align: right;">79</p> <p>1 contract, we might not even have an IB Programme.</p> <p>2 DR. ANA PEREA: No, no, no, no. Don't get 3 me wrong. This is not my intention that. But it 4 take -- what I'm trying to explain to you -- and 5 maybe, Nicole, can you help me on this. I feel like 6 that I'm in the same circle right now is how I'm 7 feeling -- is that it's not happening in one day to 8 another one. This is something that is going to be 9 nurtured.</p> <p>10 So when we have the students coming and 11 approaching, and we are guiding them to our 12 IB Programme, to transdisciplinary themes, to 13 interdisciplinary themes, those students, this is 14 guiding. This is in a spiral that is going little 15 by little, little by little.</p> <p>16 So it's not going to happen that the 17 eleventh- and the twelfth-graders are going to be in 18 the Diploma Programme so far.</p> <p>19 Maybe at that time -- at that time, we are 20 just starting the certification. Maybe at that 21 point, we are just at the evaluation, and the 22 evaluators are coming to see how we are progressing 23 in our program.</p> <p>24 This is not that we are opening and we 25 are, right now, IB school. It doesn't happen in</p>	<p style="text-align: right;">81</p> <p>1 five years, they would be in sixth grade, and, 2 thereby, they would start the MYP Programme; right?</p> <p>3 SECRETARY BECK: My question is, in year 4 five, will you have an active MYP program -- I'm 5 sorry -- PYP program in year five?</p> <p>6 DR. ANA PEREA: Yes. Yes.</p> <p>7 SECRETARY BECK: But you might not have an 8 active DP program by year five.</p> <p>9 DR. ANA PEREA: By year fifth, yes, a PYP, 10 yes.</p> <p>11 SECRETARY BECK: No, they won't?</p> <p>12 THE CHAIR: Yes, you will? Or yes, you 13 won't?</p> <p>14 DR. ANA PEREA: Yes, we will.</p> <p>15 SECRETARY BECK: You won't have a DP.</p> <p>16 THE CHAIR: I think people are hearing two 17 different things. Will you have a DP program, or 18 you won't, in year five?</p> <p>19 COMMISSIONER BURT: He asked PYP.</p> <p>20 SECRETARY BECK: I asked at the end about 21 a DP program.</p> <p>22 DR. ANA PEREA: Yeah. So we -- this is -- 23 for -- at the fifth year program -- I want to be 24 clear that I not misunderstand -- understood. 25 So by the fifth year, it's definitely that</p>

<p style="text-align: right;">82</p> <p>1 we probably are already candidates, if not in the 2 process of recognition, to be an IB school. But we 3 might not have the eleventh- and the 4 twelfth-graders, at that time, to be in the DP 5 program. 6 It is possible, because as the nature of 7 the curriculum frame, it's, as you know, demanding. 8 SECRETARY BECK: I do. So let me ask you 9 real quickly. 10 DR. ANA PEREA: Yes, sir. 11 SECRETARY BECK: In year five, will you 12 have a PYP program? 13 DR. ANA PEREA: Yes. 14 SECRETARY BECK: Will you have an MYP 15 program? 16 DR. ANA PEREA: Yes. 17 SECRETARY BECK: Will you have a DP 18 program? 19 DR. ANA PEREA: We will be in the process. 20 THE CHAIR: Commissioner Brauer. 21 COMMISSIONER BRAUER: Thank you, Chair. 22 Move it over this way. Always leaning into you. 23 Thank you, Dr. Perea and team. Thank you 24 so much for all the effort that you've put into 25 this. I know there was an extraordinary amount of</p>	<p style="text-align: right;">84</p> <p>1 opportunity for schools of choice in the area, the 2 surrounding area, that you want to serve. And so 3 kudos to you all for bringing this up. 4 I have a few questions. One question 5 just -- I'm not going to belabor what Commissioner 6 Beck already asked. But I just have a quick 7 question. 8 Is that normal practice when you open up 9 an IB school to do how you're explaining it? How 10 you're going to be an IB school in name, you're 11 going to be an international school, but it's going 12 to take several years to build up to the different 13 programming that you're going to be doing. 14 Is that normal practice, or is that your 15 choice practice? 16 DR. ANA PEREA: Yes. No, no. It's -- 17 COMMISSIONER BRAUER: Did Corrales 18 International do that? Did Puente de Hózhó School 19 in Flagstaff do that? Like, they opened up? But 20 like, their IB partnership, IB International or 21 U.S.A., whatever the conglomerate is, do they direct 22 you, "You're in name only," and then you've got to 23 go through a process? 24 And then a couple of years later, you're 25 going to open up the little ones' IB program, and</p>
<p style="text-align: right;">83</p> <p>1 work that goes into a charter application, and I am 2 thankful for all the work that you did. 3 And I'm also very thankful for having the 4 young leaders who came up and shared and expressed 5 their -- they're good graces about you, 6 specifically, Dr. Perea, and the IB Programme and 7 how it's fundamentally supported their learning as 8 leaders. 9 So congratulations on that. 10 I am also a big fan of IB. I don't have 11 near the experience. I live pretty much vicariously 12 through our schools and from friends that have 13 educated me about the IB curriculum. And so I do 14 feel like it's a -- it's a really good opportunity 15 for -- for young people to have that as an option. 16 And I think about the area in which you 17 want to serve. I think it's something that could be 18 very valuable for many of our students in the 19 community at large. 20 There is no charter school in the 21 Bernalillo Public Schools area. I think there 22 hasn't been one for a while; right? There was one 23 at one point? "Desert," something, like a decade 24 ago, probably. 25 And so I do think that there's an</p>	<p style="text-align: right;">85</p> <p>1 then you're going to graduate up to the diploma. I 2 just want to hear how that process works. 3 DR. ANA PEREA: It is a valid question. 4 I'm glad that you did it, because it's an excellent 5 question. 6 Yes, it is a normal practice. So what we 7 have -- as you notice, some of the speakers are 8 actually IB trainers. They have been in contact. I 9 have contacted already IB International, including 10 the -- the original manager of it. 11 And it's the conversations that we have. 12 So it's a normal process that is not going to be, 13 "I'm opening an IB school, and it's open right now, 14 and we -- voila, suddenly we are IB." 15 It doesn't happen in that way. It's a 16 process, and that's what I've been trying to 17 explain, and I think I failed. 18 So, for example, in my experience -- and 19 Corrales International School, actually, that I'm 20 the vice principal right now, is exactly the same 21 thing. We started with two grades, I believe, two 22 or three grades, and 20, 24 students, challenging, 23 absolutely, totally understandable. 24 And we started conversations with the 25 International Baccalaureate organization is what I</p>

<p style="text-align: right;">86</p> <p>1 already started, and talking about the trainers. 2 In this case, it's -- I won't say that 3 it's easier for me because I already have the 4 contacts. I would say that it's more approachable 5 to me, and I know exactly who I have to call, the 6 regional managers that I have to call, the trainers 7 that I have to call that they were in Zoom, and all 8 of those ones used to start the conversations on it. 9 So, yes, it is not my choice. It's built. 10 It's a challenging build. But our kids deserve it. 11 And Bernalillo kids deserve to have a program that 12 involves all of the -- a holistic program that 13 teaches them how to learn during learning. 14 So, yes. 15 COMMISSIONER BRAUER: Great. Thank you. 16 My other -- another question that I have 17 is around community support. And I know that your 18 school is -- you're interested in having the school 19 in the Bernalillo community. But Bernalillo also 20 supports multiple communities throughout Sandoval 21 County as well. 22 And I do -- I do have a little bit of 23 trepidation, Dr. Perea and team, that there were no 24 tribal council members, anyone from the governors' 25 offices, that came to be here today.</p>	<p style="text-align: right;">88</p> <p>1 I hear that there was a community here behind that 2 came to see what we were going to talk about. 3 And they seems very exciting for a choice 4 for their students. And that's when we learn that 5 they didn't have those choices, and that's why they 6 believed that it was better to ship the kids to 7 other charter schools out of the district. 8 So, yes, we have been in conversations. I 9 keep sending e-mails. We have contacted nonprofit 10 organizations, Native American nonprofit 11 organizations, too, that are willing to support us, 12 too. 13 In the next weeks, months, we probably 14 start gathering community in public places here in 15 Bernalillo, if this come true. And we will enter 16 into the MOUs that are so essential for it. 17 COMMISSIONER BRAUER: Thank you for that. 18 So I think that, you know, my personal 19 opinion is that a lot of those conversations -- and 20 I understand about outreach and continued outreach. 21 I get it. I get it for sure. And I think my -- my 22 thinking here, similar to the budget, having a very 23 clear, cohesive budget, I think having a very 24 cohesive and already actioned-out plan for 25 community -- community outreach, I think, is</p>
<p style="text-align: right;">87</p> <p>1 I do wonder about the extent to which you 2 have done outreach to different communities so far. 3 That is something that's fundamentally necessary and 4 required, especially if you want to have language 5 from individual communities in your -- in your 6 program. 7 There is a process there that you -- and 8 protocols that you -- that you, quite frankly, have 9 to follow, and ought to follow, as a member of the 10 community. 11 So I'd love to hear a little bit more 12 about the outreach that you've done so far to 13 different pueblos and tribal communities. 14 DR. ANA PEREA: Well, we have contact and 15 have Zoom meetings, because it's too far to go 16 places; but so meetings with the communities. And 17 we have approached them. 18 I directly contacted education department 19 manager and the education department -- public 20 education directors of -- two of the pueblos 21 respond. I have sent -- we have sent, I'm sorry -- 22 the e-mails to the other ones, too. But only two of 23 them respond, and they have been very interesting on 24 it. 25 I'm surprised that they are not here. But</p>	<p style="text-align: right;">89</p> <p>1 something -- is essential. I think for me, there is 2 a difference between coming to a meeting and getting 3 informed and come creating something together and 4 collaborating something like a new program. 5 And, so I just -- I challenge you-all to 6 think about how are you co-creating a model with 7 community whom you want to come to your school. If 8 it's just informing them to come and -- that's an 9 old school charter model, like, "We'll tell you-all 10 how great this school is, and you're going to bring 11 your kids into it." 12 We just know that doesn't happen anymore. 13 That may have happened at the very beginning, and 14 that's one approach. But we know now it's really 15 about co-creating. And I'll speak for myself. 16 And I think that's an opportunity that you 17 all have is to think about how are we co-creating 18 this model, especially if it's something that's 19 different than maybe has existed in the communities 20 in which you want to serve. 21 Like, an International Baccalaureate 22 model, this sounds different than maybe what has 23 been available to many of our families. And so I 24 think it's of even more importance to have those 25 conversations and think about it from a -- like,</p>

<p style="text-align: right;">90</p> <p>1 moving from an informational to a, "Let's co-create 2 and collaborate and build something together that's 3 really going to be rooted in community." 4 Especially when you're thinking about a 5 multilingual school, I see that as something that is 6 really -- really important. 7 So I think that uniquenesses and 8 innovation component of your school, I love that 9 part. And I think that, for me, my -- my thoughts 10 and my challenge is, like, how can you create that 11 uniqueness and innovation that's going to be deeply 12 rooted into the community. 13 Let me see. I had one more thing. 14 In terms of your facility, could you just 15 explain a little bit about, like -- just give me, 16 like, a minute or two of what you're -- what you're 17 thinking about your facility and what options you're 18 thinking about right now. 19 I know there's potential land available. 20 But I just love to think how you're thinking about 21 that. 22 DR. ANA PEREA: So, Diane, could you give 23 us an -- but we have a -- yes, please. Come on up. 24 MS. DIANE KAPPUS: I was just going to 25 say, my part comes in once we have the approved</p>	<p style="text-align: right;">92</p> <p>1 leave. But thank you for all the information. 2 DR. ANA PEREA: Thank you for all your 3 questions and make me think about it. I'll take a 4 note on it, and you will have an answer for it. 5 Thank you. 6 THE CHAIR: Commissioner Carrillo. 7 VICE CHAIR CARRILLO: Thank you. Thank 8 you very much for coming. Everyone who came to 9 speak on behalf of the school, thank you as well. 10 And, Ms. Perea, you're obviously held in very high 11 esteem by the people in your educational community. 12 So very happy that you're here. 13 So to build on -- to answer -- since Tim 14 is still sitting there, when we opened the Mandela 15 International Magnet School in Santa Fe, we 16 started -- which has done very well. It almost -- 17 it almost didn't. 18 But we started with grades 7-8 -- yeah, 19 7-8 and 9-10, year three, the DP program. But one 20 of the biggest challenges we faced -- and I'm 21 curious if you've thought of this of what -- 22 thinking about this -- is it required that kids be 23 participating in the IB and then the DP program, 24 should you get to, like, year five and beyond? Or 25 is it optional?</p>
<p style="text-align: right;">91</p> <p>1 budget, like you've touched on. Once we have an 2 approved budget in terms of the real estate, we can 3 back into it. But I'm sure that Ana can speak more 4 to it in terms of theoretical and what her ideas 5 are. 6 DR. ANA PEREA: My ideas are we have met 7 with Realtors locally who are here right now. We've 8 been having conversations about places to lease, 9 yes. 10 We -- but, again, without the 11 authorization, it will be difficult. 12 But yes, we have established conversations 13 with that. And I have contacted -- precisely, last 14 week, I was talking to them about it. And there are 15 a lot of spaces to lease, apparently. Yes. 16 COMMISSIONER BRAUER: And would that be -- 17 would that be, like, open land? A place -- you 18 know, modulars on? Would that be -- 19 DR. ANA PEREA: It depends our first 20 students. But, yes, we have open land, and we have 21 space that it can be. 22 COMMISSIONER BRAUER: Thank you. 23 DR. ANA PEREA: Okay. 24 SECRETARY BECK: I apologize. But I have 25 a 5:00 finance meeting in Albuquerque, so I have to</p>	<p style="text-align: right;">93</p> <p>1 And the reason I ask that is because we 2 had a lot of people lotto into the Mandela school. 3 And, basically, they were just looking for a small 4 school. They didn't care about IB. And we found 5 that out the hard way. And then those people 6 matriculated out. And people that really were there 7 for the rigor came into the school. 8 What are your thoughts about how that -- 9 how are you thinking about the extent to which -- I 10 don't want to say "mandatory," but they know they're 11 coming to this school because of that. 12 DR. ANA PEREA: "Mandatory" is a big word. 13 It's one of the biggest words that -- I understand. 14 We've been thinking about it. But PYP is going to 15 be -- the students who want to be in our school are 16 going to be part of the PYP program, K to fifth. 17 Middle school, also. 18 We -- I don't want to use the word 19 mandatory, because it imposes to those students who 20 might not be ready right now. But with time and 21 with our effort and with our showing, and the 22 communication with the community, we expect that all 23 of them participate of the programs. 24 So I will not use the word mandatory yet. 25 VICE CHAIR CARRILLO: No. I understand</p>

<p style="text-align: right;">94</p> <p>1 completely.</p> <p>2 I have notes scattered about and am</p> <p>3 crossing them out as I go.</p> <p>4 I want to echo what Commissioner Burt</p> <p>5 said. I see the need, absolute need in this area in</p> <p>6 this district for this school. It's going to fill a</p> <p>7 void. It's definitely unique in terms of what our</p> <p>8 charge is as a Commission in looking at a school's</p> <p>9 uniqueness and innovation and serving kids.</p> <p>10 And there's nothing like this happening in</p> <p>11 the area. It's just Corrales; right? Or if they</p> <p>12 want to just commute up to Santa Fe. But the odds</p> <p>13 of getting in Mandela would be slim to none.</p> <p>14 So I just want to tell you that</p> <p>15 straightaway that I have the same concerns that</p> <p>16 Chair Gipson has relative to -- it's a five-year</p> <p>17 contract, but you're asking us to take, on faith,</p> <p>18 what's going to happen in those years after year</p> <p>19 four, building the IB Programme and, especially, the</p> <p>20 Diploma Programme.</p> <p>21 And it's -- in my experience on the</p> <p>22 Commission -- and I've only been there three and a</p> <p>23 half years -- I've learned really early on take</p> <p>24 nothing on faith. Hope is -- it's nice to have</p> <p>25 hope, but hope is not a strategy; right?</p>	<p style="text-align: right;">96</p> <p>1 your work with these kids. Obviously, you're very</p> <p>2 inspirational, the fact that they're here and</p> <p>3 they're succeeding.</p> <p>4 But managing and leading people and a</p> <p>5 staff are two -- they're different things; right?</p> <p>6 And what I have found in my time on the Commission</p> <p>7 is the schools that struggle sometimes, they have a</p> <p>8 leader and a founder who's inspirational in the</p> <p>9 beginning, but they don't have necessarily the skill</p> <p>10 set to manage all of the staff and everything</p> <p>11 required to run a school.</p> <p>12 Why do you have that?</p> <p>13 DR. ANA PEREA: Why do I have that?</p> <p>14 VICE CHAIR CARRILLO: Because we are</p> <p>15 signing it. This is --</p> <p>16 DR. ANA PEREA: I am doing it. I am here.</p> <p>17 We have to agree that sitting in front of you is not</p> <p>18 easy. I'm doing it right now.</p> <p>19 I have the skills to come and propose this</p> <p>20 school that is going to be amazing and ask you,</p> <p>21 respectfully, to consider it.</p> <p>22 I am a leader. I am here for my students,</p> <p>23 even those ones who I don't know them yet. That's</p> <p>24 why I have the skills.</p> <p>25 I have, obviously, the academia. And you</p>
<p style="text-align: right;">95</p> <p>1 And it's -- it's a challenge. And there's</p> <p>2 a reason this process is as rigorous as it is,</p> <p>3 because, one, I mean, you think about a school</p> <p>4 getting -- you know, by the time you're in year</p> <p>5 five, six, seven, whatever it may be, a million and</p> <p>6 a half dollars a year or something, and you have our</p> <p>7 kids. So it's a huge responsibility for us to</p> <p>8 approve.</p> <p>9 So I'm concerned about, again, this</p> <p>10 five-year contract without knowing that much about</p> <p>11 what's happening, really, in years five and</p> <p>12 beyond --</p> <p>13 DR. ANA PEREA: But it's --</p> <p>14 VICE CHAIR CARRILLO: -- in terms of just</p> <p>15 having it in writing that I can look at. Because</p> <p>16 that's what we judge our vote on in August. It's</p> <p>17 this. It's having -- because there's going to be a</p> <p>18 contract that we all have to abide by.</p> <p>19 DR. ANA PEREA: Yeah.</p> <p>20 VICE CHAIR CARRILLO: So I just want to</p> <p>21 express that I share that concern with Patti. You</p> <p>22 addressed it with Patti. But I just wanted you to</p> <p>23 know -- with Ms. Gipson -- that I wanted to share</p> <p>24 that concern.</p> <p>25 Regarding you, so we've heard a lot about</p>	<p style="text-align: right;">97</p> <p>1 probably already read what I was bragging about it.</p> <p>2 I don't like to write about me. I don't refer</p> <p>3 myself to Dr. Perea. I am Ana Perea. I am one of</p> <p>4 them. Also, obviously, you can hear my accent. I'm</p> <p>5 one of them. I know what is the beginning and how</p> <p>6 it goes, the whole spiral.</p> <p>7 I have the skills to do it, not because I</p> <p>8 have the academia. I have the skills to do it</p> <p>9 because I lead those ones every day.</p> <p>10 And one example is being here with you.</p> <p>11 So, yes, I am.</p> <p>12 But if I'm not the right person for it,</p> <p>13 it's okay. We are going to have this open for</p> <p>14 anyone who can qualify. And if he's better than me,</p> <p>15 and he has IB training, and he has everything that's</p> <p>16 needed, go for it, because this not about me. It's</p> <p>17 about our students.</p> <p>18 And for sure, that I'm going to be</p> <p>19 checking on them that they are doing the right</p> <p>20 thing. That is not a doubt.</p> <p>21 VICE CHAIR CARRILLO: I understand. In</p> <p>22 Corrales, are you in a role where you hire and coach</p> <p>23 and discipline and fire? Do you have that role at</p> <p>24 the Corrales school right now?</p> <p>25 DR. ANA PEREA: I am the vice principal.</p>

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1 I am the curriculum coordinator. I am the bilingual
 2 coordinator, and the Diploma, once in a while. So
 3 I've got many hats.
 4 If it is necessary we have to do it, our
 5 responsibility is to hire the best person for the
 6 job. And if that requires to let someone go because
 7 it's not performing, so be. And that includes also
 8 me.
 9 VICE CHAIR CARRILLO: Yes.
 10 DR. ANA PEREA: That includes me.
 11 VICE CHAIR CARRILLO: I'm glad you put it
 12 that way, because I think one of the biggest
 13 challenges, certainly, in Santa Fe, but in
 14 New Mexico in general, is if somebody has been in a
 15 school building for so long, two and a half or three
 16 years, or even longer, they can just barely just
 17 meet expectation.
 18 And I know in Santa Fe, it takes three
 19 years to fire somebody, because they're protected by
 20 the union. And as long as there's something in
 21 their file that says "Meets Expectations," even
 22 though they might be a poor teacher, too bad. It's
 23 like tenure, but not.
 24 I liked when you said, "So be it." If
 25 somebody can't cut the mustard, then you recognize

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1 what it is and take the action necessary.
 2 DR. ANA PEREA: That's why we're going to
 3 have a board, governing council, governing body,
 4 they will evaluate, and they will let us know.
 5 VICE CHAIR CARRILLO: Well, that's a great
 6 transition. What we find is where schools don't
 7 succeed, it's typically because their boards aren't
 8 very good. And, oftentimes, their boards really
 9 weren't clear what they signed up for, because it's
 10 a huge job; not just for a year.
 11 They need to commit for, like, two to
 12 three years, at least, if they're going to be a
 13 board member, and then the oversight that a board
 14 has to take responsibility for and many board don't.
 15 And so -- and, consequentially, what
 16 happens is, you know, the head learner, or different
 17 people, aren't held accountable for results.
 18 So relative to your board, is your board
 19 likely -- you're likely to be the head learner;
 20 right?
 21 But as far as the board, what's the status
 22 of people that you know at this point who are
 23 committed? Not just having a conversation or lunch,
 24 but they are committed to being on the board for
 25 this school.

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1 And you're going to need seven of them,
 2 five legally and everything else. But if you want
 3 to have subcommittees and all, seven is a good
 4 number.
 5 DR. ANA PEREA: We have five so far.
 6 VICE CHAIR CARRILLO: That are --
 7 DR. ANA PEREA: That are committed to it.
 8 And they are all here.
 9 VICE CHAIR CARRILLO: I'm very happy to
 10 hear that.
 11 DR. ANA PEREA: I told them you got to be
 12 there.
 13 VICE CHAIR CARRILLO: You would have
 14 gotten a kick out of one last year. It was like
 15 nobody was here. It was absurd.
 16 DR. BRENDA ARELLANO: We have also asked
 17 for a commitment of three years. That continuity is
 18 important, especially in the beginning for a new
 19 school. We realize it's important in the early
 20 years as well.
 21 VICE CHAIR CARRILLO: Fantastic. I'm very
 22 happy to hear that.
 23 We already talked about PD and everything.
 24 So transportation, just so you know as an
 25 aside, that's a focus for us as a Commission,

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1 because it's an equity issue, making sure that all
 2 the kids that go to State charters have a way to get
 3 to school, and that the Legislature create some sort
 4 of statute that districts have to be partners in
 5 getting kids to school, even it's not they're own.
 6 Because that's just not right; they're all our kids.
 7 Food service -- no. I think a lot of the
 8 questions I had are addressed here.
 9 I would completely agree with Commissioner
 10 Brauer. I wish there were more tribal people here,
 11 because it's one thing for them to say, "Yeah, this
 12 is a great idea. I'd love to have this in our
 13 community."
 14 And it's another thing for them to say,
 15 "I'm going to teach the class in Tiwa. I have the
 16 person that's going to do this. We are 100 percent
 17 on board."
 18 And -- because that's important for us to
 19 hear, especially when you're making that kind of
 20 commitment to kids and the community.
 21 So I would just echo what -- I was going
 22 to call you "Chair Brauer" -- that's what
 23 Commissioner Brauer said. Yeah, next year.
 24 This is good.
 25 No. I'm good for now, and if I have any

<p style="text-align: right;">102</p> <p>1 other questions, as Ms. Gipson will say, I'll 2 definitely submit those.</p> <p>3 DR. NICOLE MONTAGUE: I apologize. I just 4 didn't speak up. I just really want to come back to 5 Commissioner Burt's piece. And it ties right into 6 Commissioner Brauer's piece.</p> <p>7 Better? Okay.</p> <p>8 So you asked about the language piece. 9 And it's such a tender piece, and it's so important. 10 And it -- the reason that we don't have it concrete 11 in a diagram in a table is because of what 12 Commissioner Brauer brought up.</p> <p>13 We need buy-in from the local language 14 groups in the local area. But an IB school, from 15 the day the children come into the school -- and 16 they are welcome, whoever they are, wherever they 17 come from, not only are they welcome and validated, 18 they're going to learn about the kid next to them.</p> <p>19 So at any given point during a dual 20 language day, somebody is comfortable, "because 21 they're finally using my language," and somebody 22 else is uncomfortable because, "they're going to use 23 my language in a different part of the day." 24 So if -- that's fairly easy to staff -- 25 not easy to staff. But we have excellent</p>	<p style="text-align: right;">104</p> <p>1 community to help us develop that curriculum. 2 And then in three years, we will be 3 certified as an IB school. And then when they get 4 to the -- the DP program -- I'm a parent whose 5 child -- my son started at Corrales at International 6 in the second. And when he got to 11-12, it's 7 exactly as Commissioner Beck said. It's 8 challenging.</p> <p>9 And he was well prepared. He still talks 10 about the excellent teachers and education that he 11 got at that school. And he chose not to.</p> <p>12 But we have offered him that choice at our 13 school. And I think that's an important piece. 14 So I just wanted to address those three 15 pieces that I did, and I apologize.</p> <p>16 THE CHAIR: Thank you for that. I really 17 do appreciate it.</p> <p>18 So I think we're done with our questions 19 at this point in time.</p> <p>20 Once again, if there are additional 21 questions -- because we do have some Commissioners 22 that will read the transcript and/or watch the 23 hearing. And when we come to our work session a 24 week from Friday, if there are any additional 25 questions, those will be populated in the letter,</p>
<p style="text-align: right;">103</p> <p>1 professionals in Spanish and English. And we have 2 excellent models, we have excellent research, and we 3 would love to do 90/10, but we will do 50/50 because 4 of our population.</p> <p>5 But to get those -- so we have a child 6 that any given moment of the day, they're speaking 7 in their language. Maybe they're comfortable, they 8 can relax, the brain can relax. Frontal lobe 9 engages. We're learning. And in a later part of 10 the day or a later part of the week, they're going 11 to get the same concepts, but in their other 12 language that they're struggling. And we're going 13 to add a third, a fourth, maybe a fifth.</p> <p>14 And those other languages, they might not 15 master them, but they'll have an understanding that 16 there's a whole other different way to say this, to 17 look at this, to learn about this phenomena. 18 "There's other people that value something that I 19 always valued, and I want to learn about that." 20 So it's an international-mindedness. But 21 the school must exist and the curriculum must be 22 employed for three years before we're certified as 23 an IB school. That's why it looks kind of hazy, 24 because we want to incorporate the local languages, 25 and because we need families and grandpas and</p>	<p style="text-align: right;">105</p> <p>1 and the school will then have the opportunity to 2 respond to those at the August hearing.</p> <p>3 So -- and -- oh. And I don't think I 4 mentioned. In between, from the letter that comes 5 out at the work session and our meeting in August, 6 the Charter School Division will make a final 7 recommendation from the Charter School Division to 8 the Commission. And then, once again, we'll have 9 the August hearing.</p> <p>10 So I want to thank everyone who stayed and 11 everyone who didn't -- who couldn't stay. But 12 everyone's voice is really important to hear in this 13 process. And we do take everything into 14 consideration.</p> <p>15 I know there's a lot of time and effort 16 and energy that has gone into this application. And 17 it's done out of passion for students, and we know 18 how important that is. That's why we're all sitting 19 here.</p> <p>20 And we want to -- we know things have to 21 move forward. And we want to be part of the process 22 of moving education in New Mexico forward in a 23 different manner. We really do.</p> <p>24 So I want to thank you for all your 25 energies, collectively, that you've put into getting</p>

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1 us here today.

2 DR. ANA PEREA: Thank you. May I say
3 something, please?

4 THE CHAIR: Sure.

5 DR. ANA PEREA: I want to thank you for
6 all your questions. All of them are valid. If I
7 was in your place, I would probably ask the same
8 questions.

9 I am in inquirer, so I am probably going
10 to do that, too.

11 Just to wrap it up, thank you to every
12 single person and my students who showed up today.
13 It was a beautiful surprise. I didn't know that I
14 say all those words. Now I know that. They opened
15 the secrets.

16 I want to say thank you to the parents and
17 the CIS community that came; to my mentors, they are
18 here, too; to the team. It's a big effort here.

19 And I hope we can do something nice for
20 our kiddos. Thank you. Bye-bye.

21 THE CHAIR: We are in recess until 9:00
22 a.m. tomorrow morning in Alamogordo.

23 (Proceedings in recess at 4:40 p.m.)
24
25

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

5 REPORTER'S CERTIFICATE

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

12 In testimony whereof, I have hereunto set my
13 hand on July 23, 2024.
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18 Cynthia C. Chapman, RMR-CRR, NM CCR #219
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16 *Cynthia Chapman*

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