

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
COMMUNITY INPUT HEARING
EQIP ACADEMY OF NEW MEXICO

July 9, 2024

1:00 p.m.

New Mexico Activities Association

6600 Palomas Avenue, Northeast

Albuquerque, New Mexico

-and-

Zoom Webinar Video-Teleconference

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JOB NO.: 9240N (CC)

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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 MELISSA ARMIJO, Member
7 REBEKKA BURT, Member
8 STEWART INGHAM, Member
9 K.T. MANIS, Member
10 STAFF:
11 CORINA CHAVEZ Director
 Charter School/Options for
 Parents and Families Division
12 LUCY VALENZUELA Technical Assistance and
 Training Specialist
 Charter School/Options for Parents
 and Families Division
13 MELISSA BROWN Technical Assistance and Support
 (MISSY) and Training Administrator
 Charter School/Options for
 Parents and Families Division
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1 THE CHAIR: All right. Good afternoon,
2 everyone. And thanks for your patience while we get
3 this all set up.
4 So I am going to call to order the PEC
5 community input hearing. This is Thursday,
6 July 9th, 2024, and it is 1:12 p.m. Oh, I'm sorry.
7 It's Thursday -- it's Tuesday. No, Thursday is
8 July 11th. I'm getting ahead of myself, because I'm
9 looking at this agenda. Because I'm looking at the
10 back of the agenda.
11 So thank you very much for bearing with us
12 once again.
13 So I'm going to call this meeting to
14 order, and I'm going to ask Commissioner Beck to
15 please call roll.
16 (Commissioner Beck inaudible.)
17 SECRETARY BECK: Commissioner Burt.
18 COMMISSIONER BURT: Here.
19 SECRETARY BECK: Commissioner Ingham.
20 COMMISSIONER INGHAM: Here.
21 SECRETARY BECK: Commissioner Manis.
22 COMMISSIONER MANIS: Here.
23 SECRETARY BECK: Chair Gipson.
24 THE CHAIR: Here.
25 SECRETARY BECK: Vice Chair Carrillo.

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1 VICE CHAIR CARRILLO: Here.
2 SECRETARY BECK: Secretary Beck, here.
3 That means that we currently have six.
4 THE CHAIR: Thank you very much. And I'm
5 just going to remind folks with the mics. Once you
6 finish speaking, if you could turn the mic off,
7 because there's some challenges with the -- with the
8 sound if there's multiple mics that are open; okay?
9 So I'm now going to ask everyone to stand
10 for the Pledge of Allegiance and the Salute to the
11 New Mexico Flag.
12 (Pledge of Allegiance and Salute to the
13 New Mexico Flag conducted.)
14 THE CHAIR: We are on to Item No. 2, which
15 is the Approval of the Agenda.
16 VICE CHAIR CARRILLO: Motion to approve.
17 COMMISSIONER BURT: Second.
18 THE CHAIR: There's a motion by
19 Commissioner Carrillo and a second by Commissioner
20 Burt.
21 All in favor?
22 (Commissioners so indicate.)
23 THE CHAIR: Hearing -- opposed?
24 (No response.)
25 THE CHAIR: Hearing no opposition, the

6

1 motion passes.

2 Before we begin, there is an interpreter

3 here. So we've asked her to do a brief introduction

4 and let folks know that she is available if

5 individuals are more comfortable communicating

6 through the interpreter.

7 VICE CHAIR CARRILLO: And for those

8 standing, there's a lot of seats right up here if

9 you want a place to sit down, and in the front on

10 the other side.

11 THE CHAIR: So as we -- for everyone, as

12 we begin, because we do have a court reporter doing

13 the minutes of this, she's on Zoom. So we are

14 asking people to please make sure that you introduce

15 yourself. Those at the table, once you've done it

16 the first time. But if you also spell your last

17 name for the record, we appreciate it.

18 So thank you.

19 (Interpreter presents introductory

20 comments in Spanish.) (See Attachment 2)

21 THE CHAIR: So we are on to Item No. 3,

22 which is the Community Input Hearing -- and I want

23 to make sure I've got the name completely correct --

24 for Equip Academy of New Mexico.

25 We have 26 people that have signed up for

7

1 public comment when we get to that. So we're going

2 to ask people to do your best to try to stay to two

3 minutes or under for this so that we can get

4 everyone in. We want to make sure that everyone is

5 heard.

6 But we do have -- we want to be

7 considerate of everyone's time as well. So if -- we

8 do just ask that -- we do have a timer. You'll get

9 a reminder when you're getting close to that time.

10 So letter B is the presentation by the

11 applicant, which you have 20 minutes to use as you

12 so choose. So welcome --

13 (Chair consults with Vice Chair Carrillo.)

14 So welcome, once again. And reminder, if

15 you could, each individual that's going to speak up

16 from the team, introduce yourself and then spell

17 your last name for the record.

18 MS. MERCY HERRERA: Madam Commissioner,

19 Madam Chair, thank you.

20 My name is Mercy Herrera, H-e-r-r-e-r-a.

21 And I'm lead founder of the proposed -- I'm lead

22 founder and proposed head of school of Equip Academy

23 of New Mexico.

24 And I've spent the past decade teaching

25 and leading in some of the highest performing

8

1 charter schools in the country. And I'm committed

2 to bringing a high-performing charter option to the

3 west side of Albuquerque, with a fuller founding

4 team. Thank you.

5 DR. RENEE DELGADO-RILEY: Madam Chair,

6 Commissioners, my name is Renee Delgado-Riley.

7 D-e-l-g-a-d-o hyphen R-i-l-e-y.

8 I've worked in higher education for

9 16 years, leading equity-centered assessments,

10 strategic planning, and helping people use data for

11 decision-making.

12 I'm excited to serve as the proposed board

13 chair, because, as a Native New Mexican, somebody

14 who grew up on the Albuquerque west side, and a

15 parent of a child with complex learning abilities

16 and mental health issues, I saw firsthand the

17 challenges in public education.

18 I can't wait to share my expertise in this

19 role, as well as to the academic and governance

20 committees.

21 MS. SARA FITZGERALD: Madam Chair,

22 Commissioners, my name is Sara Fitzgerald.

23 F-i-t-z-g-e-r-a-l-d.

24 I'm a public policy and communications

25 professional. I'm also our proposed vice chair.

9

1 I bring years of experience in state

2 education policy and community engagement, which I

3 will contribute to our audit and governance

4 committees.

5 MS. ALEJANDRA GRIJALVA: Madam Chair,

6 Commissioners, my name is Alejandra Grijalva,

7 G-r-i-j-a-l-v-a.

8 I'm a first-generation graduate, an

9 English Language Learner, a Native New Mexican, and

10 the parent of a two-year-old. And, as such, I'm

11 excited to contribute my knowledge and nearly ten

12 years of experience in the nonprofit sectors,

13 serving underserved communities in the state, and

14 also education policy and budgeting experience from

15 the New Mexico Legislative Finance Committee, as I

16 serve as the proposed board secretary, academic

17 committee lead, and a finance committee member.

18 Thank you.

19 MS. JANET LEUNG: Madam Chair,

20 Commissioners, my name is Janet Leung. L-e-u-n-g.

21 I'm the director of business development for UNM

22 Hospitals.

23 Growing up in Mississippi, I struggled to

24 read. And if it weren't for a couple of public

25 school teachers who made sure I could read and

<p style="text-align: right;">10</p> <p>1 understand The Three Billy Goats Gruff, I don't 2 think I would be as successful as I am today. 3 I would love for more New Mexican students 4 to have the same great early education experience 5 that I had. I bring over 13 years of finance and 6 accounting experience as the proposed treasurer, 7 finance committee lead, and academics committee 8 member for Equip Academy. 9 MS. MARY JONES: Madam Chair and committee 10 members, my name is Mary Jones. J-o-n-e-s. I'm a 11 partner at a law firm here in town and a lawyer of 12 about ten years. I'm also the parent of a 13 three-year-old, who is learning to read right now. 14 And as we all know -- I grew up in 15 New Mexico -- reading is important. There's no 16 other way to do what we do or succeed in life if you 17 can't effectively communicate with the people you're 18 working with. 19 As the proposed audit committee lead, I 20 will bring a decade of legal experience and 21 expertise to every aspect of this organization, 22 making sure we are in compliance with all 23 regulations and all policies and procedures. 24 THE CHAIR: Thank you. 25 MR. DANIEL IVEY-SOTO: Madam Chair,</p>	<p style="text-align: right;">12</p> <p>1 Equip Academy of New Mexico. 2 I would love to start by grounding us in 3 the "why." Why academ- -- why Equip? Why the west 4 side? And why now? I'm sorry. 5 I just want to thank everyone for being 6 here that's been really, really supportive, from us. 7 So it's really a painful reality on what's 8 happening with the proficiencies for students on the 9 west side and across the west side in comparison to 10 proficiency levels across Albuquerque, New Mexico. 11 We know as a team that this is 12 unacceptable. And because statistics show that a 13 lack of foundational skills limits the probabilities 14 of life and limits the possibilities of success, 15 like you all, we have a firm belief, and we know our 16 children are far capable of achieving more. 17 And at Equip Academy, we know firsthand 18 the power of education through our program. It 19 really equips students with the knowledge and skills 20 to take on any life goal that they set their mind 21 to. 22 DR. RENEE DELGADO-RILEY: Every child has 23 the opportunity to live out their greatness. Our 24 commitment is to equip them to do so. 25 Our educational approach is joyful,</p>
<p style="text-align: right;">11</p> <p>1 Commissioners, my name is Daniel Ivey-Soto, I-v as 2 in "Victor" -e-y dash capital S-o-t-o. 3 I'm been volunteering as general counsel 4 to the proposed school and the proposed board. I am 5 a person who learned English as a Second Language 6 and someone who actually never finished high school. 7 And, as a result, I understand very much the 8 importance of a school that focuses on the reading 9 skills in the early years and the difference that 10 that can make the rest of someone's life. 11 And I'm very excited to be involved with 12 this school. Thank you. 13 MS. REBEKAH RUNYAN: Madam Chair and 14 Commissioners, my name is Rebekah Runyan. It's 15 R-u-n-y-a-n. 16 I'm the co-founder and co-CEO of 17 K12 Accounting. We serve over 30 charter schools 18 and school districts in the state of New Mexico. 19 And I have 15 years' experience both auditing public 20 schools in New Mexico and working as a business 21 official in New Mexico. 22 THE CHAIR: So whenever you're ready, your 23 time will start as soon as you begin. 24 MS. MERCY HERRERA: Thank you, 25 Madam Chair. Missy, we're ready.</p>	<p style="text-align: right;">13</p> <p>1 engaging, celebrates student curiosity, community, 2 and really imagines what a literacy-rich, 3 K-through-5 school can and should be. 4 Our mission is by providing a top-tier, 5 inquiry-based, college preparatory education. 6 Equip Academy New Mexico ensures our 7 K-through-5 students master the knowledge and skills 8 to dream audaciously, engage deeply, and pursue a 9 life of purpose. 10 As you can see, every one of us joined 11 this team because we stand behind our mission to 12 transform academic achievement. 13 Our mission strategically anchors our 14 educational model and is actualized in five key 15 ways. 16 Next slide, please. 17 MS. MERCY HERRERA: So our school design 18 is -- can really be described in five ways: 19 The first way is our inquiry-based 20 approach. And this really deploys strategies that 21 center student learning. They're the ones doing the 22 thinking, the sense-making, the debating, and, 23 through discourse, ultimately putting the ownership 24 of learning on them. 25 The second element to our school design is</p>

<p style="text-align: right;">14</p> <p>1 our comprehensive literacy and language acquisition 2 program, which is intentionally designed to meet the 3 needs of all students, ensuring that they build 4 strong, successful, and foundational reading skills. 5 Our -- our third design is that -- is 6 educator excellence. 7 So we believe firmly that for every 8 student to learn, each teacher should be trained, 9 coached, and supported, with a heavy focus on 10 curriculum internalization, data analysis, and 11 intentional action planning to support every 12 student. 13 Our fourth element is our college 14 preparatory culture. We believe every child has 15 what it takes to earn a place of their choosing in 16 college, regardless of where they come from, 17 regardless what they look like, and regardless what 18 their families have done. 19 We provide early college exposure and 20 track college readiness indicators for students. 21 Lastly, is our rigorous curriculum. 22 DR. RENEE DELGADO-RILEY: Our 23 evidence-based curriculum is nationally -- evidence 24 that it shows successful rates in similar demography 25 that we're going to be supporting. And we believe</p>	<p style="text-align: right;">16</p> <p>1 ensuring that students are receiving necessary 2 supports and timely interventions to support their 3 learning. 4 Additionally, our tailored classroom 5 supports include having a lead teacher and an 6 instructional assistant with the appropriate 7 credentials in the classroom in grades K through 2, 8 and special education-focused, shared instructional 9 assistants, in grades 3 through 5. 10 This is all done under our inclusion 11 philosophy, ensuring that our teachers, student 12 assistants, and students are working together to 13 provide appropriate and necessary supports to 14 students with disabilities. 15 Next slide, please. 16 We know what our demographic needs. 17 31 percent of our target population is made up of 18 households that speak a language other than English. 19 So ensuring that our school is prepared with a 20 supportive and comprehensive EL -- or English 21 language -- learning program is a priority of our 22 school design. 23 And this starts with accurate 24 identification of our EL students through a language 25 usage survey and State-mandated assessments, such a</p>
<p style="text-align: right;">15</p> <p>1 in setting high expectations so every student can 2 see themselves in the curriculum, from cultural 3 background to a diverse array of experiences. So 4 we're instituting a really rigorous curriculum to 5 make sure that they're reading by December. 6 Kindergarteners will read to their 7 families by December, and we believe strongly in 8 that. 9 MS. ALEJANDRA GRIJALVA: So Equip 10 Academy's school design prioritizes providing a 11 highly supportive and inclusive learning environment 12 for all of our students, every single student that 13 walks through our doors. 14 Our intentional school design and 15 commitment to inclusion ensure that every student 16 receives the individualized support they need to the 17 thrive academically and socially. 18 Our special education model is designed to 19 serve our students with special needs within a 20 general education setting as much as possible, while 21 providing a multilayered system of support, or MLSS, 22 as appropriate. 23 A highlight of our model is our dedicated 24 Student Assistance Team, that will be responsible 25 for weekly progress monitoring, IEP development, and</p>	<p style="text-align: right;">17</p> <p>1 the WIDA ACCESS Test. 2 The cornerstone of our program is our 3 multilayered system of support that will provide 4 regular progress monitoring that will inform 5 data-driven instruction, and ensure appropriate 6 support based on the student's actual needs and 7 early -- and identifying early interventions when 8 necessary. 9 Additionally, we are committed to cultural 10 responsiveness through our culturally responsive 11 curriculum and appropriate materials that reflect 12 our student demographic and the philosophy that 13 celebrates our students' diversity as their biggest 14 strength. 15 DR. RENEE DELGADO-RILEY: So to ensure 16 we're meeting the diversities of our students and 17 being held accountable to the communities we serve, 18 our tailored assessment design can help us 19 accurately identify early learning gaps that can 20 help drive instruction, monitor student progress, 21 and set overall goals for the school. 22 So we're going to do this in a couple of 23 ways, specifically through our Mission-Specific 24 Goals, highly focused on the academic excellence. 25 So we're expecting in reading that</p>

<p style="text-align: right;">18</p> <p>1 70 percent of our students will advance two or more 2 reading levels in one academic year, as measured by 3 Fountas & Pinnell Reading Assessment, which is 4 grounded in the Science of Reading. 5 For mathematical problem-solving, we 6 expect 70 percent of our students will solve complex 7 grade-level number stories accurately. 8 As a place of educator excellence, we're 9 going to hold ourselves to high-quality instruction. 10 And to do that we're going to have 190 hours 11 annually of teacher professional development. 12 There's going to be ongoing coaching and 13 observations led by our proposed heads of school, 14 and as well as quarterly data studies to ensure that 15 teachers know how to use the data to not only drive 16 instruction, but, ultimately, impact student 17 learning. 18 Because of our inquiry-based approach, 19 there's ongoing formative assessments that are 20 embedded in the curriculum. So there's ongoing data 21 collection that is very iterative that centers 22 students in their learning. 23 This data will then drive the development 24 of individual student learning goals that can 25 address gaps, adjust them in realtime, which is, we</p>	<p style="text-align: right;">20</p> <p>1 committee. This is to ensure the most effective use 2 of public and private funds to support the school's 3 mission and to ensure compliance with PED. 4 We, as a mission, is to equip students 5 with the knowledge and skills to succeed. 6 Therefore, we have budgeted enough financial support 7 for a full-time special education teacher and other 8 needs that students may present upon enrollment. 9 If other needs arise, we have three grant 10 writers on the board who will also help apply for 11 grants in the future. 12 We will also have a dedicated fundraising 13 team to develop and implement a fundraising -- a 14 comprehensive fundraising strategy, which will 15 include annual campaigns, major donor cultivation, 16 and special events. 17 In terms of our long-term priorities, we 18 will support our teachers with robust professional 19 development each year. And we also plan on adding 20 more staff support in the future, which includes 21 instructional assistants, an assistant principal in 22 residence, and an education coordinator. 23 Our largest long-term priority, however, 24 is a permanent facility in year four on the west 25 side to support our 450 students at max enrollment.</p>
<p style="text-align: right;">19</p> <p>1 know, both inclusive and equitable. 2 And, lastly, we'll rely on standards-based 3 assessments, which are a series of summative 4 assessments that give us a high-level understanding 5 of student proficiency that we can look at overall 6 trends over time, as well as disaggregated by our 7 special populations. 8 Next slide, please. 9 MS. JANET LEUNG: In terms of our 10 financial model, we as a proposed governing board, 11 have a responsibility to review fiscal oversight, 12 the management of public and private funds, and 13 long-term priorities. 14 For oversight, we have a responsibility to 15 ensure that the finances are compliant, especially 16 with PED, our budget must be conservative, balanced, 17 and aligned with public interests. 18 We all notice that the fiscal health of 19 the school is dependent upon enrollment. We, as the 20 proposed board, as the stewards of public health -- 21 stewards of public funds -- will review this metric 22 closely in the planning year. Enrollment is very 23 important. We will make recommendations, as needed. 24 In terms of our internal controls, we will 25 review finances regularly through the finance</p>	<p style="text-align: right;">21</p> <p>1 Next slide. 2 MS. SARA FITZGERALD: Continuous 3 improvement and accountability are really central to 4 the Equip Academy model, and we've designed our 5 governance structure to make sure we're delivering 6 that to our school community, both to the students 7 and families that are part of that. 8 So to that end, our governing board will 9 be overseeing these areas: 10 Mission and vision alignment, to make sure 11 that we are making good on the promises that we make 12 in our charter; academic accountability; legal 13 compliance and fiscal health; the selection and 14 evaluation of our head of school; strategic planning 15 for the long-term success of our school; and public 16 transparency, because we are not just stewards of 17 public resources, but we're also community partners. 18 So to get started, if we're approved, we 19 will immediately transition from a founding board to 20 a governing board, and we'll do that by adopting our 21 bylaws, electing officers and establishing 22 committees, qualifying as a Board of Finance so that 23 we can carry out our fiscal responsibilities, 24 ensuring that we are in full compliance with the 25 Open Meetings Act, and take steps to hire a head of</p>

<p style="text-align: right;">22</p> <p>1 school; so approving that job description and 2 starting to flesh out a contract so that we can make 3 an offer.</p> <p>4 At that point we will also start 5 scheduling our training. We know that State law 6 requires that we complete ten hours of governing 7 body training by the end of that first academic 8 year. We want to make sure we get that done right 9 away.</p> <p>10 In terms of our regular board 11 responsibilities, we'll be evaluating our head of 12 school each year, using multiple measures. So 13 50 percent of that evaluation will be based on 14 student achievement; 25 percent will be based on 15 teacher observations and feedback; and that 16 remaining 25 percent will be based on the PED high, 17 objective, uniform State standards of evaluation, 18 and school community feedback as well.</p> <p>19 We'll also undergo an annual board 20 evaluation as a governing body. And so we'll start 21 with a detailed self-evaluation. We do have a 22 rubric in our application to really look at 23 ourselves in six important domains.</p> <p>24 And we'll actually do that twice each 25 year. So the second time, at the end of the year,</p>	<p style="text-align: right;">24</p> <p>1 of respondents revealed the perceived benefit of a 2 high-quality elementary school, like Equip, as 3 important.</p> <p>4 Through four focus groups and many 5 one-on-one meetings with over 245 people across the 6 Albuquerque community, they have demanded an overall 7 sentiment and excitement about our school model.</p> <p>8 Through our many local organizations and 9 businesses, ranging from Head Starts, daycares, 10 religious organizations, community organizations, 11 businesses, overwhelmingly are endorsing a school 12 like Equip Academy to open on the Albuquerque west 13 side.</p> <p>14 And, lastly, we received 134 letters of 15 support from families and community members 16 amplifying the importance of having a school like 17 Equip. This visual you see here represents over 18 16,000 words from community members' voices 19 expressed during our focus groups.</p> <p>20 A text-mining, statistical analysis was 21 used to create word associations which refer to the 22 strength and connections between community members' 23 words.</p> <p>24 As you can clearly see, community members' 25 voices are amplified and vocalizing Equip's</p>
<p style="text-align: right;">23</p> <p>1 when we do that, we'll also undergo an evaluation by 2 our staff and by our school community as well 3 through surveys to get their important feedback as 4 well.</p> <p>5 And to sustain or board long-term, each 6 one of us will be responsible for leveraging our 7 network to find other community-minded, committed 8 members of our board who might be able to contribute 9 skills and their values to be an asset to us. And 10 we have a thorough vetting system to make sure that 11 they're a good fit.</p> <p>12 DR. RENEE DELGADO-RILEY: So strong 13 community support is an indicator of the potential 14 success of our school and reflects the local demand 15 and commitment to our school mission.</p> <p>16 Background research a few years ago in 17 New Mexico revealed that over 80 percent of families 18 want more choices in public education. And over 19 70 percent support opening more public charter 20 schools.</p> <p>21 Through extensive outreach, Equip 22 Academy -- as you can see here, we have lots of 23 people. But in addition to that, we've learned that 24 they really support us in a couple of different 25 ways, the first being our survey, where 97 percent</p>	<p style="text-align: right;">25</p> <p>1 educational model, from inquiry-based to 2 mission-vision to school design.</p> <p>3 Next slide, please.</p> <p>4 This visual -- not expecting you to read 5 everything -- but it's a very complex web of 6 connections created with community organizations, 7 businesses, and community groups by the founding 8 Equip team in the last ten months.</p> <p>9 So the thicker the line, the more pink and 10 more orange visually represent the intentional 11 strength of that relationship that's going to be 12 directly involved in executing our academic model.</p> <p>13 Next slide, please.</p> <p>14 Community voices are critical for 15 understanding our community needs and aspirations, 16 especially for the people in our proposed community. 17 We are so grateful to our community for sharing 18 their voice, which has helped inform our school 19 design, and will continue to inform our school 20 design.</p> <p>21 And we really appreciate everyone that 22 showed up today. I'd like to take a moment, if 23 you're willing and able, to please stand so that the 24 founding team can recognize your courageousness to 25 share your voice and time with us.</p>

26	<p>1 (People stand.)</p> <p>2 DR. RENEE DELGADO-RILEY: And I don't want</p> <p>3 to read all these quotes. But I just think some of</p> <p>4 them are critical.</p> <p>5 "All New Mexico students deserve access to</p> <p>6 high-quality options now."</p> <p>7 "Education can be the tool to impact</p> <p>8 lives, but the first step is access." Next slide.</p> <p>9 MS. MERCY HERRERA: We just want to thank</p> <p>10 you with three things. The first is our commitment</p> <p>11 to provide a high-achieving academy that fosters</p> <p>12 curiosity to develop independent and critical</p> <p>13 thinkers. We center community through partnership</p> <p>14 and maintain transparency and accountability as an</p> <p>15 institute.</p> <p>16 We are grateful for you all today taking</p> <p>17 the time to engage with us in lending your area of</p> <p>18 expertise, and we look forward to discussing this</p> <p>19 possibility with you today.</p> <p>20 THE CHAIR: Thank you.</p> <p>21 Is there anyone here from Albuquerque</p> <p>22 Public Schools?</p> <p>23 (No response.)</p> <p>24 THE CHAIR: Okay. Is there anyone here</p> <p>25 from a tribal entity?</p>	28	<p>1 Encore Enterprises. We are business owners in a</p> <p>2 variety of businesses within the real estate, health</p> <p>3 care, and consumer industries.</p> <p>4 We own and operate dental practices across</p> <p>5 the country. We own a total of 37 practices in the</p> <p>6 United States, five of which are in New Mexico and</p> <p>7 very close to your community. And in New Mexico, we</p> <p>8 employ about 101 people at all levels of skill and</p> <p>9 education.</p> <p>10 We have dentists, hygienists, treatment</p> <p>11 coordinators, front desk receptionists, office</p> <p>12 coordinators, and leaders.</p> <p>13 And while we see labor issues across the</p> <p>14 country continue to be a problem for us in terms of</p> <p>15 staffing post COVID, I will say that staffing and</p> <p>16 finding superstar talent in New Mexico continues to</p> <p>17 be a challenge.</p> <p>18 And that is why I'm here today to fully</p> <p>19 support the Equip Academy founding team's desire to</p> <p>20 open a charter in the community and to serve the</p> <p>21 community of our employees and their families as</p> <p>22 well, because the hope is that kids who are educated</p> <p>23 at Equip Academy can grow up to be, in our benefit,</p> <p>24 selfishly, dentists, or any other professionals that</p> <p>25 would encourage a business like Encore, a business</p>
27	<p>1 (No response.)</p> <p>2 THE CHAIR: Okay.</p> <p>3 We are now on to public comments.</p> <p>4 MS. MELISSA BROWN: Do you want people in</p> <p>5 the room or people on Zoom first?</p> <p>6 THE CHAIR: Let's do the Zoom people</p> <p>7 first.</p> <p>8 MS. MELISSA BROWN: Okay. So first up on</p> <p>9 Zoom we have -- and I apologize for not pronouncing</p> <p>10 it correctly -- Nili Sangani.</p> <p>11 And remember to please spell your first</p> <p>12 and last name for the court reporter.</p> <p>13 I'm going to give you permission to talk</p> <p>14 in just a second here.</p> <p>15 There you go.</p> <p>16 FROM THE PUBLIC: Hi. Can everyone hear</p> <p>17 me?</p> <p>18 MS. MELISSA BROWN: We can.</p> <p>19 FROM THE PUBLIC: I'm really happy to be</p> <p>20 going first.</p> <p>21 My name is Nili Sangani. First name is</p> <p>22 N-i-l-i. Last name, S-a-n-g-a-n-i.</p> <p>23 So a little bit about myself.</p> <p>24 I am a board member and a senior</p> <p>25 vice president of operations at a business called</p>	29	<p>1 that I'm a part of, to continue to expand their</p> <p>2 footprint in Albuquerque and New Mexico.</p> <p>3 I also strongly believe that kids who grow</p> <p>4 up to be a part of the labor force in New Mexico and</p> <p>5 who have ties and deep connections to the state make</p> <p>6 better overall hires and contribute to the very rich</p> <p>7 culture of our community and our local businesses.</p> <p>8 So with that, I hope the committee</p> <p>9 approves Equip's application and proposal today.</p> <p>10 Thank you.</p> <p>11 MS. MELISSA BROWN: Next up, we'll have</p> <p>12 Janice Arnold. I'm just finding you.</p> <p>13 I can't find Janice Arnold.</p> <p>14 I'll go to John Jones. You can unmute</p> <p>15 yourself, John, and I will start the timer when you</p> <p>16 finish spelling your name.</p> <p>17 FROM THE PUBLIC: I'm John Jones,</p> <p>18 J-o-n-e-s. Pleased to see the approach this board</p> <p>19 is taking with their goals and objectives to focus</p> <p>20 on reading and math competencies in a dual-language</p> <p>21 environment. I would like to hear a little bit</p> <p>22 about the market analysis they've done to establish</p> <p>23 the need for these.</p> <p>24 I think they're on -- they're spot on the</p> <p>25 mark. I would like to hear some of that data.</p>

30

1 Thank you.

2 MS. MELISSA BROWN: Thank you. Next we

3 have Andrea Hawkins.

4 FROM THE PUBLIC: Hi, there. Can you hear

5 me?

6 MS. MELISSA BROWN: Yes, we can.

7 FROM THE PUBLIC: Okay. My name is Andrea

8 Hankins, H-a-n-k-i-n-s. And I'm happy to share why

9 I think Equip Academy of New Mexico is not only a

10 welcome addition to Albuquerque's west side. And

11 having grown up on Albuquerque's west side, I do

12 believe that it's necessary to our children's

13 future.

14 As so many of you know, our academic

15 performance for our children are really low. It's

16 very below par. They're struggling with reading and

17 math. And the proficiency rates in our area are so

18 low, only about 26 percent in reading, and I believe

19 even lower in math, from what I understand.

20 Equip Academy's unique approach with the

21 strong emphasis on literacy and inquiry-based

22 instruction is -- I believe it's designed to address

23 these issues head on. This will give our kids the

24 foundation that they need too excel academically.

25 I really like Equip Academy's model, and I

31

1 think what sets them apart is the commitment to

2 teacher excellence. I like the idea that teachers

3 will undergo a rigorous professional development and

4 they'll get ongoing support through regular

5 observations and life coaching. And I really just

6 believe that this gives our children the best of the

7 best.

8 Early -- Equip's early introduction to the

9 idea of college and career opportunities, I think,

10 is transformative, starting at the kindergarten

11 level. Speaking to kids like, you know, "when you

12 go to college," not "if you go to college." And

13 truly preparing them for that experience, I think,

14 is huge. I think it's crucial to their futures.

15 I myself am a product of private education

16 here in Albuquerque. And as a parent of a

17 15-year-old, I have invested in private education

18 for my son for grades kindergarten through the

19 eighth grade.

20 And I truly do wish that Equip Academy of

21 New Mexico was around during my son's younger years.

22 I think this model gives our children the

23 opportunity to thrive without placing such a

24 financial burden on their parents.

25 I do think that our community should not

32

1 have to pay for this level of education. And I

2 truly am excited about the future of our children,

3 and I just encourage you to support this incredible

4 initiative.

5 Thank you.

6 MS. MELISSA BROWN: Thank you. If Janice

7 Arnold is using a different channel's name, you

8 could raise your hand. Otherwise, we could go to

9 the room.

10 I'm thinking that it's D'Val -- oh, there

11 we go. Sorry. We'll go to Monique. You can speak.

12 FROM THE PUBLIC: Hi. My name is Monique

13 Diaz. I am really grateful to be here today.

14 MS. MELISSA BROWN: Can you please spell

15 your name?

16 FROM THE PUBLIC: Monique, M-o-n-i-q-u-e.

17 Last name, D-i-a-z. I grew up going to school on

18 the west side of Albuquerque. I am really excited

19 to see a school like Equip be started for the

20 children of that community on that side -- or just

21 in Albuquerque, in general. From my experience,

22 it's very much needed.

23 You know, I was a very lucky kid growing

24 up, knowing, you know, just with the backing of my

25 mom who had been to college, and, looking at the

33

1 rest of my family, just noticing, like, what a

2 blessing that my mom had that opportunity and to

3 help me groom -- groom me to a way to get myself

4 there as well.

5 Had I not had something like that, I would

6 have struggled, just like I saw a bunch of my

7 friends in school struggle.

8 And so I'm very excited to hear about a

9 school that is going to help children get there,

10 despite whether their families have had an

11 experience like that or not, because -- I don't

12 know. My heart is in the children of New Mexico.

13 I love where I'm from, and I feel like the

14 children there deserve every little bit that this

15 school has to offer. And I'm just really excited to

16 see what comes in it.

17 So I'll just share a quick experience.

18 In middle school, I moved from El Paso,

19 Texas, to Rio Rancho. And without any question, I

20 was placed into a program for children who didn't

21 speak English as a first language without even being

22 asked.

23 My parents were not asked. No one asked.

24 It was just assumed. And I -- after a couple of

25 months, I let my mom know that school seemed really

<p style="text-align: right;">34</p> <p>1 easy, like, beyond easy. 2 She questioned that, because she didn't 3 like that for me. So she did digging and was able 4 to realize that I was in the wrong program. 5 And so I would really absolutely hate for 6 a student to have to go through something like that 7 long-term and not be challenged to grow and to 8 become everything that they could become because the 9 parents either didn't know or the child didn't know 10 to ask or any of that. 11 And so I really hope that that is 12 something that can be avoided. And I really feel 13 like with a school like Equip Academy, that can 14 absolutely be avoided. 15 So thank you for letting me share today. 16 MS. MELISSA BROWN: Okay. In the room, 17 D'Val Westphal. 18 FROM THE FLOOR: I'm D'Val Westphal. 19 That's D apostrophe V-a-l W-e-s-t-p-h-a-l. 20 I'm the executive vice president of policy 21 and programs for the Greater Albuquerque Chamber of 22 Commerce, and I'm also a westside resident and the 23 proud parent of a charter school graduate. 24 And so I'd like to share why approving 25 Equip Academy is a win from both of those</p>	<p style="text-align: right;">36</p> <p>1 And we were very, very lucky, and we were 2 able to. And it was 100 percent absolutely worth 3 it. 4 Our son graduated with 45 college credits. 5 He got his bachelor's and his master's in four 6 years. And now he's got a brand new job, on the 7 Base, as a program manager. And that is in great 8 part because he went to great charter schools, 9 schools where tutoring and support are the norm, 10 schools where every child is given the tools they 11 need to succeed, where failure is simply not an 12 option. 13 And what the school landscape looks like 14 is one of the first questions businesses ask when 15 they consider New Mexico. It's a question all of us 16 parents ask ourselves every day. 17 Please, please, please approve this 18 charter and make that an option for more families 19 here. 20 Thank you. 21 MS. MELISSA BROWN: Next we have Alyssa 22 Zamora. 23 FROM THE FLOOR: Hi. My name is Alyssa 24 Zamora. Hold this. I'm a resident teacher at the 25 University of New Mexico.</p>
<p style="text-align: right;">35</p> <p>1 perspectives. 2 From the charter standpoint, businesses 3 want great schools and great options for their 4 employees. We all know New Mexico school 5 performance measures are not where they should be. 6 And so it's essential to expand the offerings with 7 high-performing charters like Equip, which are both 8 more targeted and more nimble in delivering the 9 education that our student bodies need. 10 From the parent standpoint, we truly won 11 the lottery, not once but twice; first, when my son 12 got into a Montessori charter, again, when he got 13 into a college-prep charter. 14 That was just the first hurdle, though. 15 Getting him to school every day for twelve years was 16 a huge challenge. We had to drive from far 17 northwest Albuquerque to the center of town every 18 day for five years. And then for the next seven, we 19 had to drive all the way from northwest Albuquerque 20 to the Pit area. 21 It was a sacrifice many parents just can't 22 make. I had many colleagues at the time tell me 23 they simply just couldn't get their kid across town. 24 They couldn't -- they couldn't afford the gas money; 25 they couldn't make it work.</p>	<p style="text-align: right;">37</p> <p>1 MS. MELISSA BROWN: Could you please spell 2 your name? 3 FROM THE FLOOR: Oh, sorry. 4 A-l-y-s-s-a Z-a-m-o-r-a. 5 I'm a resident teacher at the University 6 of New Mexico, and I will soon be receiving my 7 degree in elementary education. 8 I have had the opportunity to attend one 9 of Equip's focus groups. And I think that Equip 10 Academy is needed because of its focus on teacher 11 training through educator excellence. 12 I believe that educator excellence is one 13 of the most important key elements for student 14 success, because students cannot live up to their 15 full potential if they are not properly led by a 16 highly educated, skilled, and trained teacher. 17 The teacher creates a community within the 18 classroom, and that makes a huge impact on how 19 students learn and perform overall. 20 Thank you. 21 MS. MELISSA BROWN: Next we have Mark 22 Vigil. And please remember to spell your name. 23 FROM THE FLOOR: Hello. My name is Marc 24 Vigil. M-a-r-c. Last name, Vigil. V as in 25 "Victor" -i-g-i-l.</p>

<p style="text-align: right;">38</p> <p>1 I'm here, CEO of ME Designs, a design 2 company that creates various custom projects. Equip 3 Academy is needed in New Mexico, Equip's 4 inquiry-based model, which helps student thinking, 5 curiosity, and creativity. Creativity is crucial 6 in -- is crucial because it allows individuals to 7 showcase their -- and express their talents and 8 skills in various mediums. This is crucial for 9 tomorrow's learning. 10 Thank you. 11 MS. MELISSA BROWN: Next we have Melissa 12 Sanchez. 13 FROM THE FLOOR: Good afternoon. My name 14 is Melissa, M-e-l-i-s-s-a, Sanchez, S-a-n-c-h-e-z. 15 I am a westside resident and the CEO of 16 the Albuquerque Westside Business Association, where 17 our mission is to support the educational and 18 economic development of Albuquerque's west side. 19 And I've had the opportunity to meet with 20 some of the founding members of Equip Academy of 21 New Mexico. I've attended the focus groups, which 22 had great community engagement, and was just quite 23 impressed with, you know, the start and just the 24 willingness to work with community and different 25 organizations.</p>	<p style="text-align: right;">40</p> <p>1 so I can't read or spell that good. So I like how 2 they will teach them how to read a few more books, 3 higher grades than them, and just learning that 4 overall. 5 But thank you. 6 MS. MELISSA BROWN: Bruce Stidworthy. 7 FROM THE FLOOR: I'll hold the mic, too. 8 My name is Bruce Stidworthy. Last name, 9 S-t-i-d-w-o-r-t-h-y. 10 I am the president and the CEO of Bohannon 11 Huston, a local civil engineering firm. And also 12 relevant to today's discussion, I am the grandparent 13 of two preschoolers here in Albuquerque. 14 Parents in the Albuquerque community want 15 more options to help their students thrive by 16 finding the right fit for them. And I believe that 17 Equip Academy will help fulfill that need in our 18 community. 19 As a community member who believes in a 20 bright future for Albuquerque, I want Equip Academy 21 to help our youngest students become strong leaders, 22 critical thinkers, and young people of integrity. 23 That's good for them, good for their families, good 24 for our businesses, who want to hire smart and 25 motivated people, and good for our community.</p>
<p style="text-align: right;">39</p> <p>1 You know, education is the cornerstone to 2 a community's economic prosperity. And on the west 3 side, due to the increased population growth, we do 4 face challenges and lack of infrastructure. So we 5 do believe that the addition of Equip Academy will 6 definitely benefit families and residents of the 7 west side and Albuquerque as a whole, and I strongly 8 urge that you approve Equip Academy of New Mexico. 9 Thank you. 10 MS. MELISSA BROWN: Next we have Isaiah 11 Holtry, I believe. 12 FROM THE FLOOR: Yeah. It's okay. My 13 name is Isaiah Holtry. I-s-a-i-a-h. And then last 14 name, H-o-l-t-r-y. 15 And -- but I just want to say about the 16 Equip Academy is -- what I love about Equip Academy 17 is how the kids -- how the kids can -- or how the 18 kids will visit colleges at such a young age, having 19 kids think about the early future or become more 20 comfortable with the idea of college and what they 21 want to become. 22 I don't have any kids yet. But when I do, 23 I would send them to Equip Academy. 24 And I really like the part about the 25 reading and stuff. Because I have, like, dyslexia,</p>	<p style="text-align: right;">41</p> <p>1 Our future needs big thinkers and skilled 2 doers. And our company needs them as well. 3 So thank you for your support, and I 4 encourage you to move this -- this school forward in 5 its process of approval. 6 Thank you. 7 MS. MELISSA BROWN: Next we have Scott 8 Darnell. 9 FROM THE FLOOR: Good afternoon, 10 Madam Chair and Commissioners. I'm Scott Darnell. 11 It's D-a-r-n-e-l-l, the father of two boys who 12 attend a great public charter school here in 13 Albuquerque. And their school has meant the world 14 to our family. It's been the right learning 15 environment, academic setting for them, and they've 16 thrived as a result. 17 We should want this same opportunity for 18 more families across the metro area, simple, basic 19 access to a wide range of high-quality education 20 options. And there just aren't enough of them right 21 now. 22 We already heard, according to Research & 23 Polling, Inc., nearly eight in ten residents in our 24 community say they want more high-quality public 25 school options.</p>

<p style="text-align: right;">42</p> <p>1 One of the most important questions I 2 think you can ask in deciding whether to authorize a 3 new school is this: Will the school have a dynamic 4 leader with a plan that will work and a heart for 5 the work? 6 Good leaders set high expectations. They 7 hire well. And they focus on getting results. 8 I run the Leadership Albuquerque program, 9 which develops knowledgeable and engaged civic 10 leaders in our community and Equip's founder, Mercy, 11 is a standout recent graduate of the program, and 12 I've had a chance to get to know her. 13 Mercy is someone who taught at and led 14 teachers at high-performing charters in 15 neighborhoods and communities in New York City with 16 high percentages of students living in poverty, not 17 unlike many of the students that she will serve 18 here. 19 She's proven herself. She knows what 20 she's doing. And, thank the good lord, she decided 21 to bring her talents back home to the place that she 22 grew up. 23 And when someone comes back home to make a 24 difference here for our kids, they should receive 25 our thanks, our encouragement, and, in this case, an</p>	<p style="text-align: right;">44</p> <p>1 Having worked in New Mexico, on the East 2 Coast in Baltimore and Northern Virginia, and 3 internationally in Dubai, and in schools both low- 4 and high-performing, there were a few things I 5 noticed in the proposal that I've observed have 6 contributed to great student outcomes. 7 First and foremost, a joyful and engaging 8 learning environment. We want our students to want 9 to go to school, have joy in their learning. 10 An intensive focus on reading and 11 literacy. 12 Extensive professional development for 13 teachers. 14 Exposure to the larger world of career and 15 university from a young age. 16 And opportunities to be challenged through 17 the inquiry-based learning. 18 I'm so impressed with the plans Equip 19 Academy has for students on the west side, and hope 20 one day my own daughter will be able to learn and 21 grow there. 22 Thank you. 23 MS. MELISSA BROWN: Ben Cloutier. 24 FROM THE FLOOR: Hi. My name is Ben 25 Cloutier. I'm a resident -- excuse me. My</p>
<p style="text-align: right;">43</p> <p>1 emphatic yes. 2 The financing is in place. A strong 3 leadership team, impressive leadership team, is in 4 place. And I strongly urge the PEC to authorize 5 Equip Academy. 6 Thank you very much. 7 MS. MELISSA BROWN: Next we have Katrice 8 Grant. 9 FROM THE FLOOR: Hi. Good afternoon, 10 everyone. My name is Katrice Grant. It's 11 K-a-t-r-i-c-e. Grant, G-r-a-n-t. 12 And I am a new mom to a six-month-old, as 13 well as a school counselor in Bernalillo Public 14 Schools, recently completing my twelfth year in 15 education. 16 I've had a chance to learn more about 17 Equip Academy by reading through some of the charter 18 application available online, and can say 19 wholeheartedly that I would love for my own child to 20 have the opportunity to go to this school and 21 kindergarten. 22 As an educator born and raised here in 23 Albuquerque, I am so excited to see high-quality 24 education being prioritized through a school like 25 Equip.</p>	<p style="text-align: right;">45</p> <p>1 spelling, B-e-n C-l-o-u-t-i-e-r. 2 I'm a resident of the City of Albuquerque, 3 so I'm invested in the outcomes of our students. 4 I'm also an alumnus of one of our great 5 charter schools in Roswell, shout-out to Sidney 6 Gutierrez Middle School. And I am the director of 7 outreach at Project ECHO, where we support the 8 implementation of best practices for teachers across 9 the state of New Mexico. We support tens of 10 thousands of teachers right now. 11 And we believe that the model that Equip 12 Academy is planning to implement, especially as it 13 relates to literacy, is really needed at this time. 14 As you all know, we're in a bit of crisis statewide 15 in terms of our literacy rates, and especially the 16 west side. And we need more schools like this 17 across New Mexico. 18 Thank you. 19 MS. MELISSA BROWN: I believe it's Louie 20 or Luis Zamora. 21 FROM THE FLOOR: Hello. My name is Luis 22 Zamora. L-u-i-s Z-a-m-o-r-a. I am the procurement 23 manager of B&D Industries. And I'm here today in 24 support of Equip Academy. 25 And upon approval and establishment on</p>

<p style="text-align: right;">46</p> <p>1 Albuquerque's west side, I truly believe the future 2 of our workforce will be benefited, just due to the 3 charter school just instilling just a great work 4 ethic. And just knowing that there is a future of 5 hard work is very proud to be of. Thank you. 6 MS. MELISSA BROWN: Eva Encinias. 7 FROM THE FLOOR: Good afternoon. My name 8 is Eva Encinias. E-n-c-i-n-i-a-s. 9 I've been an educator here in New Mexico 10 for 40-plus -- I was with the University of New 11 Mexico for 45 years where I started a flamenco 12 program, and also am the founding director of the 13 National Institute of Flamenco. 14 We have been in partnership -- our 15 nonprofit, which is the National Institute of 16 Flamenco, has been in partnership with a wonderful 17 charter school, Tierra Adentro of New Mexico, that 18 is a sixth- through twelfth-grade charter school. 19 However, the greatest challenge that we 20 have found is that the young people coming into the 21 sixth grade are -- have such issues with reading and 22 writing that we spend much of our time 23 back-pedaling, trying to make sure that these kids 24 can communicate well. 25 And so I was really excited when Mercy</p>	<p style="text-align: right;">48</p> <p>1 Are we looking for Melissa Garcia? Am I 2 just butchering -- oh, okay. 3 I'm not sure of this first name. 4 Chris- -- Chris- -- Chris Romero. 5 Christyn? Christyna? Christyna? Okay. Sorry. 6 FROM THE FLOOR: Hello. My name is 7 Christyna Romero. C-h-r-i-s-t-y-n-a R-o-m-e-r-o. 8 And I am a New Mexican resident brought up 9 here and a business owner -- opened my first 10 business here and grew up on the west side. I 11 currently live in Chandler, Arizona, which is out of 12 Phoenix. But I chose to be here in person in full 13 support of the Equip Academy Charter School. I'm 14 definitely happy to be a part of it in support of a 15 higher performing elementary school. 16 I, firsthand, dealt with having to move my 17 children to Phoenix, Arizona, for a better education 18 when it came to their elementary. And had there 19 been an option like Equip Academy, things might have 20 turned out different. 21 I particularly am interested in the 22 comprehensive literacy program that Equip is 23 offering. I think that New Mexicans do struggle 24 with the reading. That's pretty apparent. So the 25 fact that they're focusing on that is going to be</p>
<p style="text-align: right;">47</p> <p>1 Herrera came, who was a student of mine at UNM, to 2 me, saying that she was interested in starting 3 this -- this charter school. Because if we have 4 learned -- and we have learned many things being 5 involved with a charter school -- one of the 6 greatest things is they need a strong foundation 7 that starts K through 5. 8 And so I know -- I'm totally excited about 9 this school going forward, because we definitely 10 need more of them here in Albuquerque. 11 I'm glad to see that this is addressing 12 the west side, or is hoping to address the west 13 side. But we need it all across Albuquerque. 14 Also, the importance and the focus that 15 Mercy Herrera has spoken about in regard to giving 16 the students culturally relevant experiences in the 17 arts I think is hugely important. In my many years 18 at the University, without fail, students would 19 always come to me at the end of a semester and say 20 that the inclusion of dance and music in their lives 21 has made a tremendous improvement in their grade 22 point average and their ability to learn. 23 So I strongly encourage this, and good 24 luck and -- to your great success. 25 MS. MELISSA BROWN: Melissa Garcia.</p>	<p style="text-align: right;">49</p> <p>1 essential for the future of our students. 2 The Equip team is passionate about 3 bringing this opportunity of a top-tier college 4 performing elementary charter school here. As you 5 can see, their passion definitely spills over and 6 their resume speaks for itself. 7 I know Mercy is definitely a good leader 8 here, and she has led in some of the top performing 9 charter schools around. And the whole team is 10 committed to bringing that same leadership skills 11 here. 12 It's imperative that we have the community 13 support. Crucial. So I think all the faces being 14 here today is a testimonial of the support that we 15 have. And I hope that we can get that approval, as 16 I know everyone is just as passionate about it as we 17 are. Thank you. 18 MS. MELISSA BROWN: Megan DeLaRosa. 19 FROM THE FLOOR: Madam Chair, 20 Commissioners, I'm Megan DeLaRosa. D-e-l-a-r-o-s-a. 21 I'm representing the Kirtland Partnership 22 Committee and Sandia Science and Technology Park. 23 The establishment of a new charter school 24 in Bernalillo County stands to significantly benefit 25 the Kirtland National Security Complex and the</p>

50	<p>1 24,000 families residing and working on Kirtland.</p> <p>2 Education plays a crucial role for</p> <p>3 military families, enhancing stability and</p> <p>4 supporting the growth of children amidst the demands</p> <p>5 of service life.</p> <p>6 School choice provides significant</p> <p>7 benefits to military families by offering</p> <p>8 flexibility and options tailored to their unique</p> <p>9 circumstances. It allows families to select schools</p> <p>10 that best meet their children's needs, whether based</p> <p>11 on academic programs, extracurricular activities, or</p> <p>12 proximity to installations.</p> <p>13 The flexibility supports continuity in</p> <p>14 education, despite frequent relocations, ensuring</p> <p>15 children receive quality education regardless of</p> <p>16 where duty calls.</p> <p>17 As the Department of Defense increasingly</p> <p>18 considers quality-of-life factors, including</p> <p>19 education in basing decisions, the introduction of</p> <p>20 new schools will not only enrich educational</p> <p>21 opportunities, but contribute to economic growth in</p> <p>22 our community.</p> <p>23 For these reasons, we ask that you approve</p> <p>24 Equip Academy.</p> <p>25 MS. MELISSA BROWN: I believe it's Jenny</p>	52	<p>1 FROM THE FLOOR: Good afternoon,</p> <p>2 Madam Chair, members of the Commission. My name is</p> <p>3 Isaac Rivas-Savell.</p> <p>4 Last name is R-i-v-a-s hyphen S-a-v-e-l-l.</p> <p>5 I'm the founder and executive director of</p> <p>6 Voz Collegiate Preparatory Charter School, the</p> <p>7 school proudly serving the students and families of</p> <p>8 the International District here in Albuquerque.</p> <p>9 On average, we're finding that our</p> <p>10 incoming sixth-grade students are reading at an</p> <p>11 upper second-grade/lower third-grade level. They're</p> <p>12 computing math at a mid-second-grade level.</p> <p>13 And that is why it's essential that</p> <p>14 proposed schools like Equip Academy be founded so</p> <p>15 that they can provide a strong academic foundation</p> <p>16 as our students matriculate into middle school and</p> <p>17 high school.</p> <p>18 From an equity perspective, studies show</p> <p>19 that students who are exposed to leaders who look</p> <p>20 like them and are a reflection of their community</p> <p>21 tend to perform higher from an academic perspective.</p> <p>22 Mercy Herrera, unfortunately, in 2024, it</p> <p>23 is a rarity to find women, specifically women of</p> <p>24 color, leading and founding successful charter</p> <p>25 schools here in New Mexico.</p>
51	<p>1 Soto.</p> <p>2 FROM THE FLOOR: Hello. My name is Jenny</p> <p>3 Soto. S-o-t-o. And I am a new mom. I also own</p> <p>4 Culture Club Salon. And I have a deep commitment to</p> <p>5 my son's education and future.</p> <p>6 As a parent, my goal is to ensure that my</p> <p>7 son is equipped with the knowledge, skills, and</p> <p>8 values necessary to thrive in today's world.</p> <p>9 I am incredibly excited about the</p> <p>10 possibility of enrolling him in Equip Academy. The</p> <p>11 school's mission aligns perfectly with my</p> <p>12 aspirations for my child, emphasizing not only</p> <p>13 academic excellence, but also the development of</p> <p>14 well-rounded, prepared individuals.</p> <p>15 The west side of Albuquerque is in dire</p> <p>16 need of educational institutions like Equip Academy.</p> <p>17 Our community deserves accessible programs that</p> <p>18 offer high-quality education and foster an</p> <p>19 environment where children can excel.</p> <p>20 I strongly support the establishment of</p> <p>21 Equip Academy in our community, and I urge you to</p> <p>22 consider the positive impact it will have on our</p> <p>23 children's futures.</p> <p>24 Thank you.</p> <p>25 MS. MELISSA BROWN: Isaac Rivas-Savell.</p>	53	<p>1 It's also a rarity to see leaders</p> <p>2 assembling a governing board that is a reflection, a</p> <p>3 direct reflection, of the students and families that</p> <p>4 they intend to serve.</p> <p>5 And that's why I speak in support of this</p> <p>6 school, because we -- our students deserve a chance,</p> <p>7 especially on the west side, to ensure that they</p> <p>8 have a solid academic foundation to successfully</p> <p>9 matriculate and navigate the challenging curricula</p> <p>10 that they will encounter at the middle- and</p> <p>11 high-school levels. Thank you.</p> <p>12 MS. MELISSA BROWN: So I'm guessing at</p> <p>13 this one. But Julia -- I believe Julia is your</p> <p>14 first that. Sylvia? Silva?</p> <p>15 FROM THE FLOOR: Silva. Hello. My name</p> <p>16 is Julia Silva. J-u-l-i-a S-i-l-v-a. I attended</p> <p>17 all of the focus groups for Equip Academy, listening</p> <p>18 to how the teachers are going to interact with the</p> <p>19 children.</p> <p>20 It reminded me of one of my teachers, my</p> <p>21 favorite teacher, the only teacher that made me feel</p> <p>22 seen, Mr. Sanchez at Eugene Elementary. He would</p> <p>23 literally come down to my desk level. I didn't know</p> <p>24 what it was then, but it was coffee breath, and I</p> <p>25 recognized it, because now I drink coffee.</p>

<p style="text-align: right;">54</p> <p>1 And I'm like, "Wow, that was his coffee 2 breath." 3 But he made me feel so special because he 4 came down to my level, to where I was, to speak to 5 me, teach me. 6 We grew up in most of the poverty areas of 7 Albuquerque, just like pretty much all of New 8 Mexicans. And I didn't get the best education due 9 to moving or whatever. 10 But one thing that I do remember is 11 Mr. Sanchez made me feel, in that school year, 12 complete, seen, heard. And I was even Student of 13 the Year that year. 14 And he made an impact. And one thing 15 about a child, and speaking to that child in me now, 16 children know if you care. They don't know how much 17 you know, and they don't care how much you know. 18 They know if you cared. 19 And even hearing Mercy's expressions and 20 even of tears, shows that she has heart, passion, 21 blood flow, and is going to pour it out onto 22 New Mexico students. And we need it. Thank you. 23 (Applause.) 24 MS. MELISSA BROWN: Sabrina Herrera, 25 unless you no longer want to speak. Oh, okay.</p>	<p style="text-align: right;">56</p> <p>1 Mercy's genuine care for every student in 2 her relentless pursuit of their excellence make her 3 uniquely suited to lead this school. 4 Excellence is something she embodies, 5 (incomprehensible) on two master's degrees and 6 bachelor's, an Ivy League -- Yale -- graduate, and 7 now founding and leading her own school. 8 If you give her this opportunity, she will 9 do it to her best and bring the most. She will 10 succeed, and so, too, will New Mexican children. 11 I say this, and I approve this message as 12 her daughter, who had to grow up with her as -- and 13 had to -- and was forced to teach some students as 14 well, pull some small groups of my own. 15 So I believe if she could teach her 16 daughter, too, she could also teach New Mexico as 17 well. 18 MS. MELISSA BROWN: We should have had you 19 go last. 20 David Soto. And congratulations to Mercy 21 for not crying through that entire thing. 22 David Soto. Going once. 23 Dominica Chavez. 24 FROM THE FLOOR: Good afternoon, 25 Madam Chair and Commissioners. My name is Dominica</p>
<p style="text-align: right;">55</p> <p>1 FROM THE FLOOR: Hello. Oops. I'll hold 2 it. 3 Okay. Hello. Madam Chair, Commissioners, 4 my name is Sabrina Herrera. That's S-a-b-r-i-n-a 5 H-e-r-r-e-r-a. 6 I'm the proud daughter of Mercy Herrera, 7 the founder. I have witnessed firsthand her 8 unwavering dedication to the success and well-being 9 of every student she encounters. 10 Her drive and passion extend far beyond 11 the classroom walls, shaping her vision for 12 school -- sorry -- for a school that embodies 13 educational excellence and compassion. 14 At Equip Academy, evidence-based teaching 15 practices will be central, ensuring that every 16 student receives a high-quality education, 17 regardless of background or circumstances. 18 Mercy's commitment of promoting students' 19 agency and self-discovery reflects her beliefs in 20 the transformative power of education. 21 The focus on education excellence 22 underscores Mercy's dedication to supporting 23 teachers through feedback and coaching, recognizing 24 the pivotal role in shaping and learning experiences 25 of students.</p>	<p style="text-align: right;">57</p> <p>1 Chavez. D-o-m-i-n-i-c-a. Chavez, C-h-a-v-e-z. And 2 I'm the advocacy manager at NewMexicoKidsCAN. We 3 are proud to speak in support of Equip Academy of 4 New Mexico. 5 As our state grapples with an ongoing 6 education crisis, we know solutions exist. And 7 access to a great school is one solution. 8 Miss Herrera and the founding board of 9 directors have created a strategic plan for a great 10 school that will deliver exceptional results, 11 advanced educational equity, and eliminate 12 disparities in student outcomes. We strongly 13 believe in Equip Academy's potential to make a 14 difference for our students, families, and the 15 greater Albuquerque community. 16 Thank you. 17 MS. MELISSA BROWN: Katrina Sweetland. 18 FROM THE FLOOR: Good afternoon. Buenos 19 tardes. Katrina Sweetland, S-w-e-e-t-l-a-n-d. 20 I'm here in support of this Equip Academy 21 school. Just like everybody else has been talking 22 about the west side, I do reside on the west side. 23 I'm a proud grandma. So I have three grandchildren 24 that will hopefully be attending the Equip Academy, 25 due to anytime you have to cross the river, there's</p>

<p style="text-align: right;">58</p> <p>1 traffic, for days; I mean, so much, so much traffic. 2 I worked at UNM for about ten years. I 3 actually know Renee Delgado. She is a mentor for 4 one of the departments that I worked for. 5 I do believe in education. I'm a 6 first-generation college graduate. I'm currently a 7 community member, just looking to see where I can 8 volunteer. And this is one of the things that 9 sparked my interest. 10 I did reach out to Renee, because I do 11 want to see more of the caliber of school that 12 Ms. Herrera is offering. 13 So that's what I have for you guys today. 14 I hope that you all consider funding the school 15 here. And I'm so proud that it's an all-women 16 panel. That's amazing. Yeah. 17 MS. MELISSA BROWN: And, finally, Phillip 18 Benavidez. 19 FROM THE FLOOR: Hello. My name is 20 Phillip Benavidez. P-h-i-l-l-i-p 21 B-e-n-a-v-i-d-e-z. 22 Hi. I have a two-year-old and a 23 four-year-old I want to send to Equip Academy 24 because they talk about college starting. 25 Kindergarten teachers never talked to me about</p>	<p style="text-align: right;">60</p> <p>1 opportunity to engage in their own education in a 2 personal and safe environment in their classrooms 3 alongside allowing them to delineate their own 4 future goals, specifically in regards to their 5 college preparatory mindset, could have long-term 6 effects towards the success of the potential 7 students and their own educational futures. 8 Thank you. 9 MS. MELISSA BROWN: All right. Somehow I 10 was not handed Page 1. So we've got a few more 11 people. 12 We're going to start with Veronica Toledo? 13 No Veronica? 14 How about Andrea -- no. Andrea spoke 15 online. 16 Oh, gosh. There's more -- these are all 17 Y's; they're not N's. John Bennett from -- John? 18 No? 19 I apologize for not seeing this. That 20 person's on Zoom. Derrick Adkins? 21 FROM THE FLOOR: Is it on? Okay. Hello 22 my name is Derrick Adkins. I am going into my 23 twentieth year of education here. 24 THE CHAIR: I'm sorry. Could you just 25 spell your last name?</p>
<p style="text-align: right;">59</p> <p>1 college in elementary, middle school, or high 2 school. It's amazing teachers prepare and believe 3 in kids like they do at Equip Academy. So I really 4 hope you guys fund them. 5 Thank you. 6 MS. MELISSA BROWN: I'm sorry. I lied. 7 There's a DeAndre Lucero. 8 FROM THE FLOOR: Hello, everyone. My name 9 is DeAndre Lucero, L-u-c-e-r-o. The reason for my 10 being here is due to the specialation [ph] of my 11 field, that being psychology, specifically with a 12 discipline in neuropsychology and developmental 13 psychology, and, on a more personal note, someone 14 who suffered with autism as a kid who went most of 15 his academic pathway without being diagnosed. 16 So when I learned about the potential of 17 an early education pathway such as Equip Academy, I 18 was fascinated in how a literacy-based program could 19 have such a long lasting benefit to the vast 20 demographic of children here in this state, 21 neurodivergent or otherwise, that could find this 22 form of education structure engaging, and both 23 socially and structurally beneficial in the pathway 24 of their development. 25 In giving our youngest generation</p>	<p style="text-align: right;">61</p> <p>1 FROM THE FLOOR: My bad. Adkins. 2 Derrick, D-e-r-r-i-c-k A-d-k-i-n-s. I'm going into 3 my 20th year in education here in Albuquerque. 4 As a dedicated school leader, I strongly 5 support the establishment of Equip Academy as a 6 charter school in Albuquerque. 7 I did have stuff prepared here to read, 8 but I'm going to speak from the heart. 9 I met Mercy a few months back at a visit 10 at our school. She shared her school's name, the 11 mission, and the vision. And it really piqued my 12 interest, given that the mission and the vision 13 represents a student-centered approach, 14 inquiry-based, a fully inclusive model that provides 15 a holistic approach to student education, exploring 16 students' curiosity, giving them authenticity, 17 putting them in the driver's seat to dictate their 18 educational journey. 19 And I began discussing ways, how we can 20 get our students involved with their students' 21 version of community that will nourish and foster 22 future positive contributors to our society and our 23 community. 24 I truly, truly believe that Equip Academy 25 is poised to become a beacon of excellence,</p>

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1 fostering academic success and personal growth for
 2 young learners in our community.
 3 Thank you for your time and allowing me to
 4 speak in support of Equip Academy of New Mexico and
 5 Mercy Herrera.
 6 MS. MELISSA BROWN: Jen Mulliniks.
 7 FROM THE FLOOR: Good afternoon. These
 8 are tough acts to follow. Some of these
 9 presentations, man, everyone's showing up for Equip.
 10 My name is Jen Mulliniks,
 11 M-u-l-l-i-n-i-k-s.
 12 I am the charter school facilities project
 13 manager for Homewise. My role is to provide
 14 technical support to charter school operators who
 15 are trained to secure purpose-built education
 16 facilities.
 17 I have been working with Mercy Herrera and
 18 her team at Equip Academy since December of 2023.
 19 We have evaluated more than 20 facilities with
 20 careful consideration to seven of them.
 21 Our site selection process encompasses
 22 construction feasibility, financial feasibility,
 23 regulatory and zoning compliance.
 24 And I promise you not everyone shares my
 25 enthusiasm for the built environment. But Mercy

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1 Herrera is different. I think the passion that we
 2 all witnessed in her presentation this morning, she
 3 brings the same amount of passion to her facilities
 4 search.
 5 She has learned everything she can and
 6 more about E-Occupancy, HVAC systems, fire
 7 suppression, ingress, egress, everything. And she's
 8 really looking at her facilities, in my opinion,
 9 through the lens of someone who has a very
 10 sophisticated business acumen. She's not just
 11 trying to check the boxes, sign the lease, and be
 12 done with it; she's making decisions about her
 13 facility that not only impact the programming and
 14 performance of her school, but the long-term
 15 financial footing of her school.
 16 And for these reasons, I am emphatically
 17 in support of Mercy Herrera and her team at Equip
 18 Academy.
 19 Thank so you much.
 20 MS. MELISSA BROWN: Jane Henzerling.
 21 FROM THE FLOOR: Madam Chair,
 22 Commissioners, my name is Jane Henzerling. H-e-n-z
 23 like "Zebra" -e-r-l-i-n-g.
 24 I am the managing director of programs
 25 with Excellent Schools New Mexico. And I just want

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1 to share that our organization stands in strong
 2 support of Equip Academy, lead founder Mercy
 3 Herrera, and the school's founding board.
 4 Through our organization's Future Schools
 5 Fellowship, I've had the great pleasure and the
 6 privilege of working with Mercy over the last year
 7 to support her along her journey of launching and
 8 leading a high performing school.
 9 And, you know, not just any school --
 10 right? -- but a transformative school. We don't
 11 need more mediocre schools, or, worse yet,
 12 low-performing schools. We need exceptional
 13 schools, because every single child in our state
 14 deserves access to a high-quality education.
 15 I know that's why we're all here. I
 16 myself founded and led a high-performing urban
 17 charter school in San Francisco, California, years
 18 ago. I know how incredibly difficult this work is.
 19 I know what it takes. It takes much more than you
 20 bargain for going in.
 21 I confidently believe Mercy and her team
 22 have what it takes. I want to reinforce that
 23 Excellent Schools in New Mexico has approved a
 24 start-up grant to Equip Academy, pending charter
 25 authorization, of course, that will pay for planning

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1 expenses and first-year expenses and make sure that
 2 the school can be financially viable in the early
 3 years.
 4 And we'll always be available to support
 5 Mercy and her board with questions, connections, and
 6 mentorship to ensure that Equip can open
 7 successfully and effectively meet its game-changing
 8 mission for the students on the west side of
 9 Albuquerque. Thank you.
 10 MS. MELISSA BROWN: DeAndre Lucero.
 11 Jackie Baldwin.
 12 FROM THE FLOOR: Good afternoon. Jackie
 13 Cornejo, C-o-r-n-e-j-o, Baldwin, B-a-l-d-w-i-n.
 14 Madam Chair, Commissioners, I'm the
 15 executive director of Siembra Leadership High
 16 School. We proudly serve those young people most in
 17 need, 450 students at our school currently.
 18 I've dedicated my entire career working
 19 with at-promise youth. And so when I met Mercy and
 20 I learned about her school, I told myself I have to
 21 come here today. And there's a couple of important
 22 reasons.
 23 What Equip Academy and Mercy are setting
 24 out to do with regard to teacher supports in the
 25 community is critical at a time when teachers are

<p style="text-align: right;">66</p> <p>1 leaving the workforce exponentially. This is 2 critical to building the teacher pipeline and force 3 that our kids deserve.</p> <p>4 Another piece that I found so beautiful 5 about Equip Academy is their intentional focus on 6 reading is culturally responsive identity 7 development of young people.</p> <p>8 So we all know that we're here in 9 New Mexico, a state that's so beautiful and rich in 10 history and culture and language and heritage, but 11 also has so many disparities. And so what Equip is 12 setting out to do with their curriculum and teacher 13 support is to attack that for us.</p> <p>14 So thank you, Mercy. Thank you, team. In 15 full support of Equip Academy.</p> <p>16 MS. MELISSA BROWN: Shanna Holland Jacobs. 17 FROM THE FLOOR: Hi. My name is Shanna 18 Holland-Jacobs. That's S-h-a-n-n-a, H-o-l-l-a-n-d 19 hyphen J-a-c-o-b-s. It's okay. Everyone calls me 20 "Shana" when they read it, so you're not alone.</p> <p>21 I'm just grateful to be here. Good 22 afternoon, everyone. I am a mother of a 15-year-old 23 son. And he has had some of his own challenges in 24 attending school.</p> <p>25 And, you know, I really wish that he had a</p>	<p style="text-align: right;">68</p> <p>1 for having all of us here. My name is James Abeyta 2 Stevens. J-a-m-e-s A-b-e-y-t-a S-t-e-v-e-n-s.</p> <p>3 And I am the program director and chair 4 for the CNM, which is Central New Mexico Community 5 College, Department of Human Services. So that 6 includes social work, therapy, and counseling.</p> <p>7 I'm also a licensed therapist in the State 8 of New Mexico, and I retired from human resources 9 after 25 years. I live and reside on the west side 10 and from here as well.</p> <p>11 And I wasn't going to speak, because I 12 lost my voice. But I thought I should definitely 13 speak up on behalf of the higher education system.</p> <p>14 And what I saw here today directly aligns 15 with higher ed's competency-based education, CBE, 16 that CNM is actually going to.</p> <p>17 And what we're doing is we're trying to 18 prepare the students from a lower level to get up to 19 CNM. That way, they can get out and get into the 20 workforce based on what the employers' needs are.</p> <p>21 We know, in specifically counseling 22 therapy and social work, we lack in that profession. 23 And we are not getting the skills needed from the 24 education to -- in order to us to pump them out as 25 quick as we need them in -- for the employer side to</p>
<p style="text-align: right;">67</p> <p>1 better foundation when he was in elementary school. 2 He's on the gifted spectrum, so gets bored at 3 school.</p> <p>4 And I think it's so awesome that Equip 5 Academy is engaging those students at a young and 6 early age so that they stay engaged in learning, 7 because learning is so important, and your education 8 is so important for your future.</p> <p>9 And as someone who grew up -- when I was 10 younger on the west side, I definitely understand 11 and recognize the need for better schools, 12 especially starting so early. I think that's key.</p> <p>13 And I especially love how focused they are 14 on reading. And like the famous Dr. Seuss says, 15 "The more that you read, the more things you will 16 know. The more that you learn, the more places 17 you'll go."</p> <p>18 So I'm just really in support of Equip 19 Academy and what they're setting out to do, and it's 20 definitely needed here in New Mexico and especially 21 on the westside community. So thanks.</p> <p>22 MS. MELISSA BROWN: Okay. So, now, last 23 but not least, James Abeyta Stevens.</p> <p>24 FROM THE FLOOR: Hello, everyone, 25 Madam Chair, and Commissioners. Thank you so much</p>	<p style="text-align: right;">69</p> <p>1 help with the needs of New Mexico.</p> <p>2 So what I saw and what I've heard -- and I 3 do not know her. But from what I've heard, I would 4 definitely say please say yes. This is great. So 5 on behalf of all of us, thank you so much.</p> <p>6 Muchísimas gracias.</p> <p>7 (Applause.)</p> <p>8 THE CHAIR: So we're going to take a short 9 ten-minute break before we go into our questions.</p> <p>10 VICE CHAIR CARRILLO: Not ten into twenty.</p> <p>11 THE CHAIR: Not ten fake minutes. 12 (Recess taken, 2:41 p.m. to 2:54 p.m.)</p> <p>13 THE CHAIR: So thank you, everyone. And I 14 just want to say thanks to everyone who spoke 15 passionately about the school. We appreciate all 16 the input, and we take into consideration 17 everything.</p> <p>18 So thank you very much. 19 We are now on to PEC questions. 20 So, Commissioners? 21 Commissioner Beck. 22 SECRETARY BECK: There it goes. Yeah. 23 I really appreciated all the comments. 24 Maybe your daughter's was especially poignant. 25 Yeah. Exactly.</p>

<p style="text-align: right;">70</p> <p>1 So I'm going to put on my retired teacher 2 hat here for a second, and I've just got a few 3 questions involved. 4 The first one, I'd like to just hear what 5 your thoughts are for a culturally responsive, 6 inquiry-based lesson for a first-grader. What would 7 that look like? And a fifth grader. What would 8 that look like? 9 MS. MERCY HERRERA: Madam Chair, 10 Commissioners, Commissioner Beck. Thank you. 11 That's such a beautiful question. 12 So an inquiry-based lesson -- I just want 13 to make sure -- for first -- and culturally 14 responsive for first and fifth. Thank you. 15 So I'd love to talk about how important 16 our inquiry-based programming is and how it brings 17 in and values the student voice. That's number one 18 in terms of our approach and bringing them into the 19 center of learning. 20 And a prime example of this would be 21 through our what we call "close reading text." 22 Now, a close reading text is aligned with 23 the Science of Reading for a number of reasons. But 24 one of the main reasons is to prepare students for 25 comprehension.</p>	<p style="text-align: right;">72</p> <p>1 example, of first-grade, culturally responsive text 2 through an inquiry-based approach. 3 SECRETARY BECK: And the green chile would 4 be the culturally responsive piece. 5 MS. MERCY HERRERA: The green chile would 6 be -- for example, a culturally responsive piece to 7 New Mexico culture and heritage. And we might think 8 we know everything about green chile. But there's a 9 whole history that comes into place. There's a 10 whole culture. There's a whole regional difference 11 from north and south, a whole difference of how to 12 make enchiladas. 13 We could go on for days on what that looks 14 like. And so we'll bring them into the -- into 15 showing them how unique and, in particular, our 16 culture is here in New Mexico to be able to really 17 shine that in a culturally responsive way to help 18 them understand their history, that is, of 19 New Mexico. 20 A fifth-grade culturally responsive text, 21 for example, might be, I think, a higher level, more 22 particular approach. So let's say, for example, the 23 study of flamenco and thinking about where that came 24 from and how pertinent it is to our community. 25 And I think there's -- flamenco is so</p>
<p style="text-align: right;">71</p> <p>1 So this close reading text, for example, 2 for a first-grader, would be above two to three 3 levels of their current reading level. And that's 4 because we want to be able to challenge them, not 5 necessarily -- the text that they have before 6 themselves is on their level, but the text that we 7 would read with them is above their level. 8 So our close reading text, for example, 9 could be about the history of green chile. And we 10 would talk them through what green chile is, the 11 history of it, and be able to -- the teacher, from 12 an inquiry-based perspective, will have the text in 13 front of her that's pre-planned with her team. They 14 all come together with what they think is the main 15 idea from an adult perspective, and coming up 16 with -- you know, this would be a nonfictional text. 17 So they'd come up with the main idea and 18 all the stopping points, so, number one, know 19 exactly what question they're going to ask, who 20 they're going to ask it to, and check for 21 understanding. 22 So it's really important that that process 23 is done through an inquiry-based lens to be able to 24 bring students into the center of learning. 25 And so that would be an example, for</p>	<p style="text-align: right;">73</p> <p>1 beautiful. It's so beautiful. If anybody who has 2 seen it, they know they had a visceral reaction to 3 how beautiful and, kind of -- and, kind of, evoking 4 it is. 5 But a lot of people don't realize there's 6 a lot of sadness and a lot of -- a lot of history in 7 terms of folks having to maintain that heritage and 8 what that looks like. And so we -- we'd up the ante 9 in terms of cognition and support for students for 10 fifth grade, because we know they're able to get 11 there and really engage with it in a dynamic way. 12 And just, really quickly, in terms of 13 inquiry-based, for a first-grader, everyone will 14 have the text. And we'll be -- again, we want 15 students to be able to independently learn how to 16 engage with the text that might be difficult. So 17 they might have highlighters in their hand 18 highlighting the important things that stand out to 19 them. 20 Whereas, fifth graders, they themselves 21 are annotating, preparing those first-graders for 22 annotation. And fifth-graders might be annotating 23 on the side of the text on what they think is 24 important, and the teacher giving an opportunity to 25 share what they think and why.</p>

<p style="text-align: right;">74</p> <p>1 So that's a couple of examples of our 2 inquiry-based approach and how it responds to 3 culturally responsive learning. 4 SECRETARY BECK: Thank you. Thank you. 5 I've just got two more questions. One of 6 your points was rigorous curriculum. And you said 7 it was nationally-based. 8 So is your curriculum a nationally-based 9 curriculum? Or is your curriculum organic from your 10 teachers and yourself? Or is it a combination of 11 both? 12 MS. MERCY HERRERA: Madam Chair, 13 Commissioner Beck, thank you. 14 It is both. It's primarily -- it's 15 primarily created from these folks who have done an 16 extensive amount of research. And it has proven to 17 work with specific communities that look like ours, 18 for example. And it's proven to be -- to lend 19 itself to our inquiry-based approach. 20 So the curriculum -- so, for example -- 21 I'll just quickly walk you through it -- is Success 22 For All, made by a program. 23 Amplify for science, which is -- which 24 teaches investigative science and super hands-on. 25 Being a Reader, Being a Writer, through</p>	<p style="text-align: right;">76</p> <p>1 libraries. And this is crucial for student 2 learning, because students will have access to books 3 on their level. They'll have five on their level 4 and five above their level. We want them to feel 5 successful in reading and we want them to feel 6 challenged in utilizing those goals that they're 7 getting from their teachers. 8 So when it comes to teacher reference, 9 everything is going to be printed out, from 10 whatever -- or they might have a book that is 11 supported and helps them -- you know, whatever 12 curriculum it is that we're working from. 13 But, oftentimes, there will be no -- 14 teachers won't be holding an iPad. Students won't 15 be holding iPads. 16 We will have Reading Resource, which is an 17 online option for families, especially families who 18 don't speak English. So there's things like Reading 19 A-through-Z, which is highly supportive and a great 20 resource that families have benefited from 21 tremendously. 22 So they'll have that. But that's more for 23 home reading. 24 SECRETARY BECK: Okay. Last question. We 25 like books. I can't read off those things. I have</p>
<p style="text-align: right;">75</p> <p>1 Collaborative Classroom, all of that, we're bringing 2 in. 3 CKLA, which focuses on social studies keys 4 from abroad. So, specifically, the close reading 5 text and read-alouds will be incorporated based on 6 the community that will be Equip Academy. So that 7 will be internally created. So I'd say 80 percent, 8 yeah. 9 SECRETARY BECK: Great. So in terms of 10 your materials the teachers and the students will 11 have, are you doing the one-on-one Chromebooks or 12 whatever -- each student will have their own they 13 can take home and work from individually and all 14 that? Is that how the materials are going to work? 15 Or is going to be book-based? 16 MS. MERCY HERRERA: Madam Chair, 17 Commissioner Beck, we are at a very interesting 18 place in our society. And I feel like we have a big 19 competitor. And that's the Internet, and that's 20 technology. 21 As much as I love it and will prepare 22 students from the second grade, for example. 23 They're going to start getting typing classes. But 24 we're going to have good old-fashioned books. 25 So in every class, there will be leveled</p>	<p style="text-align: right;">77</p> <p>1 to have a book. 2 You have 198 hours of professional 3 development for a year, I believe. From my old days 4 of teaching, which was about three years ago, it's 5 about six and a half hours per day for a teacher 6 day, which would mean there's around 30 days of 7 development, professional development. 8 How does that get integrated into the 9 hours that you're going to have in a year? That 10 seems like a heck of a lot of hours of 11 profession- -- which I'm not against. Don't get me 12 wrong. I'm just wondering how you integrate it into 13 your classroom, the year, the classroom year. How 14 does that get integrated? 15 MS. MERCY HERRERA: Madam Chair, 16 Commissioner Beck. So professional development is a 17 staple. It sounds like a lot. It sounds like a 18 lot. It's a staple. It sounds like a lot. 19 But we also have a lot of time in our 20 days. And we're going to utilize it. And we're 21 going to utilize it well. 22 So I'd like to break it down for you 23 annually, quarterly, and weekly. 24 So annually, as you said, 198 hours in 25 total. We start very early on with three weeks of</p>

<p style="text-align: right;">78</p> <p>1 summer educator -- Institute for Summer Educator 2 Excellence.</p> <p>3 And, yes, it is time to focus on the 4 curriculum and internalize the criticism and 5 practice different strategies to deploy the 6 inquiry-based approach methods and all of that.</p> <p>7 But it's such a beautiful time to build 8 community within our staff. And so -- to feel 9 comfortable, because throughout the year, we're 10 going to be doing what's called "deliberate 11 practice," and that means getting peer-to-peer 12 feedback from one another and support of their own 13 learning.</p> <p>14 And I have the most wonderful teacher 15 connections because of how much we leaned on each 16 other for support and for, you know, seeing the 17 strong teacher models.</p> <p>18 And that's what I would do. 19 I would say, "Hey, that teacher is an 20 amazing teacher. I'd like to go and observe her." 21 So those are some opportunities that 22 teachers might have that don't go into the 23 198 hours, so let me get back on course.</p> <p>24 SECRETARY BECK: You just took 15 days, 25 30 days, so you're halfway home.</p>	<p style="text-align: right;">80</p> <p>1 goals.</p> <p>2 SECRETARY BECK: What assessments are you 3 planning to use?</p> <p>4 MS. MERCY HERRERA: So internal 5 assessments, we are using Fountas & Pinnell reading 6 assessment, and then Cognitive Guiding Instruction, 7 which is our number stories program.</p> <p>8 And so we'll utilize those, and, then, of 9 course, assessments from the State level.</p> <p>10 But I -- I'd love -- is that good? Do you 11 want to say anything? Okay.</p> <p>12 We're also going to have quizzes, 13 end-of-unit quizzes. And SFA has a ton of basically 14 what I call checkpoints. And so we just want to 15 note, before doing too many letter sounds -- you 16 know, phonemes, all the things, we want to ensure 17 that we're checking for understanding. And so 18 that's a pretty cyclical thing that happens.</p> <p>19 SECRETARY BECK: Okay. My last request is 20 when you teach the first-grader about green chile, 21 make sure you tell them how much better ours is than 22 Colorado's.</p> <p>23 THE CHAIR: Commissioner Ingham. 24 COMMISSIONER INGHAM: I guess I've got to 25 ask some -- a hard one. And that is the two issues</p>
<p style="text-align: right;">79</p> <p>1 MS. MERCY HERRERA: That's 15 days. 2 That's where the bulk of it comes. So quarterly -- 3 let me start with weekly.</p> <p>4 So weekly, we'll have early dismissal. 5 And so teachers will engage in professional 6 development for several hours after the students 7 leave.</p> <p>8 And what that looks like is we're doing, 9 again, deliberate practice, unit dives in curriculum 10 internalization. We're focusing on lesson planning, 11 again, making that road map of questions for 12 students.</p> <p>13 And then quarterly, what we're doing is we 14 have our data studies. So those data studies are 15 really supportive when it comes to, number one, how 16 are we doing as a school in terms of proficiency for 17 any particular area that we're working on with our 18 students?</p> <p>19 And, number two, where can we do better? 20 And so that's when our data analysis comes 21 into play. And we will create goals and action 22 plans.</p> <p>23 So from a leader perspective, we'll do a 24 school -- a school goal, a whole school goal. Then 25 I'll do a grade-level goal, and then we'll do class</p>	<p style="text-align: right;">81</p> <p>1 of transportation and food service.</p> <p>2 And I read through your -- you know, your 3 comments. And part of it was buying buses, and 4 another one was using a contractor.</p> <p>5 I -- that's a -- buying your own bus is a 6 huge deal. I was just wondering. Could you clarify 7 that? And just give us an idea what your 8 expectations are with that, because it is a 9 difficult requirement now.</p> <p>10 So I'd love your response.</p> <p>11 MS. MERCY HERRERA: Madam Chair, 12 Commissioner Ingham, thank you for the opportunity 13 to clarify around our plan for busing.</p> <p>14 As a team, we have decided unequivocally 15 that we're going to be providing bus support, 16 because we see busing as an equity issue. And so we 17 want to ensure that kids have access. For those who 18 choose to want to attend Equip Academy, that they 19 have access to bus service.</p> <p>20 We will not be buying buses. It will be 21 contracted with the folks who have a well-versed 22 idea of what that looks like.</p> <p>23 And in terms of food service, we are 24 utilizing -- do you want to add anything? I'll 25 leave it to Janet to --</p>

<p style="text-align: right;">82</p> <p>1 MS. JANET LEUNG: Madam Chair, 2 Commissioners, part of the way we're going to pay 3 for transportation contractors is through that 4 unrestricted grant with Excellent Schools 5 New Mexico, as the funding does not cover that in 6 the first year, which is a struggle for most 7 schools, for charter schools, anyway. 8 And for food services, we plan on also 9 contracting those services in the first year. We 10 have applied for some grants. And upon charter 11 approval and approval of the grants, we would prefer 12 to have a full kitchen, eventually, so that we can 13 provide the children with wholesome food. 14 However, as mentioned, the finances don't 15 allow. We will contract, and we will train the 16 staff appropriately for food-handling services. 17 MR. IVEY-SOTO: And actually, if I may 18 just real quick, Madam Chair and Commissioner 19 Ingham, one of the interesting things in the 20 statutes right now is that charter schools are 21 allowed to contract with the -- or work with a 22 school district for transportation. 23 But -- but the statute doesn't allow a 24 charter school to work with another charter school 25 for transportation. And that's something that we</p>	<p style="text-align: right;">84</p> <p>1 The majority of that is for start-up costs until 2 enrollment, you know, occurs. 3 So that's how we're going to kick it off 4 the first year. Of course, it's mostly 5 transportation. We're hoping, based on enrollment, 6 that we'll be able to cover the other expenses that 7 may exceed those funds. 8 However, we have planned it 9 conservatively. And we are using a lot of those 10 start-up funds, aside from transportation, is to 11 have a little setup area for parents and students to 12 view. 13 From other charter school founders, they 14 have mentioned that it is difficult to ensure higher 15 enrollment without somewhere to touch and feel. So 16 those start-up costs are going to help us have a 17 little waiting area, a classroom, just so parents 18 and students can come and experience that. 19 We hope that will help increase our 20 enrollment, which will therefore help us be less 21 reliant on grants. 22 I don't know if K12 -- Rebekah, if you 23 would like to add anything to that. 24 MS. REBEKAH RUNYAN: (Off mic.) 25 MS. JANET LEUNG: Sorry. If I didn't</p>
<p style="text-align: right;">83</p> <p>1 really need to fix, because -- because, really, a 2 lot of times where the alignment is is between 3 different charter schools to be able to provide 4 enough kids to be able to provide the transportation 5 routes to be able to make that work for those 6 different communities. 7 COMMISSIONER INGHAM: The last -- you 8 brought up the grant from Excellent Schools. I 9 hear, in a lot of topics, that that's what you're 10 relying on. 11 And I don't know -- I didn't see a -- 12 well, breakdown. Have you budgeted that? Because 13 it does seem like that is the answer to a lot of 14 things. And that's going to -- it's going to run 15 out after a very short time. 16 It's a significant amount of money. But 17 it's also -- when relied on for a bunch of issues, 18 you're going to run out of money pretty quick. 19 So I was just wondering what kind of 20 budgeting you've done with that. 21 MS. JANET LEUNG: Madam Chair, 22 Commissioner Ingham, actually, I have the budget in 23 front of me. But in Fund 26999 is where we budgeted 24 it. And it's mostly across the planning year -- 25 it's only in the planning year and the first year.</p>	<p style="text-align: right;">85</p> <p>1 mention, it's \$350,000. 2 THE CHAIR: Commissioner Burt. 3 COMMISSIONER BURT: I know a couple of 4 speakers already said it. But I do want to 5 reiterate, that an education, even though teaching 6 is traditionally more a female-led profession, in 7 leadership, in education leadership, it tends to be 8 much more male-dominated. So it is very -- once 9 again, one of those things I'm proud to say what 10 New Mexico is doing great, in this charter school 11 sector, especially, so having that representation is 12 wildly important. 13 I know you're up there now, Mr. Ivey-Soto. 14 But to have a panel of the governing board 15 leader, where your girl students are going to see 16 women in leadership, wildly important. So thank you 17 for that. 18 And then my question is actually mostly 19 just going to be about what your enrollment and 20 recruitment efforts might look like in your 21 implementation year. 22 I know you have a very clear vision of the 23 students you would like to serve in your school. 24 Knowing that we have an open enrollment, open 25 lottery policy, any student can join your lottery to</p>

<p style="text-align: right;">86</p> <p>1 your school.</p> <p>2 How -- what is your plan in trying to</p> <p>3 reach those students that are furthest from</p> <p>4 opportunity and access?</p> <p>5 MS. MERCY HERRERA: Madam Chair,</p> <p>6 Commissioner Burt, thank you.</p> <p>7 Yes, we know that our enrollment is key to</p> <p>8 our success. And so -- and not only that, we want</p> <p>9 to reach a broad spectrum of students to ensure that</p> <p>10 they know that we're here and a potential</p> <p>11 opportunity as a school choice.</p> <p>12 So we do have a -- a plan to really</p> <p>13 support in terms of our recruitment and outreach</p> <p>14 efforts.</p> <p>15 And the first is a social media campaign.</p> <p>16 And we're going to really utilize all -- all social</p> <p>17 databases to ensure that folks know that we're out</p> <p>18 there.</p> <p>19 We're also going to hire an advertisement</p> <p>20 team to really support, in some scientific way, to</p> <p>21 be able to put grids around certain areas. There's</p> <p>22 an actually probably sophisticated term for it.</p> <p>23 But we're going to ensure that folks --</p> <p>24 it's -- it's -- it's really targeted to meet the</p> <p>25 needs of the westside community. So that's one way</p>	<p style="text-align: right;">88</p> <p>1 Aloud Pop-Ups throughout the west side. So again</p> <p>2 that's cultivating relationships with libraries and</p> <p>3 continuing our relationships with the westside</p> <p>4 community, with the westside community centers, and</p> <p>5 having Pop-Up Read Alongs where they can see what it</p> <p>6 would be like for students to attend Paso Equip</p> <p>7 Academy and get a book read to them from an</p> <p>8 inquiry-based approach.</p> <p>9 VICE CHAIR CARRILLO: Thank you.</p> <p>10 MR. IVEY-SOTO: And just to be clear,</p> <p>11 everybody else is leaders. I'm just the support</p> <p>12 team.</p> <p>13 COMMISSIONER BURT: Exactly. Exactly.</p> <p>14 The other question I have -- so, actually,</p> <p>15 is based off of one of the responses you gave. I</p> <p>16 know -- I mean, I'm conflicted all the time about</p> <p>17 how much students are on computers while they're at</p> <p>18 school.</p> <p>19 But I do want to just, like, kind of</p> <p>20 caution keeping it completely out. Because I have</p> <p>21 had some school leaders that, you know, really stick</p> <p>22 to, like, "We're closing these up; we're teaching</p> <p>23 this way."</p> <p>24 But then when you take an assessment,</p> <p>25 they're on the computer. And sometimes the computer</p>
<p style="text-align: right;">87</p> <p>1 we're going to do it.</p> <p>2 Another way we're going to do it is</p> <p>3 westside canvassing. So we already have, as you can</p> <p>4 see, a group of support. And we already have a</p> <p>5 recruitment ambassador team, who have decided that</p> <p>6 they're going to take time out of their day to come</p> <p>7 and do door-to-door knocking on the west side.</p> <p>8 And as well as we're going to be vigilant</p> <p>9 about following and monitoring any westside</p> <p>10 community events and fairs and try to make a</p> <p>11 presence, again with our community.</p> <p>12 And as well as canvassing westside</p> <p>13 daycares and pre-Ks, ensuring that folks know that</p> <p>14 we're here and that we're -- we'd potentially be a</p> <p>15 charter option for them to choose.</p> <p>16 And then we're going to continue to lean</p> <p>17 into our community partnerships, especially those</p> <p>18 that are particularly the west side.</p> <p>19 And I'm grateful for Melissa Sanchez, the</p> <p>20 Westside Business Association, who's already said</p> <p>21 that she's going to ensure that our information is</p> <p>22 sent to her westside networking and newsletter to</p> <p>23 make sure that folks know from the west side that</p> <p>24 we're coming.</p> <p>25 And, lastly, we're going to be having Read</p>	<p style="text-align: right;">89</p> <p>1 literacy affects the actual outcome. Like, the</p> <p>2 students have the literacy, but they don't have the</p> <p>3 computer literacy to show it on that type of</p> <p>4 assessment. So just a word of caution for your</p> <p>5 littles as you go down that pathway.</p> <p>6 And can you talk a little bit more</p> <p>7 about -- I'm very -- I'm interested about, like,</p> <p>8 your summer institute, your professional</p> <p>9 development. I -- it seems like -- so I -- have a</p> <p>10 question. But I also -- I do have a little concern.</p> <p>11 I'm interested in how much is very -- is</p> <p>12 kind of going to be prescriptive for the staff, and</p> <p>13 how much is, like, based off of what the teachers</p> <p>14 might be able to choose, if there's any choice</p> <p>15 available to the teachers themselves.</p> <p>16 My concern is that it does seem to be very</p> <p>17 heavily dependent on you, Ms. Herrera, to do a lot</p> <p>18 of that professional development, which -- amazing.</p> <p>19 It sounds like you have the background, the ability</p> <p>20 to do it.</p> <p>21 My concern is if you lose your voice,</p> <p>22 if -- you know, something happens to where you</p> <p>23 cannot be the -- the -- the provider, what might be</p> <p>24 maybe a backup -- or what could possibly happen?</p> <p>25 Because I get really worried when something is so</p>

<p style="text-align: right;">90</p> <p>1 person-based, because if something then happens to 2 that one person, how does that, then -- I don't want 3 it to all crumble around; right? 4 So can you talk a little bit about what 5 that might look like for teachers, the professional 6 development, their choice, possibly, into it, and 7 also, I mean, understanding they need to be part of 8 the system, and then what that looks like with it 9 being kind of you as the core? 10 MS. MERCY HERRERA: Madam Chair, 11 Commissioner Burt, thank you. I think that that is 12 a real and valid concern. 13 And for me, I am -- I always have my eyes 14 open for my predecessor, because sustainability is 15 what is key to ensuring that this continues to 16 potentially go on and -- and have -- be able to 17 fulfill more seats and ensure that students are able 18 to get access to a quality school. 19 So I'd like to address your first question 20 around prescribed versus -- I would call it -- 21 autonomy. 22 So our curriculum is -- again, it's 23 created. A lot of it is scripted; some of it is 24 not. And I think there's pros and cons to both. 25 And so what it does is it creates a</p>	<p style="text-align: right;">92</p> <p>1 to professional development, we take a broad 2 bird's-eye view approach and then go in. 3 For one first-grade class, goals might not 4 be different -- are often not the same as another 5 first-grade class. And that's okay, because those 6 are different learners, and the teacher is basing 7 her particular support plan on the needs of her 8 students. 9 And so, for example, our -- our close 10 reading texts, these are not prescribed. Our 11 number stories, which is a huge part of our 12 programming, is not prescribed. Our opening and 13 closing circles are not prescribed, because they're 14 all responsive, in addition to our writing unit. 15 It's not prescribed. 16 It's married to social studies. That way 17 we're ensuring there's that culturally responsive 18 piece. It's going to have to be weaved in a way to 19 ensure that it is, again, meeting our student 20 populations and our community here in New Mexico. 21 So that will be somewhat prescribed, but 22 there's going to be some autonomy there and based on 23 the support that the students need. 24 In terms of sustainability and what that 25 looks like, my goal is to create leaders. My goal</p>
<p style="text-align: right;">91</p> <p>1 framework from folks who have done the research and 2 who have lived the experience. 3 And so this is a -- a kind of a guide to 4 help us support our students. 5 But -- and so when it comes to, I guess, 6 the high-level content, we want to ensure that 7 students are getting access to that high-quality 8 content. 9 In addition, there is -- you can't be 10 inquiry based with a superscripted lesson. So 11 there's a lot of supports when it comes to ensuring 12 that our program is -- is really student-centered. 13 Because oftentimes prescribed lessons are very 14 directive. 15 And that's why it takes so much time and 16 energy and efforts to ensure there's internalization 17 of curriculum before teachers stand before their 18 students. We want them to be able to know what 19 they're doing. 20 But we also have a very responsive -- we 21 also have a very responsive program in terms of what 22 that looks like for each class. 23 As you know, every class is different; 24 every teacher is different. And there are different 25 needs for every class. And that's why when it comes</p>	<p style="text-align: right;">93</p> <p>1 is to ensure -- so year one, we -- it is going to be 2 me ensuring that teachers feel supported and feel 3 successful in front of their students. 4 But year two, we're going to elicit and 5 encourage teachers who are being really responsive 6 to the ways in which we educate students at Equip. 7 So we want those teachers to be our grade team 8 leaders. And those grade team leaders will take 9 some of that burden -- I won't call it a burden. 10 Will take some of that workload off. 11 So we'll have them become leaders in their 12 classroom and within their grade level. And it will 13 also support as a liaison between me and the grade 14 team lead. 15 Of course, I think as a school leader, and 16 the schools that have been most successful are the 17 leaders that know the ins and outs of every 18 classroom. That's something I want to continue to 19 be strategically a part of. 20 But at the same time, I want to ensure 21 that these teachers are being developed to grade 22 leaders. 23 Then we also are going to, year three, 24 hopefully have one of those grade team leaders be 25 ready to be an assistant principal in residence. So</p>

<p style="text-align: right;">94</p> <p>1 they'll have that training under me, take a couple 2 of class loads, or grade bands. And depending on 3 where they're at, again, it's all responsive to the 4 folks that we get in the -- basically, the call to 5 action here at Equip Academy. 6 So we'll have an assistant principal in 7 residence who will then transition to assistant 8 principal the following year. Our plan is 9 sustainability and ensuring that there is -- there 10 is a shared responsibility. Because at the end of 11 the day, it's not just me. It's something I can't 12 do independently. It's something I have to do with 13 a team of people. 14 So that's kind of the plan for ensuring 15 that there's growth happening inward and upward. 16 COMMISSIONER BURT: Thank you. I don't 17 have -- my last question is more a comment. 18 It was just a really easy and very happily 19 surprising mix of folks that you had come to 20 support, you know, from the -- from the business 21 communities, the nonprofit sector, the 22 organizations, the families in the community that 23 came. 24 And also I also want to say, in your 25 application, I love that you refer to families in</p>	<p style="text-align: right;">96</p> <p>1 their why and know the ins and outs of the units 2 that they bring. 3 We're also going to bring in Leap, which 4 is our math curriculum. So we're going to 5 definitely bring in those experts. 6 So I think, again, when it comes to -- 7 that's an absolute must. But when it comes to the 8 approach to how -- to what teaching looks like, that 9 will come from me. 10 COMMISSIONER ARMIJO: Thank you. And then 11 I wanted to switch over to the literacy and language 12 acquisition, and, you know, bilingual students of 13 whatever the home language is. 14 I just want to understand a little bit 15 more, maybe, about your approach to that and how to 16 be sure that students don't lose their home 17 language. 18 MS. MERCY HERRERA: Madam Chair, 19 Commissioner Armijo. So we're committed -- we're 20 committed to serving all students effectively. And 21 that is also seen within -- that includes ELL 22 students. Although we are not a bilingual school, 23 it'll be predominantly in English, we want to 24 ensure, again, that we're valuing student voice and 25 their heritage and where they come from.</p>
<p style="text-align: right;">95</p> <p>1 your school, not parents. Because we know that 2 families look a lot different than just parents. 3 So it feels like your -- the 4 responsiveness to who you know in the community is 5 unmatched. And the obvious work that this team has 6 done in collecting community partners is really 7 impressive. 8 THE CHAIR: Commissioner Armijo. 9 COMMISSIONER ARMIJO: Thank you. Hello. 10 So I just want to kind of take you back on 11 the PD. I noticed that you didn't have much budget 12 for PD. So it sounds like you're going to 13 incorporate that. That's what it sounded like to 14 me. 15 So I just wanted to make -- I guess my 16 question is it sounds like you're not going to be 17 doing too much of outside PD. It's all going to be 18 inside. And that sounds great to me. Is that what 19 I'm hearing, for sure? 20 MS. MERCY HERRERA: Madam Chair, 21 Commissioner Armijo, we are going to definitely -- 22 there is -- there is quite a bit of funds for 23 bringing in experts into the field. So, for 24 example, Success For All, we're bringing them in to 25 ensure that our teachers are well-grounded, based on</p>	<p style="text-align: right;">97</p> <p>1 So I think our ELL program -- and then -- 2 is -- consists in three ways: That's, number one, 3 accurate identification, customized plans on data. 4 And then also providing books in their native 5 language for them to take home. 6 And our accurate identification, we want 7 to know who these students are so that way we can 8 accurately identify them and be able to support them 9 based on their particular needs. 10 And so we'll also be able to monitor them 11 through data based on the assessments as well as 12 teacher observations in a very logistical and 13 purposeful way through our SAT team. 14 And then we'll also have, based on that 15 data, customized plans thinking about how we can 16 support them. 17 One of those things are, for example, 18 strategic grouping and strategic seating; right? So 19 putting a student who is absolutely new to English 20 with somebody who is -- who knows their language but 21 might have more proficiency. So we'll have that 22 strategic seating as well. 23 We'll also group them in small groups 24 within their particular level reading band. And so, 25 for example, at an earlier level, we'll ensure that</p>

<p style="text-align: right;">98</p> <p>1 we're really maximizing the supports that they'll 2 need.</p> <p>3 So, for example, phonemic awareness, 4 phonics, letter-sound-letter identification, really 5 providing ample opportunity within that small group 6 for that knowledge development.</p> <p>7 I think the last thing is, and what we 8 really, really -- that's kind of like phonics 9 fluency.</p> <p>10 But when it comes to comprehension, we 11 really want to encourage families to read in their 12 home language. So that's something that we will 13 support families with and provide books based in 14 their home language.</p> <p>15 And again, those will be at a higher level 16 of books. So that way, I want to say part of our 17 homework -- I won't say policy -- but our homework 18 layout -- is students reading independently from 19 their book baggies that they have, but also somebody 20 reading to them.</p> <p>21 So that's where we're going to include 22 those Spanish books. Because there's so much power 23 that can happen when it comes to the fluency and the 24 comprehension piece for kids reading books in their 25 language.</p>	<p style="text-align: right;">100</p> <p>1 because there's -- because south of Central, 2 there's -- that's where all the charter schools are 3 mainly populated, from my understanding.</p> <p>4 And so, again, we want to go where there's 5 a need. We don't want to -- we don't want to take 6 from other charter organizations and -- or, you 7 know, students.</p> <p>8 So we want to ensure that we're at a 9 place -- we're really trying to get central -- 10 central west side in terms of north of Central. 11 South of Paseo, and working with Jen Mulliniks. She 12 is working day and night, as I am, continuing to 13 drive back and forth to figure out what are some 14 potential opportunities for Equip Academy.</p> <p>15 Do you want to add anything? (Voice 16 inaudible.)</p> <p>17 So thank you.</p> <p>18 COMMISSIONER ARMIJO: And do you have any 19 plans on communicating or collaborating or just 20 talking things over with any of the other charter 21 schools that are there already?</p> <p>22 MS. MERCY HERRERA: I'm happy to open that 23 as a conversation. I think that -- it's not in our 24 plan as of right now. But I'm not opposed to it. 25 There's no -- there's no distance that is maintained</p>
<p style="text-align: right;">99</p> <p>1 COMMISSIONER ARMIJO: Thank for you that. 2 That was one of my things was the books and the 3 language. That's key. Now I'm going to jump a 4 little bit to location.</p> <p>5 I believe this school is going to be in my 6 district. So that's exciting. I know there's 7 plenty of population in that district.</p> <p>8 I didn't see where -- I saw, like, a 9 general area of where you-all were looking. Can you 10 give me more specific area?</p> <p>11 And then I also wanted to talk about -- I 12 believe there's at least four or five K-through-5 or 13 K-through-6 charter schools in that district 14 already. And, like, what are your plans to maybe 15 collaborate or communicate with those other schools? 16 And, you know, what is your plan for that?</p> <p>17 MS. MERCY HERRERA: So that's location. 18 Madam Chair, Commissioner Armijo. So we 19 are casting our net wide in terms of -- in terms of 20 the west side. Of course we want to be west of the 21 river; that's number one.</p> <p>22 But when it comes to busing, our theory is 23 that we can really kind of go along the whole 24 westside, Coors-Ladera area. So we are looking 25 really south of Paseo and then north of Central,</p>	<p style="text-align: right;">101</p> <p>1 there. But, yeah.</p> <p>2 COMMISSIONER ARMIJO: Thank you. And I 3 also -- what is my last thing?</p> <p>4 I saw your enrollment cap was 450. If you 5 divide that up by six; right? So it's K through 5. 6 That's about 75 per age, I guess.</p> <p>7 And I know you have a plan for that. I'm 8 just -- 450 is a lot. I thought that was a little 9 bit -- but I think you have a plan.</p> <p>10 Can you just expand a little bit more on 11 how you intend on getting to that 450?</p> <p>12 MS. JANET LEUNG: Madam Chair, 13 Commissioner Armijo, in the first year, we plan on 14 opening enrollment for 50 kindergarteners, 15 25 first-graders. And then the following year, 16 we're going to add 25 to each grade level and open 17 up second grade. And then in the third year, we're 18 going to add another 25 to each grade level that 19 already exists, and then add a third grade, and on 20 and on. So we won't reach our max cap at 450 until 21 year six actually.</p> <p>22 COMMISSIONER ARMIJO: All-righty. Thank 23 you. I think that's all I have.</p> <p>24 I do want to echo what Commissioner Burt 25 said and what everybody has said here. It's great</p>

<p style="text-align: right;">102</p> <p>1 to see a panel of women of color who are doing such 2 great things. And I appreciate you all. Thank you 3 very much.</p> <p>4 THE CHAIR: Commissioner Carrillo?</p> <p>5 VICE CHAIR CARRILLO: Thanks for being 6 here and everyone that came to speak on your behalf. 7 It's a super duper impressive group, varied. With 8 what Commissioner Burt said, it's just fantastic to 9 hear all the different points of view, the business 10 sector coming in especially, and really kind of a 11 common denominator being people in education saying, 12 "You gotta do something, man. When kids get to 13 sixth grade, they're reading at a second-grade 14 level."</p> <p>15 And we hear that all the time. It's what 16 charters are trying to working on, especially at the 17 elementary level.</p> <p>18 I have categories here, but I'll only 19 touch on a couple and let others -- I'll come back 20 to stuff, because I always have a Columbo moment.</p> <p>21 Do you remember Columbo? Thank you.</p> <p>22 So the -- I've never seen the Scarborough 23 Reading Rope before. That's, like, the coolest 24 thing ever, integrating all the different types -- 25 so that eventually everything integrates together.</p>	<p style="text-align: right;">104</p> <p>1 because everyone's always listening. And I always 2 say, "Honestly, it's the quality of who's in front 3 of the classroom."</p> <p>4 Nobody wants to say it out loud, because 5 then they think you're ragging on teachers. And 6 you're not. You're only ragging on teachers that 7 just meet expectations every year, don't grow their 8 kids appropriately.</p> <p>9 So I'm really happy to know how committed 10 you are to -- to bringing in teachers that are 11 really educated, but also educating teachers all 12 along, you know? And I'm expecting really big 13 things from Ms. Zamora on how she's going to 14 contribute to this in the future.</p> <p>15 So much of -- and this kind of piggybacks 16 a little bit on what Ms. Armijo said. I see a real 17 dependency on parents and families to engage at a 18 much higher level than maybe than is definitely 19 normal. I think a lot of it is going to be new.</p> <p>20 So you have these really cool things like 21 the sight word ceremony and just aligned family 22 activities that you're doing. And at least I found, 23 in my experience with Santa Fe Public Schools, 24 parent engagement is a super duper hard piece. 25 Now, granted, there's a built-in thing on</p>
<p style="text-align: right;">103</p> <p>1 I didn't have that growing up. I could 2 read aloud with the best of them when I was in 3 second or third grade. My comprehension? No.</p> <p>4 So it was really hard for me. I'm, even 5 still now, kind of a really slow and deliberative 6 reader. But I just really got a kick out of the 7 learning about the Scarborough Reading Rope.</p> <p>8 You mentioned mentorship for teachers. 9 You used a different term, though, and I can't 10 remember what it was. But it was, just, I'm glad 11 you're building that in, because that's all too 12 often too absent in schools.</p> <p>13 And I even -- when I was on the Santa Fe 14 Public Schools board, we actually had somebody on 15 the board that was against having a policy where 16 teachers had to mentor one another. And I was 17 just -- like, I was aghast at that.</p> <p>18 I spoke with Alyssa Zamora -- I'm going to 19 call you out over there -- because one of the things 20 she mentioned was the importance of -- of great 21 educators and really focusing on that, which I know 22 you are. Because so often when I'm asked, "Is there 23 a silver bullet, what would you do about schools in 24 Santa Fe," or whatever?</p> <p>25 And I always look over my shoulder first,</p>	<p style="text-align: right;">105</p> <p>1 the charter level, because they're making that 2 decision. But what are you going to do to get them 3 engaged, keep them engaged, hold them accountable if 4 they signed up for this and they're not engaged?</p> <p>5 MS. MERCY HERRERA: Madam Chair, 6 Commissioner Carrillo, in all the schools that I've 7 worked at, the engagement, regardless -- it was in 8 the South Bronx, Brooklyn, in the lowest 9 impoverished kind of places that one potentially can 10 be -- families are all in if you give them an 11 opportunity.</p> <p>12 So it's a part of our school values is 13 partnership. It's parent partnership. It's the "P" 14 in our "Equip." When we believe in -- it's the 15 trifecta to success. That's the parents, the 16 teachers, and the students. I say with our powers 17 combined, anything is possible.</p> <p>18 And so we have these events. And 19 parents -- it's just not -- it's really not a 20 concern of mine.</p> <p>21 But at the same time, what we're going to 22 do is we're going to provide an opportunity. And 23 then it's so beautiful to see people and families 24 show up for their kids.</p> <p>25 And it's actually something that came up</p>

<p style="text-align: right;">106</p> <p>1 multiple times in our focus groups that said, "I -- 2 my daughter was in this school, and then I moved to 3 this school. And they had a harvest event. You 4 guys should really do a harvest event." 5 So families really want to help, and they 6 want to support. But, oftentimes, their experiences 7 within education can prevent them from doing that. 8 So we provide these little small ways to show them 9 how. 10 For example, our sight word. Students are 11 going to learn 100 sight words a year that are on 12 their grade level. As we know from ELL students and 13 special population students, you can't sort out 14 sight words. You can't do that. You see it; you've 15 got to know it. 16 So we have a strategy that's embedded 17 within our homework. And we have these 18 opportunities to celebrate their success. We put 19 their pictures on the wall when they're able to 20 get -- the pictures. And the parents take pictures 21 of them on the wall of fame. And then the other 22 parents walk by and say, "What's this? Why isn't 23 your picture here?" 24 "Come sit down. Let me show you how. 25 This is what you got to do. Listen. We have this</p>	<p style="text-align: right;">108</p> <p>1 end of that, we also know and -- speaking from 2 experience -- is sometimes families won't come to 3 their -- to events. And we're still going to 4 support that student. 5 We know that it's our job as an education 6 system to educate these students. And so we're 7 going to provide them with every opportunity to 8 learn and grow. 9 And I've done that before, where families 10 couldn't help their kids with the sight words. So I 11 pulled this one kid, as an assistant principal, 12 every day for five minutes. That's all it takes. 13 It takes five minutes. 14 And they were able to pass, by the end of 15 the year, their 100 sight words, and they were so 16 excited. So it's both/and. We want to provide lots 17 of opportunities. But we know it's our job as an 18 entity to know we're educating those students. 19 VICE CHAIR CARRILLO: So there's two kinds 20 of follow-ups on that. 21 One is when you talked about sight words, 22 like, for instance, the word sight; right? I mean, 23 there's c-i-t-e, s-i-t-e, s-i-g-h-t. I mean, 24 English is so quirky. 25 It made me think of flashcards. When I</p>
<p style="text-align: right;">107</p> <p>1 event. Come and support your children." 2 And, oftentimes, we will oscillate between 3 having them during school hours and during 4 after-school hours, because sometimes it's really 5 difficult for people to come during school hours. 6 So we'll also have opportunities for them to come in 7 person. 8 And one strategy that we -- that we use 9 is, from the start, attendance is crucial to success 10 of students. And so that's why our two-adult model 11 is extremely important; right? Having a lead 12 teacher who's credentialed to be leading the 13 teaching in their classroom. And at 8:00 a.m., 14 little Luis hasn't come yet. We have that education 15 teacher calling at 8:00 a.m. 16 That's an actual thing that we do every 17 single day, relentlessly, to say, "Hey, we care 18 about little Luis, and we want to make sure that 19 he's learning. In order for him to do that, he has 20 to be in class. Is everything okay?" 21 Unless they've called and have said 22 something has happened. We don't want to bombard 23 them. 24 We want to make a presence known that 25 their partnership is really needed. And at the same</p>	<p style="text-align: right;">109</p> <p>1 was growing up with math, most of us on the 2 Commission, we can just look at numbers and add them 3 up, because we grew up with flashcards. And it's 4 just embedded. 5 So that's what I think about when I think 6 about sight words. Because I was privileged to be 7 in a K-3 behaviorally challenged class, elementary, 8 as a permanent sub for a year. That's why I'm here. 9 It was a life-changing experience to be with these 10 kids. They learned really well. They just crack 11 you up. 12 But -- so because you just -- you 13 mentioned something relative to attendance and 14 calendar. Just a note to jot down, that anybody 15 being out for religious observances, that's not 16 counted as an absence. We had to develop that as a 17 policy for Santa Fe, because with our Jewish 18 population -- and I'm Jewish -- all these kids in 19 different schools, it was counted against perfect 20 attendance. 21 And that's just not right. Just something 22 to jot down. 23 Math. So I -- first off -- and I'm sure 24 others will talk about literacy. It's the 25 cornerstone of absolutely everything, and I'm not</p>

<p style="text-align: right;">110</p> <p>1 even going to go there for the literacy part.</p> <p>2 What about the math part? There are at</p> <p>3 least, when you look at, just, whatever, probably --</p> <p>4 well, probably, like, 50 -- even as probably as high</p> <p>5 as 100 schools, where math proficiency is less than</p> <p>6 15.</p> <p>7 And we have schools where math proficiency</p> <p>8 is less than 5.</p> <p>9 And so, yes, we have to learn to read.</p> <p>10 But what are your plans on the math side, to make</p> <p>11 sure that when they get into sixth grade, that</p> <p>12 they're not on a second-grade math, third-grade math</p> <p>13 level -- not that I'm ever saying you would even let</p> <p>14 that happen.</p> <p>15 But what's your plan for math? And in</p> <p>16 that, one of the things that we learned -- or that I</p> <p>17 learned -- is that kids are math-phobic, sometimes,</p> <p>18 in today's culture. How are you going to address</p> <p>19 that, so in the same way you're making literacy</p> <p>20 relevant, making math relevant and fun?</p> <p>21 It actually was fun for me, math, growing</p> <p>22 up. And it was the teacher, Ms. Loftus, that made</p> <p>23 it that way, so something that I really enjoyed. So</p> <p>24 tell me about math.</p> <p>25 MS. MERCY HERRERA: Madam Chair,</p>	<p style="text-align: right;">112</p> <p>1 approach, where the teacher and -- teachers come to</p> <p>2 the rug for a lesson. Then students go and do</p> <p>3 things independently. And then we support them</p> <p>4 around their learning through math workshop.</p> <p>5 It's very -- it's very staple and as-is,</p> <p>6 based on whatever is particular focused for math</p> <p>7 workshop.</p> <p>8 But we also have number stories. And our</p> <p>9 number stories is where we really see mathematical</p> <p>10 thinking, development taking place, because through</p> <p>11 number stories -- it's called "cognitive guided</p> <p>12 instruction," and that's what one of our</p> <p>13 Mission-Specific Goals.</p> <p>14 So, basically, what students do is they</p> <p>15 work on one problem for the entirety of the lesson.</p> <p>16 And the teacher -- it's called the number story. So</p> <p>17 the teacher tells it in a very fun way. We don't</p> <p>18 even say the problem. It's a story.</p> <p>19 And then three students stand up,</p> <p>20 strategically selected, to restate the problem in</p> <p>21 their -- in their -- in their own words.</p> <p>22 And then that practice really helps with</p> <p>23 understanding what's happening in the story and</p> <p>24 helps a student and helps the teacher know who might</p> <p>25 need more support in terms of figuring out what is</p>
<p style="text-align: right;">111</p> <p>1 Commissioner Carrillo, yes. Yes to it all.</p> <p>2 Our math program here in New Mexico, too,</p> <p>3 it's -- there are stark percentages, and there is</p> <p>4 definitely a need for ensuring that we have a strong</p> <p>5 math program and that we do.</p> <p>6 Just, we have 120 minutes dedicated to</p> <p>7 ELA, and we have 120 minutes dedicated to math. So</p> <p>8 we want to ensure that students are just as well</p> <p>9 versed in their math abilities that they are in</p> <p>10 their reading ability.</p> <p>11 We believe reading ability is the</p> <p>12 cornerstone that will be a domino to all other</p> <p>13 components.</p> <p>14 Our math program is really supportive.</p> <p>15 It's done in four ways.</p> <p>16 So we have what we call "math workshop."</p> <p>17 Then we have number stories, which is our</p> <p>18 problem-solving program.</p> <p>19 And then we have math routines and math</p> <p>20 facts, which are "NHM," "No Hesitation Math."</p> <p>21 Math workshop. For example, students are</p> <p>22 learning grade-level, standard-aligned concepts.</p> <p>23 So, like algebra, geometry, operations, data</p> <p>24 measurement, whatever is particular to each grade.</p> <p>25 And so that's done from a workshop</p>	<p style="text-align: right;">113</p> <p>1 happening in the story, because once those three</p> <p>2 students restate that question, then they really</p> <p>3 delve into what do we know, what don't we know, and</p> <p>4 what is the question asking?</p> <p>5 Then they're able to go back, and from an</p> <p>6 inquiry-based approach solve the best way that they</p> <p>7 see fit.</p> <p>8 For example, they might solve with</p> <p>9 pictures, manipulatives, in numeric form. And then</p> <p>10 the teacher is circulating, supporting students and</p> <p>11 thinking about who is going to share, because then</p> <p>12 the students become the teachers at that point and</p> <p>13 they're so invested in wanting to share.</p> <p>14 One thing I'd want you to know about</p> <p>15 number stories is it's really a culture of error.</p> <p>16 So we're learning about the process of learning.</p> <p>17 And that's what math is and I think where you get</p> <p>18 that kind of -- that phobia.</p> <p>19 But we -- don't have a culture -- we</p> <p>20 really try to move away from that culture of right</p> <p>21 and wrong, and more of, like, a learning process.</p> <p>22 So that's where it's really supported for students</p> <p>23 in their mathematical development.</p> <p>24 And it's really engaging, because they get</p> <p>25 to go and lead. All the teacher is doing is</p>

<p style="text-align: right;">114</p> <p>1 transcribing what they did. And then students get 2 to sit down and notice what are the similarities and 3 differences in how they solved. 4 And there's an opportunity for them to 5 revise. Students who may not have got it the first 6 time -- and that's okay -- they go back to their 7 seat, and they're able to revise based on what they 8 see. And they can use a new strategy or they can 9 try one of their friends' strategies who just 10 presented. 11 So that's really supportive when it comes 12 again to the mathematical thinking. 13 Then our other two is our math routines. 14 So math routines is just 15 minutes that we really 15 focus on throughout the day. That is, again, honing 16 in on those skills they're learning for math 17 workshop, because math workshop is something that is 18 quickly going and quickly moving. 19 We want to make sure that students have 20 things -- for example, have a good number sense. 21 And so, for example, we might do plus one, minus 22 one; plus ten, minus one. Start at this number. 23 Stop here, really breaking -- for a kindergarten, 24 they might be breaking down the word 15 -- right? -- 25 number of the day.</p>	<p style="text-align: right;">116</p> <p>1 level. 2 It sounds like the plan, like, everything 3 else, just knocks it out of the park, and you have a 4 way to do so. 5 On the leadership side -- and I'm going to 6 leave some categories to others until -- and I have 7 to go back. 8 We've seen, as a Commission, schools 9 struggle because there's an absence of real 10 leadership; right? So then what happens is maybe 11 you have staff just running amok in a way. That 12 doesn't serve anybody. There's not focus. 13 So we've heard a lot about you, 14 Ms. Herrera, about what an exceptional person you 15 are, what a great leader you've been. And I told 16 myself after some of these conferences that we go to 17 that I was going to ask questions of you, and then 18 also of -- I got your last name totally wrong, 19 Renee. 20 But because you're going to be the board 21 chair, that's a leadership role, right? And we've 22 seen things go really south with -- all of us can 23 think of a couple of people, board leaders; right? 24 So what would you say your management 25 style is? Because you're going to have a large</p>
<p style="text-align: right;">115</p> <p>1 For third grade, they might be breaking 2 down the number 1,015. So it's really supportive in 3 finding fun and unique ways to solve math -- to 4 really internalize the -- the math -- math 5 competencies. 6 And then we have No Hesitation Math, which 7 is essentially the sight words of math; right? -- 8 being able to look at those and know automatically. 9 And I just want to make a quick note, is, 10 like, we create note cards for students weekly, 11 based on -- within their homework packet. And all 12 families have to do is cut them out and then 13 practice. 14 So that's a resource we provide for them; 15 also, a resource we provide for grade-level number 16 stories, math facts, as well, in their homework. 17 That's a way that families support us, so that way, 18 we can get to the content of learning, and these 19 things become automatized. 20 VICE CHAIR CARRILLO: Thank you. That was 21 an excellent explanation. And when we see, you 22 know, math scores down the road, you know, in the 23 three-year, four-year mark, I'll be just really -- 24 I'll still be on this Commission and really 25 interested to see how you guys are doing on that</p>	<p style="text-align: right;">117</p> <p>1 staff to manage, both in hiring and firing, because 2 I think -- and in speaking with what Ms. Zamora and 3 I talked about, all too often, people are kept on -- 4 we love accountability until we're the ones held 5 accountable. 6 But what about the consequence piece? 7 What about when someone isn't meeting the norms that 8 you've set out for them? How are you going to coach 9 them, and how are you going to fire them if that's 10 necessary? And how long do you keep someone on like 11 that, because it's the kids that are just suffering? 12 So you, as a manager, tell me about you. 13 DR. RENEE DELGADO-RILEY: Madam Chair, 14 Commissioner Carrillo, I appreciate that. I think 15 leadership is very important. I'll let Mercy talk 16 about the day-to-day management, and be clear that 17 as a proposed board, we have four key areas that 18 we're going to focus on. 19 The first is monitoring the success of our 20 academic program, the fiscal accountability, being 21 held accountable to our community, and the latter is 22 hiring our awesome head of school who will be able 23 to do the day-to-day things. 24 But I just want to emphasize a little 25 about our leadership. Coming back to New Mexico</p>

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1 after being gone for a long time, I had a little bit
 2 of PTSD about working in New Mexico, because I
 3 didn't have a very positive experience in my last
 4 university.
 5 But I've got to say this group of women,
 6 we've all come together. We're so passionate. And
 7 this is above and beyond. We're not getting paid
 8 for this. And we're all very busy. And it's just
 9 been very exciting and invigorating to come together
 10 on a single thing.
 11 And every time Mercy calls or texts me, I
 12 take it, no matter what hour of the night, because
 13 I'm very passionate about this program.
 14 So I think from our leadership style,
 15 we're here to make sure we have a great head of
 16 school. Obviously, you've heard today that she's
 17 the perfect candidate. And I'm excited about that
 18 as someone who's passionate and grew up in the area.
 19 For me, someone who grew up in the area,
 20 my mom sacrificed a lot for me to go to a private
 21 school. I would have gone to a high failing school
 22 if she didn't do that for me. And I truly believe I
 23 would not be where I am today if it were not for
 24 that opportunity.
 25 For me, I'm also very passionate about the

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1 students. Because I grew up there, I think about
 2 Lavaland and John Adams, where I went to school.
 3 For me, I'm passionate about bringing my
 4 expertise on everything that I do. I studied child
 5 development. I have a degree in educational
 6 psychology. So I'm really passionate about the
 7 underpinnings and research.
 8 And when I read through the charter I'm so
 9 impressed about all of these evidence-based pieces.
 10 But I think in terms of our leadership, we
 11 all have our specialties, but we're all
 12 interdisciplinary at the same time.
 13 And I think, as a successful board, it is
 14 our obligation not only to hire a great head of
 15 school, but to provide adequate space at every one
 16 of our board meetings to make sure we're meeting our
 17 Mission-Specific Goals, specifically, in this
 18 academic achievement, because that is so critical in
 19 the area of that we're going to serve.
 20 And so just making sure that we're
 21 monitoring student progress on a regular basis.
 22 We're not just relying on a summative assessment
 23 from the State, but that we have this ongoing
 24 assessment that Mercy is bringing to us so that we
 25 can discuss this.

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1 If we're seeing truancy and attendance
 2 issues, we want Mercy to be able to bring that to us
 3 so that we can talk about it.
 4 As you can see -- I'm a numbers person --
 5 107 partnerships with the community. And we want to
 6 rely on them as well to be empowered to come to our
 7 board meetings and speak up and feel free to be able
 8 to do that and feel agency in that process. Because
 9 we know from the research, in a lot of marginalized
 10 communities, people feel afraid to speak up.
 11 And we know that speaking up and family
 12 engagement, as we alluded to earlier, is critical
 13 for that process.
 14 So I think providing the space to be able
 15 to do that. We have so many talented people on our
 16 board that I feel ready to do this. I think I was
 17 ready ten years ago. But Mercy came to me, and
 18 basically, I'm just happy to be part of this
 19 process.
 20 VICE CHAIR CARRILLO: Great. I love that
 21 you said "ongoing monitoring." Because if that's
 22 not done, that's the beginning of the end, because
 23 you don't even know what problems are even
 24 happening.
 25 Ms. Herrera.

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1 MS. MERCY HERRERA: Madam Chair,
 2 Commissioner Carrillo. Our -- so when I think about
 3 supporting teachers and helping them become their
 4 best selves in front of students and be able to
 5 internalize everything, it's not an easy task.
 6 But my -- I have two strategies. We have
 7 a very specific model. We have folks who want to --
 8 if you want to apply to Equip Academy, it's going to
 9 be a different process.
 10 We want folks, number one, who appreciate
 11 that model and want to take part in that.
 12 But I really do -- I do two things. And
 13 the first is I support through asset-based coaching.
 14 And, so, basically, what that means is I think about
 15 what are my teachers' strengths and how can I
 16 leverage those to support their weaknesses.
 17 And -- and sometimes I shy away from using
 18 the word "weaknesses," because I think -- I think
 19 there's growth -- there's opportunity for growth in
 20 every area of -- of educating and teachers. And we
 21 not only create a culture of error for students,
 22 which means that they feel comfortable making
 23 mistakes; I create a culture of error for my
 24 teachers as well.
 25 So the goal is for them to say, "Hey.

<p style="text-align: right;">122</p> <p>1 Okay. Set goals, set expectations, show models on 2 what it's supposed to look like, and invest them in 3 the why. Why are we doing this? We're not just 4 doing this because so-and-so said to; it's because 5 it works." 6 And we always stay student-centered. 7 So when it comes to thinking about the 8 growth of the teachers, it really is going to be 9 reflective of the growth of the students. And so 10 it's a -- it's a pretty clear line that's indicated 11 on who needs support and how they need support. And 12 so who needs more, you know, monitoring rather than 13 others. 14 And from my experience, if there is, for 15 example, 21 teachers that I oversee, I may not be 16 seeing half of them weekly. I might be seeing them 17 once every two weeks or once every three weeks. 18 Whereas, I want to ensure that teachers 19 who are needing more support are getting those 20 measurable goals, something that they can -- 21 something that is reasonably -- reasonable that they 22 could -- that would benefit their class in terms of 23 the support and growth. And then monitor with an 24 actual date and say, "Okay, this was our goal. This 25 was our end date. How are we feeling about it? Did</p>	<p style="text-align: right;">124</p> <p>1 established school is that you've got folks who have 2 been there for a long time, whose attitude is, "I 3 was here before you," the principal, "showed up, and 4 I'll be here after you leave." 5 And -- and the advantage of -- of Mercy 6 starting the school and growing the school from a 7 couple of grades and then growing out is that she's 8 going to have a really good handle on the pulse of 9 what's happening in each classroom, so that, as we 10 build out the staff, people who are outliers, we're 11 going to know that, and we're going to be able to 12 intervene, first, in a constructive way, to -- as 13 she was talking about, to see if we can build that 14 teacher and build the capacity of that teacher, and 15 if that's just not there, to try to help that person 16 find a career somewhere else. 17 VICE CHAIR CARRILLO: Thank you for that. 18 And just a side note, on-boarding. If you get 19 teachers -- I mean, if I was a teacher and I was 20 coming to New Mexico, this would excite me. Or if I 21 wanted to look for something in New Mexico, this 22 would excite me. 23 And then in the on-boarding process, 24 getting integrated into their community, I think it 25 was the Pauhegan [ph] district in Wisconsin.</p>
<p style="text-align: right;">123</p> <p>1 we meet it, or did we not?" 2 And I think that, continuing to, again, 3 utilize data, think about student -- teachers as, 4 you know, entities of learners is from the learning 5 perspective. 6 And -- and -- and sometimes teachers do 7 really, really well, and they're able to meet those 8 goals, like, graduate from that kind of more 9 one-to-one support within their classroom. And 10 sometimes we can see pretty quickly that it might 11 not be the best fit, maybe not -- not the best fit, 12 I'm not saying for teaching, but the best fit for 13 Equip Academy. 14 So that's something I think remaining 15 student-centered and focusing on growth, I think, 16 like, again, transparency and accountability, is key 17 to student success. So those are two things that we 18 monitor regularly and incorporate. 19 MR. IVEY-SOTO: And if I may real quick, 20 Madam Chair and Commissioner Carrillo. Let me give 21 you an exact answer to your question. 22 No more than two years minus one day, in 23 terms of how long. 24 But this is the advantage, really, of 25 starting a school. The problem that happens with an</p>	<p style="text-align: right;">125</p> <p>1 They did a presentation on on-boarding, 2 just things they did to bring everybody together, 3 but also people that weren't from the community 4 to -- and other businesses chipped in. 5 Everyone was invested in teacher retention 6 and making sure that they felt they were a part of 7 things if they were coming from outside, because in 8 so many ways, we're very insular. 9 But that's all for now, and I reserve my 10 Columbo moments, and there you go. 11 THE CHAIR: The building has officially 12 closed. 13 VICE CHAIR CARRILLO: This one has? No 14 way. Seriously? 15 THE CHAIR: So, thanks. I just have a 16 couple of quick things. 17 And I appreciate the comments about 18 asset-based management. 19 But are you looking at any peer coaching 20 opportunities within -- within the school? Because 21 aspirationally, you're sitting here as a potential 22 head administrator, and the first day of school 23 hasn't started. And you become the transportation 24 coordinator and the lunch coordinator and the 25 everything else, because you have a small budget.</p>

<p style="text-align: right;">126</p> <p>1 So to be able -- considering that you're 2 spending a lot of thoughtful time in hiring 3 individuals, using those assets of those individuals 4 to be -- for the opportunity for peer coaching. 5 So I was just wondering if there was 6 anything that you were considering. I didn't see 7 anything necessarily that would -- and we don't -- 8 we look at calendars. We don't necessarily look at 9 what the day looks like. 10 So the opportunities for the staff -- 11 albeit tiny when it's first starting, but it's going 12 to grow -- to be able to engage with each other and 13 grow with each other. 14 MS. MERCY HERRERA: Madam Chair, thank 15 you. 16 So one thing I neglected to state was that 17 our teacher preparation is very inquiry-based and 18 formed. And so what that looks like is it's not me 19 telling them what they're doing wrong; it's me 20 creating a precedence and showing them -- again, 21 grounding them in the why we're doing what we're 22 doing, and then how we do it that best supports 23 students. 24 Sure, I might start with a model. But 25 post that, I will continue to think about what</p>	<p style="text-align: right;">128</p> <p>1 really great results. And their class becomes what 2 we call a lab site. So we're able to go and observe 3 within that classroom. 4 That's a common thing that'll happen among 5 the -- among the particular grade. That doesn't 6 mean that we can't -- just because somebody who 7 isn't a grade team lead, we can't go and utilize 8 their amazing skills that they've really 9 incorporated based on the feedback and the 10 internalization of whatever component it is that 11 we're working on. 12 So it's really helpful when that happens. 13 I also know in charter worlds, folks wear 14 lots of hats. So when it comes to our operational 15 staff, they'll be cross-trained. We want to ensure 16 that there's always somebody who knows how to do and 17 respond to things in the moment. 18 Cross-training is really important for 19 folks to ensure that students are supported at a 20 high level, because things do happen; right? We're 21 having a field trip, and somebody who knows exactly 22 what's supposed to happen about the day is gone. 23 Well, we're going to have what's called a logistics 24 meeting. That's why we have so many hours -- it's, 25 like, everything will have a logistics meeting.</p>
<p style="text-align: right;">127</p> <p>1 teacher can really model this at a high level, and 2 then, "Let's go ahead and share around the room. 3 What are some -- notice things. What are some 4 things that they did really well, and what's 5 something that they can work on?" 6 So that peer-to-peer feedback is a staple 7 within our program when it comes to professional 8 development. And it's really -- again, it's really 9 helpful. 10 And we also have other opportunities for 11 folks to say, "Oh, wow." 12 And, again, there's always strengths that 13 one teacher has that the other hasn't. And that 14 is -- that's shared; it's celebrated within our 15 staff. And there's opportunity for staff to go and 16 observe in other folks' classrooms. 17 And so that becomes really helpful for 18 teachers to be a -- to shine in one particular area 19 where they might be doing really well. 20 And so that peer-to-peer feedback and that 21 peer-to-peer coaching is really supportive, and it 22 really comes into play when the grade team leads 23 take that role of supporting their grade at a grade 24 level and providing that mentorship. 25 It's usually a teacher who is having</p>	<p style="text-align: right;">129</p> <p>1 Who's going to doing what? What does it 2 look like? What time does it start? And who are 3 the back-ups? They're not actual subs, but they're 4 going to sub for folks who aren't in there. 5 So that's what we call pre-mortems; right? 6 We're planning for a problem and thinking about, 7 "Okay, if this is a potential problem, what are the 8 solutions?" 9 And, oftentimes, that's very supportive 10 when we're looking at the logistics. Education is 11 far more than just educating and teaching. There's 12 lots of things that go in between in terms of 13 setting everything up for assessments. 14 We're going to have a logistics meeting. 15 Who's going to the bathroom when? When they should 16 be -- to that minute level, we'll get to ensure that 17 folks are really supported and know who's going to 18 be doing what. 19 Because sometimes it could be, like, "Oh, 20 so-and-so is out as a teacher, she has something 21 going on, and she was depending on that person." 22 Well, we have a second. We're going to 23 support. That's the one thing that is really 24 important when it comes to Equip Academy is having 25 those logistics sheets, but also the peer-to-peer</p>

<p style="text-align: right;">130</p> <p>1 opportunities.</p> <p>2 THE CHAIR: So just for clarity. So built</p> <p>3 into the schedule of the day would be time committed</p> <p>4 to -- for peer interaction.</p> <p>5 MS. MERCY HERRERA: Madam Chair, thank for</p> <p>6 you this opportunity to clarify.</p> <p>7 So weekly, they'll have the opportunity.</p> <p>8 And it depends on what we're doing. So, for</p> <p>9 example, if we are starting a new unit, we're going</p> <p>10 to spend lots of time delving into that unit. What</p> <p>11 does happen is sometimes a unit is massive.</p> <p>12 So each teacher might take on a piece and</p> <p>13 come and present it to the rest of the team. That's</p> <p>14 sometimes an approach that we'll take. But</p> <p>15 depending on what the unit is, we might come with</p> <p>16 the entire thing kind of laid out based on the</p> <p>17 teacher's understanding.</p> <p>18 But let's say, for example, we're focusing</p> <p>19 on deliberate practice that Wednesday. That's when</p> <p>20 the peer to peer is going to happen. And it's --</p> <p>21 okay, we've been focusing on number stories,</p> <p>22 practicing our launch and getting kids excited about</p> <p>23 this story. So so-and-so is going to go and -- and</p> <p>24 practice her launch based on, you know, the things</p> <p>25 that we've really identified that are key</p>	<p style="text-align: right;">132</p> <p>1 and they handle it very differently.</p> <p>2 Or is it just you've bought into this</p> <p>3 program, and this is what it takes?</p> <p>4 MS. JANET LEUNG: Madam Chair, we have</p> <p>5 accounted for that in the budget. Per the APS</p> <p>6 salary bands, we have allocated an additional</p> <p>7 10 percent for those teachers to account for the</p> <p>8 extra days that they will be there.</p> <p>9 THE CHAIR: And just one last thing.</p> <p>10 When I was looking at your budget -- and</p> <p>11 I'm not the -- I'm not the person to often look at</p> <p>12 budgets accurately. So I just have a -- a question.</p> <p>13 It didn't look like the first year, you had budgeted</p> <p>14 for a diagnostician or most of the SpEd servicing.</p> <p>15 And I may have looked at it incorrectly,</p> <p>16 because there's multiple -- you know, spaces</p> <p>17 sometimes. But it did not look like there was an</p> <p>18 allocation or a contemplation for the -- for the</p> <p>19 need for that.</p> <p>20 MS. JANET LEUNG: Madam Chair. So in our</p> <p>21 peer review response, we did decide to reallocate</p> <p>22 the budget so that we could have a full-time special</p> <p>23 education teacher to support those students. And</p> <p>24 then depending on what students present upon</p> <p>25 enrollment, we have a plan to submit budget</p>
<p style="text-align: right;">131</p> <p>1 contributors to success when it comes to learning a</p> <p>2 particular problem.</p> <p>3 Let's give them feedback. What did they</p> <p>4 do really well? And what's one thing they can work</p> <p>5 on moving forward? Sometimes there's nothing. They</p> <p>6 did a great job and we can move on. Great. Next</p> <p>7 person; right?</p> <p>8 So that's a really great opportunity for</p> <p>9 teachers to get that peer-to-peer feedback. It's</p> <p>10 not always going to be me. I don't want that job,</p> <p>11 to just always tell folks what they're doing wrong.</p> <p>12 It's an asset-based approach, and it's really</p> <p>13 supportive because it's collective.</p> <p>14 Oftentimes teachers have other kids'</p> <p>15 (verbatim) students. So we take it all very</p> <p>16 seriously when it comes to teaching and leading our</p> <p>17 school.</p> <p>18 So it is kind of like a -- the goal is to</p> <p>19 have a one mindset, like, culture.</p> <p>20 THE CHAIR: Thanks. And speaking of</p> <p>21 professional development, with that allotted time in</p> <p>22 July, the two and a half weeks or whatever it is,</p> <p>23 have you been able to adjust salaries for</p> <p>24 individuals for that additional time? Or is that</p> <p>25 just -- and we have a lot of schools that do this,</p>	<p style="text-align: right;">133</p> <p>1 adjustment requests for what's needed and pull some</p> <p>2 of those positions forward. Because not every</p> <p>3 student might need a social worker or a counselor;</p> <p>4 right? Like, but they might need a diagnostician.</p> <p>5 And we will adjust as needed.</p> <p>6 The budget was planned conservatively. So</p> <p>7 we have plans to, like, if enrollment numbers are</p> <p>8 not met, we can decrease the administrative position</p> <p>9 by another .2, and other places in the budget that</p> <p>10 we can adjust to account for that.</p> <p>11 THE CHAIR: (Off-mic.)</p> <p>12 MS. REBEKAH RUNYAN: So the school did</p> <p>13 budget for diagnosticians and other special ed</p> <p>14 services. It's a (inaudible) 2100 function.</p> <p>15 THE CHAIR: Okay. I'll look at it later.</p> <p>16 Thank you. Commissioners?</p> <p>17 SECRETARY BECK: One comment. I really</p> <p>18 like the idea that you're taking your time with your</p> <p>19 school. I think that's wonderful. You know, you're</p> <p>20 not just going in K through 5, here we go, and, you</p> <p>21 know, a big organizational chart and all that stuff.</p> <p>22 I like the process of the next five years.</p> <p>23 I think it's really thought out and very thoughtful.</p> <p>24 VICE CHAIR CARRILLO: So -- I'm sorry.</p> <p>25 I'll echo that, because oftentimes people have a</p>

<p style="text-align: right;">134</p> <p>1 school they start K-1-5-6. It sounds to me like for 2 you to reach your goals by having students go into 3 sixth grade being super proficient at fifth, you 4 have to grow your own. You can't bring them in. 5 So where is art going to fit in to what 6 you're doing at your school to build these little 7 creative minds? 8 And while we're on that, science. 9 MS. MERCY HERRERA: Madam Chair, 10 Commissioner Carrillo. So our enrichment program, 11 we want to ensure is really supported to our student 12 populations and their particular needs. 13 So we're really excited to partner with 14 National Institute of Flamenco. And they are -- 15 we're committed to trying to bring them into -- 16 during our in-school hours during enrichment time. 17 So that's one thing that I'm really 18 excited about Eva's support about Equip Academy of 19 New Mexico, because we're a firm believer in 20 creativity and that being really supportive when it 21 comes to inquiry-based learning, but also to give 22 students another outlet for expressing themselves. 23 So our enrichment, we're really hoping to 24 contract and ensure that there is appropriate -- 25 well, we have appropriate credentialed staff for</p>	<p style="text-align: right;">136</p> <p>1 So it's really -- it's really fun and 2 exciting. And so we want to make sure that those 3 two aspects are not just being looked over for Equip 4 Academy and for the students. 5 VICE CHAIR CARRILLO: Cool. Thank you. 6 Ms. Renee -- I know Renee, your first name. But I 7 learned that when I was in elementary school -- 8 "Mr. Steve." 9 So you have five board members right now. 10 What are you looking for -- you're probably going to 11 have at least seven so you can have subcommittees 12 not have to notice everything. 13 What are you going to be looking for in 14 the two people you bring on? Right now, you've got 15 this incredibly great, diverse team. So what are 16 you going to be looking for in the next two? 17 DR. RENEE DELGADO-RILEY: Madam Chair, 18 Commissioner Carrillo, that's a great question -- 19 right? -- because we want to make sure we have 20 representation. 21 Mercy has done a lot of work. I want to 22 give her due credit where credit is due in pulling 23 us all together. 24 So we have a lot of great skill set 25 already. But I think the one area we want to hone</p>
<p style="text-align: right;">135</p> <p>1 enrichment to be able to provide flamenco to the 2 students, starting from K. 3 And then we also have a -- a -- really 4 supportive partnerships again with our community. 5 We don't see just learning happening in the 6 classroom. We see the community as an extension of 7 learning. 8 And so we're really looking forward to 9 partnering with the Indian Pueblo Cultural Center, 10 which has a lot of art-based programming that 11 students can attend annually. 12 We'll also partner with the Hispanic 13 Cultural Center for students to engage in art 14 programming that way. 15 And then, in terms of science, we're going 16 to use, again, Amplify, and then internally created 17 materials as it is representative to New Mexico. 18 And we also have a partnership with Bosque 19 School, where, annually, students will be bussed. 20 And they're going to be able to take a habitat 21 preview of the -- of the -- the wildlife there and 22 be able to track wildlife. 23 And before that, we're going to learn 24 about wildlife, particularly as it pertains to 25 New Mexico, in addition to outside New Mexico.</p>	<p style="text-align: right;">137</p> <p>1 in on is communications, that design piece, that 2 creative piece. I think there's a lot of 3 opportunity there to have somebody strategically 4 think about the pieces around communication and 5 marketing and areas of that, especially in the local 6 community. 7 So that's an area that all of us will lean 8 into our networks. A lot of us are from here. A 9 lot of us have a lot of great networks. So we're 10 going to lean in to try to recruit that. 11 I can give it over to Sara to talk a 12 little bit more about recruitment. 13 That's an area we're looking into. We've 14 got a lawyer, Mary Jones. So that's really great. 15 So I think those are some areas -- oh, 16 yeah. And honor to one of our board members who 17 wasn't able to make it today due to health reasons. 18 She has an HR background in a tech 19 company. So that's been really great to have that 20 on. But I think additional- -- twenty years. 21 That's impressive. 22 This is a great group. If you add up all 23 our history, it's awesome to see that in practice. 24 Communication and marketing, I think is an 25 area of need. And, specifically, maybe a little bit</p>

138	<p>1 more about HR.</p> <p>2 But a lot of us have interdisciplinary</p> <p>3 experience. So even though Janet is our finance</p> <p>4 guru, we all have finance experience. We all have</p> <p>5 done grant writing. So we have interdisciplinary</p> <p>6 with our skill set. So that's exciting to see.</p> <p>7 MS. SARA FITZGERALD: So, Madam Chair,</p> <p>8 Commissioner Carrillo, if I could just add to that</p> <p>9 as well.</p> <p>10 You know, we really have a process of</p> <p>11 trying to be as strategic as we can in how we reach</p> <p>12 out to these folks. So Renee has alluded to that in</p> <p>13 trying to identify weaknesses -- or deficiencies --</p> <p>14 maybe too strong of a word -- what are the skill</p> <p>15 sets and assets we need represented on the board?</p> <p>16 And Renee did a great job of, yes,</p> <p>17 marketing. Definitely, we want to prioritize that.</p> <p>18 I also say -- I'll speak for myself. I have been</p> <p>19 surprised at how intensive this has been.</p> <p>20 I don't regret a minute of it. But it has</p> <p>21 been a -- a tremendous learning process.</p> <p>22 And so I think one of the things that we</p> <p>23 absolutely need to prioritize, perhaps above all</p> <p>24 else, is the willingness to commit to the time and</p> <p>25 the effort, and are you willing to contribute your</p>	140	<p>1 THE CHAIR: So I want to thank you.</p> <p>2 Regardless of however anything turns out, I fully</p> <p>3 understand the time, the commitment, the energy that</p> <p>4 it's taken to gather all these people here, reaching</p> <p>5 out.</p> <p>6 You know, we had an applicant one time</p> <p>7 turn to us in the middle of the input hearing and</p> <p>8 say, "Do you know what you're asking me to have to</p> <p>9 do all this stuff?"</p> <p>10 And it's, like, actually, we do, because</p> <p>11 do you know what you're asking us to allow you to</p> <p>12 do?</p> <p>13 So it's -- it's a commitment on both</p> <p>14 sides. It truly is.</p> <p>15 And we do a lot of work throughout the</p> <p>16 year. And this is a lot of just intensive work</p> <p>17 that's packed into here with, obviously, a lot of</p> <p>18 passion.</p> <p>19 So I truly do appreciate everything that</p> <p>20 you've done.</p> <p>21 And we will be in recess until tomorrow</p> <p>22 morning at 9:00 a.m. at Mabry Hall.</p> <p>23 And we will see you all in August.</p> <p>24 So thank you.</p> <p>25 Actually, in case there's any confusion,</p>
139	<p>1 skills?</p> <p>2 This is -- in an ordinary year, once we're</p> <p>3 up and running, maybe the commitment is only ten</p> <p>4 hours a month. We're not there right now.</p> <p>5 And so I think being really open in those</p> <p>6 conversations and really targeting the kind of</p> <p>7 people that we know have the capacity and have the</p> <p>8 willingness to contribute that, I think is something</p> <p>9 that we'll absolutely put first, I think, in those</p> <p>10 conversations.</p> <p>11 VICE CHAIR CARRILLO: People often don't</p> <p>12 know what they're getting into when they get on a</p> <p>13 charter board. It's a lot of work. Everything is a</p> <p>14 lot of work. It's not just a show-up-and-feel-good</p> <p>15 moment, all the stuff that you're mentioning.</p> <p>16 And I know that, just based on everything</p> <p>17 that you've said already today, there's going to</p> <p>18 be -- parents are going to feel that your board is</p> <p>19 approachable; that's a huge piece. And there's</p> <p>20 going to be a lot of transparency in your work.</p> <p>21 That way, everyone feels good about what you're</p> <p>22 doing.</p> <p>23 Thank you very much. Very impressive</p> <p>24 group. This is -- that's for sure. Yeah. I'm</p> <p>25 done. They're going to close the building; right?</p>	141	<p>1 during our work session portion of our meeting on</p> <p>2 Friday, because we're condensing our work session</p> <p>3 and our regular meeting, we will be discussing if</p> <p>4 Commissioners -- especially because we have a number</p> <p>5 of Commissioners who were not able to be here, if</p> <p>6 there's any additional questions they have of the</p> <p>7 school -- and there will be a letter populated that</p> <p>8 will come from me probably Tuesday a week from now</p> <p>9 that will have those questions, so that the</p> <p>10 school -- the applicant would be prepared with those</p> <p>11 responses at the August meeting.</p> <p>12 So there's no need to be -- you're welcome</p> <p>13 to listen in. But there's no -- you're not going to</p> <p>14 be able to offer any input in that conversation at</p> <p>15 the work session. All right?</p> <p>16 So thank you. We really do appreciate it.</p> <p>17 VICE CHAIR CARRILLO: Thanks very much.</p> <p>18 (Proceedings in recess at 4:27 p.m.)</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>

BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

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CASE CAPTION: In Re: Equip Academy of New Mexico

ATTORNEY: MS. CONSUELO CONSTANTINE, NMPED

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16 *Cynthia Chapman*

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BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
COMMUNITY INPUT HEARING

July 10, 2024

9:00 a.m.

Jerry Apodaca Education Building

Mabry Hall

300 Don Gaspar Avenue

Santa Fe, New Mexico

-and-

Via Zoom Webinar Video-Teleconference

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

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Professional Court Reporting Service

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Albuquerque, New Mexico 87102

JOB NO.: 9562N (CC)

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1 APPEARANCES
 2 COMMISSIONERS:
 3 PATRICIA GIPSON, Chair
 4 STEVEN J. CARRILLO, Vice Chair
 5 TIMOTHY E. BECK, Secretary
 6 REBEKKA BURT, Member
 7 STEWART INGHAM, Member
 8 K.T. MANIS, Member
 9
 10 STAFF:
 11
 12 CORINA CHAVEZ Director
 Charter School/Options for
 Parents and Families Division
 13
 14 BRIGETTE RUSSELL Deputy Director
 Charter School/Options for
 Parents and Families Division
 15
 16 LUCY VALENZUELA Technical Assistance and
 Training Specialist
 Charter School/Options for Parents
 and Families Division
 17
 18 MELISSA BROWN Technical Assistance and Support
 (MISSY) and Training Administrator
 Charter School/Options for
 Parents and Families Division
 19
 20
 21
 22
 23
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4

1 THE CHAIR: So good morning, everyone.
 2 Thank you for your patience with this.
 3 I am going to call back into order this
 4 meeting of the Public Education Commission Community
 5 Input Hearings. It is Wednesday, July 10th, 2024,
 6 and it is 9:21 a.m.
 7 And we are here for -- we just went into
 8 recess. I don't know why the agenda, because we
 9 just recessed out of this, we don't have to start.
 10 But I will ask for roll so that we have a
 11 record of all the Commissioners who are here.
 12 SECRETARY BECK: Chairman Gipson.
 13 THE CHAIR: Here.
 14 SECRETARY BECK: Vice Chair Carrillo.
 15 VICE CHAIR CARRILLO: Here.
 16 SECRETARY BECK: Commissioner Ingham.
 17 COMMISSIONER INGHAM: Here.
 18 SECRETARY BECK: Commissioner
 19 Clahchischilliage.
 20 (No response.)
 21 SECRETARY BECK: Commissioner Brauer.
 22 (No response.)
 23 SECRETARY BECK: Commissioner Manis.
 24 COMMISSIONER MANIS: Here.
 25 SECRETARY BECK: Commissioner Armijo.

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

6

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

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

8

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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1 I'm not here to extol Waldorf education.
 2 That's been more than adequately done and will
 3 continue to be, I'm sure. I wanted to speak to you
 4 more on a practical level.
 5 When I started teaching, being a Waldorf
 6 teacher was looked upon as basically being
 7 semi-monastic. The starting salary, when we
 8 started, the salary was \$12,500, as I recall. And
 9 that monastic amount has continued over the years.
 10 It's been lessened. There's been progress being
 11 made.
 12 But I will just say that -- that so often
 13 in past years, I've seen these incredible candidates
 14 come through that we so much wanted to hire, and
 15 they just couldn't. They couldn't accept the
 16 position because the salaries were so low. And so,
 17 in addition to offering Waldorf education to those
 18 of all economic strata, if you will, the -- the
 19 opportunity to hire the strongest candidates as
 20 teachers, which would be afforded by becoming a
 21 charter school, is very, very important to me.
 22 And I -- I thank you for your time, and I
 23 urge you to help us to move forward with this
 24 education.
 25 Thank you very much.

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1 MS. MELISSA BROWN: Next we'll have Tracy
 2 Neal.
 3 FROM THE FLOOR: Is this the right
 4 distance? Okay.
 5 Good morning, folks. My name is Tracy
 6 Neal, N-e-a-l. My daughter went to the Santa Fe
 7 Waldorf School from kindergarten through high
 8 school. She graduated in 2008. She then got a
 9 bachelor's degree and a master's degree at
 10 St. Johns, where she had to learn to read texts in
 11 French and Sanskrit. She now lives in Berlin, where
 12 she is totally fluent in German.
 13 So as to the way Waldorf education teaches
 14 how to read and understand language, I think that
 15 says a whole lot.
 16 The New Mexico -- if the article in The
 17 New Mexican was correct the other day, the
 18 New Mexico law states that charter schools should
 19 offer new, innovative, and more flexible ways of
 20 educating children within the public school system.
 21 That's what the law says.
 22 Given that the literacy rates, on average,
 23 for Santa Fe Public Schools, elementary schools, the
 24 literacy rate is 38 percent.
 25 I would say we need a new, innovative, and

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1 more flexible way of educating our children. And
 2 the Waldorf School offers that.
 3 MS. MELISSA BROWN: That concludes public
 4 comment.
 5 THE CHAIR: All right. We're going to
 6 take a ten-minute break now, give our reporter --
 7 her fingers a break. Thank you.
 8 (Recess taken, 10:55 a.m. to 11:10 a.m.)
 9 VICE CHAIR CARRILLO: Am I good to go?
 10 Bekka, can you hear me?
 11 COMMISSIONER BURT: Yeah, we can hear you.
 12 We didn't hear anything at all, though. Nothing.
 13 VICE CHAIR CARRILLO: I won't repeat it,
 14 except to say I'm a fan, and people deserve choice.
 15 That's why I love state charters.
 16 Having said that, into the fire right
 17 away.
 18 Why did the other Waldorf close? You can
 19 ask people in the community, and they all tell you
 20 something different. Why did it close? What's
 21 going to be different this time, especially in board
 22 leadership? When you examine what we've been doing
 23 in the last few months, schools around the state,
 24 schools fail because their boards fail; okay?
 25 That's pretty much what happens.

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1 So if you can address that, initially,
 2 that would be great.
 3 MS. JAYITA SAHNI: Thank you. Thank you
 4 for that question. Is this the well-behaved mic
 5 without the echo?
 6 Okay. Great. I'd be happy to answer
 7 that.
 8 My role on this team will evolve into the
 9 acting board president if the Sun Mountain School is
 10 approved.
 11 And I am currently serving on the board of
 12 trustees of the closed Santa Fe Waldorf School.
 13 So when we started this process, I was
 14 keenly aware that board leadership was going to be
 15 very important and would need to change.
 16 And so we are very enthusiastic about the
 17 fact that to be a State charter, our board
 18 leadership would have to have training. There would
 19 have to be mandatory hours of training.
 20 I actually tried to sneak on to the PED
 21 training before. But I didn't.
 22 So, fundamentally, we are looking for
 23 board members -- and we've stated this in our
 24 application -- with fiscal expertise, with a
 25 business management expertise, who will be willing

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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

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

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1630

Albuquerque, New Mexico 87102

JOB NO.: 9773N(CC)

2

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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

22

23

24

25

4

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.

3

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

2 P A G E

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	<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>
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 language, culture, and equity in our public schools. 2 DR. BRENDA ARELLANO: And I am a 3 researcher. I work for American Institutes for 4 Research. And I've been working in partnerships in 5 New Mexico for the last 14 years, focusing on 6 multilingual students and supporting teacher 7 learning and also supporting Native American 8 students. 9 DR. ANA PEREA: And I am, as you know, 10 Ana. I live in New Mexico for the last 30 years. I 11 was raised and born in Granada, Nicaragua. I came, 12 and I was -- my career as a teacher. I studied in 13 Bernalillo, actually, as a volunteer to learn 14 English. And it was fantastic. 15 So from then, I was a certified teacher. 16 And now, I am an administrator; vice principal of 17 Corrales International School, IB school, and proud 18 of that. Thank you. 19 DR. NICOLE MONTAGUE: My name is Nicole 20 Montague. I grew up in Albuquerque, and I was a 21 teacher in APS and some charter schools, various 22 charter schools for many years. And my passion is 23 bilingual special education. 24 I was also a professor at A&M. I wrote my 25 practitioner research in my own kindergarten</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>

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

46	<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>	48	<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>
47	<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>	49	<p>1 acceptance that I don't see in other students.</p> <p>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>

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

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1 not here. I'm sure it's for a reason.
 2 We have been talking to them about it, the
 3 director of the Department of Education of Santa Ana
 4 and San Felipe. We have approached them. And,
 5 well, we have some community members here that they
 6 came to hear about our school. We are in the
 7 initial conversations.
 8 But this is taking time. And it should be
 9 in that way, too, because many of those languages
 10 are not written.
 11 So we have -- we are waiting for them. We
 12 have approached them. I had a conversation with
 13 them.
 14 COMMISSIONER BURT: Have you had any
 15 community meetings in those areas?
 16 DR. ANA PEREA: No, it's our next step.
 17 It's why I've been exchanging e-mails with them.
 18 COMMISSIONER BURT: And what do you
 19 have -- so I know one of the other challenges, when
 20 it comes to multilingual anything is the teachers.
 21 What is your plan -- it sounds like you're pretty
 22 well connected with maybe Spanish bilingual
 23 teachers.
 24 DR. ANA PEREA: It's in my nature.
 25 COMMISSIONER BURT: It's in your nature.

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1 But also in your career; right? That's been what
 2 your career has been in.
 3 But what is your plan for not just Spanish
 4 bilingual teachers, but Keres, Tewa, Tiwa, Towa
 5 teachers at your school?
 6 DR. ANA PEREA: Well, again, we're still
 7 in the beginning of the conversations, and it's
 8 something that we have to talk about it, because we
 9 need them. We need them, and it's not a choice at
 10 this point. Sorry.
 11 DR. BRENDA ARELLANO: If I could also add.
 12 In some of our early conversations with, like, some
 13 of the education directors in some of the pueblos,
 14 they've been giving us some really good information
 15 about, like, some of the language models that are
 16 already happening within the tribes and the pueblos,
 17 and even directing us in some of the language models
 18 that we could be modeling after they've been
 19 directing us.
 20 Like, one example is they directed us to
 21 one of the Keres models that's already happening in
 22 one of pueblos. They said that might be a good
 23 language model we could look at and possibly adopt.
 24 So they're already helping us to think
 25 through, like, these are possible models we might

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1 look at.
 2 Another example is they talked about how
 3 they've been working on -- they don't have a set
 4 curriculum, but they've started to work on one, and
 5 they would like to work partnering on making that
 6 more formal. So they're already giving us ideas on
 7 ways that they're working on some of these ideas.
 8 They just need a little bit of work partnering with
 9 someone.
 10 So these are ideas that we are beginning
 11 to talk with, and we want to develop the partnering
 12 with the pueblos. So we just need to make those
 13 more formalized. But it is things that we're
 14 working on.
 15 COMMISSIONER BURT: Okay. One of the
 16 things I really like about the idea of this school,
 17 probably the most, is I think oftentimes when we
 18 think of bilingual education, it's an "or"
 19 statement; right? Like, students can be in
 20 bilingual education or AP or IB; right? So, like,
 21 having both combined, once again just reinforces
 22 that idea of, like, students need access to rigor,
 23 and they need access to high quality education, to
 24 opportunity. And it can be "both/and," not "or."
 25 And so I -- I truly think that, like, the

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1 combination is really special.
 2 I've noticed in your application that you
 3 put that you wouldn't be able to provide
 4 transportation. Can you talk through that decision
 5 a little bit more, because I do -- we're -- that's
 6 something that I'm very concerned by.
 7 DR. ANA PEREA: Me, too. We have -- I
 8 have contacted two -- what it calls? -- contractors
 9 now, and we are in conversations with them. So it
 10 will happen.
 11 Also it is in my understanding that it's a
 12 possibility that one of the pueblos, who has
 13 purchased their own buses, to ship the students to
 14 all the schools at our Bernalillo Public Schools.
 15 We had that conversation, too.
 16 So, yeah. But it is in our mind. Believe
 17 me.
 18 COMMISSIONER BURT: Okay. So right now in
 19 the application, you put "No," because that's where
 20 you're at. But you are -- the goal is to figure out
 21 some way to do transportation.
 22 DR. ANA PEREA: Absolutely.
 23 COMMISSIONER BURT: Year one? Or is it
 24 we'll start year one and figure it out later?
 25 DR. ANA PEREA: Year one. It's a priority

<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. 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>19 THE CHAIR: Okay. I think I'm done for 20 now. Beck?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>22 But think about it like we were saying -- 23 and I don't know if I have explained myself well on 24 this.</p> <p>25 By the year fifth, that is when we have</p>

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

17 _____
18 Cynthia C. Chapman, RMR-CRR, NM CCR #219
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2 STATE OF NEW MEXICO

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12 In testimony whereof, I have hereunto set my
13 hand on July 23, 2024.

14
15
16 *Cynthia Chapman*

17 Cynthia C. Chapman, RMR-CRR, NM CCR #219
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BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
COMMUNITY INPUT HEARING
SACRAMENTO SCHOOL OF ENGINEERING AND SCIENCE

July 11, 2024

9:00 a.m.

Alamogordo Civic Center

800 1st Street

Alamogordo, New Mexico

-and-

Via Zoom Webinar Video-Teleconference

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

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1630

Albuquerque, New Mexico 87102

JOB NO.: 9242N (CC)

<p style="text-align: right;">2</p> <p>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 REBEKKA BURT, Member 7 STEWART INGHAM, Member 8 K.T. MANIS, Member 9 MICHAEL TAYLOR, Member 10 STAFF: 11 CORINA CHAVEZ Director Charter School/Options for Parents and Families Division 12 LUCY VALENZUELA Technical Assistance and Training Specialist Charter School/Options for Parents and Families Division 13 MELISSA BROWN Technical Assistance and Support 14 (MISSY) and Training Administrator Charter School/Options for Parents and Families Division 15 16 17 18 19 20 21 22 23 24 25</p>	<p style="text-align: right;">4</p> <p>1 THE CHAIR: Good morning, everyone. I'm 2 going to call back into session this meeting of the 3 Public Education Commission. 4 We have been on the road since Tuesday 5 with community input hearings. So we are here. It 6 is Thursday, July 11th, 2024, and it is 9:05 a.m., 7 and we are here for a community input hearing for 8 Sacramento School of Engineering and Science. 9 And I'm going to ask Secretary Beck to 10 take roll for us, please. 11 SECRETARY BECK: Commissioner 12 Clahchischilliage. 13 (No response.) 14 SECRETARY BECK: Commissioner Brauer. 15 (No response.) 16 SECRETARY BECK: Commissioner Manis. 17 COMMISSIONER MANIS: Here. 18 SECRETARY BECK: Commissioner Armijo. 19 (No response.) 20 SECRETARY BECK: Commissioner Taylor. 21 COMMISSIONER TAYLOR: Here. 22 SECRETARY BECK: Commissioner Burt. 23 COMMISSIONER BURT: Here. 24 SECRETARY BECK: Chair Gipson. 25 THE CHAIR: Here.</p>
<p style="text-align: right;">3</p> <p>1 I N D E X T O P R O C E E D I N G S 2 PAGE 3 1 Call to Order, Roll Call 4 4 2 Approval of Agenda - Waived 8 5 3 Community Input Hearing for 8 Sacramento School of Engineering and 6 Science 7 4 Adjourn 111 8 REPORTER'S CERTIFICATE 112 9 ATTACHMENTS: 10 1 List of Attendees 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25</p>	<p style="text-align: right;">5</p> <p>1 SECRETARY BECK: Vice Chair Carrillo. 2 VICE CHAIR CARRILLO: Here. 3 SECRETARY BECK: Commissioner Ingham. 4 COMMISSIONER INGHAM: Here. 5 SECRETARY BECK: Secretary Beck, here. 6 Let's see. Six, seven -- we have eight. 7 THE CHAIR: So today we will be hearing 8 from the applicant, who will have an opportunity to 9 do their presentation. We will have time for public 10 comment. And there was a sign-up sheet in the back 11 if anyone wishes to make public comment. 12 The PEC will then spend time asking 13 questions of the applicant. 14 We have a regular meeting scheduled for a 15 week from this Friday. And there's a work session 16 that occurs before that. During that work session, 17 any additional questions -- we have some 18 Commissioners that were not able to -- to make it to 19 the hearing. If there are any additional questions 20 that Commissioners have, they will express them at 21 that work session. 22 There will be a letter that will come out 23 from me, probably the following Monday or Tuesday, 24 with those questions. 25 And the expectation is that the school</p>

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1 will respond to those at the August hearing.
 2 In between that letter and our August
 3 hearing, the Charter School Division will make a
 4 final recommendation to us.
 5 We will have the August meeting, in which
 6 there will, once again, be a hearing for the
 7 applicant team. Public comment is always an
 8 opportunity. And it is at that meeting that the PEC
 9 will make its vote and its final decision.
 10 So if you're not clear on the process,
 11 please feel free to check with the Director, and she
 12 can answer any of those questions.
 13 So once again --
 14 (Chair consults with Vice Chair.)
 15 THE CHAIR: So for those folks that may be
 16 planning to travel up to Santa Fe for the August
 17 hearing, that -- that week is the week that starts
 18 Indian Market. So it's -- it's challenging. So if
 19 you don't want to stay in Albuquerque and drive
 20 up -- and good luck finding a parking space --
 21 it's -- it's going to be hard.
 22 So if you're planning on -- I would
 23 absolutely make your reservations as soon as
 24 possible.
 25 Oh, absolutely. Yeah. We are always --

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1 and you can do your public comment via Zoom. So you
 2 don't have to drive up for two minutes of public
 3 comment, you know. I've done that at the
 4 Legislature a lot, you know. So -- but no, it is --
 5 there will be a link on the agenda, which is --
 6 which will be posted on our website.
 7 And that link will give you the
 8 opportunity -- and Missy always puts a note if
 9 you -- when you log into the Webinar -- that you can
 10 sign up through chat until 9:00 a.m. Or -- I'm
 11 sorry. Whenever our meeting starts. Because we're
 12 going to have the work session -- no, we're not
 13 going to have the work session first.
 14 Whatever time the meeting starts, there's
 15 a note on there when you have to sign up by. Sure.
 16 Okay. So the applicant team has
 17 20 minutes to make the presentation.
 18 I am going to ask that before your timing
 19 starts, that the presentation team introduces
 20 themselves.
 21 We do have a court reporter that's making
 22 a transcript; she's on Zoom. So, please, anyone, if
 23 you're coming up for public comment or the applicant
 24 team, introduce yourself and spell your last name,
 25 so we have it accurate for the record.

8

1 So you can start your introductions.
 2 After introductions, that's when your time will
 3 start.
 4 MS. CYNTHIA STONG: Thank you. My name is
 5 Cynthia Stong, S-t-o-n-g. I am the leader of the
 6 founding committee -- or the -- yeah -- the founding
 7 committee for the charter school.
 8 My background is a 30-year mechanical
 9 engineer. I have an MBA and a certificate in
 10 project management, which is, I think, why I was
 11 tasked for this.
 12 And I have a great team to work with here,
 13 and I'll let them introduce themselves.
 14 DR. MICHELLE PERRY: I am Dr. Michelle
 15 Perry. I am a 30-year educator here in the state of
 16 New Mexico. I have fulfilled roles as teacher and
 17 administration. And last name, by the way,
 18 P-e-r-r-y.
 19 Thank you.
 20 And I am very excited to be here today. I
 21 have, again, a Ph.D. in curriculum and instruction.
 22 So this is very near and dear to my heart.
 23 And the last thing that I'll add is that
 24 my own father is retired Air Force. I was a
 25 military brat. So this a great opportunity for me

9

1 to be here.
 2 Thank you.
 3 MS. LORRIE BLACK: Good morning. My name
 4 is Lorrie Black, B-l-a-c-k. I am happy to say that
 5 I was born here in Alamogordo and was educated at
 6 APS, happily.
 7 And since that time, I was a financial
 8 consultant. And I also owned a very well-known
 9 nationally, and world nationally, award-winning
 10 champions, an all-star cheer and dance studio. I
 11 did that for 30 years.
 12 Now, I currently am the executive director
 13 of the Flickinger Center for the Performing Arts
 14 here in Alamogordo, and I serve on the Chamber of
 15 Commerce board, as well as the Tularosa Basin Museum
 16 of History.
 17 DR. JAMES KLUMP: Good morning. My name
 18 is Dr. James Klump, K-l-u-m-p. And I am a -- born
 19 and raised here in Alamogordo, lived here all my
 20 life. I'm also a graduate here from Alamogordo High
 21 School, a very proud Tiger.
 22 I went off and got my dental degree and
 23 had a 45-year practice here in Alamogordo. I
 24 retired about five years ago.
 25 Since then, I've been chairman for

<p style="text-align: right;">10</p> <p>1 MainGate United, who is an arm of the Chamber of 2 Commerce, which deals with the mission out at 3 Holloman Air Force Base.</p> <p>4 MS. CYNTHIA STONG: Okay. Is the slide 5 show going to show up here? 6 There it is. Perfect. Thank you. 7 All right, timer. 8 Thank you, Commissioners, PED, wonderful 9 and supportive founding committee. Those who 10 support us, and those who want to learn more, thank 11 you for being here.</p> <p>12 I just have to say when I left this 13 morning, I had a dump truck and a backhoe in my 14 backyard digging a swimming pool to lure grandkids 15 here. So can't wait to see what they do. 16 I have the slides. 17 So why a STEM charter high school in 18 Alamogordo? Here's our areas of focus. 19 We have the Holloman Air Force Base, which 20 fuels our economy here; business workforce needs; 21 parents and students. Students are the most 22 important reason we're here. 23 So Holloman Air Force Base and our 24 economy. 25 That's a picture of the high-speed test</p>	<p style="text-align: right;">12</p> <p>1 opportunities that will best prepare our students to 2 fill the high-wage, high-need careers. 3 Other businesses that we've heard from are 4 the hospital. There's a lot of smaller tech 5 companies. And I know personally that the need is 6 out there. My husband and I run a high school 7 robotics team. And we have these companies coming 8 to us, snagging our students while they're still in 9 high school. 10 Next. 11 And then parents and students. So this -- 12 this talks about that New Mexico is ranking 50th in 13 fourth-grade reading and eighth-grade math 14 proficiency. And it's noted about teens that are 15 neither working or enrolled in high school -- and in 16 high school -- and not graduating on time. 17 So, most importantly, we've heard from 18 parents who want their children back here after 19 college to get those fabulous jobs. So we're doing 20 this for them. 21 So what's innovative and unique about what 22 we're offering here? 23 Here's some of the bullet points that 24 we've based our application on. But I want to 25 highlight a couple.</p>
<p style="text-align: right;">11</p> <p>1 track. It's pretty cool. Being an engineering 2 nerd, they run sled tests down that, and I get to go 3 watch sometimes. Very cool.</p> <p>4 And we've been working closely in 5 coordination with the 846 Test Squadron to work on 6 their workforce skills and career fields that 7 they've identified as needs. And they've been our 8 partner in all this.</p> <p>9 The test track has been around since 10 19- -- or it was established in 1942 at Holloman, 11 and it was constructed in 1949. And now they're 12 looking to duplicate that track and grow their 13 ability to do tests out there.</p> <p>14 So they've come to us and asked for help 15 for training more science and engineers in the area, 16 because we do know that local students are more apt 17 to come back and stay in Alamogordo after college 18 and work out there.</p> <p>19 You can see above that there are multiple 20 other businesses in the area that are interested in 21 science and engineering students as well. We have 22 NASA; we have Spaceport. You can see the pictures 23 there.</p> <p>24 Our school will work closely with these 25 local employers to align curriculum and learning</p>	<p style="text-align: right;">13</p> <p>1 We're going to be technology-driven 2 learning opportunities. 3 We're going to do outcome-based 4 performance. 5 We're going to have a small 6 pupil-to-teacher ratio. 7 We're going to -- workforce alignment. 8 We're going to have a year-round schedule. 9 We're going to have a unique school day 10 with four quarters and a four-period day. 11 We're going to integrate all the 12 curriculum into our programs, using project-based 13 learning. 14 And we're trying this way at the 15 Sacramento School of Engineering and Science. This 16 interdisciplinary approach encourages students to 17 make connections between subjects, fostering a 18 deeper understanding, and enabling them to apply 19 their knowledge in real word contexts. We know this 20 works. 21 Here is an example of the instructional 22 model that we're basing our foundation on. So it's 23 a -- this is the picture of a vertical instructional 24 model. It's using founded New Mexico adopted 25 standards, all subject areas, not just the STEM</p>

<p style="text-align: right;">14</p> <p>1 subjects.</p> <p>2 So that moves into our integrated</p> <p>3 curriculum that I mentioned, and includes</p> <p>4 transportable skills, those soft skills that the</p> <p>5 kids need for success in life. It promotes college</p> <p>6 and career readiness. And then, hopefully, brings</p> <p>7 them back into our community and our economy.</p> <p>8 So here's another way to look at what we</p> <p>9 plan on doing. And the little boxes under the</p> <p>10 colored boxes offer some more detail, so just</p> <p>11 highlighting some of them.</p> <p>12 We think our students will come out</p> <p>13 prepared for engineering trades or college and</p> <p>14 science trades and college. And those soft skills I</p> <p>15 mentioned, really important is communication,</p> <p>16 problem-solving.</p> <p>17 And then you see the list below. Those</p> <p>18 are all really important. Time management, personal</p> <p>19 skills.</p> <p>20 And then the four-day sessions, I wanted</p> <p>21 to highlight. And we're going to integrate math in</p> <p>22 everything.</p> <p>23 Okay. So this shows the three content</p> <p>24 areas and how they overlap in relation to our</p> <p>25 adopted Core standards. This is the lens that we're</p>	<p style="text-align: right;">16</p> <p>1 application and had a capacity hearing. At that</p> <p>2 capacity hearing, it was a peer review. And I</p> <p>3 really appreciate their feedback. It -- there was a</p> <p>4 lot of good information in there. So I want to</p> <p>5 highlight some of the positive things I found in</p> <p>6 their comments.</p> <p>7 So these are quotes from them. They said,</p> <p>8 "Compelling and unique mission and vision."</p> <p>9 "An instructional philosophy that allows</p> <p>10 for academic rigor and a focus on the school's</p> <p>11 mission."</p> <p>12 "Use of AP and Project Lead The Way</p> <p>13 strengthen our academic framework."</p> <p>14 "Strong plans for our board structure and</p> <p>15 qualifications."</p> <p>16 "Internal control procedures were strong."</p> <p>17 And, "An impressive amount of outreach was</p> <p>18 done among business, community, and media."</p> <p>19 And with that came some suggestions for</p> <p>20 improvement. So I want to highlight some of those,</p> <p>21 too.</p> <p>22 They asked us to build and expand policies</p> <p>23 on equity and inclusion, at-risk populations beyond</p> <p>24 the English learning.</p> <p>25 Data collection and use.</p>
<p style="text-align: right;">15</p> <p>1 going to use at our school to put our curriculum</p> <p>2 together.</p> <p>3 I'm going to let you look for a second.</p> <p>4 It's kind of hard to read.</p> <p>5 So down to the two measurable goals I want</p> <p>6 to highlight for our school. This is what's going</p> <p>7 to drive our decision-making.</p> <p>8 So Goal 1 is by learning with an</p> <p>9 integrated curriculum and scope and sequence, which</p> <p>10 are taught to mastery level, we're going to measure</p> <p>11 90 percent of our students passing with scores of</p> <p>12 80 percent or higher, quarterly content area</p> <p>13 assessments, achieve proficiency levels on</p> <p>14 New Mexico SAT and New Mexico ASR, the Assessment of</p> <p>15 Science Readiness, pass Advanced Placement exams in</p> <p>16 English language arts, world history, calculus, and</p> <p>17 physics.</p> <p>18 Goal 2: Students will develop</p> <p>19 transportable skills which will help them become</p> <p>20 college or career ready, as evidenced by college</p> <p>21 enrollment or employment upon graduation.</p> <p>22 So our measure is 100 percent of students</p> <p>23 at our school will achieve college training, school</p> <p>24 acceptance, or job placement after graduation.</p> <p>25 So we get a -- we turned in our</p>	<p style="text-align: right;">17</p> <p>1 Expand our org chart and job descriptions</p> <p>2 and an employee handbook.</p> <p>3 Further explain how family can participate</p> <p>4 in the governing council.</p> <p>5 And update/store budget and financial</p> <p>6 oversight policies.</p> <p>7 They suggested adding a licensed school</p> <p>8 budget person to the committee, which we plan to do.</p> <p>9 So the next slides are going to highlight</p> <p>10 some of the areas that we're working on right now.</p> <p>11 So we're continuing to expand our documentation in</p> <p>12 all areas to be ready if we are approved.</p> <p>13 We're planning a broad search for</p> <p>14 governing council members. Our bylaws allow for</p> <p>15 five to nine on our board.</p> <p>16 Right now, we have an interested attorney</p> <p>17 with previous charter school experience. I am</p> <p>18 willing to be the board president and use my</p> <p>19 previous board experience to ensure a smooth start.</p> <p>20 We have several interested parents from</p> <p>21 the Base. I have an experienced business owner.</p> <p>22 Lorrie said she would help us.</p> <p>23 And there's an educator that's newly on</p> <p>24 our committee who is -- has data analysis skills</p> <p>25 who's interested.</p>

<p style="text-align: right;">18</p> <p>1 Next. Next.</p> <p>2 Another area they asked us to look into or</p> <p>3 comment on was our facility. This -- this picture</p> <p>4 is kind of our favorite spot right now. But we've</p> <p>5 been touring other facilities in the area and</p> <p>6 researching where we could possibly have this</p> <p>7 school.</p> <p>8 So this one here is a fairly new building.</p> <p>9 We call it "the pre-check building." They aren't in</p> <p>10 there anymore. They all work virtually.</p> <p>11 But it offers -- it's new. It offers</p> <p>12 minimal renovations inside to support our school.</p> <p>13 It has this front secure entrance.</p> <p>14 And the thing I really appreciate, it has</p> <p>15 a lot of room for expansion, both inside and land</p> <p>16 next to it outside.</p> <p>17 So we're continuing to talk to those</p> <p>18 owners about favorable lease or buy options.</p> <p>19 And I went to a little gathering in</p> <p>20 Las Cruces of charter schools. I talked to all the</p> <p>21 charter schools there. And all of them said they</p> <p>22 wish they had more space. So we think this is a</p> <p>23 great place for us to look at starting.</p> <p>24 Okay. Another area we were asked to work</p> <p>25 on was finding out parental and student interests in</p>	<p style="text-align: right;">20</p> <p>1 So I'll let you look at that for a second.</p> <p>2 And this is an eye chart. But to</p> <p>3 highlight the question was -- that we asked, was</p> <p>4 "Would you be interested in sending your child to a</p> <p>5 STEM charter high school in Alamogordo?"</p> <p>6 Those who answered "yes" or "maybe," we</p> <p>7 picked out some commonality of themes among their</p> <p>8 answers. And you don't need to read all these. But</p> <p>9 I want to highlight that, overall, the desire was</p> <p>10 for enhanced educational opportunities and resources</p> <p>11 in Alamogordo, with a specific focus on support for</p> <p>12 STEM education, improving educational quality,</p> <p>13 extracurricular activities, economic and community</p> <p>14 impact, inclusivity and accessibility, diversity and</p> <p>15 comprehensive education, community engagement and</p> <p>16 information, and teacher quality and resources.</p> <p>17 And then there were some folks who</p> <p>18 answered no. The most common concerns we noted were</p> <p>19 lack of diversity, uncertainty about charter school</p> <p>20 performance, funding, and resources.</p> <p>21 So we understand that a charter school is</p> <p>22 a new concept to our community. We don't have one.</p> <p>23 We'll continue to educate our community by holding</p> <p>24 open house meetings, continuing to do spots on the</p> <p>25 radio, newspaper, presentation to community groups,</p>
<p style="text-align: right;">19</p> <p>1 our area.</p> <p>2 So we had a survey out for just a little</p> <p>3 over a week. And we've had over 147 responses.</p> <p>4 This was a snapshot as of yesterday afternoon.</p> <p>5 But what I want to note here is the</p> <p>6 majority who completed this are in the 25- to</p> <p>7 44-year-old range, which is the area we're</p> <p>8 interested in looking at.</p> <p>9 And the majority believe that STEM,</p> <p>10 Science, Technology, Engineering, Math education is</p> <p>11 important, as I do, too.</p> <p>12 And that was a question asked on a scale</p> <p>13 of 1 to 3 how important it was.</p> <p>14 The next question I'm highlighting is,</p> <p>15 "Would your..." -- "Would you be interested in</p> <p>16 sending your child to a STEM charter high school?"</p> <p>17 Again, 85 percent said yes or are</p> <p>18 interested in sending their student to a STEM high</p> <p>19 school.</p> <p>20 Here's another way to look at the data.</p> <p>21 So more people between the ages of 25 to 54 state</p> <p>22 that they're interested in, or may be interested in,</p> <p>23 sending their student to a STEM charter high school.</p> <p>24 And those who answered yes have a higher</p> <p>25 number of children.</p>	<p style="text-align: right;">21</p> <p>1 Rotaries, churches, et cetera.</p> <p>2 We welcome input and feedback. We're open</p> <p>3 to learning how this works and how to make it a</p> <p>4 success for our entire community.</p> <p>5 And I know that I've learned a lot, being</p> <p>6 an engineer, in this last few months. I've learned</p> <p>7 a lot of education lingo. So we're all learning as</p> <p>8 we go.</p> <p>9 So here's another slide that highlighted</p> <p>10 some of the common answers to the folks that said</p> <p>11 no, they wouldn't be interested.</p> <p>12 So the common -- the comments center</p> <p>13 around concerns regarding the impact of the STEM</p> <p>14 charter school on the existing public school system.</p> <p>15 The comments were about redundancy in resource</p> <p>16 allocation, equity and inclusion, community impact</p> <p>17 and support, transparency, and motivation, funding</p> <p>18 and financial concerns, special needs, and support</p> <p>19 services, safety, and security.</p> <p>20 And those are areas that we're going to</p> <p>21 have to look at and address and educate.</p> <p>22 So I put in here -- that was a flyer we</p> <p>23 made early on for our school to get public</p> <p>24 information out there. It highlights our vision and</p> <p>25 our purpose.</p>

<p style="text-align: right;">22</p> <p>1 And I just want to point out that this 2 group is very committed to meeting the needs of the 3 community, parents, and students by offering this 4 unique high school charter, focused on science and 5 engineering. 6 We intend to produce well-rounded and 7 college-ready students. I personally am motivated. 8 I've had three decades of giving back and working 9 with youth. 10 I was a senior vice president in the 11 American Society of Mechanical Engineers, focusing 12 on the student -- college students and early career 13 students. And same with being an international 14 first robotics chief judge. So working with lots of 15 students in that arena. 16 And then, of course, our local team. 17 So this is my opportunity to give back to 18 my community and share some of the success I've had 19 as an engineer and for the next generation. 20 We also very much appreciate the rigor 21 from the State. There's State law that guides us, 22 the PED, the PEC, and the fact that I believe our 23 community is very vocal and will hold us 24 accountable. 25 And I'd like to ask my team to go down the</p>	<p style="text-align: right;">24</p> <p>1 MS. LORRIE BLACK: I'll make mine real 2 brief. 3 I've given my entire life to the children 4 of this community, and I see absolutely every reason 5 to move forward with this and to work really hard so 6 that we are providing such an incredible education 7 to our youth. 8 DR. JAMES KLUMP: How much time do I have? 9 A minute and a half? Okay. 10 One of the reasons why I've been committed 11 to this, I have a background -- I've been involved 12 with the Miss America system for about 20 years now. 13 And, you know, I know a lot of people make fun of 14 the pageant world. But the Miss America system has 15 been dedicated to providing scholarships for young 16 women, which is the world's largest organization 17 providing scholarships for young women in the U.S. 18 It's been my mission, and I've always been 19 involved in helping those young women succeed in 20 life and getting the scholarships so they can get 21 their education -- their education and make their 22 dreams come true. 23 Our outgoing Miss America last year was a 24 nuclear physicist, and that was not an honorary 25 title. She is a nuclear physicist designing nuclear</p>
<p style="text-align: right;">23</p> <p>1 line, and I want them to share with you, just like I 2 did, why they're personally invested in this effort. 3 DR. MICHELLE PERRY: Hi. I am personally 4 invested in this effort because I am a lifetime 5 educator, and I have seen education in New Mexico 6 for 30 years, all the way from pre-K to higher 7 education. And I've seen the internal systems and 8 the workings. 9 And here's what I know, is that every 10 educator in this state wants to see children 11 succeed. And this is another way to do that. And 12 so in being able to explore a different way to 13 provide such needed skills in science and 14 engineering and to build our community's workforce 15 is something that I absolutely believe in. 16 And I want to be a part of the solution. 17 I want to educate our children to the best possible 18 ways. And I don't want to ever hear anybody say, "I 19 can't do math." "I can't do science." Because then 20 I know that I will have failed my mission. 21 Every teacher can teach math and science. 22 Every student can learn math and science. 23 And we have to make sure we hold this bar 24 high. And there's no more excuses. Our children 25 can perform, and they will.</p>	<p style="text-align: right;">25</p> <p>1 cores. 2 Our current Miss America this year is a 3 graduate of Air Force Academy. 4 So are serious women with serious dreams. 5 And I am just transporting that from those women to 6 all of our students here in Alamogordo. So I have a 7 desire to have our kids here in town succeed. 8 THE CHAIR: So thanks so much. 9 So now we're into our public comments. So 10 I'm going to ask first if there is anyone from 11 Alamogordo Public Schools here that wishes to speak. 12 (No response.) 13 THE CHAIR: Okay. My second ask. Is 14 there anyone here from a tribal community who wishes 15 to speak? 16 (No response.) 17 THE CHAIR: Okay. We're now on to general 18 public comments. So, Missy, do we have anyone 19 online? 20 MS. MELISSA BROWN: We do, Chair Gipson. 21 We have one person online: Hope Morales. 22 Hope, I'm allowing you to speak. If you 23 can please remember to spell your last name, and 24 after that, I will start the timer for two minutes. 25 FROM THE PUBLIC: Can you all hear me?</p>

<p style="text-align: right;">26</p> <p>1 MS. MELISSA BROWN: Yes, we can. 2 FROM THE PUBLIC: Okay. Hope Morales. 3 Last name, M-o-r-a-l-e-s. 4 MS. MELISSA BROWN: Okay. You can go. 5 FROM THE PUBLIC: Good morning, 6 Madam Chair and members. My name is Hope Morales, 7 and I'm the executive director for Teach Plus 8 New Mexico. I'm a former local school board member 9 and a parent of two children attending public 10 schools and a son in college. 11 I recently spoke to a group of students 12 participating in the Upward (verbatim) program at 13 ENMU-R, whose program goal is to increase the rate 14 at which participants complete high school and 15 enroll in and graduate from post-secondary education 16 as first-generation college students. 17 Students like the group I spoke to and in 18 communities across our state deserve access to a 19 quality educational experience that will give them 20 the knowledge and skills to be successful in their 21 communities. 22 Research has helped prove that a quality 23 education is a key driver of economic growth and 24 development. Education enables individuals to 25 acquire the skills and knowledge needed to</p>	<p style="text-align: right;">28</p> <p>1 MS. MELISSA BROWN: Thank you. 2 Next, in the room, we have Carolyn 3 Atkinson. 4 FROM THE FLOOR: Carolyn Atkinson, 5 A-t-k-i-n-s-o-n. 6 And I just want to make a comment that I 7 just don't see any downside to having more 8 opportunities in education in Alamogordo. 9 We -- having a focused curriculum, like 10 the STEM program provides, will help, I think, with 11 our workforce, with our connections to the whole 12 state. The whole state has a very heavy science and 13 technology background. And I think our students 14 being part of that here in Alamogordo will really -- 15 well, give them more opportunities in the whole 16 state. 17 Thank you. 18 MS. MELISSA BROWN: Next we have John 19 Davis. 20 FROM THE FLOOR: Good morning. My name is 21 John Davis. Last name is spelled D-a-v-i-s. 22 I'm a retired registered nurse. And I'm 23 speaking today against the charter school program. 24 I 100 percent trust their intent. The 25 result is students will be left behind. Brown vs.</p>
<p style="text-align: right;">27</p> <p>1 participate in the workforce, start their own 2 business, and contribute to the economy. It also 3 helps reduce poverty by improving job opportunities 4 and increasing incomes. 5 New Mexico data indicates that students 6 who are attending charter schools are outperforming 7 students at traditional public schools. Expansion 8 at these schools and approvals for promising schools 9 will give more students immediate access to quality 10 school systems. 11 I stand in support, not of charter schools 12 in general, but of the promise and plans for 13 effective schools. 14 Sacramento School of Engineering and 15 Science has created a vision of rigor, support, and 16 desired outcomes needed for student success that 17 will translate into improved economic mobility. 18 They will meet not only the academic needs 19 of their students, but also the workforce needs that 20 are tied to great career pathways offered within and 21 around their community. 22 The Alamogordo community deserves access 23 to more school options that will meet the needs of 24 their children and our students. 25 Thank you.</p>	<p style="text-align: right;">29</p> <p>1 Board of Education said separate is not equal. I'm 2 worried that what will happen is that we'll have a 3 duplication of resources, a duplication of needs for 4 microscopes, autoclaves, all sorts of equipment, 5 when that money could be better put to use in 6 mentorships, internships, and -- and building the 7 program that we currently have in the Alamogordo 8 Public Schools. 9 Thank so you much. 10 MS. MISSY BROWN: Next we have John Black, 11 I believe. 12 FROM THE FLOOR: Hi, there, Madam Chairman 13 and thank you. John "Block," not "Black," although 14 I love Lorrie Black here in the front, and I 15 appreciate that. 16 So my name is John Block. I'm the State 17 Representative in the area, District 51. I'm a 18 native New Mexican, and I'm blessed to live in the 19 greatest state that I think we could potentially 20 ever have. 21 But I -- when I was going to high school, 22 I didn't really feel challenged, and I really didn't 23 feel like I fit in the box of traditional everyday 24 education. 25 So I had the opportunity myself to be able</p>

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1 to go to a charter school. I had the opportunity to
 2 do the lottery and attend a charter school.
 3 And by the grace of God, I got in. And it
 4 really challenged me. And when I was in that high
 5 school education, I also was able to take other
 6 classes at a college with people that I thought
 7 would help me in my career.
 8 I switched my majors a couple of times. I
 9 didn't know what I wanted to do. But I ended up
 10 doing business administration. And I was blessed to
 11 graduate from that charter school one credit shy of
 12 an associate's degree. And because of that, it
 13 really challenged me to want to do better for our
 14 state.
 15 And so with this opportunity of this
 16 charter school here in our state and in our
 17 community, I think it's important to give Alamogordo
 18 students a choice.
 19 Not everybody is the same. Not everybody
 20 wants to follow the same path. And I think it's so
 21 important that we, as a community, listen to the
 22 parents, listen to the teachers, and listen to the
 23 children who want better for themselves.
 24 So I really hope that you consider this
 25 proposal and look at the great packet they've put

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1 together. And I really hope that together we can
 2 bring a charter school to Alamogordo.
 3 Thank you so much. Appreciate it.
 4 MS. MELISSA BROWN: It wouldn't be me if I
 5 didn't mess up names.
 6 So next we have -- I'm kind of going to
 7 guess -- Joann Vana [ph]? Vula (ph)? Joann Lula
 8 (ph)? Okay. Joann.
 9 FROM THE FLOOR: It's V like in "Victor,"
 10 -u-l-l-o. (Verbatim.)
 11 Okay. I need to take off my glasses,
 12 so -- I can't read with them.
 13 We the members of the Otero County LULAC
 14 Council, 8105, are opposed to the formation of the
 15 STEM charter school in Alamogordo.
 16 After attending two information meetings
 17 which were poorly advertised and, thus, poorly
 18 attended, found that there was no diversity on the
 19 planning committee. Apparently, the application was
 20 started in January 2024, and these two meetings were
 21 not held till May.
 22 At the first meeting, I was asked to serve
 23 on the planning committee, of which I declined
 24 because of my positions as president of Otero County
 25 LULAC. I suggested our VP, Jerry Martinez, as he is

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1 a pastor, and his partner has children of school
 2 age. The application was to be submitted in July.
 3 To my knowledge, Mr. Martinez was not
 4 asked for input, nor participated in the application
 5 process.
 6 We feel that this charter school is a poor
 7 attempt to create a segregated school. Racial
 8 ignorance continues in this area since 1901, where
 9 the first two public schools were built and
 10 white-only children attended. Minority children
 11 were prevented education in Alamogordo until 1914,
 12 when the all-white school board built the Maryland
 13 School for Mexican Children.
 14 It is reported that the Black children
 15 wanted their own school, so they could have teachers
 16 that looked like them.
 17 Sorry. The issue was that these Black
 18 children had to attend the Covenant Baptist Church
 19 and not public school with public funds.
 20 The Mexican children endured trauma, as
 21 they were made to abandon the Spanish language, and
 22 punishment for speaking Spanish continued in the
 23 1960s.
 24 Although integration was mandated in 1949
 25 by the military, as the Holloman Air Force Base was

33

1 a part of the community, actual integration of
 2 Mexican and Black children did not occur until 1952.
 3 The south side of Tenth Street was still
 4 segregated with white-only drinking fountains and
 5 restaurants, and then the Mexican school now called
 6 Dudley. It was named after a teacher who taught in
 7 the segregated school before 1948.
 8 Interracial marriage was not even legal
 9 until 1967.
 10 I remind us here today that history can
 11 repeat itself. And this charter school is not a
 12 means to promote STEM curriculum, because the
 13 Alamogordo High School has had a program in place
 14 for some time.
 15 This charter school is a way for those
 16 homeschooled children to have their own high school,
 17 paid for with public funds. This reeks of
 18 segregation.
 19 The sibling advantage will prevent a real
 20 lottery, and minority student will be at a
 21 disadvantage.
 22 The planning committee has a known bias to
 23 CRT, minority inclusion, and public education
 24 standards. Otero County LULAC will continue to
 25 fight the continued discrimination that has existed

<p style="text-align: right;">34</p> <p>1 in Otero County since the 1900s and prevent a 2 watering down of our New Mexico public education. 3 All children deserve the best education -- 4 MS. MELISSA BROWN: The timer did go off. 5 Will you please try to wrap it up? 6 FROM THE FLOOR: Okay. Almost through. 7 All children deserve the best education that New 8 Mexico can provide with equal outcomes. A 9 segregated STEM charter school is not the answer 10 using public funds. If homeschooled children need a 11 high school, Otero County LULAC suggests they build 12 a private school and pay it with private funds. 13 Thank you. 14 MS. MELISSA BROWN: Our next speaker is 15 Ted Brinegar. 16 FROM THE FLOOR: Good morning my name is 17 Ted Brinegar. B-r-i-n-e-g-a-r. It's like 18 "vinegar," but just Bravo Romeo on the front. 19 I'm a parent of five kids here in the 20 community, two of which have already graduated and 21 are off to high school. But my ex and I have 22 13 more years of kids in our education system coming 23 up. So this is really important to me. 24 The world is changing very quickly, and 25 our education has to as well.</p>	<p style="text-align: right;">36</p> <p>1 skills inside our students. 2 And so as a -- as a parent whose oldest is 3 in school for mechanical engineering going into his 4 junior year and on scholarship and will be working 5 at the test track out here after he graduates, can 6 say, with conviction, that this educational 7 opportunity is needed. 8 My son graduated from the high school 9 here, was participating in the engineering program 10 there. And the vast majority of what he learned in 11 engineering was outside of that, because it didn't 12 go far enough. And he was hungry and went after 13 additional opportunities and made that happen. 14 But as a parent, that would have been so 15 much easier, and he could have gotten even further, 16 had he had this opportunity available to him. And 17 I'm looking forward to it being available to my -- 18 the next of my children coming forward. 19 Thank you. 20 MS. MELISSA BROWN: Next we have Stan 21 Hernandez. 22 (Off-mic discussion.) 23 THE CHAIR: So there's an opportunity to 24 provide -- there's a link, an opportunity to provide 25 comment by writing. So it can be submitted that</p>
<p style="text-align: right;">35</p> <p>1 With my kids, I say with the way that our 2 world is changing, you need, as a student, to really 3 master two things. The first is the skill of 4 acquiring skill. It's not enough just to be able to 5 put data in your head and spit it back out. We have 6 to learn to apply that in a way that it creates real 7 things. 8 And the second is simply project 9 management. How do we take big ideas and break them 10 down into chunks where we actually get there? 11 Our current education system isn't really 12 designed to teach either of these things. But the 13 Sacramento School and the way that they have 14 designed their curriculum to integrate the different 15 topics and focus on project-based learning, to me, 16 really gets at the core of what students need to 17 succeed in the world to come. 18 There's no way that we can even predict 19 what information they'll need to know in the future. 20 But what we do know is that they need to be able to 21 become autodidacts. They need to teach themselves, 22 to gain those skills themselves, and to apply them 23 to real-world situations. 24 And the vision and mission of the 25 Sacramento School is to -- to develop those exact</p>	<p style="text-align: right;">37</p> <p>1 way, yeah. 2 MS. MELISSA BROWN: Okay. Nolan Ojeda. 3 FROM THE FLOOR: I'm short. 4 So Nolan Ojeda, O-j-e-d-a. 5 So I also have a mechanical engineering 6 degree. I graduated from NMSU. I spent about ten 7 years working for the Department of Defense and now 8 I work for a nonprofit. Go figure. 9 So -- but I was diagnosed with severe 10 dyslexia when I was about six years old. They told 11 my mother I would never read past a second-grade 12 level. 13 We moved to Phoenix, and I got into a 14 charter school. And I will say that yes, diversity 15 is sometimes a hard hurdle to cross. I was one of 16 the few non-Caucasian students at that school. But 17 I can say that that education set me up for success. 18 It wasn't so much -- it wasn't 19 particularly just the math skills and the physics 20 skills. Really, it was the work ethic. By the time 21 I got to college, I thought it was easy, because my 22 homework at my charter school was more difficult and 23 took me a lot longer. 24 And learning how to public speak and be 25 confident in myself -- public speaking was an aspect</p>

38	<p>1 to every part of my education, whether it was math 2 or anything. We had to present in every single 3 course. 4 And so I think that, really, it was the 5 soft skills that were so ingrained in my education 6 there that set me up for success later. It led me 7 to being a program manager for something that's been 8 implemented across the entire Pacific Fleet for our 9 Navy within the first three years of my career as an 10 engineer, which is pretty fast. It set me up to be 11 a test conductor for the Patriot Missile System at 12 White Sands. 13 So these were -- and these weren't just 14 that I was good at math; it was that I was good at 15 people. I was good at organization. I was a 16 self-starter. I had good time management. I could 17 talk to people. I could translate highly technical 18 information into language that the broader community 19 is able to understand, including people back at 20 Washington, D.C., including presenting at the 21 Pentagon twice for the Navy. 22 So, yes, it taught me math and science, 23 which I needed to graduate with my degree. But it 24 was all the other things that it taught me that led 25 to my success. So I am pro having this option here</p>	40	<p>1 understand the issues that are going to be facing 2 them in the coming decades. 3 The one thing I would like to see added, 4 which I've not seen mentioned, is that the charter 5 school has some mechanism for intake of the students 6 who were at risk -- or still at risk -- who 7 previously would have been going to Academy Del Sol 8 until that activity was disbanded, to help make sure 9 that they are not left behind in the backwash, that 10 they have the equal opportunities so that they also 11 can, in turn, become inspirations and role models 12 for others and raise everybody. 13 Thank you. 14 MS. MELISSA BROWN: Commissioners, that 15 is -- concludes our public comment. 16 THE CHAIR: We're going to take a 17 ten-minute break. 18 (Recess taken, 9:50 a.m. to 10:08 a.m.) 19 THE CHAIR: So we are now on to questions 20 by the Commission. 21 Commissioner Beck. 22 SECRETARY BECK: Hi. Thank you for all 23 the information and thanks for the community input. 24 It's always super valuable to us in terms of how we 25 view these things.</p>
39	<p>1 for my children here in Alamogordo. Thank you. 2 MS. MELISSA BROWN: Thank you. And, 3 finally, we have Dave "Doorling" or "Dooling." 4 FROM THE FLOOR: I get that 5 mispronunciation a lot. Dooling, D-o-o-l-i-n-g. 6 Good morning. I have been here for 7 22 years as an informal science educator, first 8 working up at Sunspot and recently retired after 9 eleven years as education director at the Space 10 Museum. 11 When I went to high school, all schools, 12 really, one through twelve, public, the subjects 13 tended to be a bit of a disconnected patchwork, and 14 we weren't really taught how things integrated, 15 ultimately. 16 The science and technology drives history, 17 which, in turn, drives science and technology; the 18 case in point, going to the moon. 19 Love how the Sacramento School will 20 integrate and have everything working together. And 21 this is a place that we need to help incubate the 22 brains that we're going to need to have to run 23 things, and also to have the educated voters. 24 That's really the most important part in science 25 education, educated voters and taxpayers, who</p>	41	<p>1 A few questions real quick. I'm usually 2 fairly fast here. 3 Obviously, there's some concerns about the 4 equity issue and in terms of reaching underserved 5 populations and those types of groups of 6 individuals. 7 What's your specific plan in the next 8 year -- understanding that it's a random lottery, 9 that we do a purely random lottery. But what's your 10 plans to reach out and communicate specifically to 11 those underserved groups, so that they will be able 12 to have the information necessary to understand what 13 your school is about, and that it's truly a public 14 school, not a private school. That, everybody gets 15 confused about. But what's your plan specifically 16 to get to those groups? 17 MS. CYNTHIA STONG: Thank you for the 18 question. 19 And we've thought about that, because a 20 lot of what we're hearing, even on our survey, is 21 concerns around that. 22 And Ms. Joann actually alluded to two open 23 sessions that we had that she attended. And we got 24 some, actually, great ideas from her and her folks 25 that attended.</p>

<p style="text-align: right;">42</p> <p>1 They suggested going to places like even 2 the churches around here and talking to those 3 groups, which I thought was a great idea. 4 We've also talked about going to all the 5 community groups -- I think I mentioned that -- like 6 Rotary. 7 We're also going to go to all the 8 community events that happen around here. This town 9 has a lot of community events. It's a great town, 10 actually. They do things like Fourth Fridays, where 11 they have music at the zoo. We'll go to health 12 fairs. 13 We're going to do outreach anywhere we 14 can, along with the radio and newspaper ads. We'll 15 do the best we can with that. 16 It's important to have broad communication 17 out about our school, because we want to offer the 18 opportunity to anyone who can attend. 19 It is not a private school. It is not 20 we're going to pick off the top 10 percent out of 21 the public high school. There are state laws about 22 the lottery, and we have to follow those rules. And 23 we're hopeful that we're going to get the message 24 out broad and wide. 25 Joann also mentioned that -- I invited her</p>	<p style="text-align: right;">44</p> <p>1 audiences. 2 MS. LORRIE BLACK: For me, personally, I 3 wouldn't be involved in this if I thought that this 4 wasn't going to be equitable to all people. I'm a 5 grandparent of interracial grandchildren, so I would 6 never want them to not be welcome at this school. 7 Secondly, at the Flickinger Center, we 8 have a huge festival each year; it's called Otero 9 County Heritage Day. And we honor all heritage in 10 all the years in the past. And it's a beautiful, 11 beautiful thing. 12 We would love to set up something at that 13 event as well, because we reach out to all 14 communities and welcome them to that as well. 15 SECRETARY BECK: Great. Thank for you 16 that. 17 I noticed in the application, when we're 18 looking at a student-to-teacher ratio, in year one, 19 you were ten to one students to a teacher, and then 20 in year five -- or year four, you're a 21 to one. 21 In year five, you're 27 to one. 22 Is there a reason why you have such a low 23 teacher-student ratio in year one and drive all the 24 way up to -- you know, what -- again, I was a 25 teacher at Sandia High School. That was -- 27 to 1</p>
<p style="text-align: right;">43</p> <p>1 to be on our founding committee for that reason, to 2 help us get the word out to that community. And her 3 vice president, Jerry Martinez, has been invited to 4 all our meetings. So I just wanted to make that 5 clear, too. 6 Anything else? 7 DR. MICHELLE PERRY: I would say that this 8 body here, in addition to the entire community, 9 wants nothing more than to see equitability in our 10 community. And I'm dedicated to making sure that we 11 do the recruitment necessary that is in front of all 12 parts of our community. 13 And that means making ourselves widely 14 available at tabling events, and, as Cindy said, to 15 the wonderful community events. There is always 16 something going on in this community, whether it's a 17 fest or whether it's a health fair, Earth Day, all 18 of these places. 19 And we also have the privilege of having 20 so many food banks that are in progress at all 21 times, seven days a week. And we would love to go 22 and table at these events, if allowed. And so that 23 we are going to make every effort and turn over 24 every rock to make sure that we are getting our 25 recruitment processes in place in front of all</p>	<p style="text-align: right;">45</p> <p>1 sounds like me in my world. And I'm sure Tommy, at 2 Alamogordo High, my fellow golf coach, same thing. 3 What's the rationale and the thought process behind 4 driving it that high or keeping it that low at the 5 beginning, and not more consistent? 6 DR. MICHELLE PERRY: So teacher-student 7 ratio, in the beginning, is going to be necessary 8 for it to be pretty low. That is because we 9 anticipate that we are going to need to address gaps 10 in learning, especially in the area of math. And so 11 we want to have ample opportunity to address any 12 kind of learning gaps or any kind of delays in 13 mastery of content in math and science and ELA. 14 But we want to make sure that that tool is 15 available to us, that low student-teacher ratio, is 16 available to us. 17 And as we go on, we anticipate our 18 students becoming more and more advanced. And the 19 27 to one is a large number. I will definitely 20 agree to that. And if there is a way to keep that 21 below, we will entertain that at all -- all 22 measures. 23 We anticipate that in increased 24 enrollment, our funds from SEG will continue to 25 obviously reflect that. And, however, we don't</p>

<p style="text-align: right;">46</p> <p>1 necessarily reflect that we are going to hire more 2 teachers. But what we want to do is ensure our 3 teachers are well paid, ensure our teachers have all 4 of the necessary supplies, materials, resources 5 available to them.</p> <p>6 And so I'm thinking financially, 7 budgetarily, we want an allocation that is 8 representative of our student body and our needs of 9 our students at that time, and then also the 10 retention of our teachers. We must build in a 11 system in which our teachers are going to want to 12 stay with us.</p> <p>13 And so that is reflective of that thought 14 process, to be quite honest, Commissioners.</p> <p>15 SECRETARY BECK: Okay. It's just 16 concerning. And I would look at that. That -- 17 that's pretty unusual to have that differential in 18 five years.</p> <p>19 Two more quick questions. 20 What is your plan for arts inclusion into 21 your curriculum? I didn't see a lot of that, and I 22 was just wondering what your thoughts were in terms 23 of arts inclusion: music, arts, and culture.</p> <p>24 MS. CYNTHIA STONG: I know we plan to 25 offer a lot of -- we offer some after-school</p>	<p style="text-align: right;">48</p> <p>1 great. But also thinking about that fourth period 2 and using our local resources to implement art as an 3 option in that time would be a viable option.</p> <p>4 MS. LORRIE BLACK: Again, our local 5 Flickinger Center for Performing Arts has a premier 6 series that runs exactly like a school year, starts 7 in August and ends in May. During that time, we 8 actually hire artists to come in and do educational 9 programs for our students. And we offer them free 10 to anybody, public, private, or homeschooled.</p> <p>11 And, for example, Scrap Arts was just 12 here. And they only have instruments made out of 13 scrap material. So they literally were showing the 14 children and the students how to build that.</p> <p>15 So we would extend that offer to the 16 charter school as well, and they would be able to 17 participate in any of those. And they're usually at 18 least one a month during the school year.</p> <p>19 SECRETARY BECK: Great. As you know, 20 research shows that there's a direct connection 21 between reading and music, and music and math. 22 There is a direct correlation there.</p> <p>23 Last question. For some of the charters 24 I've been involved, and some that I'm directly 25 involved with that work hard on STEM, they have</p>
<p style="text-align: right;">47</p> <p>1 activities. I know I have a dream of having a 2 robotics team there at the school. And there is an 3 art to building a robot, and programming, actually.</p> <p>4 Do you want to comment on just music and 5 stuff?</p> <p>6 DR. MICHELLE PERRY: So there is four 7 periods in the day. And the last period is an hour 8 long. And we look at that period as a very flexible 9 time in the day, a time in the day in which students 10 can take advantage of a lot of different 11 opportunities.</p> <p>12 And there is nothing to say that if our 13 students wish to collectively -- and our parents and 14 our governing council -- wish to collectively push 15 in more on arts, that that can't happen at that 16 time. And so that it would probably look like 17 either a volunteer service or a contracted service 18 for that time in the day.</p> <p>19 And I will also venture to say that the 20 STEAM model -- that's including the arts in STEM -- 21 it is hugely attractive. And so, yeah, we would 22 want to include arts as much as an integrated piece 23 of our curriculum as possible.</p> <p>24 And using our opportunities to provide 25 that throughout the day is one thing; that would be</p>	<p style="text-align: right;">49</p> <p>1 really, really amazing labs, 3D printers, like, lots 2 of 3D printers, tons of high technology.</p> <p>3 Has that -- A, are you planning to have 4 that as an integral part of your curriculum and 5 programming? And, B, if so, is it funded in the 6 budget?</p> <p>7 DR. MICHELLE PERRY: So anything 8 technology is just my jam completely and love 9 everything about educational technology. I actually 10 specialized in learning technology.</p> <p>11 And so, yes, to answer your question, it 12 is part of our plan. We intend to use immersive 13 virtual reality, flat-screen panels. We intend to 14 use 3D printers. And we intend to use our library 15 as a maker space.</p> <p>16 In the budget, it's limited, obviously. 17 So that looks very small, very different. Should we 18 be made available to other funds, that is the 19 priority, because STEM technology, math, all of this 20 folds very nicely.</p> <p>21 And I am a firm believer in preparing our 22 students to enter a world in which they're 23 interfacing technology, touch-interactive, 24 artificial intelligence, virtual reality. This is 25 of our timely essence and our trajectory, our</p>

50	<p>1 history in this world.</p> <p>2 So I absolutely want all -- as much</p> <p>3 technology in a very educationally sound way, in a</p> <p>4 way that is used, not as a toy, not as an implement</p> <p>5 for amusement, but attached to the educational</p> <p>6 meaning, the educational content and instruction.</p> <p>7 So that is how we wish to use technology.</p> <p>8 And the more that we can get into the setting, the</p> <p>9 better.</p> <p>10 SECRETARY BECK: And that's part of what</p> <p>11 concerned me about the budget was the lack of</p> <p>12 funding for that.</p> <p>13 And my hope was that you would be -- have</p> <p>14 already started working on grants that are out there</p> <p>15 and available for technology and STEM, et cetera,</p> <p>16 et cetera. Because there is definitely money</p> <p>17 available that you can get. And I was hoping that</p> <p>18 that would be part of the budget -- part of the</p> <p>19 budget itself already. But...</p> <p>20 DR. MICHELLE PERRY: That's a priority.</p> <p>21 SECRETARY BECK: Okay. Thank you. Thank</p> <p>22 you.</p> <p>23 THE CHAIR: Commissioner Ingham.</p> <p>24 COMMISSIONER INGHAM: Yes. To piggyback</p> <p>25 on that inclusivity narrative, I read that you're</p>	52	<p>1 attend.</p> <p>2 And it's tough. It's tough to -- we've</p> <p>3 been looking. We've been looking at a lot of</p> <p>4 buildings in nearby vicinity of the high school, or</p> <p>5 in town, where it's walkable.</p> <p>6 Some of the public input that we've had as</p> <p>7 well was, "Think outside the box. Be creative."</p> <p>8 I don't know if any of these things work.</p> <p>9 But churches have church vans that sit there all</p> <p>10 week long and maybe they can help.</p> <p>11 You know, that just, to me, as an</p> <p>12 engineer, I think of the insurance nightmares,</p> <p>13 et cetera.</p> <p>14 But we need to think outside of the box</p> <p>15 and be creative on how to provide that</p> <p>16 transportation, year one. So our focus is still</p> <p>17 looking at a walkable area to have our charter</p> <p>18 school, and then, if not, work on contracting with</p> <p>19 someone for transportation.</p> <p>20 The -- there -- I don't know that we</p> <p>21 specifically talked to the school about buses, but</p> <p>22 that's in our plan. We're going to do that.</p> <p>23 And then the second part of your question</p> <p>24 was food. I think we mentioned -- at least in our</p> <p>25 capacity hearing, I know we talked about it, just</p>
51	<p>1 not going to be able to provide transportation in</p> <p>2 the first year. I -- I think that that is -- when</p> <p>3 you talk about the roadblocks for students that are</p> <p>4 in that socioeconomic condition, transportation is a</p> <p>5 huge issue.</p> <p>6 And so I just wanted to ask you to speak</p> <p>7 to that. It sounds like you're going to contract</p> <p>8 with the local school board -- or school system.</p> <p>9 Have you had any conversations with them?</p> <p>10 And how did that work out for you?</p> <p>11 And then the second thing, as long as I'm</p> <p>12 on this, is food service, because that's the other</p> <p>13 issue. So if -- it seems to me that you can do a</p> <p>14 lot of advertising and all that kind of stuff. But</p> <p>15 if you -- if it's a struggle for that family to get</p> <p>16 to your school, they can't see it as an option.</p> <p>17 So I would love for you to speak to those</p> <p>18 two issues.</p> <p>19 MS. CYNTHIA STONG: Sure. Thank you very</p> <p>20 much.</p> <p>21 So I absolutely understand the issue of</p> <p>22 transportation. Back to my example of our robotics</p> <p>23 team, we have been very keen on being in buildings</p> <p>24 that are walkable from the high school for that very</p> <p>25 reason. That's how you're going to get the kids to</p>	53	<p>1 contracting with some food services in the area.</p> <p>2 The building that we are looking at right out of the</p> <p>3 box has a large cafeteria area, and we'll figure out</p> <p>4 a way to do food for that. So we have it covered.</p> <p>5 Do you want to add anything?</p> <p>6 DR. MICHELLE PERRY: I'll just reference</p> <p>7 the budget. You know, our food service, USDA and</p> <p>8 supplemental, it -- we have the funds allocated for</p> <p>9 food service. And so what that looks like exactly,</p> <p>10 it could be a contract with the local food service</p> <p>11 for the schools. It could look like a contract with</p> <p>12 a local entrepreneur, a food truck, or a food vendor</p> <p>13 of some sort, a restaurant.</p> <p>14 But we do know for certain that breakfast</p> <p>15 and lunch are going to be super important to</p> <p>16 provide. And we're willing to turn over all rocks</p> <p>17 on that as well.</p> <p>18 Transportation, it's a very costly</p> <p>19 venture. And we will work with the Public Education</p> <p>20 Department, with transportation funds, to ensure</p> <p>21 that we have something, possibly into the second</p> <p>22 year; that first year, maybe not. But we won't stop</p> <p>23 until we can find some adequate transportation as we</p> <p>24 go on down the line.</p> <p>25 THE CHAIR: So just as a word of caution,</p>

<p style="text-align: right;">54</p> <p>1 the state law says a school district can contract 2 with the charter school. It doesn't say they have 3 to. 4 So that's a flaw. So that we -- across 5 the state, we struggle with school districts that 6 are willing. 7 And they're getting paid for it. It's not 8 asking for services for free. But they refuse to do 9 the food services and the transportation services 10 for the charter schools. 11 So, to me, I have that struggle, 12 similarly, because that's not something you can wait 13 on. For sure, once again, a flaw in law is that 14 charter schools do not get state funding their first 15 year for transportation. That's an absolute. 16 So that's -- you know, that creates that 17 equity gap from the very beginning for many 18 families. 19 And I kind of want to tie into that a 20 little bit, because it was a little concerning for 21 me that there didn't appear to be any reach-out 22 to -- because you did mention that there was a 23 possibility that there may be students from 24 Mescalero come in. And I really didn't see a lot of 25 reach-out in the list for that tribal community.</p>	<p style="text-align: right;">56</p> <p>1 recorded lessons? And I know, in the application, 2 you made mention of use of technology, but I'm not 3 100 percent sure. 4 And you said there may be classes offered 5 online. But there's not really any explanation as 6 to what that is actually going to look like and what 7 the school day may look like virtually, 8 non-virtually, you know. So could you just talk a 9 little bit about that? 10 DR. MICHELLE PERRY: So offering education 11 to a community can look a lot of different ways, 12 especially to high school students. 13 So high school students are older and 14 mature enough to handle multi-modality ways of 15 learning, I think more so than any other grade 16 level. 17 So when we talk about the use of 18 technology, we're talking about not only using 19 platforms as resources -- Khan Academy; right? You 20 know, LMS's, Google, all of those sorts of platforms 21 that a student can access 24/7, because that's what 22 it really comes down to is being able to access your 23 learning 24/7. 24 And we don't look at education as 25 something that happens in the four walls of a room,</p>
<p style="text-align: right;">55</p> <p>1 And a lot of your -- what's listed as 2 community support is listed as organizations and 3 media. And it's not families. And that's where -- 4 you can get a lot of people to fill in a survey and 5 say, "Yes, I like that." "Yes, I'm going to send my 6 child there." 7 The reality is the first day of school. 8 And a lot of those businesses may not have kids that 9 they're going to be sending to the school. So they 10 may very well support the school and think it's a 11 fabulous idea. 12 But it's the families that are going to 13 be -- that are trusting you to send their children 14 to the school. And that's where I don't see that 15 work. 16 And you did mention it just now. "We're 17 going to do it." 18 But for us, we're at -- we have to make a 19 vote on what has been done, not a promise on what 20 may be done. 21 And I had a challenge with how the 22 community reach-out has been done. So -- but I 23 appreciated what you have said so far. 24 Could you just talk to me a little bit 25 about -- 'cause you said that you're going to have</p>	<p style="text-align: right;">57</p> <p>1 you know, from 8:00 to 5:00. It's just not -- that 2 can't be. We have to try a different way to reach 3 our students who want to learn in different ways. 4 So technology offers that flexibility. So 5 in a way of recorded lessons, so a teacher is doing 6 a direct instruction, and is able to record that 7 live, or perhaps they choose to record it before. 8 They post it. They post it in the cloud 9 effort on a platform. And the students can look at 10 that. Students on a soccer trip, traveling on a 11 bus, they can look at that. They can look at that 12 direct instruction piece. They can look at the 13 expectations for this next assignment. They can 14 look at the expectations for the assessment. 15 And so this -- this flexibility that they 16 don't have to be in front of a teacher all the 17 time -- now, is it important that they are front of 18 a teacher? Sometimes, absolutely. We're not saying 19 technology replaces the teacher ever, ever. 20 So that -- that is a wide open area, and 21 we need to be able to be monitoring our students' 22 needs, our families' needs and being able to use 23 technology as a tool to be flexible in meeting those 24 needs. 25 And in addition to that, the use of</p>

<p style="text-align: right;">58</p> <p>1 immersive virtual reality, which is a passion of 2 mine, being able to put students in headsets to 3 enhance their learning in a way that can't be done 4 otherwise. So that's another way that technology 5 enhances our learning environment. 6 So I do think that this topic is far and 7 wide, and we can talk about all of the instances in 8 which technology can be integrated into the learning 9 environment. 10 But, most importantly, the content has to 11 be taught to mastery. And that -- that piece of the 12 instructional model is incredibly important. 13 THE CHAIR: Thank you. So I think I have 14 to echo Commissioner Beck's concerns, because it 15 doesn't appear that the budget supports the 16 opportunities that you say you're going -- that you 17 want to offer. 18 So that's where -- you know, and 19 aspirationally. So I'm going to ask you, was the 20 budget created using the assumption that the maximum 21 number of students are going to be there that first 22 year? 23 DR. MICHELLE PERRY: Correct. We chart 24 those five years across the budget with the number 25 of enrollment increasing incrementally every year.</p>	<p style="text-align: right;">60</p> <p>1 but it's really not a stipend -- "for the teachers. 2 But if we don't get those students, we're going to 3 cut days, and we're going to cut that stipend, that 4 additional money, out." 5 So my question is, when would you be 6 looking at cutting days? And would those days go 7 less than 180, which is what you've calendared in 8 here? When -- secondly, what's the conversation you 9 have with staff when you're hiring them that there 10 could be a possibility that they're not actually 11 going to get paid, that it's an aspiration when 12 you're first hiring them? And what's the likelihood 13 that real quality people are going to buy into that? 14 So that was -- that was -- it was a real 15 concerning statement when I read that. 16 DR. MICHELLE PERRY: Yeah, I appreciate 17 the question. And it is. It's really digging in 18 deep on that budget piece. And it is -- it is a 19 worry. It's a worry of ours as well. 20 We have to come up with contingency plans 21 should we not get the full 60 enrollment. Part of 22 that, obviously, is looking out towards external 23 funding. Part of that is going to be redesigning 24 the instructional day. 25 Maybe we don't do a full day. Maybe we</p>
<p style="text-align: right;">59</p> <p>1 THE CHAIR: No. But my question is, 2 though, the expectation was -- so the SEG that you 3 put in there was for what your cap was to that 4 number? 5 DR. MICHELLE PERRY: Correct. Yeah. 6 THE CHAIR: I'm also going to offer you a 7 word of caution, that outside of, I think, two 8 schools, most charters that open, as much as parents 9 say, "I want my kid to go there," you're still not a 10 proven entity. And it's their kids. And it's, 11 like, "Oh, I'm going to let that school open for a 12 year and let's see how it goes." 13 It's highly unusual for schools to meet 14 their max. 15 So when you create a budget that's relying 16 on the max, you're setting yourself up, because -- 17 that gets me into my next question. 18 In your -- in your narrative in the budget 19 area, you spoke about what your plans were for the 20 year. But then there was a statement that said, 21 "But if we -- but if enough students don't show up, 22 we're going to redo the budget. We're going to cut 23 the school year, and we're going to have to -- 24 'cause there's additional monies that are 25 allotted" -- I'm going to use the word "stipend,"</p>	<p style="text-align: right;">61</p> <p>1 think creatively. We push something online. 2 I don't want to ever retract any kind of 3 contractual agreement. That would be very unwise. 4 And so we have to find better ways. 5 And so we would look to PEC. We would 6 look to others to give us insight and help to figure 7 out better ways to reduce our budget. 8 We know that the SEG, as it is, is not 9 enough to fully support the vision. We know that 10 right now. And so we are looking to external funds. 11 We -- just like any school looks to 12 external funds to support the projects that make 13 meaningful learning unique and innovative in a 14 school setting. 15 So, yeah, we would look to all 16 opportunities. And, of course, breaching contracts 17 of teachers is the last thing that we would ever 18 want to do. 19 THE CHAIR: So I'm going to say, you know, 20 cautionary tale again. It's probably not the best 21 model to make a budget on the max, when it's likely 22 you're not going to hit that max. 23 It would be great if you do. And then you 24 can offer more. But to claw back is profoundly 25 difficult, because, number one, you're changing the</p>

<p style="text-align: right;">62</p> <p>1 model for what parents signed their kids up for. 2 And, number two, if you're changing your educational 3 model on the application that we approved, that's 4 not the school we approved. So that's a whole 5 different problem. 6 We don't have money. We -- so to say, 7 "Well, we'll come to the PEC, and we'll ask for a 8 solution," I'm going to tell you, the till is empty. 9 So that -- there is no additional source for us to 10 say -- so that's where -- I think this is a fabulous 11 idea. I think it's important for this community. 12 But I think the applicant has to be 13 realistic in whether they can provide and support 14 the program. And I know there's grants out there. 15 And it's great if you can get the technology with 16 grants. But if you're relying on real Operationals 17 with grant money, it's running out. 18 So that it's -- it's not a sustainable 19 model to do that. So that, you know, that is a 20 challenge that I don't think you've addressed 21 sufficiently at this point in time to have 22 confidence that the plan can go as -- as written. 23 And I just have one more budget question, 24 and then I'll turn it over. 25 I did not see in your -- and the budget</p>	<p style="text-align: right;">64</p> <p>1 for contracting services locally to make sure 2 students' IEPs are met. 3 I plan to be part of the staff at the 4 school. I'm a special education certified teacher. 5 I plan to hire teachers who potentially have special 6 education certifications. 7 But, nonetheless, we did budget-item the 8 contracting services for SpEd. Of course, that 9 increases every year, as well as enrollments. 10 The same with Title funds, looking at 11 students who are at risk and performing 12 insufficiently, you know, we have contracted 13 supplies out for Title I expenses as well. 14 Finally, we have contractor services 15 outside for Title II for professional development to 16 teach teachers ways to provide instruction that 17 meets specific learning needs, that differentiation, 18 that identification of students' skill gaps. 19 So we're -- it's a multiple pivoted 20 approach. But there is no doubt. I'm fully aware 21 of special education as a necessity in law and 22 meeting the IEP goals. And so that -- that 23 contracted services is spelled out now, now that it 24 has been addressed. 25 THE CHAIR: So I was correct that it</p>
<p style="text-align: right;">63</p> <p>1 was put in an appendix that was a little different. 2 But I didn't see a budget for services like -- and I 3 didn't see a budget for a special ed teacher. So is 4 there a special ed teacher budgeted here for your 5 first year? And what do you have budgeted for 6 special ed services? Because I don't see that. 7 DR. MICHELLE PERRY: And that was also 8 part of our peer review, that question. It was 9 legitimately about what are you going to contract 10 exactly? And so in the budget, you see revenue in 11 IDEA, Title I, Title II; you see the revenues there. 12 So after that question, I went back to 13 pull out what contracted services there would be for 14 these needs. 15 You know, in the State of New Mexico, 16 currently MLSS, the MLSS model has really given us a 17 lot of flexibility about how we identify students 18 and how we provide them services. So I'm leaning 19 heavily on the Title I. I'm leaning heavily on the 20 IDEA budget. 21 So contracted services for serving our 22 students in the area of special ed, specific 23 numbers, we will have \$5,000 pulled out for 24 contracting services out of a budget of \$11,000-ish. 25 And we're going to use \$6,000 of that in special ed</p>	<p style="text-align: right;">65</p> <p>1 wasn't in the budget that was submitted. 2 DR. MICHELLE PERRY: Right. It didn't get 3 pulled out. But since then, we've gone and pulled 4 it out. 5 THE CHAIR: But understand that we vote on 6 what was submitted in June. The feedback is great 7 for you. But what we vote on is what was submitted. 8 Okay. Commissioner Taylor. 9 COMMISSIONER TAYLOR: Yeah. Thank you. 10 Can you all hear me okay? 11 THE CHAIR: Yes. 12 COMMISSIONER TAYLOR: Okay. I want to 13 piggyback a little bit on the -- what Commissioner 14 Gipson was talking about in regards to the budget. 15 You know, one of the things that -- that I 16 looked at -- and I will preface this with I'm not a 17 budget guy, necessarily. But I looked at -- I 18 looked at the cost -- the cost of the -- sort of the 19 building that you guys have identified, which is an 20 absolutely fantastic looking facility; right? 21 But the cost of -- the cost of that -- the 22 lease on that building looks like, to me, that in 23 the first year, there's going to be \$250,000 24 required from Operational in order to have that 25 package. Plus, there's a \$500,000 renovation budget</p>

<p style="text-align: right;">66</p> <p>1 that needs to be taken care of prior to -- I would 2 assume, prior to occupancy.</p> <p>3 And -- and Commissioner Gipson's -- and 4 that's robust. I mean, I think that's very robust. 5 Like I said, it looks like a fantastic facility. To 6 me, I look at that and say, "Man, it would be nice 7 to be in that facility and offer all of the new 8 technology that the kids would benefit from." 9 But if I had a choice, would I sure be 10 focusing on the technology aspect of that and the 11 learning part of that, rather than being focused on 12 the -- you know, a facility that looks like -- to 13 me, it looks like we can't afford right now, you 14 know?</p> <p>15 So what -- and especially, again, going 16 back to that, what if we have 40 students, you know? 17 What if we have 40 students? We get midyear, and we 18 go, "Man, it's, like, we can't afford to be here." 19 So I don't know if this is more a question 20 or a comment. My thought would be to really pare 21 that down and look for a facility that is -- that 22 may not be your ideal facility to start with, and 23 use that -- those funds, those Operational funds, to 24 invest in the -- the learning at the school. 25 So the other thing I had a question about</p>	<p style="text-align: right;">68</p> <p>1 you.</p> <p>2 That's all I have. I don't know if you 3 were waiting for me. That's all I have.</p> <p>4 THE CHAIR: So can I just make a comment 5 that still ties in with that? If you do your budget 6 for 60, and, day one, there's 40 students, there's a 7 40-day adjustment. It's not free money from the 8 State. They've given you money for 60 students. 9 That clawback can close the school, because you have 10 to pay that money back, you know.</p> <p>11 They -- you know, they gave it to you. 12 Now you owe it back to them. And that's an 13 adjustment that can drown, especially, a new school. 14 So that's why that budget isn't -- it's difficult.</p> <p>15 I mean, we have schools that do everything 16 they can. And even one or two students, that budget 17 adjustment, when it comes, is -- when you're paying 18 Peter -- you know.</p> <p>19 So I do have a question. Because I don't 20 know whether I noticed the -- the \$500,000 21 renovation requirement.</p> <p>22 Where is the -- who's going to pay for the 23 renovation of that building, if that's the building 24 you go to, and there's that expectation for that 25 amount of money for the renovation? Who's paying</p>
<p style="text-align: right;">67</p> <p>1 was, in your bylaws, I think you mention that there 2 would be five -- I think five to nine GC members.</p> <p>3 How many of those -- in the bylaws, does 4 it list how many of those were going to be parents? 5 Because you said there were numerous parents that 6 might be interested in being on the governing 7 council.</p> <p>8 How many of those -- is there a maximum, 9 or is there an ideal number for you-all?</p> <p>10 MS. CYNTHIA STONG: So I'm -- I can look 11 in my giant notebook here. But I'm pretty sure we 12 mentioned at least one parent. We'd like to have 13 more than one, just for the input; but at least one 14 to start with.</p> <p>15 COMMISSIONER TAYLOR: That's good. I 16 believe that -- obviously, having parents on the 17 governing council is -- is very valuable. But I 18 think it also can be -- I think there needs to be a 19 maximum put on that, and maybe recommend two, at the 20 most, just so that you don't have an overwhelming 21 number of people that have a biased opinion on how 22 things should be done.</p> <p>23 MS. CYNTHIA STONG: I appreciate that. 24 Thank you.</p> <p>25 COMMISSIONER TAYLOR: Yes, ma'am. Thank</p>	<p style="text-align: right;">69</p> <p>1 for that renovation?</p> <p>2 DR. MICHELLE PERRY: Well, you know how 3 budgets are, very difficult. And so when we were 4 trying to figure out how to make a space that meets 5 code and is viable, we did list that in the SEG 6 portion in the Operational budget.</p> <p>7 And so we would love to divert that cost 8 to another possibility. We have applied for a 9 grant, and we would love to divert bringing that 10 building up to code with other grant funding. That 11 makes available more funding through our 12 Operational.</p> <p>13 Then, in addition to that, we would 14 definitely seek a lower lease payment. That's 15 already been a part of our conversations, for sure, 16 is we know that lease payments -- so, again, 17 diversion of funds elsewhere.</p> <p>18 So using Operational for everything is 19 obviously not a viable -- our revenue expenditures 20 don't match, obviously. So we do know that there 21 has to be a budget adjustment.</p> <p>22 And I would also venture to say that, you 23 know, hearing that there are charter schools 24 currently who struggle with this same issue is a 25 little reassuring to me that we're not completely</p>

70	<p>1 off base.</p> <p>2 But here's where we stand is that we are</p> <p>3 open to any suggestions and any ideas from our</p> <p>4 facilitating body. As the PEC, we would -- we would</p> <p>5 entertain and be open to different budget</p> <p>6 adjustments. And budget adjustments occur in</p> <p>7 budgets; that's part of having a school budget.</p> <p>8 So we would want to make sure that we're</p> <p>9 ready for the inevitable.</p> <p>10 And, finally, we have contracted --</p> <p>11 budgeted -- contracted for a business professional,</p> <p>12 a school business professional, to be alongside of</p> <p>13 us, guiding us. They are the people who created our</p> <p>14 SEG formulas.</p> <p>15 And so we would look to them also, because</p> <p>16 they have ample experience with school budgeting and</p> <p>17 how to use money correctly.</p> <p>18 So I would say, no, do we have all the</p> <p>19 answers right here today on how we will address and</p> <p>20 pivot at 40 students versus 60 students? No, we do</p> <p>21 not. We do know that there's others who have gone</p> <p>22 ahead of us and others who have encountered this.</p> <p>23 We may learn from them. We will learn from you.</p> <p>24 And we would be able to adjust and have strategies</p> <p>25 in place in anticipation of the worst possible</p>	72	<p>1 conversations need to have taken place.</p> <p>2 "We've already talked to them, and they</p> <p>3 are willing to talk about the renovations."</p> <p>4 Because if there's the expectation that</p> <p>5 the applicant is -- only if there's -- if you're in</p> <p>6 a lease-purchase agreement, then, yes, you can make</p> <p>7 improvements to that building, because, ultimately,</p> <p>8 you're going to be the owner of that building.</p> <p>9 But if you're not in a lease-purchase, you</p> <p>10 can't be doing that.</p> <p>11 But you did mention in the application</p> <p>12 something about a foundation purchasing a property</p> <p>13 for you. And I didn't see much else about a</p> <p>14 foundation.</p> <p>15 So can you talk to me a little bit about</p> <p>16 does the foundation exist already? What kind of</p> <p>17 funds do they already have available? Because if it</p> <p>18 is a foundation solely set up to support you, they</p> <p>19 become a component unit of your audits every year.</p> <p>20 So you get dinged for any -- so that's --</p> <p>21 I need a little more information about what that</p> <p>22 foundation looks like.</p> <p>23 MS. CYNTHIA STONG: The foundation that</p> <p>24 was mentioned is a local foundation that we've been</p> <p>25 having conversations with. When the local hospital</p>
71	<p>1 outcome, which would be that.</p> <p>2 I feel comforted in knowing that --</p> <p>3 hearing you say other schools have dealt with this.</p> <p>4 So I would look to them and say, "Provide us your</p> <p>5 insight."</p> <p>6 I would look for our community. I would</p> <p>7 look to our budgeting experience within our</p> <p>8 governing council.</p> <p>9 So I do believe that the budget is a hairy</p> <p>10 scary item, and I'm more than willing to find</p> <p>11 solutions to bring something to our students here in</p> <p>12 this community that's incredibly valuable beyond</p> <p>13 money.</p> <p>14 THE CHAIR: Just to be clear, if you're in</p> <p>15 a lease agreement, no Operational money can go to</p> <p>16 improve that building. So the \$500,000 has to be on</p> <p>17 the landlord.</p> <p>18 That's what concerns me, that you're</p> <p>19 budgeting in there for, somehow, the \$500,000,</p> <p>20 because you're just leasing that. So State money</p> <p>21 isn't going into improving someone's private</p> <p>22 property.</p> <p>23 So that's -- and that -- it's concerning</p> <p>24 that you haven't had that conversation, necessarily,</p> <p>25 with the landlord at this point in time. Those</p>	73	<p>1 was sold, they put a community foundation together</p> <p>2 that's solely to support Otero County and this area.</p> <p>3 So we've been having conversations with</p> <p>4 them. They're brand new. They've only given out a</p> <p>5 handful of grants that I know of. So that's who</p> <p>6 we've been talking to.</p> <p>7 Also, on the facility, we've been talking</p> <p>8 to the owners. We have had initial conversations.</p> <p>9 And they have expressed they're more than willing to</p> <p>10 work with us. I just don't know to what extent.</p> <p>11 THE CHAIR: And so that's where we should</p> <p>12 be mostly there by now. We should be. So that</p> <p>13 that's not a -- because the -- in the application,</p> <p>14 it said, "The foundation may purchase the building."</p> <p>15 But that's just -- that's probably not</p> <p>16 what that foundation would do; correct?</p> <p>17 MS. CYNTHIA STONG: There's -- I think</p> <p>18 you're talking about two different foundations. I</p> <p>19 know -- I understand that a foundation can be</p> <p>20 brought alongside a charter school to own the</p> <p>21 building and help with the building.</p> <p>22 THE CHAIR: That's what I asked about.</p> <p>23 MS. CYNTHIA STONG: We don't have that</p> <p>24 yet.</p> <p>25 THE CHAIR: So the fact that the</p>

<p style="text-align: right;">74</p> <p>1 foundation may buy the building, the foundation 2 doesn't really exist yet. So the likelihood that 3 the foundation may purchase you a building is 4 unlikely at this point in time because they don't 5 even exist, so there's no funds from it. So how can 6 they purchase a building? 7 Okay. Beck. 8 SECRETARY BECK: Real fast, I was looking 9 at the application real quick. And I said from year 10 one to year five, you go from a 10-to-1 student 11 ratio to a 27-to-1 student ratio. That's on 12 Page 186. And then I look down here at 188. And 13 that changes from 1-to-10 to 1-to-16. Is that just 14 a discrepancy that was within the application? 15 DR. MICHELLE PERRY: Yes. 16 SECRETARY BECK: So it really is 1-to-16 17 is what your budget has, not 1-to-27. 18 DR. MICHELLE PERRY: Yes, as budget 19 allows. 20 SECRETARY BECK: As we're finding out, as 21 the budget allows. Okay. Thanks. 22 THE CHAIR: Commissioner Manis. 23 COMMISSIONER MANIS: Thank you. I have a 24 couple of different questions than what's already 25 been addressed.</p>	<p style="text-align: right;">76</p> <p>1 comments, it wasn't necessarily clear that the 2 career readiness aspect was included. It was 3 discussed in there that, you know, there was going 4 to be AP classes, and there was more college 5 readiness, but not in necessarily career readiness. 6 And so can you please expand upon that a 7 little bit? 8 DR. MICHELLE PERRY: Sure thing. So 9 juniors and seniors will have that -- as I 10 mentioned, that fourth period, flex period. And 11 built into that, idealistically, is that they have 12 workforce experience in internships out at the test 13 track. 14 And discussing with test track leadership 15 what that might look like, we've gotten a clear 16 picture about what the curriculum needs to hold. 17 We did not have calculus and physics next 18 to each other at first. After talking to them, 19 calculus and physics is now there. 20 So, yes, we want to ensure our students 21 are educated in the way that best serves those 22 career fields, the track. So that coordinated 23 effort is well under way. 24 I feel like it's one of our strongest 25 bonds with any part of community outreach inside of</p>
<p style="text-align: right;">75</p> <p>1 I don't think there was any -- anything in 2 the application or in the capacity interviews about 3 your intention or not to work with the Air Force 4 base. Do you have any intention to work with the 5 Air Force base at all, given your curriculum? 6 MS. CYNTHIA STONG: Actually, we have 7 quite a few folks here from the base. And we've 8 been working hand in hand with them. We've had them 9 at our committee meetings. We've been -- we've gone 10 out there, in fact, and toured their facility, asked 11 for recommendations on what kind of career 12 opportunities are out there and what kind of skill 13 they need out there. 14 I think I mentioned in my presentation 15 they're expanding that test track. 16 So they've been a huge driving reason to 17 do this school. And they've been very supportive 18 and committed to us along the way. 19 They're also going to help work with us on 20 providing job training opportunities for the 21 students to give some hands-on experience. 22 COMMISSIONER MANIS: Could you expand a 23 little bit on how you intend to include the career 24 readiness aspect into your curriculum? 25 It seemed like, from the peer reviewers'</p>	<p style="text-align: right;">77</p> <p>1 this application. That is near and dear to a lot of 2 our efforts. I mean, that kind of speaks to the 3 core of our rationalizing this application is that 4 we want to be able to match that workforce to the 5 needs out there. 6 And should a student not want to work at 7 the test track, eventually, beyond our goal, say 8 they wanted to work somewhere else -- NASA -- we're 9 going to be having them equipped for that work as 10 well. 11 Say they wanted to work out at the 12 Spaceport. We're going to have them equipped for 13 that as well. 14 That workforce connection is built in with 15 the curriculum and the workplace experiences their 16 junior and senior years. 17 MS. LORRIE BLACK: We also have a really 18 great program here called the Honorary Commander 19 program. It's where a community leader is paired 20 with a unit at Holloman. And I think every one of 21 us at this table are on -- are honored to be in that 22 program. 23 So education is definitely something that 24 we constantly talk to our commanders about. We talk 25 about education, housing, anything that we can do to</p>

<p style="text-align: right;">78</p> <p>1 try to help Holloman's stay here better. 2 So education is at the forefront of those 3 conversations. 4 COMMISSIONER MANIS: Great. Beyond -- 5 beyond the test track and NASA, for other career 6 fields that might not be so intensive as the 7 engineering or -- or math, or, you know, just other 8 fields, in general, that might -- might be more 9 related to technology -- right? -- for other 10 businesses in town, how do you plan to kind of match 11 with some of those opportunities that students could 12 be interested in? 13 MS. CYNTHIA STONG: So when we talked to 14 the test track, for example, they talked about that 15 too. They'll need welders. They'll need project 16 managers. They'll need machinists, the whole gamut. 17 We've had some conversations with folks 18 from the high school. They have a really great CTE, 19 career technology education. They have a great 20 program. And we have actually have gone hand in 21 hand with them to look at some equipment that they 22 may house that we can go take our students to or 23 that we would house and they could take their 24 students to. So we're working with them and 25 those --</p>	<p style="text-align: right;">80</p> <p>1 unique innovations that we're going to put in place. 2 And Michelle has mentioned those as well. Some of 3 the immersive learning. 4 And maybe what's the most different is 5 these longer class periods where you can do hands-on 6 projects with integrated courses. I don't think 7 they offer that there. And that'll be what will at 8 least, hopefully, get us beyond what they're doing 9 well. 10 DR. MICHELLE PERRY: And I would add the 11 math component into that mix. I'm very concerned 12 about our students coming to us without math skills. 13 And so while science is beautiful, and the ASR -- 14 the science test of which those scores are based on 15 are beautiful, I do know math and science are two 16 side of one coin. 17 And so we are actually, you know, missing 18 a little bit of that. And, therefore, we hope to 19 backfill on some of that to strengthen science even 20 more. So that math piece is something that we're 21 very interested in digging in more. 22 COMMISSIONER MANIS: Yeah. And I noticed 23 that as well, that the math proficiency rates are 24 relatively low for Alamogordo High. So that's kind 25 of -- I'm glad that you brought up the math</p>
<p style="text-align: right;">79</p> <p>1 COMMISSIONER MANIS: With the district is 2 what you're saying. 3 MS. CYNTHIA STONG: Yes. 4 COMMISSIONER MANIS: Okay. And that kind 5 of leads me to my next question is, given that 6 Alamogordo High has a really strong proficiency rate 7 in science -- theirs is at 55 percent in the most 8 recent Vistas release compared to the State average 9 of 34 percent -- what -- what are you going to be 10 doing differently to at least meet or hopefully 11 exceed what Alamogordo High is already doing that 12 they're -- you could say that they're exceptional 13 relative to the State average; right? 14 So what are you going to be doing 15 differently that's -- that's going to -- to ensure 16 that you at least meet, or hopefully exceed, what 17 they're already doing well? 18 MS. CYNTHIA STONG: And we do recognize 19 they have a great science program. And, in fact, 20 back to my robotics team, we were housed at the 21 school for a while. We know the teams that are 22 still there. I am familiar with a lot of the 23 teachers that teach there. They do a great job. 24 I think I highlighted that in my 25 discussion with some of the -- maybe the little</p>	<p style="text-align: right;">81</p> <p>1 component, because I think that that's -- that would 2 be a place where you could definitely serve students 3 where they're missing out on that currently. 4 Do you have a -- a target proficiency 5 rate, potentially, that you're hoping to get for, 6 you know, math and science, since you're a STEM 7 school? And do you have anything that you've 8 considered at this point? 9 DR. MICHELLE PERRY: Well, as with 10 everything, we're shooting for the stars. So 11 90 percent is what we're hoping -- 90 percent of our 12 student body are proficient on not only the SAT, but 13 the ASR and pass their AP exams. 14 COMMISSIONER MANIS: Do you think that's 15 realistic for your underserved populations? 16 DR. MICHELLE PERRY: So the curriculum 17 layout of the four-period day offers -- and then if 18 the -- if the affordability of the budget allows us 19 the staffing that we anticipate and dream of, then 20 what we have are specialized teachers supporting 21 students in a two-hour block, plus another flexible 22 hour at the end of the day. 23 And we have teachers who can skill-build 24 and create and close those skill gaps and create 25 those opportunities for students to address their</p>

<p style="text-align: right;">82</p> <p>1 learning in different ways that promote their 2 success and their proficiencies.</p> <p>3 So is it unreasonable? No. I don't 4 believe it's unreasonable. I think what I encounter 5 as a professional educator and a person who now 6 consults across the state working with 7 administrators, working with teachers, working with 8 various educational professionals, is that there 9 might be a little bit of a low bar, you know.</p> <p>10 For instance, I had a specific 11 conversation with a teacher, and I asked her to kind 12 of push her thinking a little bit on how she could 13 structure a lesson to increase opportunities for 14 students to approach difficult text.</p> <p>15 And her words to me were, "My kids can't 16 do that."</p> <p>17 And I just don't accept that. And I think 18 that's horrific for all of our children to have a 19 low bar. And I think that reasonableness is what we 20 have. Fiftieth in the nation. That's our 21 reasonableness right now.</p> <p>22 So to ask us to lower our standard for 23 reasonableness, I just -- I feel like then we're not 24 an option. We're not a choice. Just keep your kids 25 at AHS.</p>	<p style="text-align: right;">84</p> <p>1 cell phones. I know that's hard, and I know that 2 many high schools are moving to a no-cell-phone 3 policy. Ideally, we give each student an electronic 4 device, which they can use for the learning that -- 5 that necessitates the use of Internet and such, that 6 their cell phones be away from them.</p> <p>7 So I think that, personally -- and I'm 8 only one person; I'm the resident educator on this 9 board -- I don't believe that cell phones have a 10 place in our classroom on a regular basis. And I 11 think we have to control that very carefully.</p> <p>12 COMMISSIONER MANIS: To build off that, I 13 know that the technology use in the classroom had 14 been talked about a little bit. And the 15 instruction, just for my clarification, there will 16 always be direct instruction; right? It's not going 17 to be any time that you're going to be receiving any 18 type of remote instruction; otherwise, unless it's 19 necessary for a school function.</p> <p>20 DR. MICHELLE PERRY: As I mentioned there 21 is no replacement for the educator. I'm not going 22 to ever believe that that's true, ever. Nothing can 23 convince me of that.</p> <p>24 And so, yes, direct instruction is part of 25 an instructional protocol that -- that's timeless;</p>
<p style="text-align: right;">83</p> <p>1 So is it lofty? Absolutely. 2 Is it astronomical? Most certainly. 3 But I can't imagine us starting anywhere 4 else.</p> <p>5 COMMISSIONER MANIS: Kind of an 6 off-the-wall question that we -- it came up as a 7 discussion during the break. And just to get an 8 idea of this, what would, say -- what do you think 9 your policy would be for, like, cell phone use in 10 the classroom?</p> <p>11 DR. MICHELLE PERRY: I love this question. 12 I have been in a lot of high schools across the 13 state, and I've seen firsthand the distractibility 14 that cell phones provide students. I was an 15 educator when cell phones hit the classroom; right? 16 When we started seeing cell phones in students, we 17 went from one day, no cell phones, to a gradual 18 every kid has a cell phone.</p> <p>19 So I've watched it. I've watched what it 20 does to our students, distracted ways, multi-tasking 21 abilities, their access to information. So I have a 22 myriad of viewpoints on this.</p> <p>23 So as a group, we have not established 24 this conversation as a cut point. 25 But I would recommend that here are no</p>	<p style="text-align: right;">85</p> <p>1 okay? So Socrates. So it's timeless. 2 So should we be sage on the stage and 3 lecture for 45 minutes? No, of course not. But 4 there is always a moment of direct instruction in 5 which we pivot our students toward their learning 6 outcomes.</p> <p>7 So should students be offered the 8 opportunity to enjoy their outcomes in various ways? 9 Yes. That's a whole different way of approaching 10 learning and teaching.</p> <p>11 But direct instruction has to be a part of 12 what we deliver for effective learning.</p> <p>13 COMMISSIONER MANIS: Great. That's all 14 the questions I have for now.</p> <p>15 THE CHAIR: Oh. You're sitting next to 16 him too long.</p> <p>17 Commissioner Carrillo. 18 VICE CHAIR CARRILLO: I always talk about 19 the Columbo moment; right? Everybody in here is old 20 enough to remember Columbo. All right.</p> <p>21 So just because Commissioner Manis -- not 22 everyone brought it up. Probably not you, 23 Representative Block. I mean, you got to go -- 24 you've got to watch television at 3:00 in the 25 morning now.</p>

<p style="text-align: right;">86</p> <p>1 So Commissioner Manis mentioned cell 2 phones. 3 I would say I'm a complete hard-liner on 4 this. That thing is not on from the moment school 5 starts to the moment school ends. It's not even on. 6 Your parents know where you are. They 7 should know where you are. And -- because even if 8 they have it in the hallway and in the lunchroom or 9 whatever, it just takes away from their building up 10 their social skills. 11 There's so much data around that. 12 So, anyway. So I was thinking of this -- 13 this proverb or phrase about, "The road to ruin is 14 paved with good intentions." And the only reason -- 15 I'm not applying it to you guys at all. Don't give 16 me a face or anything. No, seriously. 17 The reason I bring that up is because I've 18 been on the Commission three and a half years, and, 19 Lord knows, I've got another four and a half. 20 We have so many schools, I wasn't on when 21 they were approved. For many of them, 20 plus, it's 22 this -- but 20 plus have to be renewed this 23 December. So I wasn't there when they started. 24 And I'm -- but I see what they're doing 25 and what their progress has been. And I know that</p>	<p style="text-align: right;">88</p> <p>1 so ridiculously interpreted, the idea is equity, 2 that everybody has opportunity, which is why I 3 support state charters so much. And I come from a 4 school district background, serving nine years in 5 Santa Fe Public Schools. 6 On the DEI piece, I want to know more 7 about recruiting, because we had a school -- all the 8 days blend together -- yesterday that -- Waldorf. 9 It's no secret. Waldorf is perceived generally as a 10 place where wealthy white kids are going to go. But 11 that's not the case in a lot of different 12 communities. 13 So I want to make sure that you have the 14 diversity you intend to have. And I want to hear 15 more, if you can tell me more right now, because I 16 have ideas about how you're going to recruit 17 families in areas that you may not even feel 18 comfortable relating. Because I want you to have 19 that diverse student body, and I want kids to have 20 opportunity. 21 So tell me more about what you're going to 22 do. 23 MS. CYNTHIA STONG: So I love that you 24 have ideas, and I hope you share. 25 VICE CHAIR CARRILLO: I will.</p>
<p style="text-align: right;">87</p> <p>1 they know they're not performing as well as they 2 thought they might. And it could be for a number of 3 reasons. 4 And, you know, I'm not making excuses for 5 anybody. But it's, like, you know, I love that you 6 set the bar as high as you did. In Goal 1, 90 -- 7 80 percent or higher. I love that. 8 100 percent achieved -- you know, they're 9 going to go to college or they've got job 10 acceptance. There's a school called Mission 11 Accomplish and Success (verbatim) in Albuquerque. 12 They say that 100 percent of their kids graduate 13 with a plan. No one gets to leave school without 14 knowing where they're going next or what they're 15 doing. 16 It might be working in the family 17 business. That's fine. You have a plan. You're 18 not just going to hang out at the Allsup's and the 19 local park; right? I love that you have the bar 20 that high. 21 So the DEI thing. I wrote DEI. There are 22 terms, like, now that become -- even though they're 23 very well intentioned, you say DEI, and all of a 24 sudden, everyone's hair on their arms goes up. 25 Or say CRT, which I believe these days is</p>	<p style="text-align: right;">89</p> <p>1 MS. CYNTHIA STONG: In our community input 2 hearings, we had ideas as well. I think we listed 3 on our application, just brainstorming ideas of how 4 to reach out. 5 I think someone mentioned going to the 6 churches. That's a great way to go into every 7 neighborhood. 8 Another school that I heard an example 9 from was an ice cream social. Food will bring them. 10 So maybe do some outreach activities like 11 that. 12 And as Michelle mentioned, a tabletop at 13 all the festivals and gatherings and outreach here. 14 We do a ton in this community, constantly. 15 I know people say, "There's nothing to do 16 around here." But my experience is you have to pick 17 on the weekends, because there's lots of things to 18 do. So there's lots of opportunity for outreach. 19 We have a small, tight-knit community. 20 You -- the word's out, and the word's going to 21 continue to go out. So that's -- we're just going 22 to continue that hard outreach the best we can. 23 DR. MICHELLE PERRY: And I'm going to kind 24 of, you know, portray some of my positionality as an 25 educator.</p>

<p style="text-align: right;">90</p> <p>1 I -- I taught for a long time, 2 administered a long time. And I always want to 3 reach those kids who seem unreachable. I love the 4 kids who seem unloveable. And I want to make sure 5 that we chase down every child who thinks, "I can't 6 do that," for whatever the reason. Whatever the 7 barrier is, whether it's poverty or race or 8 marginalization, I want to track that kid down. 9 And so what does that effort look like? 10 How do you go find those kids who can be best served 11 by a leg up? That -- that's a great question. And 12 we can -- we can pursue a whole lot of community and 13 tabling events. But we need to go where those kids 14 are. 15 So we'll identify that. Where are those 16 kids? Well, they're sitting in classrooms, ideally, 17 or they're at Washington Park. You know, which is 18 our park where our kids who ditch hang out. 19 But we could go there, you know. And it 20 is. It -- it's just finding them where they're at 21 and telling them that they can be better, and that 22 they can do this. 23 VICE CHAIR CARRILLO: Tabling is nice. 24 But that means they have to come to you at your 25 table. You've got to go to them.</p>	<p style="text-align: right;">92</p> <p>1 instruction to make sure that the students are 2 learning what you're teaching? That's a huge piece. 3 Where do we access this? 4 Gosh, there's lots of resources to access 5 quality professional development. Our own Public 6 Education Department promotes a ton. Priority 7 Schools Bureau, they promote a ton. CES -- I mean, 8 I could go on and on. There are lots of venues to 9 pursue in order to provide high-quality professional 10 development. 11 Then, of course, we're going to have all 12 of the curriculum pieces. So their professional 13 development would come into the AP, Project Lead The 14 Way, and using the Sanders-based instructional 15 model, MLSS. So what I'm speaking is in full 16 acronyms, I realize. But these are professional 17 developments that I see unfolding for our teachers 18 so that they can better teach, better promote 19 educational delivery. 20 But one of the most important will be the 21 science and engineering aspects. And so being able 22 to use, you know, National Science Foundation, or 23 use NTCSM (verbatim) and being able to tap into 24 ISTI, you know, and bringing some of those 25 professional development opportunities.</p>
<p style="text-align: right;">91</p> <p>1 So just off the top of my head -- and I 2 told this to a school the other day. If you have 3 Spanish radio stations or TV or anything like that, 4 but getting on those, obviously, with someone who's 5 fluent with you. But -- and then, yeah, reaching 6 out that way. 7 And people don't think about this. But 8 who do you think probably has the largest networks? 9 State representatives? Okay. People -- elected 10 officials have huge networks. 11 And so if they support the school, it's, 12 like, you can plug into their network, because why 13 wouldn't they want their kids to go to your school? 14 Tell me about plans you have for 15 professional development and peer support, how 16 teachers work together and mentor one another. 17 DR. MICHELLE PERRY: I feel like I'm 18 hogging the mic over here. 19 Here's the thing about professional 20 development is our teachers are worthy of a great 21 investment. Our teachers are worthy of the best 22 quality professional development. 23 What does that look like? 24 Well, it's going to look a lot -- around 25 student outcomes. How do you use data-driven</p>	<p style="text-align: right;">93</p> <p>1 But more importantly is going to be the 2 teachers will tell us where -- you know, where are 3 your strengths, where are your weaknesses, and then 4 let's get you where you need to be for professional 5 development. 6 So I feel like that could be a myriad of 7 opportunities. I feel like we will use needs of our 8 students and needs of our teachers to guide exactly 9 what that PD plan looks like. 10 VICE CHAIR CARRILLO: Thank you. The -- I 11 wrote down transpo and food, but I know that 12 Commissioner Ingham talked about that. You know 13 that we're making transportation one of our 14 legislature priorities. Because -- I'll use 15 McKinley. I have no problem calling them out. 16 That county and district is one that 17 absolutely, positively will not cooperate with all 18 of the different Native American charters in the 19 area in providing transportation, even though the 20 bus is going just right by. So the legislators need 21 to step in on that. 22 And on the food piece, I'm not worried. 23 There's always -- I'm not worried about that. 24 Kids need to eat, and I know you'll make 25 sure that happens.</p>

<p style="text-align: right;">94</p> <p>1 Okay. I want to make sure that I'm clear. 2 So, Ms. Stong, you're the founder. Are you going to 3 be the leader -- you're planning on being the chair 4 of the board? And then, Ms. Perry, you're head of 5 school? Is that how I'm hearing this kind of work? 6 MS. CYNTHIA STONG: I plan to step up, if 7 asked, and be the head of the board. I have a lot 8 of board experience. I'd love to get this policied, 9 structured, and going smoothly. I'm willing to do 10 that. 11 VICE CHAIR CARRILLO: Okay. The reason I 12 asked, I want to get into my head what all of you 13 are going to do. This leads to the board question 14 here, so that I'm taking it, then, Ms. Perry -- 15 Dr. Perry -- that you're head of school. 16 MS. CYNTHIA STONG: We're going to do a 17 search. And she's going to apply. 18 VICE CHAIR CARRILLO: Okay. I'm happy to 19 hear that. That's part of the road to intentions; 20 right? You can have great ideas, but maybe -- like 21 revolutionaries, yeah, you know. 22 I loved Daniel Ortega at one time down 23 there in Nicaragua. But, no, you can't run a 24 government or administrate at all. You're terrible. 25 People need to recognize their strengths and</p>	<p style="text-align: right;">96</p> <p>1 And I agree with -- I think it was Tim 2 maybe said -- no more than two parents. And I 3 wouldn't load your board with educators, either, 4 because they come with a very specific idea. You 5 want everybody that represents kind of the realm of 6 what's out there in the business community and 7 science and everything else. 8 So this is -- most everything that I wrote 9 down has been discussed, which is why I really love 10 that I'm going kind of last today. 11 Schools are businesses. No one likes to 12 think of it that way. But they are; okay? They're 13 giving you a bunch of money from the State. Maybe 14 it's going to be, up to when you're at full 15 throttle -- \$2 million a year; okay? And you need 16 to be held accountable for how you spend that money. 17 So do any of you, whether it's in the 18 private or public sector, have any experience 19 running a business? And I think -- actually, I know 20 you ran a practice. 21 And I don't want to say you, Dr. Klump. I 22 know you had a practice. And, Ms. Black, I know you 23 had a very successful business. You have to hire 24 the right people, train the right people, be willing 25 to fire the people and manage budgets.</p>
<p style="text-align: right;">95</p> <p>1 weaknesses. 2 DR. MICHELLE PERRY: I'm very adamant, 3 that even though I've been hand in hand on this 4 project, I'm very adamant that we find and search 5 the best. So there could be another executive 6 director that would fit the bill better than I, and 7 I want to find that person. So we will do a job 8 search, and then I would serve on the board, 9 correct. 10 SECRETARY CARRILLO: My suggestion, five 11 is the min, seven is good, because then you can have 12 subcommittees and everyone will be good, not burnt 13 out as fast. 14 Boards. I'm very happy, Ms. Stong, that 15 you came to our conference, because it was focused 16 on boards. We have schools. When schools start to 17 fail, it's generally the board that has failed 18 first -- right? -- because they haven't done the 19 oversight they're supposed to. They haven't held 20 people accountable, or the head learner accountable. 21 So when you are thinking about who to 22 bring on the board, you've got to have people that 23 are willing to crack the whip. And everyone loves 24 accountability until they're the ones that are held 25 accountable; okay?</p>	<p style="text-align: right;">97</p> <p>1 What I wrote down here was, "Can you run a 2 business? Tell me yes or no and why." 3 MS. CYNTHIA STONG: Yes, I can. I have a 4 lot of experience with my job as a program manager 5 at the Boeing Companies. Those were oversight of 6 large -- millions of dollars customer orders. For 7 example, Alitalia wants three triple-7s. I managed 8 that program. 9 So it fortunately consisted of going over 10 to see them several times a year. But it was a 11 large-scale program, and we had to be on budget and 12 on time. 13 I, fortunately, got asked to run the local 14 theater here when the person that was running it 15 passed away. And my comment to that existing board 16 was, "I'm an engineer, and you're a theater." 17 And she said, "Yep, that's why we need 18 you." 19 So I can speak to my track record there as 20 well. The budget of that theater is about \$600,000 21 a year. It's a lot of grants and a lot of 22 sponsorship donations, so you're very accountable to 23 your community and to the grantees, of course. 24 I've also, when I came in, had to fire 25 some long-time volunteers. That was tough. In</p>

98	<p>1 fact, I have a friend that works in that consulting 2 business up in Santa Fe. And I called them, and I 3 said, "How do you do it?" 4 And he said, "You just do it." 5 So you have to be ready to make those hard 6 calls. The data will tell you what to do. Your 7 budget is yes or no. Your statistics, like, for the 8 theater, attendance, yes or no. It's -- to me, it's 9 pretty black and white. 10 DR. MICHELLE PERRY: I own three 11 businesses currently. And before that, I was a 12 director at a public school, where I managed 13 millions of dollars of budgets. So three 14 businesses, five years, staying in business. 15 And one of the businesses is a 16 tech-industry business. And you want to talk about 17 a hard sell in Southern New Mexico is the tech 18 industry. 19 So a lot of experience with businesses. 20 Nominated to be Business of the Year. So I feel 21 very confident about looking at all of the business 22 aspects of running a school. 23 MS. LORRIE BLACK: So, yes, I mentioned 24 earlier, I ran a dance studio for 30 years. I will 25 say that every dime we made, we put back into the</p>	100	<p>1 So I went over to him, and I asked him, 2 "If you'll start teaching your skills to my kids, 3 that would be amazing." 4 So he integrated into our studio. He 5 always wanted to compete, but he never had the 6 funding. 7 Our choreographer showed up from Florida 8 and said, "Man, this whole routine is built around 9 Daniel, because he's such a hardcore break dancer. 10 Is there any way we could put him in?" 11 I said, "You put him in, and I'll figure 12 out a way to get him paid for." 13 I went to Daniel, and I said, "You'd 14 better stay out of trouble, and you better come to 15 every single practice, because I'm going to do 16 whatever I can to get you paid for in my studio." 17 I said, "Who sponsored you?" 18 He said, "Mr. David," my husband. 19 So I said, Wow, what a cool story; right? 20 Because David believed in him. My husband is a 21 policeman. And my husband believed in this kid, and 22 he believed we could get him off the street and 23 doing well. 24 We went to World's that year. We walked 25 away third, and I was disappointed because we had</p>
99	<p>1 kids. It wasn't a real profit-maker for us. Our 2 main goal was to save kids in this community. 3 In fact, I am a cowgirl by nature, and it 4 was a hip hop studio. And the whole reason that I 5 went that way was because it kind of spoke to the 6 ornery kids, and I really wanted to save kids in 7 this town. 8 I did innovative things, like I had 9 teachers come in and volunteer to tutor kids so that 10 their ki- -- the teachers' kids could come for free 11 as long as they would tutor the kids that were 12 having trouble. 13 We set up a section in our studio where 14 the kids came in, and they had tutoring sessions 15 with teachers from APS. 16 We were constantly doing things like that. 17 We were constantly thinking out of the box on how to 18 get kids into the studio that really couldn't afford 19 it, and then we were always figuring out ways to do 20 just that. 21 I like to share this story. I had a kid 22 that was a break dancer. And he would come in -- 23 and I would call him my gym rat. He would just 24 appear in the gym, really work out in the corner, 25 and never really mix and mingle with the kids.</p>	101	<p>1 won the World's before. As we were leaving, he 2 said, "Ms. Lorrie, man, I would take third place 3 with you any day over first." 4 So stories like that is why I'm here is 5 because I believe that we can do the same thing in 6 the school system. 7 So when you say, "How do we reach kids," 8 I'm really one to think outside the box on how to 9 get those kids in. Because I came from a low-income 10 family. So I wouldn't be able to go to a private 11 school here if this was given me the opportunity. 12 If to be honest, on my and my husband's 13 salary, we wouldn't be able to put our kids into 14 private school. 15 So to have another school where the 16 funding follows the child and it gives them such an 17 incredible education, I'm all for that in this 18 community. So I would do everything I could to 19 think outside the box to get those kids involved. 20 VICE CHAIR CARRILLO: I like that you use 21 the phrase, "The funding follows the child," because 22 all too often, districts say we steal their money 23 and we steal their kids. 24 It's not your money, no. The funding 25 follows the child, and it's their money to make a</p>

<p style="text-align: right;">102</p> <p>1 choice with what they want. And they have a great 2 public school option, which is what I really love. 3 Just going back to the board thing really 4 quick, just encourage you, when you recruit board 5 members, boy, sometimes -- and all of us have seen 6 this -- have no idea what they're getting in for, 7 what they're signing up for, especially with a 8 charter school. 9 They need to be committed with time and 10 with a minimum of probably two to three years. You 11 can't have a rotating door on a board, because then 12 you have a rotating board with your head learner, 13 and the whole thing starts to go to heck, you know? 14 A lot of things have been addressed 15 already. I know Ms. Burt, who is online, may have 16 things. 17 Oh, she's off? 18 I understand the need for a school like 19 this. I don't think it bleeds the district at all. 20 I think it kind of elevates opportunities for 21 children in certain areas. 22 And a couple of the people that spoke 23 specifically to that was -- it was very -- oh -- 24 Nolan Ojeda, and then there was another gentlemen 25 who said he has 13 more years of kids going through</p>	<p style="text-align: right;">104</p> <p>1 (Technical issue with internet connection. 2 Feed freezes.) 3 THE CHAIR: So we can continue with the 4 PBL. 5 MS. CYNTHIA STONG: I'm going to hand it 6 over to Michelle here. 7 DR. MICHELLE PERRY: So I'm a consultant, 8 as I mentioned, and I do a lot of work around PBL. 9 I do a lot of training, presentations 10 around project-based learning. So I have a whole 11 lot to say about this topic. 12 It's a method where you have to give 13 students an extended amount of time to solve a real 14 and relative problem. 15 Okay. So we'll start there. 16 What is all the curriculum about in 17 science and math and engineering? So those real and 18 relevant problems, ELA, science, and math, all are 19 going to be very meaningful and built -- the problem 20 will be built into the spoken sequence on a regular 21 basis. 22 So the instruction that spurs from the 23 project and the effort to solve the problem will be 24 the units and lessons that are provided to the 25 students.</p>
<p style="text-align: right;">103</p> <p>1 public schools. 2 And just the need for this, you know. 3 Sometimes the public school -- the district school 4 may just not work, or it focuses enough on a certain 5 area. 6 Thank you for your efforts in what you're 7 doing. And I agree with the concerns that 8 Ms. Gipson has relative to budget. Schools, 9 everything can be really great. And then they're on 10 our agenda, you know, every month, and then they're 11 not open anymore. 12 So all these pieces, man. It's really 13 hard to open and operate a charter. So I appreciate 14 you and your commitment to kids and to this concept 15 in your community. Thank you very much. 16 THE CHAIR: One more quick question. You 17 mentioned in your presentation project-based 18 learning. There's not a lot in the application that 19 speaks to it. 20 So could you tell me a little bit more 21 about how you see project-based learning, you know? 22 I'm the humanities person. I lived and 23 breathed project-based. It's difficult to get 24 teachers to understand good project-based learning. 25 It is.</p>	<p style="text-align: right;">105</p> <p>1 So PBL is not just a fun thing we're going 2 to throw in there. PBL has got to be the core of 3 where all of the other learning and mastering the 4 standards of New Mexico, that's where that all 5 appears. 6 And so the -- the problems are real. And 7 guess where the problems will lie? The problems 8 will lie in problems given to us by our partners. 9 So the test group, you know, would be able 10 to provide us input on, "These are the problems that 11 we encounter, and this could be a great piece of 12 your project-based learning opportunity with -- with 13 your students." 14 And so using real, relative problems as an 15 anchor into scope and sequence, that is how I see 16 PBL, and that's how I train PBL. 17 THE CHAIR: Appreciate that. I didn't see 18 a robust build-out of that in the application. So 19 that's why my question. 20 Is it an integral portion of your 21 educational programming, because it -- you know, you 22 mentioned it, but it really isn't built into the 23 fabric of this application. 24 Okay. Thanks. 25 THE CHAIR: Commissioner Taylor. I'm</p>

<p style="text-align: right;">106</p> <p>1 sorry. He has his hand up. Right. Sorry. I 2 apologize. 3 Commissioner Taylor. 4 COMMISSIONER TAYLOR: Thank you. Thank 5 you. Hey. I just wanted to do a -- a little 6 wrap-up on my part. 7 I feel like I -- I love what you-all are 8 doing. I really do. I feel like you have a -- 9 you've put together a very competent, experienced 10 committee to start this school. And so I'm proud of 11 you-all for doing that. 12 And -- and doing the immense, arduous work 13 that you've done to this point, you know, I mean, I 14 love it. So thank you guys for that. 15 I see great -- great enthusiasm in all of 16 you and amongst the community -- the community, when 17 they were sharing. I mean, there's -- I think 18 there's a need, and I think there's a want in that 19 community, and I appreciate the fact that you-all 20 are attempting to -- you know, to address that. So, 21 again, thank for you that. 22 Again, Dr. Michelle, I can't -- I don't 23 know your last name. But, Dr. Michelle, you -- I 24 love your response to -- I think it was Commissioner 25 Manis or Carrillo that was talking about the goals</p>	<p style="text-align: right;">108</p> <p>1 would -- I would -- we have a STEM lab in our -- you 2 know, in our K through -- K-through-8 school that's 3 got -- we've got 198 students. We've got 200 4 students on the waitlist. I mean, it's a force, you 5 know, in our -- in our little city. 6 So I would just recommend to you that, you 7 know, to, again, kind of think about really 8 prioritizing the purchase -- purchases you need, the 9 technology and those kind of things, and maybe 10 prioritize -- put the building on less of a 11 priority. 12 Obviously, you're going to have to -- with 13 your budget, you're going to have to maybe plan a 14 tiered implementation of the things that you want, 15 desire. I don't think that means -- I don't think 16 I'm recommending to forgo any of your dreams and 17 goals. I'm just saying that some of those things 18 might have to come at a later time. 19 And you-all are brilliant people. You'll 20 figure that stuff out. I'm just saying that it -- 21 that the budget part of it is -- is extremely 22 difficult. And as you're working through that, just 23 make sure you have contingency plans. 24 But, man, I'm 100 percent for your ideas 25 and what you're doing. I think that you offer a</p>
<p style="text-align: right;">107</p> <p>1 and the standards that you set. 2 Absolutely, 100 percent agree. Let's -- 3 why are we measuring against the New Mexico -- the 4 50th state in education in the country? We need to 5 measure what -- what we believe students can do. 6 And I love that approach. You're right on 7 as far as I'm concerned. 8 I think that there's -- there's lots to do 9 practically, you know. And, again, I think with 10 that enthusiasm you guys have approached this with, 11 we're going to have a full boat from the very 12 beginning, and we're going to have the money to do 13 what we need to do. 14 But I think that -- that the budget, in 15 particular, you need some contingency plans; right? 16 And I would -- I would reemphasize the fact that I'm 17 on the governing council of a district-authorized 18 school in Roswell. We are one of the top-performing 19 charter schools in the -- in the state every single 20 year, you know. 21 And we have a fifth-hand, ugly building 22 that we operate from. And we've made the best of 23 it. 24 But our resources go into providing for 25 the kids and providing for their education. I</p>	<p style="text-align: right;">109</p> <p>1 unique program, because I think -- I think when you 2 take a system, and you tweak it, and you go -- you 3 don't make any -- you don't have to be -- you don't 4 have to have unusual things. You just have to have 5 things that address the needs in the community. 6 And if one of your goals is -- if one of 7 the things that makes you unique is, "We're going to 8 make sure that 100 percent of our students have a 9 plan when they graduate," "We're going to make sure 10 that 90 percent of our students are proficient in 11 the math and sciences," holy cow, that, to me, is -- 12 that sets you apart in this -- in this charter. 13 So, you know, good job. Keep it up. And 14 thank you -- thank you again for your time today. 15 MS. CYNTHIA STONG: Can I make a quick 16 comment then? 17 Thank you, Commissioner Taylor. 18 I just, also -- we have toured ugly 19 buildings, by the way. 20 We're not -- we're not putting our eggs in 21 one basket. 22 We -- and I didn't know if I could say 23 this or not. But we've applied for the CSP grant. 24 And I know we meet a lot of the things they're 25 looking for with uniqueness and new to the area.</p>

1 And they provide -- they help with
2 transportation, and they help with that building.
3 So I -- that's one of the pieces that we have in our
4 arsenal.

5 THE CHAIR: Okay. So I want to thank you,
6 once again, because well aware of all the time and
7 effort and energy that goes into what we're asking
8 you to do.

9 But, in return, you're asking us to let
10 you play with children's lives. So it's -- you
11 know, it's a big ask. So we take it very seriously.

12 So sometimes the -- you know, you walk out
13 of these meetings, and the questions seem like, "Oh,
14 God, I don't know if that went well or not."

15 But we tend to deal with the unknowns,
16 what hasn't been, you know, completely answered. So
17 we dig in a lot.

18 So I'm just going to repeat, we'll have
19 our meeting in a week from Friday. The letter will
20 come out Monday or Tuesday the following week. And
21 CSD will, in between then and our August meeting, do
22 their final recommendation to us. And then we'll
23 have the August hearing that you'll make
24 reservations for early.

25 So -- and if there's any other questions,

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1 like I said, please don't hesitate to contact the
2 Director, because it's her time.

3 Thank everyone that came and everyone that
4 stayed here with us. We take very seriously
5 everyone's input in this, because we want to do this
6 right. So thank you.

7 Commissioners, a motion to adjourn?

8 COMMISSIONER INGHAM: So move.

9 THE CHAIR: All in favor?

10 (Commissioners so indicate.)

11 THE CHAIR: Hearing no -- oh, no, not for
12 adjournment.

13 Hearing no objection, we are adjourned.

14 (Proceedings adjourned at 11:48 a.m.)
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