

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS

OPEN PUBLIC MEETING

November 15, 2024

9:00 a.m.

Jerry Apodaca Education Building, Mabry Hall

300 Don Gaspar Avenue

Santa Fe, New Mexico

-AND-

Via Zoom Webinar

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

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2	<p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3 PATRICIA GIPSON, Chair</p> <p>4 STEVEN J. CARRILLO, Vice Chair</p> <p>5 TIMOTHY E. BECK, Secretary</p> <p>6 ALLAN BRAUER, Member</p> <p>7 REBEKKA BURT, Member</p> <p>8 SHARON CLAHCHISCHILLIAGE, Member</p> <p>9 STEWART INGHAM, Member</p> <p>10 K.T. MANIS, Member</p> <p>11 MICHAEL TAYLOR, Member</p> <p>12</p> <p>13 STAFF:</p> <p>14</p> <p>15 CORINA CHAVEZ Director</p> <p>16 Charter School/Options for</p> <p>17 Parents and Families Division</p> <p>18</p> <p>19 BRIGETTE RUSSELL Deputy Director</p> <p>20 Charter School/Options for</p> <p>21 Parents and Families Division</p> <p>22</p> <p>23 LUCY VALENZUELA Technical Assistance and</p> <p>24 Training Specialist</p> <p>25 Charter School/Options for Parents</p> <p>and Families Division</p> <p>NICOLA DAVIS Technical Assistance and</p> <p>Training Coordinator</p> <p>Charter School/Options for</p> <p>Parents and Families Division</p> <p>COUNSEL TO THE PEC:</p> <p>JULIA HOSFORD BARNES, ESQ.</p> <p>Barnes Mediation and Law, PC</p> <p>200 W. DeVargas Street, Suite 7</p> <p>Santa Fe, New Mexico 87501</p>	4
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5	<p>1 THE CHAIR: Good morning, everyone. I'm</p> <p>2 going to call to order this meeting of the Public</p> <p>3 Education Commission.</p> <p>4 It is Friday, November 15th, and it is</p> <p>5 9:09 a.m.</p> <p>6 Commissioner Beck, will you do roll,</p> <p>7 please?</p> <p>8 SECRETARY BECK: Absolutely.</p> <p>9 Chair Gipson.</p> <p>10 THE CHAIR: Here.</p> <p>11 SECRETARY BECK: Vice Chair Carrillo.</p> <p>12 VICE CHAIR CARRILLO: Here.</p> <p>13 SECRETARY BECK: Commissioner Ingham.</p> <p>14 COMMISSIONER INGHAM: Here.</p> <p>15 SECRETARY BECK: Commissioner</p> <p>16 Clahchischilliage.</p> <p>17 COMMISSIONER CLAHCHISCHILLIAGE: Here.</p> <p>18 SECRETARY BECK: Commissioner Burt.</p> <p>19 COMMISSIONER BURT: Here.</p> <p>20 SECRETARY BECK: Commissioner Manis.</p> <p>21 COMMISSIONER MANIS: Here.</p> <p>22 SECRETARY BECK: Commissioner Brauer.</p> <p>23 COMMISSIONER BRAUER: Here.</p> <p>24 SECRETARY BECK: Commissioner Taylor.</p> <p>25 COMMISSIONER TAYLOR: Here.</p>	5

6

1 SECRETARY BECK: Commissioner Armijo.  
 2 (No response.)  
 3 SECRETARY BECK: Okay. We have nine  
 4 present. There is a quorum.  
 5 THE CHAIR: Thank you.  
 6 SECRETARY BECK: None online.  
 7 THE CHAIR: None online. Thank you.  
 8 SECRETARY BECK: Oh, yeah. I got -- yes.  
 9 THE CHAIR: We are on to Item No. 2, which  
 10 is Public Comment. We'll do anyone that's online  
 11 first, and then if there's anyone here in person,  
 12 we'll do them second.  
 13 For those who are online and people here,  
 14 if you would introduce yourself and spell your last  
 15 name for the record.  
 16 MS. NICOLA DAVIS: I have Jana Holguin  
 17 online.  
 18 FROM THE PUBLIC: Good morning. Can you  
 19 hear me?  
 20 Good morning.  
 21 FROM THE FLOOR: We can hear you.  
 22 FROM THE PUBLIC: Good morning. My name  
 23 is Jana Holguin. Last name, H-o-l-g-u-i-n.  
 24 At the last meeting, a Commissioner  
 25 emphasized the value of passion and care in

7

1 addressing the board's operations. It's clear this  
 2 respect does not extend to parents raising valid  
 3 concerns.  
 4 Is this backtracking? Or is community  
 5 involvement only valued when it comes from students?  
 6 Alma continues to demonstrate its  
 7 disregard for compliance and community engagement,  
 8 despite its claims otherwise.  
 9 Alma remains blatantly out of compliance  
 10 in numerous areas. Former students are still unable  
 11 to obtain their records, including transcripts,  
 12 after numerous attempts via e-mail, phone calls, and  
 13 in-person visits. This directly violates New Mexico  
 14 Public Records law and the charter's requirement.  
 15 The school's website is misleading  
 16 families by listing staff and courses that no longer  
 17 exist, including an art teacher who was known to  
 18 have left before the school year began.  
 19 This is deceptive, creates false  
 20 expectations, and misrepresents the school's  
 21 resources.  
 22 Following my complaint about excluding the  
 23 public from meetings required by OMA, the school  
 24 conveniently removed the "virtual only" designation  
 25 from the website.

8

1 However, they failed to address the locked  
 2 doors preventing other people from attending.  
 3 Instead of accountability, I faced harassment, being  
 4 filmed, per the board president, quote, "out of an  
 5 abundance of caution," end quote, while sitting in  
 6 my vehicle doing nothing threatening, suspicious, or  
 7 criminal.  
 8 This excuse is both baseless and  
 9 indicative of a pattern of intimidation.  
 10 In one video, the administrator falsely  
 11 claimed to have contacted my employer to allege I  
 12 was skipping work, an outright lie. He hasn't made  
 13 contact with my workplace since July, when he tried  
 14 to file a false claim against me personally and to  
 15 intimidate me personally and discredit me  
 16 professionally.  
 17 This pattern of misconduct mirrors his  
 18 behavior at a previous school, which resulted in a  
 19 \$50,000 settlement, an expense Alma cannot afford,  
 20 even if it was not under a financial CAP.  
 21 Board members' enabling behavior is  
 22 equally disturbing. He laughed and encouraged the  
 23 administrator's harassment, despite acknowledging  
 24 the PEC directives to, quote, "quit this kind of  
 25 behavior."

9

1 Instead of intervening, he doubled down by  
 2 suggesting I was the problem for recording back in  
 3 self-defense after me being filmed multiple times  
 4 before that.  
 5 Even more troubling is the failure to  
 6 fulfill the IPRA requests in full. Withholding  
 7 videos taken before the meeting --  
 8 MS. NICOLA DAVIS: Your time is up.  
 9 FROM THE PUBLIC: Can I finish the last  
 10 few sentences?  
 11 MS. NICOLA DAVIS: Please finish.  
 12 FROM THE PUBLIC: These actions reflect a  
 13 culture of dishonesty, harassment, and  
 14 noncompliance. The administration and governing  
 15 board have fostered an adversarial relationship with  
 16 families in the community, and you, as the  
 17 authorizing and compliance body, have allowed this  
 18 behavior to continue unchecked.  
 19 This is unacceptable, and it's time for  
 20 Alma to be held accountable for its ongoing  
 21 violations and hostile conduct. Thank you.  
 22 MS. NICOLA DAVIS: Next I have  
 23 Janet van Coblijn.  
 24 FROM THE PUBLIC: Good morning, everyone.  
 25 My name is Janet van Coblijn. First word, v-a-n,

10	<p>1 second word, C-o-b-l-i-j-n.</p> <p>2 I find myself -- I'm not sure, because</p> <p>3 if -- if people were actually finally able to get</p> <p>4 through. But I am part of the Save Alma group. We</p> <p>5 are still here and persistent, including Malachi's</p> <p>6 mother, who wanted to speak, and an alumna, Shelly</p> <p>7 Richard, who wanted to speak.</p> <p>8 And several recent messages of how long</p> <p>9 the school has been out of SpEd compliance, it</p> <p>10 predates the current administration, but it also</p> <p>11 includes the current administration, and how PED and</p> <p>12 PEC can allow this to go on for years.</p> <p>13 And because we continue to attend the GC</p> <p>14 meetings as well as these PEC meetings and raise our</p> <p>15 concerns, it doesn't seem to matter whether it's</p> <p>16 financial, whether it's academic, whether it's</p> <p>17 illegal practices, whether it's federal/state</p> <p>18 violations, whether it is against the motto of the</p> <p>19 PEC to provide adequate, if not better education for</p> <p>20 the students, it doesn't seem to matter how many red</p> <p>21 flags go up or how many CAPs go up or how many years</p> <p>22 go by --</p> <p>23 MS. LUCY VALENZUELA: Please wrap up your</p> <p>24 comments.</p> <p>25 FROM THE PUBLIC: I will.</p>	12	<p>1 FROM THE PUBLIC: Good morning. My name</p> <p>2 is Alice J. Benally. last name, B-e-n-a-l-l-y,</p> <p>3 representing Navajo Nation Johnson-O'Malley plan. I</p> <p>4 made a comment in the chat for Six Indigenous</p> <p>5 Charter School. They're one of our subcontractors</p> <p>6 that we've been providing money for their programs</p> <p>7 in Navajo language, Zuni language, history, and</p> <p>8 government.</p> <p>9 And, recently, we visited their school,</p> <p>10 and they're doing an excellent job and ensuring that</p> <p>11 the students are enrolled in languages, history, and</p> <p>12 government.</p> <p>13 And then we also toured the science and</p> <p>14 math, the language, the regular English program.</p> <p>15 And they have excellent programs, and the students</p> <p>16 are really involved and making sure that they come</p> <p>17 to school every day, and their attendance are high.</p> <p>18 And half of the students are from Zuni,</p> <p>19 and half are Navajo. So it's a really mixed</p> <p>20 program, where each tribe -- each tribe represented</p> <p>21 are well tended to with whatever needs the student</p> <p>22 needs via academic, via athletic, via</p> <p>23 social-emotional.</p> <p>24 So I'm just making a comment on behalf of</p> <p>25 Six Indigenous Charter School. Thank you.</p>
11	<p>1 How is it a school that was supposed to</p> <p>2 have almost 150 students is now down to about 50?</p> <p>3 And why can we not get any answers?</p> <p>4 THE CHAIR: So can I just ask?</p> <p>5 Was there a problem in signing up for</p> <p>6 Public Comment today? Is there -- I'm just ask- --</p> <p>7 there seemed to be an indication that people weren't</p> <p>8 allowed to speak.</p> <p>9 So if they signed up late, that's a whole</p> <p>10 different story. But was there a problem with</p> <p>11 people being able to sign up this morning?</p> <p>12 MS. NICOLA DAVIS: No. We had the sign-up</p> <p>13 sheet out there. We had one in the room who signed</p> <p>14 up to speak, and then we had five online.</p> <p>15 MS. LUCY VALENZUELA: And, Chair Gipson,</p> <p>16 apparently, there is -- they were having issues</p> <p>17 finding the link.</p> <p>18 It's me, Lucy. Sorry.</p> <p>19 So they said that they were having issues</p> <p>20 with the link. But I let them know in the chat</p> <p>21 where they could find the link on the agenda that is</p> <p>22 posted on the website.</p> <p>23 THE CHAIR: Okay. Thank you.</p> <p>24 MS. NICOLA DAVIS: Okay. Next online, I</p> <p>25 have Alice Benally.</p>	13	<p>1 MS. NICOLA DAVIS: Next I have Edan</p> <p>2 Luschei.</p> <p>3 Edan Luschei, you have the floor.</p> <p>4 FROM THE PUBLIC: Hello. Can you hear --</p> <p>5 now can you hear me?</p> <p>6 MS. NICOLA DAVIS: You have an echo.</p> <p>7 FROM THE PUBLIC: I'm aware of that. Can</p> <p>8 you hear me now?</p> <p>9 MS. NICOLA DAVIS: That's good. Thank</p> <p>10 you.</p> <p>11 FROM THE PUBLIC: Okay. My name is Edan</p> <p>12 Luschei. E-d-a-n L-u-s-c-h-e-i.</p> <p>13 I am calling about Alma d'Arte Charter</p> <p>14 High School.</p> <p>15 I was employed there as the school nurse</p> <p>16 from 2018 to 2023. During that time, we had five</p> <p>17 different principals.</p> <p>18 We -- I know that in 2018, we had a male</p> <p>19 special ed teacher. We brought on a female special</p> <p>20 ed teacher, but then she was let go, but,</p> <p>21 apparently, is currently doing contract work again</p> <p>22 there, I think on an advisory basis.</p> <p>23 The bottom -- the bottom line I'm asking</p> <p>24 is I -- we saw -- because I was hired specifically</p> <p>25 to test the special ed students and for students</p>

<p style="text-align: right;">14</p> <p>1 that had come with no records, and, of course, check 2 immunization status, all that.</p> <p>3 But -- believe me, I'm not asking for my 4 job back, because I work for J. Paul Taylor. But 5 what I am really concerned about is there are many 6 families have reached out to me, and a lot of the 7 other ex-Alma d'Arte staff. And I'm concerned with 8 the amount of federal and state money that was 9 received from the state, and yet there were parents, 10 once that they came and once they finally got their 11 transcripts after this last year, of withholding 12 them from the students and all the, you know, 13 withdrawal of students without parents' permission, 14 it was kind of crazy.</p> <p>15 But I am really concerned under both the 16 federal and state law about serving SpEd money.</p> <p>17 I have two children, both with IEPs. My 18 daughter is a D-level SpEd student. My son is an 19 advanced gifted student. And so I'm extremely 20 familiar with IEPs.</p> <p>21 I worked with Las Cruces Public Schools 22 for 16 years, and then I was at Alma from the end of 23 2018 until -- well, they didn't tell me I no longer 24 worked there, no communication whatsoever. I had to 25 go there in person.</p>	<p style="text-align: right;">16</p> <p>1 So thank you for your time. I appreciate 2 it. And you guys have a good day.</p> <p>3 MS. NICOLA DAVIS: I have one request 4 online. Shelly Richard. But they are off now.</p> <p>5 In the room, I have Wilhelmina Yazzie. 6 FROM THE FLOOR: Ya'a'teeh. Good morning. 7 Blessings. My name is Wilhelmina Yazzie. My last 8 name is Y-a-z-z-i-e. (Navajo spoken.) 9 So greetings again. I come to you from my 10 hometown of Casamero Lake, and also my town that I 11 live in, Gallup. I am coming to you as a mother and 12 also as a community advocate.</p> <p>13 I am here in support of Six Directions 14 Indigenous School. It's a charter school in Gallup. 15 I'm a former board member, served six 16 terms with them. So I'm here just to let you know 17 that I fully support the school, what the school 18 stands for. It's one of the many great attributes 19 that we have for our school and our community. It 20 focuses on cultural and linguistic relevant 21 education, a whole inclusion holistic approach on 22 educating our children.</p> <p>23 And the students that I have come to know 24 during my six-year term have really progressed in 25 the section of knowing what their rights are, when</p>
<p style="text-align: right;">15</p> <p>1 And the thing is, Cecilia Romero has been 2 there since 2018. We've had -- like I said, we've 3 had supposedly, quote, SpEd teachers that were 4 certified come in and leave. And then they would 5 put the kids in the cafeteria, sometimes with the 6 custodian watching them.</p> <p>7 One family in particular had two children 8 there. And when they finally got their transcripts, 9 there was not one documented hour of special ed 10 services on there.</p> <p>11 MS. NICOLA DAVIS: Your time is up.</p> <p>12 FROM THE PUBLIC: Can I just finish really 13 quick? It's quick.</p> <p>14 I know that anyone can ask for an audit of 15 a public facility. And my concern is -- I mean, 16 this is a lot of money that Alma has received. And 17 yet especially in the last two years, there are so 18 many families that did not receive one -- one hour 19 documented on their transcript.</p> <p>20 And so I am kind of begging you at this 21 point. I have not come forward before. But I do 22 live right behind Alma, and it is time that they are 23 held accountable financially.</p> <p>24 And I know an audit can be easily added by 25 both you, the PED, and the IRS.</p>	<p style="text-align: right;">17</p> <p>1 to make their voices heard, when to stand up.</p> <p>2 So I'm here just to be supportive of them 3 and to hopefully keep the school open, because it's 4 very dear to my heart as a mother that our children 5 need this type of education. And that's one school 6 that is -- can you hear me still? Okay.</p> <p>7 So, yes. And I come just to support that. 8 And I just want to also thank -- okay -- it's 9 okay -- and also just want to thank you for your 10 time this morning. And I'll keep it short and 11 simple. Thank you. And blessings to you all.</p> <p>12 MS. NICOLA DAVIS: That's all the public 13 speakers.</p> <p>14 THE CHAIR: I'll remind the Commissioners 15 that we did 3, 4, 5, 6 -- 6 -- on Tuesday. So we're 16 on to No. 7. We did Spotlight on Tuesday. We did 17 the Consent Agenda.</p> <p>18 MS. JULIA BARNES: No. The only part of 19 the consent agenda that was put up were the two 20 transcripts. I don't -- you just need to do the 21 rest of the consent agenda. It was just because 22 the -- right. It's just the two transcripts that 23 are required at the next meeting.</p> <p>24 THE CHAIR: Got you.</p> <p>25 MS. JULIA BARNES: But you just need to do</p>

18	<p>1 the consent agenda.</p> <p>2 THE CHAIR: Okay.</p> <p>3 SECRETARY BECK: Real quickly, the Journal</p> <p>4 came out with an article today from the U.S. News</p> <p>5 and World Report, the twenty best New Mexico</p> <p>6 elementary schools and middle schools. And it</p> <p>7 should be known that Altura Preparatory School and</p> <p>8 Explore Academy were both in the twenty best</p> <p>9 elementary schools. And I will go to the Vice Chair</p> <p>10 for the middle schools.</p> <p>11 VICE CHAIR CARRILLO: And in the middle</p> <p>12 schools, we have the Albuquerque Institute of Math</p> <p>13 and Science, called AIMS. We have the ASK Academy,</p> <p>14 Cottonwood Classical, ACES Technical School, Taos</p> <p>15 Academy, and Albuquerque School of Excellence.</p> <p>16 These are all State charters, all listed as the top</p> <p>17 20 in New Mexico.</p> <p>18 So we're very proud of that and know that</p> <p>19 Julia (audio distortion) when she dug deeper. The</p> <p>20 number of schools that we have and the number of</p> <p>21 kids we have that are Spotlight in the highest</p> <p>22 percentile of the State, 25 and some 15, we have a</p> <p>23 lot to be proud of with our State charters.</p> <p>24 THE CHAIR: So now we are on to the</p> <p>25 Consent Agenda.</p>	20	<p>1 Preparatory School. B-i-n-n-e-r-t.</p> <p>2 FROM THE FLOOR: I tried to go all week</p> <p>3 without talking, but I guess -- I'll at least</p> <p>4 introduce myself. School's attorney, Dan Hill.</p> <p>5 H-i-l-l.</p> <p>6 THE CHAIR: Thanks.</p> <p>7 COMMISSIONER BURT: We also wanted you to</p> <p>8 go all week without talking.</p> <p>9 THE CHAIR: So I don't know who's doing</p> <p>10 this.</p> <p>11 DR. BRIGETTE RUSSELL: Hi, Chair Gipson</p> <p>12 and Commissioners.</p> <p>13 The Charter Schools Division has reviewed</p> <p>14 the Cottonwood Classical request to amend their</p> <p>15 contract to increase their enrollment cap from</p> <p>16 1,000 students to 1,500 students.</p> <p>17 The amendment request asks for an</p> <p>18 effective date of November 30th, 2024. But due to</p> <p>19 the PEC's changes to the enrollment cap amendment,</p> <p>20 we are recommending approval of the amendment</p> <p>21 effective July 1st, 2025.</p> <p>22 I've spoken with Mr. Binnert. And this</p> <p>23 will not be a problem for the school because they</p> <p>24 made the enrollment cap increase to be approved now,</p> <p>25 but they won't actually be increasing to up to</p>
19	<p>1 So does anyone have anything they wish to</p> <p>2 have removed from the Consent Agenda?</p> <p>3 (No response.)</p> <p>4 THE CHAIR: And I move that the Public</p> <p>5 Education Commission approve the consent agenda.</p> <p>6 COMMISSIONER INGHAM: I second that.</p> <p>7 THE CHAIR: There's a motion by</p> <p>8 Commissioner Gipson, a second by Commissioner</p> <p>9 Ingham.</p> <p>10 All in favor.</p> <p>11 (Commissioners so indicate.)</p> <p>12 THE CHAIR: Opposed?</p> <p>13 (No response.)</p> <p>14 THE CHAIR: Hearing no opposition, the</p> <p>15 motion passes.</p> <p>16 Now we are on to Item No. 7, which is</p> <p>17 Discussion and Possible Action on Cottonwood</p> <p>18 Classical Preparatory School Enrollment Cap</p> <p>19 Amendment Request.</p> <p>20 So the folks are in the room.</p> <p>21 FROM THE FLOOR: Good morning.</p> <p>22 THE CHAIR: Good morning. And remind --</p> <p>23 introduce yourself, spell your last name.</p> <p>24 FROM THE FLOOR: Yes. John Binnert, the</p> <p>25 Executive Director of Cottonwood Classical</p>	21	<p>1 1,500 students until Fall 2026.</p> <p>2 But because their current facility can</p> <p>3 only accommodate 1,140 students, they have currently</p> <p>4 852 students enrolled, but they have 500 on their</p> <p>5 waiting list.</p> <p>6 The school -- the school has a grant to</p> <p>7 revise the Facility Master Plan, and commission</p> <p>8 architectural plans for the expansion. But they</p> <p>9 can't access those funds until the Commission</p> <p>10 approves their -- their request.</p> <p>11 The school has an overall rating on the</p> <p>12 organizational and financial performance framework</p> <p>13 of Meets the Standard for the '22-'23 -- sorry --</p> <p>14 the '23-'24 school year, the first year of their</p> <p>15 current contract term. And their overall</p> <p>16 proficiencies are very high.</p> <p>17 Their math proficiency is more than double</p> <p>18 APS and the State. They have 53 percent proficient;</p> <p>19 whereas, APS has 23 percent, and the State has</p> <p>20 23 percent. Their reading and science proficiencies</p> <p>21 are similarly high. Both of those are 75 percent,</p> <p>22 and the district and the State are in the 30s.</p> <p>23 Thank you.</p> <p>24 THE CHAIR: So, gosh, once again. Is</p> <p>25 there anything you want to add?</p>

<p style="text-align: right;">22</p> <p>1 MR. JOHN BINNERT: No. I should say 2 Brigitte hit the nail on the head with exactly 3 what's going on. We've had waitlists over 500 for 4 about a decade. It takes a very long time to align 5 for facilities and our strategic planning to be in 6 this place. So formally asking for the enrollment 7 cap increase. 8 I'm happy to take any questions about our 9 plan or anything we're focused on with this 10 increase. 11 THE CHAIR: Commissioners, any questions? 12 Commissioner Carrillo. 13 VICE CHAIR CARRILLO: First, 14 congratulations on the U.S. News and World Report. 15 I'm looking at the Vistas and seeing what you've 16 done over the years. Clearly, you guys are just 17 knocking it out of the park. 18 As far as I'm concerned, 100 percent in 19 support of you being able to expand both your 20 facility and your enrollment. More kids need these 21 opportunities, and anything we can do as a 22 Commission to support you and support them, I think 23 is a move in the right direction. 24 MR. JOHN BINNERT: Much appreciated. 25 Thank you.</p>	<p style="text-align: right;">24</p> <p>1 materials, 7.a., and that the changes be reflected 2 as an amendment to the charter contract. 3 COMMISSIONER BRAUER: I second. 4 THE CHAIR: So motion by Commissioner 5 Gipson, a second by Commissioner Brauer. 6 All in favor? 7 (Commissioners so indicate.) 8 THE CHAIR: Opposed? 9 (No response.) 10 THE CHAIR: Hearing no opposition, the 11 motion passes. 12 Congratulations. And thank you for 13 everything you do. 14 MR. JOHN BINNERT: Thank you very much. 15 Thank you. 16 May we just -- one invitation, very 17 quickly. 18 I already talked to Commissioner Beck 19 about this. But we are opening a brand new library 20 on Monday, November 25th, at 3:00. If you happen to 21 be in the Albuquerque area that day, we would love 22 to have you. We're moving the opposite direction of 23 most schools in the country with library services 24 and programming, and we'll be happy to share why and 25 give a lot more detail of what's going on at our</p>
<p style="text-align: right;">23</p> <p>1 THE CHAIR: Commissioner Beck. 2 SECRETARY BECK: Has nothing to do with 3 your expansion. Of course, I'll be way in favor of 4 it. Do you have a MYP program? 5 MR. JOHN BINNERT: We do not. 6 SECRETARY BECK: You just do a DP? 7 MR. JOHN BINNERT: A DP. We revisit MYP 8 every five years. 9 I was at the global conference this summer 10 and learned about the changes taking effect in 2029. 11 So we're going to be informally pilot-testing with 12 IB some of those MYP components to determine if we 13 would like to adopt MYP in the future. 14 SECRETARY BECK: By the way, I'm sorry -- 15 I'm sorry for the -- MYP is Middle Years Programme 16 for IB, and DP is the Diploma Programme. 17 I think you guys do awesome with that. 18 It's a real need around the city to get an MYP in 19 there. 20 MR. JOHN BINNERT: Yeah. Thank you. 21 THE CHAIR: No other questions? 22 (No response.) 23 THE CHAIR: So I move that the PEC accept 24 the enrollment cap increase amendment for Cottonwood 25 Classical Preparatory School, in the meeting</p>	<p style="text-align: right;">25</p> <p>1 school. 2 Thank you. 3 THE CHAIR: We are on to Item No. 8, which 4 is an Update from Schools on Conditions in the 5 Implementation Year. 6 The first one is Sun Mountain Community 7 School, their outreach plan. 8 THE CHAIR: Do we have anyone from 9 Sun Mountain? 10 DIRECTOR CORINA CHAVEZ: Not in the 11 building; but... 12 MS. LUCY VALENZUELA: Yes, we have 13 Cynthia. And, Cynthia, I'm giving you permission to 14 speak. 15 Who else will be speaking? 16 MS. CYNTHIA STONG: I'm Cynthia Stong, and 17 I'm speaking for Sacramento School of Engineering 18 and Science. 19 MS. LUCY VALENZUELA: Okay, Cynthia. But 20 I do see Jayita. 21 MS. JAYITA SAHNI: Good morning. This is 22 Jayita, and also I have with me Zoe Wilcox. We will 23 be speaking on behalf of the Sun Mountain Community 24 School. 25 COMMISSIONER BRAUER: Is there a reason</p>

26	<p>1 why we never see anybody who's speaking on the Zoom?  2 Like, is that a decision we have to do? Just, like,  3 schools do for kids? It's always nice to see  4 people, if they're available. Okay.  5 MS. LUCY VALENZUELA: So that --  6 DIRECTOR CORINA CHAVEZ: Lucy might --  7 MS. LUCY VALENZUELA: They are -- since  8 the Zoom is being ran as a Webinar, they are on the  9 Attendee side. I can appropriate them as panelists,  10 and that's how you can see them, if that's what you  11 want.  12 THE CHAIR: Yeah. That would be  13 appreciated.  14 MS. LUCY VALENZUELA: Okay.  15 THE CHAIR: Yeah. If someone doesn't want  16 to, that's on them; right?  17 MS. LUCY VALENZUELA: Yeah. They'll just  18 need to turn on their camera. And, Jayita, I don't  19 see Zoe anymore.  20 MS. JAYITA SAHNI: She may have dropped  21 off. Let me check in with her. She also e-mailed  22 our outreach materials to Missy.  23 MS. LUCY VALENZUELA: I have them. Zoe  24 sent them to me. Missy is out sick. So just bear  25 with us.</p>	28	<p>1 Commissioners. Can you hear me?  2 MS. LUCY VALENZUELA: Oh, I can. I don't  3 know if they can in Mabry.  4 THE CHAIR: Yes, we can hear.  5 MS. ZOE WILCOX: So you can hear?  6 Wonderful.  7 THE CHAIR: I don't see Jayita.  8 MS. JAYITA SAHNI: Yes. Can you hear me?  9 THE CHAIR: Yes, we can hear you.  10 MS. JAYITA SAHNI: Wonderful. I  11 apologize. My camera is not connecting to my Zoom.  12 It happens periodically after I update.  13 THE CHAIR: We're good. We're good. So  14 whenever you're ready (inaudible due to off-mic) --  15 (Reporter cautions.)  16 THE CHAIR: Oh, sorry. I had my finger on  17 it.  18 If you will state your name, spell your  19 last name and your role with the school.  20 MS. ZOE WILCOX: Yes. My name is Zoe  21 Wilcox. Last name is W-i-l-c-o-x. I'm interim head  22 of school for Sun Mountain Community School.  23 All right. Thank you, Commissioners,  24 members of the PED and the community. Nice to see  25 you all again.</p>
27	<p>1 MS. JAYITA SAHNI: Is it possible to pull  2 them up?  3 MS. LUCY VALENZUELA: Yes. I'll start  4 sharing as soon as -- well, we share from Zoe.  5 MS. JAYITA SAHNI: Zoe says that she is  6 there.  7 MS. LUCY VALENZUELA: Hmm. Is she on as  8 another -- under a different name?  9 MS. JAYITA SAHNI: Let me ask her.  10 FROM THE FLOOR: How about if we ask Zoe  11 to raise her hand?  12 MS. LUCY VALENZUELA: Because there is  13 somebody with their hand raised under "Jessica."  14 MS. JAYITA SAHNI: That could be Zoe.  15 Yeah, she's under Jess Wireman. Jessica.  16 MS. LUCY VALENZUELA: Perfect. I've  17 promoted her as a panelist.  18 MS. JAYITA SAHNI: Right.  19 MS. ZOE WILCOX: Good morning. Can you  20 hear me?  21 MR. DANIEL IVEY-SOTO: While Zoe is coming  22 up, I represent the school as well. So as Mr. Hill  23 did, I will simply sit here quietly. I-v-e-y dash  24 S-o-t-o, Daniel.  25 MS. ZOE WILCOX: Good morning, Lucy and</p>	29	<p>1 We are here to go over our outreach plan.  2 And if Lucy -- first of all, I'm using our business  3 manager, Jessica Wireman's, Zoom, because the  4 speaker is better. So my apologies for that  5 confusion.  6 Lucy, if you could share, please, the --  7 the Google Docs page that I shared with you -- oh, I  8 see it's ahead.  9 Okay. So what I think would be most  10 efficient is if -- here is Proof of Advertising.  11 This is a document I have in hand, and I'm going to  12 go over.  13 And then I'll be able to show you -- I'm  14 going to go back. Do I have control of this or just  15 Lucy?  16 MS. LUCY VALENZUELA: I do. But if you  17 want, since you are a panelist, I can stop sharing  18 and give you sharing access if that works better.  19 MS. ZOE WILCOX: Yeah, let's do that,  20 Lucy. Thank you very much.  21 MS. LUCY VALENZUELA: Okay. So you should  22 be able to share now.  23 MS. ZOE WILCOX: Okay. Great. All right.  24 So what I have here is our proof of advertising and  25 our outreach plan. I'm just going to go over the</p>



<p style="text-align: right;">30</p> <p>1 documents, and you can let me know what you would 2 like to see.</p> <p>3 So on the far left, I'm hovering over our 4 actual plan. And what I'm going to read is a proof 5 of advertis- -- advertising.</p> <p>6 So let's just look at our outreach plan. 7 Whoops. Sorry. Let's not.</p> <p>8 So let me go over this document, which is 9 a proof of advertising, and I'll show you where all 10 the proof is in these organized files.</p> <p>11 So I'm reading off this document, which my 12 cursor is hovering over.</p> <p>13 It begins with the booths we've done. 14 We've done the Southside Farmers Market Booth. 15 We've done the Downtown Farmers Market Booth. We 16 had a Southside Library Booth. This was --</p> <p>17 VICE CHAIR CARRILLO: Can you make this 18 larger? If we could open these documents?</p> <p>19 MS. ZOE WILCOX: Yes, yes. Okay. And I'm 20 sorry. I don't know why, but it's not letting me 21 pull that up. That's why I'm not showing you that 22 copy.</p> <p>23 So I have --</p> <p>24 MS. JAYITA SAHNI: Should I try pulling it 25 up on my end and see if it comes up?</p>	<p style="text-align: right;">32</p> <p>1 Our social media outreach on our Facebook, 2 which we have now over -- I think we have 3 109 members. We have joined open house -- we have 4 joined groups. And we have an open house this 5 weekend and free storytelling event. And we have 6 been advertising widely across Facebook on the 7 different events, all of which includes Raising 8 Santa Fe; Santa Fe New Mexico Events; Santa Fe 9 Mamas; Santa Fe Bulletin; and Santa Fe Community.</p> <p>10 And all of that, I'm going to move my 11 cursor -- all of that is shown here in social media 12 advertising.</p> <p>13 Next -- and there is a -- there is a proof 14 that we advertised in Eventbrite.</p> <p>15 The next thing we're -- that is shown is 16 our flyer drop. So since we are running on a 17 volunteer army, we have to go as low-budget as we 18 can. So we're going by word of mouth.</p> <p>19 We have our flyer distribution -- I'm 20 hovering over now. This is -- this is a list of 21 48 locations identified across Santa Fe. There are 22 13 locations that are primarily Spanish-speaking. 23 So there wasn't even an English flyer dropped there.</p> <p>24 We have -- if I go back, you'll see in our 25 advertising flyers, we have three different flyers</p>
<p style="text-align: right;">31</p> <p>1 MS. ZOE WILCOX: We'd have to switch. 2 DIRECTOR CORINA CHAVEZ: Okay. While 3 you're switching, I have a question. This is 4 Corina.</p> <p>5 Have you uploaded all this information in 6 Epicenter?</p> <p>7 MS. JAYITA SAHNI: There was no way to 8 upload it on Epicenter.</p> <p>9 DIRECTOR CORINA CHAVEZ: Okay. I thought 10 that got corrected, that we had created a 11 placeholder in Epicenter for the conditions. All 12 right.</p> <p>13 MS. ZOE WILCOX: But they essential- -- 14 this outreach plan was prepared for that, Corina. 15 So as soon as there is a spot for it, we can load it 16 up.</p> <p>17 All right. I'm looking -- I'm sorry. I 18 know it's not great, but we're going to move 19 forward.</p> <p>20 September 24th, we did the Southside 21 Farmers Market. On October 25th, we did Downtown 22 Farmers Market. We had a Southside Library Booth 23 planned for November 2nd; it was rescheduled. It 24 will be rescheduled in December. So those are our 25 booths.</p>	<p style="text-align: right;">33</p> <p>1 that we've been distributing. They are all in 2 English and Spanish.</p> <p>3 So -- and then the rest of this section 4 are all the pictures of the places we have dropped. 5 Not all of them, but where people remembered to take 6 pictures.</p> <p>7 The next on the list is Community Support. 8 So let's go to that.</p> <p>9 Excuse me. Community Partners.</p> <p>10 So these are all the people we have been 11 developing relationships with. You'll see -- 12 excited about the Kinder Fair proposal. That is a 13 proposal with the Santa Fe Library, the LaFarge 14 branch, that we are in communications at -- 15 February, to invite multiple different kindergarten 16 charter schools.</p> <p>17 It is an idea of one of the outreach 18 coordinators at the LaFarge that we have many 19 booths, and they will advertise it so that people 20 can know what charter options are available to them.</p> <p>21 I'm hovering over here. This is 22 Communities and Schools. And we have been in -- oh, 23 no, I'm sorry. That actually is super exciting. 24 Where it says "Connection Follow-Up," that is with 25 Flores Head Start, Andrea Vigil. We have had a</p>

<p style="text-align: right;">34</p> <p>1 meeting together. And not only do we advertise on 2 their community, they're on -- off of Agua Fria down 3 on Airport Road. 4 Not only do we advertise on their 5 community board, but we also have an agreement that 6 we will do a March event together to speak to their 7 communities, to their families, about charter 8 schools' options, reminding schools that charter 9 schools are public schools, and what this unique 10 experience with Sun Mountain can offer their 11 families. 12 Below here, this is communities and 13 schools that we've had back-and-forth with. That 14 this has been my least successful to actually nail 15 someone down on a team. 16 This is Rhonda. Rhonda Montoya is with -- 17 she is with Growing Up New Mexico. And she has 18 agreed to advertise with us and has committed to 19 explore -- to meet and explore other ideas. 20 We actually had a long-awaited meeting, 21 and it was last Friday, when we -- everybody was in 22 snow days, so we will reschedule that. But looking 23 forward in -- so both Rhonda and Andrea has 24 expressed that spring is really the time when they 25 are focusing with their families on what's next for</p>	<p style="text-align: right;">36</p> <p>1 Governor Herrera with Tesuque, inviting them to come 2 to this weekend. 3 I've also had a wonderful connection with 4 Ms. Hinds. Ms. Hinds is with the Native American 5 Museum of Art. And she is also with the Tesuque 6 Pueblo, I believe. And we have been connecting over 7 storytellers and future storytelling events. 8 So that is the progress we've been making, 9 and I'm happy to answer any questions you might 10 have. 11 THE CHAIR: Can I ask you to click on the 12 Enrollment link? 13 MS. ZOE WILCOX: Yes. Whoops. Excuse me. 14 Give me a second. This one? 15 THE CHAIR: Yes. 16 MS. ZOE WILCOX: Enrollment Interest Form. 17 Yes. We've been publicizing this on our Facebook. 18 We are not ready yet to -- I'm sorry. I'm not sure 19 why this -- 20 MS. JAYITA SAHNI: Zoe, can you stop 21 sharing, and I'll share my screen and I'll pull it 22 up? 23 MS. ZOE WILCOX: Great. 24 DIRECTOR CORINA CHAVEZ: I'll just also 25 remind the Commission, that is one item on the</p>
<p style="text-align: right;">35</p> <p>1 them, as both their programs go through 2 five-year-olds, so they are looking for 3 kindergartens at that time. 4 But we are scheduled to be partnering with 5 them as they are working with their families. 6 Oh. And I'm going to go back to Community 7 Partners, because we had Tribal Outreach under that. 8 So I'm going to open that. 9 These are all e-mails -- so Damian -- oh, 10 boy, forgive me -- Wierzbicki -- Wierzbicki -- gave 11 me a list. After meeting him at a training, he gave 12 me a list of all the tribal contacts. 13 They -- I invited them all -- in small 14 groups of e-mails, I invited them all to our 15 storytelling event coming up this weekend. 16 Directly after that, I have attended the 17 G2G Summit, met with several of those people, 18 including Kevin Naranjo from Albuquerque. And he is 19 with -- he is with the -- the Indian Education 20 Department. 21 And following up that G-to-G Summit, I got 22 clear instructions with how to connect with these -- 23 with these pueblos. And so then down here, after 24 the G2G Summit, I wrote directly to Governor Roybal 25 of -- let's see -- Roybal is Pojoaque -- and then</p>	<p style="text-align: right;">37</p> <p>1 Implementation Year Checklist that today is the 2 deadline for them to submit, and we still need to 3 review and provide feedback to the school. 4 THE CHAIR: So I went on their website, 5 and I clicked on the enrollment form. And there is 6 a question on that enrollment form that says, "Has 7 your child previously attended Waldorf -- the 8 Waldorf School?" 9 There's a yes or no. 10 MS. ZOE WILCOX: Yes. 11 THE CHAIR: That is -- so to me, that's 12 one of those chilling effects. If I'm a parent -- I 13 know there may be good intentions there to try to 14 see if you're capturing new students. 15 But if I'm a parent, I may think my 16 child's name is going to go to the bottom because 17 they haven't previously attended. 18 So I don't think that's appropriate for 19 that to be on there. 20 DIRECTOR CORINA CHAVEZ: Right. 21 Absolutely not. That's going to have to be removed, 22 because somebody could make the accusation that the 23 school might preference those that have had Waldorf 24 experience before. You don't want that on you. 25 (Simultaneous speaking) when they're names</p>

<p style="text-align: right;">38</p> <p>1 from the lottery and you are registering them, you 2 can get that information then.</p> <p>3 MS. JAYITA SAHNI: I'd like to speak to 4 that, please.</p> <p>5 During our application process, during the 6 community input hearing, during our capacity 7 interview, during our public -- our PEC 8 decision-making meetings, we were repeatedly asked 9 how many people in our survey were from outside the 10 former Santa Fe Waldorf community.</p> <p>11 And this question is -- because we did not 12 explicitly ask this question in any of those surveys 13 for the reasons that you have now put forth. We 14 don't want people to think that there's some sort of 15 weeding out process.</p> <p>16 However, there were at least two 17 Commissioners voted no because they said they didn't 18 have the actual data to back up their yes vote 19 because they didn't know how much outreach and how 20 much interest was from outside our community.</p> <p>21 This is not a lottery form. Our lottery 22 is not live.</p> <p>23 This is a survey that we are using to vet 24 our budget and the enrollment interest in specific 25 grades. And the reason the question is there is to</p>	<p style="text-align: right;">40</p> <p>1 THE CHAIR: It does. And I previously 2 said I understand what the intent could have been. 3 It wasn't clear to me by looking at this that this 4 information wasn't going to automatically roll 5 students into the -- the lottery process.</p> <p>6 So as long as there's a clear and 7 distinct, and these students aren't automatically 8 going into the lottery pool, I'm fine. It's fine.</p> <p>9 MS. JAYITA SAHNI: They are not.</p> <p>10 THE CHAIR: I get the intent. I really 11 appreciate it that you heard it, that you're 12 providing this information. Like I said, going 13 online, it just wasn't clear that these names 14 weren't going to go into the lottery process.</p> <p>15 As long as it's -- it's not, that'll come 16 down, the lottery will be on there, that's great. 17 And I appreciate the information. We're fine. I'm 18 sorry.</p> <p>19 DIRECTOR CORINA CHAVEZ: As long as 20 parents are clear and don't think they've already 21 submitted an application by filling out that form.</p> <p>22 THE CHAIR: Well, we can't -- there's no 23 way of knowing that.</p> <p>24 DIRECTOR CORINA CHAVEZ: No. I'm just 25 suggesting that for Zoe and Jayita to attend to.</p>
<p style="text-align: right;">39</p> <p>1 give the Commission the specific information that 2 you all asked for in our public decision-making 3 meeting, which was how much interest is from outside 4 the former school.</p> <p>5 And to that, I would say -- I'm going to 6 scroll down the form -- "Were your children 7 previously enrolled in the Santa Fe Waldorf School?" 8 The answer "no" is over 80 percent.</p> <p>9 So we have succeeded in doing outreach 10 outside the former community. We now have the data 11 to give you that there is interest outside the 12 Santa Fe community.</p> <p>13 We have uploaded our lottery and our 14 enrollment forms on Epicenter, and the Charter 15 Schools Division and the PEC can peruse them at your 16 leisure. And you will see that we are not asking 17 this question in the lottery form; nor are we asking 18 it in the enrollment form, because, frankly, it's 19 not relevant.</p> <p>20 However, you specifically asked for this 21 data, and we have collected that data to give to 22 you.</p> <p>23 So I hope that clarifies why this question 24 is here and what the purpose of this form is. This 25 is not our lottery. The lottery is not live.</p>	<p style="text-align: right;">41</p> <p>1 MS. JAYITA SAHNI: Yes. That's why we're 2 calling it the "Enrollment Interest Form." 3 And we have, in our marketing efforts, 4 made it very clear that this form is being used to 5 vet which grades we're opening with. This is not 6 the lottery. The lottery is not live.</p> <p>7 THE CHAIR: Yes, that's fine. Great. And 8 I really do appreciate your efforts in this. I do. 9 Thank you.</p> <p>10 MS. JAYITA SAHNI: Zoe, do you have 11 anything to add? 12 MS. ZOE WILCOX: Do I have anything to 13 add? 14 MS. JAYITA SAHNI: Yeah. 15 MS. ZOE WILCOX: I don't. Thank you. 16 THE CHAIR: Commissioner Carrillo. 17 VICE CHAIR CARRILLO: Thank you. I wish 18 you were in person. I always do, especially since 19 you're just across town. 20 I'm happy that you're here on Zoom. So we 21 have Zoe -- and -- I can't remember -- Is it Sangha 22 [ph]? 23 MS. JAYITA SAHNI: Jayita. 24 VICE CHAIR CARRILLO: That's right. Okay. 25 So there's concerns I have about</p>

<p style="text-align: right;">42</p> <p>1 redundancies relative to where you've reached out in 2 the past when you were presenting to us. And my 3 sense is those were just minimally effective, things 4 like Farmers Market booths, having a Facebook page 5 and these things -- sorry. There's -- bear with me, 6 please. 7 You guys, I'm asking important questions, 8 and I'd -- we're just going to wait until the side 9 conversation is over. 10 All right. I'll continue. 11 So the redundancies and to me some of 12 those things weren't that effective the first time 13 around. I feel like living in Santa Fe and going to 14 farmers markets, you're constantly kind of with the 15 same people, like-minded already. 16 When I think of flyers, when we showed the 17 pictures of where they are, (audio distortion) Whole 18 Foods (audio distortion) anymore, that (audio 19 distortion) anything on their property at all. You 20 post it on a community board and call it a day. 21 We all know how effective, when you see 22 community boards at a supermarket or a restaurant or 23 anywhere, you see 100 business cards posted, we all 24 know how effective that is. 25 So I'm concerned about that. I'm</p>	<p style="text-align: right;">44</p> <p>1 New Mexican. Your -- and those advertisements are 2 about \$600 for a quarter page. 3 We are on a budget of zero. So I can 4 write an article; I cannot afford to pay for an 5 advertisement. 6 VICE CHAIR CARRILLO: I understand. 7 Printed advertising is super expensive. So -- and 8 I'll get back to that. 9 I'm curious. What support have you had, 10 if any, from the national organization? 11 MS. ZOE WILCOX: We have -- Jayita, you 12 organized that with the board. Would you like to 13 speak to that? 14 MS. JAYITA SAHNI: Yes. So the national 15 organization, the Alliance for Public Waldorf 16 Education, has been very supportive in offering us 17 curriculum and program development support, talking 18 to our board -- their president talked to our board 19 at our last board meeting to let -- to -- what 20 public Waldorf education looks like. 21 If you're asking about monetary support, 22 they do not have the resources to provide that to 23 charter schools. 24 VICE CHAIR CARRILLO: Okay. So the thing 25 I'm more concerned about here is the outreach piece.</p>
<p style="text-align: right;">43</p> <p>1 concerned -- I'm not trying to sound -- I don't mean 2 to sound too terse, but I want you to know this is 3 one of the biggest issues that we had relative to 4 approving a school. 5 I didn't hear Tumbleweed mentioned. That 6 was such a major publication for parents and kids in 7 Santa Fe. Is Tumbleweed still around? If they are, 8 why don't you reach out to Tumbleweed. 9 MS. ZOE WILCOX: Commissioner, I have 10 reached out to Tumbleroot. 11 VICE CHAIR CARRILLO: That's the brewery, 12 the distiller. Tumbleweed is the kids/parents 13 magazine. 14 MS. ZOE WILCOX: Actually, that is one 15 thing I did not remember putting up there. We -- I 16 have spoken with a gentleman who runs Tumbleweeds, 17 and we -- I have proposed to him an article for 18 January's publication. January's publication is all 19 about education. And I have proposed not a straight 20 promotion of our school, but a component that makes 21 our school unique to make that the headline of -- of 22 the article. He is taking it back to his board for 23 approval. 24 And so I investigated advertising with 25 Tumbleweeds. I investigated advertising with The</p>	<p style="text-align: right;">45</p> <p>1 This is what we wanted reported to us. 2 I'm not -- I fully have confidence in the 3 school and its abilities relative to curriculum and 4 administrating the school and everything else. 5 But none of that happens, none of it, 6 unless it opens, and you're going to have kids, and 7 unless we're satisfied as a Commission that the 8 terms are being met. So I was just curious about 9 that. 10 You talked about Growing Up New Mexico. 11 This is kind of a weird thing. But Kate Noble, 12 who's on the board of Santa Fe Public Schools, is 13 the head of Growing Up New Mexico now. And while 14 she might have a mild conflict, because she is 15 working for the District as being on the board, as 16 her (audio distortion) Growing Up New Mexico, I 17 would think she is someone you want to reach out to, 18 because she is very supportive of educational 19 opportunities for kids, whether or not -- regardless 20 of where they are. 21 And we're all in the interests of kids 22 here. So I would reach out to Kate Noble. And you 23 can tell her that I was name-dropping her in this 24 meeting. 25 The -- so this is my -- here's what I</p>

<p style="text-align: right;">46</p> <p>1 think you guys have got to do. It's -- it's almost  2 as though you're operating as though you're some  3 sort of advocacy group, trying to get someone -- I  4 don't know -- a bill in the Legislature or whatever  5 it might be. And you're doing kind of this -- the  6 things that I would think are more  7 grassroots-oriented that we might have done in 1980.  8 Here's what I would do. And I don't know  9 how you're going to get the money to do it, but I  10 promise you you'll be grateful if you do it.  11 You need to hire a publicist. You need to  12 hire someone whose specialty is examining all of  13 these markets, targeting all of the people you want  14 to reach.  15 And they know -- like, you didn't mention  16 radio. There's KSFR, all the radio stations that  17 have broadcasting. And you should be on those shows  18 regularly.  19 And I know that Richard Eeds would love to  20 have you on to talk about this opportunity.  21 With The New Mexican, you could talk to  22 Margaret O'Hare, and you could talk to Mo with the  23 Santa Fe Reporter, just to let them know of your  24 progress. Just keep your name in the paper every  25 chance you get, even if it's for the littlest thing,</p>	<p style="text-align: right;">48</p> <p>1 conditions, it seemed -- I was -- my assumption was  2 that the Charter School Division would have already  3 gone through this work, gone through this, and we  4 would be getting an update more from CSD about this,  5 not from the schools directly.  6 And I really think it's inappropriate for  7 us to be at this level of, like, managing a school.  8 It doesn't -- it actually -- and I just looked up  9 what we voted on. And it was that they provide a  10 plan for -- that they provide documentation.  11 It doesn't even say that we should approve  12 it. It doesn't say we have any influence on it. It  13 doesn't say any of those things.  14 So I actually think we're going really way  15 too -- we're very much overstepping our authority  16 right now. And I feel like we should wait until  17 this information is looked at through CSD, that  18 they've vetted it, that they've done the  19 coordination with the school, and make a  20 recommendation to us of whether an update -- a  21 recommendation that they feel like the school has  22 come up with a good plan, that they're executing on  23 something they feel is appropriate.  24 Same thing with the next school, with  25 transportation. It says that they provide a plan.</p>
<p style="text-align: right;">47</p> <p>1 that you're announcing some whatever.  2 That's what your publicist is going to do  3 for you. In terms of printing, The New Mexican is  4 too expensive. I would definitely go with the  5 Reporter. But the thing is, this is what someone  6 who knows this job can do for you.  7 And if they -- if they want a retainer of  8 \$5,000 out of the gate, I would imagine someone  9 who's supportive of the Waldorf School that was on  10 your board before can write a check for \$5,000 and  11 not notice a difference in their account.  12 Yeah, that's a broad generalization, and  13 that may be inappropriate.  14 Time has a way of just rolling by really  15 quickly. And now we have the holidays. This is  16 when people find every reason possible not to work.  17 "Oh, let's just talk about this next year."  18 So we don't have that kind of time. I  19 would just urge you to hire a publicist.  20 THE CHAIR: Commissioner Burt.  21 COMMISSIONER BURT: Thanks.  22 Okay. I'm going to start in a very  23 different way, because I actually think that's  24 incredibly inappropriate what we're doing right now.  25 When I saw this that it was an update on the</p>	<p style="text-align: right;">49</p> <p>1 I think we're going way too far into micromanaging  2 these schools.  3 So I will have no comments. I haven't  4 looked at any of this documentation. I actually  5 don't know if it's appropriate for us to be looking  6 at it right now without CSD first having done an  7 analysis of it and providing that information to us.  8 So I'm feeling very uncomfortable with  9 this. And I would recommend that we take a step  10 back from this right now, wait until this  11 documentation is due, wait until CSD looks at it and  12 have them do a report to us next month about the  13 status of it.  14 And if they have any concerns about the  15 plans that were submitted, then I believe CSD should  16 be bringing those concerns towards us instead of the  17 way that we're doing it right now.  18 THE CHAIR: Just one person?  19 COMMISSIONER INGHAM: I think we should  20 move on.  21 THE CHAIR: Okay.  22 VICE CHAIR CARRILLO: I understand what  23 you're saying. I truly do, hearing what you're  24 saying.  25 And with regards to this school or any</p>

<p style="text-align: right;">50</p> <p>1 school, I want them to be successful. That's where 2 I'm coming from. I know that's where you're coming 3 from, too.</p> <p>4 THE CHAIR: Yeah. I was looking for a 5 simple update. I wasn't looking to dig into this in 6 any shape, form, or matter. I wanted a simple 7 update. And it's simple.</p> <p>8 COMMISSIONER BRAUER: Madam Chair, I would 9 just share. I'm all for the simple update as well. 10 Where -- I think that -- I think it's always best 11 practice to have the CSD team kind of review things. 12 I also know that today was the day that 13 things were due. And sometimes we have to adjust 14 and -- and, you know, waiting for another month, I 15 could -- I could see arguments of waiting for 16 another month. I could see arguments for saying, 17 "Hey, we got it now. Today was the day. Let's 18 review it."</p> <p>19 But I'm with you. I think a simple 20 update, I think, is great. I think future moments, 21 we might think of having similar updates from the 22 CSD team, and then, where appropriate, updates 23 directly from the school. That's been our practice. 24 And I think that's -- I think that's your 25 prerogative as Chair to figure that piece out.</p>	<p style="text-align: right;">52</p> <p>1 on this, as able, without a budget. Once -- if they 2 get a grant, they can continue to do so with a 3 budget and are working with CSD to keep them 4 apprised. Is that a simple overview? Thank you.</p> <p>5 THE CHAIR: So I know that Cindy Stong was 6 on for Sacramento, and I know she had many other 7 folks there. Thank you.</p> <p>8 MS. CYNTHIA STONG: So can you guys hear 9 me? Cynthia Stong for Sacramento School of 10 Engineering and Science. S-t-o-n-g. 11 And possibly Dr. Michelle Perry is on. 12 She's traveling. 13 Okay. I don't hear her. 14 So I will give you guys a brief update. 15 Good morning, and thank you for allowing us to 16 update you on our options for transportation. 17 DIRECTOR CORINA CHAVEZ: Hold on a sec. 18 One of the Commissioners is requesting that Cynthia 19 be promoted to the panel, and if you could -- 20 THE CHAIR: My assumption. So I'm 21 (Off-mic). 22 DIRECTOR CORINA CHAVEZ: Cynthia, if you 23 can turn your camera on. So watch for -- there we 24 go. Awesome. 25 MS. CYNTHIA STONG: Okay. I'll continue.</p>
<p style="text-align: right;">51</p> <p>1 I would say -- I would still like to hear 2 a simple update from the next school, if that was 3 your thought. Like, I don't want us to skip to the 4 next item on our agenda without hearing from 5 Sacramento, since we have them there.</p> <p>6 VICE CHAIR CARRILLO: I'm going to ask 7 you. What does CSD have? Like, if they were going 8 to be providing the update for today, what do you 9 have for us?</p> <p>10 DIRECTOR CORINA CHAVEZ: No. Things are 11 due today.</p> <p>12 THE CHAIR: All the document drops are due 13 today. I wasn't looking -- like, their enrollment 14 form. I wasn't looking at their enrollment form. I 15 was looking at the plan for their outreach. 16 So that's -- you know, that's not in the 17 Implementation Year Checklist.</p> <p>18 VICE CHAIR CARRILLO: I understand. 19 THE CHAIR: So I knew all of the other 20 things, we weren't going to get an update on today 21 because it's dropping today. I knew that. 22 Okay. 23 MR. IVEY-SOTO: Madam Chair, if I may. 24 Sun Mountain Community School heard the Commission 25 very clearly on issues of outreach, has been working</p>	<p style="text-align: right;">53</p> <p>1 Thank you.</p> <p>2 So we brainstormed seven possible options 3 for transportation for our school. And I'll list 4 them briefly.</p> <p>5 I did -- we did e-mail this to Missy, and 6 I just sent it to Lucy. But I'm not sure if she's 7 had a chance to find it.</p> <p>8 Oh, there we go. Perfect. Thank you. 9 If we can scroll to the top? Or is that 10 me? 11 There we go. All right. 12 So our seven options that we brainstormed, 13 for each option, we did a brief description, the 14 benefits, the challenges, and funding options. 15 I'll just list these high-level real 16 briefly, and then I have some details on one of 17 them. 18 First is a district collaboration model, 19 where we would work with our local Alamogordo Public 20 School. 21 Second is contracting with private 22 transportation services, which we have in town. 23 Third is partnering with our public 24 transit. 25 Fourth is incentives for carpooling and</p>

<p style="text-align: right;">54</p> <p>1 ride-share.</p> <p>2 If you could go down just a little bit.</p> <p>3 There we go.</p> <p>4 Fifth is school-owned transportation.</p> <p>5 Sixth is a hub-and-spoke model, which is a</p> <p>6 combination of things.</p> <p>7 And seven would be some incentive program</p> <p>8 for, possibly, walking, biking on safe routes.</p> <p>9 So because of lead time, we've actually</p> <p>10 been meeting with Superintendent Michael Crabtree</p> <p>11 from the Alamogordo Public Schools. And our goal</p> <p>12 was to establish some potential plans for working</p> <p>13 with them on using their transportation.</p> <p>14 In a September 30th note from the</p> <p>15 Superintendent, he stated that once we have a</p> <p>16 location set -- we're still looking for a</p> <p>17 building -- that we can further develop the</p> <p>18 logistics and set up an MOU to talk about sharing</p> <p>19 transportation. He was very eager to do that with</p> <p>20 us, and they've been very helpful.</p> <p>21 So that's a quick summary of where we are</p> <p>22 with our transportation options.</p> <p>23 Is there any questions?</p> <p>24 THE CHAIR: I think that's really, really</p> <p>25 great that the school district is open and having</p>	<p style="text-align: right;">56</p> <p>1 with a potential build person. So we have several</p> <p>2 options in work. And we'll just keep charging ahead</p> <p>3 on that.</p> <p>4 SECRETARY BECK: Okay. Great. Yeah.</p> <p>5 Thanks.</p> <p>6 THE CHAIR: So, Commissioner Ingham, did</p> <p>7 you want to say something?</p> <p>8 COMMISSIONER INGHAM: Yeah. I just want</p> <p>9 to thank you for your thorough, but distinct,</p> <p>10 response to this. And I just want to say that was</p> <p>11 really appropriate. Thank you.</p> <p>12 MS. CYNTHIA STONG: Thank you.</p> <p>13 THE CHAIR: Thank you so much. Thanks for</p> <p>14 your time.</p> <p>15 Michelle, safe travels.</p> <p>16 MS. CYNTHIA STONG: Thank you.</p> <p>17 (Recess taken, 10:15 a.m. to 10:28 a.m.)</p> <p>18 THE CHAIR: Okay. So welcome back,</p> <p>19 everyone. The time period for Public Comment does</p> <p>20 close right before the start of our meeting. But I</p> <p>21 fully understand that folks made quite an effort to</p> <p>22 come here and be here. So we are going to allow for</p> <p>23 student presentation.</p> <p>24 But Public Comment did close. So I will</p> <p>25 ask you, anyone that's going to speak, you need to</p>
<p style="text-align: right;">55</p> <p>1 those conversations. So I'm really -- that's --</p> <p>2 doesn't happen often. So that's -- you know, I'm</p> <p>3 really very pleased with that hopefully cooperative</p> <p>4 relationship that can be established.</p> <p>5 And I get it, you know. Where you are</p> <p>6 depends on how easy that's going to happen.</p> <p>7 MS. CYNTHIA STONG: Correct.</p> <p>8 THE CHAIR: But I'm just pleased that</p> <p>9 there -- that they're even willing to meet with you</p> <p>10 is a big lift in many areas. So thanks so much for</p> <p>11 that.</p> <p>12 Commissioner Beck, did you have your hand</p> <p>13 up?</p> <p>14 SECRETARY BECK: I don't know. This may</p> <p>15 be out of bounds here, and tell me if it is. I'm</p> <p>16 sure it is, because it deals with the</p> <p>17 transportation.</p> <p>18 Are you feeling comfortable finding a</p> <p>19 place?</p> <p>20 MS. CYNTHIA STONG: We've -- yes. It just</p> <p>21 keeps me up at night. That's the part I worry</p> <p>22 about. Because it's a huge lift.</p> <p>23 But we have several options in work.</p> <p>24 We're in the middle of negotiating with a facility</p> <p>25 right now for a lease. And then we're meeting today</p>	<p style="text-align: right;">57</p> <p>1 state your name and spell your last name, because</p> <p>2 there is a court reporter taking the minutes. She's</p> <p>3 online so you can't see her, okay?</p> <p>4 So I'll just ask you to do that. And you</p> <p>5 have to press the button hard. The green light has</p> <p>6 to come on. And you have to -- it's</p> <p>7 counter-intuitive, but you have to keep the mic far</p> <p>8 away from you. Thank you, and welcome.</p> <p>9 Well, Mr. Ivey-Soto said that he would do</p> <p>10 that. So we're good.</p> <p>11 FROM THE FLOOR: Hi. My name is Maya</p> <p>12 Kallestewa. I'm student council president. My last</p> <p>13 name is spelled K-a-l-l-e-s-t-e-w-a.</p> <p>14 FROM THE FLOOR: Hello. My name is Major</p> <p>15 Sky Johnson. I'm student council treasurer. And my</p> <p>16 last name is spelled J-o-h-n-s-o-n.</p> <p>17 FROM THE FLOOR: Hi. My name is Lincoln</p> <p>18 Yazzie. I am the student body vice president, and</p> <p>19 my last name is spelled Y-a-z-z-i-e.</p> <p>20 THE CHAIR: Okay. So now I'm going to</p> <p>21 take back a little bit of what I said. You're going</p> <p>22 to have the bring the mics a little closer, because</p> <p>23 some people here can't hear you.</p> <p>24 FROM THE FLOOR: Okay. So I've been asked</p> <p>25 if you could say your first names again.</p>

58	<p>1 (First names repeated.)</p> <p>2 THE CHAIR: Did you spell your last name?</p> <p>3 FROM THE FLOOR: We represent the students</p> <p>4 of Six Directions Indigenous School. We are the</p> <p>5 most proximate and impacted by the decisions made by</p> <p>6 the Commission. We will be represented in ways that</p> <p>7 are authentic -- and we ask that you allow us to</p> <p>8 speak freely and uninterrupted while we tell our</p> <p>9 story.</p> <p>10 FROM THE FLOOR: And with that being said,</p> <p>11 I guess there's more on this paper. We have two</p> <p>12 students here that one would like to do a prayer in</p> <p>13 Zuni. She can say her name and spell her last name</p> <p>14 for you.</p> <p>15 FROM THE FLOOR: Hello. My name is</p> <p>16 Jessica. And my last name is spelled</p> <p>17 Y-a-t-s-a-t-i-e.</p> <p>18 (Prayer conducted.)</p> <p>19 FROM THE FLOOR: We have a student that is</p> <p>20 going to sing a song in Hopi.</p> <p>21 FROM THE FLOOR: (Song presented.)</p> <p>22 FROM THE FLOOR: Can everybody hear me?</p> <p>23 Okay.</p> <p>24 So the song that was sang is a Hopi song.</p> <p>25 It's in the Navajo language. The song is over</p>	60
59	<p>1 100 years old, and we chose to be -- we chose --</p> <p>2 chose it because we are grateful for the</p> <p>3 Navajo Nation who has supported us and our voices.</p> <p>4 So thank you to the Navajo Nation.</p> <p>5 And I'd also like to say thank you to the</p> <p>6 Zuni Tribal Council members.</p> <p>7 So thank you to everybody who has listened</p> <p>8 to us and for rising in solidarity for validating</p> <p>9 and for affirming us. Thank you.</p> <p>10 FROM THE FLOOR: As stated during our</p> <p>11 public comment on October 18th, we have organized</p> <p>12 after witnessing our board violate laws, policies,</p> <p>13 bylaws. And we've taught ourselves using the tools</p> <p>14 that our head administrator had given to us.</p> <p>15 She taught us ELA all last year, and we</p> <p>16 learned how to annotate text, we learned how to</p> <p>17 question whose voices are missing and who is</p> <p>18 present, and who benefits.</p> <p>19 We've learned about systematic events that</p> <p>20 occurred in the past towards liberation. we learned</p> <p>21 about the history and impact of colonism (verbatim).</p> <p>22 We learned about re-indigenizing ourselves and our</p> <p>23 future. We are the corn that grow under her seeds.</p> <p>24 We belong to each other and the earth. And our head</p> <p>25 administrator did this.</p>	61
	<p>1 FROM THE FLOOR: After the October 18th</p> <p>2 meeting, the governing council met on October 22nd.</p> <p>3 No one knew. It was seen on the school website on</p> <p>4 October 21st.</p> <p>5 We as student council members attended</p> <p>6 with our parents and with staff. The board</p> <p>7 discussed approval (verbatim) of board members</p> <p>8 and asked if anyone has recommendations. We put in</p> <p>9 the comments that we, student council, have</p> <p>10 recommendations and wanted to give the names of</p> <p>11 those we had vetted and recruited. The school</p> <p>12 attorney stated that the students wanted to speak.</p> <p>13 We came off mute and began to speak.</p> <p>14 The Chair told us, "We are not having</p> <p>15 public comment. Speak at our next meeting."</p> <p>16 Our parents jumped up to speak, and they</p> <p>17 said, "No. Point of order."</p> <p>18 FROM THE FLOOR: My mother spoke anyway.</p> <p>19 She told them that she's a parent at Six Directions</p> <p>20 and that this isn't right. We have the right as</p> <p>21 parents and students to speak. We do not ever turn</p> <p>22 away a child, because then that hurts them and puts</p> <p>23 their confidence down. These children are fighting</p> <p>24 for something that they have built.</p> <p>25 The Chair told everyone that they -- they</p>	
	<p>1 are not on the -- that they're not on the agenda,</p> <p>2 and if they put in a request in writing, then they</p> <p>3 can speak at our next regular board meeting.</p> <p>4 FROM THE FLOOR: They discussed the</p> <p>5 article in Gallup Independent on October 18th. The</p> <p>6 board members talked about how they believed student</p> <p>7 education is more important and stated they are the</p> <p>8 reason the school is open.</p> <p>9 A board member questioned the students at</p> <p>10 Six Directions asking, "Are they ready for college?</p> <p>11 Are they ready to fill out a job application? Are</p> <p>12 they ready for life skills, not to be involved in</p> <p>13 things at an administrative level? Students should</p> <p>14 be children and have -- and have that aspect in life</p> <p>15 because there are some things that are not in your</p> <p>16 lane."</p> <p>17 I feel that we need to see where our</p> <p>18 students are at. Are they performing at a level of</p> <p>19 New Mexico Public Education Department? Are we even</p> <p>20 in compliance with education? Because the thing I</p> <p>21 would hate to happen is we graduate students and</p> <p>22 they're not prepared for the future. They're not</p> <p>23 prepared for what's coming.</p> <p>24 Because all of us doubts. We know what</p> <p>25 the world is, not the way it was ten, fifteen years</p>	



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1 ago. You have to try harder.

2 FROM THE FLOOR: A board member also

3 stated the publicity that was happening is just more

4 negative on the school, and people are questioning

5 about people -- and people are second-guessing to

6 say, "Hey, is this school able to educate my child?"

7 They went on to state, this is no time to

8 engage in this type of disharmony.

9 They continued to have discussions about

10 the head administrator, stating she needs to be held

11 accountable for letting things escalate, but they

12 never placed a report from her on the agenda.

13 They made an executive session to discuss

14 the head administrator. Then they went -- they went

15 into an executive session for over two hours.

16 The head administrator was with us, and

17 she was never invited into the executive session

18 about her.

19 They came out and made a motion to write

20 the head administrator a letter of direction. This

21 is another OMA violation, because the motion was not

22 on the agenda that was posted 72 hours prior.

23 FROM THE FLOOR: So we put our request in

24 writing to be placed on the agenda.

25 The next agenda was released for

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1 October 22nd, and we were not on the agenda. The

2 agenda stated a special session would take place

3 November 5th, 2024, and students would be allowed to

4 speak.

5 The October 22nd meeting was canceled, and

6 our families had all shown up.

7 The November 5th meeting never happened

8 because no notice was posted 72 hours prior.

9 FROM THE FLOOR: Most of the students at

10 our school were expelled or forced to withdraw their

11 student. Zuni parents are told, "Your child can go

12 to the detention center, or you can withdraw your

13 child."

14 Why are students in Zuni kicked off of

15 their homeland, and the administration there are all

16 non-Native? Now we are here at Six Directions, and

17 everything has changed since Rebecca has come.

18 FROM THE FLOOR: We are leaders because of

19 Rebecca. The way that she teaches and cares and the

20 love that she has for us transcends school. We are

21 family. I hope her voice is invited to speak so

22 others can learn from what she created at

23 Six Directions.

24 FROM THE FLOOR: We call Rebecca (Native

25 language spoken). In Zuni, that means "Other

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1 Mother."

2 Students are safe at Six Directions.

3 Students respect each other, themselves, and staff.

4 And the staff respect us as students.

5 FROM THE FLOOR: We said this before to

6 this Commission, that we are here because we love

7 our school. We bring the support of our families

8 and other ancestors, and we are the result of

9 revolt. We resisted, and we believe in what we did

10 here. Thank you.

11 FROM THE FLOOR: That's everything we have

12 to say. So thank you.

13 FROM THE FLOOR: Thank you, ladies and

14 gentlemen.

15 THE CHAIR: Thank you. So I'm going ask

16 that -- is there anyone in person that wishes to

17 speak for tribal consultation, or if there's anyone

18 online that wishes to speak for tribal consultation,

19 if you would raise your hand so that we can

20 recognize you and promote you to the panel. I'd

21 appreciate that.

22 MS. LUCY VALENZUELA: The only one that

23 raised her hand is Alice Benally, and she's promoted

24 to the panel.

25 THE CHAIR: I received an e-mail from her.

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1 So, yes, please promote her to the panel.

2 MS. LUCY VALENZUELA: She is. I've

3 promoted her already. There she is.

4 THE CHAIR: Thank you, Ms. Benally. I

5 think we spoke briefly, and I have an e-mail. So if

6 you would -- if you would state your name, spell

7 your last name, and then tell us what role you

8 are -- what role you play.

9 FROM THE PUBLIC: Yes. Good morning

10 again. My name is Alice J. Benally. B-e-n-a-l-l-y.

11 Senior Education Specialist with the

12 Johnson-O'Malley Program. And also, I'm on the

13 Navajo Nation Department of Diné Education Tribal

14 Consultation Team.

15 We have recently met with Six Directions a

16 couple of weeks ago, and they shared their

17 information, your funding, your budget, their

18 student enrollment, the whole program, especially

19 the native Navajo-Zuni language program. So we were

20 really impressed with their program.

21 And, again, I stated in the chat that we

22 visited their -- their site a couple of -- maybe

23 about three weeks ago during their Indigenous Day.

24 And we were able to tour the classrooms, their

25 Navajo language program, their Zuni program. And

<p style="text-align: right;">66</p> <p>1 there were many different, different activities that 2 students were participating in.</p> <p>3 And we were able to meet with their 4 regular academic teachers, the science, math, the 5 language program.</p> <p>6 So we were really impressed with what the 7 school was -- I'm sorry -- was offering for our 8 students that live and -- around the City of Gallup 9 and the community.</p> <p>10 And we're very fortunate to have 11 Six Directions Indigenous Charter School within 12 reach, where students that are not able to stay in a 13 regular classroom, they come to Six Directions, and 14 they're redirected on why it's important for them to 15 stay in school, why it's important for them to learn 16 their language, research their culture, their 17 history, and the importance of being indigenous.</p> <p>18 And also we learned that the community was 19 really involved with the school, and the parents 20 come on a daily basis to assist in whatever the 21 school needs.</p> <p>22 And we're one of the very few tribes that 23 are taking in charter schools. And we also have 24 Dream Diné and DEAP. So those are some of the 25 charter schools that we're serving.</p>	<p style="text-align: right;">68</p> <p>1 now, I'd just ask you to include that, because it 2 won't be part of the record if it's not verbal.</p> <p>3 MS. ALICE J. BENALLY: Yeah. One of the 4 areas that we looked at when we went in as a team, 5 we looked at their budget to make sure, with the JOM 6 Program, the JOM funds that are going to the school 7 are utilized according to their education plan, and 8 that the parents are involved and have an IEC [ph] 9 committee that oversees how the funds will be 10 utilized.</p> <p>11 And we also looked at other funding 12 sources, because JOM is just a supplemental program 13 to the school. And we saw that they are really 14 implementing different programs, from other Title 15 programs, the State initiative native program.</p> <p>16 So we were very impressed with your 17 school. And then we looked at the students' 18 performance and academic. And they're up near where 19 the majority of the schools are.</p> <p>20 And then on the native language, the 21 history, and the government, they have a full-time 22 Navajo teacher. They have a full-time Zuni teacher 23 and the students all integrate into different areas 24 of -- if they're Navajos, if they want to take Zuni 25 language, they do so. If they're Zuni, and they</p>
<p style="text-align: right;">67</p> <p>1 And we're fortunate to be able to work 2 with those schools on a daily basis. And we try our 3 best to provide technical assistance to their 4 school.</p> <p>5 And when they come to tribal consultation, 6 we allow them to -- to share their programs, 7 their -- whatever success, whatever issues, concerns 8 that they have with the program.</p> <p>9 And at our last tribal consultation 10 meeting, the issue with the board and mis- -- 11 micromanagement came up. And as a consultation 12 team, this was a very deep concern to us.</p> <p>13 And we had tried to stay in contact with 14 Six Directions to see how our team and how the 15 Department of Diné Education can help to keep the 16 school open for -- it's for the students, not for 17 adults. You know, the students are the ones that 18 are going to get hurt if the school closes.</p> <p>19 Thank you very much.</p> <p>20 THE CHAIR: Thank you very much. And 21 just -- so I just want to make sure, because I 22 know -- I think you've covered most everything.</p> <p>23 But chat is not included in the minutes, 24 because we're a public meeting. So if there's 25 anything that you did put in chat you didn't cover</p>	<p style="text-align: right;">69</p> <p>1 want to take Navajo language, they do so.</p> <p>2 So we saw them real -- the students really 3 working together, and that they know -- they showed 4 us some of their indigenous -- indigenous 5 activities, like their beadwork, their shawl sewing, 6 and the Zunis' sash belt, the different types.</p> <p>7 We didn't know there were different types. 8 There are small ones, large ones, and used a 9 different way when they dress for their ceremonial.</p> <p>10 Those are some of the things that the 11 students and the community shared with us.</p> <p>12 And then we stayed for posole and Zuni 13 sourdough lunch, which was provided by the staff, 14 the parents, and the students.</p> <p>15 So we really push for them to stay 16 focused, where, you know, a majority of the JOM 17 funds are going into their native language, the 18 history and the government. And then we try to push 19 STEAM and STEM programs so their math, science, and 20 English Language scores will be as good at the state 21 level. So that's my comment.</p> <p>22 THE CHAIR: Thank you very much. And I 23 appreciate your time and the input that you offered. 24 Thank you.</p> <p>25 FROM THE PUBLIC: Thank you.</p>

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1 MS. NATASHA CUYLEAR: Madam Chair, good  
 2 morning. Natasha Cuylear. Last name,  
 3 C-u-y-l-e-a-r.  
 4 I just wanted to make a comment on tribal  
 5 consultation on the Zuni Pueblo and give an update,  
 6 if that's okay, Madam Chair.  
 7 So the school has attempted to engage in  
 8 tribal consultation with Zuni Pueblo. There was a  
 9 tribal council meeting yesterday, but the Zuni  
 10 Pueblo would not meet directly with the school.  
 11 They only met with student council. And I believe a  
 12 few parents were present.  
 13 The school has attempted that engagement  
 14 for consultation. I believe that CSD has had  
 15 communications with the Zuni Pueblo. And I don't  
 16 know if there's been some misinformation  
 17 communicated to Zuni Pueblo. But they're under the  
 18 understanding that the school is shutting down.  
 19 There's that misinformation which is  
 20 affecting the consultation. But the school -- they  
 21 remain committed to that tribal consultation and  
 22 following up with Zuni Pueblo.  
 23 THE CHAIR: I can say for myself, I've  
 24 attempted a number of times, left messages with the  
 25 Governor's Office. The Tribal Council phone doesn't

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1 allow for voice mail.  
 2 MS. NATASHA CUYLEAR: Okay.  
 3 THE CHAIR: I've been unable -- no one  
 4 from the Governor's Office has returned a call.  
 5 But from my end, there's been no  
 6 indication that the school was closing. But I've  
 7 not had the opportunity to speak directly. So we've  
 8 also not been able to get that straightened out as  
 9 well.  
 10 MS. LUCY VALENZUELA: Chair Gipson? Chair  
 11 Gipson and Commissioners, there is somebody from  
 12 Zuni Pueblo in the attendees. I can appropriate  
 13 them to panelist, if you'd like.  
 14 COMMISSIONER BURT: I was just wondering  
 15 if Director Chavez can respond to the communication  
 16 that maybe CSD has had.  
 17 DIRECTOR CORINA CHAVEZ: Right. The only  
 18 communication I've had was to facilitate  
 19 communication about the PEC meeting and send them --  
 20 put them back in contact with Chair Gipson.  
 21 COMMISSIONER BURT: The conversation  
 22 wasn't about connecting with the school?  
 23 DIRECTOR CORINA CHAVEZ: I have not had a  
 24 conversation with anyone from Zuni Pueblo. What I  
 25 have done was I received an e-mail from the

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1 Assistant Secretary that there had been contact that  
 2 she had with Zuni Pueblo. And I knew that Chair  
 3 Gipson had reached out to Zuni Pueblo. So I just  
 4 put it back on Chair Gipson to have contact with  
 5 Zuni Pueblo. Thanks.  
 6 MS. NICOLA DAVIS: Okay. I'm promoting  
 7 Zuni Pueblo to panelist.  
 8 Zuni Pueblo, if you could just unmute, you  
 9 are ready to speak.  
 10 MR. ANTHONY SANCHEZ: Good morning,  
 11 everybody, Commissioners, PEC. My name is Anthony  
 12 Sanchez. I'm the Head Council Member for the Zuni  
 13 Tribal Council. I have three other Tribal Council  
 14 members here.  
 15 First and foremost, apologies on the  
 16 miscommunication, as that e-mail never reached the  
 17 rest of the Tribal Council. Right at this point,  
 18 we've been piecemealing about just about every type  
 19 of information that we've been getting since last  
 20 week. And that hasn't been brought to our attention  
 21 till just this past week.  
 22 There has been no formal consultation, as  
 23 that meeting was still being scheduled. But due to  
 24 what was going on, the consultation was put on hold  
 25 till we figured out what was going on with the

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1 actual school and the other information we were  
 2 receiving.  
 3 Yesterday we did meet with one of the  
 4 students from Tribal Council who kind of briefed in  
 5 their portion of what was going on.  
 6 So at this time, we do stand in support  
 7 with our children and our students in our school.  
 8 And I think the bare-most minimum of what we can say  
 9 is that it shouldn't go back on our students having  
 10 to have this school close, which you just now  
 11 informed us that it's not closing.  
 12 That was the interpretation and the  
 13 picture that we were given, that it was being  
 14 closed. So we were kind of at a standstill as what  
 15 was actually happening.  
 16 But we do support our students in, you  
 17 know, pushing this school forward, because, you  
 18 know, they do have a lot of students there that are  
 19 from the Zuni area. And for them to start off in  
 20 another school would be detrimental in them moving  
 21 forward in their education.  
 22 So I'd just like to express that on behalf  
 23 of the Pueblo of Zuni, that we'll improve our  
 24 communication, and we'll make a -- get ahold of  
 25 somebody to be the point of contact for all this

<p style="text-align: right;">74</p> <p>1 information going on, as it wasn't disseminating 2 among the rest of us.</p> <p>3 THE CHAIR: So thank you so much. I do 4 appreciate that, because I think it really is really 5 important, moving forward, for communications to be 6 coordinated. Because at the end of the day, we want 7 to make sure everything is going well for the kids. 8 So that communication is really important. So -- 9 and I appreciate you taking the time out now to come 10 forward, because it is -- your input is important. 11 So thank you.</p> <p>12 MR. ANTHONY SANCHEZ: Thank you.</p> <p>13 MS. NICOLA DAVIS: All right. Did we get 14 name and spelling?</p> <p>15 THE CHAIR: Sorry.</p> <p>16 COMMISSIONER BURT: I just had a question 17 because I always get concerned when communication 18 goes like this. (Indicates.) So I was wondering 19 what led you to the kind of conclusion of the belief 20 that the school would close?</p> <p>21 MR. ANTHONY SANCHEZ: From our part of it, 22 that was the information that was disseminated from 23 different sources. And I believe that we met 24 with -- was it Rebecca that -- 25 UNIDENTIFIED SPEAKER: I didn't meet</p>	<p style="text-align: right;">76</p> <p>1 case, I know it dropped below quorum, in the 2 instance I'm familiar with.</p> <p>3 So the fact that a whole board came off is 4 unprecedented for us. There's no statute or rule 5 that speaks to what happens when this happens. We 6 don't have any processes, because, you know, 7 oftentimes we do things because something happened.</p> <p>8 But we don't have a process.</p> <p>9 As we said on Tuesday, and as we've said 10 before through other discussions, there had been a 11 process in rule for the Secretary to remove a board 12 and -- I believe a point. I'm not -- I don't 13 remember the exact process.</p> <p>14 But when there was a rule update, PED took 15 that out of the rule. And we provided comment 16 asking for it to remain, because without that being 17 in the rule, there's nothing for us to fall back on. 18 We don't have anything. It leaves a void when what 19 happens.</p> <p>20 So it is -- so I'm going to say this from 21 my perspective. It's unfortunate when the -- when 22 the adults in the room misbehave.</p> <p>23 And I understand volunteering. We're 24 sitting here all here as volunteers. And I don't 25 live in the community. So it's often difficult,</p>
<p style="text-align: right;">75</p> <p>1 with -- I wasn't here.</p> <p>2 MR. ANTHONY SANCHEZ: That was the 3 information that I got from Lieutenant on -- and I 4 believe the Governor, and other e-mails that we were 5 receiving from other sources that were giving us 6 information on what was going on.</p> <p>7 COMMISSIONER BURT: Okay. Thank you for 8 that.</p> <p>9 THE CHAIR: Thank you once again. We 10 appreciate you coming.</p> <p>11 So, Commissioners, I think we're at a 12 point now where we had discussion on Tuesday. So I 13 think we're in a place where the determination has 14 to be will we accept the on-boarding -- I guess 15 we're going to call it "on-boarding" -- of -- and 16 forgive me. I forget. Is it six people? Five?</p> <p>17 It's five with probably going to seven. I 18 believe that's what -- anyway, five. We're just 19 going to leave it at five now.</p> <p>20 So is the Commission at this point in time 21 accepting the on-boarding of these five new members?</p> <p>22 We're in very uncharted waters at this 23 point in time, because in the charter experience, 24 this is the only time an entire board has come off. 25 There are prior experiences where most -- and in one</p>	<p style="text-align: right;">77</p> <p>1 when we're sitting up here, to understand the 2 emotions that are involved in that community when 3 people are volunteering.</p> <p>4 And I'm not going to disrespect someone 5 and question reasoning for people coming off the 6 board. People have the -- have the absolute right. 7 When they don't want to serve, they don't want to 8 serve.</p> <p>9 But they do have an obligation to the body 10 that they were serving to make sure they're leaving 11 that body in at least the same place when they're 12 going.</p> <p>13 And by the whole board coming off, they 14 left the school without any management. It is that 15 governance council that we sign the contract with. 16 It left a head administrator in a position that she 17 should not have been put in.</p> <p>18 You've got a relatively new head 19 administrator that has no oversight. And I'm a firm 20 believer in checks and balances. They're important, 21 you know, and they're there for a reason.</p> <p>22 it's not to say people aren't going to do 23 the right thing. But, oftentimes, with good 24 intentions, people do something that they really 25 shouldn't have done.</p>

<p style="text-align: right;">78</p> <p>1 But when you've got the checks and 2 balances, there's folks there to say, "Wait a 3 minute." And that obvious- -- we're missing it. 4 You have a head administrator who could 5 potentially be put in a position that she may be 6 asked to do things as a head administrator that are 7 inappropriate because it's more a board role. But 8 there's no board. 9 So -- but that thought process for those 10 individuals is deeply disappointing and concerning, 11 that they were willing to leave every one of these 12 young adults in the position that they left them in. 13 And the school -- and the failure of the community. 14 And there was a process that could have 15 taken place that obviously didn't. And 16 individuals -- so that leaves us with a -- well, 17 then what happens. 18 So if I look at the immediate picture, I 19 want the school to continue. I have great respect 20 for this -- for this school and a tremendous amount 21 of respect for the students that stood up. 22 I've been a protestor since my mother 23 dragged me to protests since I was six years old; 24 so -- and I didn't even know what I was doing at the 25 time. But she told me this was important.</p>	<p style="text-align: right;">80</p> <p>1 understand their roles and the parameters of their 2 roles. 3 So I -- so as I said before, I think we're 4 in a place where it's not simple, but we simply have 5 to determine if this is -- if we're going to accept 6 the -- the on-boarding of the new board, which the 7 names and paperwork, the paperwork for the Board of 8 Finance is all in there. 9 And if the Commission deems that that's 10 appropriate, we will on-board the board, and then we 11 can have a discussion about moving forward. 12 Commissioner Carrillo, and then 13 Mr. Ivey-Soto, and then Commissioner Taylor. 14 VICE CHAIR CARRILLO: First, I would like 15 to recognize (audio distortion) Maya and Major Sky 16 and Lincoln. You reached out to me a long ago. You 17 raised a red flag, and I instantly sent information 18 to our council and to Pattie. 19 And echoing what Pattie says, kudos to you 20 for just being in your power, okay? That's huge, 21 and especially for young people. A great deal of 22 respect for you in that regard. 23 Who is the head admin right now? 24 Okay. Good. I'm sorry. It's Rebecca. 25 What's your last name, I'm sorry?</p>
<p style="text-align: right;">79</p> <p>1 So I appreciate the voices of the students 2 more than I appreciate the voices of the adults. I 3 really do, because the truth comes out way more. 4 There is still a little bit more innocence that 5 comes from the students. 6 On a bigger picture, I do -- there's a 7 piece of me that worries about the process as we 8 move on, because I worry about communities being 9 able to say, "Oh, if we don't like those people, we 10 can harass these people off the board, and then we 11 can take over." 12 So I think, on our part moving forward, we 13 need to set guardrails and processes in place so 14 that we don't ever end up in this position again. 15 It's -- I struggle with this deeply. I've 16 struggled with this when I heard what was going on 17 and attempts at trying to not get it to this point. 18 I -- I deeply want this school to 19 continue. I do. But I think even for the folks 20 that are here, I think there's processes that have 21 to be talked about and set up so that this school 22 and the leadership of the school is in a very stable 23 place and we don't end up here -- if that's the will 24 of the Commission, we don't end up here in six 25 months with a similar situation. And people need to</p>	<p style="text-align: right;">81</p> <p>1 MS. REBECCA NIIHA: Niiha. 2 VICE CHAIR CARRILLO: Procedurally, don't 3 we first have to accept the resignations? That's 4 what it says: "Acceptance of Notification of 5 Resignations of the Governing Board." 6 First, we have to do that as a step; 7 right? Okay. 8 And so first, we do that. 9 And then based on the paperwork that we 10 have, we can, essentially, in just a separate motion 11 right after, accept the new board members; is that 12 correct? 13 Okay. Okay. I just wanted to make sure, 14 because we hadn't talked that much about the -- 15 what? Yeah, Julia? 16 MS. JULIA BARNES: So, yes, there's a 17 notification of the resignation of four board 18 members. There is a notification identifying five 19 new board members. Then I believe CSD has confirmed 20 that everything needed for the Board of Finance for 21 those members -- you'll remember that there's 22 numerous documents -- those are all there and in the 23 folder. 24 So you could -- you could approve them as 25 a Board of Finance like you did for the other</p>

<p style="text-align: right;">82</p> <p>1 members before.</p> <p>2 The other things on the agenda are things</p> <p>3 that you can do, but don't -- you don't have to do</p> <p>4 any of this. But you could move forward if you want</p> <p>5 to take any action under the Intervention Ladder.</p> <p>6 There's also the Preliminary Annual Report that was</p> <p>7 presented to you last month but not accepted by you.</p> <p>8 You have not accepted any of those</p> <p>9 reports, but you could accept this one</p> <p>10 preliminarily, if that assisted you.</p> <p>11 You have more Vistas information that</p> <p>12 isn't included in there, but that report is</p> <p>13 uploaded.</p> <p>14 Finally, you can, if you accept the</p> <p>15 Preliminary Annual Report, you can issue an Annual</p> <p>16 Report Notice, which moves them down the road on the</p> <p>17 Record of Performance. And then I think you can</p> <p>18 take -- you can look at taking action under the</p> <p>19 Intervention Ladder in any regard.</p> <p>20 So you do not -- if you -- if you take</p> <p>21 action to accept the resignations and accept the new</p> <p>22 board members, then you're not accepting any</p> <p>23 resignation of the charter.</p> <p>24 So you can go get the board established,</p> <p>25 and that's all the action you take today, let the</p>	<p style="text-align: right;">84</p> <p>1 VICE CHAIR CARRILLO: Yeah.</p> <p>2 MS. JULIA BARNES: Last month, there were</p> <p>3 several schools, even without all of the indicators</p> <p>4 scored, that were already getting a Does Not Meet</p> <p>5 the Standard for organization.</p> <p>6 This was one of those. You did not accept</p> <p>7 the Preliminary Report.</p> <p>8 However, the Chair did send out letters to</p> <p>9 each of those schools that said, "Look, this is</p> <p>10 already an issue, please take action."</p> <p>11 So the Chair sent that letter. And then,</p> <p>12 just for clarification, you have not accepted that</p> <p>13 report. But you could. And you could move down.</p> <p>14 So -- but the letter did go out saying,</p> <p>15 "Even without accepting it, we know -- even without</p> <p>16 finalizing, you already do not have Do Not Meet the</p> <p>17 Standards." So that letter did go out.</p> <p>18 THE CHAIR: But it's not a -- so it's a --</p> <p>19 it's a letter saying there's a concern, but it's not</p> <p>20 a Letter of Concern.</p> <p>21 VICE CHAIR CARRILLO: Right. No, I get</p> <p>22 that, totally. Just curious.</p> <p>23 Are there any members of the new board</p> <p>24 that signed up?</p> <p>25 THE CHAIR: Right here.</p>
<p style="text-align: right;">83</p> <p>1 school move along.</p> <p>2 You can start the Intervention Ladder if</p> <p>3 you feel like it.</p> <p>4 So there's kind of a series of actions you</p> <p>5 can take.</p> <p>6 VICE CHAIR CARRILLO: Okay. So my sense</p> <p>7 is, based on what I heard you say, that I want to</p> <p>8 take all of those actions.</p> <p>9 First, the resignation of the old board,</p> <p>10 and then the confirmation of the new board. I,</p> <p>11 personally, believe there to be -- I think there's</p> <p>12 good reason for this, a level of concern, I think so</p> <p>13 that there is an (audio distortion) of the</p> <p>14 expectation of the Commission over the next several</p> <p>15 months, so that we can see that administratively --</p> <p>16 (audio distortion) direction, providing the support</p> <p>17 you need, and on the level (audio distortion)</p> <p>18 directly involved with the school.</p> <p>19 You said it right -- Nahee [ph]? -- that</p> <p>20 any supports that you need. As you know, we don't</p> <p>21 get directly involved.</p> <p>22 So I'm just curious. Are there any</p> <p>23 members --</p> <p>24 MS. JULIA BARNES: Just a sec. One very</p> <p>25 last thing.</p>	<p style="text-align: right;">85</p> <p>1 SECRETARY BECK: But there are five. But</p> <p>2 you're the Chair?</p> <p>3 FROM THE FLOOR: (Indicates.)</p> <p>4 VICE CHAIR CARRILLO: What is your name?</p> <p>5 MS. SANDRA FREELAND: Good morning, PEC</p> <p>6 board, Commission. My name is Sandra Freeland,</p> <p>7 F-r-e-e-l-a-n-d.</p> <p>8 And I accepted the Chair, and also was</p> <p>9 voted in. And the Secretary and other official,</p> <p>10 Louella?</p> <p>11 MS. LOUELLA POBLANO: Good morning,</p> <p>12 members of the PEC. My name is Louella Poblano,</p> <p>13 P-o-b-l-a-n-o. And I accepted the position as an</p> <p>14 incoming new governing board member for</p> <p>15 Six Directions School.</p> <p>16 VICE CHAIR CARRILLO: Great. Well, thank</p> <p>17 you very much.</p> <p>18 So, boy, you guys have a big job before</p> <p>19 you. And so I still would like us to go through the</p> <p>20 process of the -- all these different steps that we</p> <p>21 have to take.</p> <p>22 And I'll probably have more to say</p> <p>23 relative to the board. But, you know -- and I've</p> <p>24 said this this whole week, that we're making board</p> <p>25 performance and everything a priority for this</p>

<p style="text-align: right;">86</p> <p>1 Commission because we recognize around the state; 2 that is, we start to see red flags with boards. 3 Generally, that's just a sign of the 4 future demise of a school, and then a school that we 5 may need to help lift up. But you -- we don't want 6 any schools that necessarily have to go through 7 that. 8 So it's being preemptive when you, as the 9 board chair, see red flags. And it's just a huge 10 task that you're taking on. For me, personally, I 11 hope this -- when you think about this, you think 12 about it in terms of being there at least two or 13 three years. 14 I know sometimes board members don't think 15 that on a charter school. 16 "Hey, I'll do some public service for a 17 little while, and it makes me feel good." 18 But, no, continuity is key, especially on 19 a charter school board, in any elected position. So 20 I just really hope you stay so that we can continue 21 to support your school. 22 MR. DANIEL IVEY-SOTO: Madam Chair, just a 23 couple of very brief things. 24 First of all, for the information of the 25 Commission, both the Chair and the Secretary are</p>	<p style="text-align: right;">88</p> <p>1 curious -- what would you do with a school district 2 if the entire board of the school district resigned? 3 As budget director. 4 And he looked at me, and he said, "Well, 5 to be honest, we have no policies or procedures 6 about what we would do." 7 First of all, you're not the only ones. 8 There are no policies and procedures about what they 9 would do. 10 But he did say, "But until the Secretary 11 would appoint..." -- and there's actually no 12 timeline for the Secretary to appoint. There's a 13 45-day deadline for the board to appoint if they're 14 above a quorum. If they're under a quorum, if the 15 school district, the Secretary appoints, and there's 16 no team frame for that, he said, "In the meantime, 17 as long as they've got a licensed administrator and 18 a licensed business manager, they've still got to do 19 business. They've got to pay payroll. They've got 20 to do other things. And we would support them in 21 that process." 22 So I just thought it was -- I mean, this 23 is an uncharted area all around, not just in the 24 charter field. So I wanted to share that as well. 25 THE CHAIR: Commissioner Taylor, then</p>
<p style="text-align: right;">87</p> <p>1 retired school administrators. 2 The Chair used to be Assistant Secretary 3 of Education for Indian Affairs -- Indian Ed. For 4 Indian Ed. 5 And -- and our secretary also has done, I 6 think a tour of duty here at PED; is that correct, 7 Ms. Poblano? At DEAP Charter School. Okay. Very 8 good. 9 And so they -- they, actually, more than 10 most board members, have an understanding of what 11 they're getting into in terms of the school and -- 12 and governance issues and management issues with the 13 school. 14 Also, I was asked by one of the Commission 15 members during the break -- just so that everybody 16 would know -- Ms. Yazzie, Wilhelmina Yazzie, who 17 spoke during public comment, if that name sounds 18 familiar, she is the Yazzie, the lead plaintiff in 19 the Yazzie-Martinez lawsuit. 20 And so -- and she has a real commitment to 21 the school as well. 22 And then the final thing, Madam Chair, is 23 when we were here on Tuesday, before leaving, I did 24 stop in on the Budget Director for PED and simply 25 asked him the question -- 'cause I was kind of</p>	<p style="text-align: right;">89</p> <p>1 Commissioner Brauer, then Commissioner Beck. 2 COMMISSIONER TAYLOR: Yeah. Thank you 3 very much. 4 First of all, I think we can make this 5 fairly simple, in that the -- the acceptance of the 6 resignations is simple; right? We don't have any 7 recourse to make them come back and resume their 8 positions. 9 The other thing is is that, again, I think 10 it's very simple for us to confirm a new board. 11 When a school initially starts out, when a charter 12 is initiated, there's a -- there's no board, you 13 know. The school is put in place, and then we 14 establish -- they establish their board. 15 So -- so I feel like we're in similar 16 water as far as that goes. So I don't think it's -- 17 it may be unprecedented. The timing may be 18 unprecedented. But the process doesn't have to be. 19 I think we have a -- we have a position to 20 say, "All right, I think it's our obligation to -- 21 to reestablish that board so they can conduct 22 business." 23 And I think that's a simple process, 24 actually. 25 COMMISSIONER BRAUER: Madam Chair and</p>

<p style="text-align: right;">90</p> <p>1 public, thank you so much for all showing up today.  2 Thank you to the students for showing your  3 leadership in this way.  4 And I think that -- I just commend you for  5 advocating for yourself and for your school. And I  6 think that there's no one person that you advocate  7 for. You have to -- other than yourselves and your  8 families and your communities.  9 And I just really appreciate you all  10 stepping up in a moment of turmoil at your school.  11 I also want to just share, Ms. Freeland  12 and Ms. Poblano, thank you for stepping up to work  13 with the school leadership to -- to level-set.  14 I have a lot of the other thoughts. I  15 think we'll probably have some time to talk about  16 some of the other things. In terms of the first  17 action that we take, I'm in full support of us  18 accepting the letters of resignation, and, at the  19 same time or shortly after, accepting the  20 notifications of new board members, as Commissioner  21 Taylor has mentioned, and Mr. Ivey-Soto.  22 There is not a precedent really that we  23 have. And it's uneasy -- and, Chair, to your  24 points, it's uneasy, because we're setting a  25 precedent.</p>	<p style="text-align: right;">92</p> <p>1 SECRETARY BECK: Yeah. I want to thank  2 the students who were really the adults in this  3 whole process. You guys were amazing, and are  4 amazing.  5 I also really commend you for moving so  6 quickly, you know. I think it was only ten days ago  7 when the resignations hit. And you turned around  8 and had the board by the next Monday.  9 That -- that shows that you really love  10 this school and you really support it. And,  11 obviously, with everybody showing up today, there's  12 a ton of support for it.  13 So I'll be real quick. And I agree with  14 Commissioner Taylor and Commissioner Brauer that we  15 should move quickly on the first two, and then we  16 can go from there.  17 THE CHAIR: Okay. The only time this  18 happened, we ended up with a board with two left.  19 We called a meeting, had the school come, and no one  20 came; not even the legal counsel from the school  21 came.  22 So we took the surrender of the -- because  23 there wasn't -- you know, if no one cares enough to  24 come to the meeting to find out, you know, what's  25 going on and so on, then, you know, it was obvious</p>
<p style="text-align: right;">91</p> <p>1 There hasn't been a precedent, so we're  2 setting a precedent.  3 At the same time, as I mentioned on  4 Tuesday, when there's not a precedent, we use our  5 values to make the best-laid plan, knowing that  6 there's probably something that's going to go awry  7 later on with another school, and we're going to  8 have to create another precedent.  9 But that's what we do all the time, even  10 with all the resources and policies that we have in  11 place.  12 So I do -- I do highly recommend that  13 we -- and I will only support us accepting the  14 resignations and accepting the new leadership.  15 And then I think we do need to talk about  16 some other key next steps to make sure that -- the  17 school is in some tumultuous times, and it's going  18 to take all of us to work together to ensure that  19 our young people are taken care of and they're  20 continuing to grow as leaders, and that the  21 leadership now will work through that lens.  22 And so I'm excited to do this first step,  23 and I'll have a lot more to say later on.  24 Thank you, Chair.  25 THE CHAIR: Commissioner Beck.</p>	<p style="text-align: right;">93</p> <p>1 that the school just -- they gave up, you know.  2 And that's sad. But it obviously was the  3 best thing for the students in that school that it  4 close.  5 This is not the same situation. You know,  6 there is support for the community and the base of  7 the school, not even -- no student, no parent.  8 There was no one in the room except for us.  9 So that spoke, you know -- that spoke a  10 lot.  11 So.  12 VICE CHAIR CARRILLO: Yeah, yeah. So the  13 way this is here is Parts A and B. And I think  14 that's the part we want to do quickly; correct?  15 THE CHAIR: Do resignation.  16 VICE CHAIR CARRILLO: Resignation and  17 acceptance.  18 THE CHAIR: Resignation.  19 VICE CHAIR CARRILLO: We'll do that first.  20 In two steps. Got it.  21 Okay. I move that the PEC accept the  22 Notification of the Resignation of four governing  23 board members of Six Directions Indigenous School.  24 THE CHAIR: Second. There's a motion by  25 Commissioner Carrillo, a second by Commissioner</p>



94	<p>1 Gipson.</p> <p>2 Question?</p> <p>3 (No response.)</p> <p>4 THE CHAIR: Okay. All in favor.</p> <p>5 (Commissioners so indicate.)</p> <p>6 THE CHAIR: Opposed?</p> <p>7 (No response.)</p> <p>8 THE CHAIR: Hearing no opposition, the</p> <p>9 motion passes.</p> <p>10 No, I don't think so.</p> <p>11 (Off-mic discussion.)</p> <p>12 THE CHAIR: Looking at, like, votes on --</p> <p>13 VICE CHAIR CARRILLO: Revocation.</p> <p>14 THE CHAIR: Yeah, that's different. I</p> <p>15 know. Exactly.</p> <p>16 VICE CHAIR CARRILLO: So the second part?</p> <p>17 SECRETARY BECK: Not this one. The next</p> <p>18 one.</p> <p>19 VICE CHAIR CARRILLO: So Item B here, the</p> <p>20 next part.</p> <p>21 I move that the Public Education</p> <p>22 Commission accept the notification identifying five</p> <p>23 new governing board members of Six Directions</p> <p>24 Indigenous School and move that the Board of Finance</p> <p>25 application for Six Directions Indigenous School be</p>	96	<p>1 avenues will be equally, if not more effective</p> <p>2 immediately. So I'm fine with the actions that</p> <p>3 we've taken on the preliminary -- or whatever we're</p> <p>4 calling it.</p> <p>5 DIRECTOR CORINA CHAVEZ: Chair Gipson? We</p> <p>6 have updated it with the Nova -- excuse me -- the</p> <p>7 Vistas data that was just published, and we're</p> <p>8 putting that in your folder.</p> <p>9 THE CHAIR: Okay.</p> <p>10 DIRECTOR CORINA CHAVEZ: But it's not</p> <p>11 100 percent, because we're still missing one</p> <p>12 indicator.</p> <p>13 THE CHAIR: Right. So I think we've closed</p> <p>14 that out. So I'm -- I think we move forward in</p> <p>15 looking at what we want to see in terms of support</p> <p>16 and looking at that at this point in time, and not</p> <p>17 looking at -- yeah. Yeah.</p> <p>18 (Chair consults with PEC council.)</p> <p>19 VICE CHAIR CARRILLO: So --</p> <p>20 THE CHAIR: Yeah. Yeah.</p> <p>21 So in case -- on Tuesday, we did talk</p> <p>22 about the possibility of PED taking over the Board</p> <p>23 of Finance, because the board had dropped to four.</p> <p>24 And I thought that by PED -- I also thought by PED</p> <p>25 taking over the Board of Finance, even for a short</p>
95	<p>1 approved, that the Chair provide the school with a</p> <p>2 certificate showing that the governing board has</p> <p>3 been qualified as a Board of Finance, and the board</p> <p>4 will comply with the Open Meetings Act.</p> <p>5 THE CHAIR: Second.</p> <p>6 There's a motion by Commissioner Carrillo,</p> <p>7 a second by Commissioner Gipson. All in favor?</p> <p>8 (Commissioners so indicate.)</p> <p>9 THE CHAIR: Opposed?</p> <p>10 (No response.)</p> <p>11 THE CHAIR: Hearing no opposition, the</p> <p>12 motion passes.</p> <p>13 So now we are on to the bigger picture.</p> <p>14 VICE CHAIR CARRILLO: So can we do the</p> <p>15 Annual Report first? We didn't accept --</p> <p>16 THE CHAIR: So, yeah. I'm going to say</p> <p>17 congratulations before we move on. So let's just do</p> <p>18 that.</p> <p>19 VICE CHAIR CARRILLO: You guys.</p> <p>20 THE CHAIR: Congratulations and great</p> <p>21 work.</p> <p>22 So we don't have to look at accepting.</p> <p>23 So -- I'm going to say for me, I'm fine with what</p> <p>24 we've done already with the Annual Report.</p> <p>25 I think what we can do through other</p>	97	<p>1 time moving forward, it would allow the board to be</p> <p>2 able to focus on what the board -- the work that the</p> <p>3 board needs to do and really more of a</p> <p>4 team-building.</p> <p>5 And that would take the finance piece and</p> <p>6 get the board to get more understanding of the</p> <p>7 financial functioning.</p> <p>8 I was a minority. And PED has -- PED is</p> <p>9 not going to take over the Board of Finance. So</p> <p>10 we're just going to move -- so just that you know</p> <p>11 that that's not still hanging out there; okay?</p> <p>12 VICE CHAIR CARRILLO: I'm sorry. They</p> <p>13 said no?</p> <p>14 THE CHAIR: They said no, yeah.</p> <p>15 VICE CHAIR CARRILLO: I'm sorry.</p> <p>16 COMMISSIONER BURT: The less involvement</p> <p>17 from PED in the new board, the better. I mean, if</p> <p>18 they did not have a new board coming on board, I</p> <p>19 would be more concerned. They have five active</p> <p>20 members now. PED has -- doesn't need to do -- we</p> <p>21 don't want intervention when --</p> <p>22 VICE CHAIR CARRILLO: No. I get that,</p> <p>23 especially not -- no offense intended to anybody in</p> <p>24 this building. But, yeah. No, I --</p> <p>25 THE CHAIR: We're letting them know that</p>

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1 it's not going to happen. So we're done with that.  
 2 So now the discussion needs to take place  
 3 at to what sort of --  
 4 VICE CHAIR CARRILLO: In Letters of  
 5 Concern or --  
 6 DIRECTOR CORINA CHAVEZ: I was assuming  
 7 that you might say, Madam Chair, that the discussion  
 8 might be what this board needs to do moving forward.  
 9 THE CHAIR: Correct. And what supports  
 10 can come from us in terms of being able to make  
 11 sure -- and also taking a look at a Letter of  
 12 Concern that may outline some benchmarks that -- and  
 13 I'm -- we have to talk about that, you know, what  
 14 the expectation is moving forward and any kind of  
 15 reports back from the school that we may want to --  
 16 want to see, which would go into that Letter of  
 17 Concern. It would outline those expectations.  
 18 Sure.  
 19 MR. DANIEL IVEY-SOTO: Madam Chair, as I  
 20 mentioned to you this morning when I came in, one of  
 21 the things that I think should be helpful for the  
 22 PEC in this process -- and, first of all, we would  
 23 gladly accept the supports -- is that the school is  
 24 up for renewal next year, so that you will have a  
 25 top-to-bottom evaluation of how we are doing,

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1 particularly -- not just longitudinally over the  
 2 last five years, but how we're doing with the new  
 3 board as we come back for renewal next year.  
 4 So that will happen in the normal course  
 5 of business through that process, in addition to the  
 6 supports that we've discussed.  
 7 THE CHAIR: Okay.  
 8 MS. JULIA BARNES: I just wanted to  
 9 mention that one more thing that the PEC can do --  
 10 and you've done it for other schools -- is issue a  
 11 Notice of Concern over what is now a past issue,  
 12 that that -- the previous governing board fell to  
 13 four, was not a board -- was not the required number  
 14 to sustain a Board of Finance, and immediately put  
 15 them back into good standing, so that that is in the  
 16 Record of Performance.  
 17 You do not have to do it. But you  
 18 actually have done that recently with another  
 19 school, to have it in the -- have it in the Record  
 20 of Performance.  
 21 THE CHAIR: Commissioner Burt?  
 22 COMMISSIONER BURT: That's, actually -- I  
 23 think that's the most I would support is that. And,  
 24 actually, I was thinking -- when I was considering  
 25 what could possibly happen, I was thinking, well,

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1 okay. Next month they'll come, and we can kind of  
 2 close them out.  
 3 I would like it even better if it's today,  
 4 because we've just accepted that we do have a board.  
 5 I want to just -- the students -- you guys are so  
 6 incredible. You really are. I mean -- and I do  
 7 think -- I -- I was worried on Tuesday.  
 8 And I'll just reiterate it today. I don't  
 9 want it to ever feel like a punishment when people  
 10 go advocate for change and then change happens, and  
 11 then you get punished for doing that advocacy.  
 12 Like, to ever think, like, if I had just left it  
 13 alone -- you know, like, that that would have been  
 14 better is really sad.  
 15 So I apologize that that's kind of what it  
 16 looked like coming on board on Tuesday is that you  
 17 wanted change, change happened, and now you're  
 18 getting punished for it.  
 19 So I think we could have done it  
 20 differently as well, on our side.  
 21 But I am grateful for where we are today  
 22 and the information that we have, the actions that  
 23 happened leading to this.  
 24 And I do -- I genuinely have every good  
 25 will and intention that this change will have been

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1 for the better, and that a year from now, when  
 2 you're here to renew, it'll have -- you'll have a  
 3 different story to tell the next time you're in  
 4 front of this Commission.  
 5 But I do think we're here about -- it's a  
 6 very narrow focus that we have today. It is about  
 7 the fact that the whole board resigned and what do  
 8 we do. And there's been a solution to that. So I  
 9 don't want to go to any further steps outside of  
 10 that with -- knowing -- or hearing or going through  
 11 any other kind of issues or challenges the school is  
 12 facing.  
 13 I'm in the -- from my perspective, in my  
 14 role, my job now is to step back, let you all  
 15 connect with CSD, let you all connect with your  
 16 community partners, and you all have the autonomy to  
 17 figure out how you're going to address the needs of  
 18 your school.  
 19 You know the data. Everyone at this table  
 20 can be a very data-oriented person, having your  
 21 previous roles. And, Rebecca, you come across as a  
 22 very data-oriented person, which I appreciate. And  
 23 I think for me, as an authorizer, my job now is to  
 24 step back, the basics are fulfilled, and to step  
 25 back and let the work happen.

<p style="text-align: right;">102</p> <p>1           So I actually really appreciate the idea 2 of -- I do think this is important to issue a Letter 3 of Concern, for it to be a part of the Record of 4 Performance, because if there is something that 5 continues or something else happens, I don't want it 6 to be like, "Oh, this is the first time, and now we 7 have to start from scratch" kind of thing. 8           But at the same time, I also don't want to 9 micromanage or superimpose any kind of direction 10 onto the school that is unnecessary for me as an 11 authorizer. 12           So that's really where I'm standing today 13 is keeping it simple. I don't want to take action 14 on -- on the report. I don't want to take action on 15 anything else. I really feel like that's kind of 16 the simplicity of it. 17           And I do hope that, you know, in moving 18 forward, everyone can get on the same page. And now 19 you have a renewal to consider coming up next, and 20 you can move past this and start -- and start the 21 work of looking at any deficits, keeping up the good 22 things at the school. Because it's obvious there 23 are good things happening at this school. 24           And I also just want to make a quick -- I 25 mean, I've just seen it often, in schools in</p>	<p style="text-align: right;">104</p> <p>1           We're not your support. 2           But I do think we're supportive of you. 3           And whatever actions that you need to take in order 4 to progress your school, I do hope CSD can be a 5 great partner for you. 6           And I hope all your external partners can 7 come together. And it seems like you have so much, 8 which is such a beautiful thing for a school. And 9 sometimes that's the hard part for a school is 10 you're on an island, and you don't have any extra 11 support; right? 12           So for you all to have that piece 13 obviously in play is a really spectacular part of 14 the school that I hope continues forever. And then 15 you just keep making those little increases where 16 you need to. 17           So, you know, when systems change, it's 18 always hard, and there's always pushback for people 19 that may have benefited from a system before the 20 change. 21           So just take -- allow people to come 22 together to work together, take that all with 23 consideration, that sometimes emotions outweigh 24 logic every once in a while. And it's important to 25 get to that -- like, to understand that, that, you</p>
<p style="text-align: right;">103</p> <p>1           particular, where a school is not doing well, and 2 we're not doing anything about it, and then someone 3 comes and wants to take action and make improvements 4 or make a change to improve a school, and they get 5 punished for it. 6           And so I am -- I'm ready to turn the -- 7 turn the dial on that. You know, if we cannot do 8 formative actions when schools are getting close to 9 that area, I think that's why we -- we tend to jump 10 is because we're -- and I know we've done a lot of 11 work to develop those processes to where, annually, 12 we're able to do more, to take more action. 13           But I do want us to consider, like, issues 14 at the school are not brand new. And in my term, 15 this is the first time that this school has been up 16 for any kind of action from the authorizer. And 17 that, to me, is -- that's inappropriate. 18           So I do think -- I think we're getting 19 better at it. We're on that path. I think we have 20 more work to do to get there. But I do think that 21 that negatively impacts not just the school, but the 22 community when we go to those measures as well. 23           So, once again, I think we're getting 24 better, on our side as well as your authorizer. And 25 I don't think the support comes from us at all.</p>	<p style="text-align: right;">105</p> <p>1           know, sometimes it may not be logical how people 2 feel. 3           But it -- those feelings still are valid 4 for how to do that and how to connect and how to 5 make progress moving forward. 6           But I am really grateful -- I do think if 7 this school had not done the actions that were 8 taken, we would be in a very different situation 9 today; very, very different situation. 10           So I'm grateful to be able to say I would 11 like to issue a Letter of Concern, close it, and be 12 able to let you move forward. 13           THE CHAIR: Commissioner 14 Clahchischilliage. 15           COMMISSIONER CLAHCHISCHILLIAGE: 16 Ya'at'eeh. I'm Sharon. And I'm (Navajo 17 spoken). 18           And I want to extend my congratulations to 19 all of you. And I can just imagine what you've been 20 going through the last few days. 21           And I ditto what everyone said. And you 22 have very strong support. I want to thank you for 23 your strong prayers and for including us in those 24 prayers. So very moving. 25           I also want to give a shout-out to your</p>

<p style="text-align: right;">106</p> <p>1 attorney. And thank you for enforcing the courage, 2 the challenge, the confidence to move forward in all 3 of this. And I think that's what probably really 4 helped. Not probably; I know that's what helped 5 everybody there, because your confidence in what 6 they were doing and what they were representing 7 couldn't have really gone forward without the help 8 that you extended. 9 And I'm just -- I am so thankful for that. 10 And I noted there would have been more 11 questions that came forward had you not been there. 12 And you just being there with them, being a 13 presence, I think, really helped. So thank you so 14 much for that. 15 And I want to thank the parents who are 16 here. A lot of times it's very difficult to have a 17 lot of our parents involved like this, because we 18 still have the thinking that the education system is 19 taking care of our children; therefore, we step back 20 and we don't need to be involved. 21 Well, just, this shows that times are 22 changing, and we really need to be involved. So 23 thank you for being a part of that. 24 And I thank the administration for just 25 hanging in there, even though there's a lot of</p>	<p style="text-align: right;">108</p> <p>1 And wanting to have a Corrective Action 2 Plan is in no way punishing the school or anything. 3 It's just -- for me, it's about the Commission 4 having the accountability piece. 5 Because you know what happens? What could 6 happen is your renewal comes up next 7 November-December; right? And then there can be a 8 lot of issues that come up in that renewal. I'm not 9 saying this will happen, but we've seen it happen, a 10 lot of issues that come up in that renewal that 11 really kind of render the school -- you're not 12 capable of remaining open, let's just say. 13 I've been on this Commission, and I've 14 seen technicalities that are then taken to district 15 court. And a school that absolutely should not be 16 operating, the district court overturns our 17 decision. And the PED is upholding that decision 18 and the district court then overturns it, and the 19 school continues to operate with all the 20 deficiencies that it had, mostly because we didn't 21 dot the I and cross the T. There's something 22 seriously wrong with that. 23 So I really think that having a Corrective 24 Action Plan is in no way a reflection of our lack of 25 confidence in the school. It's just the</p>
<p style="text-align: right;">107</p> <p>1 question. And especially you. Oh, my gosh. What 2 you had to go through with all of this is just very 3 encouraging to see. So thank you. 4 And I -- we're here for you. We're going 5 to help you, especially the new board members and -- 6 in strong prayers and extending that to you. 7 And thank you again, Senator. Thank you 8 so much. 9 (Navajo spoken.) Thank you. 10 THE CHAIR: We're not making a motion yet. 11 So you're -- you're in the queue. So it's 12 Commissioner Carrillo, then Commissioner Brauer, and 13 then Commissioner Ingham. 14 VICE CHAIR CARRILLO: Thank you. So I 15 support a Letter of Concern, absolutely, because of 16 what's transpired over the past but I think there 17 needs to be -- I think the school needs to be put on 18 a Corrective Action Plan. And the reason is there 19 needs to be -- we can't shirk the accountability 20 piece. 21 Right now -- right now, yeah. Right now, 22 we have five new board members. Right now, we have 23 a solid head administrator. We have absolutely a 24 student body that's really interested in making sure 25 things go forward.</p>	<p style="text-align: right;">109</p> <p>1 accountability piece. 2 The Corrective Action Plan includes 3 things -- because this was a serious -- at least it 4 was presented to me by Major Sky as a kind of 5 infraction, the complete shutout of the public forum 6 and the kids and the violation of the Open Meetings 7 Act. I think you would have something in the 8 Corrective Action Plan where there is a reporting 9 piece that needs to go to CSD, not to us, that 10 you're upholding the OMA, that there is a public 11 forum. 12 And you have the choice of actually 13 whether or not you have public forum. That's not 14 part of the OMA that you have to. It's my 15 experience and my suggestion that you always have a 16 public forum that goes before the agenda. You know, 17 you can even do something really innovative. And I 18 think based on the example of Lincoln, Major Sky, 19 and Maya -- I just love that -- that -- we did this 20 in Santa Fe. 21 And a few other districts around the State 22 (audio distortion) two student board members (audio 23 distortion) voting on the board. And -- because we 24 were always getting, you know, up-to-date, relevant 25 input from the student body.</p>

<p style="text-align: right;">110</p> <p>1 And they're chosen by their peers. And it 2 just -- it can be a great step. And I say that 3 because of what I've experienced with the school 4 over this last month, say. Because I'd say it's 5 about a month since the very first time that Major 6 Sky reached out to me. 7 So I would have that as part of a 8 Corrective Action Plan. 9 I'd want to see that there's an academic 10 plan in place, because -- I mean, you're 11 acknowledged -- this is not -- I'm not calling 12 anybody out for anything. Obviously, there hasn't 13 been oversight -- right? -- from the last board. 14 And I don't know if any of you listening 15 are here, remarkably irresponsible for you to resign 16 the way you did and shirking your responsibilities. 17 But I would like to see an academic plan 18 as part of a Corrective Action Plan. This also has 19 you moving on the right pathway; right? So when it 20 comes time for renewal, not -- in keeping with what 21 Mr. Ivey-Soto said, what's past is past, but what's 22 right now, going -- I would count more of what 23 happens in the next -- this next year towards your 24 renewal than anything going further into the past, 25 because I feel like with -- I know I'm not agreeing</p>	<p style="text-align: right;">112</p> <p>1 student body and their desire to make sure that this 2 school succeeds. 3 I have confidence in the three of you in 4 making sure that this school succeeds. 5 But I also want accountability. And I 6 don't think that's unreasonable. So that's where I 7 am in this. 8 THE CHAIR: Commissioner Brauer, I think 9 you're next in the queue. 10 COMMISSIONER BRAUER: Great. Thank you, 11 Chair Gipson. Thank you again to the school staff 12 and the student leaders here and the community. 13 I -- I just have one -- one brief question for 14 Ms. Freeland and Ms. Poblano. 15 Have you all seen the updated -- and I'm 16 assuming probably you haven't had much time since 17 the results were released this week. 18 But have you all had a chance to see the 19 new Vistas scores? Has that been shared with you 20 yet? And have you seen the performance framework 21 results for 2023-'24? 22 MS. SANDRA FREELAND: Thank you. In 23 public preview, 'cause we don't have the accesses, 24 administrative rights. But looking at what was 25 shared, they've made more than two years' gain as a</p>
<p style="text-align: right;">111</p> <p>1 with you here, Ms. Burt. 2 But I do -- we're turning a page here; 3 okay? So let's base future decisions and everything 4 on where we are now and where we are going forward. 5 I'd want to see that -- and it's not 6 stringent at all. I'd want to see that your board 7 completes its coursework, I would say, within the 8 next 60 days. I don't think that's unreasonable. 9 Thirty might be pushing it, but 60, definitely not 10 unreasonable. That, to me, would be part of a 11 Corrective Action Plan. 12 And I'm so happy to write some of this 13 down, because I think I'm in the minority on the 14 Commission on doing a Corrective Action Plan. At 15 least, then, all of this is becoming part of the 16 record, and that you can know where I stand. 17 And I stand -- and if any of this is being 18 interpreted negatively, absolutely not. I stand in 19 100 percent support of this school; okay? And I do 20 so because of Major Sky and Lincoln and Maya; okay? 21 And now I know -- I don't know -- we 22 haven't worked together, really, right now, Sandra 23 and Louella, so I don't have a history with you 24 both. 25 And so -- but I am excited about your</p>	<p style="text-align: right;">113</p> <p>1 school, compared to previous years. 2 And so with the Vista changing from other 3 performance measures, the components are pretty much 4 the same as far as reading and math performances, 5 and so -- as previous tests. So the gains is a 6 testament to the students and the administration as 7 well and the teachers. 8 You can tweak educational frameworks as 9 many ways as you want. But it still comes out with 10 the same rubrics. And so I think that two and a 11 half -- was it two and a half? -- two tiers -- 12 two-tier growth is a testament in and of itself. So 13 what's working needs to be enriched. 14 COMMISSIONER BRAUER: Yeah. Yeah. Great. 15 MS. SANDRA FREELAND: So I'm familiar with 16 frameworks. 17 COMMISSIONER BRAUER: I guess -- I'm 18 sorry, Ms. Freeland. Did you all see the 19 performance framework that we -- for the school 20 that's used with the contract with us? 21 MS. SANDRA FREELAND: That's not on public 22 format. So... 23 COMMISSIONER BRAUER: I think it's 24 something the school leader can provide. That's 25 something to really dig into and to see -- see what</p>

<p style="text-align: right;">114</p> <p>1 next steps you all are going to do.</p> <p>2 Because I know you've been here for less</p> <p>3 than three minutes in terms of being the leadership</p> <p>4 of the school. And I acknowledge that, and I</p> <p>5 applaud you for that. But the work has to begin,</p> <p>6 like, quickly.</p> <p>7 MS. SANDRA FREELAND: Yeah. Yeah.</p> <p>8 COMMISSIONER BRAUER: I just want to make</p> <p>9 sure, like, everyone is working with that</p> <p>10 information so that we can make that happen.</p> <p>11 I want to acknowledge something real</p> <p>12 quick. I just wanted to acknowledge Commissioner</p> <p>13 Clahchischilliage. There are co-counsels here. And</p> <p>14 so I just wanted to acknowledge Natasha's work,</p> <p>15 along with Mr. Ivey-Soto, in supporting this school.</p> <p>16 I don't know who decided on this. It's --</p> <p>17 you know, my opinion that it was, like, fabulous,</p> <p>18 and you all worked together to support the school in</p> <p>19 a very quick period of time. And I just really</p> <p>20 appreciate you both in doing that. So marvelous job</p> <p>21 on that.</p> <p>22 I want to also just acknowledge that I do</p> <p>23 have a -- not to the point of a conflict of</p> <p>24 interest. But, Commissioners, I do have a very deep</p> <p>25 connection to this school. Gallup was my home for</p>	<p style="text-align: right;">116</p> <p>1 Commission here that's working with you, that there</p> <p>2 are only a few of us who want to really regulate</p> <p>3 right now.</p> <p>4 And that's different.</p> <p>5 And I'm just going to use my time here to</p> <p>6 share that that -- that -- the less amount of</p> <p>7 oversight that we provide comes with a deep</p> <p>8 responsibility, the responsibility to, like, comply</p> <p>9 and commit to the changes that we need.</p> <p>10 And we don't have to share all the things</p> <p>11 that need to change. You all know it. And so I</p> <p>12 hope -- and Commissioner Burt changed me a little</p> <p>13 bit, because I'm one of those Democrats that is very</p> <p>14 deregulation. It's not part of -- my Republican</p> <p>15 relatives up here, I'm in your camp on that. I'm,</p> <p>16 like, deregulate.</p> <p>17 Commissioner Ingham, I know you appreciate</p> <p>18 that. Thank you. Commissioner Beck.</p> <p>19 When it comes to children, I feel like</p> <p>20 there needs to be some oversight. But where I'm at</p> <p>21 right now is that, like, I feel like I just want to</p> <p>22 share with the students. As much as you stood up</p> <p>23 today, keep standing up for the change that you need</p> <p>24 at your school.</p> <p>25 And it's not about one staff member; it's</p>
<p style="text-align: right;">115</p> <p>1 about ten years. But I also spent some time at the</p> <p>2 Smith Lake Elementary School in GMCS. And then I</p> <p>3 worked with NACA Inspired Schools to help launch the</p> <p>4 school in 2016.</p> <p>5 So I was on your side, if Chair Gipson</p> <p>6 remembers, to get the school opened. And there were</p> <p>7 many questions from the Commission, a very different</p> <p>8 Commission than when we were there.</p> <p>9 And I want to make sure that everyone</p> <p>10 comprehends that. Because I think in the world</p> <p>11 where we live right now, we, oftentimes -- it's</p> <p>12 hard, because of the pain that we still see in this</p> <p>13 world and the inequity that we still see, it's hard</p> <p>14 to see the glimmers of change that has happened.</p> <p>15 And I think that we were in the world when</p> <p>16 this school was opened, and Chair Gipson -- correct</p> <p>17 me if I'm wrong, and, obviously, this is no offense</p> <p>18 towards you, because I know where your heart and</p> <p>19 where your hopes were.</p> <p>20 But there were conversations at the time</p> <p>21 in 2015 of teaching Navajo is teaching religion in</p> <p>22 schools. And that's where we were.</p> <p>23 And, today, we're not perfect. The system</p> <p>24 is not perfect. But there has been progress. And I</p> <p>25 just wanted to acknowledge that, that you have a</p>	<p style="text-align: right;">117</p> <p>1 not about the board. It's about making sure you're</p> <p>2 getting the supports that you need to be productive</p> <p>3 community and tribal leaders who have all of the</p> <p>4 options in the world to take on and make our world a</p> <p>5 better place.</p> <p>6 And this is our moment. Like, the</p> <p>7 leadership in front of us, this is your moment.</p> <p>8 This is what -- I know that's what's in your heart.</p> <p>9 Now we have to commit and comply and not look at us</p> <p>10 as the ones that are going to give you all the</p> <p>11 answers and give you the step-by-step Corrective</p> <p>12 Action Plan to do.</p> <p>13 Obviously, that's on you to do. You have</p> <p>14 co-counsel that can help you that have been around</p> <p>15 the block, both of them.</p> <p>16 So I just want to make sure that you</p> <p>17 hear -- if we don't take very specific, stringent,</p> <p>18 regulatory action today, that's not to say you're</p> <p>19 off the hook. Because, boy, oh, boy, even if there</p> <p>20 was changes in the results for students -- and I'm</p> <p>21 so glad you're at Traditional on the Vista program</p> <p>22 this year -- there's still a lot of work to be done</p> <p>23 in making sure students are continuing to have the</p> <p>24 options that we want them to have: percentage points</p> <p>25 of growth, percentage points of proficiency at</p>

<p style="text-align: right;">118</p> <p>1 Six Directions.</p> <p>2 And, again, I take this as a personal</p> <p>3 connection, because I supported the school in</p> <p>4 opening, like, I want to -- kids need to thrive in</p> <p>5 all the ways of leadership. We can't pick and</p> <p>6 choose the ones we care most about. It's all of it.</p> <p>7 So today, I hope that as we move forward</p> <p>8 and we make some next steps, regardless of what we</p> <p>9 do here, you're up for renewal next year that's</p> <p>10 another huge door-opener or door-closer.</p> <p>11 And I would hate to have students come up</p> <p>12 again next year to try to save the school. I'm</p> <p>13 going to see you, all of you, come up here next year</p> <p>14 to show that the school is thriving, that the school</p> <p>15 has seen -- this is a moment.</p> <p>16 And out of the darkness, like, comes light</p> <p>17 and comes -- comes experiences that we're all going</p> <p>18 to be really proud of. But that's not going to be</p> <p>19 coming from us today; that's going to be on you all.</p> <p>20 I hope that with this new group of</p> <p>21 leadership, new group of documents, that we take a</p> <p>22 very serious reflection and continuous learning kind</p> <p>23 of mindset, that we see this as a moment. Because</p> <p>24 we all want to see this school thrive. We all want</p> <p>25 to see the young people in here, and also the ones</p>	<p style="text-align: right;">120</p> <p>1 need supports. We all have mentors. We all monitor</p> <p>2 each other.</p> <p>3 Leadership at school, oftentimes -- you</p> <p>4 know how the adage goes: It's oftentimes really</p> <p>5 lonely at the top. That's very true. This is a</p> <p>6 point where you can't afford to be lonely, reaching</p> <p>7 out to folks to see what resources are available to</p> <p>8 make sure we're doing right by our kids.</p> <p>9 I believe in everyone in this room. I</p> <p>10 believe in the Commission. I want to make sure that</p> <p>11 this school continues to thrive. And it's really on</p> <p>12 you all. And I want to see this as a moment to</p> <p>13 somewhat celebrate, but to also start rolling up</p> <p>14 sleeves, because we can't afford any more time;</p> <p>15 like, the percentages of academic success has to go</p> <p>16 up, has to go up.</p> <p>17 The opportunities that go beyond</p> <p>18 academics, we have to make sure all of our students</p> <p>19 are thriving in those moments. In the school as an</p> <p>20 organization, you all are hurting. And now it's a</p> <p>21 moment of time to, like, really come together and</p> <p>22 figure out how do we -- how do we just heal and then</p> <p>23 go move into action.</p> <p>24 Because healing is important, but, like,</p> <p>25 action is really pivotal right now at this stage.</p>
<p style="text-align: right;">119</p> <p>1 that are still back in Gallup, Zuni, and the</p> <p>2 Navajo Nation, get what they deserve.</p> <p>3 And that's on us to make that happen. So</p> <p>4 for me, there's just a couple of other things that I</p> <p>5 think about in terms of learning and continuous</p> <p>6 improvement.</p> <p>7 I'm going to spitball a few things if I</p> <p>8 was in your shoes right now. I know it doesn't</p> <p>9 matter. This might be just all hypothetical. But I</p> <p>10 figured I would just share a couple of things. I'm</p> <p>11 a coach, and I like to think about next steps.</p> <p>12 The first one that we talk about is, you</p> <p>13 know -- I'm not sure what NISN's relationship with</p> <p>14 the school is, but there's a lot of resources there.</p> <p>15 The board needs to consider what kind of</p> <p>16 relationship they want with NISN, because there's a</p> <p>17 lot of really talented people there.</p> <p>18 There's not another reasonable charter</p> <p>19 network like NISN that works with indigenous-led</p> <p>20 schools. So it would behoove you to think about</p> <p>21 what kind of relationship you have with them for</p> <p>22 free support.</p> <p>23 I also think about mentorship, really</p> <p>24 thinking about what that would look like for</p> <p>25 governing council and head administrator. We all</p>	<p style="text-align: right;">121</p> <p>1 Thank you.</p> <p>2 THE CHAIR: Commissioner Ingham.</p> <p>3 COMMISSIONER INGHAM: Okay. I was</p> <p>4 wondering if the kids in the hall, if they wouldn't</p> <p>5 mind -- if they're willing to come back in. I just</p> <p>6 wanted to issue a little challenge to them.</p> <p>7 You guys, thank you for coming back in. I</p> <p>8 just -- I want to speak to you guys. I want to tell</p> <p>9 you how proud I am of you guys. I want to say how</p> <p>10 important it is the steps that you've taken and the</p> <p>11 maturity that you've shown and what you've done.</p> <p>12 That maturity is -- is far beyond what</p> <p>13 most of us would expect for kids in school. I'm</p> <p>14 just going to ask you, though, and I'm going to say</p> <p>15 that this isn't -- this is for all you guys that are</p> <p>16 coming in. This is a challenge.</p> <p>17 You guys have shown us so much and how</p> <p>18 much you want your school to succeed. I'm going to</p> <p>19 ask you guys, and I'm going to challenge you guys,</p> <p>20 because we see kids in schools that aren't motivated</p> <p>21 that don't -- don't really care about learning their</p> <p>22 academics. And they -- that's a shame. It's a</p> <p>23 heart-breaking thing for us that are trying to</p> <p>24 promote education.</p> <p>25 I would ask you guys, there is something</p>

<p style="text-align: right;">122</p> <p>1 you guys can do. You guys can be diligent and be 2 disciplined about your studies. You guys can bring 3 this school around to a whole different level. And 4 you know what? I just want you guys -- when we come 5 back for renewal, I know that the acad- -- we won't 6 have the data. Blah, blah, blah, blah, blah. 7 The reality is, we're going to know if you 8 guys have stepped up and done the work to make your 9 school successful. This isn't -- I know -- I'm 10 speaking to you youngsters. I call you "youngsters" 11 because I'm really old. 12 But I -- I know that you have it in you. 13 I've never seen a group of kids that had this much 14 gumption and willingness to step up. 15 So I'm going to ask you. I'm going to 16 plead with you and I'm going to challenge you. Step 17 up. Do your homework. Really focus on your 18 academics. Recognize reading is going to make the 19 difference for you for the rest of your lives. 20 So please really do your work. And I'm 21 going to ask you parents in the room. Support your 22 kids in this. Do everything you can do so when you 23 guys come back for renewal, you can be the -- just 24 something that you guys can be so proud of, but that 25 you can knock it dead; I mean, just knock it out of</p>	<p style="text-align: right;">124</p> <p>1 prompts are where are you going in the future? 2 So I think it allows for the school to 3 really have those, hopefully, deeper and meaningful 4 conversations with the administration, with the 5 board, with the community, and working on that 6 together. 7 I know that PCSNM is now engaged with the 8 head administrator, with the mentor for the head 9 administrator. So I think that's going to be 10 extraordinarily helpful. 11 On our end, we go through -- we have a 12 contract with PCSNM for board support. So I would 13 encourage you to be in contact with the Director to 14 see what those -- we don't require them. We don't 15 mandate them. 16 But we can encourage, we can lead you in 17 the direction for what support -- I would absolutely 18 echo Commissioner Brauer's suggestion to touch -- 19 you know, get in touch with NISN. And, you know, as 20 you're looking at, you know, where do we go, what do 21 we need, that's where, you know, the opportunities 22 are kind of limitless what NISN can offer. 23 So at this time, especially when it's 24 free, don't turn down free, you know. So I think 25 it's really important -- I think the school needs,</p>
<p style="text-align: right;">123</p> <p>1 the park. 2 And I just -- I know you can do it. So I 3 do want to just issue you guys that challenge. 4 Thank you for listening to me and for letting me 5 throw some stuff out there. 6 Thank you. 7 THE CHAIR: So I just want to make a 8 little bit of a clarification. All of our 9 processes, all of the -- the school's contract, the 10 school's performance frameworks, the school's annual 11 reports, those are on our website. So those are all 12 publicly available so that anyone can go in and find 13 any documentation that comes from us. There's -- 14 that's all publicly, so that you can access that. 15 I missed most of the conversation about 16 conditions. I'm not in favor. 17 Only -- and I think especially because of 18 the position the school is sitting in with renewal 19 coming up, doing the renewal application does a deep 20 dive into the processes of this school. And you're 21 going to have to get on that soon, because it comes 22 up quicker than you think. 23 So I think that's going to allow the 24 school to really take a look at, okay, what were 25 those past mistakes that we made and how -- and the</p>	<p style="text-align: right;">125</p> <p>1 and I think you recognize that, yes, you have a 2 community. But you have to maintain that community, 3 relationship, and team building within the board so 4 that you keep yourself strong and you can -- you 5 learn to lean on each other for that. And I think 6 that that support can be helpful. 7 So, yeah, the only thing I'll support is 8 that opening and closing. 9 Okay. Thanks. I apologize. 10 DIRECTOR CORINA CHAVEZ: Thank you. Thank 11 you, Chair Gipson, Commissioners, and Six Directions 12 community. As the director of the Charter Schools 13 Division, I just wanted to address you also. 14 I am -- I am relieved that we are where 15 we're at right now, and there is an opportunity for 16 the school to reinvent how the head administrator is 17 working with the board and for the board to really 18 take the challenges of running a strong organization 19 on behalf of the children, so that the children 20 continue to have this school. 21 I'm really pleased about that, and I just 22 want to let you know that the Charter Schools 23 Division is here to support you as well. 24 We are really concerned that the new board 25 has the source documents in hand. And that means</p>



<p style="text-align: right;">126</p> <p>1 the charter contract and the most recent information 2 that is being published -- or it's not final, 3 because there's a couple of indicators that are 4 still pending. But you should have the most recent 5 documents that show your progress and the letter 6 from Chair Gipson that was issued after last month's 7 meeting. 8 So I would ask the head administrator to 9 please share that with the board as soon as 10 possible. And then if there's any guidance that you 11 need relative to accessing Open Meetings Act 12 compliance guide or whatever, we're here to do that. 13 We also offer every single governing board 14 training hour every month. So we can give you the 15 links to how to register for that training and ask 16 that you look at getting the training as soon as 17 possible. And I'm really happy to see some people 18 that have charter schools experience already on the 19 board. 20 The other thing I want to let you know is 21 that you will get a spring site visit from the 22 Charter Schools Division, where we will go through 23 all the items on the performance framework and give 24 you some preliminary feedback, and ask that you pay 25 attention to that, because that's -- this is the</p>	<p style="text-align: right;">128</p> <p>1 Letter of Concern and a Corrective Action Plan -- I 2 just want to make it super clear. 3 I don't want anyone in this room thinking 4 "Oh, Commissioner Carrillo doesn't really support 5 our school." If there's anyone who could even say 6 that after what I've said previously, I would be, 7 like, flummoxed with that. 8 It's just that I believe that there needs 9 to be a Corrective Action Plan here and the 10 accountability piece in this next year prior to 11 renewal. That is the only thing that kind of 12 probably separates me from the others right now on 13 the Commission. 14 I support you 100 percent in your efforts. 15 I'm here for you. You can call me any time. You 16 know, my -- any time you can reach out. I support 17 you 100 percent; okay? Just make no mistake about 18 that. 19 All right. Thank you. 20 THE CHAIR: I thought you were making a 21 motion. 22 Okay. Yeah, I know. No. But I thought 23 you said before you started you're probably going to 24 need a roll call. Got you. I misunderstood. 25 Commissioner Burt.</p>
<p style="text-align: right;">127</p> <p>1 final year that you're going to have an annual 2 report before renewal. 3 Then you'll have a renewal site visit in 4 the fall. So that's two visits from the Charter 5 Schools Division prior to renewal. And so that's 6 opportunity to show growth. That's opportunity to 7 show that you know what you have entered into a 8 contract with with these lovely Commissioners who 9 are willing to give you the opportunity to take the 10 leadership and make the improvements that you need. 11 Like Commissioner Brauer, I worked for the 12 NACA-Inspired Schools Network and helped launch this 13 school. And I know that one of the things that was 14 important to the founders of this school and the 15 idea behind the school was that Navajo and Zuni work 16 together on behalf of its students. 17 So the relationship between the Navajo and 18 Zuni peoples at this school should be strong and 19 should be cohesive and should be the beautiful 20 harmony that was envisioned for the school. And 21 that is what I hope for you all. Thank you. 22 VICE CHAIR CARRILLO: So prior to the 23 motion being made -- because I -- I mean, I sense 24 that the others on this Commission that don't 25 necessarily agree with my ideas relative to the</p>	<p style="text-align: right;">129</p> <p>1 COMMISSIONER BURT: Okay. Thanks. And I 2 am -- the motion I'm going to make is going to be 3 just off -- based off of the reason we're here 4 today. 5 You know, I -- it's not that I don't 6 necessarily agree with Commissioner Carrillo about 7 it; but I also think we have procedures in which, at 8 what points we take action like that -- and we did 9 already look at the preliminary report. We took 10 action on it, sent them a letter. 11 If we wanted to do a Corrective Action 12 Plan, I believe we should have done it at that time. 13 Or when we accept the next -- you know, the official 14 Annual Report, that's an appropriate time to take 15 that measure. 16 So that's why today, I'll be just making a 17 motion over what we are doing today. 18 I move that the PEC send the school a 19 Notice of Concern regarding the failure of the 20 governance council to sustain the required number of 21 members as required by law and as required to 22 sustain a Board of Finance. 23 This Notice of Concern will be made part 24 of the Record of Performance of the school. 25 Given the action of the school to approve</p>

<p style="text-align: right;">130</p> <p>1 a new board, the school is put back into good 2 standing on this issue.</p> <p>3 The letter from the Chair will also 4 reflect that the school has been placed back in Good 5 Standing.</p> <p>6 THE CHAIR: Second. 7 There's a motion by Commissioner Burt and 8 a second by Commissioner Gipson.</p> <p>9 VICE CHAIR CARRILLO: I would like to 10 make -- there's the term -- you said what is the 11 term, because you don't like us to use the term 12 "friendly."</p> <p>13 I'd like to amend the motion. And the 14 amendment would be to -- let's see -- to place the 15 school on the Intervention Ladder with a Notice of 16 Concern regarding organizational concerns related to 17 Preliminary Annual Report and low academic 18 performance in the Vistas data, and, further, that 19 the school provide a plan for organizational 20 improvement to CSD within 30 days. Further, that 21 the new board complete a required governing board 22 training within the next 60 days, and that the 23 school provide a plan for student improvement in 24 math and reading to the CSD within the next 30 days.</p> <p>25 COMMISSIONER BURT: I do not accept that</p>	<p style="text-align: right;">132</p> <p>1 as we're now a part of the official board with 2 Six Directions indigenous School?</p> <p>3 In response to Commissioner Carrillo's 4 concerns, I can say that there's a plan moving 5 forward on how to have corrective actions. I think 6 there's twofold pieces here in the context of the 7 adults who were not adults to carry this school 8 forward and subsequently resigned. And that's in 9 the past.</p> <p>10 And so we're looking solution-forward and 11 solution-focused.</p> <p>12 In respect to the students represented 13 here, I'd like to make a bridge and have a context 14 of a majority of schools accept indigenous programs 15 within their Western academic model.</p> <p>16 Six Directions Indigenous School is an 17 indigenous school that's accepting its Western 18 model, if you can wrap your mind around that.</p> <p>19 And it was very representative by the 20 opening blessing and the leadership of speaking up 21 and stepping out. And so indigenous communities are 22 very community-focused when they're healthy. Even 23 when we're not healthy, we circle.</p> <p>24 And so as mentor-age -- I believe I have 25 that autonomy to speak in that realm as an elder --</p>
<p style="text-align: right;">131</p> <p>1 friendly amendment. You can make a motion to do it, 2 to amend.</p> <p>3 VICE CHAIR CARRILLO: As regarding 4 everything I stated, I make it a motion to so amend 5 the -- to amend the original motion.</p> <p>6 THE CHAIR: Not hearing a second.</p> <p>7 VICE CHAIR CARRILLO: Do I hear a second? 8 The amendment fails.</p> <p>9 THE CHAIR: The amendment fails. 10 All in favor of the original motion, 11 unamended. 12 (Commissioners so indicate.) 13 THE CHAIR: Opposed? 14 VICE CHAIR CARRILLO: Opposed. That's why 15 we need a roll call. No.</p> <p>16 THE CHAIR: You'll still get on -- there 17 is a nay by Commissioner Carrillo. Let the record 18 reflect that, please. So hearing -- there are eight 19 Commissioners that voted aye. Correct.</p> <p>20 The motion passes. Thank you very much. 21 Is there something the students wanted to 22 do? I don't want to dismiss -- if not -- but I 23 don't know.</p> <p>24 MS. SANDRA FREELAND: PEC Commission, as 25 closing, can we make our closing comments as well,</p>	<p style="text-align: right;">133</p> <p>1 the core of the indigenous values, whether it's 2 Zuni, Navajo or other tribes, is very represented in 3 this room. And it was before, back in the day when 4 I would have to sit here in front of different 5 Commissions and talk to people.</p> <p>6 And so we're having the same conversation. 7 But I agree with you in the context that there is 8 growth in the sense that it's not so much 9 politically driven as to who can take Navajo and who 10 can take Zuni, or how much do we chunk off a budget 11 in order to have a 30-minute allocation.</p> <p>12 We're now in witness of a charter school 13 that is operating within indigenous core values. 14 So in bridging policy and aligning, we 15 have a vision of connecting the -- in an education 16 rights. (Verbatim.) 17 If it weren't for the tribal consultation, 18 we may not have had the support of our tribal 19 leaders who spoke on behalf of the school.</p> <p>20 And we also represent the focus of the 21 mission of that school. 22 So the politics aside, the business at 23 hand, the technical practice of putting a board back 24 in place and reevaluating policies that were 25 effective and were lapsed and gapped because of the</p>

<p style="text-align: right;">134</p> <p>1 weakness or the toxicity of the individuals, Natives 2 we still call relation, but we gently push aside. 3 And so that's done. 4 So there's no real renewal. It's a 5 picking up where we left off and honoring the 6 prayers that were shared in the song and moving 7 tomorrow. 8 So transparency, communication, 9 solution-focused approaches, and to policy review, 10 Rebecca is very much a part of it. And the 11 students, they've already dissected the policy. You 12 have that evidence. 13 So getting their feedback, what would 14 Six Directions look like in the ideal setting? And 15 I guarantee you it's an indigenous system that's 16 accommodating the Western model. 17 And so where we rally around the two-tier 18 growth, we continue. I guarantee you the youth here 19 and the parents are already recultivating the 20 indigenous core values that our state was made with 21 and in the Indian Education Act. 22 So there's power to the policies and 23 procedures for Indian, the tribal consultation, and 24 the Indian Education Act. So that is already the 25 pathway to working with PED. And those were not</p>	<p style="text-align: right;">136</p> <p>1 reinstating the school and being back in good 2 standing, and we move forward with that. But we 3 were in good standing, because, indigenously, we're 4 already performing. And the students blessed you 5 all with that. 6 So, hopefully, good medicine moving 7 forward, we will carry out the technical components 8 we need to be a State charter. And we will do that. 9 Thank you. 10 THE CHAIR: Thank you. Thank you. I 11 appreciate it. Thank you. 12 (Recess taken, 12:20 p.m. to 12:39 p.m.) 13 (Possible off-mic discussion.) 14 THE CHAIR: I move that the PEC accept the 15 changes to the performance framework and the 16 business rules shown as Documents 12.a. and 12.b. in 17 the meeting materials. 18 I further move that the Chair send a 19 letter to Dream Diné Charter School, Explore 20 Academy-Albuquerque, Middle College High School, 21 Northpoint Charter School, Raíces Del Saber 22 Xinachtli Community School, Renaissance Academy, 23 San Diego Riverside Charter School, School of Dreams 24 Academy, and Solare Collegiate Charter School, and 25 request that the governing boards accept an</p>
<p style="text-align: right;">135</p> <p>1 parts of the policies and procedures that I looked 2 at when I looked at the governing board oversight. 3 And so those are the technical components 4 that we can wordsmith to thread it back in so that 5 you would all have a view that this, in any other 6 context, should not happen again. 7 And so I'd like to share that with you, 8 Board, and that I do have the experience to do that. 9 One of my last stints in leaving the PED 10 was I was put through the -- no. I was with the 11 district at that time, when the school farm was 12 going on, and we had to do the UVA training. And so 13 I'm a three-year UVA survivor, and from principal 14 and at the district level. 15 And so if any pragmatic determinants of 16 how we can support Rebecca's brilliant ideas and her 17 knowledge, we have that. So rest assured that 18 that's not a personal infusion that's going to be 19 made. We're going to really look at the technical 20 and accountability piece, and the compliance and 21 school improvement and the performance measure, 22 90-day plan, eight-week increments. You want that? 23 We got it. We can do it. 24 And so I don't feel -- I appreciate your 25 recommendation for sticking to the task here and for</p>	<p style="text-align: right;">137</p> <p>1 amendment to the performance frameworks which 2 accepts the performance framework and business rule 3 changes as part of their charter contracts. 4 COMMISSIONER TAYLOR: Second. 5 THE CHAIR: There's a motion by 6 Commissioner Gipson and a second by Commissioner 7 Taylor. 8 All in favor? 9 (Commissioners so indicate.) 10 THE CHAIR: Opposed? 11 (No response.) 12 THE CHAIR: Hearing no opposition, the 13 motion passes. 14 We are on to Item -- yeah, I guess -- 15 please let the record reflect that Commissioner Burt 16 is not in the meeting any longer. 17 Oh, I'm sorry. That was Item No. 12. 18 THE CHAIR: Item No. 13, Decision and 19 Possible Action on New School Application. 20 We fixed the one area yesterday. Our -- 21 as long as Commissioners are comfortable with the 22 change that was made as of yesterday. 23 VICE CHAIR CARRILLO: Change relative to 24 plagiarism? 25 THE CHAIR: Correct. That was the only</p>

<p style="text-align: right;">138</p> <p>1 change that was made yesterday.</p> <p>2 VICE CHAIR CARRILLO: Honestly, I don't</p> <p>3 recall what the fix was and what you deci- -- if</p> <p>4 there was fix and you decided on something. I</p> <p>5 remember a lot of the back and forth. But I --</p> <p>6 THE CHAIR: It was embedded in the</p> <p>7 document that we were working on at the time.</p> <p>8 VICE CHAIR CARRILLO: Let me just look at</p> <p>9 it. I'm fine -- yeah, I'm fine with it.</p> <p>10 MS. JULIA BARNES: It's Document 13 on</p> <p>11 Page 3. Item No. --</p> <p>12 VICE CHAIR CARRILLO: I have it right</p> <p>13 here.</p> <p>14 MS. JULIA BARNES: Item No. 4.</p> <p>15 VICE CHAIR CARRILLO: I don't recall there</p> <p>16 being agreement. But, okay.</p> <p>17 THE CHAIR: I thought there was, and</p> <p>18 that's why the change was made.</p> <p>19 VICE CHAIR CARRILLO: Okay. I just don't</p> <p>20 recall agreement. I recall a lot of arguing on that</p> <p>21 one issue, very spirited. I don't recall agreement;</p> <p>22 so...</p> <p>23 THE CHAIR: So the only thing I'm going to</p> <p>24 say is the word changes were made and no one said,</p> <p>25 "Don't do that."</p>	<p style="text-align: right;">140</p> <p>1 was. That's what I'm asking.</p> <p>2 COMMISSIONER MANIS: I think that's fair.</p> <p>3 And I thought about this overnight. You know, we</p> <p>4 originally talked about this in terms of</p> <p>5 percentages. I know nobody wants to talk about the</p> <p>6 percentages.</p> <p>7 But the reason why the percentages were</p> <p>8 brought up is because I think it's too rigid to --</p> <p>9 to disqualify someone and say that it has to be</p> <p>10 zero.</p> <p>11 I think whenever Commissioner Beck and</p> <p>12 myself, based off our experience with the software,</p> <p>13 stating that there's less than 5 percent, I don't</p> <p>14 think either of us, in our academic careers, that we</p> <p>15 would have even probably raised a red flag if</p> <p>16 something is less than 5 percent.</p> <p>17 And so that's why the percentages</p> <p>18 initially came up. And I think the percentages are</p> <p>19 a -- an easy way to be more objective without</p> <p>20 disqualifying someone unnecessarily.</p> <p>21 That's -- that, I think, is where the</p> <p>22 percentages can be helpful, especially to those who</p> <p>23 are reviewing, which will unlikely be that</p> <p>24 subcommittee; right? Hopefully, it doesn't get to</p> <p>25 that point.</p>
<p style="text-align: right;">139</p> <p>1 VICE CHAIR CARRILLO: What page are you on</p> <p>2 in this -- I have no problem with it. I want to</p> <p>3 move on with this item, because it can go on</p> <p>4 forever.</p> <p>5 MS. JULIA BARNES: Page 3 of Item No. 13.</p> <p>6 VICE CHAIR CARRILLO: Okay. And</p> <p>7 everyone's happy with those four paragraphs in the</p> <p>8 language?</p> <p>9 THE CHAIR: Right.</p> <p>10 COMMISSIONER MANIS: My only concern --</p> <p>11 and I'm going to raise this concern -- is there's</p> <p>12 lack of transparency as to what will be a concern</p> <p>13 that's raised. And there's lack of transparency as</p> <p>14 to when does it get to the point that a school is</p> <p>15 deemed disqualified. That is my concern in this</p> <p>16 regard.</p> <p>17 THE CHAIR: Okay. So...</p> <p>18 COMMISSIONER MANIS: No need to hash it</p> <p>19 out. But I still think there's lack of clarity with</p> <p>20 this.</p> <p>21 THE CHAIR: Okay. So I'm going just to --</p> <p>22 before we approve this, I'm just going to ask, as we</p> <p>23 move forward with this, can we set those parameters</p> <p>24 up outside of this application process? But the</p> <p>25 applicants would certainly have to know what that</p>	<p style="text-align: right;">141</p> <p>1 So that's my -- that's the only reason why</p> <p>2 I think the percentages can be helpful, because, in</p> <p>3 my mind, if I saw a -- an application that was less</p> <p>4 than 5 percent, I would say, "Okay, this is good."</p> <p>5 I'm not even going to spend my time meeting with the</p> <p>6 applicant, going through all these little minute</p> <p>7 details.</p> <p>8 And that makes the process simple, which</p> <p>9 is what Commissioner Burt was trying to argue for.</p> <p>10 But the process of meeting with the school, going</p> <p>11 through, line by line -- line by line with the</p> <p>12 highlights to me is not simple. That's -- that is</p> <p>13 way too much work, in my mind. But...</p> <p>14 SECRETARY BECK: And from my experience,</p> <p>15 the percentage is a good guideline. It's a good</p> <p>16 guideline. That's what it's there for.</p> <p>17 THE CHAIR: I mean, my hope is that --</p> <p>18 because the school had to run this prior to, there</p> <p>19 will be significantly less that has to go over line</p> <p>20 by line, you know, for me.</p> <p>21 SECRETARY BECK: Maybe -- maybe KT, you</p> <p>22 and I should be on the subcommittee, since we've had</p> <p>23 prior experience with that software.</p> <p>24 THE CHAIR: The subcommittee is only going</p> <p>25 to meet if there's an appeal.</p>

<p style="text-align: right;">142</p> <p>1 SECRETARY BECK: I get it. I get it.  2 THE CHAIR: So we don't even know -- yeah.  3 And that can certainly be.  4 SECRETARY BECK: Down the road.  5 THE CHAIR: You know, for me, I've always  6 struggled with the concept of disqualifying an  7 applicant. I have. Because statute allows the  8 disqualification, actually calls for the  9 disqualification if they're in that rural area, and  10 their owning up a school, and they're going to it  11 because there's a -- you can't have a charter school  12 in a school district that only has "X" population.  13 It can't be above -- and I don't remember what the  14 percentage was. That's, like, it, you know. Or, if  15 they didn't put in a complete application.  16 So if you left -- you know, you didn't  17 submit a budget, you left this out, boom, you're  18 done, because it was not a complete application.  19 Beyond that, I've always struggled with  20 that, because, you know, we allowed them to submit.  21 And so I worry about that disqualification.  22 So I do get concerned, you know, if  23 there's -- you know about that subjectivity that  24 gets in there. Because how do you -- you know. So  25 I think -- so I'm going to go back -- I don't</p>	<p style="text-align: right;">144</p> <p>1 that what you have in here is sufficient. CSD  2 provides you with recommendations. They make  3 decisions for you all the time.  4 There's subjectivity in there. And you  5 have a due process kind of subcommittee. And then  6 what I think is really clear is how to avoid  7 plagiarism.  8 So if you're going to quote Abraham  9 Lincoln, just put his name there.  10 If you're going to cite another charter  11 school, then identify it.  12 So I have not gone back and run how much  13 of an issue this has been in past applications. So  14 it may be a one-time thing.  15 The thing that has concerned me the most  16 is how deeply divided you all were about how to  17 address that issue.  18 So I really like that you are having this  19 conversation now about discussing it at the  20 beginning of the application process and what you're  21 going to do, because what I found difficult was how  22 much time and effort all of the applicants had put  23 in, and then how much -- how much conversation and  24 depth of conversation you all felt as a Commission.  25 So I'm comfortable with this. I think</p>
<p style="text-align: right;">143</p> <p>1 think -- I think it's just that bigger question.  2 Do we have to embed that in there now? Or  3 can we not set in those guidelines after the fact?  4 And then, as long as when the applicant team is  5 starting, through Missy's training, they're informed  6 that, "This is the guidance from the Commission that  7 this is how the process is going to be, and this is  8 the percentage or whatever that the disqualification  9 will take place," and we can hash that out later.  10 But we can live with this language right now. Okay.  11 VICE CHAIR CARRILLO: So I'm going to ask  12 Julia, where are we going to get in trouble here if  13 we're not having something more objective? And then  14 we come back later when somebody puts an application  15 in, and they go to Missy, and they're saying, "Well,  16 that's not in your application's procedure."  17 You know, it's, like, I would rather be  18 much more definitive. And if we're going to put  19 percentages in, let's put them in now, and then so  20 the people that are applying, they know. They know  21 what the expectation is.  22 The subjectivity scares me on something  23 like this, because, to me, it all means it ends up  24 being litigated in some way.  25 MS. JULIA BARNES: I mean, my opinion is</p>	<p style="text-align: right;">145</p> <p>1 that it is very reasonable. I think it's certainly  2 clear what plagiarism is and isn't, and you don't  3 have to plagiarize.  4 So I'm okay with it. I don't have any  5 problem with this. I think you could put a floor.  6 I think that -- I think that that might add a little  7 bit more on that.  8 But, frankly, my opinion at the definition  9 of what -- what you do to cite to something so it's  10 not plagiarism is super clear.  11 THE CHAIR: Okay. Are we good?  12 So I move that the PEC accept the changes  13 to the New School Application shown as Document 13  14 in the meeting materials.  15 COMMISSIONER BRAUER: Second.  16 THE CHAIR: There's a motion by  17 Commissioner Gipson, a second by Commissioner  18 Brauer.  19 All in favor?  20 (Commissioners so indicate.)  21 THE CHAIR: Opposed?  22 (No response.)  23 COMMISSIONER TAYLOR: Did -- did you  24 say -- is Bekka on? She's not? Okay.  25 THE CHAIR: Right.</p>

<p style="text-align: right;">146</p> <p>1 COMMISSIONER TAYLOR: Right. Cool.  2 THE CHAIR: Thank you. The motion passed,  3 hearing no opposition.  4 We have on to Item No. 14, Report and  5 Discussion of Assurance Form for Schools under New  6 Contracts.  7 So we have an update of the rollout of the  8 Assurance Forms. We have 134 responses from the  9 schools, and we also have some schools listed there  10 that have not shown in their Assurance Forms.  11 MS. JULIA BARNES: And so document  12 materials in the folder that says "Assurances" are  13 all the submitted Assurances from Epicenter.  14 DIRECTOR CORINA CHAVEZ: Right. So the  15 schools that are listed under c., Dream Diné, School  16 of Dreams Academy, San Diego Riverside, I've all  17 reached out to them within the past month, maybe  18 more than one time, ensuring that they were logged  19 into Epicenter and reminding them of the Assurances  20 requirement.  21 They, as of today, in Epicenter, those are  22 still not there. I did hear from San Diego  23 Riverside about the forms. I know they have  24 intentions, and they have scheduled a board meeting  25 so that they could sign the Assurances.</p>	<p style="text-align: right;">148</p> <p>1 We contact them. We contact them. We  2 contact them. And it's, like -- it just -- it's  3 frustrating.  4 And, you know, it's -- you know, we're  5 sitting here. And, you know, clearly, they just  6 don't care. These three, they see us as possibly a  7 toothless tiger. Doesn't matter what they do. They  8 got their renewal. They got their new school. They  9 can just, you know, blow us off any time they feel  10 like it.  11 That's what this feels like. So what are  12 we going to do about it? What can we do about it?  13 I'm over it. These three schools. These  14 three schools. Dream should know better.  15 DIRECTOR CORINA CHAVEZ: I did get a  16 response from Nadine on Monday, October 28th, saying  17 she will submit the following -- following the GC  18 meeting on that date.  19 So I don't know. Perhaps she's having  20 Epicenter technical assistance -- I mean, technical  21 issues. We did -- when I sent the e-mail, I did  22 send the name of the Epicenter support specialist  23 and contact. So, you know, it's nice that Epicenter  24 does that, and I wouldn't have to walk her through  25 the process.</p>
<p style="text-align: right;">147</p> <p>1 VICE CHAIR CARRILLO: On this item?  2 THE CHAIR: But you haven't heard from the  3 two other schools?  4 DIRECTOR CORINA CHAVEZ: I have not heard  5 that they are in process. Well, yeah, I have not  6 heard that they are in process.  7 THE CHAIR: Okay.  8 DIRECTOR CORINA CHAVEZ: Yeah. They are  9 aware, because they have been informed. But we  10 don't have those Assurances yet, or a date by  11 which --  12 THE CHAIR: So there's been no  13 communication one way or another?  14 DIRECTOR CORINA CHAVEZ: There's been  15 one-way communication is probably the best way to  16 characterize it about that. I sent reminders.  17 THE CHAIR: There's been no communication  18 from the school that it's coming, it's not coming --  19 DIRECTOR CORINA CHAVEZ: Correct.  20 THE CHAIR: Okay.  21 SECRETARY BECK: On this issue?  22 THE CHAIR: Commissioner Carrillo.  23 VICE CHAIR CARRILLO: Frustrating.  24 Everyone has intentions. How long are we going to  25 let this go on?</p>	<p style="text-align: right;">149</p> <p>1 But -- you know. And I don't quite have  2 time to walk everybody through the process. So I  3 would assume that -- she did say she would submit,  4 but they're not in Epicenter. So I haven't had a  5 chance to give her a call and find out why.  6 VICE CHAIR CARRILLO: What -- I mean, you  7 can't slap people. What can you do; right? They  8 just continue to blow us off and it kind of is what  9 it is.  10 THE CHAIR: No. We can -- we could put  11 them on the agenda and send them a Notice of Concern  12 that --  13 VICE CHAIR CARRILLO: You're right. And  14 there's another 30 days. It's just better that the  15 CSD contact them as best they can and say, "Do this  16 now. Do this now. Is "now" not in their  17 vernacular?  18 MS. JULIA BARNES: I know your favorite  19 topic is how far this goes down the pathway.  20 I think it is important for your new  21 system on the Record of Performance to put people on  22 the Intervention Ladder if they're failing to take  23 action.  24 So even though you're frustrated and  25 maybe, then, don't want to take action, I suggest</p>

<p style="text-align: right;">150</p> <p>1 you take action when the schools aren't doing what 2 they're supposed to be doing. 3 VICE CHAIR CARRILLO: Next agenda. 4 MS. JULIA BARNES: So that's what I -- I 5 have one more, just, question. In looking at the 6 documents that the schools provided, one school sent 7 a pretty detailed e-mail that said, "We are 8 definitely doing it," but didn't fill out the actual 9 form. And the form itself actually has questions 10 and answers that they're supposed to fill out. 11 So I would suggest that even though that 12 school complied and worked to really comply, that 13 it's not just a forms for forms' sake; it actually 14 has them tell you if they feel like anything's out 15 of compliance and what they're going to do. And 16 several schools did that. 17 I would ask that that school complete that 18 Assurance Form. It's not one of these three. 19 DIRECTOR CORINA CHAVEZ: Commissioners, 20 if, during the EC, maybe you can let me know which 21 school you're seeing that on, Julia, and we can 22 follow up with that school as well. 23 THE CHAIR: So I move that the -- the 24 Chair provide a letter to Dream Diné Charter School, 25 School of Dreams Academy, and San Diego Riverside</p>	<p style="text-align: right;">152</p> <p>1 THE CHAIR: So what difference does it 2 make, when, in December we get it, as long as we get 3 it before the meeting? 4 Because if I send a letter and say, "I 5 want this by December 4th, and, otherwise, you're 6 going to be put on the agenda, and you're going to 7 be placed on the Intervention Ladder," and they send 8 it in December 7th. They haven't complied with the 9 December 4th. 10 Are we going to put them on the 11 Intervention Ladder? No. So what difference does 12 it make, when, between now and our December meeting, 13 that they send it in? Because if they send it in 14 any time during that time, you're saying we're not 15 going to put them on the Intervention Ladder. 16 VICE CHAIR CARRILLO: Greater 17 accountability is what it means. 18 THE CHAIR: It's not. It's not. 19 VICE CHAIR CARRILLO: Yes, it is. You're 20 telling them seven days instead of another 30 days 21 when they've already had 60 days. 22 THE CHAIR: What difference does it make? 23 VICE CHAIR CARRILLO: I can raise my voice 24 as loud as anybody wants to go. I'm right there 25 with you.</p>
<p style="text-align: right;">151</p> <p>1 Charter School requiring the schools to provide 2 completed Assurances prior to the December 2024 PEC 3 meet asking if not received the school will be 4 placed on the intervention ladder at that time. 5 COMMISSIONER TAYLOR: Second. 6 THE CHAIR: There's a motion by 7 Commissioner Gipson, a second by Commissioner Taylor 8 or. 9 VICE CHAIR CARRILLO: No, not 30 days. I 10 would say seven calendar days. Now. It's like -- 11 they've had so much time they've had to do all of 12 this. It's, like, give them now another 30 days? 13 I would say you're informing them they're 14 going to be -- get a Notice of Concern if it's not 15 complied with within seven calendar days. 16 THE CHAIR: But -- 17 VICE CHAIR CARRILLO: We're letting them 18 know if we don't receive this information within 19 seven calendar days, that in the next meeting we're 20 issuing a Letter of Concern. 21 THE CHAIR: If we get it on December 10th, 22 we're still going to put them on the Intervention 23 Ladder because they -- 24 VICE CHAIR CARRILLO: Not, because it's a 25 nonissue if we get it.</p>	<p style="text-align: right;">153</p> <p>1 THE CHAIR: I'm not yelling. I apologize 2 if you think I'm yelling, because I'm not. 3 COMMISSIONER BRAUER: Madam Chair, I don't 4 think you're yelling. You just have a voice that 5 carries, as my grandmother would say. 6 For me, I agree. I don't think we need to 7 do anything between the meetings, because I -- I'll 8 speak for myself. Unless you call an emergency 9 meeting, how else are we going to take any action 10 between then and now? 11 And I hope -- I behoove us not calling a 12 meeting, since we spent four days together this week 13 and five days in December. I want to continue to 14 like you people. 15 So I think it just gives -- there's due 16 process, Commissioner Carrillo. I know you know 17 that. I know it feels like we bend it so long that 18 it doesn't feel like we're giving it. 19 But we just have due process, and it's a 20 stubborn thing. And I feel like, hopefully, these 21 schools -- as you shared with Director Chavez, that, 22 hopefully, this will, you know, spur some good -- 23 goodwill from the schools to, like, comply by 24 something that's already due. 25 That's my two cents. I understand it.</p>

<p style="text-align: right;">154</p> <p>1 But I also know we're not going to take any action 2 until next time. So why would we change that? 3 We're not going to retroactively punish schools for 4 being late when we haven't been able to take an 5 action. 6 THE CHAIR: Greater accountability would 7 require us to take immediate action. If we put a 8 date of -- we need it by December 4th, they didn't 9 do it, it would require us to take action then. 10 Otherwise, there isn't greater accountability, 11 because when we meet in December, we're simply going 12 to accept it. 13 MS. JULIA BARNES: We can, though, say 14 December 6th, because that's when documents are due 15 for your meeting. So if you want to -- 16 VICE CHAIR CARRILLO: Why are you talking 17 about December? I mean, I said seven calendar days. 18 From today, being the 15th, that's going to be 19 November 22nd. 20 If somebody's already been given 90 days, 21 it's even -- you know, it's just, like -- yeah, I 22 know. Maybe it's a Pyrrhic victory. Is that -- am 23 I pronouncing it correctly? 24 But if they turn it in within the seven 25 calendar days. And if they don't, yes, then</p>	<p style="text-align: right;">156</p> <p>1 VICE CHAIR CARRILLO: We did that in the 2 past for a school that turned in their data or did 3 whatever they did -- I think it was Riverside, 4 actually. Part of the Letter of Concern was that if 5 they don't respond to CSD or any obligations in a 6 timely fashion. 7 You can still have that Letter of Concern 8 if they turn it in in ten calendar days. 9 I'm just wanting to -- you know, I don't 10 like it when I feel like a school is thumbing their 11 nose at us. That's what it is. That's what it 12 comes down to. 13 THE CHAIR: Commissioner Ingham. 14 COMMISSIONER INGHAM: Okay. I've got to 15 disagree. 16 Okay. Here's what I'm going to say. I 17 cannot offer just a solution. I am disturbed that 18 one of my schools is on this list. 19 Okay. So here's my suggestion. 20 So I'm just going to go ahead. Here's 21 what I'm offering. I will call and get -- the head 22 learner at School of Dreams Academy, and I will 23 emphasize the -- the expectation and find out why -- 24 what's the miscommunication. 25 Because, to be honest with you, it sounds</p>
<p style="text-align: right;">155</p> <p>1 we'll -- in the next December meeting, give them a 2 Letter of Concern. 3 But I think by just stating, "We want this 4 in seven calendar days. You've been given so much 5 time. What's wrong with you?" 6 I wouldn't put it quite that way in the 7 letter, but -- 8 THE CHAIR: I'm -- because, once again, we 9 give them seven calendar days, and they don't 10 comply. If you're looking for greater 11 accountability, it would require us to call a 12 special meeting to take action on the school; 13 otherwise, if they send it to us in seven calendar 14 days, eight calendar days, or fifteen calendar days, 15 the same result is going to happen. In our December 16 meeting, we won't take any action against them. 17 It's plain and simple. 18 VICE CHAIR CARRILLO: So the action you're 19 taking in the December meeting is a Letter of 20 Concern saying you're not doing your due diligence 21 in a timely fashion. We did that with another 22 school. 23 COMMISSIONER TAYLOR: But they've already 24 done it. We'd be issuing a Letter of Concern for 25 something that's already been resolved.</p>	<p style="text-align: right;">157</p> <p>1 out of character that they would treat us like what 2 Steve is saying. That doesn't sound like -- that 3 doesn't sound right to me from the people I know at 4 that school. 5 So I'm going to find out what -- I'm 6 suggesting let us, as Commissioners, talk to the 7 schools that we -- that are a part of this, and then 8 find out what the miscommunication -- and why they 9 are leaving us with this -- 10 THE CHAIR: So I'm going to speak to that. 11 That's not appropriate. That's what the Charter 12 School Division -- because this is something that we 13 then later have to vote on. We don't do the 14 compliance call. "Why are you not doing this? 15 That's what they -- that's their job. 16 So that when we come, the conversation -- 17 because you have a conversation with him, I'm not 18 privy to that conversation, but I'm still going to 19 have to vote on whatever it is. But you've got 20 information that I don't have. 21 We're not the compliance arm of this. We 22 vote on the recommendation from the compliance arm. 23 So it is not the role of a Commissioner to 24 have compliance visits. At one time, the Attorney 25 General's Office had told us, "You're best not to go</p>



158	<p>1 into a school so it may not -- so it wouldn't be 2 viewed -- because you're not a compliance arm." 3 We're not. 4 COMMISSIONER INGHAM: Okay. 5 THE CHAIR: They do the compliance. So 6 that that isn't -- that is an inappropriate 7 conversation to have with a school. 8 "Why aren't you doing this?" "Why aren't 9 you doing that?" 10 That's their role. 11 COMMISSIONER INGHAM: Well, then I would 12 really like to know what the miscommunication is, 13 because -- and I'm not clear on this. And it's 14 sometimes out of character, to me, what's happened. 15 So I don't know what's going on. And I 16 feel like, for me, it's, like -- I do want to know 17 why -- when the school -- why they aren't. 18 THE CHAIR: You can ask the Director to 19 give -- to give us that information. And that way, 20 we all have that information. 21 But, you know, when you go into a school, 22 you're going in to visit the school, you're not 23 going in as a -- that's why we don't participate in 24 site visits, because that's something -- at some 25 point in time, components of it is something that</p>	160	<p>1 the Intervention Ladder at that time. 2 All in favor? 3 (Commissioners so indicate.) 4 THE CHAIR: Opposed? 5 (No response.) 6 THE CHAIR: Hearing no opposition, the 7 motion passes. 8 We are on -- Item 15. We don't have any 9 legislative action to vote on at this point in time. 10 Item No. 16, a Report from the Charter 11 Schools Division. 12 DIRECTOR CORINA CHAVEZ: Thank you, Chair 13 Gipson, Commissioners. You have a document uploaded 14 in your drive which is an update on the CSD staff 15 positions. If somebody wants to screen-share before 16 I get to it, that would be lovely. If not, I will. 17 MS. LUCY VALENZUELA: I'll do it. 18 DIRECTOR CORINA CHAVEZ: Yeah. Thank you, 19 Lucy. So... 20 MS. LUCY VALENZUELA: You are welcome. 21 DIRECTOR CORINA CHAVEZ: You all have had 22 the chance to meet Nicola, and we already put her on 23 the spot as air traffic controller. So, welcome, 24 Nicola Davis. She is the newest staff member on the 25 team who is serving on the Technical Assistance and</p>
159	<p>1 we're going to be voting on their Annual Report and 2 so on. So that's not the -- that's not the role we 3 take. 4 COMMISSIONER INGHAM: There's something 5 missing for me in this regard. So I'll just have to 6 submit to that. I don't see that connection, but 7 I'll submit to it. Okay? 8 THE CHAIR: Okay. Thanks. Are we ready? 9 I have trouble when you go to green to read it. 10 So I just have to put my glasses on 11 because I can't see it when it -- I move that the 12 Chair provide a -- didn't I do that? 13 I already did. We're voting now. Yeah. 14 Okay. 15 Do I -- everyone's clear on the motion? 16 Because I wasn't even clear that I did it. Okay. 17 VICE CHAIR CARRILLO: No, I don't 18 remember -- 19 THE CHAIR: So the motion is I move that 20 the Chair provide a letter to Dream Diné Charter 21 school, School of Dreams Academy, and San Diego 22 Riverside Charter School requiring the schools to 23 provide completed Assurance forms prior to the 24 December 2024 Public Education Commission meeting, 25 and, if not received, the school will be placed on</p>	161	<p>1 Training side of our work. 2 And then we have a vacant position that 3 we're interviewing for in the Authorizing Practices. 4 Last month, I mentioned that Martica Davis took 5 another position within PED working with the Summer 6 Literacy Project. 7 So we have some really excellent 8 candidates, and we're excited to interview for that. 9 There's still the Financial Coordinator 10 position open; not as many applicants, but we're 11 looking at them. 12 And then there's another Authorizing 13 Practices position that we are waiting to post. 14 I did also want to make an announcement 15 that Julianna Montoya, who is our TA and Training 16 Specialist Ed Admin O, just had a baby. So help me 17 in congratulating Julianna on her new baby girl. 18 She wasn't sure whether it was going to be a boy or 19 a girl up until the baby was born. So we're super 20 happy for her. 21 And that's the update on the Charter 22 Schools Division staff positions. 23 I'm going to turn it over to Deputy 24 Director Russell for the Estancia Valley and Alma 25 d'Arte updates.</p>

<p style="text-align: right;">162</p> <p>1 DR. BRIGETTE RUSSELL: Thank you, Chair 2 Gipson, Commissioners. PE -- CSD has continued to 3 monitor the financial performance of Estancia Valley 4 Classical Academy. The school has cooperated and 5 provided documents to our contractor, Ms. Seeley. 6 The nine audit findings are, at this 7 point, a mix between Meets, Working to Meet, and 8 Does Not Meet. There are no red flags. Because 9 we're so close to the release of the FY24 audit, my 10 recommendation would be to wait and see what the 11 result of that audit is, and if -- if these issues 12 are not corrected, then do another Corrective Action 13 Plan for the following year. 14 Alma d'Arte, the same thing. The school 15 has been providing documents. And it's -- you know, 16 it's -- things are improving. There are still a few 17 issues here and there. But, again, there are no -- 18 there are no red flags. And I would hate to see the 19 schools continuing to have to gather data month 20 after month and keep providing it and basically have 21 an ongoing audit. So I would like to see what the 22 FY24 audit looks like. 23 In terms of non-fiscal, Alma d'Arte's two 24 remaining special ed Corrective Action Plans have 25 been closed. So all four CAPs through the Office of</p>	<p style="text-align: right;">164</p> <p>1 SECRETARY BECK: You didn't mention 2 anything about San Diego Riverside. 3 DIRECTOR CORINA CHAVEZ: That's mine. So 4 if we're done with the others, I'm -- yeah. So I 5 mentioned this to Chair Gipson a minute ago. 6 But San Diego Riverside has a board 7 meeting scheduled. And just after that, I'm meeting 8 with them on Wednesday, November 20th, to sit down 9 with their new head administrator, hopefully, and 10 also the board chair and whatever leadership members 11 are at the table, because we know that in December, 12 we're doing a deeper dive into looking at the 13 condition of renewal for San Diego Riverside. 14 So I hope to have a thorough report, and I 15 have a meeting scheduled with them. 16 VICE CHAIR CARRILLO: Question. 17 DIRECTOR CORINA CHAVEZ: I wanted to -- 18 yes. 19 SECRETARY BECK: Is the expectation that 20 the new head administrator will be here for our 21 December meeting? 22 DIRECTOR CORINA CHAVEZ: I would expect 23 so, since they are going to be an item on the 24 agenda, not just a report from CSD. 25 But you'd want to interact with the</p>
<p style="text-align: right;">163</p> <p>1 Special Education are closed. The closing letters 2 are in your -- in your drive. 3 And OSE is continuing to provide technical 4 assistance to the school for the issues identified 5 during their on-site monitoring visit. 6 THE CHAIR: Okay. Thanks. And I agree at 7 this point in time, audits are just about ready to 8 be released, so there's no sense in continuing to do 9 deep dives when there may -- if Betty has identified 10 a big red flag, sure. Then we have to continue to 11 really look at that. But there's nothing that 12 appears to be coming up of significance. 13 The only thing that I will ask is with 14 Alma and OSE, in the original audit letter they had 15 sent out, they had indicated there might be CAPs, 16 and they did indicate that they were looking at 17 disenrollment from the lens of only the special ed 18 students. 19 So that, for the December meeting, the 20 clarification from OSE to me is important as to, 21 "No, we're not going to do a CAP. We're just 22 continuing technical, and what's the resolution with 23 the disenrollment." 24 We need to get that clarified so we're 25 good with that; okay?</p>	<p style="text-align: right;">165</p> <p>1 school. I would expect that they would come. And I 2 can clarify that. I can make that super clear from 3 the get-go. 4 VICE CHAIR CARRILLO: Here, in person. 5 DIRECTOR CORINA CHAVEZ: Exactly. I hear 6 you. 7 MS. JULIA BARNES: (Audio distortion) 8 letter from the Chair based on the motion last time. 9 So that request has already been made. 10 DIRECTOR CORINA CHAVEZ: And, finally, 11 although this isn't on the agenda, one of the 12 schools that you made -- that has a financial 13 Corrective Action Plan that you made note of not 14 making progress on it, the CSD has scheduled a 15 meeting, and we're driving up north to meet with 16 that school's Board of Finance and head 17 administrator at the same time so we can talk 18 through the financial Corrective Action Plan and the 19 items that we've been testing and observing and 20 noting that there has not been as much progress as 21 we would like to see. 22 So -- so, Commissioner Ingham, I'm glad 23 you said something. 24 One of the things that I understand we're 25 supposed to do is not mention a school's name unless</p>

<p style="text-align: right;">166</p> <p>1 it's posted on the agenda. And then the other thing 2 that I wanted to say to you, based on your 3 previous -- your comment previously with the item 4 before, is that Epicenter is new to the schools, as 5 you know. 6 And they're on a continuum of, like, tech 7 savviness and skills and getting into the system and 8 working with the system and making sure that if 9 you're the head administrator of the charter school, 10 that maybe you're not the only person in that system 11 that says -- that can see when items are due. 12 And I think that -- I honestly believe 13 that some of those schools are at that place, yet, 14 where they're trying to figure it out. And I know 15 that's maybe a day late and a penny short for 16 Commissioner Carrillo. But I would imagine that if 17 they were here today, that would be part of the 18 story. 19 Because you said you didn't understand, 20 and I can imagine why. And they've said things to 21 me when I've -- you know, said, "Make sure you're 22 in. Make sure that your people are in." 23 And they -- and they just had to do 40th 24 Day reports to the PED, along with who knows how 25 many other numerous e-mails. One head administrator</p>	<p style="text-align: right;">168</p> <p>1 where's this, why aren't you in, you know, you don't 2 have to be the only one in," there's progress that 3 was made, and there definitely has been progress 4 that was made since last month, because this list 5 was shorter than it was before. 6 And these schools are now registered. But 7 they haven't yet responded to this particular 8 submission request, which is probably the first 9 submission request for this group. 10 COMMISSIONER BRAUER: Agree. I would just 11 say, like, if that system existed there, we can make 12 sure that those things happen. And I'm sure CSD 13 sends out e-mails, too. 14 So I have, with a grain of salt to your 15 point, Commissioner Ingham, not to beat this to 16 death, I hear you. It's new. And I know I'm a -- I 17 think they call it a laggard when it comes to 18 technology. I am the worst laggard here, as 19 Commissioner Beck can attest to direct deposit. 20 But I think we also -- that's a small 21 grain of salt. Now let's get it done. 22 THE CHAIR: I actually have no new PEC 23 school issues. Yay. So we can move on to PCSNM. 24 MR. WAYNE SHERWOOD: All right. Thank 25 you, Madam Chair and Commissioners. What a day</p>
<p style="text-align: right;">167</p> <p>1 once told me they get, like, 50 e-mails from PED a 2 week; so -- or a day. 3 So it could be that it is one thing that 4 they haven't prioritized that I think, once they 5 hear from you all, I'm pretty sure they'll 6 prioritize it. 7 Thank you. 8 COMMISSIONER BRAUER: Can I ask a real 9 quick follow-up? Thank you, Chair. 10 So, Corina -- so I'm just thinking about 11 we all have systems when we get e-mails, 12 remembering, "Hey, pay the mortgage," or "Your 13 credit card is coming up." You know, we get those 14 e-mails -- I don't know what you call those e-mails, 15 those reminders. Is that in the system? 16 DIRECTOR CORINA CHAVEZ: Yes, it is. But 17 you have to register before you start getting those 18 weekly reminders. And these schools were not in. 19 And there were a number of other schools 20 that were not in Epicenter at all. So there's, 21 like, about thirteen or more schools that, in the 22 past month since you last met, they registered, the 23 head administrators were registered. 24 And every week, you know, as we are 25 interacting with the schools and maybe saying, "Hey,</p>	<p style="text-align: right;">169</p> <p>1 today. This was -- and it actually was kind of a 2 treat to see all the kids, all the support there for 3 this school. And it was something that we don't -- 4 I don't get to typically get to see coming to these 5 PEC meetings. So thank you guys for all your work 6 in making this happen. 7 And I think it really showed that there 8 was a lot of caring and support, more than a lot of 9 schools that are out there. I just want to say that 10 and say thank you guys. You guys did a lot of work 11 on that. 12 So for PCSNM, we have our annual 13 conference coming up next month in December, 14 starting December 11th. And, unfortunately, you 15 guys are going to be going through renewals. 16 What we have already done for next year is 17 we have your renewals on the calendar, and we are 18 not going to schedule our PCSNM workshop during that 19 time. 20 So it was an error on our part this year. 21 We would like not to do that next year. We would 22 like you guys to come to these meetings also. 23 So on Wednesday, it's going to be for 24 directors, charter leaders. Also, we're going to 25 have the grantees come in this year. We'll also</p>

<p style="text-align: right;">170</p> <p>1 have the mentors and mentees.  2 So I'm mentor of a couple of directors.  3 So we will be meeting that day. And also there is  4 going to be, like, a vendor -- a happy hour for  5 directors only.  6 And then on Thursday, we will have  7 governing council training all day long, which I did  8 speak to Six Directions and talk to them about that,  9 and I'm hoping that they do show up for that, for  10 governing council training.  11 And also, we will have the director there,  12 because it's really important, in my eyes, if --  13 just because the governing council is learning these  14 policies and procedures, if the director doesn't  15 know those policies and procedures, they don't even  16 know what to expect.  17 So it's important to have both of them  18 there when we go through that. And that's when I do  19 my -- I do governing council training also. And I  20 really try to get the director to attend that also.  21 And then on Friday, we have teachers.  22 Teachers from the schools get to come in. And there  23 will be presentations throughout the entire day. So  24 really looking forward to the workshop next month.  25 One of the things that I -- I was kind of</p>	<p style="text-align: right;">172</p> <p>1 So we would -- we would like to see some  2 resolution. Whether or not we -- that you can let  3 us know and then -- next month, that, no, they were  4 right. They over... -- they said they had... -- I  5 think it was \$5.5 million. They said that. No,  6 really, they only had \$4.7 million, or something  7 like that, the exact numbers.  8 But it's, like, wow, that's a serious  9 error. If I had made that as a director of my  10 school, I would have been in serious trouble.  11 THE CHAIR: You would have been closed.  12 MR. WAYNE SHERWOOD: Yes. But for some  13 reason, it's -- you know, I'm not saying it's okay.  14 I don't think you guys think it's okay. I don't  15 think CSD thinks it's okay. But it needs to be  16 looked into and resolved. Thank you. That's all I  17 have for today. Thank you.  18 VICE CHAIR CARRILLO: I have a question  19 regarding that.  20 THE CHAIR: I just wanted to speak to  21 the -- we're not telling schools not to continue  22 applying for that grant. So please don't  23 communicate that to them.  24 MR. WAYNE SHERWOOD: Okay.  25 THE CHAIR: That they should continue to</p>
<p style="text-align: right;">171</p> <p>1 in shock yesterday when I found out that the \$10,000  2 monies that schools have already been given a letter  3 to fill out and say, "Okay, well, we're going to  4 give you some of this 2 percent money back, and, you  5 know, tell us your concerns."  6 And I had had schools contacting me and  7 asking me already, "Okay, what is -- what do I have  8 to do," and find out yesterday, "Hey, we really  9 don't have that money."  10 And it was kind of a shock. And it was a  11 shock to Matt and Valery when I let them know also.  12 I hope things can be resolved and we can get back  13 and figure out, "Hey, look, how much of this  14 2 percent money is being spent and how much of it is  15 being reverted every year? Are we not..." -- there  16 just needs to be a little more openness on that  17 that.  18 You know, everybody likes transparency.  19 So we need to have that transparency to say, "This  20 is State taxpayer dollars that went to charter  21 schools. We have to give that 2 percent -- we know  22 that -- for State charter schools to the PEC."  23 But if the PEC doesn't even know where  24 that money is going, that does not seem very  25 transparent to me.</p>	<p style="text-align: right;">173</p> <p>1 put in. Because at some point in time, there's  2 going to be monies. The question is how much it's  3 going to be. So it may not be \$10,000, if that's  4 how it ended up. So that, you know, don't  5 communicate -- please don't communicate to schools,  6 "This isn't happening," because the -- the -- and I  7 keep using "grant," and I shouldn't use "grant" --  8 the -- project.  9 COMMISSIONER TAYLOR: Mini-grants.  10 THE CHAIR: Well, we were asked not to use  11 the word "grants." Is that -- so that the project  12 program is still moving forward. It may end up  13 having to be modified some -- to some extent in  14 terms of the monies. But please encourage schools,  15 because I think Bekka said it was only three so far  16 that had put in.  17 But it's -- they still have until  18 December. And, like I said, I re-sent to schools in  19 my district, "Please do this."  20 So please encourage schools to do it.  21 (Director Chavez consults with the Chair.)  22 THE CHAIR: That's in the letter.  23 So the letter clearly says (off-mic) --  24 THE CHAIR: Oh, sorry. Apologize. So  25 that's clear in the letter, the -- it is a support</p>

<p style="text-align: right;">174</p> <p>1 program for results on the performance framework.  2 So I think that was very clear in the  3 letter that I sent out, and that this is only going  4 to schools that are currently schools that paid SEG  5 in. Because it's based on this year.  6 So a new school would not be eligible,  7 didn't get notified of it, because they haven't paid  8 in -- they didn't receive any SEG this year. So  9 that -- you know.  10 And they don't have a performance  11 framework report yet, so they can't base it on  12 anything.  13 So a new school, if we have the  14 opportunity to move forward with this in other  15 years, well, they would have the opportunity. But a  16 new applicant can't apply and wasn't contacted.  17 DIRECTOR CORINA CHAVEZ: Thank you for  18 clarifying that.  19 THE CHAIR: I'm sorry.  20 DIRECTOR CORINA CHAVEZ: Thank you for  21 clarifying that. That did come up at the IY  22 training that we did. And I think maybe they had  23 gone to Public Charter Schools NM session and maybe  24 suggested to ask.  25 MR. WAYNE SHERWOOD: Another question on</p>	<p style="text-align: right;">176</p> <p>1 like to publicly say that we, as a Commission, I  2 know, encourage, we welcome Public Comment at the  3 beginning of our meetings. We listen to those  4 comments. Those comments oftentimes affect our  5 hearts and our brains.  6 But I just want to really reassure those  7 people that are speaking that we are very limited in  8 our ability to take action on those public comments.  9 We are -- as Chair Gipson said earlier  10 today, we are not an investigative body. So I would  11 encourage those people making public comments to  12 really try to access the right avenues, to make  13 their complaints, and to try to right those issues  14 that they feel are wrong.  15 I just don't want us to seem like we are a  16 body that sits up here and are not affected by the  17 comments that people make. We are affected by  18 those. We take those to heart. We think about them  19 after we leave this place, because they're important  20 issues. And we don't want to discount that or  21 discourage that.  22 But just understand that we are -- what --  23 we're just limited in how we can take action on  24 those.  25 We can once they get brought to us by</p>
<p style="text-align: right;">175</p> <p>1 that, Commissioner, is the money is going to be  2 going to the Southwest REC, and then they will have  3 a contract? Or can you explain that. Because the  4 school itself doesn't technically get the money?  5 THE CHAIR: Correct. They'll have to  6 invoice REC for the money. So there will have to be  7 an invoice for whatever that was, and they would  8 submit the invoice. So the school will not be  9 direct- --  10 MR. WAYNE SHERWOOD: Directly paid.  11 THE CHAIR: They will be directly paid as  12 a result of the invoice from the REC. But, yes,  13 there will be no money directly given to the school  14 to say, "Here, you've been allowed \$3,000 for this,  15 so go."  16 They have to -- it has to be invoiced,  17 yes.  18 Commissioner Carrillo?  19 VICE CHAIR CARRILLO:  20 (No response.)  21 MR. WAYNE SHERWOOD: Okay. Thank you.  22 THE CHAIR: PEC Comments?  23 Commissioner Taylor, then Commissioner  24 Brauer.  25 COMMISSIONER TAYLOR: Yeah. I would just</p>	<p style="text-align: right;">177</p> <p>1 the -- through the proper channels; so...  2 THE CHAIR: Commissioner Brauer.  3 COMMISSIONER BRAUER: Thank you, Chair.  4 Thank you, Commissioner Taylor.  5 I -- I'll be as brief as I can.  6 I know we have to get on the road. But I  7 just have been thinking a lot about how special --  8 how extraordinary this group of ten people are. How  9 much work we did this week is like incredible, and  10 how much heart we put into this and how much of  11 ourselves we bring into this.  12 And I just -- I just think that -- I just  13 want to commend everyone for that.  14 Chair, your leadership is great.  15 Vice Chair, same. Secretary, same. Every  16 single one of us, I just appreciate.  17 I -- last week, during -- you know, the  18 election, we all have our own political persuasions  19 and our own interests. And we are a group of five  20 Democrats and five Republicans. And when I -- I  21 know that every single one of you were either a  22 little bit more happy or a little bit more sad last  23 week.  24 Some of us maybe have been extremely  25 happy, and others may have been extremely upset.</p>

<p style="text-align: right;">178</p> <p>1           And I'm a -- I always -- I always kid with 2 Commissioner Beck that he's a Subaru-driving 3 Republican, and I'm an F-250-driving Democrat. 4           When you look at what's in the middle of 5 that, we're pretty much the same darn person when it 6 comes to the things that matter. 7           And I was at my home in Maryland last 8 week, first time I had some time off. And I went to 9 visit them. And my entire family are deep, deep 10 red, like -- and everyone was really happy on 11 Tuesday night into Wednesday morning. And I wasn't 12 as happy. 13           But I also have such deep belief in our 14 country and deep belief in the people that make up 15 our country, more importantly. And I think that for 16 us, we spent a whole week together doing -- doing 17 good work for our communities. 18           And we shared love to one another, showed 19 respect to one another. We've had spirited debates 20 about things. And I just, like, love that. And 21 that gives me a lot of hope at a time when I see, on 22 my Facebook feed, one person sending me something 23 that's so out there, and then another person from a 24 different spectrum of political belief sends me 25 something so out there.</p>	<p style="text-align: right;">180</p> <p>1           others, and get along. 2           I feel connected to each and every one of 3 you, and I get pushed by each and every one of you 4 even though we might have very different belief 5 systems. So thank you. 6           THE CHAIR: I just want to thank everyone 7 for everything that it took to get us finally to 8 today: I mean, the renewal applications, everything 9 that went into getting us ready, and all of the deep 10 thought that went into the decisions that we made. 11           Because I think we came out with really, 12 really good conclusions. And the fact that we're 13 able to pivot and not stick to, "Oh, no, this is the 14 way it's going to be, and I will not change my 15 mind," we're open to the moment that we vote, you 16 know. 17           And sometimes, it's still, as it's coming 18 out, you know, it's -- it's difficult sometimes to 19 make those deep decisions. 20           I've already talked about the meeting that 21 I went to Saturday, which was a political meeting. 22 And I told people, "You need to come look at what we 23 do. Because I sit on a Commission where politics 24 doesn't enter the conversation." 25           And they said, "How do you do that?"</p>
<p style="text-align: right;">179</p> <p>1           It's, like, how do I comprehend what to do 2 or how to think? 3           And I think I'll come back to this. And I 4 just thank God that we have really great people that 5 have, like, big hearts and shared values, even 6 though we disagree on some things that we don't get 7 a chance to talk about here. 8           And I just appreciate that. Because I 9 think it's people like us who can talk to people. 10 Even if we have disagreements that we don't actually 11 talk about in this room, it doesn't hold us back 12 from doing what's right for our schools. 13           And we are not the norm right now in this 14 country. That is not the norm in the different 15 committees that you all participate in that we get 16 updates on every meeting. And it's not the norm in 17 our legislature. And it's not the normal in (audio 18 distortion) meetings. 19           I just feel that there's something 20 extraordinary about us. And I hope that as we move 21 forward in the next four years and the years after 22 that, that we continue to harness, like, our shared 23 vision and be a good example and -- both in this 24 room and elsewhere, that we can get along with 25 people that have very different viewpoints than</p>	<p style="text-align: right;">181</p> <p>1           I said, "It's work. And it's purposeful, 2 because we know what our mission is. Our mission is 3 to make things good for kids." 4           And that transcends any political 5 ideology, or at least it should. It should. And I 6 said, "That's where we're driven." 7           And we have -- and I appreciate the fact. 8 Because I've been here longer, and there have been 9 moments where there has not been a respect for those 10 political differences. And those -- and that was, 11 to a great extent, because those political 12 ideologies were being embedded in the conversation. 13 And that's when you lose sight of what we're 14 supposed to be doing, and then we get stuck in -- so 15 I just want to thank everyone for every bit of 16 support and work and time that you put in for this 17 and what you'll do again in December. Thanks. 18           Commissioner Beck? 19           SECRETARY BECK: And I do want to 20 shout-out to CSD for all their work in getting all 21 the information together so that we can make those 22 kinds of decisions. So we appreciate everybody's 23 effort on that side. And it was really helpful. 24 And I know it'll be there in December, too. 25           THE CHAIR: Commissioner Ingham.</p>

<p style="text-align: right;">182</p> <p>1 COMMISSIONER INGHAM: I -- what you said, 2 Alan, is really touching to me. And I've got to 3 tell you that I know I roll in some pretty different 4 circles than -- 5 THE CHAIR: No. 6 COMMISSIONER INGHAM: I do. And I tell 7 them all the time how fantastic it is to work on 8 this Commission. 9 Now, it was a heck of a lot of effort this 10 week. I -- I realize that. I mean, I'm pretty 11 spent. But I'm going to tell you this: I couldn't 12 be more proud of what we do and how we do it. 13 And so -- and, you know, you're right. On 14 some of those other committees, it's really 15 difficult. And there's some really bad biases, and 16 they could learn a lot from us. 17 And so, you know what? You guys, this is 18 a wonderful, encouraging, and enlightening 19 experience for me. And I just want to thank you all 20 for that. 21 THE CHAIR: Commissioner 22 Clahchischilliage. 23 COMMISSIONER CLAHCHISCHILLIAGE: As you 24 all know, I just got off the campaign trail. And 25 I -- one area I'm very thankful of being on that</p>	<p style="text-align: right;">184</p> <p>1 to explain what charter schools -- there needs to be 2 an understanding out there of what charter schools 3 really is and what it's about. 4 And the other area that people were always 5 astounded with was that charter schools are public 6 schools. They'd sit there and try to argue with me 7 about that. And it's, like, "Wait a minute. It 8 really is. I'm not making it up." 9 And so I've come out of this journey about 10 charter schools. And I feel like one thing we need 11 to do is get the message out there so people 12 accurately understand what we're about. 13 Secondly, I think that there's been a 14 message out there about charter schools that we 15 really need to consider in some way, and -- because 16 that message is inaccurate. 17 But I, too, feel the same way as has been 18 represented from other Commissioners here, is that I 19 feel like we -- this is a very exceptional gathering 20 of people who are working here for PEC on this 21 board -- on this Commission. 22 I have listened to a lot of board members. 23 And I think a lot of the people who come on are from 24 the type of board that listens and acts on behalf of 25 the administration. And we're not that way.</p>
<p style="text-align: right;">183</p> <p>1 trail was really listening and looking at our 2 education system of New Mexico. And I got to hear a 3 lot of opinions, the thoughts about education. 4 And education, in general, PED does not 5 fare very well, as everyone probably knows. And 6 whenever that happened, people would turn to me. 7 And they think I'm on the prior board that existed. 8 They think that's what I'm on. 9 And they'll start unloading. I go, "Wait 10 a minute. Time out. Let me explain what I'm a 11 Commissioner of," and then that would lead into 12 charter schools. 13 And I've heard a lot about what charter 14 schools are and their opinion is. But the one area 15 that really astounded me was the fact that there's 16 an opinion out there that charter schools are for 17 rich (indicates) people. 18 That took me by surprise. I thought -- I 19 had not heard that directly the way it was given to 20 me. 21 And I explained -- I said, "Explain that 22 to me." 23 It was numerous times that this was 24 brought up. 25 And so I come thinking that we really need</p>	<p style="text-align: right;">185</p> <p>1 And there are a lot of questions. "How on 2 earth do you all operate then?" 3 And, you know, as we demonstrated the last 4 few days, is that there are mechanisms in place that 5 we send people to. And it's, like, exhaust those 6 mechanisms and work it out through those mechanisms 7 that exist. 8 And so a lot of people say, "Well, we have 9 mechanisms, but they don't work." 10 Then, you know, it's, like, "Then go back 11 and figure out how to make it work. You've got to 12 do it because it's there for you." 13 And so I think that was my -- and I share 14 with you this knowledge that I came out with. And 15 I -- I'm even more concerned about the -- who we are 16 in terms of education. There really needs to be a 17 paradigm shift in what education is really all 18 about. 19 And so I want to thank you all for that. 20 I want to thank you for being the way we are. And I 21 love the disagreements, the discussions. A lot of 22 times I'm quiet, because a lot of what I want to 23 know and say has already been said. 24 And so I sit back here a lot of times. 25 And it's just like when Commissioner Manis and Burt</p>

186	<p>1 were at it the other day -- not "at it," but had a 2 lively discussion going -- we were sitting here 3 going, "Way to go. This is a different side of 4 him." 5 So we were sitting here trying not to 6 smile and act like we were cheerleaders. 7 But it was -- it's really nice to see some 8 of these other areas come out. 9 And so I really enjoyed that. I enjoyed 10 listening to the opposition. It's a very healthy 11 group. 12 I'm really -- I can honestly say that we 13 really have mature adults. This is an example of 14 mature adults. We don't slip back into -- you look 15 at the developmental stage of growth. We don't slip 16 back to being adolescents. We don't slip to being 17 in high school. We really are there. 18 And I'm so thankful, because I learn so 19 much listening to the discussions and learning that 20 I'm actually part of a Commission that we read 21 about. We read about all of this and how things 22 should be run, how things should be processed. And 23 we're actually doing it. 24 So I want to thank us all for that. I 25 think we've done a very good job.</p>	188	<p>1 next month? You know, you can contact -- 2 VICE CHAIR CARRILLO: (Off-mic.) 3 THE CHAIR: It's already on the agenda. 4 Yeah, we're good. Yeah. 5 Okay. Motion to adjourn? 6 COMMISSIONER BRAUER: So moved. 7 THE CHAIR: All in favor? 8 (Commissioners so indicate.) 9 THE CHAIR: We are adjourned. 10 (Proceedings adjourned at 1:47 p.m.) 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25</p>
187	<p>1 And listening to the different schools, I 2 can see where the different charter schools are 3 coming from. And you look at that development level 4 that they're at, and it's, like, they're still -- 5 like, these different schools, there is a level that 6 they're at that, to me, a lot of times it feels like 7 they're in over above their heads and -- with some 8 of these charter schools. 9 So I look at this, and I think, okay, so 10 what is our responsibility? How do we get them to 11 function according to what we see their needs are? 12 And, you know, a lot of times we can't. 13 As Commissioners, we have to sit and just cross our 14 fingers and hope they get it at some point. 15 So thank you for being grownups. I'm glad 16 I'm here with you all, because different times, when 17 I start sliding, it's good to hear remarks from 18 different ones. 19 So -- and, Steve, I just love you. You're 20 just -- you're such a -- no fear. You have no 21 emotional fear about what you're going to say. And 22 I really think that's outstanding about you. Thank 23 you. 24 THE CHAIR: Commissioners, does anyone 25 have anything they want to put on the agenda for</p>	189	<p>1 BEFORE THE PUBLIC EDUCATION COMMISSION 2 STATE OF NEW MEXICO 3 4 5 6 7 REPORTER'S CERTIFICATE 8 I, Cynthia C. Chapman, RMR, CCR #219, Certified 9 Court Reporter in the State of New Mexico, do hereby 10 certify that the foregoing pages constitute a true 11 transcript of proceedings had before the said 12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the 13 State of New Mexico, County of Santa Fe, in the 14 matter therein stated. 15 In testimony whereof, I have hereunto set my 16 hand on December 2, 2024. 17 18 19 20 21 22 23 24 25</p> <hr/> <p>Cynthia C. Chapman, RMR-CRR, NM CCR #219 BEAN &amp; ASSOCIATES, INC. 201 Third Street, NW, Suite 1630 Albuquerque, New Mexico 87102 License Expires: December 31, 2025</p> <p>Job No.: 9100N (CC)</p>



1                   BEFORE THE PUBLIC EDUCATION COMMISSION

2                                   STATE OF NEW MEXICO

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7                                   REPORTER'S CERTIFICATE

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16 hand on December 2, 2024.

17  
18  
19                                   *Cynthia Chapman*

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

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