

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
CHARTER SCHOOL RENEWAL HEARINGS  
DAY TWO

December 10, 2024

8:00 a.m.

Mabry Hall, Jerry Apodaca Education Building  
300 Don Gaspar  
Santa Fe, New Mexico  
AND  
Via Zoom Webinar

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3	<p>1 APPEARANCES, Continued</p> <p>2 COUNSEL TO THE PEC:</p> <p>3 JULIA HOSFORD BARNES, ESQ.</p> <p>4 Barnes Mediation and Law, PC</p> <p>5 200 W. DeVargas Street, Suite 7</p> <p>6 Santa Fe, New Mexico 87501</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>	5
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1 THE CHAIR: Good morning, everyone. I'm  
 2 going to bring back to order this meeting of the  
 3 Public Education Commission.  
 4 We are on day two; it is Tuesday,  
 5 December 10th, and it is 8:03 am.  
 6 Before we begin, I'm going to ask if  
 7 there's anyone who needs to recuse themselves. I  
 8 wanted to do the recusals first, because I forget if  
 9 it took any longer.  
 10 (No response.)  
 11 THE CHAIR: Commissioner Beck, will you  
 12 take roll, please?  
 13 SECRETARY BECK: Absolutely.  
 14 Commissioner Burt.  
 15 COMMISSIONER BURT: Here.  
 16 SECRETARY BECK: Commissioner Taylor.  
 17 COMMISSIONER TAYLOR: Yes.  
 18 SECRETARY BECK: Welcome, Michael.  
 19 COMMISSIONER TAYLOR: Thank you.  
 20 SECRETARY BECK: Commissioner Manis.  
 21 COMMISSIONER MANIS: Yes.  
 22 SECRETARY BECK: I did not see you, K.T.  
 23 Commissioner Brauer.  
 24 COMMISSIONER BRAUER: Present.  
 25 SECRETARY BECK: Commissioner Ingham.

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1 COMMISSIONER INGHAM: Yes.  
 2 SECRETARY BECK: Commissioner  
 3 Clahchischilliage.  
 4 It's only Tuesday.  
 5 (No response.)  
 6 SECRETARY BECK: Vice Chair Carrillo.  
 7 VICE CHAIR CARRILLO: Here.  
 8 SECRETARY BECK: Chair Gipson.  
 9 THE CHAIR: Here.  
 10 SECRETARY BECK: Secretary Beck.  
 11 There is a quorum of eight.  
 12 THE CHAIR: Thank you very much.  
 13 So the first school this morning is Taos  
 14 Integrated School of the Arts.  
 15 So just so that you're -- the first thing  
 16 that we will do, the Charter School Division will  
 17 give their report and recommendations. And then if  
 18 there's anyone from a tribal community that wishes  
 19 to give input, we reserve time out for them. And  
 20 then you'll have your time.  
 21 Correct.  
 22 You have opportunity for public comment  
 23 after you do your presentation.  
 24 So whenever you're ready.  
 25 MS. CHERYL ROWE: Good morning, Chair

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1 Gipson and Commissioners. My name is Cheryl Rowe,  
 2 R-o-w-e, Authorizing Practices Administrator for the  
 3 Charter Schools Division.  
 4 I'm here to provide the PED evaluation for  
 5 Taos Integrated School of the Arts.  
 6 Taos Integrated School of the Arts opened  
 7 in 2010 with the Public Education Commission as  
 8 their authorizer. This is their third renewal  
 9 application with the PEC.  
 10 The course of study at TISA is based on an  
 11 arts-integrated curriculum that is multicultural and  
 12 meets all Common Core state standards.  
 13 Rich Greywolf has served as director of  
 14 TISA for ten years. And Linda Seto, one of the  
 15 founders of the school, serves on the governing  
 16 board and is currently vice principal at TISA.  
 17 CSD's renewal visit took place on  
 18 October 10th, 2024. Missy Brown and I visited the  
 19 school in person, and Martica Davis and Ken Norris  
 20 visited remotely.  
 21 The Charter Schools Division recommends  
 22 that Taos Integrated School of the Arts be renewed  
 23 for a term of five years without conditions.  
 24 This recommendation is based on the record  
 25 of the school's performance over the course of the

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1 contract term, the renewal application, which  
 2 highlights adult actions and programs in the service  
 3 of student progress, and verification of those  
 4 programs and adult actions during our renewal site  
 5 visit and annual visits.  
 6 Taos Integrated School of the Arts has  
 7 been a Spotlight school for the past three years  
 8 that ratings have been available, with an additional  
 9 Designation of Excellence for attendance, a rarity  
 10 in New Mexico schools in recent years.  
 11 The school consistently outperforms the  
 12 state and district in reading, math, and science  
 13 proficiencies.  
 14 If you examine the school's financial and  
 15 organizational performance framework ratings over  
 16 the term, you notice a sea of green. The very few  
 17 Working To Meet ratings have not been repeated, and  
 18 there have been no ratings of Does Not Meet.  
 19 The overall fiscal and organizational  
 20 management has reflected exceptionally responsible,  
 21 conscientious, and healthy stewardship over the  
 22 course of the term.  
 23 The school's ratings on Part B of the  
 24 renewal application are as follows:  
 25 They met the standards in nearly all

<p style="text-align: right;">10</p> <p>1 areas: student outcomes, mission-specific goals, 2 educational program, financial compliance, equity 3 and identity, tribal consultation, and other 4 performance framework indicators. 5 The school demonstrates substantial 6 progress in one area: governance responsibilities. 7 And I should note that they nearly had a perfect 8 record in this category. They were very close to 9 Meets. 10 The board completed all training hours 11 every year except for FY22 and had only one late 12 notification over the course of the charter term. 13 The leadership and board set a high 14 standard for themselves and the school, which is 15 evident in their excellent record on all levels: 16 academic, organizational, and financial. 17 They hold high expectations for the 18 students as well, while tending to the full range of 19 their needs. Students report that they feel safe, 20 welcome, deeply cared for, and enjoy celebrating the 21 variety of adults at TISA. 22 The expectations are high. But with the 23 skillful integration of the arts and cultural 24 responsiveness, the curriculum and tone of the 25 school has a playfulness that cultivates a true joy</p>	<p style="text-align: right;">12</p> <p>1 end of the year, as some of you know, is also 2 closing of the year. So they're bombarded right now 3 with a lot of traditional things, not to mention 4 business as well. So, unfortunately, we couldn't 5 have anybody commit to us today. 6 But I -- if you don't mind, I wanted to 7 just read my statement here real quick. 8 My name is Yvonne C. Trujillo. I am the 9 Indian Education Act liaison and governing president 10 for Taos Integrated School of the Arts. I am a 11 tribal member from Taos Pueblo, and also am half 12 Tesuque Pueblo. It is an honor to be here with you 13 all today. 14 I am here to speak on the IEA grant, which 15 was implemented at TISA during the '23-'24 school 16 year, and has already proven to be an inspiring 17 success, while offering a transformative impact on 18 both the local and the educational scene. 19 Through a unique blend of cultural 20 sensitivity, rigorous academics, and commitment to 21 preserving indigenous knowledge, this initiative has 22 revitalized the educational experience for Native 23 American students in our school. 24 We currently have 26 Native students 25 attending our school, which consists of Alaska</p>
<p style="text-align: right;">11</p> <p>1 of learning. 2 Students report that they look forward to 3 coming to school. They can't wait to see what they 4 will do and learn the next day. Isn't this what 5 school should be like? 6 Thank you. 7 THE CHAIR: Thank you. So do we have 8 anyone for tribal input? 9 MS. MELISSA BROWN: I don't see anybody's 10 hand up for tribal input. You want to do tribal -- 11 THE CHAIR: Oh, okay. Sure. 12 So let me just remind everyone. Before 13 you speak for the first time, if you will state your 14 name, spell your last name, and then just identify 15 the role you have with the school. 16 FROM THE FLOOR: This will work. Forgive 17 me if I don't stand for very long. I apologize. 18 Good morning, Commissioners and Public 19 Education Department, my name is Yvonne C. Trujillo. 20 And I am not only the governing board president, but 21 I am also the Indian Education Act liaison. And I 22 must apol- -- before I move further, my last name is 23 spelled T-r-u-j-i-l-o. 24 And I must apologize that our tribal 25 officials, I did invite them to come. However, the</p>	<p style="text-align: right;">13</p> <p>1 Native, Navajo, Ohkay Owingeh, San Felipe, Lakota, 2 Jicarilla, and Taos Pueblo. Excuse me. 3 The program goal is designed to respect 4 and reflect the traditions and values of the 5 community, empower all of our students by fostering 6 a deep sense of pride in their heritage, while also 7 preparing them for the challenges of the modern 8 world. 9 In addition, TISA has hired two 10 after-school tutoring teachers for our kids to help 11 them with any -- any issues that they may have, if 12 they -- they have math or reading, whatever they 13 need some help on. 14 While still in elementary/middle school, 15 we believe opening their eyes to community colleges 16 and universities to start forming some thought on 17 how they can serve their people in community 18 someday. To give you an idea, recently, we took 19 them on a field trip to the open houses at Santa Fe 20 Community College and IAIA, the Institute of 21 American Indian Arts. And we've also been working 22 with NMSU, again, putting it in their mind that it's 23 important that college is -- is at their fingertips, 24 and they can do it. 25 We have also been focused on creating an</p>

<p style="text-align: right;">14</p> <p>1 environment for our Native kids to feel comfortable 2 in their school by having a land acknowledgement 3 celebration with wooden artwork, acknowledging this, 4 with a (incomprehensible) view in the hallway, 5 hearing -- while also hearing the words of wisdom 6 that were shared by our tribal officials and 7 celebrating our friendship dance with the entire 8 school, guests, and faculties.</p> <p>9 We put up paintings in the hallways by 10 local tribal natives, again, trying to make them 11 feel at home, make them feel comfortable, and also 12 providing Native-themed books for them to read, so, 13 like, when they do book reports, it's something that 14 they will not only learn about their history, about 15 different Native history, but also turn in a book 16 report as well, and then also excel in their reading 17 levels, because it's something that they can -- 18 they're familiar with and comfortable with.</p> <p>19 We emphasize on the preservation and 20 revitalization of Native culture by having -- by 21 having had a Rock Your Mocs Day and showing your 22 Native pride by wearing your Ribbon Shirt and Skirts 23 Day, and having a local tribal member come in and 24 teach them traditional hand games, which focused on 25 skill, critical thinking, cultural awareness, and</p>	<p style="text-align: right;">16</p> <p>1 And it was culture and language, and 2 coming back and helping your people. Those were the 3 three big things.</p> <p>4 And the kids documented this. It went to 5 the Film Prize Junior, and it won -- it won an award 6 there. And then the film was also sent to 7 California for the Native Americans' things, where 8 it also placed in the top ten categories there. And 9 this was all the kids doing that they had done. 10 That was their idea and their work.</p> <p>11 What this has done is opened up new 12 avenues for cultural expression and academic 13 achievement. It has created new bonds, not only 14 amongst our indigenous children, but with our 15 schools, our tribal officials, and our community.</p> <p>16 The success of the IEA at TISA is a 17 testament to the importance of the community-driven 18 educational reforms. It has not only improved the 19 academic outcomes for our kids, but has also 20 strengthened the bond between students and their 21 cultural roots, which we proudly shared with their 22 tribal officials. And they were really happy to see 23 that as well.</p> <p>24 As a result, our Native students' grades 25 have improved, and they are displaying signs of more</p>
<p style="text-align: right;">15</p> <p>1 physical activity and teamwork.</p> <p>2 We invited indigenous professionals, which 3 were financial entrepreneurs and athletics, shown 4 talking to them about, you know, their financials as 5 they get older, what to think about, those kind of 6 things, and basically letting them know that nothing 7 is beyond their reach.</p> <p>8 We've had Native performers come in to 9 share our various cultures with our non-Native 10 students and faculty so that we can understand one 11 another and -- and also, at the same time, showing 12 them that while there is a modern science, there's 13 also an indigenous science, which we can combine and 14 work together.</p> <p>15 So, like, for climate change, we can help 16 put our minds together and share our indigenous 17 knowledge with them.</p> <p>18 To filming our elders, our kids last 19 year -- or at the beginning of this year -- recorded 20 two of our tribal elders. And it was called, "Our 21 Elders Speak."</p> <p>22 And they wanted to notate and document 23 what was the most important thing that the elders 24 wanted the younger generations to -- what did they 25 want them to know before they left.</p>	<p style="text-align: right;">17</p> <p>1 confidence, while proudly sharing a strong sense of 2 identity and readiness to take on leadership roles 3 in both their communities and the wider society.</p> <p>4 Overall, the Indian Education Act at TISA 5 stands as a powerful example of how tailored 6 education policies can bridge the gap between 7 tradition and progress, fostering a generation of 8 students who are proud of their heritage and 9 prepared for the future.</p> <p>10 In conclusion, I would like to thank you 11 all for providing us with this time today and would 12 appreciate your consideration to foster the program 13 by renewing the charter for another five years, and 14 that we may continue to share and show our 15 indigenous children that they can balance two worlds 16 and can still -- and be confident in those two 17 worlds.</p> <p>18 Thank you.</p> <p>19 THE CHAIR: Thank you so much. 20 When you're ready.</p> <p>21 MR. RICH GREYWOLF: Okay. I'm done. 22 Thanks. Can we go home now?</p> <p>23 THE CHAIR: We could. We can vote.</p> <p>24 MR. RICH GREYWOLF: So I just wanted to go 25 ahead and have an opportunity to celebrate and talk</p>

<p style="text-align: right;">18</p> <p>1 about some of the things we've done here at our 2 school.</p> <p>3 So next slide. What I'm going to have to 4 do is say "Next slide." No problem. I will do my 5 best to go ahead and say, "Next slide."</p> <p>6 So I wanted to go ahead and talk about 7 some of the things that we have to celebrate.</p> <p>8 We've had a continued focus on our 9 academic rigor. Two years ago, we noticed that 10 our -- as many schools did -- that we were having a 11 decrease in our math. And so one of the things that 12 we did last year is that we -- we hired Linda Seto 13 to go ahead and help us with making sure that we 14 were doing our math program with fidelity. We did 15 not change our math program -- yes. Oh. I'm sorry, 16 I apologize. I thought everyone just knew me.</p> <p>17 I do various roles, but I'm not that big 18 yet.</p> <p>19 But my name is Rich Greywolf. I am the 20 director of TISA. My name is spelled 21 G-r-e-y-w-o-l-f. Thank you.</p> <p>22 I often forget to introduce -- I just 23 start talking. Sorry. It's the Italian and 24 Sicilian and Irish background.</p> <p>25 So wanted to say one of the things we did</p>	<p style="text-align: right;">20</p> <p>1 achievement. But math, for whatever reason, was 2 going down, and so we went ahead and did that.</p> <p>3 We also became a structured literacy 4 school. This will be our third year of structured 5 literacy. We did see a decrease in our reading. 6 But part of that is because we're using a new 7 program. We have brand new teachers that are in the 8 program. And, of course, they're being trained in 9 this new style of reading.</p> <p>10 So our hope is is that we'll have those 11 continued results of the growth.</p> <p>12 We were -- when I first started -- we can 13 go on to the brief history, which is the next one. 14 Just to let you know, the school was founded 15 15 years ago by Linda Seto. We had two campuses 16 where I was driving back and forth. I had numerous 17 speeding tickets, because I was also the school 18 nurse, which was hilarious to go ahead and go in 19 town, as well as forgetting to put on my seat belt.</p> <p>20 By the way, New Mexico is really picky 21 about wearing your seat belt. And you need to wear 22 it. Make sure all of you do.</p> <p>23 When we went from there, we were actually, 24 at one point, in a plumber's parking lot, which was 25 a lot of fun. But our school continued to thrive.</p>
<p style="text-align: right;">19</p> <p>1 was is that we noticed we were having a problem with 2 our math. We were decreasing, as many other schools 3 were, right after COVID.</p> <p>4 When we had our second year of decrease, 5 because we were kind of concerned about that, we 6 hired on Linda Seto. She went ahead and took the 7 program, made sure that the students were -- that 8 teachers were doing it with fidelity, teaching the 9 program, which was Everyday Math at the time. We 10 went ahead and also got signed up with the High 11 Dosage Tutoring. They only gave us one grade, which 12 was sixth grade. We had that as well.</p> <p>13 And in the one year that we had Linda 14 Seto, we were able to increase our math scores 15 7 percent.</p> <p>16 So we did that within -- within one year.</p> <p>17 Our hope is to continue at that rate. As 18 you know, you know, growth -- growth for each year, 19 you want to go ahead and see anywhere between 3 and 20 7 percent. That's where the average is. If it's 21 above that, that usually means that you're cheating. 22 But, otherwise, your 3 to 7 percent is the academic 23 growth that you want to go ahead and see.</p> <p>24 We traditionally are anywhere between 5 25 and 7 with our reading program as far as overall</p>	<p style="text-align: right;">21</p> <p>1 We were able to -- six years ago, to build 2 a permanent campus where we're at now. We were 3 struggling for the longest time to get 175 students; 4 we were at about 160. We are now at 215 students 5 with a waiting list in all our grades. We're at 6 capacity.</p> <p>7 We only have -- the only reason we're down 8 one is because, unfortunately, a student came in, 9 applied, and then didn't show up for ten days. So 10 we had to withdraw that student. But, otherwise, 11 otherwise, we have a full waiting list in all of our 12 grades.</p> <p>13 We have been -- when I first was at the 14 school, school the first year, 15 years ago, we were 15 a "D" school. That was our report that we had 16 gotten. Within one year, we went from a "D" to a 17 "B." Then we went from a "B" to an "A." And then 18 they decided that the A-B-C-D system was too 19 complicated for parents to understand. And so they 20 came up with the new system, which is the Spotlight 21 system, which we've been a Spotlight School ever 22 since that they -- since we've had that designation.</p> <p>23 With our growth, we went from one SpEd -- 24 one SpEd teacher to three. We now have three 25 special education teachers.</p>

<p style="text-align: right;">22</p> <p>1 We went from contracted employees in our 2 specials to all employers are licensed. So we have 3 an employee for PE. We have Spanish. We have -- 4 PE, STEAM, Spanish, an art teacher, and the 5 performing arts, which are all at the school. 6 We are -- on to the next page. Next 7 slide, please. 8 And the next slide. 9 So just to go ahead and go through, we had 10 our increasing in our math -- next slide -- I keep 11 forgetting to say "Next slide." I was just talking. 12 Well, I could talk about this briefly. I 13 think one of the things that we have here at our 14 school that we've been really -- that's been really 15 successful for us is that we've been able to find 16 teachers. 17 I don't know how it has been for everybody 18 else. But I know at the high school that is in 19 Taos, Taos Municipal School District, they actually 20 have subs in those classes. I know because my son 21 is a senior, and he has two subs on his schedule 22 that are -- that are in there. 23 We have no subs. All our teachers are 24 licensed. We have all of those teachers there. We 25 have individuals that are here that want to be here.</p>	<p style="text-align: right;">24</p> <p>1 and came over. And I convinced them -- I don't know 2 to their chagrin or not -- to become teachers. 3 And one of them has -- has gotten their 4 teaching license. And the young lady in the 5 foreground there, she is working on finishing up 6 this year, and she will also be a licensed teacher. 7 So we really try to grow the individuals 8 that are there. So we have people that are from the 9 community to work in our community. 10 Next slide, please. 11 One of the things I have to say -- and I 12 think that everybody sees that -- is our staff 13 really cares about our kids. I could show you a ton 14 of pictures. My wife insisted that I show me in my 15 Pac-Man costume, and I said, "No, I am not putting 16 it on the slide." 17 She tried to slip it in a couple of times, 18 and I was able to take it out. 19 But, yes. Matter of fact, for the last 20 one, what we did is for our Turkey Trot, I dressed 21 in a giant turkey costume and chased the kids. And 22 the parents told me they were very upset with me 23 because they had to spend a lot of money because 24 their kids went around the circle to go ahead and 25 get the trot, so we were able to go ahead and raise</p>
<p style="text-align: right;">23</p> <p>1 We recruited from individuals that -- that we know 2 within the community. 3 So the person that you see in the center 4 there that's kind of pointing to her, that's our 5 Spanish teacher. I found her from a former speech 6 teacher that we had that said, "Hey, my daughter 7 knows a friend who's in Spain who used to go to Taos 8 High School, and I'm pretty sure she has a Spanish 9 degree." 10 So I went ahead and found out how to use 11 WhatsApp (verbatim) and tracked her down and 12 convinced her to leave Spain to come back to Taos to 13 teach Spanish. 14 So we work really hard to make sure that 15 we have what we need at the school. And we rely on 16 our community, and we utilize our communication 17 skills with our community members to find those 18 individuals that are there. 19 Next slide. 20 The other thing that we've done is that we 21 have TISA aides, educational assistants. These are 22 people that have lived in the Taos community, have 23 been educational assistants for a long time over at 24 the district schools. They were kind enough to 25 leave the district school and take a chance on us,</p>	<p style="text-align: right;">25</p> <p>1 money. 2 Next. 3 One of the other things we do is we do 4 Student of the Month. We base it on our TISA -- our 5 TISA pillars. Those are individuals every month 6 that we go ahead and celebrate -- in every 7 classroom, we celebrate students that have -- 8 have -- are showing -- are part of our TISA pillars. 9 And is the video in there or no? No. Great. 10 So one of the TISA pillars that we ha -- 11 maybe? No? It didn't show it. Nope. 12 All right. So the TISA pillars are 13 thoughtfulness, integrity, scholastic, and 14 attentiveness, and art. And any individual that 15 goes ahead and that -- has those things, we 16 celebrate them at a once-a-month community. And we 17 celebrate all those kids in front of their parents. 18 Parents come out, and we have a huge celebration for 19 them. 20 I put this picture up, because this is one 21 of our former students who came back. She was -- 22 she wants to be an artist. She is now going over to 23 the Santa Fe School of the Arts. And she came back 24 specifically to -- wanting to paint that dragon on 25 our fence. That's the young lady that went ahead</p>

<p style="text-align: right;">26</p> <p>1 and did that.</p> <p>2 Our logo that we have -- if you ever have</p> <p>3 an opportunity to go ahead and look at it; I think</p> <p>4 it's on the next slide -- that logo was actually</p> <p>5 designed by a student at TISA in 2016 and has, ever</p> <p>6 since, been our logo. And that's the thing that was</p> <p>7 there.</p> <p>8 That young lady has now gone on to --</p> <p>9 Miss Hailey Chandler is now an art therapist is what</p> <p>10 she does from there. She always wanted to be an</p> <p>11 artist and came to our school.</p> <p>12 Next.</p> <p>13 We integrate art in all of our classrooms</p> <p>14 and things that are there. I could have shown a ton</p> <p>15 of different pictures. But I'm trying to keep your</p> <p>16 time and realize that Linda at some point is going</p> <p>17 to want to talk, and Nicole.</p> <p>18 And then I go, "Oh, I talk too much," many</p> <p>19 times, so then trying to go ahead and not do too</p> <p>20 many slides.</p> <p>21 Next.</p> <p>22 We have many visiting artists. And I just</p> <p>23 wanted to go ahead and read to you some of the</p> <p>24 things we've done just in the five years that we've</p> <p>25 been here when we left for our first charter and</p>	<p style="text-align: right;">28</p> <p>1 actually do that.</p> <p>2 We have had abuelos from Taos come in and</p> <p>3 teach our kids how to make tortillas from scratch.</p> <p>4 We do STEAM building competitions. We do</p> <p>5 the Nutcracker Performance with Ballet Taos. I</p> <p>6 played Santa Claus. And this year, I am being a fat</p> <p>7 rat Elvis, which will be hilarious, I'm sure.</p> <p>8 And we've worked with local fisheries. As</p> <p>9 a matter of fact, for our fishery program that we</p> <p>10 had with one of our former teachers here, we had the</p> <p>11 highest birth rate for the brown trout that they</p> <p>12 were able to do in the classroom. They actually</p> <p>13 outperformed -- third-graders outperformed college</p> <p>14 students for the birth rate that they had there.</p> <p>15 We are part of Film Prize Junior every</p> <p>16 year. We go ahead and do Future City. We've worked</p> <p>17 with Robert Quijano, who was a visiting music</p> <p>18 artist, part of the Arcane Ramblers. Those are just</p> <p>19 a few. I couldn't list them all.</p> <p>20 So, next.</p> <p>21 I just thought this was a cool picture,</p> <p>22 because we had a -- we had a -- a T-shirt day, where</p> <p>23 we've given T-shirts out. Actually, part of the</p> <p>24 Indian Education Act was an Indian artist did a</p> <p>25 T-shirt. He went ahead and made something</p>
<p style="text-align: right;">27</p> <p>1 realize -- it's not really five years. Because</p> <p>2 COVID, we had no visiting artists during COVID.</p> <p>3 We have done a low-rider competition,</p> <p>4 where students went ahead and designed things to go</p> <p>5 onto a low-rider. We have had visiting African</p> <p>6 drumming artists. We have done music teaching with</p> <p>7 Jenny Bird. We have had a variety of festivals and</p> <p>8 plays. We have Santa Fe Chamber Music that comes</p> <p>9 twice a year in the spring. We've had robotics</p> <p>10 competitions, done Alice In Wonderland in</p> <p>11 collaboration with Ballet Taos. We do Twirl Family</p> <p>12 Nights. We have done a Taos Pueblo beadwork and</p> <p>13 artwork with the students. We have had a visiting</p> <p>14 puppeteer that taught students to go ahead -- how to</p> <p>15 go ahead and puppet and make puppets. We have had</p> <p>16 dance choreography from one -- from a group from</p> <p>17 Africa, as well right there, which I think it's --</p> <p>18 it's on the next one.</p> <p>19 We had dancers from India that had come</p> <p>20 in. We had a visiting artist that went ahead and</p> <p>21 taught students how to do art and how to write</p> <p>22 stories that was a published artist.</p> <p>23 We have done STEM activities, where we're</p> <p>24 part of the Governor's STEM Challenge. We are</p> <p>25 actually one of the only middle schools that</p>	<p style="text-align: right;">29</p> <p>1 specifically for TISA, and we gave it to every</p> <p>2 student in the class.</p> <p>3 This student had the T-shirt. But he was,</p> <p>4 like, "I'm an artist, too, and I want to make my own</p> <p>5 design."</p> <p>6 Next.</p> <p>7 Ro, who's an amazing teacher, and all of</p> <p>8 our teachers have some -- one of the things we have</p> <p>9 is a criteria. When teachers get in -- that I hire,</p> <p>10 I ask them -- I go, "That's great. You do teaching.</p> <p>11 So what do you do in your real life? Like, what is</p> <p>12 your passion that you do outside?"</p> <p>13 So one of the things is is that artists --</p> <p>14 Ro is a music artist. She writes her own original</p> <p>15 music. She's been in the community for -- 30 years?</p> <p>16 30 years or so.</p> <p>17 She is also a Zumba instructor, which, of</p> <p>18 course -- you know, getting the kids up and running.</p> <p>19 But she actually incorporates music every day with</p> <p>20 her kids, playing guitar, teaching them songs in the</p> <p>21 first grade.</p> <p>22 Next.</p> <p>23 We also have kids that learn outside. We</p> <p>24 go outside all the time. We're right in the middle</p> <p>25 of Northern New Mexico, Taos. We have some of the</p>



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1 most beautiful scenery there is, and we take  
 2 advantage of it.  
 3 Next.  
 4 These are just some pictures of the kids  
 5 going.  
 6 Next.  
 7 That's a local farm that we visit. Kids  
 8 go ahead. And, actually, we're doing marigold  
 9 necklaces that they were doing there. We also go  
 10 ahead and have them doing -- they went to an orchard  
 11 to go ahead and pick fruit that they went ahead and  
 12 made apple cider and apple sauce.  
 13 Next.  
 14 That's just us showing that we're outside.  
 15 Next.  
 16 And that is a blank screen --  
 17 Next.  
 18 -- which was a video.  
 19 Next.  
 20 Oh. This was a cool thing that I just  
 21 thought that I'd share. This is one of the projects  
 22 that we had done with the Governor's STEM Challenge.  
 23 The kids wanted to create a three-dimensional app,  
 24 where it was called "Talk and Walk," realized that  
 25 we -- in Taos unfortunately, we have a very high

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1 teen suicide rate. And the kids wanted to create an  
 2 app where somebody could talk to somebody. And  
 3 that's what they did there; so...  
 4 Next.  
 5 We have academic supports for all our  
 6 students. We go ahead and have an intensive summer  
 7 school that is done every year that's open to our  
 8 lowest performing students. We do not -- it's not a  
 9 babysitting time. It is academic time. So we  
 10 really try to pick those kids that we go, "Hey, who  
 11 needs help? Who can we help," because we --  
 12 unfortunately, we don't have a lot of teachers that  
 13 want to teach during the summertime. So we really  
 14 focus on that.  
 15 We also have Af-Care. We offer it every  
 16 day to our parents for free, to 5:00. And if  
 17 parents are late picking up kids, we have people  
 18 that stay there late to make sure that they're  
 19 there. And we don't give them a hard time because  
 20 they couldn't make it on time.  
 21 We make sure we do what we need to do for  
 22 our families.  
 23 I want to have -- because I've talked a  
 24 lot, I want to go ahead and have Linda read this.  
 25 So this is from our equity council, Ali Haney. She

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1 couldn't be here today because we still have school  
 2 today. As a matter of fact, when I leave here --  
 3 and, hopefully, you guys give me a good review and  
 4 then we leave here -- I'm happy on my drive back.  
 5 And I go back to work because we still have kids  
 6 that we have to work with.  
 7 So, go ahead.  
 8 MS. LINDA SETO: My name Linda Seto.  
 9 That's S-e-t-o. And I'm the founder and vice  
 10 principal and governing council member.  
 11 "Dear Charter Renewal Board: I am sorry  
 12 that I cannot be present in person before you. I  
 13 have duties in Taos that prevent me from joining you  
 14 today.  
 15 "As the TISA Equity Council lead for the  
 16 past four years, I am pleased to communicate some of  
 17 the ways that we have grown as a school towards  
 18 greater equity for our students.  
 19 "Rich Greywolf, our administrator, has  
 20 been supportive every step of the way in receiving  
 21 advisories from the Equity Council and going above  
 22 and beyond in actualizing our school's growth in  
 23 equity.  
 24 "While equity councils offer advice,  
 25 administrators serve as captains at the helm,

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1 steering schools towards positive change with said  
 2 advice.  
 3 "TISA is a school where the needs of each  
 4 individual matter and a place where students are not  
 5 allowed to fail -- to fall through the cracks. It  
 6 is one of the most positive and supportive learning  
 7 environments I have been witness to, and I am a firm  
 8 believer that TISA provides safety nets for students  
 9 because our close-knit community makes it impossible  
 10 for a child to go unnoticed.  
 11 "In the beginning of the statewide equity  
 12 movement, we attended the meetings provided by the  
 13 equity division of the NMPED to obtain guidance on  
 14 how to more deeply meet the needs of our diverse  
 15 community. In those early years of participation,  
 16 we decided that focusing on the quality of  
 17 literature and materials was a good place to start.  
 18 "We engaged in evaluating our school's  
 19 reading materials and curriculum to determine the  
 20 places where we could broaden the cultural and  
 21 social perspectives being presented to students in  
 22 daily lessons and in classroom libraries.  
 23 "Teachers were included in the  
 24 conversations, and their input was integrated into  
 25 book orders. We purged outdated books from our

<p style="text-align: right;">34</p> <p>1 libraries and replaced those with culturally and 2 socially relevant materials.</p> <p>3 "Shifting perspectives to include diverse 4 experiences outside of the dominant paradigm allows 5 students of all backgrounds to see their personal 6 experiences reflected in the school culture.</p> <p>7 "Building the bridge between home cultures 8 and that found at school is key to establishing 9 equitable outcomes for marginalized populations.</p> <p>10 "The accomplishment that I am most proud 11 of grew from an advisory given a few years ago. In 12 it, we recommended that TISA deeply dive into 13 integrating indigenous culture more fully by looking 14 for community members from Taos Pueblo to guide our 15 school community.</p> <p>16 "This advice is manifested in Yvonne 17 Trujillo leading us as the president of our 18 governing council. She has done so much to help us 19 understand how to build a school community that 20 truly integrates indigenous cultural knowledge and 21 traditions.</p> <p>22 "She's brought indigenous artists, 23 dancers, and musicians to share their creativity 24 with TISA. Her leadership has resulted in our 25 indigenous students receiving cultural education</p>	<p style="text-align: right;">36</p> <p>1 really neat, so if there's anything that you want to 2 talk about.</p> <p>3 FROM THE FLOOR: (Off-mic.)</p> <p>4 FROM THE FLOOR: -- from Jemez Pueblo.</p> <p>5 And we wanted to share the various cultures with our 6 kids in educating them about the various cultures. 7 Because they know about Taos Pueblo, or they're 8 learning about Taos Pueblo. But, like I said, we do 9 have a child from Ohkay Owingeh. And we wanted to 10 bring their things in. And we've also invited other 11 parents from, like, Alaska Native and Navajo, to 12 also bring in, if they're willing, to come share 13 their culture with our students so they can all get 14 a little bit of social studies in this as well.</p> <p>15 So, next.</p> <p>16 MR. RICH GREYWOLF: Next.</p> <p>17 FROM THE FLOOR: So in this picture, we 18 took them -- the students down, earlier this year, 19 to the Indian Pueblo Cultural center. And as you 20 notice in this one, they're all girls. It just so 21 happened they were all girls in this picture.</p> <p>22 And then we took them to the Gathering of 23 the Nations so that they could also just kind of get 24 that experience, because not many of our kids can 25 afford to go do these kind of things. So we</p>
<p style="text-align: right;">35</p> <p>1 that brings tribal wisdom and traditions into the 2 setting of a charter school.</p> <p>3 "This not only fosters a supportive school 4 culture for indigenous students, but serves to 5 extend the knowledge of diversity to all students at 6 TISA.</p> <p>7 "When we share cultures and learn to 8 co-exist harmoniously with admiration and curiosity 9 concerning our differences, we move the world 10 towards equity.</p> <p>11 "Thank you for your time and 12 consideration. Please support our charter in its 13 continuance as we are doing good work. With more 14 time, I am excited to see what we can grow at TISA. 15 Please contact me directly if you have questions and 16 comments you would like to discuss.</p> <p>17 "Sincerely, Alison Haney."</p> <p>18 And that's H-a-n-e-y. She's also a member 19 of our governing council, and she is the PE teacher 20 at our school, as well as the equity council 21 representative.</p> <p>22 MR. RICH GREYWOLF: Next.</p> <p>23 And next.</p> <p>24 And I think that you've already had your 25 statement. But I have some pictures here that are</p>	<p style="text-align: right;">37</p> <p>1 thought -- well, kill two birds with one stone. 2 Take them and help them learn about the various 3 tribes while we were down there.</p> <p>4 MR. RICH GREYWOLF: Next.</p> <p>5 FROM THE FLOOR: So in this picture, this 6 is my son, Candido, back here, and a first-grader, 7 River Lujan. And we were filming at the pueblo at 8 the time. And, again, because we have students that 9 are not all from Taos Pueblo, we gave them -- I had 10 our pueblo kids give their peers a tour of their 11 home. I wanted them to be the tour guide and teach 12 them a little bit.</p> <p>13 And while we were doing this, we had a 14 lady in the pueblo that was selling prune pies. So 15 I bought some prune pies for them, because the kids 16 were hungry. And the kids were all sitting on the 17 pueblo wall, and they were eating them.</p> <p>18 I thought this was so cute that River 19 tends to gravitate towards Candido as a mentor. 20 They're not related or anything. But he tends to 21 gravitate towards my son. That's what that was.</p> <p>22 And this, this is going back to the Rock 23 Your Mocs Day. We had Sadie take a picture of all 24 the kids that wore the mocs that day. It shares 25 their cultural.</p>

38	<p>1 Film Prize Junior. This is the film of 2 speaking with the elders that they won the award 3 for. This is in Albuquerque. Beginning of the 4 year.</p> <p>5 This is while we were filming at Taos 6 Pueblo. There is Mr. Gilbert Suazo, who is one of 7 the elders that they interviewed. It was a pueblo 8 setting inside one of the pueblo homes where he sat 9 on the couch, fire going. All the kids were sitting 10 on the floor. And he was sharing stories, and they 11 were asking him questions while the older students 12 were filming in the background.</p> <p>13 MR. RICH GREYWOLF: Next.</p> <p>14 FROM THE FLOOR: This is the Buffalo 15 Dancers as well. This was the Eagle Dancer that was 16 part of their group.</p> <p>17 THE CHAIR: Linda.</p> <p>18 MS. LINDA SETO: Oh, there's my name.</p> <p>19 Good morning, Commissioners. My name is 20 Linda Seto, S-e-t-o, again. I'm the founder of 21 TISA.</p> <p>22 Fifteen years ago when we founded the 23 school, we had a -- envisioned a school that would 24 be multicultural, community oriented and involved, 25 and academically rigorous using the integrated arts.</p>	40	<p>1 We also involve our specialty teachers, 2 performing arts, Spanish, and visual arts teachers, 3 to do activities as well.</p> <p>4 The second event that we sponsor in the 5 family is the Lantern Walk, which is an annual event 6 we've had all fifteen years. We started with the 7 very first one in 2010.</p> <p>8 And this is where the students spend 9 several weeks making beautiful candlelit lanterns. 10 And we gather at the school after dark. There's a 11 photo right there of some of the lanterns.</p> <p>12 And they are taught songs. And we share 13 our community. We invite our family -- their family 14 and friends to come. And they sing songs and walk 15 the path, and then, at the end, share food with each 16 other.</p> <p>17 Then in the early spring, we sponsor a 18 math night, which is where the whole school comes 19 together. And each -- each staff member, each 20 classroom teacher, provides activities that they -- 21 each student can participate in, no matter their 22 age, from kindergarten through eighth grade. That's 23 very successful, too.</p> <p>24 So a lot of our parents and their students 25 come to that as well.</p>
39	<p>1 And I believe in the last five years, I am very 2 proud to say that we are getting close to achieving 3 that goal -- those goals and our vision of the 4 school.</p> <p>5 We have -- as Rich has said, we have 6 achieved Spotlight School status for the last three 7 years. And we're very much proud of that. But 8 we're also very proud to be able to serve the Taos 9 community, which includes about 200 families with 10 215 students.</p> <p>11 Some of the accomplishments I am most 12 proud of are the following:</p> <p>13 We have established four major events in 14 our annual -- in our year that we invite our parent 15 community to and our parents really look forward to 16 participating in.</p> <p>17 The first of these is Pirate Literacy 18 Night, where we all dress up like pirates. And 19 everyone is welcome to do that. And the 20 kindergarten through eighth grade classes are 21 involved.</p> <p>22 And these are -- this integrates reading 23 activities with arts integration. And each of our 24 classroom teachers has activities for students to go 25 from classroom to classroom.</p>	41	<p>1 And then our fourth festival is in the 2 springtime. We have started having a May Fair, 3 which includes Maypole dancing, crafts, food, music, 4 and different activities. This one is 5 community-wide. We invite all of the Taos community 6 to participate if they'd like to come as well.</p> <p>7 And some of the community events that 8 we've been participating in, one of them is -- in 9 the fall -- is called the Glam Trash event, which is 10 a fashion event that the Town of Taos has. And 11 young and old create fashion out of recycled 12 materials.</p> <p>13 And so one of the major organizers is on 14 our staff. And so we have sponsored a TISA Glam 15 Trash fashion show, which is really fun. And 16 they -- they get prizes and all of that. And they 17 get real excited. And then some of those students 18 go on to exhibit in the town fashion show as well.</p> <p>19 We also participate in the Harwood Museum 20 of Art Program. This is where -- the Harwood Museum 21 is a local museum that's been in Taos -- I don't 22 know -- many, many years, established with the early 23 artists who came to Taos. And they have an art 24 program for students through an education grant. 25 And our students have been able to go over</p>

<p style="text-align: right;">42</p> <p>1 there. And they are educated in some of the art 2 exhibits that are there. And then they get to do 3 some sort of art-related activity that has to do 4 with the art that they've just seen. 5 We've also participated in Taos Fall Arts 6 and Paseo, which is a program that's been 7 established up in Taos. 8 And TISA students have shown their artwork 9 there. And they participated in that for quite a 10 few years. 11 We also have been able to purchase a 12 25-by-75 long greenhouse. So that's a new program 13 this year. We were able to get a grant. And here 14 it is. 15 Those are some of the beds that we've 16 recently made. We -- the grant has provided money 17 to get soil to -- to fill the beds with, and then 18 mulch and all kind of things. And we're planning to 19 be implementing this program throughout the -- this 20 school year with the -- school-wide. 21 And then we also have a robust mentorship 22 program for our Level 1 teachers in the classroom. 23 They're mentored by two national board -- oh. 24 They're mentored by two national board certified ed 25 Level 3 staff members. And we feel -- we feel at</p>	<p style="text-align: right;">44</p> <p>1 things to do. Field trips are great. It's really 2 just a really good school. That's all I have to say 3 about it. It's really good. 4 THE CHAIR: Thank you. 5 FROM THE FLOOR: Hi. My name is Kristen 6 O'Flaherty. That's O, apostrophe, F-l-a-h-e-r-t-y. 7 I'm a parent of an eighth-grader at TISA, my 8 daughter, and a fifth grader, my son. And I just 9 wanted to come down today to speak in support of the 10 charter renewal for TISA. 11 Almost ten years ago, when I was looking 12 for where my daughter would go to kindergarten, at 13 the time, TISA was split between two campuses and 14 didn't have the best rating. But after visiting the 15 kindergarten class, it was really clear that it was 16 the right fit for her. 17 She's the kind of kid you probably think 18 of when you think of who goes to an art-integrated 19 school, very creative, loves to make things, has her 20 own little art studio in her bedroom for years. 21 She's thrived here. 22 My son, who's now a fifth-grader, was not 23 as artistically minded, and I did wonder if it was 24 the right fit for him. But as busy working parents, 25 we really couldn't figure out how to make two</p>
<p style="text-align: right;">43</p> <p>1 TISA we have a very supportive staff, and we support 2 each other. 3 And the arts are integrated in our 4 classroom through our specialty teachers, as well as 5 our classroom teachers. 6 We -- last summer, we sent four -- we sent 7 four staff members to the Focus for the Arts program 8 in Denver at the Denver School for the Arts. And 9 they brought back their learning to TISA and -- and 10 shared it with our staff. And we will continue to 11 do that this year. 12 In academics, it -- as Rich has talked 13 about, I'm very proud of my part in our math 14 program. And we've been able to make that 7 percent 15 progress. 16 So I ask that the Commission, due to all 17 of these wonderful accomplishments and more, renew 18 our charter for the next five years. Thank you. 19 THE CHAIR: Public comment? 20 MS. MELISSA BROWN: We do have public 21 comment. I have people making public comment come 22 up here. 23 Candido Trujillo. 24 FROM THE FLOOR: Well, it's a really good 25 school. Everyone is nice. There's lots of fun</p>	<p style="text-align: right;">45</p> <p>1 schools work, so we decided to give it a try. 2 And what's been really great to see is how 3 well TISA and the integrated art curriculum works 4 for him. 5 He has some learning challenges, which we 6 talked about. He's comfortable with me telling you 7 guys that he's dyslexic. That was in trade for 8 extra dessert tonight. 9 The reading support and the special 10 education support he's gotten at TISA has been 11 excellent. The Orton-Gillingham method that he's 12 been provided with the last few years to help with 13 his dyslexia has worked wonders. Really, that's 14 kind of one of the big things at TISA. They just go 15 beyond to support the needs of all their students. 16 Also, the staff, I think as we've covered 17 already, really does have a passion for education. 18 And I wanted to say I appreciate all the 19 opportunities within the community, the field trips 20 and the programs, and the grants that they get for 21 the kids to participate in particular. 22 My son's a big fan of the skiing we do at 23 Taos Ski Valley, their ski school program. 24 And I just wanted to end by saying that, 25 you know, they really do foster a culture of</p>

<p style="text-align: right;">46</p> <p>1 inclusivity, supportiveness, kindness. And that's 2 what any parent wants for their kids. So thank you. 3 MS. MELISSA BROWN: That concludes Public 4 Comment. 5 THE CHAIR: Commissioner Beck. 6 SECRETARY BECK: Usually, I start out with 7 some questions. I don't really have any questions, 8 to tell you the truth. 9 I think it's a wonderful program. I mean, 10 that's the beauty of these renewal hearings. We get 11 to learn about the schools. 12 I didn't know very much at all about your 13 school. And I've learned a ton in the last -- I 14 think it's 32 minutes; right? We went over by two 15 minutes? 16 But -- oh, okay. Okay. All right 17 whatever that is. That's fine. 18 I really appreciate that you're working 19 and focused on the academic side, because it's 20 obvious that your social-emotional learning side 21 is -- is wonderful. 22 I look at the Vistas scores, and we have 23 attendance in there. And it's usually all messed 24 up -- it doesn't, a lot of times, make any sense, 25 except yours, which is 98 percent attendance.</p>	<p style="text-align: right;">48</p> <p>1 MR. RICH GREYWOLF: Cramped would be an 2 understatement. But we are looking this year to 3 build a second -- a second building to go ahead and 4 give us office space as well as to -- some 5 classrooms. Ultimate hope is to do a theater, 6 because as you can see, the things that are in 7 there, our little multipurpose-built room is where 8 we have our lunches, which we have Farmhouse Cafe 9 that does organic lunch for us, so it's all organic 10 lunches and breakfasts for our kids. But that's 11 also the only space that we have for that. 12 But we've raised money to -- we've been 13 really good with our financials, and we have money 14 in savings in order for us to do that. Now we're 15 just trying to figure it out. 16 SECRETARY BECK: Because you're the kind 17 of school we want to expand for sure, you know. 18 That's fairly obvious. 19 You don't do transportation; right? No 20 buses? 21 MR. RICH GREYWOLF: No. No, we have a 22 bus. We have a -- 23 SECRETARY BECK: I saw it. 24 MR. RICH GREYWOLF: -- bus driver. And we 25 have one other bus driver. But this bus driver does</p>
<p style="text-align: right;">47</p> <p>1 I can see why kids love coming there. 2 It's pretty evident from what you're doing, your 3 laundry list of all the exciting things you do. I 4 guess my -- I do have a question, I guess. 5 Your facility is up to 297. That's your 6 capacity. Okay. It says "Facility building 7 capacity, 297." 8 There is -- this is -- 9 MR. RICH GREYWOLF: If you're talking 10 about the building itself, yes. The building can go 11 ahead and hold 297 people. Our capacity cap is to 12 216. 13 SECRETARY BECK: 216. 14 MR. RICH GREYWOLF: Yeah. I guess you 15 could go ahead and put 297 people in there. That 16 would be really uncomfortable. We're at the point 17 right now where we have 24 students per classroom. 18 We have -- that's nine teachers for those. 19 We have our administration staff, which is 20 three. 21 We have three special ed teachers. We 22 have four special teachers. And many of those right 23 now were three people in a place; you know, three 24 people in a -- 25 SECRETARY BECK: So you're cramped.</p>	<p style="text-align: right;">49</p> <p>1 not want to go ahead and drive all the kids in the 2 morning. Only if I want to give myself a stroke. 3 SECRETARY BECK: Which we don't want. I 4 have no other questions. It's a wonderful program. 5 I just want to -- love to expand, if we could. 6 THE CHAIR: Commissioner Taylor. 7 COMMISSIONER TAYLOR: Thank you. I just 8 want to say that you all should be just so very 9 proud of what you've established and the progress 10 you've made over the years. 11 I feel like this -- the academics are so 12 respectable. The programs that you're offering, 13 the -- the photos of the kids and the activities you 14 guys offer, the field trips. 15 I mean, I just feel like you're 16 covering -- covering all the bases. And I have 17 absolutely -- I mean, I don't think this -- this is 18 one of those schools that you could send us a letter 19 with your data and some photos, and I would say, 20 "All right, let's sign them up. Let's get them 21 going again." 22 I have no hesitation whatsoever in 23 renewing this -- you know, this -- this charter. So 24 I just want to say good job. Thank you. Thank you 25 for your presentation. Thank you for being there.</p>

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1 You all should be very proud.  
 2 MR. RICH GREYWOLF: Thank you.  
 3 THE CHAIR: Commissioner Burt, and then  
 4 Commissioner Carrillo.  
 5 COMMISSIONER BURT: Thanks. Good morning.  
 6 I -- I think, just like Commissioner Taylor just  
 7 said, this school actually definitely gives me  
 8 "expedited renewal in the future" vibes and what  
 9 that might look like. I do think -- I would love  
 10 for you to just be able to send in a paper saying,  
 11 "We want to renew. Here's the record of performance  
 12 that shows it, and give us our time back with our  
 13 kids. Let's keep taking care of our kids and not  
 14 have to do this."  
 15 I'm definitely -- I think when we think of  
 16 expedited renewal in the future, this is a school  
 17 that I would, like, keep in mind of, like, what  
 18 would this look like for a school like this that has  
 19 so many greens and the teeny tiniest of yellows,  
 20 barely yellow.  
 21 So just congratulations. Like, you make  
 22 the job as an authorizer really simple. And so,  
 23 ideally, we can sit back, let you keep doing your  
 24 thing, and make -- just take any red tape down for  
 25 you and let you keep moving forward.

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1 I love -- I feel like your school is a  
 2 really good example of what you prioritize is what  
 3 you make success out of. And I really appreciate  
 4 the ideas that you all come up with as adults that  
 5 really serve your students in really special ways.  
 6 The inclusivity of -- you know, you have a  
 7 single student from. We're going to make them feel  
 8 like their culture matters to you. That's  
 9 incredible and so special.  
 10 And, honestly, it's the only thing that  
 11 gives me -- I always get hesitant on asking schools  
 12 to go bigger, because sometimes schools can lose  
 13 those, like, special little touches as you grow.  
 14 So I love the -- the thoughtfulness of the  
 15 school. I do hope that the continued focus on  
 16 academics, that you continue that growth year over  
 17 year. And I would love, in the next five years, if  
 18 you were up in the, you know, 60s, 70s for  
 19 proficiency in your school. It would be incredible.  
 20 I can't wait to talk about this school.  
 21 "You want to see that they can integrate culture and  
 22 learning in the same way, go look at Taos  
 23 Integrated."  
 24 I don't want to hear from anyone that they  
 25 can't do it. Because when there is a school like

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1 yours that's doing it seemingly seamless, to us, and  
 2 probably to your students. I know for you all, it  
 3 takes a lot of coordination to make it look  
 4 seamless.  
 5 I have two questions. It's mostly going  
 6 to be why are these things so good? One of them is  
 7 the attendance. What would you say is attributing  
 8 that success of having so many students show up  
 9 every day?  
 10 MR. RICH GREYWOLF: That was the big thing  
 11 that we had was when there was changes to our  
 12 calendar -- when they were having all this stuff  
 13 about the calendars, where they were saying, number  
 14 one, four days a week. That really helped out.  
 15 Number two, having after-care, free  
 16 after-care for our parents.  
 17 The thing that I would say is is that  
 18 because of the -- not for all of you. But the PED  
 19 him forced us to go ahead and do more hours. So by  
 20 doing that, that meant that I couldn't leverage  
 21 staff to get there earlier.  
 22 So, you know, that was the only thing that  
 23 would really help out, too, is if were to get staff  
 24 to come earlier. But if you're going to mandate  
 25 that we're doing over the hours of every other

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1 school, because one year, we took money for those  
 2 extended days, that seems like -- that really hurts  
 3 us.  
 4 Because that's the thing. Our parent  
 5 population -- we have -- we have over 86 percent of  
 6 our parents' population is Free and Reduced Lunch.  
 7 That means most of those parents are working two  
 8 jobs. They have got to go do two jobs to go ahead  
 9 and go to work.  
 10 Last thing they want to worry about at the  
 11 end of the day is did my kid have homework, do I  
 12 have to worry about a meal. We cover that for them.  
 13 So at that point, they go, "Hey, there is  
 14 no reason why I don't bring my kid to school."  
 15 It's not the kids that aren't coming to  
 16 school. It's the parents not wanting to bring their  
 17 kids to school. So that's the thing that I would  
 18 say -- implore everybody, hey, please let us go back  
 19 to the hours that we originally did, which was  
 20 1,080 hours. We were doing great with that. This  
 21 way, I could provide the services that my families  
 22 and my community needs.  
 23 I mean, we're Taos. We've got -- you've  
 24 got two huge employers, only two: the hospital, and  
 25 we have schools. And most of those parents don't

<p style="text-align: right;">54</p> <p>1 work at either.</p> <p>2 So that means they're working, you know,</p> <p>3 over at the Maverick gas station, and then they have</p> <p>4 to go ahead and do another job at a fast food joint.</p> <p>5 You know, it's just -- we really try our hardest to</p> <p>6 help those people that need it.</p> <p>7 The other thing that we have, too, is that</p> <p>8 we focus on our special needs kids. And it's a</p> <p>9 double-edged sword for us, because I think the</p> <p>10 average is supposed to be 14 percent of your</p> <p>11 population is special ed. Our average is close to</p> <p>12 36 percent of our population is special education.</p> <p>13 So it's hard for us. But one of the</p> <p>14 things that we do is we go, "Hey, your kid's having</p> <p>15 problems with work." Keep them after school.</p> <p>16 Because after school, we have -- we have four</p> <p>17 teachers, certified teachers that give them homework</p> <p>18 support.</p> <p>19 So it's, like, we say to the parents,</p> <p>20 "Hey, if you keep your kid after school, they stay</p> <p>21 there till 5:00, they have no homework."</p> <p>22 So when you go home, all you got to do is</p> <p>23 make your dinner, sit down with TV, say good night,</p> <p>24 and then go to bed, and do whatever you got to do</p> <p>25 next; so...</p>	<p style="text-align: right;">56</p> <p>1 MR. RICH GREYWOLF: There are two</p> <p>2 professions. You have the profession of lawyers.</p> <p>3 Lawyers are great. They're wonderful people. They</p> <p>4 really are. Our lawyer is a great person. Your</p> <p>5 lawyer is a great person, whoever is a lawyer. But</p> <p>6 lawyers look for problems. That's all they have to</p> <p>7 do. That's their job. Their job is to look for</p> <p>8 problems.</p> <p>9 As an educator, your job is to find</p> <p>10 solutions.</p> <p>11 So I always tell people, "What's your</p> <p>12 problem? Okay. Let's figure it out." Because</p> <p>13 that's my job; so...</p> <p>14 COMMISSIONER BURT: I appreciate it.</p> <p>15 Actually, I mean, I respect those roles and</p> <p>16 divisions; right? You need people who are looking</p> <p>17 out for the problems. You need people looking for</p> <p>18 that. And you need people in a different realm that</p> <p>19 spoke of the problem before it gets to them.</p> <p>20 So that's -- I really appreciate it.</p> <p>21 To me, the attitude, demeanor of the</p> <p>22 board, of the leadership, makes -- like, that's why</p> <p>23 I'm such a firm believer in accountability, because,</p> <p>24 to me, it seems like you all focus a lot on your</p> <p>25 inputs. You focus on making sure students have what</p>
<p style="text-align: right;">55</p> <p>1 COMMISSIONER BURT: I appreciate that so</p> <p>2 much. As someone who genuinely believes in that</p> <p>3 that transition that has never happened from</p> <p>4 parental involvement to family engagement -- I think</p> <p>5 a lot of times, families, especially in New Mexico,</p> <p>6 get villainized and are seen as barriers, not as</p> <p>7 assets to schools. Especially when I hear</p> <p>8 attendance; right? Attendance is an issue. Not for</p> <p>9 your school, but for just about every other school</p> <p>10 almost in the country.</p> <p>11 And it's disheartening when I hear school</p> <p>12 leadership say, "It's the parents; it's the family."</p> <p>13 And I really genuinely appreciate. Like, once</p> <p>14 again, this is a really good example to use of,</p> <p>15 "Okay, yeah. Families are struggling to get the</p> <p>16 kids in. Let's remove those barriers."</p> <p>17 And that's so pro-family, and I'm so</p> <p>18 grateful, once again, to be able -- if I hear</p> <p>19 another adult ever say that, I'm going to be, like,</p> <p>20 "Call Taos Integrated. See what they do. Talk to</p> <p>21 them about what they're doing, because families are</p> <p>22 assets."</p> <p>23 MR. RICH GREYWOLF: We're problem-solvers.</p> <p>24 COMMISSIONER BURT: Not all are. I</p> <p>25 appreciate it.</p>	<p style="text-align: right;">57</p> <p>1 they need, families have what they need.</p> <p>2 The teachers seem to be really supported</p> <p>3 and have what they need. And the outcomes kind of</p> <p>4 follow. They just follow when you do all those --</p> <p>5 when you put all those things in place, you get</p> <p>6 those 3 to 7 percent gains every year when people</p> <p>7 have what they need.</p> <p>8 I'm just grateful for that. I know, as</p> <p>9 the years have continued over your contract term,</p> <p>10 your cash on hand has increased. Do you have plans</p> <p>11 that you're saving up for? Is it -- can you talk a</p> <p>12 little bit about what that might be?</p> <p>13 MR. RICH GREYWOLF: I'll let Nicole talk.</p> <p>14 MS. NICOLE ABEYTA: Hi. Good morning. My</p> <p>15 name is Nicole Abeyta. I'm the finance director,</p> <p>16 school business official. I've been with TISA -- my</p> <p>17 last name, Abeyta. A-b-e-y-t-a.</p> <p>18 I've been with TISA for 14 years.</p> <p>19 Therefore, I have been through all the different</p> <p>20 stages of the school as its grown.</p> <p>21 You know, we've had our challenges. And I</p> <p>22 have been the school business official for the last</p> <p>23 six years. In regards to our financials, yes, we</p> <p>24 are planning to increase our facility space, as</p> <p>25 mentioned before.</p>

<p style="text-align: right;">58</p> <p>1 We're busting at the seams. We would like 2 to grow our student count. And the only way to do 3 that is to get a bigger facility. So that is our 4 current plans right now.</p> <p>5 COMMISSIONER BURT: Awesome. That's 6 great. Yeah. I mean, this is definitely -- like 7 Commissioner Taylor said, I would have been very 8 happy if I had a governing board signature, a head 9 administrators signature that said, "Renew our 10 school," and we say, "Okay."</p> <p>11 Because the -- what -- the data that 12 you're able to provide and that CSD is able to 13 provide on your behalf is -- I mean, there's nothing 14 more I could ask for, other than continue doing what 15 you're doing. Don't let off the gas, ever, you 16 know. That's the only thing I could ask is don't 17 stop keeping up that urgency, keeping up the 18 problem-solving, the solution-making, because it 19 seems to be working.</p> <p>20 But I always am, like, just keep it -- 21 just keep it going. Don't be, like, "Okay, great. 22 They loved us. We're good," you know. So -- and I 23 do not get that at all from you all.</p> <p>24 And once again, I'm just grateful for it. 25 So thank you.</p>	<p style="text-align: right;">60</p> <p>1 your name -- I'm sorry -- that you all came down 2 with your kids and everything.</p> <p>3 So let's see. The -- I have a note here. 4 I'm curious because -- I wrote this down because, 5 Ms. Abeyta, you said that you'd been with the school 6 for fourteen years. And so -- and, obviously, that 7 Mr. Greywolf, along with him -- right? You've been.</p> <p>8 MR. RICH GREYWOLF: I've been with the 9 school for ten. This will be year nine. I was here 10 for when Commissioner Gipson was on for the first 11 five years. I actually came on in that June.</p> <p>12 VICE CHAIR CARRILLO: Great. Well, 13 there's continuity; right? And that's so key to 14 success. So everyone that has bought into the 15 vision wants to continue to see it grow. You're not 16 having termin- -- that's is so important.</p> <p>17 One of the things I so agreed with, 18 straight out of the gate, Mr. Greywolf, you 19 addressed math. One of the first things you said 20 when you started to present to us, you talked about 21 math. And you said, "We recognize that this 22 particular piece is not going as well as we wanted 23 it to."</p> <p>24 I mean -- well, you know this. We're 25 fighting it all over the state. And our charters</p>
<p style="text-align: right;">59</p> <p>1 THE CHAIR: Commissioner Carrillo, and 2 then Commissioner Brauer.</p> <p>3 VICE CHAIR CARRILLO: Hi. Thanks so much 4 for coming down. It's -- I've got your website up 5 here where it says, "Art is the lens for learning." 6 And I'm just loving all the pictures and 7 all the pictures that you showed us.</p> <p>8 And as much as I love the idea -- and your 9 school was certainly qualified for expedited 10 renewal -- I still want you to -- even when we do 11 expedited renewal, Commissioner Burt, I want people 12 to come down and talk to us and see us and show us 13 pictures, because it's so joyful.</p> <p>14 And, you know, we turn over -- even though 15 a lot of us have run again so we'll be serving 16 another four years, but you have a turnover, here 17 where people don't know about your school. And the 18 fact that you come here and explain everything and 19 show us so much, I just love that piece of the 20 renewal process.</p> <p>21 And I would just -- and I know it's 22 cumbersome. But I selfishly love it when people 23 have to come here and talk to us.</p> <p>24 I was really grateful to hear from you and 25 your experience at the school. I didn't take down</p>	<p style="text-align: right;">61</p> <p>1 and our districts are struggling with math. 2 But it's those schools that don't just 3 recognize the problem, but work on solutions. How 4 are we going to get this better? That was one of 5 the first things you mentioned to us, and it came up 6 later in the slide show.</p> <p>7 So thank you for that.</p> <p>8 What you spoke with Ms. Burt about the 9 idea of really supporting these kids after school 10 because you're supporting the parents. I'm not a 11 huge fan of the amount of homework that's 12 traditionally -- I think it's stupid, the amount of 13 homework that is just assigned constantly, because 14 kids need to play. Kids need to play with their 15 brothers and sisters. Kids need to do all these 16 things after school besides sweat more work; right?</p> <p>17 And giving kids the opportunity to get 18 this out of the way and finish with support from 19 teachers, and the parents get that support, too, I 20 really applaud you for doing that.</p> <p>21 So just -- I mean, the photographs, lots 22 of happy kids; right? And -- and very colorful 23 kids. I mean, that everything everybody was 24 wearing, it's, like, every day was like this 25 festival of color and of fun. And that's why I've</p>



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1 got the attendance.  
 2 On the attendance, I wrote this down,  
 3 because I mention this group a lot.  
 4 I was on the Santa Fe Board of Education  
 5 for nine years; right? One of the things I  
 6 learned -- and I learned about this district,  
 7 Guilford County, North Carolina, that became an  
 8 arts-embedded district. So all of their schools  
 9 across, K through high school. And there were some  
 10 teachers that did not buy in, initially, the idea  
 11 that they were going to have to integrate art into  
 12 whatever core subject they may be teaching.  
 13 But when everyone started to get on board,  
 14 what they found was that their attendance just  
 15 was -- just shot up.  
 16 And what I referred to when I went to  
 17 their session as the Happiness Index. And even  
 18 those teachers that weren't that supportive, they  
 19 found a way through professional development and  
 20 peer support to integrate art into everything they  
 21 did. So every re- -- they just created a district  
 22 with engaged, happy people.  
 23 That's why I still have here. "art is the  
 24 lens for learning." I wish that was something that  
 25 I could have done more of in Santa Fe Public

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1 Schools.  
 2 We talked about -- I wrote this down,  
 3 "Can't do it." And I wrote, "Districts."  
 4 You know, for a town the size of Taos,  
 5 ya'll have a lot of charters. I mean, just State  
 6 charters alone, you have five. And then you have  
 7 other -- which, to me, unfortunately, shows an  
 8 extreme lack of confidence in the district.  
 9 But it's that way all over the state. But  
 10 districts can do this. That's what I just wish that  
 11 the School Boards Association would kind of get on  
 12 board with.  
 13 They can, you know, unleash themselves  
 14 from the shackles of what they've learned in their  
 15 doctorate programs and everything else and step up  
 16 to what kids and parents need. And they would just  
 17 find so much success. And I get really disappointed  
 18 in districts.  
 19 On your board, what's the longevity?  
 20 What's the general tenure on your board in terms of  
 21 board members?  
 22 MS. LINDA SETO: Well, we recently -- I  
 23 think in the last few years, we changed our policy  
 24 so board members can -- they serve five years, but  
 25 can opt for another five years; so ten years at the

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1 maximum for board members.  
 2 We have long-term board members. I've  
 3 been on the board for five years. And I am  
 4 extending it to ten years. So...  
 5 VICE CHAIR CARRILLO: That's fantastic.  
 6 We need board support a cornerstone of what we're  
 7 doing this year and next year. And since Ms. Chavez  
 8 just got up with Ms. Russell, you could let her  
 9 know, in our next conference, we plan to have some  
 10 breakout sessions with successful boards in the  
 11 State are going to share out why they're successful  
 12 boards.  
 13 Because the minute boards start to go  
 14 downhill, the school just starts to crater.  
 15 And the idea of having people know it's  
 16 going to be a five-year term, so they know what  
 17 they're getting into, and they're going to be  
 18 there -- again, continuity; right? It's a great  
 19 idea. You're the first school I know of to have the  
 20 people know they're going to be signing up for a  
 21 five-year term. Just outstanding. Just another  
 22 reason why the school performs as it does.  
 23 The -- I have a question, Ms. Seto. Why  
 24 did you -- fifteen years ago, what compelled you to  
 25 want to open this charter school?

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1 MS. LINDA SETO: Well, I have a Waldorf  
 2 education background.  
 3 VICE CHAIR CARRILLO: No kidding. We're  
 4 going to open Waldorf in the fall.  
 5 MS. LINDA SETO: I know. I'm excited  
 6 about that new school. It's amazing. I used to go  
 7 to that school and observe and get ideas.  
 8 I helped establish three private schools  
 9 in Taos before I did this one. And so -- and I have  
 10 a teaching background as well.  
 11 But, anyway, I went into the public  
 12 schools. I worked for the Indian Education program  
 13 as a tutor and also did some other things in the  
 14 public schools, different schools around Taos.  
 15 And I found, when I integrated my  
 16 background, integrated arts is what I did, when I  
 17 went in there, students were so happy, you know, and  
 18 successful.  
 19 And I thought, well, I want this to be  
 20 something that any child who wants to, in this  
 21 county, can be exposed to and learn through this  
 22 way.  
 23 That's why I established the school,  
 24 because I wanted it offered for free, you know.  
 25 VICE CHAIR CARRILLO: You must be super

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1 proud of where you are now. I can't even imagine,  
 2 yeah. That's fantastic.  
 3 The -- I don't have other questions on --  
 4 I mean, it's all green on your -- it's -- you guys  
 5 know what you're doing. And you're reaching kids  
 6 where they are and inspiring them.  
 7 And just thank you. Thank you so much for  
 8 all you do, the example that you show other schools  
 9 in the state, and, hopefully, even the district,  
 10 about what's possible; right? Because they could do  
 11 that in Taos district, you know? Integrate arts in  
 12 everything they do.  
 13 All right. Thank you so much. Thank you  
 14 for being here.  
 15 THE CHAIR: Commissioner Brauer.  
 16 COMMISSIONER BRAUER: Great. Thank you,  
 17 Madam Chair. Thank you, TISA team. Thank you,  
 18 Ms. Trujillo, for the work that you've been doing in  
 19 going beyond tribal consultation and truly bringing  
 20 in traditional indigenous values into the school and  
 21 opportunities for all students to learn.  
 22 Thank you, River -- is that your name?  
 23 Thank you so much for coming up and talking in front  
 24 of us, too. I know that takes courage, and it's  
 25 great to have you here for that.

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1 And thank you for mentoring the younger --  
 2 maybe that was River? Sorry about that.  
 3 I just want to commend you all for the  
 4 work that you've been doing. I wanted to just also  
 5 just echo -- like, I think it's -- you know, I'm  
 6 going to vote for a five-year renewal for sure. I  
 7 think we have opportunities to learn from you, and  
 8 other schools have opportunities to learn from  
 9 y'all.  
 10 I just -- something that I'm real excited  
 11 about when I look at the data, especially from the  
 12 recent -- recent release data, when I look at your  
 13 economically disadvantaged students, like, you  
 14 track -- you track -- you track above what all  
 15 New Mexico students do, within the economically  
 16 disadvantaged.  
 17 So it's -- you know, you're 25 percent  
 18 above New Mexico in science proficiency, when that  
 19 comes to apples to apples with economically  
 20 disadvantaged students. So I think that's some  
 21 really great numbers there.  
 22 And when you see, oftentimes economically  
 23 disadvantaged subgroups outperforming all students,  
 24 that's something that I pay attention to and that I  
 25 get just profoundly excited about it in terms of

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1 what that means for our young people.  
 2 I think the next step is to think about  
 3 the other subgroups in your school and ensure that  
 4 they continue to grow as well. And I have no doubt  
 5 about that.  
 6 I think that -- I think that when you  
 7 started, Mr. Greywolf, today, I think you did  
 8 mention the plan for sustainable growth is what I'll  
 9 call it, like, over the course of time. And I have  
 10 no doubt that that's going to happen. And I just  
 11 wanted to amplify the work that you all have been  
 12 doing with economically disadvantaged students, as  
 13 well as students with disabilities, too. There's a  
 14 lot of great results in there that are outperforming  
 15 other -- other areas of our state with regard to  
 16 that subgroup.  
 17 So keep it up. I look forward to seeing  
 18 you all in five years or less. And, you know,  
 19 Commissioner Carrillo, I think that, to your point,  
 20 I do love these opportunities. And I also just  
 21 think about the amount of time and effort it takes  
 22 for schools to come down. And maybe, as we think  
 23 about opportunities for expedited or whatever we  
 24 want to call a potential way to work with our higher  
 25 flying Spotlight schools, we can also go to them,

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1 like we do in other opportunities.  
 2 So thinking about y'all inviting us up for  
 3 your holiday whatevs or special projects, special  
 4 things, so we can be elbow to elbow with you up  
 5 there as well.  
 6 So just a thought that I have about how we  
 7 can really have a true reciprocal relationship,  
 8 especially when we know that our schools are doing  
 9 great, are -- are doing great things. Thank you  
 10 very much.  
 11 MR. RICH GREYWOLF: Yeah. And any of the  
 12 Commissioners, or any of you that want to come up,  
 13 you are welcome to come any time unannounced. If  
 14 you're going up for skiing, any day of the week, you  
 15 just give me a call, except July. I am not going to  
 16 give you a tour in July. But I'll give you a tour  
 17 any other day. Any day of the week. Open  
 18 invitation.  
 19 THE CHAIR: Thank you. I want to remind  
 20 everyone. I said, "Let's vote" before they started  
 21 any of this, you know. So -- you know. Just thank  
 22 you. I really do appreciate and applaud all the  
 23 work that you do do.  
 24 And I want to echo commissioner Brauer's  
 25 comments on the tribal consultation, because I think

<p style="text-align: right;">70</p> <p>1 with many of our other school entities, the tribal 2 consultation is looked at as, "Oh, we also have to 3 do that," you know. And it's not integrated into 4 the fabric of the school.</p> <p>5 And I do appreciate the fact that even 6 though the Department of Indian Ed identifies after 7 a school teaches "X" amount of students, you're 8 going above and beyond that. And even if there's 9 one student, we're going to recognize their culture, 10 and not just because, "No, we don't have to do that 11 because we have don't have five of you" or whatever 12 it is. So thank you very much.</p> <p>13 I appreciate the future low-riders 14 pictures. I think it was CBS Sunday Morning last 15 Sunday that did a full segment on low-riders and 16 highlighted Española and the -- you know, the 17 celebrations that they do.</p> <p>18 But I know it's something that many of our 19 schools are beginning -- a school down by me did a 20 low-rider bike project. So it's something that, 21 once again, is being recognized and celebrated.</p> <p>22 So with your secret sauce that you have, 23 what kind of professional development do you do to 24 help support your ongoing efforts?</p> <p>25 MR. RICH GREYWOLF: You mean with our</p>	<p style="text-align: right;">72</p> <p>1 So if it's -- if you're thinking about it, 2 it is divided in a -- a vertical way, like, as 3 opposed to what you would think is a traditional. 4 Because it looks like a regular -- it looks like 5 regular buildings.</p> <p>6 THE CHAIR: Right.</p> <p>7 MR. RICH GREYWOLF: It just happens to be 8 that there's sixteen of them.</p> <p>9 THE CHAIR: Prefabricated.</p> <p>10 MR. RICH GREYWOLF: Prefabricated, Yeah. 11 We're looking at adding -- we're looking at three 12 classrooms, three office space, and then, hopefully, 13 a theater. But that may be an additional five years 14 after we go ahead and get this space that we're 15 looking at.</p> <p>16 And it's not about expanding. It 17 literally is, "Hey, we need a space for our art. We 18 need a space for our -- you know, for a theater 19 classroom. And then we need space for our -- the 20 teachers that we have in special ed." And so --</p> <p>21 THE CHAIR: So when you're looking at 22 possibly expanding, have you ever thought about 23 pre-K?</p> <p>24 MR. RICH GREYWOLF: Yeah. We have thought 25 about pre-K. It's just a matter of trying to find</p>
<p style="text-align: right;">71</p> <p>1 community?</p> <p>2 THE CHAIR: With your staff.</p> <p>3 MR. RICH GREYWOLF: With our staff. We do 4 a professional development once a month. And it 5 does include art integration. And it's everything 6 from -- like, right now, our focus has been -- of 7 course, our math continues to be the focus, until 8 that goes ahead and gets further up. That's one of 9 our big things.</p> <p>10 But we do have that time to collaborate on 11 ideas, talk about specific individuals, families, 12 and students, and their needs, and how to address 13 those specific needs, and just celebrating the 14 projects that teachers are doing.</p> <p>15 THE CHAIR: Thank you. When you're 16 looking at your build-out, you've got, what? 17 Fifteen or sixteen portables? You don't have 18 portables?</p> <p>19 MR. RICH GREYWOLF: We have modular 20 buildings.</p> <p>21 THE CHAIR: Maybe I just read it wrong.</p> <p>22 MR. RICH GREYWOLF: What it is they're 23 modular buildings. There's two currently, one that 24 goes ahead and houses elementary and one that houses 25 middle school.</p>	<p style="text-align: right;">73</p> <p>1 the money. And the -- the grants that they have had 2 previously was that they wanted you to have a 3 building prior to you being able to do a pre-K, 4 which is -- you know, it's just not possible.</p> <p>5 We're really lucky. We own -- it comes 6 out to almost five acres -- five acres of land in 7 Taos. Unfortunately, it's five acres of not 8 anything on it. So -- that's there. So -- and then 9 Linda wanted me to mention that we -- by the way, 10 we're a Community School.</p> <p>11 THE CHAIR: Thank you. Appreciate it. 12 Thank you for everything that you do. I really do 13 appreciate it.</p> <p>14 Sure. Yeah. Oh, I'm sorry.</p> <p>15 COMMISSIONER INGHAM: I also want to thank 16 you guys, because I, you know, really didn't know 17 what kind of advocate for charter schools I was 18 until I started on this Commission. And you guys 19 give me so much -- it's thrilling to see a charter 20 school that is doing everything and doing it 21 without -- it does seem like you guys just are 22 breezing through that.</p> <p>23 And I know that that's not the case. I 24 know that it's hard work. But I hope that at some 25 point during the Legislature, you have a chance to</p>

<p style="text-align: right;">74</p> <p>1 advocate for our charter school community and give 2 some ideas to some of these legislators that have 3 sometimes such a negative attitude about charter 4 schools and how remarkable your situation is and how 5 that -- in our state, we're so -- what's the 6 word? -- decrepit in our educational system, that 7 you've found a way to do that and with disadvantaged 8 students and special needs students, it doesn't seem 9 to matter. All the excuses we hear about why the 10 schools are not doing well -- we hear a lot of 11 those, also -- no excuses from you. You guys, right 12 away, thought your math scores weren't stellar, and 13 you deal with it.</p> <p>14 We have schools that their math scores are 15 horrendous. They're not even close to the district 16 scores. And if you can't even keep up with the 17 districts, what's the point? But you guys picked 18 that up right away and dealt with it.</p> <p>19 I just am -- am ecstatic for your school. 20 And I will -- if I can make it up there, I will come 21 visit you guys. But I just want to give you all the 22 praise that I can, and also ask you to be a light 23 for the charter school community, because you 24 certainly are. You are that light. And you can -- 25 you can display that, put it out on the landscape.</p>	<p style="text-align: right;">76</p> <p>1 COMMISSIONER TAYLOR: Yes. 2 SECRETARY BECK: Commissioner Burt. 3 COMMISSIONER BURT: Yes. 4 SECRETARY BECK: Vice Chair Carrillo. 5 VICE CHAIR CARRILLO: Yes. 6 SECRETARY BECK: Chair Gipson. 7 THE CHAIR: Yes. 8 SECRETARY BECK: Secretary Beck, yes. 9 There are eight votes for, zero votes 10 against. The motion passes. Congratulations. 11 THE CHAIR: Thank you. Congratulations. 12 (Applause.) 13 THE CHAIR: And we are in recess until 14 11:00. 15 (Recess held, 9:28 a.m. to 11:00 a.m.) 16 THE CHAIR: Okay. I'm going to call back 17 to order -- we are on our second day of hearings. 18 And we are on our fifth hearing. And we are on to 19 DEAP. 20 So thank you very much for coming, and 21 thank everyone in the audience for joining us today. 22 We're excited to see you. 23 So that the Charter Schools Division will 24 give their report and their recommendation. Then we 25 will open it up if anyone is here for tribal input.</p>
<p style="text-align: right;">75</p> <p>1 Thank you. I say thank you. 2 THE CHAIR: Thank you. 3 Commissioner Carrillo. 4 VICE CHAIR CARRILLO: So are we ready for 5 a motion, I assume? 6 So let me say, before I make the motion is 7 you're why I -- I said this with a couple of schools 8 yesterday. You're why I love working in the State 9 charter school movement, schools like yours, and 10 you. Thank you for all you do. 11 So with that, I move that the Public 12 Education Commission approve the renewal application 13 for Taos Integrated School of the Arts for a 14 five-year term without conditions. 15 THE CHAIR: Second. 16 There's a motion by Commissioner Carrillo 17 and a second by Commissioner Gipson. 18 Commissioner Beck. 19 SECRETARY BECK: Commissioner Ingham. 20 COMMISSIONER INGHAM: Absolutely. 21 SECRETARY BECK: Commissioner Brauer. 22 COMMISSIONER BRAUER: Yes. 23 SECRETARY BECK: Commissioner Manis. 24 COMMISSIONER MANIS: Yes. 25 SECRETARY BECK: Commissioner Taylor.</p>	<p style="text-align: right;">77</p> <p>1 And then you'll have your opportunity. And then 2 we'll go to public comment for anyone online or here 3 that wishes to speak. And then we'll do our 4 questions. 5 Okay? So thank you so much. 6 And just to remind you, the first time you 7 speak, spell your last name and identify your role 8 at the school. So thanks. Okay. 9 MS. LUCY VALENZUELA: It'll be me. 10 Good morning, Chair Gipson and 11 Commissioners. My name is Lucy Valenzuela, 12 Authorizing Practices Administrator for the Charter 13 Schools Division. And I am here to provide the 14 CSD/PED evaluation for DEAP. 15 DEAP opened its doors in 2015 with the 16 Public Education Commission as its authorizer. This 17 is their second renewal with the PEC. 18 The school's mission is that students -- 19 lost my thought -- okay. 20 The school's mission is that students will 21 be able to use their cultural, vocational, and 22 academic skills to analyze their surrounding in 23 order to plan the transformation of their community 24 and their world, live a healthy life, and use the 25 tools they were taught to achieve holistic wellness,</p>

78	<p>1 use their understanding of identity and its impact</p> <p>2 on local and global communities to promote the</p> <p>3 restoration of Diné culture and honor the history</p> <p>4 and the legacy of its people by consciously</p> <p>5 balancing the needs of the land with the needs of</p> <p>6 the people.</p> <p>7 Ms. Kayla Begay has been the head</p> <p>8 administrator since May of 2022 and was a founding</p> <p>9 member and teacher at the school before becoming its</p> <p>10 head administrator.</p> <p>11 The renewal visit took place on Thursday,</p> <p>12 October 17th, 2024. The visit team consisted of</p> <p>13 myself as team lead and Bianca Olona-Elwell.</p> <p>14 The Charter Schools Division recommends</p> <p>15 that DEAP be renewed for a term of five years with</p> <p>16 the following condition:</p> <p>17 Due to repeated audit it findings and</p> <p>18 subpar financial ratings on the performance</p> <p>19 framework over the charter term, DEAP has failed to</p> <p>20 meet generally accepted standards of fiscal</p> <p>21 management. Therefore, school leadership and the</p> <p>22 governing board will provide a financial report and</p> <p>23 finance committee minutes to CSD quarterly,</p> <p>24 beginning in July 2025 with the final quarter FY24</p> <p>25 information.</p>	80	<p>1 NM Vistas webpage, point totals from school year</p> <p>2 '22-'23 and school year '23-'24 cannot be compared</p> <p>3 due to changes in business rules.</p> <p>4 The school's growth and performance</p> <p>5 suggest that the school is making small gains from</p> <p>6 year to year.</p> <p>7 The financial and organizational.</p> <p>8 The school has had a rating of Does Not</p> <p>9 Meet Standard on Performance Framework Indicator</p> <p>10 2.b., Accounting Principles, every year of the</p> <p>11 contract term due to having a material weakness</p> <p>12 audit finding each year.</p> <p>13 The school's total number of audit</p> <p>14 findings has improved over the contract term, down</p> <p>15 from five findings in FY20 to a single finding in</p> <p>16 FY23. But that finding was a repeated material</p> <p>17 weakness.</p> <p>18 The audit has been free of repeated</p> <p>19 findings only in the first year of the contract.</p> <p>20 And the school has reported late to the PED School</p> <p>21 Budget Bureau in two out of the four year. of the</p> <p>22 contract.</p> <p>23 Part B ratings.</p> <p>24 The school Met the standards for</p> <p>25 mission-specific goals, educational program, equity</p>
79	<p>1 School leadership and governing board will</p> <p>2 improve financial systems and will continue to show</p> <p>3 consistent improvement on financial indicators and</p> <p>4 audit results over the next charter term.</p> <p>5 The recommendation is based on the record</p> <p>6 of the school's performance over the course of the</p> <p>7 contract term, the renewal application, which</p> <p>8 highlights adult actions and programs in the service</p> <p>9 of students' progress, and verification of those</p> <p>10 programs and adult actions during our renewal site</p> <p>11 visit and annual visits.</p> <p>12 In regards to their academics, DEAP has</p> <p>13 been designated a Traditional school for two</p> <p>14 consecutive years through NM Vistas.</p> <p>15 Additionally, the PED has published the</p> <p>16 Spring 2024 assessment results. The school's Vistas</p> <p>17 designation, as mentioned already, is Traditional,</p> <p>18 with a score of 25.4.</p> <p>19 The school's proficiencies are 19 percent</p> <p>20 ELA, less than 20 percent science, and less than</p> <p>21 10 percent in math. This indicates that the school</p> <p>22 saw some short gains in all subjects.</p> <p>23 In ELA, the school saw a 7 percent</p> <p>24 increase. Science and math remained the same.</p> <p>25 This is a reminder, according to the PED</p>	81	<p>1 and identity, and tribal consultation. They</p> <p>2 Demonstrated Substantial Progress in student</p> <p>3 outcomes, governance responsibilities, and other</p> <p>4 performance framework indicators.</p> <p>5 Unfortunately, they received a Failing to</p> <p>6 Demonstrate Progress in their financial compliance.</p> <p>7 In conclusion, DEAP offers a unique</p> <p>8 learning environment, and they focus on the students</p> <p>9 and their community. DEAP's focus on the four</p> <p>10 pillars, service learning for community action and</p> <p>11 leadership, land-based learning, Diné empowerment</p> <p>12 through cultural (incomprehensible) and relevancy,</p> <p>13 and wellness, and perseverance is clearly visible</p> <p>14 from the moment you set foot on their campus.</p> <p>15 Students are happy to be there. Students</p> <p>16 shared with us during the focus group that the</p> <p>17 school feels like a family. "everyone has each</p> <p>18 other's back and everyone supports us" is what the</p> <p>19 students said.</p> <p>20 The parents/guardians echoed the same</p> <p>21 sentiment as their students, but also expressed how</p> <p>22 grateful they are to DEAP, as the school is</p> <p>23 providing an education beyond what the traditional</p> <p>24 school -- what the traditional local school does for</p> <p>25 its students.</p>

<p style="text-align: right;">82</p> <p>1 "It is teaching them our history culture, 2 which is something that the majority of us didn't 3 have when we were in school." 4 School leadership is aware of the low 5 proficiencies that are being assessed on yearly 6 state assessments. Adult actions have taken place 7 to increase math, science, and ELA supports. 8 School leadership and teachers are taking 9 a clear data-driven path moving forward. Ms. Begay 10 is also working very diligently with her business 11 manager and governing board to improve their 12 finances. 13 It is for these reasons that the CSD 14 recommends this school for a five-year renewal with 15 the financial condition. 16 THE CHAIR: Thank you. So I'm sure we 17 have -- 18 MS. MELISSA BROWN: We do have. Find them 19 again. I have Dr. Shayla Yellowhair. And I believe 20 she has some other people with her. 21 THE CHAIR: Okay. 22 MS. MELISSA BROWN: I've tried to invite 23 her. I'm going to allow her to talk. 24 And then Matthew Tso. 25 So Dr. Yellowhair, Ms. Haskie-Oberly, and</p>	<p style="text-align: right;">84</p> <p>1 are excited to pick a part of. The land-based 2 learning and the service learning are also two 3 pillars that I think are really important to the 4 school, and we at Navajo Nation have really 5 emphasized this for other schools outside of the 6 charter network as well. 7 I have seen the school, both under the 8 current leadership and past leadership, overcome a 9 lot of adversity. And for that, I am very proud of 10 the school and very proud of Kayla Begay and all of 11 her students and all of her staff. 12 And there hasn't been a lot of turnover 13 that I've seen. And that's something that's really 14 special that needs to be called out. They have a 15 foundational support system through all of their 16 teachers and the administrators and support staff 17 that really allow for the school to make continuous 18 growth. And we have seen that in the student 19 performance results. 20 Lastly, I think I just wanted to mention 21 that DEAP has really strong relationships with 22 parents and students and community members. They 23 are situated right next to the chapter of Red Lake 24 Chapter. And in that, they have also cultivated 25 relationships with the council delegate, Dr. Andy</p>
<p style="text-align: right;">83</p> <p>1 Mr. Tso, you have the floor. 2 THE CHAIR: So good morning. And for 3 those of you that have already participated in other 4 hearings, I'll just remind you. If you would please 5 introduce yourself, spell your last name and 6 identify what role you're playing and welcome. And 7 whenever you're unmuted, you may begin. 8 DR. SHAYLA YELLOWHAIR: Yes, ma'am. 9 Hello, everybody. My name is Dr. Shayla Yellowhair. 10 My last name is spelled Y-e-l-l-o-w-h-a-i-r. I am 11 assistant superintendent of the Department of Diné 12 Education program within the Navajo Nation 13 government. So I'm here today to speak on behalf of 14 DEAP. 15 I have been involved with the school for 16 many years and have been able to see not only the 17 growth that the -- under current leadership, but 18 also the growth of students. And that's something 19 that Navajo Nation really takes into consideration 20 when we think about the types of needs of our 21 students and the type of school environment that is 22 provided. 23 The curriculum for DEAP, I have seen not 24 only be optimized, but, really, to -- I've seen a 25 lot of reflection on the type of learning that kids</p>	<p style="text-align: right;">85</p> <p>1 Nez, and with the chapter officials to ensure that, 2 you know, all of the things in terms of the land 3 base, in terms of what their students need, those 4 have really come about due to the deep relationships 5 that the leadership at DEAP has put in -- put in the 6 time for. 7 I am honored to be here and to speak on 8 behalf of DEAP and on behalf of their students. 9 This is something that is a very special event. And 10 the school itself, as soon as you walk onto the 11 campus, there are traditional dwellings. There's a 12 feeling of belonging. 13 And as a Diné woman, I am also very proud 14 of the type of environment that is being cultivated 15 here under Kayla Begay. 16 So thank you, all. And I can hand off the 17 microphone to Suzette Haskie-Oberly. 18 MS. SUZETTE HASKIE-OBBERLY: Hi. Good 19 morning. My name is Suzette Haskie-Oberly. My 20 first name is S-u-z-e-t-t-e. Last name H-a-s-k-i-e 21 hyphen O-b-e-r-l-y. 22 I also work for the Navajo Nation 23 Department of Diné Education. I'm the program 24 manager for the Johnson-O'Malley program. I've been 25 working on -- been a part of the tribal consultation</p>

<p style="text-align: right;">86</p> <p>1 team for the last five years.</p> <p>2 And, as Dr. Yellowhair has stated, that</p> <p>3 DEAP has -- has really unique services that they</p> <p>4 provide to our students, especially in language and</p> <p>5 culture, I really commend them for the unique</p> <p>6 services that they provide.</p> <p>7 I -- it's always been a pleasure to work</p> <p>8 with them and see all the amazing things that they</p> <p>9 do. Thank you.</p> <p>10 MS. MELISSA BROWN: Mr. Tso, would you</p> <p>11 like to make a comment?</p> <p>12 MR. MATTHEW TSO: Good morning, everyone,</p> <p>13 members of the Public Education Commission. My name</p> <p>14 is Matthew D. Tso. Middle initial is D, and last</p> <p>15 name is spelled T-s-o.</p> <p>16 I currently work as a legislative analyst</p> <p>17 with the Department of Diné Education. I'm also a</p> <p>18 member of the Navajo Nation Tribal Consultation</p> <p>19 team. And I'm here to speak with regard to what we</p> <p>20 know about the -- the DEAP charter school out of</p> <p>21 Navajo Pine.</p> <p>22 In short, I believe a lot of the comments</p> <p>23 have been touched upon by Dr. Yellowhair, as well as</p> <p>24 Ms. Haskie-Oberly, have indicated how well the</p> <p>25 school is working with the community, the students,</p>	<p style="text-align: right;">88</p> <p>1 on my daily commute, and it's always good to see --</p> <p>2 to drive by and see the school in action. And it's</p> <p>3 good to see great things happening at the school.</p> <p>4 With that, I'll -- I'll end. Thank you.</p> <p>5 THE CHAIR: Thank you. Is that --</p> <p>6 MS. MELISSA BROWN: No. We have tribal</p> <p>7 consultation in the room. Excuse me so much.</p> <p>8 THE CHAIR: Come up here. Thanks. You</p> <p>9 have to press it hard. There you go.</p> <p>10 FROM THE FLOOR: Good morning,</p> <p>11 Commissioner Gipson, as well as the rest of our</p> <p>12 Commissioners here in the great state of New Mexico.</p> <p>13 My name is Andy Nez. Last named is spelled Nez,</p> <p>14 That's November Echo Zulu.</p> <p>15 I currently sit on the 25th Navajo Nation</p> <p>16 Council. I am also appointed to the Health,</p> <p>17 Education and Human Services Committee. And I am a</p> <p>18 member of that committee but also serve alongside</p> <p>19 four communities; that is, Fort Defiance, Sawmill,</p> <p>20 Crystal, and Red Lake, where our DEAP charter school</p> <p>21 is housed. On the Navajo Nation, there are over 200</p> <p>22 schools, near 240 schools across all three states.</p> <p>23 And there are over 185,000 students. In the great</p> <p>24 state of New Mexico, there's about 27,000 students.</p> <p>25 And we have a lot of our unique students who have</p>
<p style="text-align: right;">87</p> <p>1 and all the partners.</p> <p>2 I've been with the Tribal Consultation</p> <p>3 Team, and it's always a pleasure -- actually, one of</p> <p>4 the best experiences that we have -- listening to a</p> <p>5 lot of the great things that are happening with DEAP</p> <p>6 at every one of the Tribal Consultations meetings we</p> <p>7 have. They're always one of the partners that are</p> <p>8 willing to come forward and share the best practices</p> <p>9 about what's work, and, of course, at the other end</p> <p>10 sharing a lot of the challenges that they do have,</p> <p>11 some of which are within the school's control, such</p> <p>12 as the audits/finances.</p> <p>13 As the Commissioner have seen, the school</p> <p>14 has made improvements to clean up their audits,</p> <p>15 clear up their material weaknesses and other things</p> <p>16 on the financial side. And the school does appear</p> <p>17 to be showing progress in terms of improving</p> <p>18 outcomes for student academics, graduation rates,</p> <p>19 all the other stuff that are reflected within</p> <p>20 New Mexico Vista.</p> <p>21 The school has also made improvements as</p> <p>22 well as trying to provide more services, language</p> <p>23 culture programs to Diné language programs for our</p> <p>24 Navajo students that attend the community.</p> <p>25 I drive through that community pretty much</p>	<p style="text-align: right;">89</p> <p>1 the great opportunity to attend Dzil Dítl'ooí School</p> <p>2 of Empowerment, Action and Perseverance.</p> <p>3 Dzil means "mountain." Dítl'ooí is a word</p> <p>4 meaning "fuzzy" or "hairy." So when you have an</p> <p>5 opportunity to visit our community of Navajo,</p> <p>6 New Mexico, you will see a very, very large mountain</p> <p>7 there. And I think that speaks volumes, because</p> <p>8 that's an epitome of what the school has been</p> <p>9 founded on, to be able to exemplify the unique</p> <p>10 traits that sometimes we often don't see in</p> <p>11 traditional classrooms.</p> <p>12 I had an opportunity to teach for</p> <p>13 Gallup-McKinley County School District. I was a</p> <p>14 kindergarten-through-fifth-grade teacher. And</p> <p>15 oftentimes I always reminded myself to take our</p> <p>16 students outside of the classroom, because there's a</p> <p>17 lot more that they could learn that they can be more</p> <p>18 inquisitive about and engage among our land and our</p> <p>19 resources.</p> <p>20 And that's one thing that I commend</p> <p>21 Ms. Begay and her entire team and the founders who</p> <p>22 sought and understood the uniqueness that land</p> <p>23 provided for our people and for everyone, you know.</p> <p>24 It's not just indigenous people. It's a cycle that</p> <p>25 we obtain from that we give back to. That</p>

<p style="text-align: right;">90</p> <p>1 reciprocity continues, and I think that is 2 exemplified a lot of the educational and pedagogical 3 areas that the school addresses and works with as 4 they engage with our students. 5 And so I wanted to acknowledge that and 6 provide that. You know, the school does offer those 7 educational options. 8 We do have several charter schools across 9 the state -- should be a state; right? -- the great 10 Navajo Nation. But being able to have that as an 11 opportunity for them. 12 But also the growth of the school. You've 13 seen and learned that the school has expanded their 14 grade levels. They've also -- conduct a lot of 15 different events, community-based events, and 16 expanding their infrastructure. In fact, I'm 17 working with our land department, the general land 18 development office, to be able to expand, so that 19 that he can add more to the -- to their school, 20 their resources, their classrooms and things like 21 that, because there is a growing interest for our 22 local charter school, and being able to access 23 resources as well. 24 Many of the challenges that our New Mexico 25 students face are not quite -- I mean, they are</p>	<p style="text-align: right;">92</p> <p>1 I'm, like, I'm going to drive across and 2 see what's going on. Like, I'll join whoever is 3 there. And, of course, it was dark so I didn't know 4 exactly who was there. Turns out it was our DEAP 5 students who were baking cake underground and who 6 had the fire going. 7 Mind you, we're at almost 8,000 elevation. 8 So oftentimes winter lasts much longer than the 9 various parts of the New Mexico state. That speaks 10 to the perseverance part of it, the interest, the 11 action, being able to see and witness firsthand that 12 it's coming from the students directly. 13 And I often say that as an educator. 14 Sometimes we don't have all the answers. We may be 15 put into actions. We may be the teacher, the 16 superintendent, the principal. But it's our 17 students who often have the answers that we're 18 seeking. And be able to see them in action, being 19 able to hear and speak with them directly, having 20 them come forward with their own interests, provide 21 recommendations, that's the reciprocity I'm speaking 22 about. 23 And in Diné, we have this saying, where 24 it's (Navajo spoken), when you want to reach old 25 age. That's our ultimate goal, to be healthy and</p>
<p style="text-align: right;">91</p> <p>1 similar to our school here, and we do our part in 2 having to expand those resources for them. 3 Also, establishing a facility, oftentimes 4 it's not the easiest process on the Navajo Nation. 5 There are many times where people will just throw up 6 their papers and call it quits and be, "Okay, I'm 7 not going to be on the Navajo Nation." 8 The founders, the cofounders, and the fact 9 that the school has existed for nearly ten years is 10 that adversity that oftentimes we want to be able to 11 see. And to have Ms. Begay and the rest of her team 12 be able to continue to progress in that way so that 13 they do have facilities on Navajo Nation. 14 And I, as a local legislator to our Navajo 15 Nation, am in fully support of expanding those 16 resources, expanding the infrastructure, allowing 17 anything that will allow our students to grow and 18 flourish in an environment that is unique and in the 19 best interests for them. 20 So I've had several different encounters. 21 They were butchering just the other week. I also 22 left Red Lake Chapter after a meeting one time, and 23 it was dark. And there was a fire going across the 24 street, and I just was curious. And there was 25 people around it.</p>	<p style="text-align: right;">93</p> <p>1 have longevity. And that requires us to be able to 2 be nurtured in our well-being on an everyday basis, 3 our spiritual well-being, our physical and mental 4 well-being. And the school epitomizes that 5 perfectly. 6 Yes, like any other school, there are 7 growth areas. As an elected official, we also have 8 have growth areas. And that is something we 9 continue to engage with in our public, the 10 community, with parents and others, even our 11 students. We get that, and that continues to make 12 us grow. 13 And so I know that the school is, again, 14 really living up to their empowerment, their action 15 and perseverance, and not only from the 16 administrator level, but, again, from the students 17 directly. 18 And as a legislator, again, as an elected 19 official, that's something we want to be able to see 20 for all students across Navajo Nation, because we 21 have many other students attending many other 22 charter schools and public schools across this great 23 state of New Mexico. 24 So thank you, Chair Gipson, as well as 25 Commissioners, Ms. Begay, our wonderful, awesome</p>



<p style="text-align: right;">94</p> <p>1 students for being here, and everyone online. Thank 2 you.</p> <p>3 THE CHAIR: Thank you.</p> <p>4 MS. MELISSA BROWN: Now we're done with 5 tribal consultation.</p> <p>6 MS. KAYLA BEGAY: All right. Ya'a'teeh. 7 All right. Ya'a'teeh again.</p> <p>8 My name is -- there we go. All right. 9 Hopefully, that works.</p> <p>10 My name is Kayla Dawn Begay. Last name, 11 B-e-g-a-y. And I am one of the cofounders and the 12 head administrator of the Dzil Dit'ooí School of 13 Empowerment, Action and Perseverance.</p> <p>14 I'm really honored to be here, and I want 15 to take some time to acknowledge all of the 16 beautiful people who have made the journey to be 17 here. It's because of them, our students, our 18 families, our advocates, that DEAP continues to 19 exist today.</p> <p>20 I also want to acknowledge all of the 21 people online that couldn't make it here. But we 22 feel your love. And thank you to the PEC and the 23 PED for allowing us to share our story today.</p> <p>24 So I want to start today just by laying 25 out some of the context and the legacy of who we</p>	<p style="text-align: right;">96</p> <p>1 practicing that. We see all these historical 2 incidents have an impact.</p> <p>3 If we look at all of the data, we are 4 situated in McKinley County, which, according to the 5 last Workforce report, has the highest rate of 6 childhood poverty. We see that. Our families are 7 grappling with all of these things.</p> <p>8 We also have many of our families who lack 9 basic infrastructure. Thirty percent of our people 10 do not have running water. And 21 percent of them 11 do not have electricity. We have students, and even 12 staff like myself, who don't have these basic 13 necessities, and it takes a significant impact on 14 our physical and emotional health.</p> <p>15 We also don't always have access to 16 quality foods. For many of our families, we have to 17 make the 100-mile commute to Gallup or to drive to 18 Arizona just to get basic necessities.</p> <p>19 It's definitely hard to live on the Navajo 20 Nation, and we seat that as it manifests in so many 21 health concerns, whether it's diabetes or heart 22 disease. Or if you see the statistics around 23 suicide. Our people are significantly impacted by 24 suicide, especially our young men.</p> <p>25 We also see, in the schools that exist,</p>
<p style="text-align: right;">95</p> <p>1 are.</p> <p>2 And I just want to make sure this is 3 working. So it's really important that we start 4 with the context of our community, because that's 5 the only way we're really going to understand how to 6 grow and how to continue to support our students in 7 meaningful ways.</p> <p>8 Now, I want to talk through just some of 9 the history and some of the very real realities that 10 our community and our young people face. It's no 11 secret that our Native communities are struggling. 12 A lot of that can be directly connected to 13 historical trauma.</p> <p>14 Just six generations ago, our community 15 faced the Navajo Long Walk, where we were removed 16 from our lands and removed from our dignity. We 17 weren't allowed to practice our way of life. We had 18 to rely on the government.</p> <p>19 And soon after that, the boarding school 20 era hit. That was such a tragedy, because so many 21 of our young people, our most sacred people, were 22 removed from their families, removed from their 23 lands, and they were forced to learn English, forced 24 to forget their culture and their language.</p> <p>25 And, yet, we're still here. We're still</p>	<p style="text-align: right;">97</p> <p>1 that our young people are disproportionately 2 disciplined and kicked out of schools. So it's no 3 wonder, when we look at statewide performance data, 4 that Native people are often at the end.</p> <p>5 However, we're not just a community of 6 tragedy, because we come from a beautiful people, a 7 people with deep connections to the land, to the 8 water, a people able to hunt and to grow their own 9 foods, a people with a direct connection to the 10 animal spirits, renowned for their practices in 11 taking care of sheep.</p> <p>12 We come from architects and mathematicians 13 and engineers who have created these beautiful 14 structures with the natural resources around them.</p> <p>15 we come from a people who can take metal 16 and stone and turn them into beautiful works of art 17 that you seat in this town.</p> <p>18 We come from a people who can weave 19 together their wisdom of wool processing, of plant 20 medicine, and of math to create beautiful textiles.</p> <p>21 We come from a people who have adapted to 22 become translators, who have learned English so they 23 can become advocates.</p> <p>24 We come from a people of game changers, 25 like Annie Dodge Wauneka, who helped to cure</p>

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1 tuberculosis crisis. Above all, all we come from a  
 2 people of so much love, the kind of love that  
 3 transcends generations.  
 4 So we know that there are a lot of issues  
 5 in our community. But we also have so much  
 6 strength. And if we can really lean into that,  
 7 that's how we're going to thrive.  
 8 That's exactly why DEAP was created. So I  
 9 want to think the PED for sharing our mission and  
 10 our four pillars.  
 11 When we were here in 2019, we were so  
 12 excited to share the progress we made. So I want to  
 13 take some time to highlight that.  
 14 Missy, if you can play that video.  
 15 (video is played.)  
 16 MS. KAYLA BEGAY: That's just a little bit  
 17 of a highlight of what we were able to do in our  
 18 first five years. And when we were here last, we  
 19 were so excited for the next five years.  
 20 But as you all know, the COVID-19 pandemic  
 21 hit, and as you all know, it was particularly  
 22 devastating for the Navajo Nation. We were under  
 23 strict -- apologies -- strict lockdown. And we were  
 24 really disconnected from each other. Sorry about  
 25 that. We were really disconnected from each other.

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1 And I think the other thing, too, is that  
 2 over 31,000 Navajo people had COVID-19. That was a  
 3 disproportionate number. And out of those numbers,  
 4 we had 1,893 people pass away. And it was  
 5 devastating. There was so much grief and loss in  
 6 our community.  
 7 And it was particularly hard, because a  
 8 lot of those people were elders. And when you lose  
 9 an elder, you lose an encyclopedia of knowledge. So  
 10 we saw all of that grief happening in our community,  
 11 and we couldn't just sit by. You know, if we wanted  
 12 to make it out together, we had to work together.  
 13 We had to support each other.  
 14 So we really shifted our focus into being  
 15 mutual aid partners into really trying to build  
 16 community in midst of all the challenges.  
 17 So there was a moment in time where there  
 18 was a mask shortage, and our students were making  
 19 those masks. We couldn't do our regular land base.  
 20 We didn't stop. We brought our students soil and  
 21 lumber and even wood to heat their homes so they  
 22 could continue these things.  
 23 And in spite of so much of the loss, we  
 24 saw growth. Our students. We started our home  
 25 gardens. We started our bike program that we'll

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1 talk about a little later. Our staff stepped up in  
 2 meaningful ways. They were making things by their  
 3 hands, like our bread, often.  
 4 I wanted to highlight our students'  
 5 perseverance. This is Alex Jimenez. He lives in  
 6 Crystal. That ridge is right next to his house. He  
 7 doesn't live in an area where there's wifi or even  
 8 cellular coverage. So if he wanted to tune in to  
 9 his Zoom classes, he would make that hike up to that  
 10 ridge so he could tune in.  
 11 Those are the type of students we serve.  
 12 We love their perseverance, and we're so in awe of  
 13 it.  
 14 We were also able to leverage our position  
 15 in the school to bring much needed resources. Some  
 16 of the things we were able to bring were solar  
 17 chargers, so students had electricity and Starlink.  
 18 That continues to be a resource that our students  
 19 use today.  
 20 We were also able to make sure that  
 21 students were fed, whether it was partnering through  
 22 other organizations providing food, or we've built  
 23 even stronger relationships. For example, we have a  
 24 relationship with COPE that allows our families to  
 25 get monthly food vouchers for fresh fruits and

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1 vegetables.  
 2 So in spite of all the challenges, we took  
 3 advantage of the opportunities to really strengthen  
 4 our community. But, of course, it disrupted a lot  
 5 of things. So I'm going to invite our head of  
 6 school to share just some of the data.  
 7 FROM THE FLOOR: All right. Thank you.  
 8 Good morning. My name is Kylee George.  
 9 G-e-o-r-g-e.  
 10 As Kayla said, I am currently the head of  
 11 school at DEAP. As we've already discussed a little  
 12 bit, we are aware that our academic performance  
 13 isn't where we wanted it to be.  
 14 The last time we came before you all as a  
 15 Commission was in the winter of 2019. And at that  
 16 time, we had no idea what the next five years were  
 17 going to bring.  
 18 In the spring of 2020, as we've already  
 19 discussed and, like, pretty much every other school  
 20 in the United States, we went online. And for us,  
 21 we didn't come back in person until almost two years  
 22 later, in the fall of 2022.  
 23 And at that time, we really entered a  
 24 cycle of healing and of rebuilding. And a big part  
 25 of that was also rebuilding academic foundations for

<p style="text-align: right;">102</p> <p>1 our students, as well as building trust with our 2 communities, building confidence for our students 3 who were having anxiety coming back to school for 4 the first time since the beginning of the pandemic. 5 And that took a lot of time and still is 6 something that is going on. As we discussed, 7 there's a lot of grief, and it's something that 8 we're still working through. 9 So in terms of our academic data, I know 10 you all are familiar with this information. On 11 these graphs, the yellow lines represent our State 12 assessment data. 13 It's coming. Sorry. 14 The -- but, essentially, as Ms. Valenzuela 15 explained earlier, we -- since the beginning of the 16 new State assessment in the spring of 2022, we have 17 gone through several phases of growth and seeing our 18 scores go up and down. Particularly, I think math 19 is a big area that we've seen a need for additional 20 supports. 21 We've also been able to continue our NWEA 22 MAPs testing throughout the COVID-19 pandemic and 23 our virtual learning as well as into now. 24 As you can see in this information, our 25 NWEA data tells a little bit of a different story.</p>	<p style="text-align: right;">104</p> <p>1 Unfortunately, as you all have seen in the 2 data, that didn't come to the end goal that we had 3 hoped to raise those scores. But we learned a lot 4 from the process and have really improved our 5 tutoring practices since then. 6 On the other side of that, last year 7 around the same time, we also implemented the 8 Orton-Gillingham Max Scholar program in our Native 9 lit classes, which is one of the reasons we saw a 10 7 percent increase in our reading proficiency scores 11 last year. 12 So that's something that I'm excited for 13 us to continue building on and having our students 14 use to keep those scores hopefully moving in the 15 right direction. 16 Additionally, we've really been investing 17 in our staff, both by bringing on new staff, 18 including a full-time, in-person special education 19 teacher. Previously, we had a director who was off 20 site and would work with our students virtually. 21 Now we have someone on site working with kids day in 22 and day out. 23 We also brought on two new educational 24 assistant roles, one that is focused solely on 25 mathematics, one focused on literacy, so that they</p>
<p style="text-align: right;">103</p> <p>1 We have higher achievement percentiles. We have 2 higher growth percentiles on MAPs. Obviously, part 3 of that have may be due to just the differences in 4 MAPs and the State tests. Also, there is something 5 to be said that this is something that our staff and 6 our students have become familiar with. 7 So we're really taking the time to 8 familiarize ourselves with the new State assessment 9 and make sure that our students are able to succeed 10 on those tests. 11 So let me talk a little bit about what 12 we've been doing at the school in order to change 13 these outcomes and ensure that our students are 14 having the most opportunities in terms of their 15 academics. 16 So a big part of this is us trying things 17 out. And as we all know, sometimes you try things, 18 and sometimes they do not work out like you want 19 them to. 20 We have been implementing a lot of 21 different instructional practices to see how that 22 will affect our student outcomes. One of those 23 things is that last year, the State did off the High 24 Dosage Tutoring program, which we took on with our 25 seventh-grade mathematics students.</p>	<p style="text-align: right;">105</p> <p>1 can work both in one-on-one pullouts with students, 2 as well as in classroom in small groups to help 3 students achieve at a higher rate in the classroom. 4 We've also increased our professional 5 development, especially for supporting students with 6 IEPs and our English Learners. 7 And we've been investing in researching 8 new curriculum materials. Last year, we brought in 9 a brand new math curriculum in alignment with 10 New Mexico's high-quality instructional materials. 11 And this year, we're really focused on revamping our 12 science curriculum. 13 So those are the ways that we're really 14 trying to invest in our student academic success, as 15 well as making sure that our students who are ready 16 to advance have the opportunities to do so, whether 17 that is through dual credit, whether that is through 18 course advancement, or honors courses. 19 And then I think, just to close out this 20 piece, I am really excited about looking ahead. So 21 the data that you see now is our fall NWEA MAPs 22 data. And this is the highest percentile scores we 23 have started with in five years in this entire 24 charter term across the board. 25 And so I think we have a great foundation</p>

<p style="text-align: right;">106</p> <p>1 that we've already seen in this year's, you know, 2 just beginning-of-the-year test. And our teachers 3 are working hard to make sure that we can continue 4 to make gains on that data. 5 Thank you. 6 MS. KAYLA BEGAY: Thank you, Kylee. 7 I want to say this data doesn't tell the 8 data of the past five years the full story. So I do 9 want to take some time just to highlight some of the 10 beautiful things that happened. You know, when the 11 pandemic hit we weren't able to do a lot of our 12 mission-specific stuff. So, instead, we thought how 13 can we, you know, think about, when we are back in 14 person, what can we do to build. 15 We actually built something. We brought 16 in some traditional Navajo architects. And a couple 17 of our staff and our students came in, and we built 18 another Navajo hogan on our campus. 19 It's very rare to have schools to have 20 one. We have two. And this space has really grown 21 to be a beautiful space for healing. 22 Our students, they have their counseling 23 in there. They have their lessons in there. We 24 also have families who are able to use it for 25 ceremonies. We really focused on healing.</p>	<p style="text-align: right;">108</p> <p>1 members and staff to the World Indigenous People's 2 conference in Australia. It was such a beautiful 3 moment to see so many cultures and to see that DEAP 4 is actually leading the way in a lot of these 5 things. And so we're excited to go back and share 6 with a researcher we partnered with, who you'll hear 7 from later. 8 These are a couple of the really beautiful 9 highlights we want to make note of. 10 Of course, we built these additional 11 facilities. But DEAP -- 65 percent of our staff are 12 parents of students. We have been able to bring in 13 people from our community to lead. 14 We've also been able to bring in really 15 amazing professional development, including our 16 Wilderness First Responder training that staff and 17 students have taken advantage of. It's such an 18 asset, not just for DEAP, but for the community. 19 And I know last time we were here, we 20 didn't have any graduates. DEAP has graduated 21 fifteen; we're set to graduate eight more. 22 I really want to highlight three of them 23 in particular. One, Mikkel. He's here, and you'll 24 hear from him. He's our first graduate, and he's 25 been sharing so much of what he learned at DEAP with</p>
<p style="text-align: right;">107</p> <p>1 We also saw that many of our students were 2 really struggling with their relationships. Many of 3 them had not been in school since they were in third 4 grade, and they came to us at sixth grade. So it 5 was really important to focus on rebuilding all of 6 that. And we did, not only with the people, but 7 with the land. Our students, they love being in the 8 land, and it extended into their families. We had 9 their little siblings join us. 10 So it was really beautiful time for us to 11 have that community back. 12 We also recognize that many of our 13 students faced an increase in mental health 14 concerns, whether it was depression or anxiety. And 15 so we spent our first year back in person building 16 relationships. We spent it revitalizing our 17 wellness. We did women's retreats, bow-making 18 sessions, and a lot of sacred site visits. 19 We knew we had to do that before we could 20 tackle the bigger problems. 21 We also really tried to support our staff 22 and provide them with meaningful professional 23 development rooted in our values. 24 We also took some really awesome 25 opportunities, and we took a couple of our board</p>	<p style="text-align: right;">109</p> <p>1 our students. We have Sean who's at UNM, and he's 2 studying welding. But he works with us part time as 3 a silversmith instructor. 4 And we have Meljorie, who has supported 5 our admin team this year and is one of the youngest 6 people in the state to complete the State CPO 7 certification. 8 So this was exactly why DEAP was founded, 9 not just to support our students in schooling, but 10 beyond that. 11 Now, we know there are areas we need to 12 grow in, for sure. We need to increase that 13 academic data. And we also know that our finances 14 need to be improved. So I want to invite our board 15 vice chair, Aaron Billy, to share a little bit about 16 that. 17 DR. AARON BILLIE: Ya'a'teeh. My name 18 Dr. -- Dr. Aaron Billie. B-i-l-l-i-e is my last 19 name. 20 And I'm currently the vice chair of our 21 governing council for DEAP. And I'm very happy to 22 be here, grateful for this opportunity to share how 23 DEAP and the governing council has been striving to 24 make improvements. 25 We've worked alongside our school</p>

<p style="text-align: right;">110</p> <p>1 administration here with DEAP, and we're able to --  2 we've grown our governing council over the past few  3 years to six members currently. In addition, we've  4 met and exceeded training hours. We're continuing  5 to explore ways to improve our leadership capacity.  6 And that includes happy to mention that we've been  7 able to strengthen and revitalize our finance and  8 audit committees per some of the findings that we've  9 been dealing with.</p> <p>10 In addition, I just want to also  11 acknowledge my fellow council members who are also  12 here, Shandiin Nez and Joshuaa Alison-Burbank.  13 Joshuaa and I serve on the financial committee and  14 we've been able to meet monthly alongside our new  15 legal representation as well, Natasha Cuylear.  16 She's online. And we've been able to draft an  17 updated financial policy and procedure so that we  18 can continue to make those improvements.</p> <p>19 In addition, we will be approving new  20 financial policies at our next meeting next week,  21 actually. And so those are some of the ways that  22 we've been wanting to make improvements as a board.</p> <p>23 We also understand that we have concerns  24 around our annual audit. And Shandiin here also  25 serves on our audit committee that we've</p>	<p style="text-align: right;">112</p> <p>1 advocates around finances and hold us accountable.  2 So with all of that in mind, the last  3 thing I'd really like to focus on is just some of  4 the innovation that happened in the last five years.  5 We leaned into our strengths. And as you've seen  6 with our mission-specific data, every year we've  7 been able to either meet, or, in the past year,  8 exceed our mission-specific goals.</p> <p>9 So, you know, to be able to do that,  10 especially during a pandemic, took a lot of  11 creativity and hard work. And that all happened  12 because of our staff, our students, and our  13 families.</p> <p>14 But we wanted to get to the next level.  15 So we've been blessed to have the Innovation Zone  16 fund, and we've developed our graduate profile last  17 year. Want to shout out Kendall Tsosie, one of our  18 students, for designing that graphic.</p> <p>19 We've also developed our capstone project  20 cycle. And then really thinking about our mission-  21 specific goals, how do we make those more rigorous,  22 more meaningful.</p> <p>23 So we've been taking direction from a lot  24 of schools who are using micro-credentials. And we  25 started the process to build some of those</p>
<p style="text-align: right;">111</p> <p>1 established. And so we've been able to complete our  2 five-year audit analysis, and, like what was  3 mentioned, able to celebrate the improvement of  4 moving in from five findings to one finding. And  5 we're going to continue to address those areas that  6 we need to make improvements.</p> <p>7 And we hope that we can -- we hope the  8 best for our students -- right? -- to be able to --  9 to be responsible as governing morning councils.</p> <p>10 So we are very grateful for the  11 opportunity to be renewed. And we're looking  12 forward to meeting the conditions of the quarterly  13 reports and everything that the governing council  14 needs to do to ensure our students receive the best  15 education.</p> <p>16 Thank you.</p> <p>17 MS. KAYLA BEGAY: Thank you, Aaron. So as  18 Aaron mentioned, you know, we are making significant  19 improvements, doing everything we can. We have two  20 more staff who are CPO-certified, just so that that  21 way, they have the background knowledge. Myself,  22 administrator, as well as the business manager, we  23 are continuing to identify ways, whether it's  24 working with our auditors, or, again, just  25 strengthening what the GC needs to be better</p>	<p style="text-align: right;">113</p> <p>1 micro-credentials around some of our  2 mission-specific areas.</p> <p>3 We're really excited to be able to share  4 that through contract negotiation, and there's more  5 to come.</p> <p>6 We're also seeing our students really step  7 into leadership roles that are rooted in our  8 culture. When they have ceremonies with their  9 family or in their community, they're the ones who  10 are feeding the people. They're the ones gathering  11 and making the medicine. That has been a beautiful  12 thing to see.</p> <p>13 We also want to highlight that 27 percent  14 of our high school students are enrolled in dual  15 credit work. And we also have two-thirds of them  16 complete graduate coursework before they even enter  17 college.</p> <p>18 Another program we've been able to launch  19 is our work-based learning program. 26 percent of  20 our students have been able to engage in that. And  21 that is so meaningful, because you saw the  22 statistics on poverty. We're able to revitalize our  23 local economy. Our young people are earning money  24 so they can take care of themselves and their  25 families.</p>

<p style="text-align: right;">114</p> <p>1 I want to take some time to highlight two 2 of those students in particular. 3 So if you saw on the video, there was this 4 beautiful young woman, Draynessa (ph) Davis here. 5 This is her partner, Jacob. They got together, and 6 they got pregnant, and they had beautiful Baby 7 London. 8 We've worked with a lot of students who 9 have been in this situation, where they're young 10 parents. There is enough shame around that. 11 Draynessa passed away in a tragic car accident. She 12 left behind this beautiful baby. Jacob was very 13 grief-stricken. We knew we couldn't let them be 14 that way. We had to support them. 15 So Jacob, in collaboration with his dad 16 and the Growing Space Company, they constructed our 17 new greenhouse. And Jacob took the lead on 18 designing what the interior would look like, and he 19 built that out. 20 He continues to be a game-changer at DEAP. 21 He's also leading a lot of our project bike tech 22 activities, where he helped to construct our new 23 bike tech lab. And it's been a really beautiful 24 opportunity for students to learn this skill, 25 because there are no bike shops on the Navajo</p>	<p style="text-align: right;">116</p> <p>1 babies, we're getting a lot of requests to think 2 about how do we expand into the younger grades. 3 We're thinking about how do we continue to build our 4 infrastructure, and, of course, how do we continue 5 to improve in our areas. 6 So with that said, that's our 7 presentation. Thank you. And we're happy to take 8 questions. 9 THE CHAIR: Do we have public comment? 10 MS. MELISSA BROWN: Kayla, if you can stop 11 sharing screen, that would be helpful, when you have 12 a chance. 13 All right. And I apologize in advance if 14 I mispronounce anybody's name. 15 Are we going to the desk? Is that what we 16 decided? I guess so, since Kayla moved. 17 So they're going to go to the desk. 18 So -- and please spell your last names 19 when you get up to the microphone, and then we'll 20 start the timer. 21 Try to keep your comments to two minutes 22 if you can. 23 Fatima Saleck. 24 We'll just leave the microphones on so you 25 don't have to keep turning them off and on.</p>
<p style="text-align: right;">115</p> <p>1 Nation. So, again, really empowering our community. 2 Another initiative we're excited about is 3 that DEAP is the recipient of one of the kitchen 4 infrastructure improvement grants. And we've been 5 able to leverage our community school grant to work 6 with a nutritionist to work with one of the first 7 NSLP-compliant menus that centers indigenous food. 8 So we're excited to build those. But the 9 question is who's going to run it. And who better 10 than our students? This was another student I want 11 to highlight, Raynisha (ph), who I think is online. 12 She has been with DEAP since we started, off and on. 13 But, of course, just different life challenges have 14 taken her from us back and forth. 15 She reengaged with us, and she have 16 reengaged when she was pregnant. I'm happy to 17 report that she's completed the ServSafe Manager 18 course. So when she graduates, she has a job at 19 DEAP. She's filling a very important role. 20 So we're just really excited to be here. 21 You know, it's been a challenging couple of years. 22 But it's also been really beautiful. And we feel 23 like we can only grow from here. 24 We're looking -- right now, especially 25 with all of our students who have their own little</p>	<p style="text-align: right;">117</p> <p>1 FROM THE FLOOR: I said I hope I go first 2 so I can get it over with, and look what happened to 3 me. My name is Fatima Saleck, S-a-l-e-c-k. I'm 4 going to read my remarks from my phone. 5 Good morning, everyone. Thank you to 6 everyone who came in person to support, who's 7 joining online, and who is in this room with us only 8 in spirit. 9 My name is Fatima Saleck, and I'm a K-12 10 teacher. My specialty is special education. My -- 11 and I currently teach literature. 12 My name means -- when my parents saw me, 13 they knew I was going to be an educator, because 14 "Fatima" means a woman who weans. So it's not only 15 a prayer that I live long enough to have my own 16 children, but that I'll also be able to support 17 other children in this world. My last name means a 18 person who has chosen the spiritual path. 19 Of course, I ended up at DEAP. DEAP has 20 been an incredible blessing to be a part of, a 21 community school that actually serves their 22 community with teachers from within. As a 23 non-Navajo community member, I have felt not only 24 welcome, but encouraged to share my own cultural 25 heritage as a Tuareg person, an indigenous person</p>

<p style="text-align: right;">118</p> <p>1 from a whole other part of the world, with my 2 students.</p> <p>3 I love having moments of movement in the 4 morning with them and encouraging them to make their 5 dreams a reality.</p> <p>6 I've always felt that a school should miss 7 their students when they're absent. And at DEAP, 8 that's something that's built into our days as 9 educators. In the morning, we build relationships 10 in our morning advisory, talk about the weekends 11 that they've had, or just sit in silence because 12 that's what we needed to start our day.</p> <p>13 We built these relationships because we 14 believe in our community. And in order to be a 15 strong community we have to have strong 16 relationships.</p> <p>17 I teach because I want to give students 18 the things I didn't have as a child. I grew up in 19 an educational desert in Texas with no 20 accommodations. And as a teacher at DEAP, I believe 21 that I am.</p> <p>22 I want to thank every parent that came. I 23 want to thank every student that came. I want to 24 thank all the staff from DEAP and administrators, as 25 well as the board. And I want to thank the</p>	<p style="text-align: right;">120</p> <p>1 son. And he is also diagnosed with ADD. So with 2 having to deal with public school, it was a 3 really -- it was really trying with him, because the 4 teachers wouldn't be trying to, like, ask him if 5 they had any ways or means of trying to get him to 6 sit still, pay attention, or anything like that, 7 until he ended up -- I ended up having -- I just 8 pulled him from public school that same day that he 9 was suspended, and I ended up having him go to DEAP.</p> <p>10 And they ended up having him be on a 11 lottery scholarship that next day. Ever since then, 12 he has become more open. He has been talking more. 13 And that's something that I really stress and would 14 encourage a lot more parents to be very focused on 15 is having your child talk to you, because, like, 16 they -- it was mentioned that our success rate is -- 17 or not our success rate -- our suicidal rate is 18 really high against young men, because our young men 19 are taught not to share their feelings. They're 20 taught not to express themselves. And that's 21 something that really hurts most Diné men.</p> <p>22 And with the help of DEAP, it really does 23 show they can go for healing. They can go for 24 (Navajo word), which is sweats, and they can express 25 their feelings in that way.</p>
<p style="text-align: right;">119</p> <p>1 Commissioners for all their time.</p> <p>2 Thank you.</p> <p>3 MS. MELISSA BROWN: Thank you very much.</p> <p>4 All right. Next, I believe it's Rickelle 5 Yazzie.</p> <p>6 FROM THE FLOOR: Ya'a'teeh. (Navajo 7 spoken.) Rickelle Yazzie. I am born for the Red 8 Streak (verbatim) under the Eye people. And I am a 9 parent of a student at DEAP.</p> <p>10 And I am currently the Vice Chair of our 11 parent pack meeting. And I just wanted to share my 12 experience with DEAP.</p> <p>13 My oldest son, he is now 14. When he have 14 ended up becoming old enough to go to middle school 15 when he became a sixth-grader, we were only there 16 for two months. And he ended up having to have two 17 referrals in those two months, to where the second 18 one, he ended up having him be suspended. And that 19 was just due to pencils and pens.</p> <p>20 He accidentally ended up having a pen 21 spill onto the desk. And the principal there just 22 didn't want to listen to him or end up having to 23 figure out what was going on, or if it was him. She 24 just ended up having him suspended.</p> <p>25 And I did not see that was right for my</p>	<p style="text-align: right;">121</p> <p>1 With grades, it has really shown an 2 improvement with my son's grades as well as his 3 behavior and as his openness to family.</p> <p>4 So thank you all for everybody being here. 5 I know we don't have to, but we do. But it's all 6 for the children. And it's on behalf of some of the 7 parents that couldn't be here. On behalf of some of 8 my family members that cannot be here, I thank you. 9 And I also thank the school and all the staff 10 members that we have with them.</p> <p>11 MS. MELISSA BROWN: Thank you. Next we 12 have Hailee Martin. And there's much rejoicing in 13 this crowd. That can be put in the record.</p> <p>14 FROM THE FLOOR: Okay. Ya'a'teeh. 15 (Navajo spoken.) Martin, M-a-r-t-i-n.</p> <p>16 Good morning -- good afternoon -- I don't 17 know. I'm a ninth-grader at DEAP. DEAP is a great 18 school that not only teaches us the basics, like 19 extracurriculars, but also teaches us about our 20 culture.</p> <p>21 When I transferred, everyone was very 22 welcoming and open to sharing what they know. The 23 school incorporates lots of hands-on activities into 24 learning. DEAP gives us chances to learn 25 agricultural learning and how to be self-sufficient.</p>

<p style="text-align: right;">122</p> <p>1 I know more about how to grow my own food 2 and how to live without the colonized race. We get 3 lots of opportunities to do and try new things. 4 At the (incomprehensible) learning 5 program, we go on trips to colleges. We look at 6 different occupations. One thing I feel that the 7 school helps with is preparing for our own future. 8 Staff at DEAP want us to succeed in life, to help us 9 achieve and reach our goals and even further. 10 I want DEAP to get renewed, because it 11 gives us, as students, better chances to strive in 12 life and give back to our community. Being a 13 student -- wait. 14 Being a student at DEAP, we help give back 15 to our community. We do this by doing trash 16 cleanups, setting up food boxes for the community. 17 And, in the winter, we help our elders out by 18 hauling wood so they can stay warm. These past 19 three years, I have grown with DEAP and learned so 20 much that I carry on. 21 If DEAP is renewed, many people -- wait. 22 If DEAP is renewed, many people can learn 23 that type of knowledge and pass on our resilience to 24 others. 25 Thanks for listen -- thanks for -- oh, my.</p>	<p style="text-align: right;">124</p> <p>1 workforce studies allows us students to earn hours 2 and work experience. 3 This school has been a great addition to 4 my life. It changed my pathway in life. It helped 5 me make good decisions. It gave me opportunities to 6 learn about where I came from. It taught me to 7 survive and to be independent in so many ways. 8 I just want to close out today by saying I 9 appreciate you all as the Public Education 10 Department and the PEC for letting me speak today. 11 I appreciate that you've kept the school open for 12 nearly ten years now. 13 I would like to thank the teachers and 14 everyone that has been at DEAP for their support and 15 many opportunities they've given us. 16 Thank you. Have a great rest of your day. 17 MS. MELISSA BROWN: Thank you. 18 Next we have Darius Williams. 19 FROM THE FLOOR: Ya'a'teeh. (Navajo 20 spoken.) My name is Darius Williams. That's 21 W-i-l-l-i-a-m-s. I am from Navajo, New Mexico. I 22 am in tenth grade. 23 I've been going to school at DEAP for 24 nearly four years. I found DEAP by my brothers. 25 They went to school, and I seen what they've done.</p>
<p style="text-align: right;">123</p> <p>1 Thanks for -- thank you for listening and letting me 2 speak on DEAP's behalf. 3 MS. MELISSA BROWN: Thank you. 4 Next we have Joecinda Mann. 5 FROM THE FLOOR: Ya'a'teeh. (Navajo 6 spoken.) M-a-n-n. (Navajo spoken.) 7 Hello. I just want to start off by saying 8 I've been at DEAP for four years now. I came to 9 DEAP because it's a great school. It's not like 10 other schools. It's small, and it teaches us the 11 value of our indigeneity. 12 It benefits us as young people. And the 13 benefits of going to school at DEAP are cultural 14 education, support for our students, and student 15 work studies. 16 We're not just a school. We help the 17 community in many ways. We're a family in the 18 community. DEAP being small -- DEAP being a small 19 school helps us as students by getting support from 20 our teacher. It also helps -- it also allows us to 21 be ourselves. 22 Our teachers and staff teach us 23 butchering, service (incomprehensible), ceremonies, 24 et cetera. As we receive these cultural teachings 25 we also engage in formal education. The student</p>	<p style="text-align: right;">125</p> <p>1 They do lots of hands-on activities, such as whether 2 it's our culture and -- culture activities. The 3 school also helps students one on one if they 4 have -- and they also have resources to help them 5 mentally and physically. 6 That's one thing that I have really 7 connected with especially with the staff. And I 8 also connected with students as well, such as 9 projects, outdoor learning, and -- yeah. And we go 10 on field trips, where we learn about -- we practice 11 our land-based learning. Yeah. 12 So -- and then they also give benefits and 13 opportunities like after-school jobs and student 14 leadership projects. When we go on trips, we learn 15 about sacred mountains, practice on our learning, 16 and also practice our wellness policies. I want to 17 say thank you for letting me have this opportunity 18 to speak on its behalf. 19 MS. MELISSA BROWN: Okay. So the next 20 person, I believe, is Dawson -- I'm sorry if that's 21 not your correct first name -- Dawson Johnson. 22 Dawon? I'm sorry if that's not correct, your first 23 name. Dawon. Sorry. 24 FROM THE FLOOR: (Navajo spoken.) And I 25 am a sophomore at DEAP School. I have been going to</p>



<p style="text-align: right;">126</p> <p>1 DEAP since my seventh-grade year which is going on 2 to four years now.</p> <p>3 I chose this school because of how 4 different it is from other schools, just the way it 5 focuses more on the culture aspect of learning, but 6 also the way it includes modern-day learning, such 7 as what they've been teaching at public schools for 8 the past 100 years.</p> <p>9 Some of the culture aspects that DEAP 10 focuses on are learning about the land, learning how 11 to live off the land, but learning how we can help 12 the land.</p> <p>13 Here at DEAP, we learn this by learning 14 how to plant, harvest, and prepare our own crops and 15 herbs.</p> <p>16 DEAP teaches us about our ancestry, not 17 just in the classroom, but also outside the 18 classroom, with hands-on and experiential learning.</p> <p>19 DEAP provides many different opportunities 20 to its students. For example, DEAP has a work-based 21 learning program that allows students to work and 22 (incomprehensible) different opportunities and clear 23 paths, while also going to school and getting an 24 education.</p> <p>25 Another example is the dual credit program</p>	<p style="text-align: right;">128</p> <p>1 of language, knowledge, and values.</p> <p>2 Today, indigenous researchers and 3 communities are calling attention to the negative 4 impacts on our peoples, indigenous peoples, from 5 schooling that devalues or minimizes ways of knowing 6 and being, and that disregards indigenous defined 7 holistic growth and development through education. 8 But, at the same time, research is increasingly 9 demonstrating the positive effects of the children 10 using their indigenous languages, knowledges, and 11 their life ways.</p> <p>12 On Navajo Nation, although integrating 13 some level of Diné knowledge into schooling has 14 become more common recently, often that which is 15 integrated receives little time or focus when 16 compared to the rest of the schooling experience.</p> <p>17 For that reason, today, there is a call to 18 reimagine indigenous and Diné schooling pathways 19 that go beyond minimal inclusion or integration of 20 knowledges and ways of being to actually centering 21 education on these crucial foundational elements in 22 our education and schooling.</p> <p>23 While such schooling has demonstrated 24 profound effects in indigenous communities of these 25 types, so far, they are far from the norm,</p>
<p style="text-align: right;">127</p> <p>1 that DEAP has. It gives students a chance to take 2 extra classes and courses that give them extra 3 credits, which can be helpful towards them in the 4 future. Even though DEAP may be a small school, it 5 can help set you up for big -- excuse me. Thank 6 you.</p> <p>7 MS. MELISSA BROWN: Thank you. Next we 8 have James McKenzie.</p> <p>9 FROM THE FLOOR: Okay. I had to write 10 this down so I didn't miss anything, hopefully.</p> <p>11 Ya'a'teeh. My names is James McKenzie, 12 and I'm a Diné doctoral candidate at University of 13 Arizona, conducting my dissertation research with 14 DEAP.</p> <p>15 The purpose of the research is to shine 16 light on important aspects and experiences of 17 schools with significant grounding in Diné language, 18 knowledge, and culture, the challenges to you and 19 the factors critical to their success and their 20 implementation, and especially the roles that they 21 play in people's lives.</p> <p>22 Indigenous peoples and scholars today 23 point out that for much of history, schooling meant 24 divesting us of our languages, knowledge, and ways 25 of being toward our assimilation to mainstream forms</p>	<p style="text-align: right;">129</p> <p>1 especially on the Navajo Nation.</p> <p>2 Since January 2023, my research with DEAP 3 has involved a wide range of interviews, talking 4 circles, observations, meetings, and conversations 5 with students, parents, families, educators, 6 administrators, and board members.</p> <p>7 Findings from my research indicate that, 8 at DEAP, students' well-being, community well-being, 9 and preparation for life, both academically and 10 outside of schooling, are grounded in Diné teachings 11 and real-life experiences that make learning 12 relevant and that help students protect themselves 13 from life's negativity and to embrace life ways of 14 well-being.</p> <p>15 Through their learning and experiences at 16 DEAP, students are challenged and rise to and grow 17 to appreciate challenges. They feel empowered to 18 change their world and accountable to their 19 community.</p> <p>20 They grow Diné identity in a time when 21 many observe that Diné identity is quickly fading. 22 They grow to see and to treat each other as 23 relatives and to see each other as sacred. They 24 voice feeling safe and supported and that their 25 learning experiences at DEAP will help them to be</p>

<p style="text-align: right;">130</p> <p>1 self-sufficient in their futures.</p> <p>2 They demonstrate awareness of community</p> <p>3 and broad social needs, and they contribute to their</p> <p>4 well-being.</p> <p>5 Parents and families share that the kids</p> <p>6 actually revive interest in Diné knowledge within</p> <p>7 their own families. They feel strongly that DEAP</p> <p>8 promotes, models, and instills what community means</p> <p>9 through the education it provides and how it</p> <p>10 supports families.</p> <p>11 They share that DEAP helps their kids to</p> <p>12 become better human beings, and, in one parent's</p> <p>13 words, that DEAP creates a better life path for</p> <p>14 their children to walk in life.</p> <p>15 Students and families, most of whom have</p> <p>16 had plenty of experience with other schools on the</p> <p>17 Navajo Nation, share that they would absolutely</p> <p>18 recommend DEAP to others and that more schools of</p> <p>19 this kind are needed.</p> <p>20 Little research exists about</p> <p>21 publicly-funded Diné schools centering Diné</p> <p>22 education and life ways toward holistically positive</p> <p>23 futures.</p> <p>24 With more than 140 schools on the</p> <p>25 reservation, if any that do do this, very few, if</p>	<p style="text-align: right;">132</p> <p>1 DEAP's example to inform and guide a community of</p> <p>2 practice for those who wish to implement such</p> <p>3 schooling.</p> <p>4 Based on my research, the impacts of DEAP</p> <p>5 on its students, families, and communities are</p> <p>6 clear. With the support of the NMPEC, it will</p> <p>7 continue to make lasting impacts on not only its own</p> <p>8 community, but on the Navajo Nation and on the</p> <p>9 future of indigenous education.</p> <p>10 Thank you very much.</p> <p>11 MS. MELISSA BROWN: Next we have Randy</p> <p>12 Lynch.</p> <p>13 FROM THE FLOOR: Wow. I've got to follow</p> <p>14 that. Ya'a'teéh. Good morning, everyone.</p> <p>15 Commissioners, thank you for having us. I really</p> <p>16 appreciate it.</p> <p>17 My named is Lynch, last name L-y-n-c-h.</p> <p>18 I'm a father of Julie Lynch, Julie Naveah (ph)</p> <p>19 Lynch. And I am so happy and proud to be able to</p> <p>20 speak on behalf of DEAP.</p> <p>21 For myself, as a parent of a student at</p> <p>22 DEAP, I can absolutely say it has changed my</p> <p>23 daughter's way of thinking and way of living. As a</p> <p>24 product of the boarding school -- not myself, but my</p> <p>25 mother being a product of going to boarding</p>
<p style="text-align: right;">131</p> <p>1 any, ground educational experiences in Diné</p> <p>2 knowledge and life ways in the way that DEAP does.</p> <p>3 As our communities rethink education and</p> <p>4 how to implement schooling for not only academic</p> <p>5 achievement, but also schooling that bolsters Diné</p> <p>6 language, values, life ways, identities, and</p> <p>7 wellness in youth, DEAP serves as an example of what</p> <p>8 community-grounded Diné education and Diné-centered</p> <p>9 education can be.</p> <p>10 Perhaps in the way that one small charter</p> <p>11 school in Hawaii sparked what has become an</p> <p>12 internationally known resurgence of Hawaiian</p> <p>13 indigenous culture-based education, DEAP has the</p> <p>14 potential to be a model from which other Diné</p> <p>15 communities can learn.</p> <p>16 It is my hope that the research that I'm</p> <p>17 doing with DEAP will also contribute to and inform</p> <p>18 policy that uplifts community efforts to Diné and</p> <p>19 indigenous education, grounded in our ways of</p> <p>20 knowing and being, including, but not limited to</p> <p>21 strengthening funding that can support such</p> <p>22 schooling and facilitating pathways for their</p> <p>23 implementation.</p> <p>24 As more schools of this type come to</p> <p>25 fruition, there's really a great potential for</p>	<p style="text-align: right;">133</p> <p>1 school -- one thing that I remember her and I having</p> <p>2 a conversation was, "Mom, why didn't you teach me</p> <p>3 the language? Why didn't you teach me my</p> <p>4 tradition?"</p> <p>5 The first thing that came to mind was she</p> <p>6 said, "I wanted you to be successful. That's why I</p> <p>7 didn't want you to learn those things."</p> <p>8 And that was the education system back</p> <p>9 then; right? 2024, we're immersed (verbatim) to</p> <p>10 have this beautiful, wonderful school that is</p> <p>11 teaching it.</p> <p>12 And it's so awesome, because I -- myself,</p> <p>13 am still learning the traditions, my language, my</p> <p>14 culture. And to be able to do that along with my</p> <p>15 daughter in the same sense of -- I always go back to</p> <p>16 a long trip that I had from Thoreau, New Mexico, to</p> <p>17 Farmington, New Mexico, where my daughter, she was</p> <p>18 just really eager to talk about the creation stories</p> <p>19 and traditional story and stories of emergence. And</p> <p>20 she had these stories.</p> <p>21 And we went back and forth in what she was</p> <p>22 learning and what I had learned. And the greatest</p> <p>23 thing was she knew more than I did. She did. So</p> <p>24 she was teaching me, and I was teaching her at the</p> <p>25 same time. And all of that was the foundation that</p>

<p style="text-align: right;">134</p> <p>1 DEAP was rooted in.  2 She has that solid foundation that I  3 didn't have. And I'm not going to sit here and  4 blame everybody else. I'm thankful that it's there  5 for her. It's provided her, from the staff, from  6 the curriculum, from everything else that is  7 provided over at DEAP.  8 She has this sense of community. She has  9 that sense of identity that I chased for so long,  10 and I think even my grandma, even her grandma, my  11 mom, had chased. You know, they're able to have  12 these conversations deep in culture, and they're  13 able to share these things.  14 And I honestly would not be able to have  15 that if it wasn't for DEAP. And I've really got to  16 say, when I found out about DEAP on Facebook -- I  17 was just scrolling through Facebook. And then I  18 seen this school. I was, like, wow, this looks like  19 a really cool school.  20 And I clicked on it. And I believe by the  21 end of that day -- I took my lunch hour and drove  22 all the way to Navajo. And I got the application  23 and put it in that same day. Within several days, I  24 got the, "Hey, yep, she's good to go."  25 I checked my daughter out, like, literally</p>	<p style="text-align: right;">136</p> <p>1 a lot.  2 So I wrote a whole letter that were  3 submitted by other parents. So we collab into one  4 whole letter. So I'll just read the letter that we  5 worked on.  6 (Navajo spoken), members of the Public  7 Education Commission. My name is Natasha Tsosie.  8 And I am here on the behalf of the parents,  9 families, and communities of the Dzil Diti'ooi  10 School of Empowerment, Action and Perseverance.  11 Which is DEAP Charter School. We are here to share  12 our collective gratitude and support for the  13 incredible impact this school has had on our  14 children and our families.  15 Our experiences at DEAP have been  16 transformative, and we feel it is important to  17 acknowledge the unique and enriching environment  18 that DEAP has created for our children.  19 One of the aspects of DEAP that resonates  20 most deeply with us is the integration of land-based  21 learning into the curriculum. This approach not  22 only fosters a deep connection to Mother Earth, but  23 also teaches our children invaluable lessons drawn  24 from our culture and traditions passed down through  25 generations.</p>
<p style="text-align: right;">135</p> <p>1 within that week. It's probably the best thing I  2 ever did. And I'm so grateful for that.  3 And she's so strong. She has identity,  4 which I believe is enrooted in the empowerment that  5 they talk about, the identity of who they are.  6 And, you know, my oldest daughter, she's a  7 product of Denver -- a Denver community school,  8 public schools, you know. She's one of 5,000 in a  9 school of 5,000. You know, that was a 4A school.  10 It was huge. She struggled as well. She tried to  11 get her identity out there.  12 And the coolest thing is we're just so  13 proud of her. As a single parent of two wonderful,  14 beautiful girls, I love how we were able to just  15 really support her. And I've got to thank you  16 Commissioners for hearing us out, and I really  17 appreciate your time. Thank you.  18 MS. MELISSA BROWN: All right. Two more.  19 Next up is Natasha Tsosie.  20 FROM THE FLOOR: Hello. I'm going on  21 record. My name is Natasha Tsosie. Last name,  22 T-s-o-s-i-e. I am a parent. I have two sons at  23 DEAP. I am also a staff at DEAP as the family  24 liaison and educational assistant. And I also serve  25 as the secretary on the DEAP pack advisory. So I do</p>	<p style="text-align: right;">137</p> <p>1 We believe that this model is essential  2 for our children's growth and is something every  3 school should strive to incorporate.  4 Activities like planting, harvesting,  5 hiking to sacred mountains, and learning about our  6 Diné heritage have ignited our children's passion  7 for our culture. And watching them engage with  8 these lessons has been a source of immense pride for  9 us as parents.  10 In Navajo culture, the concept (Navajo  11 word), kinship, is central to our way of life. And  12 DEAP embodies this principle in every aspect of its  13 operations.  14 From the school's welcoming and inclusive  15 environment to the thoughtful interactions between  16 teachers, staff, students, and families, DEAP has  17 created a strong sense of community that enriches  18 all of our lives.  19 As parents, we have -- we've seen  20 firsthand how DEAP helps our children build strong  21 relationships with their peers and fosters a sense  22 of belonging, which is not something we had  23 experienced in other educational settings, whether  24 public or private.  25 Our children have truly flourished at</p>

<p style="text-align: right;">138</p> <p>1 DEAP, academically, socially, and emotionally.  2 Transitioning from other public schools where our  3 children were often disengaged and struggled with  4 support, we were searching for an environment that  5 would nurture not just their academic development,  6 but their overall well-being.</p> <p>7 DEAP has been that answer. It has  8 provided our children with the direction and support  9 they need to succeed, and we've seen significant  10 improvements in their self-esteem and their academic  11 performance.</p> <p>12 For one of my own children who had been  13 struggling with an Individualized Educational Plan  14 due to speech and developmental delays, transferring  15 to DEAP has been a life-changing experience. Since  16 arriving at DEAP, he began opening up, engaging in  17 conversation, sharing details about his day and  18 actively participating in class.</p> <p>19 The teachers' thoughtful and creative  20 approaches to accommodating his learning needs have  21 made a world of difference, and, for the first time,  22 we feel truly involved in our children's education.</p> <p>23 DEAP's holistic approach to wellness,  24 which includes opportunities for movement, breaks,  25 and tools to help students manage their ADHD has</p>	<p style="text-align: right;">140</p> <p>1 future of our community.  2 For our high school-aged children, the  3 opportunity to take dual credit courses has opened  4 doors to new possibilities, aligning with their  5 career aspirations and offering them a chance to  6 prepare for life after school.</p> <p>7 Additionally, the work-based learning  8 program has given them the chance to gain real-world  9 experience, further enriching their journey at DEAP.</p> <p>10 As parents, we are incredibly thankful for  11 DEAP's dedication to teaching our children the  12 values of their heritage and assuring that our  13 Navajo culture remains vibrant and alive. In a time  14 when our language and traditions are at risk of  15 fading, DEAP stands as a beacon of hope, providing  16 our children with the tools and knowledge they need  17 to keep our culture strong.</p> <p>18 We are profoundly grateful for the  19 opportunity to be part of the DEAP community, and we  20 look forward to the future with hope and excitement  21 for all that lies ahead.</p> <p>22 In summary, DEAP is more than just a  23 school to us. It is a community, a family, and a  24 place where our children are nurtured and empowered  25 to grow in every sense: academic, culturally,</p>
<p style="text-align: right;">139</p> <p>1 helped our children reduce their reliance on  2 medication and feel more supported in their learning  3 environments.</p> <p>4 This emphasis on mental, physical, and  5 emotional and spiritual growth has contributed to a  6 profound shift in our children's view of education  7 and themselves. The excitement we feel as we watch  8 our children thrive at DEAP is indescribable. We  9 are overjoyed by their renewed enthusiasm for  10 learning, particularly as they become more connected  11 to their Diné roots, language, and culture.</p> <p>12 Our children can now introduce themselves  13 in Navajo, identify clan relationships and, proudly  14 share what they have learned about our traditions.  15 The revival of our language and culture practices is  16 a gift that we are deeply grateful for, and it is  17 something we hope will continue to flourish through  18 future generations.</p> <p>19 DEAP has truly fostered a sense of  20 belonging and empowerment in our children, and we  21 believe this is a key factor in our growth.</p> <p>22 DEAP's commitment to its students and  23 families extends beyond academics. Our children are  24 now more civically engaged, respectful of both  25 people and the natural world, and invested in the</p>	<p style="text-align: right;">141</p> <p>1 emotionally, physically, and spiritually. We  2 wholeheartedly support DEAP's mission and are  3 grateful for the ways in which the school has  4 transformed our children's lives.</p> <p>5 We hope that DEAP's impact will continue  6 to resonate for generations to come, and we are  7 honored to be part of this journey.</p> <p>8 Thank you, DEAP, for your commitment to  9 our children's future and for keeping traditions  10 alive and for providing an educational experience  11 that is holistic, inclusive, and transformative.  12 May DEAP continue to flourish and enrich the lives  13 of all who walk through its doors.</p> <p>14 Thank you on behalf of the parents of DEAP  15 charter school. Thank you.</p> <p>16 MS. MELISSA BROWN: All right. And,  17 finally, we have Margie Apache.</p> <p>18 FROM THE FLOOR: (Navajo spoken.) My last  19 name is A-p-a-c-h-e. I'm a parent of five. And  20 DEAP is a wonderful school. And I enrolled my kids  21 when it started in 2015. And my kids are still  22 going to school there. Two have -- one have  23 graduated, and then one is graduating.</p> <p>24 DEAP has a lot of potential, a learning  25 experience especially on hand. The last two weeks,</p>

<p style="text-align: right;">142</p> <p>1 I went -- or for the past couple of years, I'm there 2 to support them, especially a trip or meetings or 3 what they need help with on there. 4 Last year -- a couple of years ago, I 5 wanted to come. I didn't come because I have a job. 6 I used to work with toddlers at day care, and I used 7 to teach them. And the same thing that -- what 8 teaching it has with DEAP School, a lot of things 9 that -- our culture, especially, is being forgotten. 10 Not every Navajo students or national 11 Native American child will learn everything. But 12 DEAP has it. And I'm very proud of what DEAP has at 13 school. And my children really picked up a lot of 14 things that I never was taught. But just 15 (incomprehensible). But my oldest son, he comes 16 back and help with DEAP with a lot of stories that 17 he learned from his -- his side of the father. He'd 18 pick up stories, like the winter stories, summer 19 stories, the star stories, a lot of these things 20 that I didn't know. 21 And I'm very proud that DEAP can teach 22 that. And I also -- we came from a bully public 23 school. And I try convincing it to the principal. 24 But they wouldn't listen to me. My kids were hurt. 25 I didn't know where to turn.</p>	<p style="text-align: right;">144</p> <p>1 not originally from Navajo. I'm a little ways out 2 this way called Alamo, New Mexico. 3 So I hope you guys can help DEAP continue 4 the school, not just for my kids, but for many kids. 5 There are a lot of kids that are enrolled, but only 6 a few can be at that school. Limited. But if it 7 continue, I want DEAP to grow, have more buildings, 8 more things that they need that you guys will all 9 help with them. 10 My mom always said, "Communicate. Talk to 11 each other. Work together. That's the only way 12 things will accomplish. If there's a mistake, learn 13 from your mistake." 14 That's how I was brought up. People makes 15 mistake. But there's way to fix it. Learn from 16 your mistakes. Thank you. 17 THE CHAIR: Okay. (Off-mic.) 18 (Recess taken, 12:33 p.m. to 12:46 p.m.) 19 THE CHAIR: Commissioner Burt. 20 COMMISSIONER BURT: Thanks. Good 21 afternoon, and thank you, everyone, for coming and 22 speaking. I know I actually want to say to the 23 teacher that spoke first. You actually, like, had 24 my heart, because I know teachers -- they're up in 25 front of classes, so confident. Then they have to</p>
<p style="text-align: right;">143</p> <p>1 I'm sorry I'm emotional. But my kids come 2 first. So I went to DEAP School. I didn't know 3 what it was about. So I asked a question that we 4 just started school. We opened the school. So I 5 disenrolled my kids from Crystal, New Mexico. 6 And they're my kids. They really learn a 7 lot of things, especially one on one. A lot of our 8 kids, they come from abuse and people that are in 9 need, people that need help. DEAP is there, because 10 I was a parent that was struggling. That's the 11 reason why I'm saying I want DEAP to continue. 12 I do my best to participate as a parent, 13 my opinion what they need. I'm very proud. My 14 daughter is just graduating this year. She's doing 15 dual credit. She's a learner, fast learner. She's 16 also -- she struggled. 17 But DEAP was there for her. It helped us 18 with what they're saying, mental, emotional healing, 19 traditional, even during COVID. And what -- we were 20 isolated. The only communication, we had with 21 Internet. They're the one that brought food to us. 22 They brought woods to us. They asked if we need 23 anything. Because at that time, we were on 24 lockdown. We couldn't go nowhere. 25 So I'm very proud that DEAP is here. I'm</p>	<p style="text-align: right;">145</p> <p>1 go speak to adults. "No, don't want to do that." 2 It's a misnomer -- teachers are these 3 confident people. Yeah, in front of my students. 4 Sure. 5 Thank you for all of you to come up and 6 speak to us because it really is so meaningful. To 7 get the conversation that's happening inside of 8 community into our ears is wildly important. 9 This school really is -- it's a really 10 special school for me. Looking in as an outsider 11 looking in, it is a really special school. I know 12 for you all being in it, of course, you know. But I 13 do think you're able to translate that to someone 14 who doesn't know very well. 15 And, actually, I was just telling 16 Commissioner Brauer during the break, I grew up in 17 Farmington. And the Navajo culture has also had 18 such a special place to my heart because it was the 19 closest culture that I knew. So it's always been -- 20 it just has a special place for me. 21 And I do know, because of growing up in 22 the Four Corners area, that a school like this is 23 not normal. You know, this is not what my friends 24 who grew up with me experienced in schools next to 25 me; right? Like, this is not what they got. And</p>

<p style="text-align: right;">146</p> <p>1 it's not what their families, you know, were able 2 to -- like, this is special. 3 It's really, really special. And it just 4 really made me think of my friend Jasmine and her 5 dad. And I spent a lot of time with them and him 6 complaining a lot about schools and how things were 7 done and how frustrating it was to be an outsider in 8 your own community, how frustrating that is. 9 So this -- I really do appreciate the work 10 that's happening. And, honestly, it's really -- it 11 is an interesting dynamic of when I hear about, 12 like, what I call the false dichotomies of 13 education, that families often do have to choose 14 this or this. And you've got to give up something; 15 right? 16 You have to either choose your culture or 17 success; right? You have to choose your language 18 or -- right? -- or academics. Or you have -- 19 there's always these concessions families have to 20 make. 21 So I do -- I mean, it's -- the integration 22 you have of the culture into the learning itself is 23 really, really beautiful. And I hope that 24 portion -- like, it seems rooted in what the culture 25 of the school is. I hope that that never changes</p>	<p style="text-align: right;">148</p> <p>1 school to succeed for many years. Like, this 2 community deserves this school to be successful in 3 every way possible. And I also don't want anyone to 4 be able to say, "Oh, well, look at DEAP. They're 5 doing this so well, but look at this"; right? 6 I don't want you all to have to have -- 7 you're like, "No, we've got both of this going on. 8 Everything is good." 9 So I think when I'm looking at your years 10 moving forward, it already seems like you really 11 started, like, in the last two years, coming out of 12 COVID, you're starting to ramp up practices of what 13 does this look like moving forward now. 14 And I'm still -- I'm not totally sold on 15 any kind of strategic plan for academic progress. 16 And I heard some of the things about 17 getting a new curriculum or looking at the 18 assessments in a different way. But I want to -- 19 yeah. If you want to come back up, you're more than 20 welcome to. 21 But I want to hear more about there is a 22 lot of data that says the number one factor in a 23 student's academic success is their teacher. That's 24 it. Like, the number one in the school building, 25 it's their teacher.</p>
<p style="text-align: right;">147</p> <p>1 and just gets better and better and bigger and 2 bigger, and that there's ways even in the future to 3 be able to quantify what that learning looks like. 4 Really, this is trailblazing work; right? 5 There's no data to support -- I'm glad there's a 6 researcher that's looking into it. But that's new 7 research; right? That's not something that you can, 8 like, really go to over here and be, like, "Oh, they 9 did it this way." So that's something we can take 10 and put it on -- you're trailblazing as students, as 11 leaders, as a community, and it's really special and 12 beautiful. Please don't ever lose that. 13 And I am a huge charter school advocate as 14 a school of choice. And I don't think when charter 15 schools were started, they were really thinking of 16 what you're doing here today. But, actually, this 17 is the spirit of what charter schools are is to be 18 able to provide something so transformative and 19 innovative to a community that is something 20 different outside of the traditional school setting. 21 So, all in all, I do believe in the spirit 22 of this school. I love that everyone is so 23 involved, that the community is so involved. And so 24 in that, I do have some questions. 25 And, also, I mean, I -- I just want this</p>	<p style="text-align: right;">149</p> <p>1 So other than -- I mean, I think it's a 2 great idea to look at your curriculum, make sure 3 you're looking at different things. But what does 4 the professional development look like? Because the 5 only thing I saw in there was the first-year 6 mentorship. And I saw that you do PLCs. But I 7 didn't get a good sense of any other professional 8 development that's already happening, and is there 9 anything that you're doing differently moving into 10 this next contract term to really target in on the 11 numeracy/literacy. 12 MS. KYLEE GEORGE: Yeah, absolutely. I 13 can answer that. Of course, if you have anything to 14 add -- but thank you for your question, Commissioner 15 Burt. 16 I think there's several things that we're 17 doing. As you mentioned in the presentation we 18 talked a bit about professional development, 19 particularly looking at mathematics and literacy 20 success for all of our students, but particularly 21 looking at our ELs and our students with IEPs. 22 And so a big part has been working with 23 our teachers -- most of the teachers that we have 24 right now have come to us through alternative 25 licensure programs. So most of us came from a</p>

<p style="text-align: right;">150</p> <p>1 different field of work.</p> <p>2 And so part of that is making sure that</p> <p>3 all of our teachers have strong grounding in</p> <p>4 research-based instructional strategies, you know,</p> <p>5 making sure we all know the Kagan strategies and how</p> <p>6 to implement them, making sure we have a good amount</p> <p>7 of understanding of how to bring reading in across</p> <p>8 the curriculum. That's been a big focus is having</p> <p>9 those reading strategies for all of our classes, not</p> <p>10 just our reading and writing classes.</p> <p>11 And then I think, additionally, we've been</p> <p>12 working with a leadership coach to really work with</p> <p>13 our teachers one on one and provide a leadership</p> <p>14 plan going forward that allows for our teachers to</p> <p>15 be invested in this community.</p> <p>16 You know, the reality for us -- and, like</p> <p>17 you said, students learn from great teachers. And</p> <p>18 recruitment has also been a challenge for us,</p> <p>19 because we are rural, and because we don't have, for</p> <p>20 example, the housing opportunities that necessarily</p> <p>21 the local district has.</p> <p>22 And so we want to make DEAP a place that</p> <p>23 people want to work and that high-quality teachers</p> <p>24 want to come and work.</p> <p>25 And so part of that is providing</p>	<p style="text-align: right;">152</p> <p>1 It's very hard to do this and to be held</p> <p>2 to these standards when you have limited resources.</p> <p>3 So really thinking about strategies around this.</p> <p>4 I'm also happy to report that I put out an</p> <p>5 advertisement for a director of curriculum, and she</p> <p>6 accepted the offer today. We're building our</p> <p>7 capacity in that way.</p> <p>8 But we're continuing to grow. There are</p> <p>9 still things we're forming. We're doing our mission</p> <p>10 well. How are we building systems of accountability</p> <p>11 or assessment that is, you know, rooted in the</p> <p>12 content of who we are as Diné people, but also</p> <p>13 incorporates all those ELA, math, science</p> <p>14 strategies.</p> <p>15 That's where we're heading with the</p> <p>16 micro-credentials. We're excited about that. The</p> <p>17 other piece, too -- I mentioned this -- we're really</p> <p>18 struggling to work with students when they come to</p> <p>19 us, whether it's at sixth or eighth grade, when</p> <p>20 they're coming to us at maybe a third-grade reading</p> <p>21 level. We need to intervene sooner.</p> <p>22 Maybe if we do expand to the younger</p> <p>23 grades, we can start with those people, those young</p> <p>24 people when they're still learning those</p> <p>25 foundational skills, whether it's reading or math.</p>
<p style="text-align: right;">151</p> <p>1 opportunities for leadership, providing</p> <p>2 opportunities for professional development, whether</p> <p>3 that is, you know, the one-off courses here and</p> <p>4 there, or whether that's programs like going to the</p> <p>5 World Indigenous People's Conference on Education.</p> <p>6 It really has helped us to figure out, you know, for</p> <p>7 each of our teachers, what they want and how they</p> <p>8 want to engage with the community, and then working</p> <p>9 to help improve, through coaching and through</p> <p>10 leadership coaching, their ability to work with our</p> <p>11 students.</p> <p>12 MS. KAYLA BEGAY: I also want to add that</p> <p>13 we are continuously improving. And we do have a</p> <p>14 strategic planning session scheduled with our board</p> <p>15 in January. We recognize that we need to look at</p> <p>16 all the options.</p> <p>17 I feel like we're doing our culture and</p> <p>18 our mission really well, but where can we make</p> <p>19 improvements. One idea that is still in formulation</p> <p>20 is what would it look to have all our staff</p> <p>21 TESOL-certified, to have those strategies, to make</p> <p>22 it real.</p> <p>23 We also want to think about the</p> <p>24 sustainability of our staff. Because we are seeing</p> <p>25 teachers leave the profession in droves.</p>	<p style="text-align: right;">153</p> <p>1 If we're able to do that, you know, start</p> <p>2 earlier, I think that can really change our</p> <p>3 trajectory.</p> <p>4 So we're thinking about it in a lot of</p> <p>5 different ways. With that said, there's not a clear</p> <p>6 strategic plan just yet. But the intention is</p> <p>7 there, and the plan is there.</p> <p>8 COMMISSIONER BURT: I actually appreciate</p> <p>9 that. That would support where -- I definitely</p> <p>10 support renewing this school. Right now in our</p> <p>11 motions, we have conditions on the financials,</p> <p>12 which, I mean, it sounds like that one has --</p> <p>13 there's more -- you just need to see it actually</p> <p>14 come to fruition, the changes to make that better.</p> <p>15 For the academic portion, I do think</p> <p>16 having that plan in place -- which I actually think</p> <p>17 could align with your timeline, anyway -- but having</p> <p>18 a plan in place of improving academics be a</p> <p>19 condition as well makes a lot of sense.</p> <p>20 And I do -- and, yeah, once again, the</p> <p>21 mission and the culture of your school, incredible.</p> <p>22 And I hope you don't ever, you know, have to, like,</p> <p>23 pull this down at all in order to lift it up. I</p> <p>24 hope this stays up here where you're at, and this</p> <p>25 raises, you know, to meet it. (Indicates.)</p>

<p style="text-align: right;">154</p> <p>1 One of the things I heard you say is 2 there's been -- you do need funds for things; right? 3 Like, when we talk about professional development, 4 that takes money. When we talk about expand -- like 5 different things. 6 And I know your cap is a lot larger than 7 the space that you have; correct? 8 So in the next five years, one of the 9 things I imagine helping be able to get additional 10 professional development or additional staff and 11 get -- is having a higher enrollment as well. 12 Do you have any kind of -- is that part of 13 the strategic plan that you're going to be coming 14 out, or do you already have some ideas? The board, 15 do you have some ideas to increase enrollment? 16 I do -- I'm, like, why doesn't this school 17 have a wait list out the -- just, why are people not 18 just like pummeling you with trying to get into this 19 school? What's going on? 20 MS. KAYLA BEGAY: Sure. I think there's a 21 couple of different layers to that. We haven't been 22 able to bring the infrastructure to the community. 23 There's a lot of bureaucracy that we have to 24 navigate that thankfully Dr. Nez is helping us with. 25 So we're -- for me, being a teacher and then</p>	<p style="text-align: right;">156</p> <p>1 the way that policy is set up, we have to turn them 2 away. 3 And so if there's a way for, you know, the 4 PEC, the PED, to advocate -- I know we've been 5 asking for that. But, again, it always feels like 6 it comes down to the school. When we're trying to 7 do everything else, you know, and now we want to do 8 this advocacy level, we need everyone to play a role 9 in all of this. 10 But right now, beyond -- if we want to 11 stay small, too, we have to think strategically 12 about funding. So we're -- most recently we've 13 received Impact Aid, and we're really excited about 14 that opportunity. But even working closely with the 15 Navajo Nation, what would it look like for them to 16 fund us? There are some models like Navajo Prep or 17 private schools they provide supports for. So we're 18 in a continuous learning phase, and we welcome the 19 support around that. 20 COMMISSIONER BURT: That makes sense, 21 because I know there is something charming about a 22 teeny tiny school, where everybody knows everything 23 all the time, no matter what you're doing. Very 24 charming. 25 But also I know -- like, to me, when I see</p>
<p style="text-align: right;">155</p> <p>1 becoming an administrator, I don't have the 2 experience of building infrastructure. So I'm 3 learning. 4 I'm also expanding the staff, bringing in 5 a head of school to run its day-to-day curriculum, 6 thinking about a director of operations. All of 7 these things are huge things, and we recognize that 8 we need additional leadership muscle. 9 But I think the other piece, too, is that 10 we -- you know, if you look at the way that 11 indigenous education has been done over years, it's 12 in the small hogan, you know. And so we really feel 13 like being small has made the experience very 14 special. And we have asked students, "Should we 15 expand?" You know, "Should we do this?" 16 And many of them say no. 17 But I also think we have -- our enrollment 18 cap, you know, on paper is big. But our buildings 19 can realistically only handle about 55 students and 20 all of the staff and the families. 21 And so we do have a little bit of a 22 waiting list. We allowed 58, even though we said 23 55. But the other thing, too, is we're right on the 24 State line. And so we do get a lot of interest from 25 Arizona students. And, unfortunately, because of</p>	<p style="text-align: right;">157</p> <p>1 really small enrollments, it does scare me for 2 funding. That's my concern is just making sure you 3 have the money to really ensure all 55 -- 58 -- of 4 your students are really getting everything that 5 they need, which a lot of your students come in and 6 need remediation. That takes additional resources. 7 It takes additional -- you know, that takes 8 additional resources as well. 9 So that's -- it was just something I was 10 thinking about of, like, how can -- like, it's a 11 little balance to have to play between jumping in 12 enrollment and sustainability. 13 MS. KAYLA BEGAY: I also want to add that 14 money doesn't solve everything. A lot of times we 15 get money, and it's very restrictive in what we can 16 do. It's a full-time job for me in spending this 17 money. 18 We don't just need funding. We need real 19 advocates that are willing to create policy with us, 20 who are willing to really create pathways so we can 21 make this improvement in growth. 22 COMMISSIONER BURT: Actually, I will take 23 back everything I said, because I've said that many 24 times. A lot of our education issues are not 25 funding. It's not a funding issue.</p>



<p style="text-align: right;">158</p> <p>1 We actually do have -- we have given a lot 2 of money to schools, actually, compared to a lot of 3 our neighbors. And yet we get the worst results 4 based off the most money. So I actually appreciate 5 that attitude and the demeanor, because a lot of 6 times it is just how are we spending our time and 7 our human resources; right? 8 Okay. One of the things I notice -- and 9 the other thing, like -- with -- it's difficult, 10 because so much of your data is masked, also, 11 because you have so few students, so that did make a 12 lot of stuff more difficult. 13 And I know -- I like to say, like, the low 14 numbers, when it comes to accountability, it cuts 15 both ways; right? Like, I saw a lot of some of the 16 data you did provide in your application. It would 17 say 25 percent, 50 percent, you know, 66 -- which to 18 me, was, like, okay, that means there's maybe four 19 kids in that group, or there's maybe six kids in 20 that group to get that kind of percentage. So maybe 21 it's only two kids or one student that's bringing 22 the percentage down. Like, 50 percent; maybe 23 there's two kids in that student group -- right? -- 24 that kind of thing. 25 I did see that and recognize it. I want</p>	<p style="text-align: right;">160</p> <p>1 certain kind of school in order to choose Option 3, 2 because there is some really creative options 3 available in there. 4 So I think you could have a deeper 5 conversation about that, because I do wonder what it 6 would look like for this school moving forward to 7 really be judged off of your growth year over year 8 for individual students. Those NWEA results and 9 those students making their individual growth 10 targets, if that was the focus of the school, I 11 wonder what it would look like, rather than just the 12 proficiency of your eleventh-graders and your 13 proficiency of your sixth to eighth kind of thing. 14 There are some creative opportunities that 15 we really tried to build in, that we also don't 16 know, like, exactly what those creative options look 17 like. But it is designed to allow for schools to 18 really consider what are we doing, what does success 19 look like in our school, how can we be rigorous and 20 hold ourselves to a high standard in all these 21 different ways? 22 But can it look different? I think so. 23 Because the work that you're doing with -- the 24 learning you're doing of the land itself, like, how 25 does that build into the numeracy/literacy of your</p>
<p style="text-align: right;">159</p> <p>1 to be cautious of making accountability decisions 2 off of such few numbers. But also, at the same 3 time, this is where I say it cuts both ways if you 4 only have two kids in a student group, like -- 5 (indicates). That's also where I go with it. 6 Okay. you have four kids, like -- so it 7 cut both ways for sure. 8 MS. KAYLA BEGAY: We feel the same way. 9 When the Vistas first came out, we were at 10 Traditional. We were at CSI; now we're back at 11 Traditional. It's hard to gauge what's real. 12 Beyond that, we're excited about the CSD and the PEC 13 expanding the options. Option C, or 3, is -- I 14 don't know what that could look like, but it's got a 15 potential. We're going to do 2, because we don't 16 know as much about Option 3. But is there a way to 17 really think about how to make meaning of our data 18 as a small school? 19 COMMISSIONER BURT: Yeah. Actually, Chair 20 Gipson and I, when we were looking at creating 21 Option 3, we were really thinking of the SAM 22 schools, you know, whatever those ever were. But I 23 actually do think one of the things we fought really 24 hard to make sure to do is keep Option 3 kind of 25 flexible and not make it where you have to be this</p>	<p style="text-align: right;">161</p> <p>1 students? 2 I mean, I imagine you're integrating 3 things. I just don't know, and I can't see it, and 4 I don't have data to support -- so I do think 5 there's ways that, like, the unique education you're 6 providing, I wonder if there's a way to quantify it 7 in a way that's a little bit different than what 8 you've been used to. And I wonder if there is a way 9 to be creative about it and see something different. 10 But I do still think -- I know the 11 families I heard here, thank you. Students, for 12 coming and speaking. The families, it's beautiful 13 to take your day, literally your whole day, to come 14 all the way out here and all the way back. And I 15 hope everyone has safe travels. 16 But I know one of the things that I heard 17 is that the families love the whole -- all the 18 identity parts of the education that students are 19 getting. And being able to reignite that in 20 families is beautiful. And I don't know if you can 21 ever quantify that. 22 And I don't think you ever need to, 23 because you're doing it. And it's going to affect 24 the community in bigger ways than numbers on paper. 25 But I also didn't hear any parent say they</p>

<p style="text-align: right;">162</p> <p>1 didn't want numeracy and literacy to be a priority 2 as well. I hear that that's also part of what 3 you're focusing on as well. 4 I just do want every student that 5 graduates at DEAP to have access to not go to 6 remediation in college, to go to college, compete 7 with students well outside your community, to get a 8 higher education, and come back and build the 9 community up; right? 10 You don't have certain services in your 11 community now? It's probably -- they're in your 12 school. They're in your school right now. They're 13 getting there; right? 14 And you got to get it -- you got to have 15 the full circle come back around. 16 So on a -- I don't know if the lack of 17 data gives you a plus, or if it's just we're seeing 18 it -- the numbers are based on, and we're going to 19 see them improve as time goes on. 20 And my hope is that these are the baseline 21 numbers in the next contract term. We see that 22 culture, the language, the integration of the beauty 23 of the culture that you're surrounded by integrated 24 into the academics and you get both-and, not one-or. 25 So I am -- I'm very grateful, very</p>	<p style="text-align: right;">164</p> <p>1 couldn't remember which one it was that had to be 2 delayed and delayed for opening, because of the lack 3 of ability to get a certificate to occupy. So 4 thanks for that. 5 So I'm going to throw something out there. 6 When you're looking at you want to stay small, but 7 there is an opportunity to grow, you're building out 8 a great support team. So the thought that you could 9 open up another site that would be small. So you 10 could still keep that smallness, but it would 11 still -- you know, it's being operated with fidelity 12 because you would be there with that oversight. 13 MS. KAYLA BEGAY: Uh-huh. That's exactly 14 what we're exploring right now. 15 THE CHAIR: Okay. 16 MS. KAYLA BEGAY: And specifically focused 17 on what would a DEAP K through 6 look like? 18 I also think, as James McKenzie mentioned 19 in his research, there are other Navajo communities, 20 not in New Mexico. A lot of them are in Arizona and 21 Utah who want to do something similar. So what can 22 we do to help them in that way? 23 And I think that's where it maybe becomes 24 a little outside of the -- you know, what we're 25 doing here with the PEC, but really thinking about</p>
<p style="text-align: right;">163</p> <p>1 inspired by the community, the amount of people that 2 are involved in the school that are passionate about 3 the school, and the lives it's touching in ways that 4 are going to be far outside data capture, ever. 5 That's apparent. 6 So I just -- I'm looking forward to seeing 7 the increases in the spots where you're low. And 8 that's -- 9 THE CHAIR: So thank you. It's -- adult 10 voices are always important to hear, because there's 11 a story they tell. But the students that come 12 resonates with us so much more, and the families. 13 So appreciate every effort that was made to help 14 fill this room with those stories, because they -- 15 like I said, they really are important. 16 Was it your school, when you first 17 started, that the Commission had to delay opening 18 because you couldn't get the facilities? 19 MS. KAYLA BEGAY: No. I think that might 20 have been Dream Diné. 21 THE CHAIR: Was it Dream Diné? 22 MS. KAYLA BEGAY: Uh-huh. We did overcome 23 a revocation. 24 THE CHAIR: Because you mentioned the 25 challenges with trying to build. And I just</p>	<p style="text-align: right;">165</p> <p>1 education sovereignty and how we partner with our 2 other Navajo communities and the Navajo Nation as a 3 whole. 4 THE CHAIR: Right. So on that note, we 5 did have a conversation when Middle College was up 6 for renewal and the challenges with not being able 7 to take Arizona students. So I know we talked with 8 their legal counsel. And we were talking about, 9 well, would it be possible to get the funding from 10 the Navajo Nation that would flow with the student, 11 just like our funding does, so that they would be 12 able to cross borders, and there wouldn't be that 13 issue. 14 So I think that's something that we could 15 certainly help to facilitate that conversation. 16 MS. KAYLA BEGAY: Okay. That would be -- 17 THE CHAIR: Because I know it's a 18 challenge. In fact, down by me, we opened -- the 19 Commission opened a school before I was on that 20 ended up having to close it because they were taking 21 Texas students. But, unfortunately, they were 22 putting New Mexico addresses on the applications. 23 So that got to be -- you know, that was 24 the unfortunate piece of it. And we don't want 25 someone to have to, you know, even think about that.</p>

<p style="text-align: right;">166</p> <p>1 But you're right. We should be here to  2 help facilitate that if there is that barrier. If  3 it can be broken, well, why not? Because we were  4 also talking during the break, you know, the  5 Legislature has looked outward in terms of out of  6 the U.S. as to different methods and what works.  7 And they're not looking at, right here in  8 New Mexico, what -- what's working that is out of  9 the -- they want to think out of the box. But they  10 really don't. They just want to make the box maybe  11 a little bit bigger. But they really don't want to  12 think out of -- really out of the box with what  13 education looks like.</p> <p>14 And that's why we're -- we're stalled  15 here. So I think it's unfortunate that maybe that's  16 also partly on us that we're not highlighting enough  17 what's happening within our schools to show what,  18 you know, what is different and what -- it works,  19 and it works so well.</p> <p>20 I want to thank you for the deeper dive  21 you did in your application with the explanations on  22 the NWEA that a lot of schools didn't do, because it  23 really does help. But because of the smallness of  24 the school, it is kind of, yeah, is it coming from a  25 traditional public school?</p>	<p style="text-align: right;">168</p> <p>1 that we're very concerned about that's low. And so,  2 you know, every student, every day, gets 30 minutes  3 of intensive math interventions.</p> <p>4 And then, yes, we do continue to do the  5 90-minute blocks. And parts of those, particularly  6 for middle school, middle school is really focused  7 on the remediation.</p> <p>8 As Kayla mentioned, we have -- our current  9 eighth-graders, when they came into us as  10 sixth-graders, most of them hadn't been in school  11 since they were in the third grade. And so there's  12 a lot of, as I mentioned before, rebuilding that had  13 to happen in terms of just foundations.</p> <p>14 And so right now, our current  15 eighth-graders, you know, they are a data area that  16 I'm very interested in, because we are seeing  17 fluctuations in their scores. As we mentioned in  18 the presentation, they did receive the High Dosage  19 Tutoring last year, and it didn't yield the results  20 we were hoping for.</p> <p>21 But I think that our instructional staff  22 learned a lot from that, because part of the issue  23 is that the students didn't really engage with the  24 instructors being online.</p> <p>25 And so now saying, okay, how can we use</p>
<p style="text-align: right;">167</p> <p>1 I know we often point -- I know that kid  2 that caused us to get that number, you know. So  3 it's -- we struggle with that. But you did mention  4 in the application that you did -- you've turned to  5 90 minutes of remediation.</p> <p>6 Is that mandatory? It doesn't happen  7 during the traditional school years.</p> <p>8 MS. KYLEE GEORGE: Yes. So thank you,  9 Commissioner Gipson. That's something that we've  10 kind of played with a little bit to see what works  11 best.</p> <p>12 So we have shifted, as we mentioned, to a  13 block schedule. And part of that has been  14 remediation. And so we have -- both of our EAs for  15 literacy and for mathematics really focus on pulling  16 students to work on remediation and, at times,  17 because there are students who aren't in need of  18 remediation, we've been helping those students to  19 advance.</p> <p>20 So that's part of it. We've also,  21 actually, since the beginning of second quarter,  22 started playing around with a tutorial block that's  23 essentially 30 minutes a day that students are  24 getting essentially intensive math interventions.  25 Because that's an area, of course, in our data is --</p>	<p style="text-align: right;">169</p> <p>1 some of the tools that the High Dosage tutors were  2 using, how can we also access that training and  3 really creating plans around that?</p> <p>4 So students are receiving that  5 remediation, and, of course, also advancement as  6 needed. And then we are exploring ways to increase  7 the access to High Dosage Tutoring both inside the  8 school and through after-school tutoring and things  9 like that.</p> <p>10 THE CHAIR: Thanks. And I want to thank  11 you also for doing transportation. Because we have  12 a lot of schools that they don't do transportation,  13 and, B, that are small and say they can't do  14 transportation.</p> <p>15 Do you get any funding from another source  16 to be able to do your transportation? Or you're  17 just --</p> <p>18 MS. KAYLA BEGAY: We don't do  19 transportation.</p> <p>20 THE CHAIR: You said yes.</p> <p>21 MS. KAYLA BEGAY: I'm not sure why it said  22 that. Sorry about that.</p> <p>23 THE CHAIR: Yeah. The application does  24 say yes.</p> <p>25 MS. KAYLA BEGAY: Oh, okay.</p>

<p style="text-align: right;">170</p> <p>1 THE CHAIR: You might have just pulled the 2 wrong drop-down box. Okay.</p> <p>3 MS. KAYLA BEGAY: I will say that most of 4 our students live local within a five-mile radius, 5 they do walk. But we were able to get a lot of 6 private donations during COVID. And so we were able 7 to give some of those families who have a little bit 8 of a longer commute gas cards to be able to 9 transport students back and forth. That's also 10 something the parent committee has been thinking 11 through. How do we support other parents to make 12 sure this is feasible?</p> <p>13 It's something we'd like to do. We have 14 been lucky to purchase two student activity vehicles 15 through the Innovation Zone fund. So that has been 16 really transformative in increasing the dual credit 17 program and the work-based learning and all the 18 other student initiatives that we have.</p> <p>19 THE CHAIR: Great. That's -- I mean, 20 that's really important.</p> <p>21 Can't remember. I'll just move on.</p> <p>22 Anyone else? Commissioner Brauer.</p> <p>23 COMMISSIONER BRAUER: Thank you, 24 Madam Chair. DEAP team, it's good to see you all. 25 Thank you all to the staff and the leaders that</p>	<p style="text-align: right;">172</p> <p>1 have, that was one of the first places I went to the 2 first day that I stepped foot here.</p> <p>3 And so I just think about -- I'll just 4 share just a little bit, and then I'll get into just 5 one thought that I have. But being part of the 6 group and playing a very ancillary role to what 7 Kayla was doing with Prestene just to get two 8 buildings, two modulars, onto that space, to get the 9 land secured for the school, was a miracle. That 10 was a miracle. It was so hard.</p> <p>11 Like, we had to -- I remember, like, some 12 of the things you don't even think about is that 13 because that road was a logging road at one point, 14 they couldn't just put normal, like, three-foot-deep 15 pipes in the ground. It was, like, 12 feet or 16 something crazy, that you had put electric that far 17 down, water pipes that far down. So everything was 18 a moment of perseverance.</p> <p>19 And so I just think about all that had to 20 happen at that time.</p> <p>21 Commissioners, I would be remiss not to 22 say to you, this was before me and before our -- the 23 "Lion of the PEC," Chair Gipson, you were just -- I 24 only learned this vicariously through you, Kayla, 25 and others. But the Commission, at the time in</p>
<p style="text-align: right;">171</p> <p>1 spoke today. It's really awesome to see every time. 2 Kayla and Kylee and team, you fill this room every 3 time, regardless of what the situation was. You 4 mentioned a not-so-nice situation in 2017. It was 5 the same way.</p> <p>6 I also wanted to share with the 7 Commission, especially I wanted to put on the 8 record, I do have a connection to this school. It's 9 not going to preclude me to not vote. But I was 10 part of the NACA Inspired Schools Network when DEAP 11 started their planning year.</p> <p>12 So after they were approved, I came in in 13 2015 and worked with the team for a few years. I 14 haven't seen them probably in five years. I think 15 it's -- why I even say that. But I will say also 16 when I came to -- I have a little bit of an echo. 17 Do you guys hear that, or is it just me?</p> <p>18 When I came here in 2001 as a teacher, I 19 taught in Smith Lake, just south of Crownpoint. I 20 went to Wingate. And then I went to Standing Rock. 21 And then the first place where I had dinner in 22 New Mexico was at Red Lake at the old Navajo 23 Elementary School.</p> <p>24 So I just think about just the connection 25 to -- as much as a biligáana from Maryland could</p>	<p style="text-align: right;">173</p> <p>1 2014, when you were approved to open, there were 2 questions around Navajo being a religion being 3 taught in school and how that's not right.</p> <p>4 And there were Commissioners -- if you 5 believe it -- in 2014 -- who were, like, "I don't 6 know if I can vote for this school because they're 7 teaching Navajo, and that's religion."</p> <p>8 Those are facts. Yeah.</p> <p>9 And so when I think about where we are 10 now, and where the school is and what you're doing 11 for young people, I can't help but think about those 12 moments of, like -- of decisions that were made that 13 were hard that didn't have to be that hard that you 14 all were able to keep that perseverance, the "P" in 15 DEAP, clear.</p> <p>16 You all are one of the most radicalized 17 schools that I've seen. It's weird to say that it's 18 radical, because, as the doctor said earlier, like, 19 this is indigenous-centered education. This is 20 what -- this is as the -- as the world ought to be 21 like for all kids.</p> <p>22 And I think that -- I think I just commend 23 you all. And to see some of the young people who I 24 had a chance to see, as they were growing up through 25 my time with you all, it's just great to see how</p>

<p style="text-align: right;">174</p> <p>1 they've graduated and how they're coming back and 2 they're being part of your school in that way. 3 And I just think this is a remarkable, 4 remarkable story. 5 Love the idea about the dual credits. I 6 think that's so great that you're doing that, that 7 you're supporting students to gain educational 8 opportunities, not after graduation, but during 9 their schooling, and in a place that's -- if I'm -- 10 if I'm being conservative, 50 miles away from, you 11 know, from UNM-Gallup or any other school. Diné 12 College is not too -- it's a little bit closer, but 13 not next door. 14 So all those things take a lot of energy. 15 So I think that's just awesome. 16 The -- I won't beat this to death. But I 17 do think about the one thing -- Chair Gipson, you 18 brought it up already -- but the bi-state compact or 19 whatever you want to talk about that. That was 20 happening before you even wrote the application. We 21 had several different renditions of, like, 22 leadership from the PED at that time to come out and 23 have conversations. And we still haven't yet 24 figured that out. But I hope that we're able to do 25 something within this cycle before you implement</p>	<p style="text-align: right;">176</p> <p>1 both-and school. It's both-and. You do both. 2 And I hope that -- I'm looking forward to 3 the next steps and what you all are doing. In terms 4 of the data, I'm going to just jump in just a little 5 bit. 6 I know that there's room to grow in terms 7 of academic data. I have no doubt about it, that 8 you can do it, because you've done it in the past. 9 You were a B school or greater when we had the 10 report card system. And that was in your first and 11 second years of existence. 12 I think that -- I want the local school 13 district -- I don't want them to outperform any way. 14 This is my competitive part. It might not be a 15 healthy part of mine. But I compete -- I feel like 16 I have a competitive edge there, in that -- in that 17 it matters, but it doesn't matter at the same time. 18 But I want to see this school exceed what 19 others are doing. Because what you're doing is so 20 profoundly important for our young people. And I 21 know where it comes from, and I know the ripples 22 that it's going to have long-term for student 23 leadership, community leadership, and for the -- and 24 for their own ongoing success as leaders in your 25 community.</p>
<p style="text-align: right;">175</p> <p>1 your full sovereignty and probably create a new path 2 for -- to authorization through the Navajo Nation. 3 But I think that's something that we ought 4 to figure out. We have enough schools now. We have 5 enough schools in McKinley County and San Juan 6 County to figure out, if we can do this for 7 (incomprehensible), if we can do this for CCSD, then 8 there's no reason we can't do it for other LEAs, 9 other charter schools in that area. We just have to 10 come together with the PED and figure that out. 11 The last thing I'll just share, the -- I 12 know where your hearts are. I know what you care 13 about most. And I think you do that on a daily 14 basis. And I think that does include academics. 15 And I also think about our friend, Josh Krause, 16 which he works for NACA Inspired Schools. He's a 17 curriculum genius. But a lot of times in education, 18 especially in indigenous education, I feel like -- 19 this is my opinion. 20 But, like, I feel like there's a focus in 21 on academic excellence or cultural relevance. And a 22 lot of times, you have to figure out, what camp are 23 you in? Do you care more about academics? Do you 24 care more about cultural responsive pedagogies or 25 culturally sustained pedagogies? And it's a</p>	<p style="text-align: right;">177</p> <p>1 I just -- I yearn for that. I yearn for 2 that, to see the school outcompeting. And not as in 3 spite, but as -- from a true, deep place of, like, 4 what that means for young people. 5 So congratulations. I'm going to -- I'm 6 definitely going to support a five-year renewal. 7 I'll entertain some conditions as well for us to 8 think through as a Commission to make sure that 9 we're being good partners with you, and that we're 10 having our reciprocal relationship and making sure 11 we can take down some barriers, too, that are real. 12 The bi-state compact part is a real 13 barrier. I think transportation is a real barrier, 14 thinking through how do we -- and, again, it's hard 15 to even say. 16 I know, Commissioner Carrillo, we talk a 17 lot about, "We want to make -- we want to force them 18 to work with schools." 19 The vitriol that this school has felt from 20 the local school district, you can't even put into 21 words how -- how mean-spirited it is. And I'm being 22 nice in saying it that way. And knowing that 23 there's a school that's barely -- I'm sure the same 24 thing is true with Navajo Middle now. It was only 25 half-used. It was only half-used since it was</p>

<p style="text-align: right;">178</p> <p>1 built. And here we are. There's an absolute 2 refusal to have a school that is doing stuff 3 profoundly good to even pay them to use the 4 building. I know that ship has sailed. 5       There's never going to be an option for 6 that from your point of view now. But that angers 7 me so much when we think about what could have been. 8 And I want to make sure that we can support you all 9 with the resources, and, as you shared, Ms. Begay, 10 the policies and the advocacy that we can do from 11 our side to make sure we can support you in that 12 way. 13       Maybe there is a chance of having, you 14 know, other DEAP-inspired schools open. I also 15 think that there is an opportunity for you all to 16 share your learning through your friends and 17 partners that you have, but also thinking about -- 18 like I remember what -- like, a foundation or a 19 nonprofit, similar to KCLC's Indigenous Montessori 20 Institute that sits beside -- that's an immersion 21 school in Cochiti Pueblo. I wonder what that would 22 look like. 23       That's a dream that I have, like -- like, 24 of thinking about what you all do and how special it 25 is and how you could support other Native</p>	<p style="text-align: right;">180</p> <p>1 families are five miles away. But something that we 2 are making a priority -- and I know that also the 3 New Mexico School Boards Association is making a 4 priority -- is transportation. 5       And not as much as I would love to force a 6 district to be a partner where they clearly -- I 7 won't disparage them as much as I want to. But we 8 just want the State to pay what they need to pay, 9 districts and schools and all charter schools, what 10 they need to have for transportation. And don't 11 make it come out of Operational. That's not fair. 12       So that's going to be on their legislative 13 agenda, and we're going to be part of that. And 14 you can come speak to that also, especially being in 15 such a rural area. 16       Let's see. I'll leave that big one for 17 last. 18       Have you applied yet for the grant -- 19 we're not calling it a grant. What are we calling 20 it? 21       THE CHAIR: Its PEC Special Projects, an 22 e-mail that went out from me. 23       VICE CHAIR CARRILLO: It's probably in 24 some of your e-mails. It's end of October. And I 25 believe that Chair Gipson, at the end of this week,</p>
<p style="text-align: right;">179</p> <p>1 communities both on the Navajo Nation, but 2 elsewhere, too, to think about what does it look 3 like to open up a school in their community that's 4 centered, an indigenous-centered methodology. 5       Anyhow, thank you. Congratulations. 6 Thanks again to everyone else for coming here today. 7       THE CHAIR: Commissioner Carrillo. 8       VICE CHAIR CARRILLO: Good afternoon. As 9 I said to some of the students earlier, just thank 10 you so much for being here. And students and 11 parents, thank you so much for making such a long 12 trip here. 13       So first, I have a question just based on 14 (audio distortion) of the northwestern part of the 15 state. Where are you in relation to, like, Gallup, 16 Shiprock, the border. 17       MS. KAYLA BEGAY: Sure. We're 48 miles 18 north of Gallup. We're about 121 miles from 19 Farmington. And we're situated right on the state 20 line. We -- half of our cornfield is literally in 21 Arizona. 22       VICE CHAIR CARRILLO: No kidding. Okay. 23 I tried to look it up here. It didn't give me a 24 good idea. Thank you. That just helps a lot. 25       While -- I'm glad that most of your</p>	<p style="text-align: right;">181</p> <p>1 is going to send this out again. We don't like the 2 fact that so often money that comes out of your 3 2 percent reverts back to the State. 4       So we have nipped it in the bud and said, 5 "Okay, we have \$10,000 in special project funds if 6 you will." 7       That's money on the table for you right at 8 this minute. You just have to ask for it, apply for 9 it. It won't be something like other grants you 10 apply for; it becomes more work implementing (audio 11 distortion). It's \$10,000 on something related to 12 your performance framework, lifting certain things 13 up. 14       It can be on the financial side. It can 15 be on the professional development side, on the math 16 tutor side. It's completely discretionary for you. 17 And we just want a report back to how did you do it 18 and do what. 19       We want to continue with this, because PED 20 and the State should not be taking any of your 21 2 percent. So we'll follow up on that. 22       A couple of the students spoke about the 23 workforce study and learning program. Can you tell 24 me more about that? 25       MS. KAYLA BEGAY: The work-based learning</p>

<p style="text-align: right;">182</p> <p>1 program? So it's a new program we just launched 2 this year through the Innovation Zone award. We 3 looked at other models, like ACE Leadership, 4 Alamogordo. And essentially what it is is you're 5 giving students paid internships so they can learn 6 skills. For many students, they are doing it at 7 DEAP because we are so rural.</p> <p>8 However, we started to develop 9 relationships with other partners in the community, 10 including the Navajo Tribal Utility Authority, the 11 local hospital, the Navajo Nation Museum. In this 12 next quarter, students will start doing internships 13 at those sites where they're going to learn some 14 skills, and they're going to get paid for it.</p> <p>15 It's been a really transformative program 16 where students are getting leadership skills, 17 workforce skills, and then they're contributing, you 18 know, to their own households.</p> <p>19 That's what the program has been about so 20 far. It's just our first year.</p> <p>21 We're also able to expand that. DEAP has 22 been savvy about bringing in resources that are 23 meaningful. We just recently got an agriculture 24 fund from the Native American Agriculture Fund. 25 We're going to bring in five more agriculture</p>	<p style="text-align: right;">184</p> <p>1 But this was -- I was thinking about 2 Walatowa when I was looking at what this does, which 3 is just so inaccurate. And I was -- and I was 4 considering -- I'll tell you, honestly, I was 5 considering a three-year renewal with conditions. 6 But I'm five years all the way. I'm so impressed 7 with your school based on everything I've learned 8 today. And I have kind of an idea.</p> <p>9 So a couple of the schools, just the one 10 that was here before you was Taos Integrated school 11 for the Arts. So it's an arts-embedded school; 12 right?</p> <p>13 Is there a way to have your 14 culture-embedded school, so that -- like, they're 15 using art as a means to teach all the different core 16 classes, and they're doing really well in their 17 academics. And I'm wondering if maybe part of what 18 can happen is -- and I know -- there's so much that 19 you're doing. It's just -- whether it's arts, the 20 work you're doing, land-based education and 21 everything else.</p> <p>22 Can culture somehow work its way in to all 23 of the core classes so that -- I'm sure there's a 24 million things you're doing that are all 25 math-related, if we just pull the math out of what's</p>
<p style="text-align: right;">183</p> <p>1 interns, so really looking at how are we connecting 2 our students to the industry right now.</p> <p>3 VICE CHAIR CARRILLO: Outstanding. That's 4 outstanding. Thank you.</p> <p>5 The -- here we go. So when I first -- 6 this is why I'm so glad we have, in renewals, you 7 coming here and presenting. Because for me, I'm 8 learning so much about your school, about other 9 schools that we've had, like, whether it's Dream 10 Diné or Six Directions or all these other schools, 11 the challenges they face that they shouldn't face. 12 It's challenges that we impose on a lot of these 13 schools.</p> <p>14 So this is reminding me. I think one of 15 the first native schools that I was part of renewing 16 was Walatowa, saying to Arrow -- I remember saying 17 to Arrow, after they presented him with this 18 question-answer thing, that on paper, I would never 19 in a million years approve your school for renewal, 20 based on the results that you're getting.</p> <p>21 And, academically speaking, (audio 22 distortion) for me; right? And I've learned so much 23 about culture from the different schools that are 24 part of our portfolio of State charter schools, and 25 I'm just so grateful to have that in my life.</p>	<p style="text-align: right;">185</p> <p>1 happening; right?</p> <p>2 I mean, if you're planting this amount, 3 just, it's going to yield this amount. If we take 4 it to market, it's going to sell for this amount. 5 What's our net result?</p> <p>6 There's math everywhere that we can find. 7 There's art everywhere. There's English language 8 proficiency everywhere. And I'm wondering how maybe 9 we can rethink that. Because it doesn't have -- 10 just as Commissioner Brauer said, it's not an 11 either/or. And I think so often, in this building 12 and across the street at the Legislature, it's 13 always either/or. And that is so unfair to you, all 14 of our native schools, and just all our kids in 15 general, trying to put everybody in a box where 16 you've got to learn this way, because that's the 17 only thing we understand from 50 years ago. But 18 just something to think about maybe.</p> <p>19 I just wrote down and put a big star next 20 to it. Culture-embedded in the same way we have 21 schools that are arts-embedded. And what happens is 22 the arts-embedded schools is they thrive because 23 kids want to go to school. It's fun. It's talking 24 to their creative selves; right? 25 And I would just love to see maybe that</p>

186	<p>1 happen in some of the different schools that we 2 have. Just an idea. I've learned so much from you, 3 and I've learned so much -- I took some notes. And 4 Ms. Tsosie, in talking -- she said the school is 5 transformative and enriching. And just there's 6 kinship, an environment that nurtures. 7 And Rickelle Yazzie saying her son had a 8 complete turnaround in school from where he was kind 9 of headed at that public school, and how he's 10 blossoming in your school. 11 And I just am very -- I even spoke to 12 Mr. McKenzie and thanked him for presenting today, 13 just adding for me so much education personally 14 about what you're doing and how -- and your success. 15 Don't get too big. You know how 16 restaurants, when they expand, it's always the third 17 unit that kills the whole thing? I'm super 18 impressed, and I don't really have -- Kylee, you 19 answered a lot of questions I had around 20 professional development, what you're doing around 21 math, things like that. I know you know what your 22 weaknesses are. Thank you for your dedication to 23 your community and to your kids. 24 THE CHAIR: Any other hands up? 25 (No response.)</p>	188	<p>1 THE CHAIR: There's a motion by 2 Commissioner Gipson and a second by Commissioner 3 Brauer. 4 Any -- 5 SECRETARY BECK: Chair Gipson. 6 THE CHAIR: Yes. 7 SECRETARY BECK: Vice Chair Carrillo. 8 VICE CHAIR CARRILLO: Yes. 9 SECRETARY BECK: Commissioner Ingham. 10 COMMISSIONER INGHAM: Yes. 11 SECRETARY BECK: Commissioner Brauer. 12 COMMISSIONER BRAUER: Yes. 13 SECRETARY BECK: Commissioner Manis. 14 (No response.) 15 SECRETARY BECK: Commissioner Taylor. 16 COMMISSIONER TAYLOR: Yes. 17 SECRETARY BECK: Commissioner Burt. 18 COMMISSIONER BURT: Yes. 19 SECRETARY BECK: Secretary Beck, yes. 20 There are seven votes for, zero votes against. The 21 motion passes. Congratulations. 22 MS. KAYLA BEGAY: Thank you so much. 23 We know everybody's hungry, but our 24 students prepared some gifts for you, so they're 25 going to present those.</p>
187	<p>1 THE CHAIR: I move that the Public 2 Education Commission approve the renewal application 3 for DEAP for a five-year term with the following 4 conditions: 5 <b>A. That the school demonstrates that it 6 is improving its fiscal processes -- sorry -- fiscal 7 processes with a goal towards reducing audit 8 findings and repeat audit findings.</b> 9 <b>B. That the school's Record of 10 Performance demonstrates improved student academic 11 growth in all academic areas.</b> 12 <b>And, C. That the school identifies a 13 robust strategic educational plan to improve student 14 outcomes and appropriate staff professional 15 development related to content instruction.</b> 16 <b>The specific immediate actions needed 17 above will be outlined in the school's negotiated 18 contract documents.</b> 19 <b>The first Annual Report will confirm 20 completion of the items listed above, or, if the 21 concern is not corrected, will identify the 22 uncorrected unsatisfactory performance on each item 23 that will be subject to further Public Education 24 Commission action.</b> 25 COMMISSIONER BRAUER: Second.</p>	189	<p>1 THE CHAIR: Commissioners, the other 2 school is here with their kindergarten. 3 (Recess taken, 1:42 p.m. to 2:15 p.m.) 4 THE CHAIR: The first time you speak, if 5 you will just introduce yourself, spell your last 6 name, your role at the school, and then we're good 7 for the rest of the time. And whatever 8 introductions you want to do, fine. 9 And the green light has to be on on 10 that -- the green light has to be on. Press it 11 hard. There you go. You don't have to leave your 12 finger on it. 13 MS. STEPHANIE BEHNING: Hello, everyone. 14 Thank you so much. My name is Stephanie Behning. I 15 am the -- oh, too close. 16 My name is Stephanie Behning. And I'm 17 the -- and my last name is spelled B-e-h-n-i-n-g. 18 Okay. We will start over there. 19 So I would like to welcome everyone to the 20 beginning of our presentation, which is our -- is 21 based on our mission-specific goal, our 22 demonstration of mastery. 23 And this demonstration of mastery you are 24 going to watch today is focused on math. And it's 25 performed by one of our kindergarten classes. And</p>



<p style="text-align: right;">190</p> <p>1 it is titled "The Ice Cream Shop."  2 (Presentation conducted.)  3 (Video played.)  4 MS. STEPHANIE BEHNING: Thank you,  5 Kindergarten. That was amazing.  6 THE CHAIR: Many of the schools are  7 capturing kindergarteners to bring with them; so --  8 now we know what the secret sauce is, and we need to  9 bring kindergarteners with us.  10 MS. STEPHANIE BEHNING: And now, before we  11 move on, we would like to present you with some of  12 our school lunch. And what's sitting in front of  13 you is posole with red chile locally sourced from  14 Rancho de Santa Fe through the New Mexico Grown  15 grant.  16 UNIDENTIFIED SPEAKER: Are we back to a  17 regular schedule?  18 (Off-mic discussion.)  19 THE CHAIR: No, we're going to go back  20 to -- yeah. Yeah. So we'll go back to our -- the  21 agenda we've been following.  22 So the Charter School Division will give  23 their report and recommendation. And if there is  24 anyone here for tribal input, we would then hear  25 them. You will have your opportunity to do your</p>	<p style="text-align: right;">192</p> <p>1 critical thinking, and creativity.  2 Teaching and learning are research-based,  3 challenging, data-driven, and relevant to unique  4 student needs and interests.  5 The school serves pre-K through 8.  6 Last year's 120th-day enrollment count was  7 654 students.  8 The school provides food and  9 transportation.  10 The head administrator, Ms. Stephanie  11 Behning, is in her second year as the head  12 administrator, although she's been at the school for  13 four years.  14 I was not part of the renewal visit;  15 although, I've been to the school. The renewal site  16 visit lead was Cheryl Rowe, accompanied by Lucy  17 Valenzuela, and Kristen LaVolpa, with Martica Davis  18 and Ken Norris participating online.  19 The Charter Schools Division recommends  20 renewal for Turquoise Trail for five years without  21 conditions.  22 And I will go on to explain the  23 justification for that recommendation.  24 And we might have made a slight edit to  25 the recommendation based on some recent information,</p>
<p style="text-align: right;">191</p> <p>1 presentation. And then we'll do public comment for  2 anyone that's signed up. And then it turns to our  3 questions; okay?  4 DIRECTOR CORINA CHAVEZ: All right. Good  5 afternoon, Chair Gipson, Commissioners, and  6 Turquoise Trail community. Thank you for being here  7 today.  8 My name is Corina Chavez. I'm the  9 director of the Charter Schools Division, and I'm  10 here to provide the PED's evaluation for  11 Turquoise Trail.  12 As you all may know, Turquoise Trail is a  13 charter school that converted from a traditional  14 public school to become a charter school in 1994.  15 It's one of the oldest charter schools that exists  16 in the state. And this was after the 1993 charter  17 school law before PEC were authorizers.  18 Santa Fe Public Schools was their  19 authorizer from 1994 until 2015, when  20 Turquoise Trail renewed with the Public Education  21 Commission. This is their third renewal application  22 with the Public Education Commission.  23 Turquoise Trail serves a diverse community  24 of students and families in a safe and supportive  25 environment fostering communication, collaboration,</p>	<p style="text-align: right;">193</p> <p>1 so I'll start out with academics.  2 The school performs -- currently performs  3 lower than the district and the State in math and  4 reading; however, the application described several  5 adult actions implemented to address the academic  6 stagnation and offering bilingual education and  7 making core curriculum changes and enhancements,  8 reorganizing the schedule by content area experts,  9 providing math and MLSS coaching.  10 The school recently adopted a new ELA and  11 math curricula. So they're using Amplify, Bridges,  12 and Eureka Math to align vertically across the grade  13 levels and with the goal of assuring cohesiveness,  14 improving comprehension, and boosting academics  15 outcomes.  16 The school offers tutoring in reading from  17 Reading Quest and Math Emergency tutoring.  18 Faculty meet weekly in PLCs to discuss  19 student needs, collaborate on curriculum, and  20 analyze short-cycle assessments. They use Istation  21 and MAP as their formative assessments to inform  22 instruction.  23 The school shared that they are committed  24 to providing a foundation at the pre-K level to  25 foster future success.</p>

194	<p>1 Data shared from the '23-'24 iMSSA</p> <p>2 assessment shows growth from the beginning to the</p> <p>3 end of the year for all grade levels in math and</p> <p>4 reading, except for fifth. However, the most recent</p> <p>5 Vistas results show that the school is maintaining a</p> <p>6 designation as Traditional in 2023 -- 2022-'23, and</p> <p>7 the score was 41.8. And in '23-'24, it went up</p> <p>8 slightly to 42.5.</p> <p>9 However, the school -- the school's growth</p> <p>10 is rated below the State in terms of subgroup and</p> <p>11 overall students, as well as the proficiencies are</p> <p>12 below both the district and State averages.</p> <p>13 In terms of the financial and</p> <p>14 organizational performance of the school, in fiscal</p> <p>15 year '23, the audit reflects that there were three</p> <p>16 audit findings, three new audit findings. One was a</p> <p>17 material weakness. One was a significant</p> <p>18 deficiency.</p> <p>19 And on another indicator, the charter</p> <p>20 school did not receive the business manager change</p> <p>21 notification in a timely manner. So that is why the</p> <p>22 school was given a Does Not Meet and a Working To</p> <p>23 Meet respectively for those two indicators.</p> <p>24 Because the school has adopted a clear</p> <p>25 reconciliation process and has worked with auditors</p>	196	<p>1 completed the readiness assessment, and provided</p> <p>2 input into the school's programs.</p> <p>3 Staff has completed half of the Black</p> <p>4 Education Act anti-racism training and plans to</p> <p>5 complete the rest soon. By now, maybe that's</p> <p>6 already been done.</p> <p>7 School leadership is taking active</p> <p>8 measures to address inequities, bullying and racism</p> <p>9 at the school by inviting guest speakers, by bid</p> <p>10 inviting professional development for all the staff,</p> <p>11 and conveying the message of kindness and tolerance</p> <p>12 throughout the school body.</p> <p>13 They offer community events that honor</p> <p>14 diversity and welcome all families and stakeholders.</p> <p>15 The school's leadership team has offered</p> <p>16 professional development on culturally and</p> <p>17 linguistically responsive teaching and learning.</p> <p>18 Implementation has been a bit inconsistent because</p> <p>19 of teacher turnover, but they plan to revisit the</p> <p>20 training for the new and returning teachers.</p> <p>21 In terms of the mission-specific goals the</p> <p>22 school has met the standards. Every other year</p> <p>23 during the charter term, they have either met or</p> <p>24 exceeded their mission-specific goals. And we saw a</p> <p>25 really excellent example today. Thank you for --</p>
195	<p>1 to clean up their processes, and because the board</p> <p>2 has maintained a board of finance for the duration</p> <p>3 of the contract, the CSD rated the school as</p> <p>4 Demonstrating Substantial Progress.</p> <p>5 That said, I think that there's still a</p> <p>6 lot of room to grow with the school's financial</p> <p>7 management of the school. And just next week, we</p> <p>8 are sitting down with the school and the finance</p> <p>9 committee to talk about what are some of the</p> <p>10 processes that they've put in place and how can we</p> <p>11 continue to see improvement -- how can we see</p> <p>12 improvement in the financial performance.</p> <p>13 In terms of the governance performance,</p> <p>14 the school has a very engaged governing board. All</p> <p>15 training hours have been met throughout the charter</p> <p>16 term. There were two Working To Meet ratings during</p> <p>17 the charter term due to untimely notification. This</p> <p>18 section is also rated as Demonstrating Substantial</p> <p>19 Progress.</p> <p>20 In terms of equity and identity, the</p> <p>21 school has made tremendous strides in terms of</p> <p>22 establishing and maintaining an equity council.</p> <p>23 This year, the equity council consists of twelve</p> <p>24 members representing a diverse section of the</p> <p>25 school's population. They meet regularly, have</p>	197	<p>1 for that. We -- it warmed all our hearts, and</p> <p>2 especially, as a former kindergarten teacher,</p> <p>3 brought a lot of joy to the day.</p> <p>4 In terms of the other indicators in the</p> <p>5 renewal Part B, the school rated as Demonstrating</p> <p>6 Substantial Progress, and there were no Failing To</p> <p>7 Demonstrate.</p> <p>8 The school's educational program has</p> <p>9 suffered from some levels of disruption from COVID,</p> <p>10 as have all of the schools under renewal, and high</p> <p>11 teacher turnover. However, over the course of the</p> <p>12 charter term, they have worked towards restoring all</p> <p>13 the elements of the educational program.</p> <p>14 For example, the school is promoting more</p> <p>15 hands-on and project-based learning. Student</p> <p>16 demonstrations of mastery are an example of this.</p> <p>17 And teachers are encouraged to incorporate more</p> <p>18 project-based learning in their unit plans. In</p> <p>19 addition, the head administrator has made an effort</p> <p>20 to foster date-driven instruction, which is a</p> <p>21 practice that is growing every year at the school.</p> <p>22 After-school enrichment has been a</p> <p>23 challenge. But they recently partnered with the</p> <p>24 Boys and Girls Club to facilitate aftercare.</p> <p>25 The school's educational program is</p>

<p style="text-align: right;">198</p> <p>1 expanding as they have recently added the Spanish 2 bilingual component to their curriculum.</p> <p>3 Arts integration has been very successful, 4 as evidenced by the delightful student artwork 5 throughout the campus and what was brought to the 6 PED today.</p> <p>7 Other performance indicators, the school 8 provided a detailed explanation of adult actions 9 that are taking -- that they are taking to remedy 10 issues on the performance framework. There's a lot 11 of green over the charter term, but a few yellows 12 and reds.</p> <p>13 For example, to address the letter they 14 received from the Language and Culture Division 15 concerning English Language Learner identification, 16 the school has hired a dedicated EL and a bilingual 17 director. This new position is ensuring the 18 school's compliance for improving the quality of 19 supports to English Learners.</p> <p>20 The EL and bilingual director will be 21 working closely with Nova and records coordinator to 22 ensure that all EL data is correctly entered into 23 the system. And to improve attendance and 24 retention, the school is working to improve 25 communication with families.</p>	<p style="text-align: right;">200</p> <p>1 Great. Thank you, Lucy. Could you go to -- let's 2 see -- the next slide and then the following slide.</p> <p>3 Yes. Thank you.</p> <p>4 So we'll start here. So Turquoise Trail, 5 as was just said, is one of the oldest charters in 6 New Mexico. And one of the things that has really 7 stuck with Turquoise Trail is the student-centered 8 approach to learning.</p> <p>9 Before I arrived at Turquoise Trail, I did 10 a lot of research about the school, because it's 11 very important to me to be a part of a school that I 12 believe and wish to support. So the arts-centered 13 approach is also -- has also been at the core and 14 the foundation of the school.</p> <p>15 And so what we have done in the last few 16 years is to really bring that foundational approach 17 of the arts integration back into the school, and 18 the bilingual component as well, to ensure that we 19 are -- one of our core values is tradition. And we 20 very much believe in supporting the tradition of the 21 school and supporting our families and the 22 generations of families that continue to come to 23 school at Turquoise Trail. And you'll hear more 24 about that a little bit later in the presentation. 25 Next slide, please.</p>
<p style="text-align: right;">199</p> <p>1 Lastly, the school has hired a testing 2 coordinator to address State assessment 3 requirements.</p> <p>4 So, in conclusion, like the other schools 5 that have come before you today, Commissioners, this 6 charter school has room for improvement, especially 7 as it pertains to academic proficiencies and growth.</p> <p>8 However, we feel -- the CSD -- recommends 9 that the school needs to exist, just the love that 10 you see here today for the school, the creation of 11 joy of learning. They feed their students food from 12 a kitchen that they have at the school. They 13 provide transportation. They lean into student 14 culture when they can, and they engage families. So 15 we recommend five years.</p> <p>16 THE CHAIR: Thank you. So are we aware of 17 anyone for tribal input?</p> <p>18 MS. MELISSA BROWN: We are not aware of 19 anybody for tribal input. Is there anybody on Zoom 20 who is here to provide official tribal government 21 input? Please raise your digital hand.</p> <p>22 (No response.)</p> <p>23 THE CHAIR: Okay. Thanks. Whenever 24 you're ready.</p> <p>25 MS. STEPHANIE BEHNING: Okay. All right.</p>	<p style="text-align: right;">201</p> <p>1 So you saw our demonstration of mastery 2 performance. There will be some more information at 3 the end of this presentation about how the 4 demonstration of mastery connects with our core 5 curriculum and how the arts integration connects 6 with our core curriculum as well.</p> <p>7 What you see in this photo, I'll briefly 8 describe. Under the demonstration of mastery is 9 some kindergarten students actually making a 10 stop-motion animation video. And it's based on -- 11 it's based on writing, and it's based on reading.</p> <p>12 And so we really look to incorporate all 13 of the different modalities into the demonstration 14 of mastery.</p> <p>15 As far as student outcomes go, the focus 16 on arts integration has been very important to us, 17 because what we have found is that our students 18 thrive in hands-on experiences and not so much in -- 19 from traditional paper-pencil test-taking. But we 20 want them to thrive in that area as well, because as 21 we know, we need data. We need to see how our 22 students are doing.</p> <p>23 And we are also able to obtain data from 24 our demonstration of mastery and through arts 25 integration.</p>

<p style="text-align: right;">202</p> <p>1           So what we've looked at as far as student 2 outcomes is when I arrived at Turquoise Trail, there 3 was not a cohesive curriculum across grade levels. 4 It was very much every grade level might have been 5 doing a different thing. And it was presented to 6 me, like, a child could do a volcano every single 7 year. Doesn't seem very productive. Volcanos are 8 fun, of course, but not every single year. 9           So what does that look like? Well, that 10 is ensuring that we have very, very strong 11 curriculum. Research shows that if you do not have 12 a strong curriculum, you're not going to be 13 successful. 14           And if you follow curriculum, really, 15 almost any curriculum, with fidelity, you are going 16 to be successful. But you have to follow that 17 curriculum, and as an administration, you have to 18 support your teachers in implementing that 19 curriculum, and so the teachers can support our 20 students and our families as well. 21           So as part of Turquoise Trail, at first, 22 when I was a principal and now as a head 23 administrator, that's been a very important part of 24 our process, to increase our student success and 25 student outcomes, because the academic stagnation</p>	<p style="text-align: right;">204</p> <p>1           collaborating as well. And I'm going to talk about 2 that when I talk about educational programming next. 3           So as far as our educational programming 4 goes, we needed to make our school a bilingual 5 school. This was a goal of ours. But we need 6 teachers. So we didn't have a teacher for every 7 single class. So we needed to be creative about how 8 we did it. 9           Now, there's something called a "team 10 staffing approach" to -- to staffing teachers. And 11 what we do is now we have content expert teachers 12 who teach our students. 13           I've been a part of this model at a very 14 successful school in the past, where students 15 actually rotate. They go to humanities; they go to 16 STEM; and then they go to their Spanish class. So 17 each teacher is able to really focus on their 18 content and dig deeply into it. And so every single 19 child has access to a great teacher who's able to 20 focus on the content, which, when you look at the 21 one-teacher, one-classroom model, it fosters many 22 inequities. And that has also been proven in 23 research. 24           And to expect our teachers to be able to 25 successfully teach every single subject is really</p>
<p style="text-align: right;">203</p> <p>1           has been severe, and we recognize that. 2           We also, though, want to recognize the 3 growth that our students show, because we do want to 4 ensure that our teachers are supported in this 5 process and feel motivated to teach our kids and to 6 see the growth as well. 7           So we are really looking for, as you saw 8 today, the joy in everything we do to make sure we 9 maintain that positivity throughout our school. 10           And so as far as educational support goes 11 and across the state, we have seen decline in math 12 everywhere. And math is connected to reading. So 13 when you read, when you dig in deep into the data, 14 which we do as an administrative team, and with our 15 teachers, and we read the questions, we get in 16 there. We do that work. 17           And so we brought in Reading Quest to 18 tutor our students. And then we came up with 19 something called The Math Emergency. And so we've 20 had a math tutor at our school and are bringing a 21 second math tutor in January to model similar things 22 that Reading Quest has done as far as identifying 23 students who need the most support in math. And so 24 they're getting support both in math and reading. 25           And then our content expert teachers are</p>	<p style="text-align: right;">205</p> <p>1           unrealistic. And so moving towards this model, we 2 have already seen -- seen growth. We've seen 3 increased collaboration amongst teachers. 4           It's not, "Just go in your classroom and 5 shut your door and teach." 6           Teachers meet weekly in their PLC 7 meetings. And we have built more of a community 8 with our teachers throughout the school. And 9 they're able to collaborate, then, across grade 10 levels and talk to each other about what's happening 11 and scaffold better because they have the connection 12 through -- because we'll have a math meeting, and we 13 can have all the math teachers in the room together, 14 and they can share what is going on with the kids. 15 And it is very, very impactful. 16           Next slide, please. 17           I'd like to speak about our pre-K program. 18 We have five pre-K classes at Turquoise Trail. We 19 serve students as young as three years old. And our 20 pre-K program is very important and foundational, 21 because it starts our students with pre-reading, 22 pre-math activities from a very young age, so then 23 they're ready when they go to kindergarten. 24           And so basically what it looks like is 25 our -- it's very much play-based, which a lot</p>

<p style="text-align: right;">206</p> <p>1 teachers call also "work time." So students have  2 their work time and make plans on what they're going  3 to play. So it's not just, like, "Okay, everyone go  4 play." It's actually very intentional about what  5 they're going to be doing. And they make plans, and  6 they play their plan. And they communicate with  7 their teachers if they're going to change their  8 plan.  9 They start their hands-on experiences and  10 introductions to basically foundations for a  11 demonstration of mastery as well. And we have a  12 very inquiry-based approach to our pre-K program.  13 Next slide, please.  14 As far as governance and financial  15 compliance, we really focus on collaboration and  16 transparency. As we are striving to eliminate any  17 future audit findings and evaluate how to improve  18 our processes in the future, we meet with our  19 finance committee and our business manager  20 frequently. And so we're able to really communicate  21 where we went wrong in the past and then ways to  22 improve, because there are some deficiencies, as was  23 mentioned in the report.  24 As far as our governance council goes, we  25 have spent this last year -- at our annual meeting,</p>	<p style="text-align: right;">208</p> <p>1 It's actually a beautiful thing to have  2 all data live and all at once so you can see it. I  3 think it's a great thing. But we also need to  4 become as familiar with it, so we can be successful.  5 Waivers being submitted on time; that's  6 been a big one. And then hiring staff with  7 appropriate credentials so we don't have to submit  8 waivers; I mean, that would be the goal.  9 And so we're really working on that. And  10 it has helped that we are looking at this content  11 expert model so we can find teachers that have this  12 experience.  13 And we have very strong -- a strong group  14 of teachers at our school this year. So next slide,  15 please.  16 And, finally, our school lunch.  17 So for the last few years that I've been  18 at Turquoise Trail, school lunch has been a little,  19 you know, off and on. Last year, we had a very  20 rough time with one of our vendors. And people were  21 very unhappy with the lunch; students, families, our  22 staff, teachers, the head administrator. And so we  23 knew we needed to make a change, and we wanted to  24 bring things in-house.  25 But, as you all know, bringing something</p>
<p style="text-align: right;">207</p> <p>1 the administrative team and the council collaborated  2 together to look at the data that we had in front of  3 us and to really dig deeply into it to establish  4 what our goals should be.  5 And so, as a team, that's where we  6 established The Math Emergency, because that was an  7 area of high need, and then attendance as well. But  8 it has been really, really great to collaborate with  9 council members. So they understand the "why"  10 behind things are happening, and we also understand  11 the "why" behind where they're coming from through  12 policy as well.  13 Okay. So this is a big one.  14 We want to stop all reporting errors. And  15 so, basically -- and it was mentioned in the report  16 as well. We really need people dedicated to this at  17 our school.  18 So we have a dedicated Nova and records  19 coordinator that work closely with our bilingual and  20 EL director. And so we can understand exactly what  21 we need to do.  22 And we are asking questions and figuring  23 it out through asking as many questions as possible,  24 because, as you know, the Nova on-boarding has been  25 somewhat of a struggle.</p>	<p style="text-align: right;">209</p> <p>1 in-house is a scary thing to do. But because we  2 have such a strong team and strong teachers, we felt  3 confident that we could do this.  4 So Chef Patty is our kitchen manager. And  5 she makes our school lunch very enjoyable and works  6 very closely collaborating with her team.  7 One of the things that she, Patty, does  8 focus on is the variety and the cultural component  9 behind the food that we serve. So we're not just  10 serving a variety of foods, but she's also thinking  11 about where the food comes from originally and is  12 able to communicate that with our students.  13 And so we see students now eating a  14 variety of foods happily, even Brussels sprouts.  15 It's a real thing. And our admin staff, in an  16 effort to support our cafeteria more, rotates  17 throughout lunchtimes. And we do lunch duty as an  18 administrative staff.  19 I have Thursdays. And last Thursday, I  20 was talking to some students about broccoli, because  21 we were eating teriyaki chicken, and we had -- one  22 student was chewing on the broccoli saying, "I  23 really don't like broccoli that well."  24 And another student looked at her and  25 said, "But you're eating the broccoli right now."</p>

<p style="text-align: right;">210</p> <p>1 And another student said they had never 2 cared for broccoli until they ate one of our school 3 lunches. 4 So we really want to expose our students 5 to a variety of foods, make sure they're fed. 6 Because unless you're -- when you're hungry, you 7 can't learn hungry. And so it is so important to 8 our school community that our kids are fed well. 9 And feedback that I have received from families is 10 that some students don't -- "You don't need to pack 11 me a lunch anymore. I'm just going to go to school 12 and eat the food. I don't even know what's on the 13 menu today, but I'm ready to eat it." 14 And that is actually something I've never 15 heard of. 16 So we're very, very proud of our school -- 17 our school lunch program this year. 18 And I would like to end this presentation 19 with a video that focuses on our 20 demonstration-of-mastery process. So, hopefully, 21 technology will be our friend. 22 (Video played.) 23 MS. MELISSA BROWN: Cindy, I was letting 24 the Commission know we have one minute 18 seconds 25 left, and Commissioner Carrillo was asking us to</p>	<p style="text-align: right;">212</p> <p>1 sounds like. Never mind. It's a chime, like a 2 bell. 3 Quana King is the first of our -- also, 4 please remember we need you to spell your last name 5 for the court reporter who is on Zoom. So -- and 6 then we'll start the timer once you've spelled your 7 name. 8 And I'm trying to find Quana. Sorry. 9 Here you are. That's the sound of the chime. 10 All right. So, Quana, you have the 11 ability to speak, and when you're done spelling your 12 name, we'll put the timer on. 13 FROM THE PUBLIC: Howdy. Actually, the 14 only reason I put my name before is just for me and 15 another teammate. 16 MS. MELISSA BROWN: Eighteen people, then. 17 All right. Thank you. 18 Next we have Katarina Miller. 19 FROM THE PUBLIC: Hi. Can everyone hear 20 me? 21 MS. MELISSA BROWN: Yes, we can her you. 22 FROM THE PUBLIC: My name is Katarina 23 Miller. My last name is spelled M-i-l-l-e-r. So 24 Turquoise Trail has an amazing support system and 25 provides amazing foundations for students</p>
<p style="text-align: right;">211</p> <p>1 continue with the video. 2 MS. STEPHANIE BEHNING: We weren't 3 planning on playing the entire video, but we did 4 want to play a little bit more, because there's some 5 good stuff. 6 (Video continues.) 7 MS. STEPHANIE BEHNING: Thank you. There 8 is more, if you would like to view it later. But we 9 know it is long. So that's where we agreed that we 10 would cut it off. 11 THE CHAIR: Okay. Thanks. We're now on 12 to public comment. There are 19 -- 19. 13 MS. MELISSA BROWN: There are 19 people 14 signed up. You have two minutes and two minutes 15 only. There will be an alarm that chimes; okay? If 16 you're a child, I will be more lenient. If you're 17 an adult, I'm turning off the mic -- no, I'm not 18 turning off the mic. I'm just saying please try to 19 keep it to two minutes; okay? 20 So you'll be coming up here. We'll start 21 with the people actually on Zoom first. 22 So, again, people on Zoom, you will hear a 23 chime when the two minutes is up, and we'll ask you, 24 at that time, when you hear the chime -- I'm going 25 to play the sound so you guys can know what it</p>	<p style="text-align: right;">213</p> <p>1 everywhere. 2 It allowed me to thrive at my high school, 3 ATC, and even allowed me to get into a university in 4 Cambridge, England, which is where I am now. An 5 amazing environment for everybody to the point where 6 I have gone back many times to do volunteer work and 7 just to see the school. 8 And it's really nice. And I really 9 enjoyed it there, and I think they will allow 10 students to do whatever they want to do afterwards. 11 They can go anywhere, anyplace, and be anything. 12 MS. MELISSA BROWN: Okay. Thank you very 13 much. 14 All right. So the next person is Shalene 15 Cruz. I have a question for Shalene Cruz, because 16 you said Sterling Simons (ph) was with you. But I 17 have a Sterling Simons (ph) here in the room. So 18 I'm not sure if we have two Sterlings or -- he's 19 with her now. Okay. 20 So we'll have Shalene Cruz, followed by 21 Sterling Simons (ph), as soon as I can find their -- 22 okay, Shalene, I've given you permission to talk. 23 FROM THE PUBLIC: Hello. Can you hear us? 24 MS. MELISSA BROWN: We can. 25 FROM THE PUBLIC: My name is Shalene Cruz.</p>

<p style="text-align: right;">214</p> <p>1 I have Sterling Simmons here in my class with me. 2 Shalene is S-h-a-l-e-n-e. Cruz is C-r-u-z. 3 I've been teaching now at Turquoise Trail 4 for about four years as a humanities teacher, and I 5 have now taken on the role as the PTA president. I 6 didn't originally set out to be a teacher. 7 And I originally graduated in 2019 with an 8 English master's, and I was teaching as an adjunct 9 professor at first. And then I kept seeing that 10 there was a gap in student performance and 11 expectation. 12 So I kind of asked myself if I could catch 13 students before they came into my college classroom. 14 And I ended up looking for an elementary 15 school/middle school somewhere that you could apply 16 my knowledge and kind of fix that gap in my own way 17 as best as I could. 18 And so that brought me to Turquoise Trail. 19 I was looking for a school that would be accepting 20 of me as an individual and also as a creative. 21 And I also kind of found my home here, 22 because our school really focuses on giving every 23 single student a chance, and, as someone who kind of 24 had a troubled education, as I was coming up on my 25 own, that really spoke to me a lot.</p>	<p style="text-align: right;">216</p> <p>1 THE CHAIR: Thank you very much. Okay. 2 So next I have a question, again, for the people in 3 Zoom. I have a Gregory Baker, but I don't see a 4 Gregory Baker. So if there's -- Gregory, if you're 5 using somebody else's -- oh, you're Shalene. I will 6 let you talk again. All right. Go ahead. 7 FROM THE PUBLIC: I was just going to say 8 that Gregory Baker was added also for attendance 9 purposes, not to actually speak. 10 MS. MELISSA BROWN: Okay. Thank you. I 11 clearly need to do a better job in my directions. 12 All right. Jennifer Lindover (ph) -- I'm 13 doing the best I can with your name. Sorry. 14 Struggling -- all right. Jennifer. 15 FROM THE PUBLIC: I had just put my name 16 in the chat to let everybody know that I was 17 attending virtually. 18 MS. MELISSA BROWN: Okay. Thank you. 19 How about Tala Miller? Did you also put 20 your name down just to let us know you were here? 21 Lucy, I'm not promoting them. Okay. 22 FROM THE PUBLIC: I also did as well. But 23 I don't mind speaking for, like, a minute or so. 24 MS. MELISSA BROWN: That's great. Please 25 do so.</p>
<p style="text-align: right;">215</p> <p>1 And we work really hard to make an effort 2 to find a way in to support every single student 3 that comes through our doors. 4 And so I think that that personal 5 investment into the school is really dear to me and 6 will keep me invested for years to come. 7 I really enjoy being part of the community 8 in multiple ways, and I'm super thankful that I have 9 a place to do so. 10 MS. MELISSA BROWN: Next, can we have 11 Sterling, please? 12 FROM THE PUBLIC: My name is Sterling 13 Simmons. It is spelled S-t-e-r-l-i-n-g, my first 14 name. And then last name S-i-m-m-o-n-s. 15 I came to this school, and I have been 16 here since pre-K. I really like the school because 17 of all the support the teachers give us. And I feel 18 like they're building more of a friend relationship 19 than, like, a teacher relationship. 20 And they give us a lot of support through 21 many things, whether it's schoolwork or things that 22 we're having trouble with. And I feel like this is 23 a good school's environment, and I really enjoy it. 24 Yeah. Okay. 25 Cool. Thank you.</p>	<p style="text-align: right;">217</p> <p>1 FROM THE PUBLIC: So hi. I'm Tala. First 2 name is T-a-l-a, and last name is Miller, 3 M-i-l-l-e-r. 4 MS. MELISSA BROWN: And you love your 5 school; right? 6 FROM THE PUBLIC: Definitely. Everybody 7 here that I see on the screen is -- are super 8 awesome people that dedicate a lot of time to their 9 class, and it's awesome to be around. 10 I see everybody from, like, the pre-K to 11 the middle school. It's just a lot of love there. 12 And, yeah, it's a cool place to work. 13 MS. MELISSA BROWN: Thank you very much. 14 How about Lucy Brockman? Did you want to 15 make public comment? 16 We'll come back to you, Lucy. If you want 17 to raise your digital hand and let me know. 18 We'll move to the room now. I'm feeling a 19 lot more comfortable time-wise. And we'll start 20 with a name we're all familiar with, which is Matt 21 Pahl. 22 MR. MATT PAHL: Madam Chair, members of 23 the Commission, my name is Matt Pahl. M-a-t-t. 24 Last name is P-a-h-l. 25 I'm both here in attendance, and I would</p>

218	<p>1 like to speak. I want to -- there's a lot of</p> <p>2 comments here. I just want to make two of them.</p> <p>3 When I joined the Turquoise Trail board</p> <p>4 four years ago, I've encountered a school that is</p> <p>5 community-focused and student-centered. And the</p> <p>6 community speaks for itself; it's in the room here</p> <p>7 today.</p> <p>8 But I do want to note something about the</p> <p>9 community of Santa Fe.</p> <p>10 It's a small town that has a lot of</p> <p>11 divisions within it. You know, it's socioeconomic</p> <p>12 divisions; it's any number of them.</p> <p>13 All of Santa Fe feels comfortable at</p> <p>14 Turquoise Trail. And it's not always easy to find</p> <p>15 in this town. And I think it's knowable. I think</p> <p>16 you see it in the audience, and I think you see it</p> <p>17 in the people who are showing up to speak for the</p> <p>18 school today.</p> <p>19 So just want to note that, and then also</p> <p>20 note the work that the board had done.</p> <p>21 I really appreciated the Charter School</p> <p>22 Division's synopsis of identifying academic</p> <p>23 stagnation, and that some adult decisions are</p> <p>24 leading the way to make changes in that.</p> <p>25 It's something this board takes very</p>	220	<p>1 I went to Turquoise Trail through sixth grade.</p> <p>2 When I first got there, I was not treated</p> <p>3 as a classmate or a student; I was more treated as</p> <p>4 family or as an equal.</p> <p>5 Also, when I got there, most of the</p> <p>6 teachers didn't act like the grades did not matter</p> <p>7 or that nothing -- or that -- as long as the</p> <p>8 students passed, they were happy. They wanted to</p> <p>9 make sure you were doing well and that you weren't</p> <p>10 struggling or had any things that you were -- that</p> <p>11 you weren't able to talk about because you were</p> <p>12 scared.</p> <p>13 In fifth grade, I especially liked it</p> <p>14 because I had a very special teacher who really</p> <p>15 loved to make sure students were doing good in her</p> <p>16 class, and, if they weren't, she would try to see</p> <p>17 what's wrong or if there was any way she could help.</p> <p>18 And her name was Shalene.</p> <p>19 After fifth grade, I was kind of</p> <p>20 intimidated by sixth grade, as I thought it would be</p> <p>21 just like movies portray it, with bullies taking</p> <p>22 lunch money and food fights every other week. But</p> <p>23 when I got on campus, everyone treated me as an</p> <p>24 equal. No one cared if I was struggling in any</p> <p>25 classes. They just cared that I would be able to be</p>
219	<p>1 seriously. It starts with the president -- and you</p> <p>2 can see it in every member of our board -- that it's</p> <p>3 something that makes for robust discussion. It</p> <p>4 makes for robust discussion in our management of our</p> <p>5 director, as well as the policies that we really</p> <p>6 consider are how we lead the school.</p> <p>7 And so I -- I just note those things</p> <p>8 because it's something that, as someone who has</p> <p>9 watched boards across the state manage schools,</p> <p>10 whether they're traditional public schools or</p> <p>11 charter school boards, this is how we want adults to</p> <p>12 be acting in the face of the data they're seeing.</p> <p>13 And it's something that's impressive, and it's</p> <p>14 something that I believe will make sure the school</p> <p>15 ends up in the place that they hope for all of our</p> <p>16 students moving forward.</p> <p>17 So thank you.</p> <p>18 MS. MELISSA BROWN: Thank you very much.</p> <p>19 Now, our next person's last name is Miller. Simone,</p> <p>20 maybe? Or a "G" name? You? Okay. Great. Can't</p> <p>21 tell if it's an "S" or a "G."</p> <p>22 FROM THE FLOOR: Hello. My name is</p> <p>23 Giuseppe Miller. That is first name,</p> <p>24 G-i-u-s-e-p-p-e. Last name, M-i-l-l-e-r. I'm</p> <p>25 currently an eighth-grader. I currently go to ATC.</p>	221	<p>1 happy.</p> <p>2 Then sixth grade, I learned that all the</p> <p>3 teachers, not just some of them, decided that all</p> <p>4 students needed to do well. And so they start --</p> <p>5 and so I figured out the teacher style. It wasn't</p> <p>6 just, "Oh, learn a problem and do this." It is</p> <p>7 learning how to understand and figure out and work</p> <p>8 out a problem. Although sometimes problems aren't</p> <p>9 just as easy as A plus B equals C, and you're</p> <p>10 completely done. The teachers made sure you had to</p> <p>11 talk about your problems.</p> <p>12 In conclusion, ATC may be completely</p> <p>13 different from Turquoise Trail. There is also a lot</p> <p>14 of similarities. And just as long as you're</p> <p>15 yourself, you will do absolutely fine. Thank you</p> <p>16 for your time.</p> <p>17 MS. MELISSA BROWN: Thank you, Giuseppe.</p> <p>18 Apologize. Now that you tell me your name, it looks</p> <p>19 completely obvious.</p> <p>20 Josephine Adams.</p> <p>21 FROM THE FLOOR: Hello. I'm Josephine</p> <p>22 Adams. J-o-s-e-p-h-i-n-e. Adams, A-d-a-m-s. I am</p> <p>23 the art and STEAM teacher. I am a working artist</p> <p>24 here in Santa Fe. I've lived here for 35 years, and</p> <p>25 I've driven by Turquoise Trail for 30 of those</p>



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1 years.

2 I have my master's in fine arts, and I

3 have taught at three other schools here in Santa Fe

4 and have been at Turquoise Trail for the last two

5 years.

6 And I feel like I am home. I love it

7 there. I love the children. I love the family. I

8 love my own coworkers, my -- the staff and the

9 administrators. And I think it's a really special

10 place.

11 I love that it's an art integration

12 school. And, like you've heard from everyone, art

13 is truly the foundation of learning. And you can

14 see that when you come there and watch all the

15 children.

16 I think that the thing that's unique here

17 and that I see every single day, that all my

18 co-teachers, every single day, try to bring their

19 best self to work and that they really care about

20 the families and the children. And I think that's

21 kind of a trickle-down effect from the staff and the

22 administration.

23 I think we get that because there's a

24 strong sense of community here at Turquoise Trail

25 and you feel that when you walk in the doors. You

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1 feel the support and the love and that people are

2 truly here working because they care about this

3 community and they care about the education of all

4 the children that come here every single day.

5 So I personally feel really honored that I

6 get to work at Turquoise Trail every day and work

7 with these incredible children. Some of them are in

8 the room, and their families, and my coworkers, the

9 staff, and the administrators. Thank you.

10 MS. MELISSA BROWN: Thank you. Next we

11 have Leo Webb.

12 FROM THE FLOOR: Hello. My name is Leo

13 webb. And how to spell my name, W-e and two B's.

14 The reason why I love my school and -- well, there's

15 a lot of reasons. But one reason, our Coyote

16 parties. Well, if we do good in all of our four

17 classes, we get a Coyote card.

18 And the reason two, reading and Spanish.

19 Reading, we're reading Coraline, which is a movie

20 and a book. And in Spanish, we're just doing

21 Spanish, like always.

22 Three, I feel safe in the school.

23 Four, I love to play on my trumpet in

24 mariachi and band.

25 Five, I love the mountains once I go

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1 outside for recess. And we should keep care of our

2 mountains.

3 Thank you very much.

4 Does anyone have any questions?

5 MS. MELISSA BROWN: Leo, the Commissioners

6 have to wait until you guys are done. But they

7 might have questions after that.

8 Hailey Marquez.

9 FROM THE FLOOR: Hi. My name is Hailey

10 Marquez. M-a-r-q-u-e-z.

11 Hi. My name is Hailey, and I like

12 Turquoise Trail because I have met some of my

13 favorite teachers and made new friends. We get to

14 make cool and really fun projects. And when I don't

15 understand something, my teachers always help me.

16 And that's why I like Turquoise Trail, because they

17 always make you feel very welcome.

18 And -- I'm so nervous.

19 So trust me when I say Turquoise Trail is

20 the best school ever.

21 MS. MELISSA BROWN: Hailey, remember, they

22 might ask you questions later.

23 Next, we have Beatriz Sanchez Carrillo.

24 Oh, an adult.

25 FROM THE FLOOR: Hello. My name is

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1 Beatriz Sanchez Carrillo. And it's B-e-a-t-r-i-z

2 S-a-n-c-h-e-z C-a-r-r-i-l-l-o. And I work in the

3 health office at Turquoise Trail Charter School. I

4 take responsibility to take care of all our students

5 and staff to the best of my ability.

6 As a grandmother of three students at

7 Turquoise Trail, I am honored to work at the school.

8 I'm proud to say that our students are not just a

9 number. It's more personalized, where our children

10 have more opportunities to grow by getting

11 individualized attention and support needed to

12 succeed.

13 All our children in our school have the

14 opportunity of inclusion no matter what special

15 needs or beliefs they have.

16 Turquoise Trail is unique. We have the

17 best knowledgeable staff. Thank you.

18 MS. MELISSA BROWN: Okay. Next we have

19 Viviana Ortega.

20 FROM THE FLOOR: Hello. My name is

21 Viviana Ortega. It's V-i-v-i-a-n-a. Ortega,

22 O-r-t-e-g-a.

23 All-righty. My name is Viviana Ortega,

24 and I am honored to speak on behalf the Turquoise

25 Trail Charter School. Turquoise Trail Charter

<p style="text-align: right;">226</p> <p>1 School has been a part of my life for over twelve 2 years. 3 I first walked through the doors of 4 Turquoise Trail as a kindergartener. And I 5 graduated from here in sixth grade in 2012. 6 Both of my sisters also promoted from 7 Turquoise Trail Charter School, making the school 8 not just part of my family, but a part of my 9 family's educational story. 10 Four years ago, I returned to 11 Turquoise Trail, this time as a staff member, 12 working as a front office receptionist. 13 Coming back to work at the elementary 14 school I used to attend was so strange. I was 15 finally able to go in the teachers' lounge and use 16 the soda machine in there. But what truly inspired 17 me was witnessing the dedication and love that goes 18 into the day-to-day operations at this school. 19 I'm now the external affairs coordinator. 20 I've coached the school's basketball team for the 21 past three seasons. And at Turquoise Trail, every 22 teacher, staff member, and administrator puts their 23 heart into their work, ensuring not just academic 24 success, but the overall well-being of every 25 student.</p>	<p style="text-align: right;">228</p> <p>1 I had never been a teacher before 2 Turquoise Trail, but I had been a student. And 3 based on that experience, combined with the little 4 experience I've had in my short time as an educator, 5 I realize it's a unique quality that makes 6 Turquoise Trail so important, not only to the 7 students who attend, but also as an example of what 8 education can look like when the core of who the 9 students is held at the center of what we do. 10 Thank you. 11 MS. MELISSA BROWN: Thank you. Our next 12 person, I can let you down. Natahlie Contrero or 13 Contreras. I let you down here. Sorry about that. 14 FROM THE FLOOR: Hi. There I go. My name 15 is Natahlie Contreras. N-a-t-a-h-l-i-e. And for my 16 last name, C-o-n-t-r-e-r-a-s. 17 I have been in the Turquoise Trail 18 community ever since I've been in kindergarten. 19 Over the years since I have joined Turquoise Trail, 20 I have enjoyed what my community does to make this 21 charter so appreciable. The staff and teachers at 22 my charter have been very affectionate, thoughtful, 23 and compassionate, not only to the students, but to 24 all the staff. The staff altruistic feelings have 25 made my school very much bright and significant.</p>
<p style="text-align: right;">227</p> <p>1 Thank you. 2 MS. MELISSA BROWN: Thank you. Now, I 3 think our next person is Mikkee Rivera. 4 FROM THE FLOOR: Good afternoon. My name 5 is Mikkee Rivera. R-i-v-e-r-a. 6 I'm in my second year as a theater arts 7 teacher at Turquoise Trail. And the very first 8 thing I noticed about the school when I met for my 9 interview was the joyous energy exhibited by the 10 students. 11 It was the first time I'd been at a school 12 where it seemed everybody wanted to be there. 13 I learned pretty quickly after I was hired 14 that this was due to the tireless work our school 15 does to make sure that we are teaching curriculum 16 within the context of where these children are, 17 encouraging them to be themselves, not dictate what 18 learning is supposed to look like. 19 I have gotten to see firsthand how this 20 approach builds confidence in the students to 21 advocate for themselves and communicate their 22 emotional and educational needs, as well as the job 23 it does to foster a caring nature that manifests 24 itself through the support for their fellow 25 classmates.</p>	<p style="text-align: right;">229</p> <p>1 As I attend, my community makes this 2 school -- oh, sorry. 3 As I attend, my community makes this 4 school have cherishable, memorable memories. (Audio 5 distortion) festivals, field trips every year, which 6 makes a great experience. The community has also 7 has -- my community has also made wonderful clubs 8 for those who may like music, dancing, or even 9 sports, as they make astounding opportunities for 10 those who enjoy these things. 11 All these things I have said today are 12 what makes this school so remarkable. As I say 13 these words now, my community will make this charter 14 a school that will go on to be greater than it is 15 now. And together, we build a better tomorrow for 16 our charter and this community. 17 Thank you for your time as I appreciate 18 the opportunity to speak with you all today. 19 MS. MELISSA BROWN: Thank you, Nathalie. 20 Good job. Next we have Charles Rothschild. 21 FROM THE FLOOR: Thank you. My name is 22 Charles Rothschild. 23 And I -- it's R-o-t-h-s-c-h-i-l-d. 24 And I came to Turquoise Trail in 2000 25 after my band broke up in Australia. And -- and I</p>

230	<p>1 feel like I've continued learning with you guys ever                  2 since. And I am so appreciative of the chance to                  3 share something from the very first year that I                  4 worked there. And that, I feel, is something that                  5 has been continuously reflected in the people who                  6 work here the entire time.</p> <p>7 In fact, there was a message that was                  8 conveyed from the very first graduating class of                  9 sixth-graders at the time before it was a middle                  10 school that was created. It was a school song. And                  11 the -- what Giuseppe was saying earlier about the                  12 sense of being treated as an equal, I think has been                  13 kind of set down by the kids ever since the                  14 beginning.</p> <p>15 You've heard it from them today. So you                  16 guys, a bunch of us have that in the -- in your                  17 hymnals. So just -- we'll sing a little bit of it                  18 for you right now. It's great. It's Woody Guthrie.                  19 And, you know, it's not under copyright, so it's                  20 okay for Zoom.</p> <p>21 But it's just this -- and if you know it,                  22 and if you're on Zoom, sing along with the kids                  23 here. If we had all the entire place full of kids,                  24 they would all be singing it, too. So let's do our                  25 best to make it sound like that, too.</p>	232	<p>1 experience of a private school, the financial burden                  2 of enrolling two children made that untenable.</p> <p>3 As products of public schools ourselves,                  4 we wondered if there might be an alternative that                  5 offered something more.</p> <p>6 That's when we discovered Turquoise Trail                  7 Charter School. From the very first interaction we                  8 had with the school, we knew we had found the place                  9 to call home for the next eight or nine years. Our                  10 daughter, who turns five, began her journey in the                  11 early childhood program.</p> <p>12 She previously attended a daycare, which                  13 she didn't enjoy and wasn't engaged or excited to                  14 learn. That changed when she met Miss Julie and                  15 joined her class. Under Miss Julie's guidance, our                  16 child found a nurturing teacher, but also began to                  17 develop a love for learning and formed a curious                  18 mind.</p> <p>19 Our son has continued to thrive as a                  20 first-grader. His growth is not only a testament to                  21 the quality of teachers and teachings, but also the                  22 vibrant community Turquoise Trail has cultivated                  23 among students, teachers, and parents.                  24 Turquoise Trail has connected us with the incredible                  25 network of teachers, staff, fellow parents, and</p>
231	<p>1 (Music played.)                  2 Thank you very much. I hope I didn't go                  3 over the two minutes.</p> <p>4 MS. MELISSA BROWN: You did, but it's                  5 okay.</p> <p>6 All right. Many apologies to our last                  7 person, who's got to follow that, and also because                  8 I'm going to come up with two pronunciations of your                  9 last name as well. Justin Schrowin (ph) or Schrower                  10 (ph)?</p> <p>11 FROM THE FLOOR: Obviously, I'm not going                  12 to take quite as long as he did. I'll be half as                  13 long.</p> <p>14 Hi. My name is Justin Schroer.                  15 J-u-s-t-i-n S-c-h-r-o-e-r. I'm the proud parent of                  16 two young children who attend Turquoise Trail                  17 Charter School, my son, a first grader, and my                  18 daughter is a pre-kindergarten student.</p> <p>19 I'm here to express my full support and                  20 renewal of the Turquoise Trail school charter. Two                  21 or three years ago, my wife and I began the daunting                  22 process of where to send our kids to school. With                  23 so many options, we were overwhelmed.</p> <p>24 Like many parents, we wanted the best for                  25 our kids. While we dreamed of a personalized</p>	233	<p>1 community members. These connections have enriched                  2 our family's life, and, most importantly, provided                  3 our children with an engaging and challenging                  4 educational experience we never thought was                  5 possible.</p> <p>6 The administration has been transparent,                  7 supportive, and proactive in making us feel                  8 confident and safe about sending our kids to school                  9 each day.</p> <p>10 We are deeply invested in the ongoing                  11 success of Turquoise Trail over the coming years.                  12 As our children continue their education, we look                  13 forward to contributing a positive -- positively to                  14 the school's community.</p> <p>15 It is our hope that we leave our school --                  16 that when we leave the school, the school remains as                  17 strong and successful as it was when we arrived.</p> <p>18 Thank you for the consideration of our                  19 perspective as you deliberate the renewal of                  20 Turquoise Trail's charter. We wholeheartedly                  21 believe this school is an invaluable asset to our                  22 family and the broader community.</p> <p>23 Thank you.</p> <p>24 MS. MELISSA BROWN: And that concludes                  25 public comment.</p>

<p style="text-align: right;">234</p> <p>1 THE CHAIR: Commissioner Beck.  2 SECRETARY BECK: Yes. What a great way to  3 end the day, for sure. Wonderful. Very joyous.  4 It's obvious that you have a wonderful community.  5 Things look like they're a lot of fun there, no  6 doubt.  7 I really appreciate your changeover in  8 your academic strategy to that the teacher  9 content-focused situation. I don't know if you're  10 aware -- you probably are -- but -- and two of my  11 grandkids go there by the way -- Altura Prep has  12 that same program. And if you look out of our  13 60 schools -- 58 right now -- Altura Prep is number  14 one with a 90.1 on their Vistas scores.  15 It's a really wonderful program. I'm sure  16 you've connected up with Missy and Lisa, because  17 they've been running that for a while. And it's  18 proven really successful.  19 And also I think they were number one in  20 the state or two in the state for U.S. News and  21 World Report. They are one of the top -- so that  22 decision that you're making, I think, is going to  23 reap major benefits that I expect will be really  24 fruitful in the future.  25 I was a 12-year -- 13-year teacher at a</p>	<p style="text-align: right;">236</p> <p>1 professional development sessions sometimes are  2 okay, but don't really work. You need to get more  3 personal.  4 SECRETARY BECK: Right.  5 MS. STEPHANIE BEHNING: So my second year  6 at Turquoise Trail, we started our grade-level team  7 meetings, our PLCs. So we have an agenda, but we  8 also have time for more open and casual  9 conversations, which is best.  10 SECRETARY BECK: It's structured grade  11 level. So your science teacher, your first and  12 second or third grade science teacher will be with a  13 math teacher, will be with the -- and you're going  14 to be discussing your curriculum and your student  15 work.  16 MS. STEPHANIE BEHNING: Student -- you  17 know, how to support students, the curriculum, how  18 the grade-level -- how things are working just in  19 general. Data. Digging into data. That's where we  20 have time to do that.  21 And so we meet once a week. And -- and it  22 has been -- there's been a huge shift in  23 collaboration, because the one thing I noticed is  24 people weren't connected in that way. And so it has  25 really changed the culture of the school.</p>
<p style="text-align: right;">235</p> <p>1 traditional high school. So I'm not all that  2 familiar with elementary school, except for my four  3 kids and son and grandkids. I'm a little familiar  4 with it from that side.  5 Do you have a mentorship program for newer  6 teachers? I'm hearing the sense that there are a  7 lot of the Level 1 and 2 teachers out in the world  8 there. I remember my first three years was just a  9 fog. I don't even remember anything about it,  10 really. It was so foggy and trying to figure things  11 out.  12 Do you have a decent mentorship program?  13 MS. STEPHANIE BEHNING: We absolutely do,  14 yes. Our principal, Mary Ellen Dannenberg, has  15 strategically placed mentors with newer teachers to  16 make sure they have support. We also have team  17 leads as well. And so everyone is very much  18 supported and has someone to go to. So you're not  19 just floundering your first year; so...  20 SECRETARY BECK: Okay. And then  21 professional development or PLCs or -- how is that  22 structured, real quickly?  23 MS. STEPHANIE BEHNING: It's been  24 interesting. Throughout my years -- this is my  25 tenth year as an administrator. And big, you know,</p>	<p style="text-align: right;">237</p> <p>1 SECRETARY BECK: Good. Changed the  2 culture of the school from the faculty standpoint?  3 Or from the entire school community standpoint?  4 MS. STEPHANIE BEHNING: I think the whole  5 community standpoint.  6 SECRETARY BECK: It usually does, it  7 usually does. That's wonderful. That's great.  8 Pretty much, that's -- I obviously saw the  9 real problematic retention rate from two years ago.  10 And I know you addressed that when you were  11 discussing that. You feel pretty comfortable that  12 the teachers are comfortable with that and you're  13 good? Okay.  14 MS. STEPHANIE BEHNING: Yes. Yes. Yeah.  15 SECRETARY BECK: That was my only other  16 concern. So I'm obviously going to be in favor of  17 the five-year renewal for sure. You guys are doing  18 an awesome job.  19 Again, the thing that obviously concerned  20 me was the situation with the academics. I think  21 that has to be a part of the renewal, from my  22 standpoint, so that we can monitor it and support  23 you in any way that we can. We're here. And we  24 know you're going to succeed.  25 As I said, I think the change you made is</p>

<p style="text-align: right;">238</p> <p>1 brilliant, and, to your point with the research, has 2 proven to be successful. So I think that's great. 3 And just keep grinding it and working and it's going 4 to work. Thank you.</p> <p>5 MS. STEPHANIE BEHNING: Thank you.</p> <p>6 THE CHAIR: So thank you. And I -- you 7 know, there's no doubt that I support renewal. 8 There's no question there. I mean, I do have -- I 9 think, share similar concerns about -- I have high 10 hopes that the academic plan is going to work. But 11 I think there's -- you know, there's express 12 challenges there that I think some additional 13 reporting back that we can get through contract 14 negotiations is important for us.</p> <p>15 But I have -- and I just really only have 16 two questions.</p> <p>17 You mentioned in your application that you 18 thought some of the middle school -- I guess it was 19 the iMSSA scores -- could have been affected by the 20 fact that you've got new kids in.</p> <p>21 MS. STEPHANIE BEHNING: Uh-huh.</p> <p>22 THE CHAIR: So about how many do you 23 usually get in the seventh grade?</p> <p>24 MS. STEPHANIE BEHNING: I would say there 25 could be around up to 20. So it does impact -- we</p>	<p style="text-align: right;">240</p> <p>1 THE CHAIR: And I did notice your 2 recurring enrollment rate is just now teetering at 3 the (incomprehensible) goal, that it seems to, over 4 the last three years, been going down.</p> <p>5 Is that the -- mostly the drop-off to 6 the -- to the traditional middle school?</p> <p>7 MS. STEPHANIE BEHNING: It is. It's 8 mostly the middle-school drop-off.</p> <p>9 THE CHAIR: Yeah. There's -- there's 10 nothing you can do about it, you know. It happens 11 across the board with most of our schools, that, you 12 know, once you start getting into the traditional 13 middle and the traditional high school, it fits 14 better for some. And that's what choice is all 15 about.</p> <p>16 MS. STEPHANIE BEHNING: Right.</p> <p>17 THE CHAIR: What's best for a family. 18 So my last question: About how many 19 kiddos come over from preschool to the K program?</p> <p>20 MS. STEPHANIE BEHNING: Oh. I would say 21 most -- most of them -- almost all of them.</p> <p>22 THE CHAIR: Your K program is large enough 23 that you can lottery in, plus take the -- whatever 24 else?</p> <p>25 MS. STEPHANIE BEHNING: Yes. Uh-huh.</p>
<p style="text-align: right;">239</p> <p>1 have a lot of -- we have a drop-off in seventh 2 grade, where --</p> <p>3 THE CHAIR: Right.</p> <p>4 MS. STEPHANIE BEHNING: So families want 5 to send their kids to a seventh- through 6 twelfth-grade school, which I can understand, so 7 they're in the high school. And so we have seen 8 struggles there.</p> <p>9 And -- but this year, we are starting to 10 see -- we're just in the midst of our MOY testing 11 right now. And we're already seeing -- seeing some 12 growth. And so what's been interesting about that 13 is we've really looked at the data with our 14 middle-school teachers and dove in, really been 15 picking it apart in a way that hasn't been done in 16 the past. And so I do think that will make a 17 difference.</p> <p>18 And then working on those foundational 19 skills, having that math tutor, having 20 middle-schoolers who are going to Reading Quest so 21 they can actually read the questions they're being 22 asked on the math test. And so -- and those things 23 will -- will really help.</p> <p>24 But students coming in missing 25 foundational skills is a huge -- has a huge impact.</p>	<p style="text-align: right;">241</p> <p>1 THE CHAIR: Okay.</p> <p>2 MS. STEPHANIE BEHNING: So we are 3 almost -- we're almost full. I mean, we have 4 approximately -- we have three kindergarten classes. 5 So it's around 60-some students. And then those 6 four-year-olds make their way, then, over to 7 kindergarten, and they're able to find a spot there. 8 And then we'll have a few spots for incoming 9 kindergarteners from outside in the community.</p> <p>10 THE CHAIR: So how many -- do you lottery 11 them all in?</p> <p>12 MS. STEPHANIE BEHNING: They're all 13 lotteried in, yes, from pre-K on up.</p> <p>14 THE CHAIR: I'm just trying to figure out 15 how all the pre-K program kids get in. If they're 16 lottery in, how many outside applicants do you 17 normally get?</p> <p>18 MS. STEPHANIE BEHNING: I would have to --</p> <p>19 MS. MARY ELLEN DANNENBERG: I'm sorry. 20 I'm --</p> <p>21 THE CHAIR: If you're going to speak, you 22 just need to introduce yourself.</p> <p>23 MS. MARY ELLEN DANNENBERG: Mary Ellen 24 Dannenberg. D-a-n-n-e-n-b-e-r-g. I also do early 25 childhood.</p>

<p style="text-align: right;">242</p> <p>1 Since our pre-K program is threes and 2 fours. We have about 44 four-year-olds. We have 3 about 64 slots in kindergarten. So 20 come in 4 lottery in kindergarten. We move the four-year-olds 5 up. Does that make sense? 6 THE CHAIR: That's all I have. 7 Commissioner Carrillo. 8 VICE CHAIR CARRILLO: Thank you so much 9 for being here and for feeding me. They know how 10 important lunch is to me. I was wanting to push to 11 2:30 so I could go get something, but this was 12 delicious. And the kids, of course, with their ice 13 cream shop and everything was really touching. 14 And it's wonderful to have this -- it's 15 been so far, these two days, just very joyous and 16 positive in terms of renewals. You know, sometimes 17 it's not that way. Sometimes something takes four 18 hours because there's a lot of struggle. And 19 clearly not here. 20 So I will start by saying for me, it's a 21 given that I will support a five-year renewal. 22 So I -- you know, Ms. Behning and I have 23 spoken a lot at conferences or otherwise, and we 24 stay in touch. When somebody reaches out to me, 25 also respecting confidentiality, if there's</p>	<p style="text-align: right;">244</p> <p>1 too; right? 2 The -- let's see. Curious about -- okay. 3 I'll ask this question. What's happened with NEA 4 and your having a union? I know -- is there 5 anything happening? What's going on? It just 6 fizzled out. 7 MS. STEPHANIE BEHNING: It's completely 8 silent right now. It got real quiet. 9 VICE CHAIR CARRILLO: Well, it's, like, 10 that's why you have peace at your school. I don't 11 mind knocking NEA publicly. I just think that -- 12 because I'm so pro-teacher. And sometimes I think 13 that -- I don't know. They're not pro-kid enough. 14 I'm glad that just kind of fizzled. 15 Because I think that you can solve -- 16 you're a charter -- right? -- is the autonomy that 17 you have, all of you together, to solve your 18 challenges without somebody at a State office coming 19 in and saying what you need to do that doesn't 20 understand your community. 21 So I'm really happy to know that's kind of 22 going by the wayside. 23 Have you applied for our special projects 24 grant? 25 MS. STEPHANIE BEHNING: I plan on it.</p>
<p style="text-align: right;">243</p> <p>1 something Ms. Behning needs to know, I'll let her 2 know. Because I want you to succeed, because I want 3 the school to succeed and -- so the Math Emergency 4 tutoring, I think that's outstanding, recognizing 5 where there are challenges, recognizing where there 6 are shortcomings. 7 And I know that when Chris left and you 8 came in, things weren't maybe as they were purported 9 to be, or -- I don't know. Yeah. So very happy for 10 what you've done and what you've created. I wish 11 him well in North Carolina, but, you know, whatever. 12 Very happy with what you've done. 13 Agree with Commissioner Beck completely. 14 It's even -- it's kind of wild that teaching at the 15 elementary level, and it's not content-focused. 16 There's still -- I'm looking at one of my son's 17 amazing teachers. And -- Teri. And -- but just 18 that one teacher can do all the sub -- that just -- 19 it doesn't make sense. Like, why this wasn't 20 thought of earlier is not being realistic; right? 21 So in Altura, it knocks it out of the 22 park. I don't know if you've been down there or 23 talked to them, I would suggest it. They knock it 24 out of the park. They also have happy kids and 25 happy staff; right? Kind of what you guys have,</p>	<p style="text-align: right;">245</p> <p>1 VICE CHAIR CARRILLO: Great. Because it's 2 amazing how few schools out of our 58 so far have. 3 MS. STEPHANIE BEHNING: I actually moved 4 it up to the top of my inbox last night. 5 VICE CHAIR CARRILLO: Don't turn down free 6 money. In terms of what you're doing, where you 7 have the challenges in your performance framework, 8 that's what that's for; you know, more math 9 intervention if you need that, whatever it might be. 10 So that's fantastic. 11 The -- on the board side, Ms. Triolo, 12 what's the deal with still doing this on Zoom and 13 not being in person? Because the AG's intent was 14 that everybody be in person after COVID, not be on 15 Zoom. And there's a lot of schools taking advantage 16 of -- even though they might be around the corner 17 from each other, still being on Zoom. 18 The reason I raise this issue is my 19 experience in attending meetings and talking to 20 people, people are not as nice on Zoom, and it's 21 very hard to speak in a certain fashion to somebody 22 when they're sitting next to you. 23 It's very hard to not acknowledge a parent 24 appropriately if they're at the dais or however you 25 set things up.</p>

<p style="text-align: right;">246</p> <p>1 So what is your plan to eventually 2 eliminate meetings on Zoom, which I hope you'll do, 3 and have everything in person? 4 MS. SAMMI TRIOLO: So first, I'm going to 5 say my name is Sammi Triolo. I'm the governance 6 council chair. My first name is S-a-m-m-i. Last 7 name is T-r-i-o-l-o. 8 And you bring up a great point. We 9 actually went back to in-person two meetings ago. 10 So we are doing it in person. And we absolutely 11 concur with what you've just said. We were already 12 seeing a difference; right? And we're excited to be 13 back. The group is excited to be back. 14 We are hybrid, because we do have members 15 who aren't able to make it, given it has been. But 16 the intention is to really make sure that we have 17 the majority in person. But we've gone back to 18 in-person. We've had two meetings now? Yeah. 19 Business meetings. 20 VICE CHAIR CARRILLO: Super happy to hear 21 that. And you may end up with more parental 22 involvement, too. I'm thrilled to hear ever that. 23 I brought that up with Mr. Pahl before, if he's 24 still here -- he might have already gone -- my 25 frustration with that, not only with your school,</p>	<p style="text-align: right;">248</p> <p>1 do with, like, that there's a lack of bullying and 2 other things that may go on in other schools? 3 FROM THE FLOOR: (Indicates.) 4 VICE CHAIR CARRILLO: Okay. You all can 5 see his reaction; right? Kids feel safe whether 6 they're fed. Well, there's all different things 7 that go into the learning. 8 Do you like the lunches at your school? 9 FROM THE FLOOR: Yes, I do. 10 VICE CHAIR CARRILLO: I do, too. This was 11 exceptional today. I love that you and Ms. Behning 12 made that transition. 13 Do you guys have a greenhouse? 14 MS. STEPHANIE BEHNING: We have a garden, 15 yes. And so it's all in progress right now. So 16 they've been working -- I mean, we're really 17 exploring -- want to make sure the agricultural 18 component of our school is alive as well. Because 19 we have a lot of families that that's part of their 20 lives; so... 21 VICE CHAIR CARRILLO: There is someone I 22 know that's done a lot of greenhouses for a lot of 23 schools throughout the state now. Sometimes the 24 toughest thing about that is the parents who really 25 want to do it, they age out. It's got to be</p>
<p style="text-align: right;">247</p> <p>1 but with many schools. 2 Chair Gipson and I were talking about the 3 AG, that he needs to be more clear that the intent 4 of the Zoom was COVID. It's over. Let's all get 5 back to being with each other and treating each 6 other respectfully. 7 I have a question -- because this came up 8 with a couple of parents. And also is young Leo 9 Webb still here? 10 Well, I have a question for you, Mr. Leo 11 Webb. So if you wouldn't mind coming up here. 12 First off, thank you for how articulate 13 you are and your courage in coming to speak to us. 14 People think we're an intimidating group. I don't 15 think so. 16 But if you're out there, I could see maybe 17 you feel that way. 18 So you mentioned that you feel safe. And 19 another parent mentioned that. So what about this 20 school makes you feel safe? 21 FROM THE FLOOR: Well, it's 'cause of all 22 of our protection. And there's, like, a police 23 station, like -- like, a few miles -- like, all the 24 way back. 25 VICE CHAIR CARRILLO: Does it also have to</p>	<p style="text-align: right;">249</p> <p>1 something that becomes a part of everything you're 2 going to do on an ideal basis. 3 I'll just shoot you the information if you 4 ever want to give this person a call. At the 5 schools he's done, several in New Mexico and a 6 couple in Santa Fe, there's just been great success 7 with that, and the agricultural learning. 8 So I really don't have a lot of questions. 9 I'm just really -- every time I come to this school, 10 I feel the joy. I feel safe. 11 And so thank you for what you're doing. 12 I'm not going to diminish the fact that I'm going to 13 support the conditions, because I want to see -- 14 sometimes I'll just say, "Okay, these are the 15 scores. What are you going to do about it?" 16 But everybody else has already said that, 17 and you've already said what you're going to do 18 about it. 19 I want it to be a part of the condition 20 for the five-year, because I know you, as a 21 community, are able to just lift these scores to 22 where you want to be, which is above State and 23 district levels. Because that's where we want all 24 our State charters to be. 25 Thank you for your commitment. There's a</p>

<p style="text-align: right;">250</p> <p>1 number of teachers and board members. Thank you for  2 what you do and the community you've created. And  3 Josie didn't say that. She's a State champion  4 volleyball coach. She took our students to the Pit  5 for God's sake. To the Pit for the finals. So,  6 Josie, thanks for everything you do over the years.  7 THE CHAIR: Commissioner Burt.  8 COMMISSIONER BURT: Thank you. Hi,  9 everyone. I'm always happy to see the  10 Turquoise Trail folks.  11 And, yeah, like Commissioner Carrillo just  12 said, it is -- the energy of the school is palpable  13 when you're there, which is always a good sign.  14 Walking into a school and feeling some kind of way  15 is a good thing. And Turquoise Trail has that, and  16 I am -- I think that's great.  17 One of the questions I had for you,  18 Stephanie, was did you guys start doing the content  19 teacher switch? Did that start this school year?  20 Or did you already do that last school year?  21 MS. STEPHANIE BEHNING: It just started  22 last school year, our first year.  23 COMMISSIONER BURT: Okay. Last school  24 year. So were you -- one of the things that I --  25 and I may have just been reading the graphs wrong.</p>	<p style="text-align: right;">252</p> <p>1 some kind of way. But that was one question I had  2 was what did the growth look like. And, I mean,  3 ideally in the future, we get more and more growth  4 data and what that looks like.  5 But -- and I actually think that would  6 help the school, too, for us to be able to see  7 growth and not just proficiency.  8 But because the data that we do have is  9 just proficiency. And, I mean, I'll support the  10 condition, just because it's lower than that State  11 and district averages. And it does sound like you  12 have a plan in place. You just need to have the  13 time to execute it.  14 I don't know. For the Commission, if --  15 it does seem -- I mean, we've asked for schools to  16 identify the robust strategic educational plan to  17 improve as part of a condition. I've felt  18 supportive of that when schools have not given  19 really a great plan. I actually feel like this  20 application has been pretty robust -- has provided a  21 robust strategic educational plan already.  22 So I don't know if there's a benefit to  23 having this as a separate condition. But I would  24 say just that "record of performance to improve  25 student academic growth in all areas" is important.</p>
<p style="text-align: right;">251</p> <p>1 I don't think I was that bad. But it looked like --  2 when I was reading through everything, it looked  3 like I was mostly getting proficiency data. I don't  4 even think I saw, like, any growth data at all. And  5 I know you all would have that internally.  6 Is your growth data, like, pretty much  7 aligned with what you're seeing with proficiency as  8 well? Like, you're not seeing that individual  9 growth in the way that you would like as well? Or  10 is it just these proficiency rates that --  11 MS. STEPHANIE BEHNING: We are seeing  12 individual growth. We are.  13 COMMISSIONER BURT: You are seeing the  14 individual growth?  15 MS. STEPHANIE BEHNING: We are.  16 COMMISSIONER BURT: That's at the  17 assessments you're using? I can't remember which  18 one.  19 MS. STEPHANIE BEHNING: We are using  20 iMSSA.  21 COMMISSIONER BURT: So you are seeing the  22 individual growth from the end-of-year,  23 beginning-of-year kind of stuff? Okay.  24 That's what I was wondering, because  25 that's actually -- I think the proficiency looks</p>	<p style="text-align: right;">253</p> <p>1 But I'm open to the purpose of asking them  2 to do an educational plan again. So I'm just open  3 to that. I mean, honestly, this school is -- the  4 reputation precedes you. I appreciate the -- the  5 fire. You know, like, coming on board, seeing  6 things, and being, like, "No, we're going to change  7 that." "No, that's not working. We're going to  8 change it." Like, "That's not working. We're going  9 to change it."  10 I do think schools like Turquoise Trail  11 that have a really long good history, it can be easy  12 to fall into the status quo and just kind of ride  13 the good reputation. Maybe people don't see under  14 the hood as much. They don't know exactly what's  15 going on there. It's actually really easy to kind  16 of allow mediocrity to continue and people think  17 everything is going great.  18 So I do appreciate the fact that, you  19 know, the staff obviously, you know, is able to  20 see -- it looks like the school's more data-oriented  21 than ever. I appreciated seeing that the weekly  22 data check-ins with all the teachers are happening.  23 So, I mean, it sounds like you guys at  24 least know -- to me, it sounds like you've mostly  25 identified where the issues are coming from. I saw</p>



<p style="text-align: right;">254</p> <p>1 that in one of them. Like, you're still -- you  2 know, still wavering on exactly what's going on with  3 those middle-schoolers, like, exactly what is the  4 root cause of what's going on there.  5 So, you know, I'm sure you don't want to  6 leave it there. It's, like, "Yeah, we don't know."  7 So I'm sure you'll figure that out.  8 But it makes sense that you have done the  9 work to start identifying those root causes, start  10 making those changes, and, hopefully, we see the  11 progress in the years to come and that the  12 reputation of Turquoise Trail matches the data and  13 the outcomes that you're promising, that the school  14 kind of promises to the community.  15 So, like I said, I'm open to what the  16 other Commissioners think. I'm okay either way. It  17 seems redundant to do that educational plan as a  18 condition. But if someone has a good reason for it  19 to be in there, I'm open to it, too.  20 I wish I didn't have to miss all the  21 in-person fun stuff. Of course, I missed, like, all  22 the great -- the people, the presentations, and the  23 food, of course, you know. So I apologize for  24 having to be online.  25 But, yeah, I'm very grateful to see this</p>	<p style="text-align: right;">256</p> <p>1 it anyway.  2 The -- I saw that you have this -- I don't  3 know the back story for it, the attrition of  4 teachers that one year. And I've seen sometimes a  5 bunch of teachers leaving at one time is indicative  6 of some pretty serious problems.  7 I see this in staff credentialing that  8 Does Not Meet twice in a row and Working To Meet.  9 And I don't understand. What's happening with that?  10 And, just, for my edification. I'm sure there's a  11 good reason.  12 MS. STEPHANIE BEHNING: There's been a  13 couple of things. I think -- I think the one has  14 been bringing teachers in who need waivers and  15 waivers not submitted appropriately or on time in  16 the past.  17 And then also we saw -- we went from Tyler  18 to PowerSchool. That revealed errors in coding as  19 well.  20 And so one -- so working to bring in, you  21 know, teachers where there aren't any has been  22 challenging, and making sure that our school is  23 appealing for teachers and that we can support  24 teachers appropriately so we can bring in teachers  25 who are -- have the accreditation that they need.</p>
<p style="text-align: right;">255</p> <p>1 school continue, obviously, incredibly supportive of  2 it, and excited for what this next iteration of the  3 school looks like coming in the next contract term.  4 MS. STEPHANIE BEHNING: Me, too. Thank  5 you.  6 THE CHAIR: Commissioner Beck.  7 SECRETARY BECK: Yeah. I agree with  8 Commissioner Burt. I don't think there's any  9 necessity for that second part of that condition,  10 because you know how you answered with the  11 professional learning communities and the  12 professional development? You know, you have -- you  13 have everything nailed down.  14 Now it's a question of -- of the data  15 coming in the way we expect it to. And if it  16 doesn't, then we go to an alternate plan and figure  17 it out.  18 But I think you -- I think your  19 educational plan is solid as a rock, all the way to  20 the -- as I said PLCs and stuff like that. I'm good  21 with that. I'm good with just A.  22 THE CHAIR: Commissioner Ingham.  23 COMMISSIONER INGHAM: I was kind of  24 expecting somebody else to ask this question. And  25 so it must be a dumb question, but I'm going to ask</p>	<p style="text-align: right;">257</p> <p>1 But, really, on the administration's part,  2 it's a lot of -- it was the waiver issue, I believe,  3 that they were not submitted appropriately. And  4 there was confusion in the way that they needed to  5 be submitted and where they needed to be submitted,  6 which is why now we have someone dedicated to Nova  7 and records, and we're all communicating. And our  8 principal is highly involved with the waivers now,  9 where that wasn't happening before.  10 COMMISSIONER INGHAM: Thank you. Got it.  11 It's solved.  12 MS. STEPHANIE BEHNING: I sure hope so.  13 Because I don't want to see that anymore. It had a  14 lot to do with also asking the right questions, I  15 think, and making sure that we got the answers that  16 we needed. So -- because there was a lack of  17 understanding.  18 And then coming into this position, I see  19 the collaboration that I need to have with my team,  20 with the principal, with the executive manager, with  21 the Nova coordinator, to make sure that all -- we're  22 all on the same page, and those waivers are being  23 submitted appropriately. So, yeah.  24 THE CHAIR: Commissioner Carrillo.  25 VICE CHAIR CARRILLO: Another quick</p>

258	<p>1 question about your lease with Santa Fe Public 2 Schools. And so -- I mean, because I was part of 3 that when that was all happening when I was with 4 Santa Fe Public Schools. But I don't know where 5 things have been left, if there needs to be 6 leasehold improvements, how good of a partner they 7 are. What -- you know, it's a beautiful facility. 8 I remember spending \$16 million or whatever on it. 9 MS. SAMMI TRIOLO: We have every intention 10 of continuing. We have maintained the building and 11 the facilities and making sure the facility does 12 continue to be a beautiful building. And there have 13 been quite a few improvements that we have had to 14 make. 15 So that's part of the agreement. That's 16 part of the stipulation of the lease agreement 17 itself is that we're responsible for that. 18 VICE CHAIR CARRILLO: Do you have a 19 foundation? 20 MS. SAMMI TRIOLO: We have. 21 VICE CHAIR CARRILLO: Because they could 22 sure use the money. 23 MS. SAMMI TRIOLO: There have been in the 24 past, and nothing we were able to meet. And we 25 don't what the possibilities are.</p>	260	<p>1 restate this. 2 It is with great pride that I move that 3 the Public Education Commission approve the 4 application for Turquoise Trail Charter School for a 5 five-year term with the following condition: That 6 the school's record of performance demonstrate 7 improved student academic growth in all academic 8 areas. 9 The specific immediate action needed above 10 will be outlined in the school's negotiated contract 11 documents. The first annual report will confirm 12 completion of the items listed above, or if the 13 concern is not corrected, will identify the 14 uncorrected unsatisfactory performance on each item 15 that will be the subject of further PEC action. 16 SECRETARY BECK: Second. 17 THE CHAIR: Motion by Commissioner 18 Carrillo and a second by Commissioner Beck. 19 Commissioner Beck. 20 SECRETARY BECK: Commissioner Burt. 21 COMMISSIONER BURT: Yes. 22 SECRETARY BECK: Commissioner Taylor. 23 (No response.) 24 SECRETARY BECK: Commissioner Manis. 25 COMMISSIONER MANIS: Yes.</p>
259	<p>1 SECRETARY BECK: Something to have in the 2 hopper, you know, okay. Just curious about that. 3 So I'm ready if you're ready. 4 Okay. And I'm going to do it without 5 conditions. 6 So it is with great pride that I move that 7 the Public Education Commission approve the 8 application for Turquoise Trail Charter School for a 9 five-year term without conditions. 10 THE CHAIR: What? 11 VICE CHAIR CARRILLO: I've heard other 12 people say they prefer to have no -- so that's why 13 I -- I did say that. But then I listened to 14 Ms. Burt, and I listened to Mr. Beck, and, you know 15 changed my mind. 16 SECRETARY BECK: My intent was -- there 17 were two conditions involved. The second one, 18 they've already basically satisfied. But because of 19 their current academic situation with where they are 20 right now, I thought that the first condition -- 21 VICE CHAIR CARRILLO: So Condition A. Let 22 me restate the motion. A; right? 23 SECRETARY BECK: Just A. 24 VICE CHAIR CARRILLO: So under where it 25 says Page 6? Okay. Got it. Okay. Then I'll</p>	261	<p>1 SECRETARY BECK: He said yes. 2 Commissioner Brauer. 3 COMMISSIONER BRAUER: Yes. 4 SECRETARY BECK: Commissioner Ingham. 5 COMMISSIONER INGHAM: Yes. 6 SECRETARY BECK: Vice Chair Carrillo. 7 VICE CHAIR CARRILLO: Yes. 8 SECRETARY BECK: Commissioner Gipson. 9 THE CHAIR: Yes. 10 SECRETARY BECK: Secretary Beck, yes. 11 There are seven votes for, zero votes against. The 12 motion passes. Congratulations. 13 (Proceedings in recess at 4:27 p.m.) 14 15 16 17 18 19 20 21 22 23 24 25</p>

1 BEFORE THE PUBLIC EDUCATION COMMISSION  
2 STATE OF NEW MEXICO

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

In testimony whereof, I have hereunto set my hand on December 22, 2024.

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17  
18  
19                                   *Cynthia Chapman*

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## A

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**9245N** 1:25 262:25  
**94** 4:17  
**98** 46:25