

MINUTES

Six Directions Indigenous School Governing Council Special Meeting

26 April 2017

2055 NM 602, Gallup NM 87301

In attendance: Ben Soce, Madeline Leyba, Susan Estrada, Neomi Gilmore

Absent: Philmer Bluehouse,

Others in attendance:

- Lane Towery, Director of Operations and Board Clerk
- Shawn Ashley, Parent of student

- I. Meeting opened at 5:40pm. The mission was read and everyone present introduced themselves.
- II. Roll Call
 - a. Philmer Bluehouse – not present
 - b. Neomi Gilmore – Yes (on phone, driving to meeting, arrived in person later).
 - c. Madeline Leyba – present
 - d. Ben Soce – Present
 - e. Susan
- III. Approval of Agenda
 - a. Approved by acclamation
- IV. Public Comment
 - a. none
- V. **Action Items**
 - a. Action regarding passing an Operating Budget
 - i. This is based on 50 students, not 85. In the General Appropriations Act, some rules were changed. One of which was not to fund new program units for charter schools. In practice this means that we can still grow. But we won't be funded up front for any new students. We'll have to wait for the budget to adjust up after the 40th day. But it potentially creates a cash flow problem for us because we need to pay additional salaries from day one and can't wait until budgets adjust after 40th day. What you're looking at is tight.
 - ii. What is the staffing structure that this represents?
 - iii. (Donna Overson, business manager was called on the speaker phone.)
 - iv. Code 1411 are teachers. Code 1412 is the SPED teacher. Code 1711 is Indigenous Language Teachers. Code 1712 is Educational Assistants. Code 1511 is the IT person. Code 1217 is the Secretary/registrar/business support specialist. And Code 1111 is the Head Administrator. The counselor is under contract services. And the custodian is below in maintenance and operations.

- v. When we add up the .25 FTE for Zuni Language and the .75 FTE for Educational Assistant, that employee's salary is going down from this year. Why is the total salary for the person teaching Zuni Language going down?
- vi. There seem to be two issues. The coding of the job as a split between Zuni Language and Educational Assistant, which was what we did this year. And the other is the proposed change in the salary schedule for Native Language and Culture teachers. I think it would be more accurate to label this person more heavily as Zuni Language. Not only does she spend more of her time on that, but next year as we grow, her teaching responsibilities will only grow.
- vii. I do not feel comfortable reducing the Zuni Language salary at all, if we have no real reason to. Did we have a specific reason to reduce this person's salary?
- viii. We brought it up in the sub-committee meeting and were not given any reason. I know if it were me, and the only reason for reducing my salary was that we were reducing the salary schedule, that would not make me happy.
- ix. I want to come back to the thought that if we don't have specific reason for reducing someone's salary, we really shouldn't.
- x. How was their salary higher this year?
- xi. A few reasons. One is that you are looking at a proposed change in salary schedules. Another is that we negotiated the salary with this person and paid them higher than we anticipated paying for that role eventually. I defend that choice. There are only so many licensed teachers of Zuni Language in the world. The market favors the supply side. Also, we really liked this person. They are enthusiastic about their role here and they asked us to reach a certain number for their salary to justify them driving up to Gallup every day. So we did that.
- xii. This brings up another question, separate from the specific matter of this teacher's salary. I have a concern about the Native Language and Culture Teachers having a much lower salary than other licensed teachers, even if they have an associate's degree. We are Six Directions Indigenous School. We believe that indigenous knowledge has value and worth. We believe that indigenous languages are important to our school and to our students. It seems it is worth a philosophical discussion about why we are proposing paying indigenous language teachers less. Wouldn't it be a statement of our values to ensure that Native Language and Culture teachers get paid equitably to a math teacher or science teacher?

- xiii. You know, this was an issue brought up on KTNN radio recently, talking about Navajo Language teachers locally. I think this is an important conversation.
- xiv. I agree. I think regardless of the conversation of this employee, we should only approve this salary schedule if the Native Language and Culture teachers' schedule is raised.
- xv. I propose we increase the Native Language and Culture Teacher salary schedule for Associates Degrees to start at 34,000 and for Bachelor's degrees to 36,000 and to increase from there at the same rate as the current salary schedule.
- xvi. In the future, I would like to see the salary schedule for Indigenous Language teachers with a bachelor's degree be equal to a level 1 teacher with a bachelor's degree. I understand that for now, that would be a big change in a tight budget. But I want us to really consider that for next year.
- xvii. I agree with this. I really think one of our top priorities has to be protecting our people. That's what is going to help our school grow and have continuity. I know the budget is tight, but this feels like the right decision to me.
- xviii. Now, back to the earlier concern, if we make that change, where does it leave the overall salary of the Zuni Language Teacher / EA position we were discussing?
- xix. It looks like overall, it would still be a little below her current salary.
- xx. Well what if we addressed the issue of coding? Instead of being a .25 FTE language teacher and a .75 FTE Zuni Language teacher, what if we reversed that? Or even made her a 1.0 FTE Zuni Language teacher?
- xxi. That really would be a more accurate picture of her role here moving forward. She'll have a course-load teaching all the middle school grades Zuni Language, which is the same as any other content teacher next year.
- xxii. Well I propose we should change the Zuni Language teacher to be a 1.0 FTE Zuni Language in job code 1711 and eliminate the .75 FTE in the Educational Assistant, line 1712.
- xxiii. The change was reflected in a draft budget worksheet.
- xxiv. The changes in salary schedule and job coding bring our salary liability up, but the budget worksheet we have here isn't automatically changing the benefits, which would go up also.
- xxv. So we need to move money from somewhere else?
- xxvi. Correct. But we don't know the exact amount. We need our business manager here for this.
- xxvii. Could we move some money out of supplies and materials?
- xxviii. I'd prefer not to.

- xxix. What if we moved some out of the contracted Counselor services? We have 30,000 in that line. How did we come to that number?
- xxx. I don't think it was a really deliberate choice. We just guessed at an amount that we thought might work in this area. Well if all we need is 5,000 or so dollars, can we move money out of there?
- xxxi. Yes, I think so.
- xxxii. The other option I see here is that we are still showing 4.5 FTE under teachers in code 1411. I thought we talked at the last subcommittee meeting about needing four full-time teachers: reading, math, STEAM, Humanities. What is the other .5 FTE?
- xxxiii. It looks like that's where were originally coding Lane's half-time of teaching.
- xxxiv. I thought we were eliminating that? And Lane was reducing to a half-time employee on our budget.
- xxxv. That's what we talked about, yes.
- xxxvi. I propose that teachers in fund 1000, salaries (51100), code 1411 should be reduced to 4.0 FTE instead of 4.5 FTE. Where does that leave us?
- xxxvii. The changes were made in the draft budget worksheet.
- xxxviii. That shows now an overall savings. That reduction is more than the addition to the language teachers. Again, however, the benefits are not adjusting correctly so we're not looking at a perfectly accurate picture. In this case, though, the benefits will decrease, so we'll be looking at further savings.
- xxxix. Well that's perfect. Let's get to the conversation we started last week in subcommittee about Lane's salary.
- xl. Can you fill us in on what is happening about Lane's salary?
- xli. There was concern raised last week that it was not feasible to pay Lane at the rate of the Director of Operations in this budget. And the proposed salary schedules and staffing structures eliminated that job. There was also a concern brought up about licensure, since Lane doesn't have an administrative license.
- xl.ii. Where can we put Lane then? We have him as the .5 FTE It person, right? What kind of work do you do as IT?
- xl.iii. I've done everything, basically. I have set up our whole network here along with Linehan Communications. I ordered and enrolled all our Chromebooks. I manage the network, the SSIDs, the content filters and firewall. I manage everything related to Google, assigning email addresses and privileges. I fix Chromebooks. I manage all the tech for testing of NWEA, WIDA ACCESS, New Mexico SBA, PARCC, and EOCs, all of which are on computers.

- xliv. Ok, so I understand part of your job being assigned there.
- xlv. We need to have a passable budget tonight, also we want Lane to feel comfortable and provided for here. He took a pay cut this year, and now we're proposing cutting his salary again. Given the amount of time Lane puts in here, the trust we and families have in him, it seems like we need to take care to properly pay him for the role he has played here.
- xlvi. Does his role have to be .5 FTE?
- xlvii. Can I share? I am a really inefficient use of your funds. Not from a perspective of the work I produce for you, but from the perspective of licensure, which really matters in New Mexico. I don't have an administrative license and can't be your Head Administrator. I have a teaching license, but it's elementary level, and the PED has been interpreting our structure of having teachers teach multiple grades as necessitating a secondary license. I'm really ok with leaving me as a .5 FTE employee on your operating budget knowing that the other .5FTE of my time will be as the NISN fellow, funded through the NISN grant. This is the responsible financial decision for you all.
- xlviii. I understand that now. Ultimately, I don't feel comfortable reducing anyone's salaries, and that includes yours. Right now, your .5 FTE rate is still listed as below what we always thought your salary would be. We have savings from taking out the .5 FTE teacher. I think that should be applied to your salary.
- xlix. That's a lot of savings and a pretty big change in his salary.
 - i. I think you all should pick a specific number, not just direct Donna to apply the savings to my salary.
 - ii. Ok, well what do we think is a fair salary?
 - iii. What do IT people usually get paid?
 - liii. I'm looking up the averages in New Mexico from Workforce Development. It ranges up to 84,000 annually.
 - liv. Well that's more than our Head Administrator makes. We shouldn't go that high.
 - lv. I think we should put 30,000, that would be in line with the rate that we originally had proposed for him.
 - lvi. I feel uncomfortable assuming that the NISN grant will definitively cover the other half. We have been assured that NISN will re-grant us money next year to help fill our revenue gap, but we don't know exactly how much will be allowed to be applied to fellow's salaries. I say we put it 35,000 for now. That's less than the Head Administrator. But it assures that we're saying publically we value Lane's role in founding and starting Six Directions. And we want to try to honor what his salary was supposed to be.

- lvii. I propose the IT person's salary should increase to \$35,000 at .5 FTE.
- lviii. The change was reflected in the draft budget worksheet.
- lix. Let's move on to the calendar.
- lx. The calendar proves that we have 180 school days and 1080 hours.
- lxi. The calendar also matches GMCS for the most part other than MLK day being a school day and adding a holiday for Sha'lako. The other concern was how to fund our salary schedule, which got reduced to 185 days, while also meeting our contractual obligations to the PEC to have 5 days of Professional Development before school and 2 staff data days during the year. Since we must have 180 days of school, we would need 187-day contracts to cover that. Our solution is to make two extra vacation days in the calendar and then we'll pay teachers on an addendum to their contract from another source, like Title 2 or NISN grant funds, to work on those two days. Teachers have been notified of this and agree.
- lxii. The calendar looks good to me. I like adding the Sha'lako holiday. I don't feel a need to get too deep into specific break days. If you all like what you have, I'm ok with it.
- lxiii. I agree.
- lxiv. There's one last question, which is what to do with the remaining savings you've generated.
- lxv. I think we should put them in general operational supplies.
- lxvi. Yes, that seems like a good idea.
- lxvii. Motion by Susan Estrada: I motion to approve the Calendar for PED, approve the salary schedules with the increase in salary for Native Language and Culture Teachers to reflect our school's mission and perceived value of indigenous languages, and approve the budget worksheet as adjusted on the condition that our business manager correctly adjust the benefits and put any additional savings in fund 2300, line 56118 – General Supplies and Materials.
 - 1. Yes: Neomi, Madeline, Ben
 - 2. No: None
 - 3. Abstain: None

Motion to close the meeting: Madeline
Yes: Susan, Neomi, Ben
No: None
Abstain: None

Meeting closed at 8:59pm

Approved by the Six Directions Indigenous School Governance Council this 3rd day of May 2017.

A handwritten signature in black ink, appearing to be 'Susan Estrada', written over a horizontal line.

Keeper of Records: _____
Susan Estrada

Date: 05-03-2017