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BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
COMMUNITY INPUT HEARING
SAHQ Academy
August 18, 2015
8:30 a.m.
CNM Workforce Training Center
5600 Eagle Rock Avenue, Northeast
Albuquerque, New Mexico

REPORTED BY: Cynthia C. Chapman, RMR-CRR, NM CCR #219
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A P P E A R A N C E S

COMMISSIONERS:

MR. VINCE BERGMAN, Vice Chair
MS. KARYL ANN ARMBRUSTER, Member
MR. JEFF CARR, Member
MS. ELEANOR CHAVEZ, Member
MR. JAMES CONYERS, Member
MS. PATRICIA GIPSON, Member
MS. MILLIE POGNA, Member
MS. CARMIE TOULOUSE, Member

STAFF:

MS. KATIE POULOS, Director, Charter Schools Division
MS. JULIE LUCERO, General Manager, Options for
Parents

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1 VICE CHAIR BERGMAN: I am going to call
2 this Community Input hearing for the SAHQ Academy
3 into session.

4 Today's date is Tuesday, August 18th,
5 2015. As you may have noticed, Chairwoman Shearman
6 is not here today. She had a health issue last
7 week, and her doctor forbade her to drive. In the
8 previous six years, I don't believe she's ever
9 missed one of these hearings. So she's very sad and
10 sends her regrets, because she loves to come to
11 them. And as Mr. Vigil knows, she loves to talk
12 about budgets; and so we're going to miss her in
13 that area.

14 But we're going to go ahead and proceed
15 with myself as acting chair. I am going to do a
16 little different roll call, because I'm also acting
17 secretary today.

18 I'm going to identify myself. I am Vince
19 Bergman. I represent District 8, and I am from
20 Roswell. I think I'll start to my right here, and
21 introduce yourselves and state where you're from.
22 And Commissioner Chavez is now here with us. So
23 start --

24 COMMISSIONER CHAVEZ: Oh. You want me to
25 start.

1 Eleanor Chavez. I represent District 1,
2 Albuquerque-Bernalillo County.

3 COMMISSIONER ARMBRUSTER: I'm Karyl Ann
4 Armbruster. I'm District 4. I represent Los Alamos
5 and some parts of Jemez and parts of Rio Rancho and
6 parts of Santa Fe.

7 COMMISSIONER GIPSON: Patti Gipson. I
8 represent District 7, which is Doña Ana and a little
9 bit of Otero County.

10 COMMISSIONER TOULOUSE: I'm Carmie
11 Toulouse. I represent District 3, which is the bulk
12 of Albuquerque and the bulk of charter schools that
13 are State-chartered. And also, I think the bulk of
14 APS-chartered schools are in my district. I
15 probably do, but I'm not sure exactly how many you
16 have at the moment; so...

17 COMMISSIONER CONYERS: I'm Jim Conyers. I
18 represent District 5, which is all of San Juan and
19 McKinley Counties and part of Rio Arriba and
20 Sandoval.

21 COMMISSIONER CARR: I'm Jeff Carr. I
22 represent District 10, Colfax County, Taos County,
23 Rio Arriba County, and Santa Fe.

24 COMMISSIONER POGNA: I'm Millie Pogna.
25 I'm from Albuquerque, District 1, basically the

1 Northeast Heights area.

2 VICE CHAIR BERGMAN: Thank you, all. That
3 means we have eight Commissioners present, when --
4 and therefore, we have a quorum. However, that's
5 not necessary today, because we have no action
6 items.

7 But it's a great turnout from the
8 Commissioners today for these Community Input
9 hearings.

10 I would ask Commissioner Armbruster if you
11 would you lead us in the Pledge of Allegiance, and I
12 will lead us in the Salute to the New Mexico Flag.
13 I think they're directly behind us.

14 (Pledge of Allegiance and Salute to the
15 New Mexico flag conducted.)

16 VICE CHAIR BERGMAN: Thank you very much.
17 I have a document that I'm doing to start with
18 today.

19 COMMISSIONER CARR: Do you need to approve
20 the agenda first?

21 VICE CHAIR BERGMAN: Yes, I did that
22 yesterday, as a matter of fact, yeah. We do need to
23 approve our agenda today, which is obviously a very
24 short agenda.

25 Do I have a motion.

1 COMMISSIONER TOULOUSE: So move.

2 COMMISSIONER CARR: Second.

3 VICE CHAIR BERGMAN: Commissioner Toulouse
4 has moved; Commissioner Carr has seconded.

5 All in favor, say "Aye."

6 (Commissioners so indicate.)

7 VICE CHAIR BERGMAN: All opposed?

8 (No response.)

9 VICE CHAIR BERGMAN: None. Thank you very
10 much.

11 Now I'll read my statement. But before I
12 do that, a little birdie has told me that
13 Commissioner Toulouse may be having a birthday
14 today; but we're not going to sing "Happy Birthday"
15 to her --

16 COMMISSIONER TOULOUSE: Thank you.

17 VICE CHAIR BERGMAN: -- because I don't
18 like that when it's done to me. I would not do that
19 to her. I'm sure she turned 21 today or something.

20 COMMISSIONER TOULOUSE: By a number of
21 times, yes.

22 VICE CHAIR BERGMAN: But Happy Birthday,
23 Commissioner Toulouse.

24 And now I'll read this statement, please.

25 This meeting is being conducted pursuant

1 to New Mexico Statutes Annotated, Title 22, Section
2 8B-6J, 2009.

3 The purpose of these Community Input
4 hearings that will be held from August 17th through
5 August 21st, 2015, is to obtain information from the
6 applicant and to receive community input to assist
7 the Public Education Commission in its decision
8 whether to grant the proposed charter application.

9 According to this section of the law, the
10 Commission may appoint a subcommittee of no fewer
11 than three members to hold a public hearing. So we
12 have satisfied that.

13 According to law, these hearings are being
14 transcribed by a professional court reporter. The
15 total time allocated to each application is
16 90 minutes, which will be timed to ensure an
17 equitable opportunity to present applications.

18 During the hearing, the Commission will
19 allow for community input about the charter
20 application. The time for public comments will be
21 limited to 20 minutes. If you wish to speak
22 regarding the application, please sign in at least
23 15 minutes before the applicant's presentation.

24 That list is over there on the table.

25 Please be sure that you indicate on the

1 sign-up sheet whether you are here in opposition or
2 support of the charter school. The Commission
3 Chair, or in this case the Acting Chair, based on
4 the number of requests to comment, will allocate
5 time to those wishing to speak.

6 If there are a large number of supporters
7 or opponents, they are asked to select a speaker to
8 represent common opinions. We will try to allocate
9 an equitable amount of time to represent the
10 community accurately.

11 The Commission will follow this process
12 for each community input hearing:

13 The Commission will ask each applicant or
14 group to present at the table in front. They will
15 be given 20 minutes to present their application in
16 the manner they deem appropriate.

17 The Commission will not accept any written
18 documentation from the applicant; but the applicant
19 may use exhibits to describe their school, if
20 necessary. However, the setup time for exhibits,
21 et cetera, will be included in the 20 minutes.

22 Following the applicant's presentation,
23 local school district representatives, which could
24 include the superintendent, administrators, and
25 board members, will be given ten minutes to comment.

1 Subsequently, the Commission will allow
2 20 minutes for public comment, as described above.

3 Finally, the Commission will be given
4 40 minutes to ask questions of the applicant.

5 I believe we are ready to proceed.

6 Cindy, you are in operation.

7 Commissioners, are you ready to proceed?

8 I would ask that the SAHQ Academy come
9 forward.

10 MS. RODE: That's us.

11 VICE CHAIR BERGMAN: All right. They are
12 present.

13 I would ask that you please state the name
14 of your school. Please identify yourselves and your
15 relationship to the school. After you have done
16 that, then we will start -- that is not included in
17 the 20 minutes. So please introduce yourselves.

18 MS. RODE: Mr. Chairman, members of the
19 Commission, my name is Charlotte Rode. And I'm a
20 founder. And I also wanted to introduce Governor
21 Luarke, who is not able to be here because he has to
22 be in Laguna with the current governor, doing a
23 presentation this morning. And so when times
24 changed, we had a little bit of a conflict of -- of
25 schedules.

1 And so he is one of our board members.

2 And he was two-time governor of Laguna Pueblo, and
3 was also the president of the board of the Santa Fe
4 Indian School.

5 VICE CHAIR BERGMAN: Well, let me
6 interrupt. Why don't you grab that microphone? It
7 is wireless.

8 MS. RODE: Just take it off --

9 VICE CHAIR BERGMAN: And pass it down,
10 please.

11 MR. VIGIL: Commissioner Bergman, members
12 of the Commission.

13 VICE CHAIR BERGMAN: Apparently, it's not
14 on.

15 MR. VIGIL: Mr. Chair, members of the
16 Commission, my name is Michael Vigil. I am a board
17 member with -- one of the board members for the SAHQ
18 Academy. I come to you as a former superintendent
19 of business for APS. And I work now with the
20 charter schools, helping to start 15 charter schools
21 throughout the state of New Mexico. I own a company
22 that services charter schools, and I work with the
23 Public Education Department when they -- with
24 various issues.

25 So we're hoping that, working with

1 Charlotte, this is something that can be approved.

2 MR. MADONIA: Mr. Chairman, Board members,
3 my name is Mike Madonia, and I am a founder and also
4 a board member at SAHQ Academy. I'm a Certified
5 Project Management Professional. My specialties are
6 scheduling, organizational management, policy and
7 procedure writing.

8 I currently work as a consultant to the
9 Sandia National Labs in project management system
10 implementation. And that's what I bring to this
11 team.

12 VICE CHAIR BERGMAN: Thank you. Is that
13 all?

14 MS. RODE: That's it.

15 VICE CHAIR BERGMAN: Katie, are you going
16 to be my timekeeper again today?

17 MS. POULOS: I am.

18 VICE CHAIR BERGMAN: Katie has a very soft
19 voice; but we do adhere to the times very strictly.
20 So she will identify when your 20 minutes are up.

21 You now have 20 minutes to make your
22 presentation. Proceed, please.

23 MS. RODE: Thank you, Mr. Chair, and
24 members of the Commission. Just to give a little
25 bit of background --

1 VICE CHAIR BERGMAN: I am so sorry.
2 Please turn off all cell phones, or mute it, or buzz
3 it, or something. And if you have any other devices
4 that might interrupt us today -- I happened to look
5 at mine, and I know it's not off. So I'm sorry.

6 MS. RODE: No problem.

7 VICE CHAIR BERGMAN: Katie, please?

8 MS. POULOS: I've reset it.

9 VICE CHAIR BERGMAN: My mistake. Thank
10 you very much.

11 Go ahead. I'm sorry.

12 MS. RODE: No problem. I just wanted to
13 give a little bit of background on myself. I am a
14 Native New Mexican, and I have seven children. I
15 was one of nine and currently live in the same house
16 that I was born in.

17 And so I have been an education advocate
18 and a coach for the last 30 years in Albuquerque,
19 and been serving the community in that capacity,
20 along with raising my children in an environment
21 that they were exposed to, home-schooling, public
22 schools, a little bit of private schools, and
23 charter schools. And so we have kind of the whole
24 spectrum, based on what the needs of my children
25 are.

1 I have been a State Fair Commissioner
2 serving my neighborhood and my community within that
3 capacity. And, really, that was something that was
4 very challenging, in the sense that I had to
5 represent my community as a Republican against, you
6 know, an administration that was a little bit
7 adverse to -- to the questions and things that I
8 brought to the table.

9 So my years of community service have
10 extended back through education, children in sports,
11 the government. I was a volunteer legislative
12 assistant with Senator Mark Boitano and was able to
13 spend a session in Santa Fe learning about how
14 education is impacted through the government in
15 Santa Fe. And that was my objective there.

16 And all of that combined together has kind
17 of -- has come to what we do at Student Athlete
18 Headquarters. And what our plans are for SAHQ
19 Academy is that we want to impact our community; so
20 literally, the tens of thousands of kids and
21 families that I've worked with over the past
22 30 years in my community.

23 We are homegrown. Every single one of our
24 members and our board members and our coaches and
25 our teachers are New Mexicans. We don't have an

1 international company that is backing us or
2 supporting us or payrollling us. We are just
3 home-grown, Native New Mexicans that want to impact
4 and make a difference within our communities.

5 And so some of those obstacles might be
6 evident in our ability to pay for attorneys or for
7 program writers or whatever. But our talent is very
8 deep. We have a lot of talent within the group that
9 is here to present and bring a school forward.

10 We have been doing this work for the past
11 30 years; SAHQ has been around since 2011. I've
12 been at every charter training, I think, since 2011,
13 and seen the PED change people multiple times
14 throughout that -- that period of time, but have
15 really come to understand a lot about what the
16 issues are within the State government and within
17 the PEC and the PED and the Charter Schools
18 Division.

19 Our objective is to partner with you and
20 also partner with APS, because we are all in this
21 for the same reasons. This is about our community
22 and our kids. And we are going to be able to move
23 forward based on our ability to serve them. And so
24 certainly, working together is what our objective
25 is.

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1 Our master plan for our programs includes
2 a school. So if, hopefully, it means that we're
3 able to partner with the State and provide it for
4 free, we hope that that's the case.

5 We will provide a school down the road,
6 because that's part of our plan, and that's what our
7 objectives are within our -- our -- our community;
8 but we're hoping that that means that we can partner
9 with you and make a really fantastic school that
10 impacts our kids for the better.

11 The educational plan that we have is
12 similar to some very successful schools, and
13 different in a sense.

14 So we have -- I have a graphic on the
15 other side of this board, which I'll show a little
16 bit later. But it shows the different schools that
17 are blended environments within New Mexico.

18 Mr. Carr, Commissioner Carr, is familiar with the
19 Taos Academy. We have here SSLC in Albuquerque; we
20 have the Rio Rancho Cyber Academy, that are all
21 blended models using the same curriculum that we
22 will be using, Edgenuity.

23 And so the curriculum itself and the
24 blended model itself has been proven in New Mexico
25 to be effective. All of those schools that I've

1 mentioned are A-rated schools. So when we talk
2 about the basis of our school in New Mexico, that
3 process and that delivery has already been proven to
4 be successful.

5 The innovation that we're bringing to the
6 table is that we are using sports, sports science,
7 health science, to motivate kids to show up, to get
8 kids engaged and inspire them, so that they will be
9 engaged in their learning like they are with their
10 athletics.

11 So in athletics, no athlete ever shows up
12 to practice to be mediocre. They don't come and
13 work and work so that they can do okay. Everybody
14 shows up to practice because they want to get better
15 every day and go compete and win. That's the
16 objective. Now, winning isn't the end-all; getting
17 better every day is the purpose.

18 So sometimes you play really well, and you
19 do your best; you get a personal best, but you don't
20 win. And that's a success.

21 So what we're trying to do is to bring
22 that component into the classroom and to say, "You
23 know what? If you're capable of getting an A or a
24 B, why are you getting a D? You know, if you're
25 capable of adding something to this classroom and

1 bringing your own thoughts and your own energy and
2 your own ideas, why are you just sitting there and
3 listening?"

4 Because in a team, it's not okay for
5 somebody to just come and stand on the sidelines.
6 It's not okay for them to show up to practice and
7 just give half an effort. You have to give a full
8 effort, and you have to be a person who makes a
9 difference on that team.

10 Everybody has a different role; everybody
11 brings something different to the table. But that's
12 what makes it special is that they're not just
13 coming; they have something to offer.

14 So if you have something to offer to a
15 team, why do you want to stay home?

16 You don't.

17 It's if you're sitting there not
18 participating, and you're on the sidelines that
19 you're not motivated to go to school. You're not
20 motivated because there's nothing there for you.
21 But if you really feel as if you're an integral part
22 of that team, and it matters whether you're there,
23 you want to be there.

24 And that's why so many kids really are
25 inspired through sports, is it's because they're a

1 part of something bigger than themselves. And
2 that's the component that our educational plan
3 brings to the table.

4 We're using something that is proven. Our
5 academic plan, our educational plan, is complete, in
6 and of itself, with just the Edgenuity program,
7 okay? That is -- that is used with all of the
8 A-rated schools, and that is their curriculum is
9 that Edgenuity curriculum. And so it's already been
10 proven; it's already approved; it's already aligned
11 with all of the State standards.

12 So what we provided you was all of the
13 scopes and sequences for all of the State classes
14 that are required for graduation. Then what we're
15 doing is we're recruiting and hiring very dynamic
16 people who are very familiar with the team dynamic:
17 Coaches who can inspire kids to want to be there and
18 learn through sports, through talking sports,
19 through being the type of people who enjoy sports
20 and being able to interact with them, and then using
21 their skills, the teachers, the dynamic skills that
22 the teachers have, to then go deeper within the
23 curriculum.

24 Now, we were criticized for not having
25 that component written already. But I know, even --

1 I read a blog post that you wrote, in the sense that
2 you have a base curriculum, and then you spend your
3 time developing that curriculum before you head to
4 school, right? So you have the -- the teachers and
5 their expertise that they use to say, "This is what
6 I'm required to teach, and then I'm going to go
7 deeper. I'm going to provide more, because I'm a
8 good teacher, and I care."

9 But the basics, what's really wonderful
10 about an online digital delivery that requires
11 relationship is that within a normal classroom --
12 and like he mentioned in his blog post -- sometimes
13 you can't get through the whole curriculum in a
14 year, and it's very difficult sometimes for teachers
15 to make sure that they cover everything that's in a
16 curriculum.

17 Well -- and I know from my boys, a couple
18 of my boys -- they would just do the bare minimum to
19 stay on the field. They wanted to play football or
20 rugby or wrestling; so they would do the bare
21 minimum. And sometimes they wouldn't learn
22 everything that was in that curriculum that year,
23 and then they would go on to the next year and have
24 to start without the basic fundamentals that they
25 were supposed to learn the year prior.

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1 In digital delivery, what happens is that
2 you are required to learn it, period. End of story.
3 You don't progress to the next step until you have
4 mastered this section.

5 And with our school, what we do similar to
6 Taos Academy -- Taos Academy has a minimum of
7 70 percent across the board for all students before
8 they can progress to the next level.

9 With our school, what we do is we set a
10 minimum acceptable standard. And so if one student
11 would like to go to Harvard, and the next student is
12 planning on going to CNM, those minimum acceptable
13 standards might be a little bit different, okay?

14 And then based on their history, if
15 they've been an honor student, if they have really
16 aggressive goals, or they have shown the capacity to
17 do really well in class, one student might have a
18 95 percent minimum acceptable standard, and the
19 other might have a 70 percent. And we, in general,
20 in our discussions, would not allow a kid to have a
21 below 70 percent minimum acceptable standard unless
22 it was a pass-fail type of grade.

23 So the ability to really challenge kids to
24 do their best is built into our system. So it's
25 something that takes the base curriculum, ensures --

1 so, say, a child's parents get divorced in the
2 middle of the year, and they just fall flat for a
3 short period of time because they just can't cope.
4 Or they get sick.

5 With a normal, traditional school, what
6 happens is that they get so far behind that it's
7 really difficult for them to recover, and they end
8 up having to repeat the whole year.

9 Well, with this kind of system, what
10 happens is that they just slow down. They just --
11 you know, even if they came to a complete stop,
12 they're there. And then when they're capable, when
13 they're able, when they recover, we can start over
14 at that spot and then keep them moving forward so
15 they don't get discouraged, and they don't get --
16 feeling as though they're not smart because they
17 can't keep up, or adding to their emotional
18 problems, because now, not only did their parents
19 get divorced, but now they're failing in school
20 where they had done well before.

21 And they can't recover; they're going to
22 have to repeat -- that's a whole other year of their
23 life -- or a summer, that they have to maintain and
24 do classwork during the summer.

25 So it's the ability -- it's the ability

1 for -- sorry. I'm a little bit dehydrated. My
2 mother's in the hospital, and I've spent the last
3 two nights sleeping there; so I haven't exactly been
4 prepared physically.

5 But, you know, it's one of those things
6 that's really important to me, having seven
7 children -- and I have one special needs child -- is
8 that every one of them learns differently. Every
9 single one of them has different needs and needs
10 relationship to help inspire them.

11 And so with this kind of delivery system,
12 with our educational plan, we can meet the needs of
13 the special needs child, and we can meet the needs
14 of somebody who is just soaring and really needs to
15 be fed and fed and fed in order to be challenged and
16 reach their potential.

17 In our world, there is uneducated, which
18 we want to make sure we address those kids. And a
19 lot of times, those kids who are -- are minorities,
20 who might be poor, who might be, you know, just, in
21 those -- in the -- in the things that you might
22 think to be at risk. The one thing that's pretty
23 common within those groups of kids is that they like
24 sports.

25 Now, they may not be able to participate

1 in very many sports, because their parents can't
2 take them, or their parents can't pay for them. But
3 they enjoy it, and it engages them. And you know
4 what's great about the dads that sometimes are
5 absent in those families is it engages them, too,
6 within their kids.

7 So sometimes you see parents who wouldn't
8 otherwise be engaged in their education become
9 engaged, because it has to do with sports.

10 And so there's a lot of dynamics within a
11 team-based environment, a sports-based environment
12 that addresses our kids within Albuquerque and
13 New Mexico. And we have seen the ability of these
14 types of programs to meet the needs of a varied --
15 you know, a varied population.

16 Our location is right off of I-25 on Coal,
17 between Lead and Coal. So we're just walking
18 distance to CNM. We're right kind of kiddy-corner
19 to Roosevelt Park. We have UNM, Downtown,
20 Presbyterian Hospital all right there. It's very --
21 from anywhere in town, if you're close to a freeway,
22 we're about ten minutes away; so it's very easily
23 accessible.

24 And so our facility there -- we have plans
25 down the road, maybe, you know, to build a bigger

1 facility that we have more sporting type of
2 facilities. But right now, this is perfect for us.
3 And the overhead is low. It is something that we've
4 already established. We've been inside this
5 program, working with the kids, for almost four
6 years. And so financially, it's a fiscally
7 responsible place to be, because when we -- when we
8 asked APS how much -- if they had anything available
9 or how much it would cost to find, they said,
10 "There's absolutely no property like that in town
11 that isn't already owned by UNM," and that it would
12 cost \$8 million to replicate what we have right in
13 the middle of the city.

14 So the fact that we have this building,
15 and we have a low overhead is really an advantage to
16 us to -- to stepping into a school and being
17 successful right away.

18 We've also invested quite a bit into
19 things like Internet and furniture. Our whole gym
20 is equipped. We have a basketball court. We have
21 chairs in our auditorium. You know, there's things
22 that we already have that the school will not have
23 to purchase in order to get started.

24 So it's one of those things that should
25 be -- financially, it should be an easy transition.

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1 And the basic concepts of what we're doing has
2 already been -- the foundation of what's gone --
3 we're doing academically has already been proven.

4 So I -- that's just kind of the overview,
5 and I'd love to answer your questions and to be
6 available to, you know, any kind of scrutiny that
7 you all might have, but with the intent that we want
8 to be better partners. We want to be servants, like
9 we have been for the past 30 years. We want to
10 serve our community.

11 We don't care about the profit model.
12 We're not coming in and saying, "We have to do
13 things this way, because we have to make a profit at
14 the end of the day."

15 You know, we're not going to cut off what
16 we do with the kids because it's going to impact our
17 profit-and-loss statement. We're here, every one of
18 the volunteers that have been here --

19 MS. POULOS: Time.

20 VICE CHAIR BERGMAN: I don't wish to be
21 rude, but your 20 minutes is up.

22 MS. RODE: No problem. Thank you very
23 much.

24 MS. POULOS: Oh, I'm sorry. That was a
25 phone call. You have three more minutes. I

1 apologize.

2 VICE CHAIR BERGMAN: You have three
3 minutes. Did you say three?

4 MS. POULOS: I'm so sorry.

5 MS. RODE: That's no problem. This is a
6 very short video. I don't know if you can see it.
7 I want you to know that everybody that has worked
8 for SAHQ in the last four years is a volunteer. We
9 have all dedicated all of the time to building this
10 up as volunteers and used personal money to build
11 and equip the program.

12 (Video played.)

13 MS. RODE: They're my favorite, the
14 itty-bitties.

15 (Video continues.)

16 MS. RODE: We actually did a basketball --
17 or hosted a camp in Nigeria.

18 (Video continues.)

19 MS. RODE: These are our kids that got
20 scholarships to these schools.

21 (Video continues.)

22 VICE CHAIR BERGMAN: That is the time.

23 I'm sorry.

24 MS. RODE: Okay. That's okay. It's done.

25 I think.

1 Thank you.

2 VICE CHAIR BERGMAN: Thank you. I hate to
3 cut you off; but if I make an exception for one, I
4 have to make an exception for everyone.

5 That's a slick video. I can tell you, for
6 anybody that's ever had the privilege of running up
7 a hill that's shown in there, that's a workout and a
8 half. I couldn't do it now. I did it when I was
9 young.

10 That's slick. Thank you.

11 We're now at the point where I call upon
12 the local school district, APS. If there's anyone
13 from the District that wishes to speak, I ask that
14 they come forward now.

15 And I see we do have a representative.

16 Mark, you will have ten minutes.

17 MR. TOLLEY: I don't think I'll need that
18 long. Where would you like me?

19 VICE CHAIR BERGMAN: Identify yourself for
20 the record.

21 MR. TOLLEY: I'm Mark Tolley, Director of
22 Charter and Magnet Schools for Albuquerque Public
23 Schools.

24 I'm familiar with the SAHQ Academy. A
25 year ago or two years ago, they met with me

1 considering APS as an authorizer for the SAHQ
2 Academy. I've also reviewed the application, as I
3 do with all applications either to PEC or to APS; so
4 I can make comments.

5 I've met with the Superintendent and
6 advised him of this application and talked to him at
7 length about it, and those comments come from myself
8 and the Superintendent.

9 APS cannot support this application.
10 One -- please, I appreciate what SAHQ Academy is
11 trying to do. I appreciate their intentions. I
12 believe there is room for a sports and a
13 sports-training type school.

14 I've met with APS about this very thing.
15 We're partnering on an idea for a magnet school --
16 I'm sorry; I said "APS" -- I meant UNM Athletic
17 Department has partnered with APS to look at the
18 possibility of this. So I'm familiar with what a
19 school like this can be.

20 First of all, I have to say the
21 application is incomplete. There are parts that
22 aren't complete, parts that aren't filled out.
23 Other parts seem to be from a former application.
24 They speak about opening this month. It seems like
25 maybe it was thrown together.

1 Two, the goals don't seem to be
2 performance or S.M.A.R.T. goals at all. They talk
3 about having a success coach and completing
4 graduation requirements and hosting an athletic
5 event, but nothing around performance or levels of
6 what students can do.

7 Three, the blended technology around the
8 curriculum, I'm very familiar with Southwest
9 Secondary's curriculum. I'm familiar with
10 Rio Rancho Cyber Academy. The strengths of those
11 curriculums is not necessarily curriculum. It's the
12 strong teacher support that is given at those sites,
13 along with the digital technology curriculum.

14 I'm sorry, but this seems to be a sports
15 program, where they're slapping on a virtual
16 education program and trying to make it a school. I
17 don't want to diminish the work that they've done as
18 an after-school program. I hear excellent things.

19 But when I look at their board, when I
20 look at the people involved, their coaches, I don't
21 see any educators. And that, to me, is disturbing.

22 Finally, I was an athlete for a long time.
23 I understand about athletics and motivation for
24 academics. But at all my running uphill, at all my
25 training, all my practice, was a prelude to

1 competition. And without that competition, I worry
2 about the program.

3 New Mexico Activities Association has not
4 accepted any -- well, one, and that was a glitch --
5 but they have not, in the past, ever provided any
6 designations for charter schools. So I worry about
7 where these kids would compete and what the
8 motivation would be to train for that.

9 And like I said, once again, it looks like
10 the education component may be an afterthought. I
11 remember fumbling an opening kickoff of a game one
12 time and walking off the field being horribly
13 disappointed, and my dad saying, "Did you get your
14 homework done?"

15 And so we don't want the tail wagging the
16 dog.

17 I do appreciate the need for this. I
18 think some of the components around the athletics
19 are very strong; but I think the educational
20 component is lacking. And so APS cannot support
21 this within the Albuquerque Public Schools District.

22 Thank you.

23 VICE CHAIR BERGMAN: Thank you, Mark, for
24 your input.

25 We are now to the public comment part.

1 Julie, if you would bring me the list of
2 potential speakers?

3 We will have up to 20 minutes for this.
4 And as soon as I know how many speakers I have,
5 we'll decide how much each speaker is going to get.

6 Thank you.

7 Actually, I see three names. One of those
8 is Mr. Tolley, and he's already spoken. So I
9 believe that's not necessary again. I see -- I see
10 another speaker is Bree Rode. That's not you, is
11 it?

12 MS. RODE: No, no, no.

13 VICE CHAIR BERGMAN: And so we have two
14 speakers. So I guess by our definitions, they can
15 have up to ten minutes each. Bree Rode -- am I
16 pronouncing it correctly?

17 MS. RODE: Rode. That's correct.

18 VICE CHAIR BERGMAN: Commissioners -- are
19 you one of the founders, also?

20 MS. RODE: I'm not.

21 VICE CHAIR BERGMAN: Okay. Go ahead,
22 then, please.

23 MS. B. RODE: Okay. So --

24 VICE CHAIR BERGMAN: Hold on.

25 COMMISSIONER CARR: Is she connected with

1 the school?

2 MS. RODE: Yes, she is. Well, she's
3 connected with the Student Athlete Headquarters,
4 which would be anybody -- all of our speakers last
5 year were connected with the program.

6 VICE CHAIR BERGMAN: I'm trying to think.

7 COMMISSIONER TOULOUSE: We let people
8 yesterday speak who had connections with the --

9 VICE CHAIR BERGMAN: I think in -- there's
10 only two. I understand, because I was thinking the
11 same thing, Mr. Carr. It depends on the
12 relationship. In the past, we've not allowed
13 certain people to speak.

14 MS. RODE: Oh. Okay, well, that's up to
15 you.

16 VICE CHAIR BERGMAN: Go ahead. Is it the
17 feeling of the Commission --

18 COMMISSIONER CARR: As long as we're
19 consistent.

20 COMMISSIONER TOULOUSE: We let people
21 yesterday talk.

22 VICE CHAIR BERGMAN: Go ahead. Go ahead.
23 We'll do it. Go ahead.

24 MS. B. RODE: Okay. So today, I can talk
25 to you guys as a mother of a four-year-old who's

1 been a part of SAHQ and who has benefited from what
2 we've already started.

3 And just to talk on what has just -- what
4 was said, you're right. The athletic side is the
5 first, because that's where we started. And I say
6 "we," because it is a community effort.

7 And so, yes, the sports side of it was the
8 starting point. And so we grow on that. I could
9 talk to you from a former college basketball coach
10 and, you know, my job is to go out and find athletes
11 who not only portrayed good basketball skills, but
12 also were good people and had good character and
13 knew how to get their work done and have a family
14 and do all the things that mattered.

15 Those things were more important as a
16 recruiter than necessarily what their ACT scores
17 were.

18 Today, I talk to you as a former college
19 basketball player and as a former student athlete
20 because I think that I can give a perspective that
21 comes firsthand on what we're trying to do and what
22 the -- what the intent is down the road.

23 You know, I was home-schooled until I was
24 in high school. I was Gatorade Player of the Year.
25 I played five years of varsity basketball at

1 Rio Rancho High School. I was a product of being
2 taught at home and going and having to get good
3 grades in high school.

4 Basketball was my life. Basketball was
5 what saved my life. And, you know, for anybody that
6 knew me back then, you know, I had issues. I would
7 run away from home and fight my parents and do all
8 the things that made sense to me at 15, 16 years
9 old. I would run away and stay at somebody's house
10 that was close enough for me to wake up at 5:00 in
11 the morning and go shoot 1,000 shots before school,
12 because I knew that sports was my way out of
13 New Mexico, was my way to a higher education.

14 I'm the oldest of seven. There is no way
15 that we were paying for the kind of education I
16 wanted with seven kids. So I used sports as my tool
17 to get a D-1 scholarship at the number one
18 university in the nation.

19 I was blessed enough to go to
20 Cal-Berkeley. And without sports and education and
21 without my brain on both, that wouldn't have
22 happened. I took school serious enough to go to
23 school and get good grades. But my grades and my
24 ACT score were not getting me into Cal-Berkeley. My
25 work ethic, through basketball, and my passion for

1 basketball and how that correlated with education,
2 that got me into Cal-Berkeley.

3 My education then took me further than
4 even basketball could take me, because I got into
5 Cal-Berkeley because of sports. I got to do things
6 related with sports. I got to do an internship with
7 the Warriors NBA team for sports marketing for three
8 years. I got to coach D-2 basketball when I was
9 done with college. I got to travel to Canada and to
10 Australia and coach at high-level basketball. Those
11 things were because of my work ethic, both education
12 and sports.

13 And so the model might not be perfect.
14 But just the same as there are schools for dance and
15 there are schools for music, the kids' passion has
16 to be fed. And I was blessed enough to have my
17 passion come from wherever it came from. I was born
18 with it. But not a lot of these kids have the
19 outlet for sports and to be pushing education.

20 And it works hand in hand. I understand
21 that some people don't understand it. But it works
22 hand in hand. And sports and education did save me.

23 The idea is my daughter will only go in
24 that direction. If that's her passion, and her
25 passion is music or sports or -- that's where she's

1 going to go.

2 So I speak from a point of it works. I
3 did it. I used both. My brain thought basketball,
4 but education came. And so if the idea is to attach
5 ourselves to all walks of kids and to feed the
6 enthusiasm of all walks of kids, then I think that
7 the SAHQ Academy is doing that. It's getting ahold
8 of the kids that use sports as a tool to get a
9 higher education and to get out and explore other
10 things besides New Mexico.

11 So I'm just here to show my support in the
12 SAHQ Academy and what I think it can do for our
13 younger generation.

14 Thank you.

15 VICE CHAIR BERGMAN: Thank you so much.

16 I may be wondering why I was -- you can
17 sit down. We have three new Commissioners here. I
18 believe it has been our policy in the past that if a
19 person was a founder or a future governing council
20 member, we have not allowed them to speak in the
21 public comment period. It was assumed that they
22 should have been a part of the presentation.

23 MS. RODE: And she's neither.

24 VICE CHAIR BERGMAN: I'm trying to explain
25 why I made the question.

1 MS. RODE: No problem. We understand.

2 VICE CHAIR BERGMAN: We try to be fair
3 with everyone.

4 The second name actually here is Christen
5 Aragon.

6 And on that same basis, are you a founder
7 or a future governing council --

8 MS. ARAGON: Neither of those. Thank you.

9 VICE CHAIR BERGMAN: Because that is the
10 public comment section. Actually, everyone in this
11 room is part of the public. Like I say, I try to --
12 go ahead, Christen.

13 MS. ARAGON: Thank you. I found SAHQ
14 Academy two-and-a-half years ago. My husband
15 actually went to school with Bree Rode, and she
16 invited us to see what they were doing. I'm
17 involved in a nutrition company. I have my own
18 nutritional business. And when I walked into this
19 building, my eyes were opened up to something
20 different.

21 Growing up, I was not an athlete, per se.
22 I was a cheerleader which cheered on the athletes.
23 My husband would say that is not an athlete.

24 When I got in there, something shifted for
25 me. The passion that I saw behind -- behind the

1 coaches, behind the students that were in there, was
2 a total mind-changer for me. And I've dedicated the
3 last two years of my life volunteering for this
4 place, because I believe in it so much.

5 My daughter is now eight years old. She's
6 been working out with these student athletes for the
7 last two years, and the change in her has been
8 incredible. Her confidence has gone up. Her
9 strength has gone up. And her vision in the future
10 has changed.

11 She's now a champion. She believes in
12 herself more than she's ever believed in herself
13 before. She's grown up with the kids who are around
14 her every single day. They encourage each other.
15 They build character within each other, not just in
16 themselves.

17 And so my daughter is part of a charter
18 school right now in the APS system. And they do
19 progressive learning online. I want to talk to you
20 a little bit about that.

21 When she started that, moving from a
22 public school into the charter school, she was very
23 behind in her math skills. And the public school
24 wasn't working with her on taking those levels to
25 increase her math skills.

1 When she moved to this charter school that
2 had an online progressive system, she started out at
3 a first-grade level, even though she was in second
4 grade. At the end of second grade, working online
5 and working with her teachers combined, she's now at
6 a fourth-grade level in her math. She was able to
7 really, really focus in on her trouble spots and
8 increase that; whereas, in the public schools, they
9 just kind of met the grade level, and then they
10 handed out worksheets and kind of just kept them
11 busy while they worked on the other students who
12 were falling behind.

13 So for me, I believe that the online
14 programming is probably one of the best in the
15 state, and that's why I moved her to that new
16 school, because it has a progressive online learning
17 system.

18 So I believe in the SAHQ Academy. I
19 believe, with the educators behind our students that
20 we do have on board, they will encourage our
21 students. They will encourage our students with
22 sports; they will encourage our students with their
23 education. There's not a doubt in my mind that
24 these people don't have the best intention for our
25 children and their future.

1 I want you -- I want you guys to take a
2 look around this room, because every single person
3 in this room has dedicated hundreds and hundreds of
4 hours to SAHQ, to the Academy and the school.

5 I'm crying, because when I watched that
6 video, it was fast-forward of all of our efforts and
7 our hard work with these students. And how much
8 they've progressed is incredible. You guys don't
9 understand that the progression that these students
10 have made with these people here who believe in this
11 system so much.

12 So thank you, guys, for listening to us.
13 Thank you for sharing our beliefs in our future in
14 our kids.

15 VICE CHAIR BERGMAN: Thank you so much for
16 your input and your passion. I wish more parents
17 were that passionate when it comes to the education
18 of children in our state.

19 All right. We are now ready to proceed to
20 the next portion, which is Commissioners' questions.
21 That will be timed at 40 minutes.

22 I would ask my fellow Commissioners, since
23 there's eight of us, please be succinct and correct
24 in your questions or your comments.

25 I want to make sure everyone has a chance,

1 if we wish, to ask questions of these applicants.

2 So are we ready to proceed? If you'll
3 start the clock, we have 40 minutes.

4 Who would like to go first?

5 Mr. Conyers or --

6 COMMISSIONER CARR: I'll go.

7 VICE CHAIR BERGMAN: -- Mr. Carr.

8 COMMISSIONER CONYERS: I really have no
9 questions.

10 VICE CHAIR BERGMAN: Well, then proceed,
11 Mr. Carr.

12 COMMISSIONER CARR: Hey. I wrote --
13 everybody? Okay, good.

14 I wrote a few things down. You may have
15 had this -- I can't -- the applications are
16 extensive; so I can't remember everything,
17 obviously. Short Cycle Assessments? What kinds are
18 you going to use?

19 MS. RODE: MAPs.

20 COMMISSIONER CARR: MAPs, okay. The thing
21 I would -- it's not my purpose here to speak for
22 you. But, you know, the program you're going to
23 use, in conjunction with excellent teachers, and
24 with, you know, plenty of help, is -- can be a very
25 successful program.

1 If somebody were to take this and say,
2 "Hey, this is going to be just a cyber-school, and
3 just use this," it doesn't work that well.

4 One thing you did mention was that
5 there -- you know, there's three different levels.
6 You can virtually set everybody up with their own
7 IEP, even if it's not called for. You can even add
8 course content.

9 So it's very important that you have
10 academically oriented teachers, as well as the
11 people who are experienced with coaching.

12 I'm experienced with both; mainly
13 academic, myself. But it's -- it's a good program.

14 The other question I had -- and I'm trying
15 to move quickly. What kind of face-to-face classes
16 are you planning on adding?

17 MS. RODE: All right. I'd love to be able
18 to speak to that. And I appreciate your
19 understanding in having that background of at least
20 somewhat of what we're going to plan to do with our
21 kids.

22 The foundational portion of our -- I did
23 this, because there were some questions about how
24 everything tied together. So we do have three
25 levels of building a student's capacity. And so the

1 foundational level is basically making sure that
2 they cover those classes, from start to finish,
3 online.

4 And so those kids who are identified
5 during what we call a "stakeholders meeting" at the
6 beginning, to need extra support from the very
7 beginning, we can actually start that face-to-face,
8 high-intensity tutoring from day one.

9 But online digital delivery allows
10 teachers to actually be able to gain assessments
11 through the program itself to identify areas where
12 the students are weak or where the students are
13 strong.

14 So in this foundational building
15 [verbatim], where we're building the students'
16 capacity, they do the online curriculum. They have
17 small classes. So sometimes with kids, you might
18 have a group of them that are having problems with
19 decimals. And actually, we do have -- just as an
20 aside, we do have -- Lindsey is a teacher, been a
21 math teacher forever. She's been an integral part
22 of our program.

23 Last year, we had very experienced
24 teachers of over 200 years' experience that helped
25 us to produce this application. I've been working

1 on this application since I helped Senator Boitano
2 in 2011. Like I said, I've been to every training.
3 So this is not an afterthought. Actually, this
4 process started before we opened SAHQ Academy, for
5 me.

6 The online curriculum then helps us to
7 develop the small classes. So we may have a small
8 class that encompasses a large portion of the
9 curriculum, or we may have a small class that just
10 encompasses a small portion of the curriculum. We
11 can see, through our technology, that many students
12 are having a bump in, that they're just having a --
13 that they're just struggling with that topic.

14 So we can pull them out, based on their
15 needs. And the teachers are available every day for
16 that purpose. And our building is set up so that
17 those teachers can pull them out into small groups.

18 And what we call it is "high-dosage
19 tutoring," and "dynamically grouped classes."

20 So you might have a sixth-grader -- or in
21 our school, a seventh-grader and a ninth-grader in
22 the same dynamically grouped class, because they're
23 having a problem with the same topic. So it doesn't
24 necessarily mean that they're all going to be in the
25 same grade; it just means they're having a problem

1 with the same topic.

2 Then you have the high-dosage tutoring,
3 which might be one-on-one that they have.

4 The demonstrated capacity is the applied
5 learning. So those are where we take the experience
6 of the teachers, and those teachers then create
7 cross-curricular projects so that the children learn
8 how to take what they've learned in the classroom
9 and online and apply them to something tangible.

10 Most athletes are very hands-on. They've
11 got to be moving. They've got to be touching
12 something. They've got to have some activity in the
13 way that they learn. So the cross-curricular
14 projects that the teachers develop, that's -- that
15 is the second level, where we're having the kids
16 demonstrate, not only just check the box and say, "I
17 completed this online course," but they're actually
18 having to use those skills and demonstrate their
19 skills within a project.

20 And so you might have, within the project,
21 a math skill and a writing skill and a speaking
22 skill that are all -- and that depends on the
23 students. So if you have a group of students that
24 are struggling, or, like my son, special needs,
25 their project might look different than those kids

1 who are wanting to study, you know, something --
2 want to be doctors and have that initiative to
3 really study in-depth topics.

4 So then you also have career-based
5 courses, which, for instance, the -- our teachers --
6 we have, like you said, very -- we will recruit very
7 experienced teachers for the core curriculum. We
8 also have trainers and a sports science professional
9 that are in our budget. So the sports science, this
10 is the career-based courses that the kids can take,
11 that even some of the kids might even be able to
12 start making money while they're in high school, if
13 you become a certified trainer, if you become a
14 referee, if you become some of those things that
15 might allow them to make money right away. And in
16 the sports science electives --

17 COMMISSIONER CARR: Yeah. I was -- I was
18 looking for a little bit more of a concise answer.
19 But thank you.

20 MS. RODE: I'm sorry. Okay. Did I cover
21 what you asked?

22 COMMISSIONER CARR: Yes, you did.

23 MS. RODE: Great. Thank you.

24 COMMISSIONER CARR: And I just have one
25 more question. So it's -- I'm pretty sure it works

1 the same way in Albuquerque as it does everywhere
2 else.

3 Charter school students can participate in
4 any traditional public school program; is that not
5 right?

6 MS. RODE: Yes, they can. Is that what
7 you said? They can, yes.

8 COMMISSIONER CARR: Yes, they can.

9 The other -- and the comment to go along
10 with it, there are many studies that you could have
11 quoted that after-school activities and kids that
12 are involved in sports programs and other
13 after-school activities are less likely to get
14 involved with drugs, less likely to have early
15 pregnancies, and on and on and on, and more likely
16 to go on to college. So that's a given.

17 So my question is is does not APS already
18 offer all the sports programs that may be needed?

19 MS. RODE: Well -- and I appreciate that
20 question. My son did go to Southwest Secondary and
21 play sports at Sandia High School. And so there is
22 that component, where a child can go to a charter
23 school and then play for their high school.

24 It was -- it was difficult in the sense
25 of, you know, just getting there; but it was very --

1 it was a good environment for him. That's different
2 than what we're doing.

3 We do not have sports teams at our school.
4 We're not going to have sports teams. The high
5 schools that the kids go to high school or they go
6 to middle school and participate at their schools,
7 those schools then get funding for their
8 participation.

9 What we're doing is kind of building it
10 into our concrete. It's an attitude; it's an
11 atmosphere. When they walk in the door, they are
12 surrounded by people who have the same lens that
13 they do.

14 So fitness and training are part of what
15 we do. It's not the totality of what we do. The
16 curriculum and the high expectations academically
17 are what drives our school. But what gets the kids
18 to show up and the lens that we use is sports
19 activity, training.

20 But we're not trying to be an elite school
21 for teams, because we're not going to have teams.
22 And so those kids will go on -- and I'm -- and this
23 curriculum is approved by the NCAA through --
24 Edgenuity does have an approval for the NCAA.

25 The school itself will then have to apply

1 with how we deliver it to make sure that we're
2 giving the kids appropriate support and one-on-one
3 time with teachers, contact with teachers, in order
4 for us to get that approval.

5 But Edgenuity, contrary to the comment
6 made earlier, does have NCAA approval.

7 VICE CHAIR BERGMAN: Thank you.

8 COMMISSIONER CARR: I'm done.

9 VICE CHAIR BERGMAN: Thank you,
10 Commissioner Carr.

11 Commissioners down on my right here, raise
12 your hand if you'd like to speak, please.

13 COMMISSIONER CHAVEZ: I don't have any
14 questions.

15 VICE CHAIR BERGMAN: And use the
16 microphone.

17 COMMISSIONER ARMBRUSTER: Yes, I have.

18 VICE CHAIR BERGMAN: Commissioner
19 Ambruster?

20 COMMISSIONER ARMBRUSTER: Is it on? I
21 just wanted to just check something.

22 Do you have E-Occupancy? That's a new
23 word I'm learning.

24 MS. RODE: Yes, ma'am, I do.

25 COMMISSIONER ARMBRUSTER: That's good.

1 And the other thing is, how do you have
2 the small classes? Is it because some classes are
3 very large, because they're online? So in a sense,
4 that class could have 40 kids? Is that how you have
5 a 1-to-16 ratio?

6 MS. RODE: Let me explain, Mr. Chair, and
7 members of the Commission. What we will be doing is
8 when kids are working online, they're not in small
9 classrooms. So when they have independent work time
10 that they're actually working on their computers,
11 they're not in a small-class grouping, like the
12 1-to-15 or 1-to-16.

13 So you might have a large number of
14 kids -- you know, if you consider kind of taking the
15 viewpoint that if I'm in a traditional classroom,
16 it's like all of us in this room sharing one
17 computer screen, and we have to go at the same pace
18 at the same time, listening to the same words; and
19 regardless of whether we got it or didn't get it,
20 we've got to keep moving, okay?

21 With digital delivery, each child goes and
22 looks at it and processes at their own speed, even
23 though they have a minimum number of, you know,
24 things that they have to get done in a day.

25 So the large group is kids working

1 independently with support, with teachers who are
2 there to support them if they -- if they get hung up
3 on something. And within the curriculum, it's kind
4 of built-in. So you can build in, if a child has to
5 repeat something twice, it automatically sends them
6 to a teacher; so there are certain things that are
7 built in to the curriculum that allow that support
8 to happen.

9 But then you also have the professionalism
10 and the expertise of the teachers that they are
11 monitoring the progress of the kids. They can
12 actually see, realtime, what the kids are doing on
13 their screen, and they can see what's going on as
14 far as how much time it's taking them to get through
15 their work and if they're struggling with something.

16 And the -- they can pull them out
17 accordingly, or create a separate class accordingly.
18 And our staffing plan, the way our staffing plan
19 works is that that staffing plan is built in teams,
20 so that we make sure that we have teachers in each
21 subject matter available to the kids at all times.

22 COMMISSIONER ARMBRUSTER: So it's
23 possible, then -- a couple -- I have several.

24 So if you have a special needs child, that
25 child might rarely be online, because I think the

1 research shows that generally, special ed kids don't
2 do as well online. But so then you have a special
3 ed credentialed teacher who would be delivering
4 services. I guess it probably would be not
5 inclusion, because the classes are really tutoring,
6 as opposed to instruction. So I guess it would be
7 more of a self-contained situation.

8 MS. RODE: Right. And that's one of the
9 beauties of this type of system is that every kid is
10 kind of treated that way. So I can take a little
11 bit of a difference of opinion with that, since I do
12 have a special needs child, who, if I allow him to,
13 would be on the computer all day, every day.

14 So he is -- and he's at about a
15 third-grade level. He's 21, and he's still -- he
16 goes to -- to ACE Charter School. This is his last
17 year.

18 So he is very -- very good with the
19 computer.

20 So depending -- what's -- one of the
21 beauties about digital delivery is that with this
22 system, they have a -- a thing called "Pathways."
23 And so it can actually give a student their -- their
24 age-appropriate material at their grade-appropriate
25 level.

1 So you're not going to have an 18-year-old
2 reading, you know, "Sam went" -- "Sam tossed his
3 hat," or just that in the very -- you know, very
4 small -- "Sam," "cat," "hats," that type of thing --
5 you're not going to have those simple, babyish type
6 of delivery. But what you are going to do is you're
7 going to have things that are age-appropriate, but
8 also level-appropriate that are able to engage them.

9 And I can tell you special needs kids are
10 very engaged by the computer. So even though it
11 will be different, and they'll be managed
12 differently, I think a parent would not choose our
13 school if they felt as though that was something
14 that was beyond their child. But should they choose
15 our school, we certainly are equipped to be able to
16 handle any level of students' needs.

17 COMMISSIONER ARMBRUSTER: And my -- I
18 think last question is, I'm assuming -- but I don't
19 know about APS -- but I'm assuming that you have to
20 have a certain grade level to participate in sports;
21 right? So there could be kids who go to your
22 school, who, for whatever -- it doesn't really make
23 any difference what reason -- might not be eligible
24 for sports on the -- competitive in the public
25 schools? Am I saying that correctly, then?

1 MS. RODE: You are. And that's very
2 important. And the thing is, is that that's
3 wonderful, that we would get the opportunity to
4 encourage them academically, through sports that
5 they love, to say, "You know what? There is no
6 future for you in sports unless you take care of the
7 classroom."

8 And so those opportunities -- what we
9 require is added seat time for those kids who are
10 struggling with their academics. So if they're
11 struggling with their academics and cannot
12 participate in sports because they don't have the
13 grades to participate in the schools, they are going
14 to be spending more time in the chair with teachers
15 at our school.

16 And one of the things that I think that I
17 could take -- take -- one of several -- so last
18 year, we had a lot of -- we applied last year, for
19 those of you who are new. And so there were many
20 portions of our plan last year that were graded high
21 that were graded either as "met" or "exceeded" the
22 standards; whereas, the same application with the
23 same questions and the same rubric, this year, were
24 attacked.

25 And so you have a little bit of a -- I'd

1 appreciate, at least, that you take a look at some
2 of those things. Because one of those happened to
3 be our special education plans. And so even though
4 we had been scored very well last year on the same
5 exact plan, we were attacked on it this year.

6 So when you take a look at those scores
7 and, just, would you consider the dynamic that is
8 there, our plan addresses special needs probably
9 better -- and having had a child that's gone through
10 the system -- better than any school I've ever seen
11 anywhere.

12 COMMISSIONER ARMBRUSTER: Thank you.

13 VICE CHAIR BERGMAN: Thank you.

14 Commissioner Pogna, did you have any
15 questions?

16 COMMISSIONER POGNA: (Indicates.)

17 VICE CHAIR BERGMAN: Commissioner Chavez
18 did you have any?

19 COMMISSIONER CHAVEZ: No, I don't. Thank
20 you.

21 VICE CHAIR BERGMAN: Commissioner Conyers,
22 have you changed your mind?

23 COMMISSIONER CONYERS: Not yet.

24 MS. RODE: I'd love to hear a question
25 from you. I didn't even hear you speak last year.

1 VICE CHAIR BERGMAN: Commissioner Gipson,
2 do you have some questions?

3 Please be concise in your answers.

4 MS. RODE: I'm sorry. I love this plan,
5 and I've been doing it so long, I want to share.

6 VICE CHAIR BERGMAN: I know your passion.

7 COMMISSIONER GIPSON: I have a couple. I
8 coached on varsity sports at the high-school level
9 for more years than I want to even account for at
10 this moment in my life, in the public school. I
11 never saw a greater mechanism for support for
12 athletes.

13 So I have a question as to what you're
14 offering that's different from everything I saw in
15 the high-school level to get athletes the help that
16 they needed, the one-on-one instruction. I saw the
17 public schools go above and beyond, in my
18 experience, for -- for the athletes.

19 And secondly, if you're not competing in
20 the sports, even though you're NCAA-certified, what
21 recruitment is going to come to your school when
22 you're not competing in sports?

23 MS. RODE: Okay. Those are great
24 questions. And I can also tell you, from my
25 perspective, that I have had seven children who

1 played sports in school. And I can tell you that my
2 boys, who chose not to study and just get enough
3 grades to play on the football field, so long as
4 they are passing, then those resources are not put
5 towards your children.

6 So the thing is, is that if the kid is not
7 eligible, then those resources are going to be
8 there, because the coach wants them to be eligible.

9 But there's a big difference between being
10 uneducated and under-educated. I think it's really
11 important to understand that what we're trying to
12 do, and what our system does that other systems do
13 not, is that we push kids academically to be the
14 best they're capable of becoming.

15 And that is -- does not happen -- at least
16 in my seven children and the thousands of kids that
17 I have coached, the kids that she tutors on a
18 regular basis, that's not happening in the public
19 schools. And so when we're meeting individual
20 needs, we're not just meeting individual needs so
21 that they get a diploma; we're meeting individual
22 needs so that they do the best they're capable of
23 and going as far as they're -- we want to set their
24 trajectory high.

25 And so that's the difference between what

1 APS is doing and what we're doing.

2 With regards to the NCAA, what we're doing
3 is we're creating -- for one, we may get superior
4 athletes. We may just get kids who love statistics.
5 We may get kids who love sports statistics. We may
6 get kids who want to learn about nutrition or who
7 want to lose some weight and be fit. We may have
8 kids who have diabetes and want to just live a
9 healthy life. So this is not a one type of kid
10 that's going to be in our school.

11 But with regards to NCAA, what we're doing
12 is, those coaches in college, they don't recruit an
13 athlete because they play for "X" school. They
14 recruit an athlete because they're great athletes.

15 So what we're doing is we help to develop
16 the individual athlete; so when they go play for
17 their school, they go play for their club team, they
18 are the best they're capable of being and,
19 therefore, recruitable.

20 So it's something that is -- you're not a
21 good enough athlete, if you're not a good enough
22 softball player or soccer player or basketball
23 player, you're not going to get recruited,
24 regardless of who you're playing for.

25 We're not trying to create great teams so

1 we look great. We're trying to create great
2 individuals who have the character and the work
3 ethic and the academic resume and the confidence to
4 move forward and be successful in college.

5 I don't -- maybe you haven't experienced
6 this; but I have. So many kids that are really good
7 at sports, they get to college, and they fail,
8 because they didn't have the work ethic or the
9 character that they needed to be successful in
10 college.

11 So we're not just -- you know, sports is a
12 tool; it's a mechanism. It is not the basis of what
13 we're about. The education and the character
14 building and the relationships that they have and
15 the accountability that they have is what's not in
16 the public school.

17 I've had teachers tell me that, in
18 January, that they still don't know the names of all
19 of their students, because they've got 200 of them
20 coming through their classroom.

21 That's not going to happen in our school.
22 They are on a small academic team. They have an
23 academic success coach that they're meeting with
24 every day. And those relationships are built
25 throughout their time at SAHQ Academy.

1 MR. VIGIL: If I could -- Commissioner
2 Bergman, Commissioner Gipson, my daughter attends a
3 charter school and plays for a public high school
4 here in Albuquerque. We put her in the charter
5 because she was invisible in her high school.

6 The APS high schools are very large.
7 She's a very good student. They were sad to lose
8 her, because her scores were so high.

9 But she was not being challenged. She
10 didn't have to go to class all the time. It didn't
11 make a difference to her.

12 But we put her in the charter, because
13 this is the ability to push her; so that we believe,
14 as parents, sports are a venue. And when I was an
15 APS Superintendent of Business, the Athletic
16 Department was my department. You'd be surprised
17 how many parents came to me to override their local
18 athletic directors in APS.

19 The problems we have with transfers,
20 everything else that goes on, if you're a good kid,
21 not causing problems, you sometimes become
22 invisible. The schools are very large. They don't
23 push you.

24 This is an extra venue for them. The
25 charters are allowing them to. We appreciate the

1 law that lets them play at their high school,
2 because they get to have that experience also.
3 There are many good kids that are average kids; we
4 want the best for them, because they're not going to
5 be a professional athlete; but we need the college
6 degree. That's what we're pushing our kids for, to
7 get better grades. We want an academic scholarship,
8 but with supports while they're in high school.

9 COMMISSIONER GIPSON: I just have one
10 quick -- in your application, you say -- you've got
11 a 15-to-1 ratio. With -- but it says it's teachers,
12 trainers, and special ed staff. So if you take out
13 the trainers, what's your teacher-to-student ratio
14 going to be?

15 MS. RODE: I don't have that. They are
16 teachers; our trainers are teachers.

17 COMMISSIONER GIPSON: They're certified
18 teachers?

19 MS. RODE: They will be certified
20 teachers, yes.

21 VICE CHAIR BERGMAN: Is that all,
22 Commissioner?

23 COMMISSIONER GIPSON: Yeah, that's all.
24 Thanks.

25 COMMISSIONER TOULOUSE: No, I don't think

1 I have anything. I asked a lot of my questions last
2 year, and I've heard a lot of answers today. But I
3 don't think I have anything new.

4 VICE CHAIR BERGMAN: Thank you.

5 COMMISSIONER GIPSON: And I'd just like --
6 can I just add one thing? Even though I'm new, I
7 did actually sit through last year.

8 MS. RODE: Oh, great.

9 COMMISSIONER GIPSON: So I did hear it.

10 VICE CHAIR BERGMAN: Commissioner, go
11 ahead. I have a number of questions, also.

12 COMMISSIONER CARR: Oh, I'm sorry.

13 VICE CHAIR BERGMAN: Go ahead, if it's
14 going to be short, please.

15 COMMISSIONER CARR: Commissioner Gipson's
16 experience is the same experience as mine. I'm a
17 coach and taught for 25 years. And I -- in my
18 experience -- in Taos, anyway, and other places --
19 we had tutoring classes. We got the athletes
20 together on Saturday morning and -- and we were on
21 those kids who were having difficulties like crazy,
22 all the time.

23 And that has always been my experience,
24 even when I was in school myself. So actually, I
25 have a question for Mark. Is he still here? I

1 can't see him because he's hiding behind --

2 MS. RODE: I'm sorry. He's behind the
3 sign.

4 COMMISSIONER CARR: -- the sign right
5 here.

6 There's been some statements made about
7 APS in regards to athletes in your schools. And I
8 can't speak for APS. And I would like, you know, to
9 hear what you have to say about how -- about what
10 was said about APS, to be fair.

11 MR. TOLLEY: I heard a number of things.
12 Specifically, what part did you want me to address?

13 COMMISSIONER CARR: So kids being, you
14 know -- being invisible, not being -- not really
15 being taken care of academically in the APS schools,
16 not giving -- not being given enough attention, that
17 type of thing.

18 MR. TOLLEY: Well, of course, that happens
19 all the time. And it's because of the size.
20 Because of our size and the economies of scale, we
21 can offer a lot of things that charters can't. But
22 because of that same size, sometimes kids get lost
23 in the shuffle.

24 We really believe in the right fit for
25 each kid. That's why charter schools exist; that's

1 why we have magnet programs. So a smaller school
2 that does fit the needs of students and focuses on
3 athletics, absolutely, if we can provide more small
4 programs that have a specific curriculum to meet the
5 needs of students, that's definitely a positive.

6 So a part of the problem of being a large
7 district is trying to address the needs of a great
8 number, and also the needs of each individual
9 student. So as we've gotten better, we have opened
10 more programs. And I think with the new
11 superintendent, you'll see more of this.

12 But that's also why we support our charter
13 schools and a lot of the State-chartered schools in
14 Albuquerque.

15 COMMISSIONER CARR: Okay. Thank you.

16 VICE CHAIR BERGMAN: Is that all,
17 Commissioner Carr?

18 COMMISSIONER CARR: Yes, thank you.

19 VICE CHAIR BERGMAN: Thank you.

20 Thank you, Mr. Tolley. Appreciate that.

21 All right. I have a number of questions I
22 want to jump right into.

23 First off, you threw us a curve on the
24 very front part of your application. You put a new
25 category in called "Internal and External Enrollment

1 Caps." We don't have internal and external -- all
2 charter schools manage their caps internally.
3 That's their problem, and that's their deal.

4 Statute says we have an enrollment cap.
5 So is your request for two -- what is the enrollment
6 cap you're requesting? Is it 300 or 270?

7 MR. VIGIL: Commissioner Bergman, members
8 of the Commission, we put that in -- Charlotte and I
9 were talking about the application, as we amended it
10 for this year. I was talking to her about --

11 VICE CHAIR BERGMAN: Yeah, I understand.

12 MR. VIGIL: I was talking to her about --
13 I'm also a business manager for Cottonwood
14 Classical, the number one high school in the state
15 of New Mexico -- No. 67 nationally -- and has --
16 when we look at that school, what Cottonwood does is
17 they requested from the Commission -- and I told her
18 this -- an 800, I think -- their enrollment cap is
19 800 students.

20 But when I talked to Sam Obenshain and the
21 governing council, we have an internal set one at
22 750. The difference is if siblings, twins, or
23 somebody like that comes in, we don't want to
24 violate our contract with -- so it was an
25 information-type issue.

1 We're really just looking for the
2 enrollment cap; but we will know that we're going to
3 keep it so that we can address any bubbles, any
4 fluctuations a little bit for siblings, that sort of
5 stuff that come through, that we're able to meet
6 that without having to come back to the Commission
7 for every single time. We're going to be a little
8 bit lower, and it's an information piece.

9 MS. RODE: We just wanted to be
10 forthright.

11 VICE CHAIR BERGMAN: Is it 300 or 270?
12 That's for the record.

13 MR. VIGIL: 300.

14 VICE CHAIR BERGMAN: 300. All right.
15 That is your enrollment cap, not an external or
16 internal cap.

17 MS. RODE: We apologize. We were trying
18 to be transparent.

19 VICE CHAIR BERGMAN: I wanted to walk out
20 of this meeting knowing for certain what your cap is
21 going to be for your school.

22 I wanted to make a general comment that I
23 thought your goals -- as we well know --

24 MS. RODE: Right.

25 VICE CHAIR BERGMAN: -- I'm -- that's kind

1 of my specialty. I think there were a lot of holes
2 in your proposed goals; but that -- should you be
3 approved, that would be handled down the road in a
4 negotiation for a performance contract. So that's
5 all I'm going to say about that.

6 You used terms like "Demonstrates
7 progress." What is -- you can improve your score by
8 one point, and that is quote, "progress," unquote.
9 So that kind of language is what I'm specifically --
10 and I think you've talked about how much -- a very
11 short answer -- how much of your delivery is going
12 to be blended?

13 Have you got a -- is it going to be 50/50,
14 60/40 face-time and digital? How is it going to
15 work?

16 MS. RODE: I think that will be
17 individualized, based on the needs of the children;
18 because you will have some that will be very
19 weighted towards the face-to-face, because of their
20 needs, and some that will be very weighted towards
21 the online, because they're very -- they can move
22 quickly through things, and the focus will be then
23 on feeding them additional types of work to enhance
24 their learning.

25 So it depends on whether it's for

1 remediation or for acceleration.

2 VICE CHAIR BERGMAN: Thank you. And now,
3 this is just actually more of a general observation,
4 also. But the Charter School Division, in their
5 preliminary analysis, talking about Edgenuity. You
6 guys stated -- your review team stated that, "It is
7 unclear whether the Edgenuity curriculum is aligned
8 with the Common Core."

9 And I found that interesting, because a
10 number of people are using Edgenuity; so maybe we
11 need to explore that briefly somewhere down the
12 road: Is it aligned, or is it not?

13 MS. POULOS: And what we were looking for,
14 was that information provided, was there evidence in
15 the document? And we did not see that in the
16 document.

17 VICE CHAIR BERGMAN: And I had a question
18 for Mr. Vigil. You are planning to be a board
19 member, should this school go forward?

20 MR. VIGIL: Mr. Bergman, it -- you know,
21 I'm helping them with their planning; the planning
22 year, I'll be involved. In the future, what happens
23 would be the governing council would follow the
24 checklist that PED -- if you approve us -- that the
25 PED would give us, which would include approving the

1 Board of Finance, bringing that before. So that
2 would be up to the school, at that point, to select
3 their actual members that would be there.

4 My belief is, like I said, I've helped a
5 number of schools. I am for choice. I am a public
6 school person. I worked in the district for a long,
7 long time; and I've worked with charters now for
8 about ten years.

9 And so I'm a big advocate. I agree what
10 Mark Tolley said on the choice and individualized
11 needs. So I'm not sure what my role would be as a
12 school board member.

13 VICE CHAIR BERGMAN: I just asked that
14 question, because you are a contract business
15 manager for many charter schools in the state. And
16 you have not given that up yet, have you?

17 MR. VIGIL: No, sir, I have not given it
18 up.

19 VICE CHAIR BERGMAN: And I'm not aware of
20 any statute that says you can't be. For some
21 reason, that flagged me when I saw you might be a
22 board member; because being a board member over here
23 and then working for a bunch of other charter
24 schools over here -- I'm not saying there would be a
25 conflict of interest; but there would be at least a

1 small potential, perhaps, for some conflict there.

2 MR. VIGIL: Commissioner Bergman, I would
3 make sure that there are no conflicts involved for
4 my business or myself at all. I work currently
5 under contract for the PED, also. I work for
6 nonprofits for -- including a former Secretary of
7 Education.

8 So there are a number of things that my
9 company does. And we do have, I believe,
10 12 business licenses working for me; so it's not
11 that I do the work myself that my company does.

12 But that would be fully disclosed, and I
13 would stay out of any conflict that would be
14 present.

15 VICE CHAIR BERGMAN: And, here again, I
16 just kind of -- in the -- in the analysis by the
17 CSD, that they raised a little question about your
18 IEPs and special needs. And you, yourself -- you
19 have firsthand knowledge of special needs.

20 I -- I just want to be absolutely certain
21 that you're fully cognizant of everything, because
22 we have, just this year alone, had several charter
23 schools that are having some real problems in their
24 special needs -- and that's not -- I suspect there's
25 problems in the public schools in that area. It's

1 very complex, as we well know, because the Feds are
2 involved and everything else.

3 You guys are ready to go, hit the ground
4 in that area?

5 MS. RODE: Thank you, Chairman. But we
6 are ready as you can be, when you have to hire the
7 expertise. So our -- what's really wonderful about
8 that board is that we have professionals who -- and
9 the board isn't complete. But when you look at
10 Governor Luarke and his position, not only with the
11 Pueblo, but also with Santa Fe Indian School, you
12 look at Mark Madonia, who has been -- just as far as
13 planning and organizational structure, billion
14 dollar contracts with DOE and DOD. We have the
15 people on board to evaluate and set structure so
16 that we can hire the very best talent out there.

17 And so that's why he's on our board is
18 because I believe he's the best talent out there for
19 us to be ready financially. And so I think that
20 when you look at who we have to choose those people,
21 we are very confident that we will be absolutely
22 ready.

23 And because we're sensitive to those
24 issues. I mean, I'm very sensitive to that issue.
25 My son, who is special needs, is at our building

1 every day, and it's a big part of his life.

2 So I think -- I would give you my word
3 that we will be absolutely ready to go in that
4 environment, and we will exceed your expectations.

5 VICE CHAIR BERGMAN: Outstanding. And a
6 review team also in the area of ELL. You used a
7 term called "proficiency," and they explored that in
8 their analysis. In fact, they say, which is fairly
9 firm, that the position you put forth was contrary
10 to federal and State law.

11 When you saw that, when you read that
12 analysis, what -- your comments on that.

13 MS. RODE: Well, I think several places
14 within the application, we said that we would abide
15 by all State and federal laws. And certainly, those
16 change on a regular basis.

17 So it is up to us to make sure that we
18 abide by any State law, any federal law, and we hire
19 those people who maintain those relationships and
20 that training to ensure -- like, there's -- for the
21 financial end of it, there's several trainings for
22 the board; there's several trainings -- you know,
23 the same thing for the special needs and ELL.

24 We need -- we will ensure that those
25 people are in place that abide by every law. We

1 stated that several times within our application,
2 maybe not within the sentence or the paragraph that
3 they would like to look for it. But I think that we
4 made it pretty clear throughout the body of the
5 application that we're sensitive to that.

6 VICE CHAIR BERGMAN: Thank you.

7 Oh. And there was -- your organizational
8 chart apparently had some conflicts on it. They
9 picked up on that.

10 MS. RODE: I don't think that's correct.

11 VICE CHAIR BERGMAN: Especially concerning
12 your business manager, whoever that might be.

13 MS. RODE: I think they misread it.
14 Because of the way it was put on the paper, they
15 assumed that -- if you put an organizational chart,
16 and the way you read it, if you put a title and then
17 put a line under each one, they all report to the
18 same person.

19 If you put that organizational chart
20 vertically, and you put one line to the top, and
21 then you have lines coming out, that doesn't mean
22 that each person at the bottom is then reporting and
23 reporting -- it means that they're all reporting to
24 the top. It's just this way instead of this way
25 (indicates).

1 So I think they read it improperly. It's
2 not that we have him reporting to three different
3 people before he reports to the principal. All four
4 of those people on that side are reporting directly
5 to the principal.

6 VICE CHAIR BERGMAN: Okay. As long as you
7 understand that. Everybody works for the boss; but
8 not everybody reports to the boss.

9 MS. RODE: Correct, yeah.

10 VICE CHAIR BERGMAN: And they did have a
11 few questions on your lottery procedures. I just
12 want -- again, they made a statement that they might
13 be -- some of your proposals might be contrary to
14 law. So your thoughts on that?

15 MS. RODE: Right. And, again, this is
16 something that if you look at last year's versus
17 this year and the kind of criticism that we're
18 getting on that, what they had mentioned in the
19 capacity hearing is that we stated "registration
20 materials."

21 What we found to be is that I had a
22 misunderstanding as to the district. I thought that
23 kids had to be -- show that they were New Mexico
24 citizens, and that they lived in the district in
25 order to be eligible for school; and I found out

1 that was incorrect.

2 So those are the only items that we were
3 talking about, because we didn't want to hold a
4 lottery with kids that were ineligible, lived out of
5 district or didn't show that they were -- that they
6 had residency in New Mexico.

7 And so that was my mistake, that I thought
8 that those are required; because if we did a lottery
9 and then found out later -- it wasn't that we were
10 requiring any other documents. I just said
11 "necessary registration materials." And I didn't
12 even identify what those were. That was the
13 question mark that they had, that they thought
14 somehow, we were requiring registration materials
15 that would disqualify anybody.

16 And that definitely was not the intent.
17 It was just to fulfill our obligation as to
18 boundaries.

19 VICE CHAIR BERGMAN: Thank you. And I
20 don't -- we could actually spend an hour on this
21 next one, I suspect, your third-party entities, the
22 original SAHQ, the SAHQ Backers group, and of
23 course, the charter school. I only raise this
24 because we have a school that had some third-party
25 things, and it turned into a mess.

1 MS. RODE: Right. And I appreciate --

2 VICE CHAIR BERGMAN: And, here again -- so
3 that's something that that Commission would have to
4 be -- and you would have to be -- very careful about
5 the interrelationships between those third-party
6 groups.

7 MS. RODE: Sure. And I think it's a valid
8 question. But I think there was a little bit of
9 sinister attitude about how this functions. And
10 really, when you look at our history, I've been
11 working on this since 2011 since before SAHQ
12 existed. And SAHQ was established as a nonprofit.

13 Later, SAHQ -- SAHQ Backers was
14 established, as we have progressed through starting
15 the school as a means to support the building to be
16 able to be ready for a school. And then we have
17 SAHQ Academy.

18 SAHQ has always been run by volunteers.
19 And it is not necessary; nor -- the application was
20 written to stand alone, because we have looked at
21 options of moving down the road, hopefully sooner
22 than later, so that we had better athletic
23 facilities. So the application was built, or
24 written, to stand alone, so that it didn't need SAHQ
25 to function.

1 What SAHQ does is it adds value to the
2 programs and to the families and to the community.
3 So it's not necessary; it's not written into the
4 program, because it's -- we don't need an MOU,
5 because SAHQ Academy can stand alone; but SAHQ
6 itself will add value to the programs and to the
7 community.

8 As far as SAHQ Backers go, we pre-planned,
9 because we intend to have a school, regardless. So
10 the 501(c)(3) obviously can take sometimes four or
11 five years; it took us two. So we applied for the
12 501(c)(3). That 501(c)(3) will then help us to --
13 we don't get any money from you for our facilities.
14 We don't get any money for trying to get ready to be
15 a school.

16 So rather than wait until you approved us,
17 or wait until we found another partner to start our
18 school, we applied for and got our 501(c)(3). So
19 that's the -- you know, there's nothing sinister
20 behind any of it. We have a great building. We
21 have low overhead. We have -- we're ready to roll,
22 in that we already have the 501(c)(3), so we can go
23 out and get partners to help fund the stuff that you
24 don't. And we have a program that is there run by
25 volunteers that will make our school better.

1 VICE CHAIR BERGMAN: Thank for you that.
2 And, actually, you don't get your money
3 from us. We are penniless. The PEC has no money.
4 It comes from someone else --

5 MS. RODE: Right.

6 VICE CHAIR BERGMAN: -- through PED. But
7 thank you so much.

8 Our time is up; so let me read this final
9 statement.

10 Any member of the public, including the
11 applicants, may submit written input following this
12 hearing.

13 Now, keep in mind, if you mail it, it's
14 not going to get to Santa Fe by the deadline. So
15 you can either hand-deliver it or e-mail it or fax
16 it or something. Right here at the bottom of our
17 agenda, there's two paragraphs. It advises who you
18 should send comments to.

19 The deadline for that, for this school,
20 is -- oh, mercy, I had my page. Where did it go
21 here? Oh, it's right here. Okay.

22 The details and addresses are listed on
23 the handout. Make sure you identify the school that
24 you're commenting on. Some people send comments and
25 they don't say who. And who knows what happened to

1 those?

2 MS. RODE: Just give them to all of us.

3 VICE CHAIR BERGMAN: So please be sure you
4 identify the school, and please know the written
5 input must be received no later than 5:00 p.m.; not
6 5:01, not 5:02 p.m.

7 And for this applicant, that deadline will
8 be Friday, August the 21st -- you have three days --
9 at 5:00 p.m.

10 So please adhere to that if you wish to
11 make additional comments on this application.

12 Thank you for your presentations today.
13 This Commission will meet again in Santa Fe on
14 September 24th and 25th, 2015, to render the
15 decision on approval or denial of this or our other
16 new charter school applications.

17 We call that our "decision" day --
18 days -- and that's when that will occur.

19 So I thank you again. I thank you for
20 your attendance today. Actually, we're kind of
21 rushing, because we have another one of these here
22 in just a few minutes.

23 I am going to temporarily recess us until
24 10:30, when we'll have the next Community Input
25 hearing.

1 Again, thank you all for being -- taking
2 the time to be here today.

3 MS. RODE: Thank you.

4 (Proceedings in recess at 10:10 a.m.)
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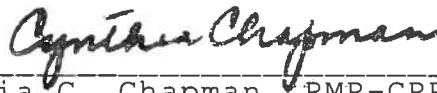
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1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

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7 REPORTER'S CERTIFICATE8 I, Cynthia C. Chapman, RMR, CCR #219, Certified
9 Court Reporter in the State of New Mexico, do hereby
10 certify that the foregoing pages constitute a true
11 transcript of proceedings had before the said
12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the
13 State of New Mexico, County of Bernalillo, in the
14 matter therein stated.15 In testimony whereof, I have hereunto set my
16 hand on August 27, 2015.17
18
19 20 Cynthia C. Chapman, RMR-CRR, NM CCR #219
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