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BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
COMMUNITY INPUT HEARING
HEALTH SCIENCE ACADEMY
August 21, 2013
2:00 p.m.
Anthony City Hall
824 Anthony Drive
Anthony, 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:

MS. CAROLYN SHEARMAN, Chair
MR. EUGENE GANT, Vice Chair
MR. JAMES CONYERS, Member
MS. CARMIE TOULOUSE, Member

STAFF:

MR. TONY GERLICZ, Director, Options for Parents
MR. BRAD RICHARDSON

1 THE CHAIR: Ladies and gentlemen, my
2 computer says it's 2:00. So let us get started.
3 Before we do, I would ask that everyone, if you have
4 an electronic device, please turn it off so that it
5 doesn't come on during the meeting and disturb
6 anyone. This is a small room. It's going to get
7 warm in here. We don't have microphones. So I
8 would ask that everyone be very, very considerate of
9 each other, and let's be quiet while -- as much as
10 possible while the speakers are speaking.

11 We would also ask -- did you all bring an
12 interpreter with you this year?

13 MS. SAMRAJ: No.

14 THE CHAIR: No?

15 MS. SAMRAJ: We decided not to.

16 THE CHAIR: So we do not have an
17 interpreter. All right. Thank you very much.

18 This is a continuation of the hearings the
19 Public Education Commission began in Shiprock on
20 Monday. We have an agenda, which we are continuing.
21 We have had roll call at the other places. But I
22 would like to have it here to be sure that we have a
23 sufficient number of Commissioners to legally
24 conduct this hearing.

25 So, Vice Chair Gant, if you would do that,

1 please.

2 COMMISSIONER GANT: Commissioner Conyers.

3 COMMISSIONER CONYERS: Here.

4 COMMISSIONER GANT: Commissioner Toulouse.

5 COMMISSIONER TOULOUSE: Present.

6 COMMISSIONER GANT: Commissioner Shearman.

7 THE CHAIR: Yes.

8 COMMISSIONER GANT: Commissioner Gant is
9 present. We have a quorum.

10 THE CHAIR: Thank you. We will move on to
11 the public hearing. And let me get general
12 information out of the way.

13 This meeting is being conducted pursuant
14 to New Mexico Statutes Annotated, Title 22,
15 Section 8B-6J 2009. The purpose of these community
16 input hearings that will be held from August 19
17 through August 21st, 2013, is to obtain information
18 from the applicant and to receive community input to
19 assist the Public Education Commission in its
20 decision whether to grant the proposed charter
21 applications.

22 According to this section of the law, the
23 Commission may appoint a subcommittee of no fewer
24 than three members to hold a public hearing.

25 According to law, these hearings are being

1 transcribed by a professional court reporter, Cindy,
2 who is here. The total time allocated to each
3 application is 90 minutes, which will be timed to
4 ensure an equitable opportunity to present
5 applications.

6 Thank you for the air conditioner coming
7 on, but now it's even harder to hear.

8 Brad will be our official timer. During
9 the hearing, the Commission will allow for community
10 input about the charter application. The time for
11 public comments will be limited to 20 minutes. If
12 you wish to speak regarding the application, please
13 sign in, and we ask that you do it 15 minutes before
14 the applicant's presentation. However, the sign-in
15 sheet is still over there if you wish to sign in.
16 Please be sure that you indicate on the sign-in
17 sheet whether you are here in opposition or support
18 of the charter school.

19 The Commission Chair, based on the number
20 of requests to comment, will allocate time to those
21 wishing to speak. If there are a large number of
22 supporters or opponents, they are asked to select a
23 speaker to represent common opinions. We will try
24 to allocate an equitable amount of time to represent
25 the community accurately.

1 The Commission will follow this process
2 for each community input hearing:

3 The Commission will ask each applicant or
4 group to present at the table in front. They will
5 be given 20 minutes to present their application in
6 the manner they deem appropriate. The Commission
7 will not accept any written documentation from the
8 applicant, but the applicant may use demonstrative
9 exhibits to describe their school, if necessary.
10 However, setup time for exhibits and so forth will
11 be included in the 20 minutes.

12 Following the applicant's presentation,
13 the local school district representatives, which
14 include the superintendent, administrators, and
15 board members, will be given ten minutes to comment.
16 Subsequently, the Commission will allow 20 minutes
17 for public comment, as described above.

18 Finally, the Commission will be given
19 40 minutes to ask questions of the applicants.

20 Commissioners, if you are ready, let us
21 begin.

22 Applicants, I see you're at the table.
23 Thank you very much.

24 For the record, and loudly, please, state
25 the name of your school, the names of the founders

1 of the school, and any other person who is here
2 today on behalf of your school. You will have
3 20 minutes to present the information about your
4 application.

5 If you would keep an eye on Brad, he will
6 show you how much time you have left. And your
7 20 minutes will not start until after your
8 introductions for the reporter, please. Please
9 begin.

10 UNIDENTIFIED SPEAKER: Jaime, if you will?

11 MR. TAMEZ: I'm Jaime Tamez. I'm one of
12 the founders for the school. Can you hear me okay?
13 My name is Jaime Tamez, T-A-M-E-Z. I'm one of the
14 founders of the school. I'm a former teacher and
15 administrator with the Gadsden School District, and
16 my kids attended the Gadsden School District as
17 well. Thank you.

18 MS. CARTER: My name is Mary Carter. I'm
19 a Board member and have previous -- a decade working
20 in a public school district in El Paso.

21 MS. SAMRAJ: My name is Lorna Samraj,
22 S-A-M-R-A-J. I'm one of the founders of Health
23 Sciences Academy.

24 MR. NEVINS: My name is Raphael Nevins,
25 R-A-P-H-A-E-L; Nevins, N-E-V-I-N-S. I'm a founder

1 and a Board member.

2 MR. HAUGEN: My name is Ron Haugen. I've
3 been working with the organization on the
4 administrative side to look at the aspects of the
5 establishment of the school. H-A-U-G-E-N.

6 THE CHAIR: Please begin.

7 MR. HAUGEN: I guess I'll go first. As I
8 say, my name is Ron Haugen. And it's a pleasure to
9 be here this afternoon. We thank you for the
10 opportunity to present our information regarding
11 this exciting opportunity for kids. I think this is
12 kind of what we're all about.

13 What we're talking about is establishment
14 of a charter school. It's called the Health
15 Sciences Academy, established within the boundaries
16 of the Gadsden Independent School District.
17 Currently, for your information, I'm the
18 Superintendent of Schools on the other side of
19 Anthony, on the Texas side. But I have a tremendous
20 history and a tremendous love for what happens in
21 the Gadsden School District, and I'll explain that
22 later.

23 Like I say, I'm not here today as a
24 superintendent. I'm here basically as an advocate
25 for programs, basically, that provide opportunities

1 for kids, expanding their learning opportunities and
2 expanding their opportunities to look at careers and
3 potential possibilities in those particular areas.

4 And in -- I've had a lot of experience in
5 that, and I think this is -- we're in that day and
6 age right now where careers and getting kids the
7 opportunity is truly essential.

8 About four months ago, Mr. Nevins
9 contacted me and explained what they were looking at
10 as far as the founders of this particular program
11 and setting up as a charter school. And I said,
12 "You know" -- and they wanted to know if I would be
13 interested, possibly, down the road, to be an
14 administrator for the school.

15 So I told them, "Yes. Go ahead and send
16 me the information, okay, so I can take a look and
17 see what it is you're talking about and see how
18 you're proposing it and how the setup is."

19 And, so, he sent me that information. And
20 I looked it over, and it looked very exciting, okay?
21 As I say, it was an opportunity for kids that really
22 wasn't there, you know, at the present time. In
23 this particular area, you see other health science
24 academies, particularly in El Paso, Isleta School
25 District, the Texas side. But they serve those

1 children over there.

2 But they have a good history as far as a
3 foundation in what they're trying to do. And this
4 what we're proposing here is basically similar to
5 the programs they already have established down
6 there. So we have something to model kind of what
7 we're looking at and the success they've had in
8 these types of programs.

9 Like I say, after I looked through the
10 proposal, what they were proposing for the charter
11 school, as I say, it looked very interesting to me;
12 great potential for kids, a great opportunity for a
13 lot of people, not just kids, but adults as well,
14 because there's an adult component in there.

15 And I thought, it's just -- it's an
16 opportunity that really has to be jumped on.

17 I also have a personal side to this as
18 well. After I looked it over -- I have a son who
19 graduated from Santa Teresa High School in
20 graduate -- in Gadsden in 1997, went on to get his
21 nursing degree at New Mexico State, his master's in
22 psychiatry -- nursing psychiatry, I guess it is, is
23 finishing up his Ph.D. in forensic psychiatry.

24 I was kind of talking to him about this,
25 and we were kind of going over it. He says, "Dad,

1 this is great. This is a great opportunity. I wish
2 I would have had that opportunity when I was in
3 school, to get my foot in the door before I had to
4 walk out and go to college and get my feet wet."

5 So, on a personal side, listening to him
6 and what he thought the opportunities would be for
7 kids, it kind of hit home. So I think it's really
8 important for me, personally, to know that I can't
9 go back and do anything for my kids differently
10 right now, but we've got a lot of other ones out
11 there in the wings that are waiting. So, basically,
12 you know, I said I had that conversation with him.

13 One of the other components I looked at
14 for me, being very critical, as a superintendent,
15 you work with boards, okay? Governing boards of
16 different compositions, different personalities,
17 those types of things. And I looked over the
18 resumes of the individuals they had indicate would
19 be on the proposed Governing Board. And I was very
20 impressed by the professional resumes that were
21 expressed there.

22 You have a lot of people with different
23 background, not just all medical or educational, but
24 a variety of social, business-type people as well.
25 And that's very important if you're going to get a

1 perspective on the operation of a school entity. A
2 lot of times, you know, it's important as far as the
3 administrator and the Board. They have to have that
4 relationship so everybody understands where
5 everybody's responsibilities lie and in whose
6 courts, you know. And, on the Board's side, it's
7 the, "What are going to do?" And, on the
8 administrative side, it's the "How are you going to
9 do it?"

10 So it's real critical, okay, to have
11 people that understand that concept, and, looking at
12 it, I think there are the people there that have a
13 true understanding of what the purpose is behind
14 this.

15 I think we all realize today, probably,
16 the health industry is one of those things that
17 keeps growing and growing and growing, for obvious
18 reasons, you know. We're getting an older
19 generation, older population. It's going to require
20 more health services. But it's amazing how the
21 health industry has expanded, okay?

22 We're not just talking about making
23 doctors or dentists. I mean, there are so many
24 opportunities out there in different areas, whether
25 it's on the money side, the physical therapy side,

1 whatever else for people to -- for kids, students,
2 children, to get into. There's tremendous
3 opportunities.

4 I look at the El Paso papers on Sundays,
5 and they list all the job availabilities in the
6 different areas. And, always, at the top, is the
7 health industry, health occupations. There's always
8 a need. I think New Mexico, in particular, probably
9 has significant needs for more people entering the
10 health industry and being able to provide those
11 services that are essential, you know, down the
12 road.

13 So, obviously, there is a need for these
14 types of people going into these types of careers.
15 And this is an opportunity for children, for
16 students, to get an early start, okay, and to
17 understand what it is that's going to be expected of
18 them and get an understanding of the needs out
19 there.

20 Just to give you an idea about my
21 background, this is my 39th year in public
22 education. I actually started in 1975 at -- down
23 the road at Gadsden Junior High as an eighth-grade
24 social studies teacher. I taught at Gadsden Middle
25 School -- or Junior High and High School -- for

1 about seven years, became an assistant principal at
2 Gadsden High School for about ten years.

3 Then, I moved across the state line --
4 it's the wonderful thing about living here; you can
5 bounce back and forth as many times as you want. I
6 went over to Texas, over to Canutillo, for about
7 seven years, where I was a middle school principal.
8 Went back to Gadsden, where I was a principal at
9 Santa Teresa High School, and was fortunate to be
10 selected as a superintendent at Gadsden, which is a
11 position I held for about six years.

12 To me, Gadsden, you know, that's where
13 your first teaching position -- whatever it happened
14 to be, it's like your first girlfriend, okay? You
15 never forget them. There's always a soft spot in
16 your heart for that experience, okay? And Gadsden
17 is very near and dear to me. Like I say, I put
18 27 years in there. And they were great people,
19 great to me. Hopefully, I returned the favor to
20 them during that time.

21 My two oldest children both graduated from
22 Santa Teresa High School. So I have personal and a
23 professional connection back to what happens there.
24 And I see -- you know, it's about what these kids
25 are doing and what they can do, because there's

1 always been a tremendous potential there.

2 Over these years, I've kind of learned,
3 any successful program, really, be it in education
4 or out in the private sector -- whatever -- you
5 really need three components. They have to come
6 into play to ensure the success.

7 First of all, is the vision or the idea,
8 okay? Somebody in their garage on Sunday morning
9 has a -- "Hey, you know, this is a good idea," okay?
10 And they have to share that vision with other
11 people. I think that's important. That starts the
12 ball rolling at that point, to get -- to identify
13 that vision.

14 The second thing that has to happen, to
15 make it move along, is you have to get the support,
16 okay, of other people that are going to make this
17 happen. In this particular situation, I think, and
18 in public education in general, the support
19 generally comes, first of all, with the students,
20 because you can't do anything if you can't take them
21 along with you, okay?

22 The second thing is the communities and
23 the parents, okay, because you need their support to
24 support their children in these various programs you
25 may be proposing.

1 Also, you need a governing board, okay, or
2 the governing system that operates that, and you
3 need the professional staff, okay? All of those
4 things have to come together, basically, to kind of
5 flesh out the ideas about how this is going to work,
6 okay? Because ideas initially are very minute,
7 okay, not very well fleshed out or expanded. So you
8 have to get people that are going to expand this
9 idea and get it close to a moveable or a working
10 object.

11 The third thing is the leadership. And
12 that's the critical piece, too. That's where you
13 put the wheels on the wagon, basically, to make the
14 whole thing work. You need the people with the
15 experience to work -- make the system work and put
16 it into play.

17 And I'll give you an example. During the
18 time that I was at Gadsden, I think we did many
19 things, implemented many things that were great for
20 children, okay? And one of them -- I'm going to use
21 Superintendent Efren Iturralde on this. And I'll be
22 nice, okay?

23 Back in 2001, when I took over as
24 superintendent at Gadsden, we had -- you could call
25 it an alternative school, but that's stretching it a

1 little bit. It was a place for, like, ten or twelve
2 kids hung out with a few teachers that didn't know
3 for sure why they were there, doing what, they
4 didn't know.

5 So I looked at that, and I said, "You
6 know, I don't know exactly what this is, but, you
7 know, I don't think it's really any good."

8 So I talked with -- at that time, it was
9 Yvonne Lozano is our associate superintendent for
10 curriculum and instruction. I said, "Yvonne," I
11 said, "This isn't working, okay? This isn't serving
12 anybody's needs whatsoever." Basically, it was
13 supposed to be a dropout recovery program, but they
14 were long gone, okay, before they ever got there.

15 Basically, what we did -- that was the
16 idea. That was the place we started from to say,
17 "What do we do to fix this," because we knew we had
18 kids out there that had a need for these particular
19 services in an alternative setting.

20 From there, you know, we got together as a
21 team and said, "What have we got to do? How can we
22 put this together to be successful?"

23 We had to get the principals from the two
24 high schools together; we had to get the staff
25 together. And, probably, the most critical point,

1 okay, was the leadership. We needed somebody that
2 understood what these kids needs are, and be able to
3 address it, and understood how to select staff
4 that's going to be very focused on what those kids
5 are -- needs are -- and be able to address those
6 kids' needs.

7 And we were fortunate at the time that
8 there was a gentleman that was retiring from El
9 Paso, and that was Mr. Iturralde, and we were able
10 to pick him up -- it was probably the best hire I
11 ever had -- and made him the principal at the school
12 that we called Desert Pride Academy.

13 At that point on, through his leadership
14 and through the support of the staff he selected, we
15 were able to establish a school -- and I think
16 towards the end, we were at 200, 250 kids that they
17 were serving. Probably the most exciting time I've
18 had in the last 39 years was the first graduation
19 they had. Forty kids up there. Fantastic. Parents
20 crying, kids crying. It was wonderful.

21 That's what it took to get the program
22 going, okay? It was a need that was out there for
23 children, and it was an important thing.

24 That's what we're talking about here.
25 Health Science Academy is some thing, I think, that

1 is needed very desperately in this part of the
2 county, in this part of the district as well, okay?
3 And it's an opportunity for kids. I think that's
4 the important part, that we understand that it is an
5 opportunity for kids.

6 Like I say, the support is there. I think
7 the -- the structure is there. The big piece, you
8 know, obviously the question is, "Well, what are you
9 going to do?" There's a lot of "ifs" and "what
10 ifs." That's where the expertise comes in as far as
11 building program and what it takes to put all the
12 pieces together to get it out the door and make it
13 function. That would be, like, a joint
14 responsibility of the Governing Board and the
15 administration as well.

16 The other day, I called Mr. Iturralde, and
17 we were talking. I told him I was coming over here
18 today for this particular meeting. And we chatted a
19 bit, and I understood where he was coming from, and
20 he understood where I was coming from, you know.
21 We've known each other for a long time, so we can
22 have that conversation.

23 But I guess my point on this whole thing
24 is, though, is not about what's good for Gadsden
25 ISD, or what's good for the HSS -- HSA -- founders,

1 okay, or what's good for Ron Haugen. This is what's
2 good for kids. Is the concept, is the principle
3 behind the Science Academy going to be good for
4 children in the Gadsden School District? And I
5 firmly believe it is, okay? I firmly believe this
6 is a need.

7 Can we fulfill that need? I believe that
8 as well, okay? I've done it before, and it's not
9 easy, but it can be done. It just takes a lot of
10 work and cooperation.

11 So, with that, I'd like to go ahead and
12 turn it over to Mr. Nevins.

13 MR. NEVINS: Thank you. Well, what we
14 want to do with the remaining time is have everybody
15 here on the panel say a couple of words. I'm going
16 to ask Mary Carter, a Board member, and also
17 Executive Director of the Women's Cultural Center,
18 to talk about community and what she knows about the
19 community's interest in this kind of a school.

20 MS. CARTER: Within our population of the
21 women that we serve -- and we serve over 3,400 women
22 annually -- the -- the educational rate between
23 parents is from zero to third grade. If we get
24 parents that have a higher grade average, that's
25 fantastic. So you can imagine the difficulty that

1 happens when kids cannot -- when parents cannot go
2 and assist in the education of their children.

3 So a lot of this -- this individual high
4 school, in itself, offers a lot of positive points
5 that will be beneficial to the entire community as a
6 whole as providing an educational component for our
7 adult participants that can get educated and get a
8 high school diploma; whereas, now, a GED is
9 required, especially in order for them to increase
10 their economic self-sufficiency, as well as to be
11 able to assist their children in their educational
12 transition and learn with them as well.

13 And, also, if you really look at this
14 area, this is a short, underserved area of
15 professionals. But we're targeting a key area that
16 is very well needed. And, not only that, we're
17 actually going to be able to prepare children to
18 break the poverty cycle, which is something that is
19 very high here, particularly in the south -- in
20 New Mexico, as a whole, but more so in the south.
21 So we're actually going to be able to provide
22 different opportunities.

23 But one key component that also would
24 differ is the fact that I have over a decade of
25 experience in doing grant writing for school

1 districts and have had a very good, high record of
2 success, which can be an added component as we go
3 ahead and strive for new programming and seek
4 funding at the federal level, and not burden the
5 State with such funding. And we can look at
6 different opportunities from foundations to cover
7 mental [verbatim] agencies in providing different
8 programming that will be beneficial to all.

9 Thank you.

10 MR. NEVINS: Jaime, would you talk a
11 little bit about special populations and how we
12 focus on our special populations to align with the
13 Health Science Academy?

14 MR. TAMEZ: Yes. As you read through the
15 application, you'll notice that we did talk
16 specifically about how we would be addressing some
17 of the special populations that we -- and we are
18 going to be having special ed teachers that are
19 endorsed and certified in that arena, and they will
20 be helping to develop the curriculum and do the
21 lesson planning and so forth, and serve as resource
22 and mentor for the classroom teacher, where we'll be
23 using an in-class model.

24 We also are doing something that we've
25 done in other organizations. My own background is

1 I've done a lot of community organizations, as well
2 as education. I retired in 2007, and I've been
3 working with nonprofits for the past six years. And
4 one of its things that we've done is there's the use
5 of the university students as part of our classroom
6 model, where they are in the classroom, and they are
7 working with the teacher under their supervision,
8 and with the support of the special education
9 specialist, teacher that's there, helping them with
10 the development and the differentiation of the
11 instruction and so forth, development of the
12 materials.

13 We are going to be using all of the State
14 and federal required tools that we have, the IEP
15 plans and so forth. All of this is in place and is
16 part -- you'll see it in our application throughout.
17 But sometimes, when people see our use of
18 educational assistants, university students -- we,
19 in the past, in other organizations, used a lot of
20 the Americorps students who were also
21 university-based students -- sometimes people get
22 confused as to their role.

23 And the role is really one of support and
24 allowing us to differentiate, in a 90-minute
25 classroom, that we would be having two sessions; one

1 is a 45-minute directed instruction, and the other
2 part is a follow-up and follow-through with the
3 instructional assistants, who are going to be
4 specially trained, in addition to the work they
5 receive at the university that's built into our plan
6 as well.

7 So, in terms of the English Language
8 Learner, there, again, we're going to be using
9 bilingual teachers. And our number one choice is to
10 have certified bilingual educators. I'm the former
11 executive director for the New Mexico Association
12 for Bilingual Education, and also was on the board
13 for dual-language education. So I'm bringing that
14 expertise into the program and helping them to
15 develop some of that expertise, the training, and so
16 on, for the teachings, so that they're able to
17 address the needs of the English Language Learners
18 in the classroom.

19 MR. NEVINS: I'd just like to add -- call
20 your attention to Appendix D, Page 7, where we talk
21 about the importance of a parent community
22 engagement director. I don't have the time to go
23 through all of it, but I would just encourage you to
24 take the time, if you haven't taken the time to read
25 it. It's a full-time position.

1 The other thing I wanted to say is what's
2 unique here is we have letters of support from a
3 wide variety of both health-care providers and
4 hospitals and clinics in the area. El Paso
5 Children's Hospital, La Clinica de Familia, and a
6 wonderful program that has 100-percent graduation
7 rate called "Faces of the Future."

8 I would encourage you to look at those
9 letters. Maybe Lorna would like to close with a
10 couple of points, under a minute.

11 MS. SAMRAJ: I wanted to elaborate on the
12 potential partnerships that Health Science Academy
13 founders have been exploring with organizations,
14 health care and education partners in the district.
15 We have had a number of visits, including a
16 community -- including a letter of support from
17 El Paso Children's hospital, La Clinica de Familia
18 in Doña Ana County. And we have letters of support
19 from Dr. Mark Kittleson, who is the department head
20 of the College of Health Sciences at NMSU. So I
21 think our time is almost up, so I think I'll end
22 there for our presentation.

23 THE CHAIR: Thank you. Twelve seconds.

24 MR. TAMEZ: That's cutting it close.

25 MR. HAUGEN: Thank you.

1 THE CHAIR: Thank you. If you all would
2 vacate the table, we would ask the representatives
3 from the local school district to come forward, if
4 anyone is here. Please identify yourself for the
5 court reporter, and you will have ten minutes.

6 MR. ITURRALDE: Efren Iturralde.

7 THE CHAIR: And we're having a terrible
8 time hearing.

9 MR. ITURRALDE: Efren Iturralde. I'm the
10 superintendent of the Gadsden Independent School
11 District.

12 MS. MILLER-TOMLINSON: I'm Wendi
13 Miller-Tomlinson, the interim Director of Secondary
14 Education for the Las Cruces Public Schools.

15 THE CHAIR: Please go ahead.

16 MR. ITURRALDE: Madame Chairman and
17 members of the Commission, thank you for having us
18 here today. I'm going to let Judy [verbatim] go
19 first. She's a guest speaking on her behalf of the
20 [inaudible] college, and I will continue after her.

21 MS. MILLER-TOMLINSON: Good afternoon
22 Commission members. As I said, my name is Wendi
23 Miller-Tomlinson. I am the interim Director of
24 Secondary Education with the Las Cruces Public
25 Schools. I'm here on behalf of Superintendent

1 Rounds to offer commentary on the charter school
2 application.

3 The Las Cruces Public Schools does not
4 support the application of this charter school for
5 the following reasons:

6 The charter application notes that
7 Doña Ana County is known as a medically underserved
8 area, and a dental health professional shortage area
9 on Page 2 of the application.

10 The application further notes the first
11 innovative feature of HSA will be the focus of
12 preparing students for health science careers. All
13 program components will be addressed within the
14 context of the health care field presenting
15 coursework and an interdisciplinary context which
16 makes connections for students between the skills
17 and their significance and their future careers.
18 And that's on Page 3 of the application.

19 The Las Cruces Public Schools, in
20 collaboration with the Gadsden Independent School
21 District and the Hatch Valley School District, in
22 2009, launched the state's first Early College High
23 School. To date, the Arrowhead Park Early College
24 High School is in its fourth year of operation,
25 serves 450 students, has a zero-percent dropout

1 rate, follows the NMSU calendar, and received an "A"
2 rating from the Public Education Department.

3 Based on the success of this school, the
4 three districts are launching a medical- and
5 health-related pathway early college high school.
6 This school is scheduled to open in August of 2014.
7 So, next August.

8 Students' classes will be includ- --
9 student classes will include academic studies in a
10 blended learning environment and state-of-the-art
11 learning laboratories, with on-site and online
12 courses, and courses at a college campus.

13 Much of the learning will be facilitated
14 via video-conferencing with our collaborating higher
15 education partners, which include New Mexico State
16 University, the University of New Mexico Medical
17 School, the University of Texas at El Paso, Texas
18 Tech University, Doña Ana Community College, and
19 Central New Mexico Community College.

20 Students in Gadsden and Hatch districts,
21 because of the high-tech nature of this learning
22 community, will be able to enroll in the school
23 without having to travel the distance to Las Cruces
24 on a daily basis.

25 We see this infrastructure as a true

1 partnership between the three districts. Students
2 will experience an academic environment and small
3 active learning community, which includes
4 connections to learning opportunities outside the
5 classroom through health industry-based internships
6 and experiences and electronic conferencing with
7 professional mentors. And thank you for your time
8 today.

9 THE CHAIR: Thank you.

10 MR. ITURRALDE: I put together
11 something -- I put together a folder so you can just
12 follow my presentation after you read it. I know we
13 didn't have a presentation, particularly, but I'll
14 just follow through, then.

15 THE CHAIR: We will just hear your
16 presentation. We're not accepting written input at
17 this time. Thank you.

18 MR. ITURRALDE: The District is in favor
19 of providing educational opportunities to the
20 students in the community, but not at the expense of
21 utilizing State funding for duplication of
22 educational programs already implemented in the
23 district.

24 Going through the application, the
25 demographics that I have here are not correct,

1 what's in the application. They're erroneous.
2 Also, there is a charter school that has been here
3 for five years. And the 120th day, their total
4 enrollment was 68. When this charter school first
5 opened up, we were looking at 130-plus; but, in five
6 years, it just hasn't grown.

7 They have their own building; hopefully,
8 that would be better for them. They're
9 well-established, well-run. But, like I said, only
10 68 students are in that charter school right now.

11 Now, in the application that they
12 submitted, they talk about La Clinica de Familia,
13 partnering with them in an internship. Well, we
14 have an agreement with La Clinica de Familia to
15 build a permanent structure to be a school-based
16 clinic center of 6,000 -- excuse me -- it's going --
17 it will be a clinic with 60-by-64 square feet. It
18 will be in the high school, which will give the
19 opportunity for the students of our district to do
20 any kind of internship they'll need right there, on
21 the campus, without any transportation at all.

22 There are plans -- this is not something
23 in the planned -- this was a grant that they got.
24 It's already been accepted, and it's in the works.
25 The cost of transporting students -- I asked Boone

1 Transportation. If they were to transport students
2 once a day, let's say, to a hospital in El Paso or
3 in Las Cruces, that cost would be \$60,000. But they
4 would have to work around our schedule. If they
5 were to purchase their own bus, get a driver, just
6 for the charter school, then it would be
7 approximately \$84,000.

8 Now, that does not include transporting
9 students to Doña Ana Community College or NMSU.
10 That would be an added cost.

11 Now, I have -- I'm just going to show you
12 a picture. We have our own early college high
13 school in Chapparal. The mission statement is,
14 "Chaparral Early College High School will provide a
15 small personalized community that prepares all
16 students for success through a rigorous relevant
17 curriculum, positive and meaningful relationships.
18 Students will be exposed to innovative instructional
19 practices and 21st century learning. Students will
20 acquire the skills necessary for success in higher
21 education in the future fields of education."

22 The associate degrees that are provided at
23 this small -- right now -- early college in the
24 beginning stages. We specialize in math, bachelor's
25 degrees and associate in science and liberal arts.

1 It's in place now, providing for math, physical
2 science, engineering and agriculture.

3 For the workforce, associate in science
4 will provide studies in health and human services.
5 It's already there; it's already in place. We have
6 68 students. Of course, the goal is to provide a
7 skilled workforce, opportunities to serve the
8 community and create an effective workforce.

9 We have already -- 84 percent of our
10 students already qualified from COMPASS for four
11 dual credits; 32 percent qualified, passed the
12 COMPASS after the first year for math, and 21
13 percent for English.

14 Now, our enrollment jumped up 157 percent
15 in our early college, providing the prep, what
16 the -- what the application calls for. It
17 identifies, in the application, they talk about
18 innovative features. Well, focus on the academic
19 program preparing students for graduation. I don't
20 see how that's an innovative feature.

21 It talks about internships in health.
22 Well, as far as internships, we had 20 students in
23 the last two years that graduated from Gadsden High
24 School, were taking dual credits, and 20 of the
25 students were Certified Nursing Assistants and went

1 into fields of health. So it's there already. The
2 program is set up for any type of a health future.

3 It went on to say that our scores are
4 below the State. Well -- and talk about AYP in an
5 application that is outdated. I can tell you right
6 now that our high schools, we had one A, two B's,
7 and, at Santa Teresa Middle School, we had a B and
8 two Cs. I can also tell you that we have graduated
9 over 2,000 students who have taken dual credits in
10 the past year, who come here to college preparing
11 them.

12 We should talk about the health magnet. I
13 can also sit here and tell you that, out of 43
14 possible gains, we had all gains in our schools
15 except for four schools that did not show a gain in
16 a particular area. Our middle and high schools all
17 showed gains in the SBA.

18 I can also tell you that, in math, our
19 scores are higher than the State except, in the H2
20 students because they're the sophomores. With our
21 current ELL students, our SBA scores were higher
22 than the State, and, also, with the exit ELLs, our
23 SBA scores were higher than the State.

24 And, as far as in reading, the same
25 pattern, except the seventh grade, we were higher;

1 age four, we were higher.

2 Current ELL and exiting ELL students were
3 higher than the State.

4 In closing, I would like to say that I
5 think that it's a marvelous idea, but we already
6 have it in place in our district. And, like I said
7 earlier, my opinion, it is a mismanagement of State
8 funding to duplicate services already provided in
9 the district.

10 THE CHAIR: Thank you for your
11 presentation. Thank you, both.

12 We'll now hear public comment from the
13 community. If someone could get us the sign-up
14 sheet, please.

15 Thank you. We have 24 people signed up to
16 speak, and we have 20 minutes. Let me ask you if
17 there are any folks in the audience who might like
18 to go together and declare a spokesperson so that
19 everyone will have a little bit more time.
20 Otherwise, you're going to have less than a minute
21 each to speak.

22 Let me give you a couple of minutes to
23 consider that. Talk among yourselves, if you'd
24 like, and let's see if maybe perhaps we can come up
25 with some spokesperson; otherwise, we'll go with

1 about maybe 45 seconds, Brad? We'll have to do
2 about 45 seconds apiece to speak.

3 The suggestion has been that we call the
4 names on the list and see if anyone chooses to pass.
5 Then we'll see how many people we have left who want
6 to speak. And, if we have any time left, then we
7 might come back. Would that be all right?

8 All right. Let's do it. Carmen -- I'm
9 sorry. I'll probably butcher the last name. Starts
10 with a "B."

11 MS. BURCIAGA: Burciaga.

12 THE CHAIR: Do you want to speak or pass?

13 MS. BURCIAGA: I'm going to speak.

14 THE CHAIR: You want to speak?

15 MS. BURCIAGA: Yes, ma'am.

16 THE CHAIR: Cruz -- I think it's the same
17 last name, is it? B-E-R -- Cruz? Is Cruz here?
18 Cruz, is that you?

19 MS. BECERRA: Hablo español.

20 THE CHAIR: We do not have an interpreter.
21 Wait. Do you wish to speak or pass?

22 MS. CARTER: She wants to ask you a
23 question.

24 THE CHAIR: She can do that in her time to
25 speak, okay? All right. Arcelia? A-R-A-C-E-L-I?

1 Araceli?

2 UNIDENTIFIED SPEAKER: She's out to the
3 restroom.

4 THE CHAIR: No? Not here? Yes? Araceli?
5 Is she here? Do you wish to speak or pass? No?

6 UNIDENTIFIED SPEAKER: She'll pass.

7 THE CHAIR: Dr. David Garcia? Do you wish
8 to speak?

9 DR. GARCIA: Yes.

10 THE CHAIR: Norma Gozman [ph]?

11 MS. GOZMAN[PH]: I am with Ms. Burciaga,
12 so we are together.

13 MR. GERLICZ: She's going to pass.

14 THE CHAIR: So I'm going to pass on her.
15 Josefina Ramirez? Are you here?

16 MR. GERLICZ: Josefina? Yes, she's going
17 to speak.

18 THE CHAIR: She's going to speak. Okay.
19 Alisa Flores?

20 UNIDENTIFIED SPEAKER: No.

21 THE CHAIR: No? Okay. Cesar Ontiveros?

22 MR. ONTIVEROS: Yes, ma'am.

23 MR. GERLICZ: Yes.

24 THE CHAIR: I heard "yes." I didn't see
25 the person.

1 MR. ONTIVEROS: Right here. Yes.

2 THE CHAIR: Olivia?

3 OLIVIA: Yes.

4 THE CHAIR: Mercedes? Mercedes?

5 MERCEDES: Yes.

6 THE CHAIR: Yes? Speak?

7 UNIDENTIFIED SPEAKER: Yes, she's going to

8 speak.

9 THE CHAIR: "Mona" or "Mana" Rodriguez?

10 MS. CARTER: Maria. She's out in the

11 hallway.

12 THE CHAIR: Perhaps it is "Maria." I'm

13 sorry. I read it as an "N."

14 MS. CARTER: She had to leave. She had to

15 leave, so she's not here.

16 COMMISSIONER TOULOUSE: She left.

17 THE CHAIR: She left? Okay. Liliana

18 Rodriguez?

19 MS. RODRIGUEZ: (Indicates.)

20 THE CHAIR: Yes? Christine Martinez?

21 MS. MARTINEZ: Yes.

22 THE CHAIR: Yes? I'm thinking it's Nancy?

23 NANCY: Yes.

24 THE CHAIR: Yes? Ann Salazar?

25 MS. SALAZAR: Pass.

1 MR. GERLICZ: Pass.

2 THE CHAIR: Pass? Carla -- Carla Lara?

3 Lira? No? Mary Helen?

4 MARY HELEN: Yes.

5 THE CHAIR: Rosa?

6 ROSA: Pass.

7 MR. GERLICZ: Pass.

8 THE CHAIR: Pass? Thank you. Consuelo?

9 CONSUELO: Yes.

10 THE CHAIR: Speak or pass?

11 MR. GERLICZ: Yes, speak.

12 THE CHAIR: You ought to have this vent

13 right above your head, right above my good ear.

14 Magali? M-A-G-A-L-I?

15 MAGALI: It's "Magali."

16 MS. CARTER: She'll speak. She's just

17 right outside.

18 THE CHAIR: Thank you. Cecelia? Cecelia?

19 No Cecelia? Okay. She's marked off. Loren?

20 LAUREN: No. Right here?

21 MR. GERLICZ: Do you want to speak or no?

22 LAUREN: No.

23 THE CHAIR: Do you want to pass? All

24 right. Now, I have --

25 MS. CARTER: Excuse me. Maria Rodriguez

1 just came in, so she is going to speak. She was
2 outside.

3 THE CHAIR: I think I had her down to
4 speak. Okay?

5 MS. CARTER: Okay.

6 THE CHAIR: Liliana?

7 MS. CARTER: No, that's Liliana. That's
8 Maria. She wasn't here when you were calling out.

9 UNIDENTIFIED SPEAKER: We didn't sign in.

10 COMMISSIONER TOULOUSE: You needed to sign
11 in.

12 UNIDENTIFIED SPEAKER: I walked in late.
13 But she did -- I signed it on the wrong spot on the
14 other side. It says "Maggie Gonzales," and I'd like
15 to speak.

16 COMMISSIONER TOULOUSE: Maggie Gonzales.

17 MS. GONZALES: It was the wrong spot,
18 though.

19 THE CHAIR: It was marked off already. Is
20 it Maggie?

21 MS. GONZALES: Yes, I'd like to speak.

22 THE CHAIR: There are 14.

23 MR. GERLICZ: Fourteen. So that would be
24 a grand total of 90 seconds each.

25 THE CHAIR: How much?

1 MR. GERLICZ: For 20 minutes with 14
2 people, that's 85 seconds.

3 THE CHAIR: Ninety seconds?

4 MR. GERLICZ: Ninety seconds.

5 THE CHAIR: I'm sorry. I've been having
6 such a hard time in here. Could we not do that?
7 Thank you so much. We're going to do 90 seconds
8 each. And, when you speak, either come and stand
9 here, or sit at the table, whichever you would
10 prefer to do.

11 If we -- if we have people who do not
12 speak English, do we have someone who can translate
13 for them?

14 MS. CARTER: I'll translate.

15 THE CHAIR: If you would come up to the
16 table with them, please. And the timer, if you will
17 keep an eye on the time, please. Carmen is the
18 first speaker.

19 COMMISSIONER GANT: And be sure to spell
20 the names.

21 THE CHAIR: Come up here, please. And you
22 need to spell your name for the recorder, please.

23 MS. BURCIAGA: C-A-R-M-E-N. Burciaga,
24 B-U-R-C-I-A-G-A. Okay. I'm a volunteer right now
25 trying to pick up signatures from the communities in

1 this area. And I have over 400 signatures here from
2 parents and grandparents who are in favor of the
3 charter school, due to their children or
4 grandchildren. And myself, as a parent, I vote yes
5 for the charter school. I support it. As a
6 grandparent myself also.

7 And, I mean, we need that among the
8 community. I struggle with my kids through school,
9 and now, I'm going through it with my grandkids. So
10 I know that would help them a lot, too. So I'm in
11 favor of the school.

12 THE CHAIR: Thank you. Cruz? Please
13 spell the name.

14 MS. BECERRA: C-R-U-Z, B-E-C-E-R-R-A.

15 MS. CARTER: She's asking that, if the
16 school is built, will there be public
17 transportation? I don't know if you're allowing
18 those kinds of questions.

19 THE CHAIR: That's part of the
20 application. Did you all request public
21 transportation?

22 MS. CARTER: I believe that we will be
23 adding public transit for that, yeah.

24 THE CHAIR: Only if it's in the
25 application. It will not be provided otherwise.

1 MR. GERLICZ: It was in the application.

2 MS. SAMRAJ: It was in the application.

3 THE CHAIR: Okay. Thank you. Dr. Garcia.

4 DR. GARCIA: My name is Dr. David Garcia.

5 Madame Chair and members of the PEC, I was also the
6 president of the Gadsden School District, and we
7 went in a nationwide search for a superintendent.
8 And Mr. Ron Haugen was the superintendent that was
9 chosen. I tell you that if the Academy has enlisted
10 Mr. Haugen as their leader -- lead administrator,
11 the Academy is in good hands, because he's a very
12 liked person, very intelligent, and a great leader.

13 And I've worked, also, with Superintendent
14 Iturralde. What is important here is that a lot of
15 people in our district do want the choice of school,
16 and I think that we need to encourage them, and
17 especially when they're so passionate about doing
18 something. I've seen them working for several years
19 now, and I think that we should give them an
20 opportunity and see if that would materialize.

21 But I do know that Mr. Ron Haugen is a
22 fantastic leader, and they're in great hands, and I
23 feel more comfortable with him being in the
24 leadership. And I thank you for your time.

25 THE CHAIR: Thank you. Norma. Norma?

1 MS. CARTER: She was with Carmen Burciaga.
2 So she passed. She was in the same, of support.

3 THE CHAIR: She passed. Josefina.

4 MR. GERLICZ: Josefina?

5 THE CHAIR: No? Okay. Alisa. Alisa
6 Flores? I'm sorry. She said she was passing.
7 Cesar Ontiveros.

8 MR. ONTIVEROS: Right here, ma'am. My
9 name is Cesar Ontiveros. Cesar, C-E-S-A-R,
10 O-N-T-I-V-E-R-O-S, Ontiveros. I disagree on this
11 charter school. Main reason is I don't know where
12 the location is going to be at. I haven't read it,
13 where is the location going to be at for the school.

14 The other thing is you only got support
15 for Anthony; you don't have support for Sunland Park
16 or the rest of the community. And I think they
17 are -- the support that we're talking about, I don't
18 think it's there, all there, you know, just missing
19 a lot of stuff on supporting the kids, okay?

20 You guys should look into it, exactly what
21 kind of support they're talking about, because I
22 don't think it's right. They might say this, this,
23 and that, but it's not there. It's not there.

24 And I think that me being from Sunland
25 Park, I know what's going on in that area. I don't

1 know what's going on in this area, but I know what's
2 going on over there. And there's not too many kids
3 that want to be part of the medical field; because I
4 already asked in some high schools, okay? I already
5 asked some kids from Santa Teresa High School. I
6 even asked from the middle school. They're not very
7 interested in becoming in the medical field. So I
8 don't know where these numbers are coming from
9 saying that, "We're interested."

10 We're not. That area, we're not. This
11 area, I don't know, ma'am. And that's all I got to
12 say. Thank you, ma'am.

13 THE CHAIR: Thank you. Olivia Contreras?

14 MS. CONTRERAS: O-L-I-V-I-A. Contreras,
15 C-O-N-T-R-E-R-A-S.

16 MS. CARTER: She likes this project. She
17 has grandchildren. There's one particular niece of
18 her -- one granddaughter of hers that is actually
19 walking in this path. And she wishes that she would
20 continue this path in health. And that's why she
21 supports the school.

22 She's asking if the adults that come in at
23 evening classes to get their high school diploma,
24 would they be able to enter into the school. And
25 I'm telling her that that's not a possibility, so --

1 THE CHAIR: Thank you. Mercedes.

2 MS. CARTER: It's Mercedes Palomarez.

3 M-E-R-C-E-D-E-S. Palomarez, P-A-L-O-M-A-R-E-Z.

4 She's in support of the school. She wants
5 it to be realized because of the -- for the
6 prosperity of the students. That's all.

7 THE CHAIR: Thank you.

8 MS. CARTER: May God bless you.

9 THE CHAIR: Liliana.

10 MS. CARTER: Liliana Rodriguez.

11 L-I-L-I-A-N-A. Rodriguez, R-O-D-R-I-G-U-E-Z.

12 MS. RODRIGUEZ: So Liliana. My name is
13 Liliana Rodriguez. I am a mother of three
14 daughters. And I am single, and I would like to
15 study, and that, for my daughters to follow my
16 example and continue studying.

17 MS. CARTER: And she hopes that this
18 school will be realized.

19 THE CHAIR: Thank you.

20 MS. MARTINEZ: Christina Martinez.

21 Christina, C-H-R-I-S-T-I-N-A. Martinez,
22 M-A-R-T-I-N-E-Z.

23 Okay. I am -- I am on behalf of the vote
24 for the charter school, due to the fact that I do
25 have four children, and I would like for my children

1 to get all the education they can and become -- and
2 succeeding in life. Okay. I vote for it. I'm
3 sorry.

4 THE CHAIR: Thank you. Nancy?

5 MS. CARTER: Here she comes. Nancy
6 N-A-N-C-Y, Arreola, A-R-R-E-O-L-A.

7 MS. ARREOLA: Well, first off, I would
8 like to let you guys know that I've been here for
9 about eight years now. When I started settling
10 here, it was just a town; nothing much was done. It
11 was a town that I didn't want to live in. When it
12 became a city more, it began to develop.

13 Well, we now have a sidewalk. We now have
14 rights. And, now, with this charter school, I want
15 to support it because it's going to help kids stay
16 off of the streets. It's going to help them want to
17 do something more, and just having that belief is
18 something that we -- we can go ahead and go off on.

19 I mean, I've never seen a charter school
20 before. I never knew anything about charter
21 schools. And, now, with this, I'm really supporting
22 it. And I hope that we can be good to do it. Thank
23 you.

24 THE CHAIR: Mary Helen?

25 MS. LLANES: Mary Helen Llanes. M-A-R-Y,

1 H-E-L-E-N, L-L-A-N-E-S. Nobody can pronounce it, so
2 that's okay.

3 I am a lifelong resident of Anthony. I
4 have known the couple that are bringing it forward.
5 I have worked with Mary Carter. My children all
6 went to Gadsden High School. My grandchildren
7 went -- they moved away, so they didn't go to
8 Gadsden.

9 I went to Gadsden, and I know Mr. Haugen
10 for many, many years when my children were there.
11 He's always been a reliable person, very strong in
12 his beliefs. So they have a good person at the
13 helm.

14 I do believe that the school is doing a
15 great job. Mr. Iturralde is doing a great job. But
16 this charter school fills a gap that would reach out
17 to students that have not been able to get into the
18 system. As you see, the parents that are here that
19 want this for their children and this area would
20 benefit greatly from it.

21 I do feel there's great potential in a
22 charter school for health sciences. I really do.
23 So I hope that it does have your support. It can
24 only go forward. And it has good leadership. It
25 has community support, and it will have the students

1 that it will need. And, hopefully, the funding will
2 be available as well. Thank you.

3 THE CHAIR: Thank you. Rosa?

4 ROSA: I have passed.

5 MS. CARTER: She passes.

6 THE CHAIR: Consuelo?

7 MS. CARTER: I think she had to leave.

8 She just left. Yeah, she -- it looks like she left.

9 THE CHAIR: Did she leave? M-A-G-A-L-I.

10 MS. CARTER: Magali? I think she left,
11 too.

12 THE CHAIR: She left? Cecelia? Loren?

13 MS. SCHOONOVER: I had passed, but can I
14 change my mind?

15 THE CHAIR: Yes. Did you pass?

16 MS. SCHOONOVER: Hello. My name is Loren
17 Schoonover. L-O-R-E-N. Last name is

18 S-C-H-O-O-N-O-V-E-R, kind of like "school's over."

19 I support the charter school. I was born and raised

20 in La Mesa, New Mexico. I attended -- I am a

21 graduate of Gadsden. And, like Mary Helen said, I

22 believe that Gadsden Independent School District is

23 doing a great job, as well as the other charter

24 schools located here. But I think the children and

25 the parents should have a choice.

1 I never thought I would see something like
2 this, where there was going to be, you know, an
3 independent school district and then a charter
4 school. And now there is an application for another
5 charter school. I think that's wonderful. I think
6 that's wonderful. And I totally support it. Thank
7 you.

8 THE CHAIR: Thank you. Maggie?

9 MS. GONZALES: My name is Maggie Gonzales.
10 For the record, it's G-O-N-Z-A-L-E-S. I first have
11 a question. Would the charter school be -- well, I
12 live in Sunland Park, New Mexico. Would that be
13 covered?

14 MS. CARTER: Yes.

15 MR. GERLICZ: Yes.

16 MS. GONZALES: Okay. It will. Because I
17 am in favor for the charter school. I travel over
18 30 miles every day to bring my daughter to the
19 Anthony charter school. And Mr. Haugen has vast
20 experience in education. He's an asset to the
21 community. El Paso has Silva Magnet, and we don't
22 have anything similar. We need something and
23 something immediately.

24 We need responsible educators and
25 administrators who care about their students.

1 Mr. Haugen is one of them, and I know. I know him
2 as a former principal. I have my sister, who also
3 travels to bring her son. I have friends who travel
4 with me to bring their kids. So I know there is
5 support in Sunland Park. Thank you.

6 THE CHAIR: Thank you. That's the last
7 name on the list. Thank you very much for your
8 help. That concludes the public comment section.

9 The next section is time for the Public
10 Education Commissioners to ask questions. So we
11 would ask the applicants if they would come back to
12 the table, please.

13 If you're ready, Commissioners, do you
14 have questions? We'll start with Commissioner
15 Conyers.

16 COMMISSIONER CONYERS: Thank you. No, I
17 do not.

18 THE CHAIR: Commissioner Toulouse?

19 COMMISSIONER TOULOUSE: I have just one
20 question. It didn't come up when I was reviewing
21 all of this. But, when the question was asked about
22 transportation -- and I know there are so many small
23 communities in the colonias and all around here. If
24 you're going to provide transportation, how are you
25 thinking about getting that organized so that you

1 can bring these kids in?

2 THE CHAIR: Please go ahead.

3 MS. SAMRAJ: Yes. PEC member Carmie
4 Toulucy [ph], I will -- Toulouse -- in our
5 application on Page 69, it's the narrative on the
6 budget section under "Student Transportation" is
7 what we state, that transportation services to and
8 from school will focus on providing transportation
9 for students in the district who do not have easy
10 access to school. "HSA will apply for
11 transportation funding from Public Education
12 Department and will contract with an authorized bus
13 company for services."

14 COMMISSIONER TOULOUSE: But I'm thinking
15 more about the area you have to cover and the
16 areas -- are you going to have one bus route? Two
17 bus routes? Because it gets more and more expensive
18 the more you're doing it. And the better your plan
19 is and the tighter it is, the better chance you
20 would get to get that transportation. So I'm trying
21 to think, knowing this area and where people are --

22 MS. CARTER: The concept -- first, in
23 order to be designed for the transit service, first
24 you have to look at the enrollment, how it is
25 designed. Having had the experience of designing

1 the public transit service in Sunland Park and
2 designed the route based on input, we do have the
3 basic knowledge of how it can be done, and also
4 tapping into federal funding to make it happen as
5 well.

6 However, first, you have to look at where
7 the areas -- who are the students going to be
8 enrolled in order to go ahead and start making the
9 plan in sections on how to work with.

10 One good thing that we could tap into
11 experience because of knowledge and communication
12 with is Sun Metro from El Paso, that has worked in a
13 lot of logistical stuff like that, that could help
14 us define target areas better, and we would have
15 assistance from them to go ahead and define it, once
16 we determine the enrollment and the areas they come
17 from.

18 COMMISSIONER TOULOUSE: I would think it
19 would help your enrollment if your plan would start
20 in an area and grow. I guess I was just trying to
21 get a better planning picture, that you may -- once
22 you know where your students are, you may not be
23 able to do transportation everywhere. And that's
24 why I'm saying, is it a system that's going to grow
25 as it --

1 MR. HAUGEN: I think, realistically,
2 you're looking at hubs or something like that. You
3 couldn't do door-to-door service or anything like
4 that. Because, presumably, it's going to be a
5 little bit spread. You're looking at central hubs.

6 When you're serving 14 different
7 communities, that's kind of a stretch. Something
8 along that line, and like Mary said, too, utilizing
9 the services and supports of those agencies that do
10 that kind of thing for a living, too. You also have
11 Boone Transportation available here, too, that's
12 very, very familiar with how the whole district
13 operates.

14 COMMISSIONER TOULOUSE: Thank you.

15 THE CHAIR: Thank you. Commissioner Gant?

16 COMMISSIONER GANT: Madam Chair, I'll pick
17 up on that, because that was one of my first ones
18 was the transportation. It's in the application and
19 on Page 53 of the app -- of the appendices. I know
20 you go from Sunland Park -- Gadsden Independent
21 School District goes from Sunland Park on the south
22 to Snow Road on the north, over to the Rio Grande in
23 the west, and over to Chaparral over the mountain.

24 Now, if there are two -- first of all, I
25 want to know, your statement says, "We will provide

1 students who do not have easy access to the school."
2 What is the definition of "easy access," and how are
3 you going to pick those students that do or do not
4 have easy access?

5 MS. SAMRAJ: Commissioner Gant, we won't
6 be picking the students. They will be picking us.
7 And -- and "easy access" means that some students
8 will be able to have their own transportation.
9 Either they may have a family member who can drop
10 them off. So those who have access to their own
11 transportation will be encouraged to come on their
12 own. And, then, we will look at those who don't
13 have that access to transportation. And those are
14 the ones that we will be focusing on as we create
15 the hubs and plan for transportation.

16 COMMISSIONER GANT: All right. Again, I
17 mentioned Chaparral. Let's say you only have one or
18 two students, three students over there across the
19 mountain, which is basically a 20, 25-minute --
20 -mile ride from here. Are you going to send a bus
21 to pick up two kids?

22 MR. HAUGEN: I think if you have -- you
23 know, once you have students who are identified who
24 are interested in the program, you're going to have
25 to work something out in terms of providing some

1 form of transportation. I mean, that's the crux
2 behind the program, that you're going to serve all
3 the kids who have a need.

4 How that's going to work logistically to
5 accomplish that, yeah, you'd have to look at the
6 complication of how you can do that and what other
7 methods you have available to get them over here. I
8 think probably, Mr. Iturralde touched on it when he
9 said, "You know, you have schedules -- you have to
10 look at scheduling of schools and where the impact,"
11 and things like that. So --

12 COMMISSIONER GANT: You mentioned hubs,
13 which leads me to believe that a family member, or
14 someone -- has transportation to the hub.
15 Therefore, you know, there are parents that live in
16 this county. Both parents work, if they're lucky to
17 have two parents. And school starts -- I don't
18 remember what it said school starts -- which means
19 it's usually after parents go to work. So there's
20 going to be some difficulty even getting to a hub.

21 MR. HAUGEN: That's very true.

22 MS. CARTER: But, you know, that's already
23 something that occurs, because even from the center,
24 all the students get together there early in the
25 morning about 7- -- 7:00, to wait for the bus stop

1 to come in. But as -- because you're engaged and
2 you want your child to be part of this particular
3 program, you put more effort into ensuring that you
4 make everything -- you're committed to making sure
5 that your child is going to participate.

6 So that includes even sometimes getting up
7 a little bit earlier, dropping your kid at the hub,
8 and being able to do that. As a parent, myself, I
9 did that for many years, because I went to work at
10 7:30. And I had to be at work at 7:30. So there
11 were times I had to drop my kids off at 7:00. So
12 that was a sacrifice I had to do to be able to do it
13 for my children.

14 But I believed in the education that they
15 were getting, and, therefore, even my child -- we
16 lived in El Paso, and I had to transfer him over to
17 Canutillo. And I drove him, personally, and went
18 aside from my road and took extra time to take him.

19 So, due to this is a different type of
20 programming you're talking about, there are more
21 parents that are interested and doing everything
22 they can to make sure that they will be
23 participating in this program.

24 COMMISSIONER GANT: Page 49, there's a
25 discussion about having adult students in the

1 evenings. And my question, is it kind of -- how
2 many are you planning to have?

3 MR. NEVINS: Lorna.

4 MS. SAMRAJ: Our enrollment projections
5 are on --

6 COMMISSIONER GANT: I'm talking about the
7 evening school, though.

8 MS. SAMRAJ: I'm sure we have them here.
9 On Page 1 of Part C, the Educational Plan.

10 COMMISSIONER GANT: Yeah, I saw that.

11 MS. SAMRAJ: Evening students: Fifty for
12 year one; seventy-five for year two; year three is
13 100; year four is 150; year five is 185. Those are
14 the projections.

15 COMMISSIONER GANT: Okay. Now, are those
16 in the evening part of your SEG?

17 MS. SAMRAJ: Yes.

18 COMMISSIONER GANT: They're part of the
19 total count?

20 MS. SAMRAJ: Yes.

21 COMMISSIONER GANT: The 500?

22 MS. SAMRAJ: I'm pretty sure they are.

23 MR. NEVINS: Sure, they are. We have the
24 total here on the column.

25 COMMISSIONER GANT: I saw that. But

1 you're going to start school in the morning.

2 MS. SAMRAJ: Uh-huh.

3 COMMISSIONER GANT: So, what if you have
4 enough students to fill your -- your cap during the
5 day? What are you going to do at night?

6 MR. HAUGEN: I would think you still have
7 to offer -- I mean, that's the crux behind the
8 program. If it's the adult program at night --
9 evening -- that you're talking about, it kind of
10 runs -- from what I gather, there are separate staff
11 for the two functions. So --

12 COMMISSIONER GANT: If you hit your cap of
13 500.

14 MR. HAUGEN: Oh, okay.

15 MS. SAMRAJ: If we hit our cap, there will
16 be a lottery process. We'll go into the lottery
17 process for the day program, as well as the night,
18 if we get our cap there. We will stick to our
19 enrollment projections as we recruit and -- and
20 advertise and enroll students.

21 COMMISSIONER GANT: Now, will these
22 evening adults register at the start of the school
23 year?

24 MS. SAMRAJ: They will start at the same
25 time the day students start, if that's what you

1 mean. The school year?

2 COMMISSIONER GANT: There are charter
3 schools that don't do it that way.

4 MS. SAMRAJ: The plan is to have them
5 start at the same time. They'll have the same
6 school year.

7 COMMISSIONER GANT: Next question, if I
8 may Madame Chair. Basically, it's -- it's on the
9 discipline student policies. And you list
10 New Mexico Statute 22-5-43 [verbatim]. Basically,
11 if you look at that, it deals more with the issuing
12 of medications to students and not primarily for
13 student discipline, okay? Student discipline is
14 more carried in Section 6.11.2, New Mexico
15 Administrative Code, and Sections 22-2-1 and 22-2-2,
16 New Mexico Statutes Annotated 1978. Those are the
17 details. This one you listed here is very generic.

18 MS. SAMRAJ: Is that in the appendix, or
19 is it in the narrative?

20 COMMISSIONER GANT: It's in both, okay?
21 It's very generic. And one of my issues is with
22 SpEd students. There are very specific things that
23 must be said and done for SpEd students.

24 MS. SAMRAJ: We will comply with the law.

25 COMMISSIONER GANT: I know that's what you

1 said. State and federal laws?

2 MS. SAMRAJ: Yes.

3 COMMISSIONER GANT: But I'm a person -- I
4 don't know about others -- that wants specificity.
5 You know what I'm saying?

6 MR. HAUGEN: Uh-huh. When you're talking
7 SpEd kids, obviously, you're going to a different
8 arena there in terms of what you have to do
9 administratively, or -- on the teaching side as
10 well, because you have to look at, you know, the
11 condition, the handicapping condition, is it a
12 manifestation of that and stuff. So, yeah, you have
13 to really be cognizant of what the process is for
14 that particular area of concern, should it arise.

15 COMMISSIONER GANT: I'm trying to. That's
16 fine, the answer. Okay, I got it.

17 Now, let me find the rest of it. I had
18 some more on here, if my computer doesn't die on me.
19 But it's an Apple, so it won't. It's not a PC, like
20 she's got over here.

21 All right. The founders do know -- now,
22 on Page 58, you talk about the funding for
23 facilities. And one of the sources you gave was
24 capital outlay from the PSCOC. You do know that you
25 have to wait to have your charter renewed in five

1 years.

2 MR. NEVINS: That's correct.

3 COMMISSIONER GANT: Okay. So you won't
4 even consider that. But my next question is, you
5 stated that the District has SB-9 coming up, a mill
6 levy vote coming up. What if that doesn't pass?
7 And it doesn't always pass in the State of New
8 Mexico. Okay. That's listed on Page 58. SB-9.
9 That's one of the main sources you listed as --

10 MS. SAMRAJ: Here.

11 COMMISSIONER GANT: It doesn't always
12 pass.

13 MR. NEVINS: That's correct, sir. I can
14 call your attention to one of the appendices, where
15 we have letters of support. And one particular
16 letter addresses the issue of capital. And that is
17 from the Charter School Development Corporation,
18 part of Western States, which is the utility.

19 COMMISSIONER GANT: I understand that.

20 MR. NEVINS: You probably know about that.
21 And you know that their commitment is not in stone,
22 because we have not been approved yet. But they
23 have made a commitment. They know what our target
24 population is. They know where the school hopes to
25 be located, and they said that they would fund a

1 facility, should we come to their request.

2 COMMISSIONER GANT: Okay. I sat on the
3 Public School Capital Outlay Council. And I see the
4 lease assistance given to schools every month, if
5 you will, every year. And I know how much they are.
6 And I know that, right now, charter schools are
7 paying more than -- almost \$7 million out of their
8 operating costs. And you believe your \$9.00 that
9 you list on Page 58 is going to cover your needs?

10 MR. NEVINS: Well, it's a good question.
11 And the reason we came up with that number is, after
12 talking to Richard Romero, who is supposed to be in
13 charge of the southern part of the state -- he works
14 for the Public Facilities folks in Albuquerque. And
15 he and I and Lorna sat down with him and went over
16 that number, and he thought it was a reasonable
17 number for the district.

18 COMMISSIONER GANT: And that \$9.00, if I
19 may, probably will not cover your mai- -- I know
20 you've got maintenance and repair costs listed in
21 your budget.

22 MR. NEVINS: Sure, we do.

23 COMMISSIONER GANT: So that \$9.00 is just
24 going to be the lease rental.

25 MR. NEVINS: That's what I understand.

1 COMMISSIONER GANT: Okay. I just know
2 that this has caused trouble for charter schools.

3 MR. NEVINS: And that's why we went to
4 Richard Romero, to see --

5 COMMISSIONER GANT: I also know we're
6 coming out with a standardized lease for all charter
7 schools that's going to stop some of --

8 MR. NEVINS: And we're in favor of that,
9 by the way.

10 COMMISSIONER GANT: All right. Grading.
11 It's in your appendix, Page 51. You say C-minus is
12 a passing grade. If you don't get a C-minus, you
13 don't get credit for the course, if I remember
14 reading it. Of course, I'm old and blind, so I --
15 it's on Page 51 of the appendices.

16 MR. NEVINS: Do you know which appendix it
17 is?

18 COMMISSIONER GANT: All I know is it's on
19 Page 51. It's --

20 MS. SAMRAJ: Can you read that sentence
21 for me, Commissioner Gant, so I can identify --

22 COMMISSIONER GANT: My question is -- you
23 really don't have to go look at the page. What is
24 the percentage -- you know, A is a 90; B is a
25 whatever; C is a whatever. What are your -- you

1 know, some of them in some schools we've seen, the
2 percentage is so low, even my cat could pass it,
3 okay? So what are your percentages?

4 MS. SAMRAJ: You can answer that.

5 COMMISSIONER GANT: I don't remember
6 seeing --

7 MR. NEVINS: Commissioner Gant and
8 Commissioners, may I draw your attention to
9 Appendix E in the handbook, Page 11? And it talks
10 about student promotion and retention policies
11 beginning in grade seven and eight. And then
12 there's a separate discussion of grades nine through
13 twelve. And, so, I'm just going to briefly read one
14 of the paragraphs, and then go on in general.

15 But it says, "Students must demonstrate
16 they're on track to master 80 percent of all course
17 content in order to be promoted to the next grade
18 level." This is Page 11, Appendix E. "If a student
19 falls below the 80-percent mastery in one or more
20 subjects, they will be promoted if the grade below
21 mastery is in the 70- to 79-percent range, the
22 student has consistently completed assignments and
23 has demonstrated an effort to improve, and, the
24 classroom teacher recommends promotion. Students
25 who do not meet these criteria may only be promoted

1 at the discretion of the principal."

2 So I turn to Mr. Haugen to talk about
3 these issues that are very sensitive to both the
4 parents and the student in terms of promotion, and
5 also, to include the special ed focus.

6 MR. HAUGEN: What I'm familiar with --
7 it's kind of like a grade placement committee
8 situation, where you have kids, at the end of the
9 year, they don't pass the State examinations which
10 may be required for them, or their core contents
11 during the course of the year.

12 Obviously, it says in here you can have
13 this -- you know, three different criteria that you
14 can follow to do that, or it comes down to the
15 administrator making the decision. And that would
16 have to be in conjunction, like it said there, with
17 the parents, obviously, and you have to have the
18 teachers, okay? Because sometimes there's
19 mitigating circumstances that exist that maybe the
20 teacher is not aware of, the parents -- it's
21 important to get all the parties there, okay?

22 We're not talking about a great number of
23 kids, but I think it's important to have that
24 conversation to ensure that that conversation takes
25 place before any action is taken. I think that's

1 critical.

2 Myself, I believe, you know, if there are
3 no mitigating circumstances, you know, at some
4 point, you have to hold kids accountable. You know,
5 if the school is going to have high standards, that
6 means you have to tow the line somewhere along the
7 way in these particular areas.

8 So, as far as the C-minus, I would count
9 that as a 70 myself, so --

10 COMMISSIONER GANT: Just asking. I
11 just -- one last question, Madame Chair, that
12 doesn't really -- it does and doesn't pertain to the
13 charter. And maybe you can answer this.

14 Has the State, the PED, provided any
15 training whatsoever on the PARCC?

16 MR. HAUGEN: That, I could not answer.
17 I've been across the line. So I'm finishing up here
18 in a few weeks over there, so --

19 COMMISSIONER GANT: Well, you better catch
20 up real quick. Are Texas doing PARCC?

21 MR. HAUGEN: No. They have their own
22 stuff -- torture for people, too.

23 MR. NEVINS: Commissioner Gant, that's an
24 excellent question, because you know, and I'm sure
25 the other Commissioners know, that in 2015, we're

1 going to migrate to PARCC from SBA in certain areas.
2 And, that, when we do our -- assuming we're
3 approved -- our professional development, people
4 have to understand what that all means. We have
5 discussion of PARCC in our --

6 COMMISSIONER GANT: I saw that.

7 MR. NEVINS: As you know. So we were made
8 aware of PARCC, and then we did our research on what
9 that means.

10 COMMISSIONER GANT: The reason I'm asking,
11 in September, the Commission has a meeting with some
12 of the staff from the PED to try to figure out what
13 the school grading is and what the teacher
14 evaluation is. I --

15 MR. NEVINS: I just want to make one other
16 extraneous comment. In the newspaper yesterday,
17 Washington Post, they did a survey of parents across
18 the U.S. And they asked, "Do you know what 'Common
19 Core' means?" And two-thirds of the parents did not
20 know what -- had never heard of Common Core,
21 two-thirds. Of the one-third that did, most of them
22 got it wrong. They thought that Common Core was not
23 going to help their kids succeed. So we need to do
24 a lot in terms of education.

25 COMMISSIONER GANT: Appreciate that. Your

1 turn.

2 THE CHAIR: Thank you. Is there anywhere
3 in your application, other than the PSCOC letter,
4 that breaks out your day and evening students?

5 MS. SAMRAJ: Yes.

6 THE CHAIR: They have it for the fifth
7 year, 315 day students and 185 night students.

8 MS. SAMRAJ: It's on Page 1 of the Part C
9 of the application.

10 THE CHAIR: Well, it's a lump number. I'm
11 asking for a breakout.

12 MS. SAMRAJ: You mean grade-wise, or
13 night -- just the evening and the day?

14 THE CHAIR: Yes.

15 MS. SAMRAJ: Yeah, it's broken down on
16 Part C.

17 MR. NEVINS: Do you want to read it to
18 them? Madame Chairman, just to be clear, were you
19 looking at the --

20 THE CHAIR: Are you saying Page 1?

21 MS. SAMRAJ: Correct. I have a question
22 here, because, you know, there was a little bit of
23 discrepancy in submitting our documents. I don't
24 know if you have the one that has the appendices
25 that complements, or is a supplement to see --

1 MR. GERLICZ: You should have all the
2 appendices.

3 MS. SAMRAJ: So this is what it looks
4 like. (Indicates.)

5 MR. NEVINS: This is what it looks like on
6 our Page 1.

7 COMMISSIONER GANT: Page 1 of what?

8 THE CHAIR: Page 1 of what?

9 MS. SAMRAJ: Of the application, Part C,
10 "Educational Plan."

11 THE CHAIR: I'm looking at Page 3,
12 "Education Plan."

13 MS. SAMRAJ: Commissioner Shearman, it
14 could be in Appendix U, because we could not submit
15 the tables in the application initially.

16 MR. GERLICZ: That has happened; we know
17 that.

18 THE CHAIR: I have a table right here.

19 MS. SAMRAJ: We're making sure
20 Commissioner Shearman has it, Tony.

21 MR. NEVINS: Here's the issue, if we could
22 just talk to it. We called it to the attention of
23 the Commission. They asked us to upload this, which
24 is what you have here. But whether it got to you, I
25 can't answer the question.

1 MS. SAMRAJ: It should be in Appendix U,
2 if not there.

3 THE CHAIR: We had quite a discussion last
4 year when you all were proposing to use college
5 students, graduate students, as your educational
6 assistants. Tell me how that is fitting into this
7 year's plan.

8 MS. SAMRAJ: The plan is the same. We've
9 tried to become more clear in explaining how they
10 are going to -- how they are going to be used in the
11 classroom, what kind of supervision they'll have,
12 what kind of training and evaluation.

13 They will be students that will be --
14 NMSU, College of Health Sciences will help us
15 identify those students who will be in turns. They
16 will be subject-competent. They will work under the
17 direction of the classroom teacher.

18 In our budget narrative, we have an
19 explanation of how we came up with how many EAs or
20 IAs we're going to use. For example, grade seven
21 and eight in middle school, every math and English
22 teacher will be supported with three instructional
23 assistants. Every science, in seven and eight, will
24 be supported by one instructional assistant.

25 THE CHAIR: So you have changed the

1 terminology from "educational assistants" --

2 MS. SAMRAJ: No. We've always used
3 "instructional assistant." I think there was some
4 misunderstanding, because it's so close to
5 "educational assistants." We did retain the same
6 name.

7 THE CHAIR: But these are unpaid --

8 MS. SAMRAJ: They are paid. They are in
9 the budget. We have them prepaid.

10 THE CHAIR: Who has them?

11 MR. NEVINS: We do. \$15 an hour.

12 THE CHAIR: Under the SEG funding?

13 MS. SAMRAJ: Correct. I can point it out
14 to you in the budget, if you wish. They are in the
15 same place where you have teacher salaries.

16 THE CHAIR: That's where the confusion is.

17 MS. SAMRAJ: They will not be full-time.
18 They will be part-time. Nobody will work more than
19 50 percent.

20 MR. GERLICZ: Instructional aides,
21 educational aides have to go through the proper
22 training. They don't have to be teacher certified,
23 but they have to go through proper training.

24 THE CHAIR: Sixty hours.

25 MR. GERLICZ: I'm not sure what the

1 minimum is, but they have to go through
2 State-sanctioned proper training.

3 THE CHAIR: The equivalent of an
4 associate's degree. Do they have to be certified?

5 MR. GERLICZ: They have to have a
6 certificate saying they've gone through whatever the
7 State requires as the program.

8 THE CHAIR: So, in order to be paid as
9 instructional assistants through SEG funding, they
10 have to be certified.

11 MR. GERLICZ: Yes. But I want to be
12 clear, that's not the same certification. It's a
13 different program. I'm not even sure if the State
14 calls it a certification. They have to demonstrate
15 that they've gone through --

16 THE CHAIR: It's educational assistant
17 certification.

18 MR. GERLICZ: Okay. That would be --

19 THE CHAIR: So, in order for these
20 instructional assistants to be paid, they must have
21 this certification. Am I correct?

22 MR. GERLICZ: You know, I'm not a lawyer,
23 but that is my understanding.

24 THE CHAIR: Will they have the
25 certification?

1 MR. NEVINS: Madame Chairman, we will make
2 sure that they have the appropriate certification.
3 But we want to add one more level to that, if we
4 may. All of the folks who are recommended to be
5 these assistants will come from the graduate school
6 at New Mexico State College of Health Sciences. We
7 have asked them, and they have written a letter of
8 support, saying that they will identify the suitable
9 candidates.

10 One of the things they'll have to do is go
11 through a background check. Another thing, they'll
12 have to go through all the State requirements and
13 ultimately pass the screening. As the head
14 administrator.

15 MR. GERLICZ: And, Madame Chair, I would
16 think that much depends, as well, on the definition.
17 It's not the same concept as having a graduate
18 student come in and sit in the classroom and sit
19 with students. But it's not unusual for students to
20 have mentors outside of school, and so it really
21 does depend on how we define that.

22 THE CHAIR: But I think the key to this is
23 being paid as an instructional assistant with SEG
24 funding. Then I think that changes the whole
25 paradigm.

1 MR. GERLICZ: Yeah.

2 THE CHAIR: So --

3 MR. NEVINS: Madame Chairman, just to add
4 one more piece. Appendix D, if you have it, Page 8,
5 talks about the instructional assistants, the fact
6 that they have to report and serve under the
7 direction of the lead teacher. And, then, we list
8 all the responsibilities in assisting that teacher.

9 THE CHAIR: But I never saw
10 "certification."

11 MR. NEVINS: And we weren't told that they
12 had to have it in any particular way when we talked
13 to --

14 MS. SAMRAJ: We will make sure we read the
15 requirement.

16 MR. NEVINS: We will comply with the law,
17 and Mr. Haugen will make sure that that happens.

18 THE CHAIR: I think you do. Okay. Let me
19 just look at your goals very quickly on Page 3. I
20 think these should be first-year goals, the way I
21 read the instructions that go along with this
22 information.

23 Your goals are far from first-year goals.
24 Some of them require that students be enrolled for
25 six consecutive semesters, some for eight semesters,

1 and so forth. They don't meet the "first-year
2 goals" requirement that I'm looking for. Now, they
3 meet many of the other goals, measurable and
4 time-specific and all like that. But they need to
5 be first-year goals, okay? So I think we've got a
6 little problem there, okay?

7 MR. NEVINS: Madame Chair, there are two
8 aspects to that. And I agree with you that they're
9 not first-year goals, per se. But they are moving
10 towards it. And the reason why we have a number of
11 semesters, rather than first-year goals, per se, is
12 you have a lot of transfer in and out of schools in
13 the district. And, so, it would be hard for me to
14 say, if a person just came in, and there are only
15 three more weeks to go in that semester or that
16 year, that they could meet those goals.

17 So we want to make sure that they get an
18 opportunity to absorb the culture of the school and
19 be under the direction of the administrator and the
20 teachers.

21 THE CHAIR: I understand.

22 MR. NEVINS: And that's the reason we
23 wrote them that way.

24 THE CHAIR: You're also leaning more
25 toward academic goals, and these are

1 mission-specific goals. So the academic goals will
2 really be set in the contract negotiation process.

3 MR. NEVINS: Yes, ma'am.

4 THE CHAIR: These mission goals, kind of a
5 little on the other side.

6 MR. NEVINS: Thank you, ma'am.

7 THE CHAIR: Let me ask you, in your
8 budget -- and let me just pull that up so I know
9 what I'm talking about. On Page -- on the third
10 page of your budget -- some of these are so hard to
11 read, they're so small.

12 MS. SAMRAJ: I had to get a magnifying
13 glass.

14 THE CHAIR: I didn't find anything
15 allocated for diagnosticians, speech, OT, PT, all of
16 those ancillary services.

17 MS. SAMRAJ: I -- I will point them out to
18 you, Commissioner. I should -- let me just see
19 here. It's 2100, 53218.

20 MR. NEVINS: Take that page out.

21 MS. SAMRAJ: Let me see what page of the
22 budget it is. 2100, 53218. It's on Page 1.

23 THE CHAIR: I realize it says they're all
24 contracted.

25 MS. SAMRAJ: Chairman Shearman, if you

1 look after the Page 1, under "Purchase Professional
2 and Technical Services," where it says "Specialists,
3 Contracted," there's \$5,000 the first year, \$7,500
4 in year two, \$10,000 in year three. That's the
5 line. In our narrative, we say, "Contracted,
6 diagnostic services for special education students."
7 We assume that number at 10 percent of the special
8 education students that may require these services.

9 THE CHAIR: So \$12,000 in year one for
10 diagnosticians, OT, PT, all of that.

11 MS. SAMRAJ: That's \$5,000 in year one --
12 for 10 percent --

13 THE CHAIR: I'm talking about the total,
14 that is very low.

15 MR. NEVINS: So we're talking about a
16 class of 150 maximum, of which they estimate
17 10 percent of the --

18 MS. SAMRAJ: No.

19 MR. NEVINS: -- special ed.

20 MS. SAMRAJ: First of all, we assume
21 15 percent of total day enrollment as special ed
22 students, on the average of a C-level special ed
23 kids. And then we assume a 10 percent off the
24 special education students that will require
25 services.

1 And these are based on -- for example, the
2 15 percent of the total day enrollment is higher
3 than the current Gadsden district special ed
4 enrollment. Theirs is at a 12 percent, so we
5 assumed 15.

6 THE CHAIR: In my opinion, that's very
7 low.

8 MS. SAMRAJ: So it's higher than the
9 Gadsden district at the moment, what we've
10 projected.

11 THE CHAIR: Okay. So you have lumped it,
12 rather than breaking it out as diagnosticians,
13 speech therapists?

14 MS. SAMRAJ: We have lumped it. That is
15 correct.

16 THE CHAIR: Page 9.

17 MS. SAMRAJ: Of the budget?

18 THE CHAIR: Of your budget. I think it
19 must be getting hot in here. This computer is doing
20 some strange stuff.

21 MS. SAMRAJ: I'm on Page 9.

22 THE CHAIR: Last line of the page. I
23 can't get -- my computer is going crazy on me.
24 Yeah. Rental, land, and buildings. Year one is
25 \$100,000; year two, \$120,140. Now, I assume that's

1 for the rental of a specific facility? And I know
2 Commissioner Gant asked about some of this. My
3 question is, if -- if, in year five -- because that
4 was the only breakout number I had -- 350 daytime
5 students -- 315 -- and I used \$700 a student as
6 lease assistance, that would produce \$220,000, plus
7 the -- let's just say year one, the \$100,000 that
8 you have allocated from your instructional budget,
9 that's \$320,000 in one year for the rental of a
10 facility. What kind of facility -- do you have a
11 facility in mind that -- what is available in
12 Anthony?

13 MR. NEVINS: Madame Chairman, just to be
14 clear, we have not said we're going to be here in
15 Anthony. It may be in Sunland Park; it may be
16 another location that's suitable that meets the
17 requirements of the PSFA.

18 So we're looking all over. We are talking
19 to the BLM folks. we're talking to the State Land
20 folks, the project folks, in an attempt to find a
21 location that is suitable that meets the codes. So
22 we have an estimated number here. It has to conform
23 to the approval, as Mr. Gant said, of both the PSFA
24 and the new lease guidance that may be -- so we will
25 conform.

1 THE CHAIR: All right. And my last
2 question. On Page 12, there are fewer employees in
3 year five than in year four.

4 MS. SAMRAJ: I don't have a Page 12 in my
5 budget.

6 THE CHAIR: It's the little number at the
7 bottom middle of the --

8 MS. SAMRAJ: Is it under the staffing
9 plan?

10 THE CHAIR: Well, I went to Page 12.

11 MR. GERLICZ: I don't have a Page 12.

12 MS. SAMRAJ: Is it the number of teachers?

13 THE CHAIR: It says Page 12 on my --

14 COMMISSIONER GANT: The problem is some of
15 the pages got split.

16 THE CHAIR: Could very well be.

17 MR. NEVINS: The one you just saw.

18 MS. SAMRAJ: This one?

19 MR. NEVINS: The 48, the number of staff.

20 MS. SAMRAJ: I can read out the numbers
21 from the budget for classroom teachers, if you would
22 like.

23 THE CHAIR: That's not a critical
24 question; more out of curiosity than anything.

25 MR. NEVINS: It's an increasing number

1 from 16 1/2 to forty-four eighty-five. The last
2 year is forty-four eighty-five, and year four is
3 38.9, FTE.

4 THE CHAIR: All right. That does it. Any
5 other questions, Commissioners? We're almost out of
6 time.

7 Okay. I believe we're done. Thank you so
8 much for your presentation. Let me finish up, and
9 we'll be able to pack up our computers.

10 Any member of the public, including the
11 applicants, may submit written input following this
12 hearing. Written comments can be sent to the
13 Commission via the Public Education Web site. And
14 there should be yellow pieces of paper on this table
15 right out here that have the address, but I'll read
16 it just in case.

17 The link is www.PED.State.NM.US/Comments.
18 You will be directed to an e-mail format in which to
19 write your comment. Please make sure you identify
20 the school you're commenting on in the drop-down
21 menu. Please note that any written input must be
22 received by no later than the close of business on
23 the third business day following the hearing on the
24 application in which you wish to comment on.

25 However, for this particular application,

1 since the third business day would fall on Saturday,
2 we have extended that time to Monday. So Monday at
3 5:00 p.m. is the cutoff.

4 We thank you all for your presentation
5 today and for the public's comments. The Public
6 Education Commission will meet in Santa Fe
7 September 26-27, 2013, to render their decision on
8 approval or denial of this and other new charter
9 school applications.

10 This is the last hearing we will hold this
11 year. The commission is now adjourned. Thank you
12 very much.

13 (Proceedings adjourned at 3:40 p.m.)

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1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

3
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5 REPORTER'S CERTIFICATE

6 I, Cynthia C. Chapman, RMR, CCR #219, Certified
7 Court Reporter in the State of New Mexico, do hereby
8 certify that the foregoing pages constitute a true
9 transcript of proceedings had before the said NEW
10 MEXICO PUBLIC EDUCATION COMMISSION, held in the State
11 of New Mexico, County of Doña Ana in the matter
12 therein stated.

13 In testimony whereof, I have hereunto set my
14 hand on August 30, 2013.

15
16
17 *Cynthia Chapman*

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