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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](http://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  
4  
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*

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