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BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
PUBLIC INPUT MEETING
ELECTUS ACADEMY
August 21, 2012
11:20 a.m.
6600 Palomas Avenue, Northeast
Albuquerque, New Mexico

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

COMMISSIONERS:

- MR. M. ANDREW GARRISON, Chair
- MS. CAROLYN SHEARMAN, Vice Chair
- MR. EUGENE GANT, Secretary
- MS. CARLA LOPEZ
- MR. VINCE BERGMAN
- MR. MICHAEL CANFIELD
- MS. MILLIE POGNA

STAFF:

- MS. KELLY CALLAHAN, Director, Charter School Division
- MS. CORDELIA CHAVEZ
- MR. BRAD RICHARDSON
- MS. KAREN EHLERT
- MS. SHELLY CHERRIN

1 THE CHAIR: I'm going to read most of my
2 statement for the community input meeting. But I'll
3 call this meeting back to order. I know that was
4 going down, so I'm okay with it.

5 Total time allocated to each application
6 is 90 minutes, which be will be timed to insure an
7 equitable opportunity to present applications.

8 During the hearing, the Commission will
9 allow for community input about the charter
10 application. I have a slew of folks who have signed
11 in, so I will be diligent about divvying up that
12 timing and giving everyone an equitable amount of
13 time to speak.

14 If you wish to speak on behalf of the
15 applicant, please sign in at least 15 minutes before
16 the applicant's presentation. We've done that.
17 Please be sure that you indicate on the sign-up
18 sheet whether you are here in opposition or support
19 of the charter school. That has been done for the
20 most part also.

21 If there are a large number of supporters
22 or opponents, they are asked to select a speaker to
23 represent common opinions. So if you have any
24 common opinions out there, or themes, please
25 consolidate your presentations, and that will allow

1 us to get through the 20 minutes a little smoother.

2 We will try to allocate an equitable
3 amount of time to represent the community
4 accurately. That's our final goal.

5 The Commission will follow this process
6 for the community input hearing. We'll ask each
7 applicant or group to present here at the table in
8 front. They'll be given 20 minutes to present their
9 application in the manner they deem appropriate.
10 The Commission will not accept any written
11 documentation from the applicant, but the applicant
12 may use exhibits to describe their school if
13 necessary. However, setup time for exhibits will be
14 included in the 20 minutes.

15 Following the applicant's presentation, we
16 will give an opportunity for the local school
17 district representative or representatives to
18 comment for five minutes.

19 Subsequently, the Commission will allow
20 20 minutes for the public comment, as I described.

21 Finally, the Commission will be given
22 45 minutes to ask questions of the applicant.

23 Commissioners, are you ready to proceed?

24 (Commissions so indicate.)

25 THE CHAIR: Electus Academy. For the

1 record, please state your name and your title.

2 MR. BAIARDO: I am a founder. My name is
3 Justin Baiardo.

4 THE CHAIR: Good morning. Also, the names
5 of the founders of your school.

6 MR. BAIARDO: That would be me.

7 THE CHAIR: And any other person who is
8 here today on behalf of your school.

9 MR. BAIARDO: Just me.

10 THE CHAIR: Thank you, sir. You'll have
11 20 minutes to present information about your
12 application. Please proceed.

13 MR. BAIARDO: Thank you. Good morning,
14 Mr. Chairman, members of the Commission. I thank
15 you today for the opportunity to speak before you.

16 There is no uncertainty in the fact that
17 we now stand at a precipice of a great period of
18 change in the United States. As our economic world
19 continues to shrink, the people and entities within
20 this country face difficult choices in how they will
21 respond to the growing economic pressures spawned
22 from the heightened levels of international
23 competition.

24 Where we were once innovative and
25 groundbreaking, we find ourselves, as a country,

1 lying stagnant as we wait to respond to this
2 unprecedented pressure, all the while we see
3 ourselves continue to fall in those metrics that
4 measure a society's competitiveness.

5 Former British Prime Minister Harold
6 Wilson once stated that, "He who rejects change is
7 the architect of decay." As such, any system which
8 hopes to survive amidst changing times must possess
9 the flexibility to adapt to those environmental
10 changes.

11 For those systems which are financially
12 rigid and inflexible, there are specific limits to
13 which such systems can adjust themselves without
14 compromising their overall integrity. They may only
15 hope to modify themselves and hope that such minor
16 adjustments can bring continued success amidst an
17 evolving landscape.

18 The traditional educational model is such
19 a system: Rigid and inflexible. This model was
20 designed and structured for a different age,
21 conceived in the intellectual culture of "The
22 Enlightenment" and the economic circumstance of the
23 Industrial Revolution. And now this model stands
24 out of place in this society, resisting change
25 amidst an evolving landscape.

1 Educational institutions are bound to this
2 model, held captive to its obsolescence; yet they
3 are put to the challenge of educating children who
4 are today, in every way, different from those for
5 which the system was originally designed, and, in
6 doing so, they are alienating millions of kids who
7 no longer see any purpose in going to school.

8 Our students are living in the most
9 intensely stimulating period in the history of
10 society. They're besieged with information from
11 every platform, from computers to cell phones,
12 bombardments of advertising, and hundreds of
13 television channels, all of which reinforce and
14 promote the growing notions of individualism and
15 diversity within this, the most diverse nation on
16 the planet.

17 Yet the traditional educational model
18 cannot shake the core foundation and continues to
19 push kids through a system that can best be
20 described as "One size fits all."

21 Schools attempt to do what they can
22 promoting individuality by providing students with
23 choice, usually among a sparse collection of
24 elective courses. Yet these peripheral programs are
25 minimal and often the first to fold amidst

1 tightening budgets. And as a result, the very
2 courses which promote student individuality are the
3 first to face extinction.

4 Teachers, too, have responded as best they
5 can by tending to shift instructional attention to
6 the individual; thus, the advent of differentiated
7 instruction in which the teacher varies his or her
8 instructional methods to allow each student the best
9 chance of success. Yet with teacher cuts and class
10 sizes at all-time highs, it becomes impossible for
11 one teacher to effectively meet the needs of every
12 individual student, and, as a result, the "One size
13 fits all" system remains intact and cannot be
14 shaken. That is, until now.

15 The Electus Academy is a reinvention in
16 the educational system. It represents a paradigm
17 shift towards the student as an individual
18 educational entity. It will operate under the
19 notion that students should be treated as
20 individuals with a choice in how they receive their
21 education. The core foundational value is that
22 there are many paths to success, and that, given the
23 opportunity, each student will find the one that
24 best fits his or her strengths and interests; thus
25 it is the Electus Academy philosophy that every

1 course is an elective, and that by giving students
2 the freedom to determine the path for themselves,
3 they will show increased success.

4 The psychological basis for the Electus
5 philosophy is Choice Theory, developed by
6 Dr. William Glasser. Put simply, Choice Theory
7 states that any individual will be more satisfied
8 and successful when he or she has the power to
9 choose his or her own pathway. Research in
10 cognitive and behavioral psychology verifies this
11 mentality.

12 As it applies to education, students will
13 become more successful when they have choice over
14 the educational pathway that they take. There are
15 three components that define the Electus Academy's
16 multi-dimensional system. Higher academic
17 accountability; diversity in choice for every course
18 offering; and college readiness.

19 The Electus Academy will promote standards
20 and accountability that are both comprehensive and
21 specific. Take the traditional high-school student
22 as an example. At the completion of one semester,
23 he or she receives a grade within a class. But what
24 does that grade really tell us? What does that
25 grade reveal about the student's level of

1 comprehension?

2 As an educator, I am more than familiar
3 with this problem, how students can fail the core
4 components of a given class, yet still come out at
5 the end deemed as proficient in all of the standards
6 within that class. If the goal of a school and a
7 society is to educate students and insure they have
8 gained the required competencies, then it is
9 surprising how little accountability is actually
10 placed in determining what students know. Most
11 schools don't know what their students know.

12 Even as traditional schools implement
13 common short-cycle assessments, none do so with the
14 mandate that students show proficiency in every
15 standard before gaining credit for a specific
16 course. The issue has direct causation in the
17 declining levels of core knowledge seen in our
18 high-school graduates.

19 Furthermore, the lack of secondary
20 accountability is evident in college remediation
21 rates. Data suggest that nationally, 34 percent of
22 students are forced to take courses in college
23 identical to those they attended in high school.
24 The rate is higher in New Mexico, with 50 percent of
25 all New Mexico graduates having to take at least one

1 remedial class upon entering college. Remediation
2 rates represent a failure of local high schools.

3 To remedy this issue, the Electus Academy
4 system will be standards-based and standards-driven.
5 Students will earn grades for each specific standard
6 and will not be allowed to score below proficiency
7 on even one academic standard. Electus Academy
8 courses will be more concentrated, spanning only
9 22 days. These seminars will have a focus specific
10 in its nature.

11 Take a traditional American History class
12 as an example. Instead of offering American History
13 as a class, the Electus Academy will offer separate
14 courses, which, as a collective, cover the topics
15 included in the American History standards, such as
16 a seminar on the colonization of North America, a
17 seminar on the Roaring '20s, a seminar on World
18 War II, et cetera.

19 Research suggests that learning is more
20 effective when it is done in a concentrated manner
21 as the brain actually reorganizes neuro-pathways,
22 thereby creating what is known as neuroplasticity.
23 Thus the divide-and-conquer approach provides a more
24 effective way of learning.

25 More focused classes further allows for

1 greater ability to determine what students know. At
2 the conclusion of each 22-day seminar, students will
3 take an exit exam, which directly assesses the core
4 standards covered within the scope of that seminar.
5 To pass a given seminar, a student must show
6 proficiency in all of the standards within that
7 seminar. This insures that each student departing
8 from an area of study will be proficient in the
9 related academic standards.

10 Further, it insures that each graduating
11 senior has displayed proficiency in every academic
12 standard. Yet that is but one aspect of the
13 Electus Academy system.

14 The second component, the essential
15 component of the Electus Academy, is the philosophy
16 of choice. To this end, each course seminar will be
17 offered in four versions; thus, when a student
18 approaches a specific course, he or she will have
19 four different flavors from which to choose,
20 calculating to an astonishing 352 course offerings
21 in the course academic areas of math, science,
22 history, and English. No other school can boast
23 such curricular diversity.

24 Students want their schooling to matter.
25 They want to know that the classes they take will

1 interest them, and that is why individual academic
2 choice is so vital to student success. Research
3 shows that students learn better when their learning
4 interests them or applies to their lives. What
5 better way to achieve this than by allowing students
6 to choose how they fulfill their academic
7 requirements from among a set of distinct choices.

8 Every course, every seminar, will be
9 offered in four different versions. Versions of
10 each specific seminar will cover the same standards
11 as one another, but be taught from a different
12 theme, from a different emphasis, or using specific
13 learning styles. In order to fulfill the seminar
14 requirement and gain credit for the corresponding
15 standards within that seminar, each student will
16 choose the one particular version which best fits
17 his or her interest and/or learning style.

18 Thus, students, for the first time, will
19 be given options and have the power to choose how
20 they fulfill the standards that are set before them.

21 Take the example of statistics.
22 Traditionally, this topic will be found as a unit
23 within a traditional math course. Students would
24 sign up for this math course, be randomly placed
25 with a specific teacher, and learn the standards

1 through the method and strategies employed by that
2 teacher. Or would they really be learning?

3 As previously mentioned, the semester
4 grading system is inadequate to truly measure
5 whether a given student actually becomes proficient
6 in the related standards mentioned, given a student
7 can easily fail a particular unit, a statistics
8 unit, for example, yet still gain credit for that
9 particular course. This is the reality of the
10 outdated and ineffective traditional semester
11 grading model.

12 Now compare the Electus Academy system,
13 where students are in control and accountability is
14 specific. Within the Electus Academy system, the
15 standards mentioned above would not exist within a
16 course. These standards would constitute their own
17 course, a statistics course. Students who thus earn
18 credit for this course would be certified as being
19 proficient in each one of the 15 State standards
20 within the seminar.

21 Accountability is comprehensive, yet
22 specific. Yet that is not where the divergence
23 ends. When a student goes to register for that
24 statistics seminar, he or she will have four
25 different options or versions in which to choose in

1 fulfilling the seminar requirements. This provides
2 all students with the power to follow the path that
3 coincides with their strengths and interests, and
4 thus provides them with significantly greater
5 chances of success.

6 Statistics can be taught in many ways.
7 The potential versions of this seminar that could
8 exist could be sports statistics, with students
9 learning statistical math and calculation through
10 the study of sports and athletes. Business
11 statistics: Students can learn statistics through
12 market statistics, retail economic financial
13 statistics and market trends. Social statistics,
14 using numbers that revolve around society.
15 Politics, crime rates, et cetera. Or health
16 statistics, probabilities of disease, epidemiology
17 and spread of disease outbreaks and epidemics. Four
18 different versions all covering the same standards,
19 yet each of which operate under its own individual
20 theme.

21 These four versions represent only a few
22 of the many ways that statistics in this case could
23 be presented. The teachers who work at the Electus
24 Academy will be the inventors, those who use their
25 passions and interests to present their curricula in

1 distinct and diverse manners, thus allowing for
2 students to have full academic freedom in choosing
3 how they want to receive their education.

4 Teachers who design these seminars will be
5 utilizing their background and interests and will
6 thus be given the freedom to present their teaching
7 in a way that plays to their strengths and thus
8 results in better teaching. Thus, education for the
9 first time becomes personalized. No one student's
10 educational path in terms of the versions of the
11 given seminars they take will necessarily coincide
12 with another.

13 The students will choose the versions of
14 each seminar that coincide with their interests or
15 learning aptitude and will thus show higher levels
16 of success as a result. This is where Choice Theory
17 comes in. By allowing students the choice over how
18 they will learn the required standards, each student
19 will be academically empowered as never before. All
20 versions of a given seminar will share a common exit
21 exam, thus insuring that no matter how a student
22 learns, he or she is required to possess the same
23 comprehension of the standards as a result.

24 A concise and diverse form of education
25 has nothing but advantages in terms of future

1 adaptability. As some seminar versions will no
2 doubt be less popular than others, or if a given
3 seminar version is found to be ineffective in its
4 instructional approach, new versions can be easily
5 formulated each year to continually offer new ways
6 for students to learn based on student demand.

7 As the school's population changes over
8 the years as a reflection of our society, seminar
9 versions can easily change to adapt, and, as such,
10 the Electus Academy can keep up with the changing
11 educational environment, but it is fluid; it
12 possesses a curriculum that can evolve.

13 The philosophy of Choice translates to the
14 third component of the Electus Academy, which is
15 college preparation. The Electus Academy is, by
16 design, a college-prep school. Major college-prep
17 schools that exist in the Albuquerque area are
18 private, costing upwards of \$20,000 per year. It
19 seems unfair to provide such educational services to
20 the financial elite. If the goal is to prepare
21 students for their future, their college and career,
22 then such services should be offered to the general
23 population without a price. This is the
24 foundational principle of the Electus Academy.

25 Student college preparation should not be

1 dictated by parents' financial ability. As such,
2 the Electus Academy will offer a more thorough
3 program for the Albuquerque community, more diverse
4 and specialized than any program seen at any school,
5 public or private, at no cost to the student.

6 In terms of general college readiness,
7 current research shows that students, especially
8 those in New Mexico, are not being effectively
9 prepared for college, nor are they truly provided
10 guidance as to their career choices. Research
11 further suggests that students, upon entering
12 college, have no experience upon which to base their
13 career path. Studies show that only 16 percent of
14 students knew a lot about their major when entering
15 college.

16 This results in over 60 percent of
17 students changing their major in college at least
18 once, pushing back graduation time, imposing
19 additional financial hardships, et cetera. In terms
20 of why students change majors, research suggests the
21 two primary reasons are, number one, they didn't
22 like the courses within that major, and, number two,
23 they found the major too difficult. Thus, our
24 students receive no effective insight into what a
25 major or a given career may truly hold.

1 Sarah Howard, an academic adviser at the
2 University of North Carolina, best summarized this
3 systemic problem, stating that, "With many high
4 schools having to cut back to bare-bones subjects,
5 math, sciences, English, history, and foreign
6 languages, due to budget issues, most students don't
7 have the opportunity to explore other academic
8 disciplines before they arrive on campus. They soon
9 find that their original choice may not be the best
10 decision, thus provoking a change in major.

11 The Electus Academy will oppose this
12 trend. It will provide a college-prep program as
13 not seen in the State of New Mexico, let alone in
14 the United States. Each student at the
15 Electus Academy will have a major or an academic
16 focus in which he or she will specialize his or her
17 study. This academic focus will consist of two
18 years of study which will provide students with
19 exposure to college level rigor as well as the types
20 of courses they will see in a given major, and
21 experience in the field they want to pursue, giving
22 them insight into what that career or field demands.

23 Let this point be clear: The Electus
24 Academy is not a magnet school, is not a STEM
25 school, nor is it a school for fine arts or

1 humanities. It is all of these in one. It is truly
2 a one-stop shop for any student that has interest in
3 going to college in whatever field they have
4 interest.

5 The prospective career pathways will
6 parallel those offered at most colleges and
7 universities. Those include medicine, forensics,
8 zoology, environmental science, earth science, and
9 molecular biology. For those students interested in
10 math, the Electus Academy will offer career
11 pathways, majors, in business finance, statistics,
12 and physics, as well as aeronautical, mechanical,
13 electrical, civil, and architectural engineering.

14 For those students with interests in the
15 humanities, offerings will include political
16 science, law, sociology, criminal justice, and
17 economics.

18 For English, we will offer journalism,
19 creative writing, philosophy, communications, and
20 literature. And as miscellaneous, art, photography,
21 education, psychology, architecture, and computer
22 science.

23 Let it be emphasized that these are not
24 individual courses, but distinct two-year curricula.

25 While schools may possess individual elective

1 offerings, none can say that they possess over
2 30 independent college-preparatory curricula. As
3 such, Electus Academy graduates will exit with a
4 true experience in college-level academics and
5 crucial insight into what their given career is all
6 about.

7 We have no target population. There is
8 not one specific type of student we intend to serve.
9 Rather, we offer our services of innovation to any
10 student within the Albuquerque community who has
11 interest in attending college and finding success in
12 that endeavor. As such, we provide our community
13 and our country with a much-needed utility in the
14 area of free public education. Thank you for your
15 consideration.

16 THE CHAIR: Thank you for your
17 presentation.

18 COMMISSIONER LOPEZ: Thank you.

19 THE CHAIR: We'll ask the applicant to
20 yield the table to the local school district.

21 MR. BAIARDO: Gladly.

22 THE CHAIR: Is there anyone from the
23 Albuquerque Public School District that would like
24 to speak and give five-minute public comment?

25 MS. MENAPACE: Mr. Chairman, I'm Carrie

1 Robin Menapace, Policy Analyst for Albuquerque
2 Public Schools.

3 MR. TOLLEY: I'm Mark Tolley. I'm
4 Director of Charter and Magnet Schools for
5 Albuquerque Public Schools.

6 MR. HENDRICKSON: I'm Ruben Hendrickson,
7 Executive Director of Budget and Strategic Planning
8 for APS.

9 THE CHAIR: Thank you.

10 MS. MENAPACE: Mr. Chairman, every time I
11 hear Superintendent Brooks speak, he says, "If we
12 don't tell people what we're doing well, then
13 probably no one will tell that story." And I'm
14 beginning to believe he's right.

15 So I think that everything that the
16 Electus Academy is saying, "Every child should have
17 the opportunity at a good college prep; every child
18 should have the opportunity to have choice when it
19 comes to their elective and their academic program,"
20 are things that we completely agree with. We think
21 this is one instance when smaller is not necessarily
22 better.

23 Albuquerque Public Schools has been
24 working rigorously in the last three years to expand
25 the very opportunities that Electus is talking

1 about, and we think that we're able to do that
2 because of our large size and because of our
3 economies of scale.

4 We're able to have magnet schools such as
5 NexGen Academy, which is a project-based learning
6 community that is all new technology that actually
7 provides the kind of college and career readiness
8 that Electus is speaking about.

9 We are able to help support our locally
10 authorized charter schools, like the Performing Arts
11 Public Academy, and the Digital Academy for
12 Technical Education, and provide them with the kind
13 of resources and partnerships necessary to provide
14 their students with more college and career
15 readiness.

16 We are able to have college and career
17 counselors in every single one of our schools,
18 expand the opportunities for dual-credit enrollment,
19 expand the opportunities for AP enrollment. These
20 are all things that, because of our size, we are
21 able to do.

22 We question how the Electus academy with
23 only 500 students and a smaller staff would be able
24 to provide all of the opportunities that they are
25 specifically talking about today. We agree that

1 Albuquerque Public Schools needs to be focusing on
2 these areas, and we would hope that these parents
3 would partner with us, show us what we can do to
4 improve, and not just flee the school district.

5 We would hope that we have the opportunity
6 to educate all 90,000 of our students in these
7 opportunities and use our resources in order to gain
8 more opportunities for the students, rather than
9 consolidating it only to a chance for 500 students
10 to be able to attend.

11 We've talked a lot about how smaller may
12 be better. And we tend to believe that smaller
13 schools and smaller class size may be better. But
14 we think that that may not be the perfect solution
15 in this instance. We also think that smaller school
16 sizes try to complete the same things Albuquerque
17 Public Schools is doing at a much more expensive
18 cost to the State, and we think that this is one
19 instance in which you all shouldn't allow that to
20 happen.

21 And I'll let Ruben talk a little more
22 about that small school and how it would be more
23 expensive when we can leverage the resources that
24 APS already has.

25 MR. HENDRICKSON: Thank you, Carrie. So,

1 you know, in terms of looking at this, this is more
2 of a kind of a broad context approach that we're
3 taking in terms of the financial implications of
4 approving more and more charters. In general, I
5 mean, you could argue whether smaller is better, you
6 know. Whether it is or whether it isn't, I don't
7 know. I do know one thing; it is more expensive.
8 It's about 43 percent more expensive to fund a
9 charter school student as opposed to an APS student.

10 And the reason for that is because there's
11 this quirky thing in the funding formula that's
12 called the size adjustment. And what that means if
13 you camp out in the 250-to-350 range, there
14 typically is a pretty good premium that's paid to
15 your school. You start going beyond 300 or 350,
16 there's a precipitous drop in the revenue associated
17 with the size adjustment, such that it really
18 creates a disincentive for you to get bigger.

19 So it places an artificial cap on growth.
20 And it's not because charter schools are gaming the
21 system. They're simply doing what the rules dictate
22 that they do, which is financially, it hurts to get
23 bigger. And as a result, many of them over the
24 course of the last 12 years have remained at that
25 small level, picking up premiums year after year

1 after year.

2 So whether or not you agree that smaller
3 is better, it certainly is more expensive. And at a
4 time when we have insufficient funding for
5 traditional schools with APS and across the state
6 right now -- for instance, we're at least
7 7 percent -- we have a 7-percent waiver from our
8 PTR; in other words, our classes are stuffed
9 7 percent beyond what they should be. And it's even
10 more dramatic at other districts across the state.

11 In this sort of fiscal environment, we
12 cannot afford to keep going and paying additional
13 premiums for more small schools to open. At a time
14 when the APS and other districts across the country
15 are looking at closing schools and getting bigger as
16 a way to survive, why is it that we're financially
17 encouraging smaller sizes? And that's the crux of
18 our argument from a financial perspective, in terms
19 of the harm it does to APS and why we oppose
20 expansion of charter schools until that particular
21 part of the funding formula is fixed so that we
22 don't discourage schools from going beyond the 300
23 size range.

24 THE CHAIR: Thank you all for your
25 comments.

1 MS. MENAPACE: Thank you, Mr. Chairman.

2 THE CHAIR: We will now hear public
3 comment from the community of Albuquerque. And I
4 have a Sinthia Dominguez as the first person, but
5 she was also on the -- on the last school's list to
6 speak. So I wanted to ask clarification from
7 Sinthia Dominguez. That explains it. She was
8 signing up for the last school.

9 And if any of these other names, if you
10 were in support of the last session, please just let
11 me know. Kate O'Donnell. Michelle Melendez. Mary
12 Robinson. Hi, Mary, come on up. I'm going to
13 allocate two minutes each at the onset here, and
14 we'll see what kind of time -- time change, no pun
15 intended.

16 MS. ROBINSON: Okay, thank you. My name
17 is Mary Robinson. I've been a high-school science
18 teacher for the past 14 years, and I'm here in
19 support of Electus Academy, but from a teacher's
20 perspective. The unique curriculum structure of
21 Electus in that students can choose how to learn the
22 course standards is exciting for students, but it's
23 also exciting for teachers, in that teachers can
24 innovate and be creative and choose how to deliver
25 that curricula through those theme-based seminars in

1 their core courses, which is during the first two
2 years of their life at Electus.

3 As they move up to juniors and seniors,
4 they have the opportunity to focus on an academic
5 area, otherwise known as, like, a career pathway or
6 a major. This is also exciting from a teacher
7 perspective, in that teachers can teach to their --
8 and create curricula based on their expertise and
9 their passion.

10 Another thing that's exciting and unique
11 about Electus is things that are already embedded in
12 the school day. There's an academic flex period
13 where students may seek out adviser help. They can
14 get tutoring; they could make up tests. And this
15 allows them time during the school day to do that.

16 The college preparatory curriculum, in
17 part, determines the college aspirations of
18 students, and so the culture of college preparedness
19 will be prevalent at Electus as they're supported
20 throughout their career, especially in their junior
21 and senior years. As they're taking seminars to
22 prepare them to apply for college, take college
23 tests like ACT, SAT, find scholarships, find
24 financial aid, they will be supported, particularly
25 concentrated in their junior and senior years in

1 these areas.

2 Overall, the dynamic curricula that can be
3 developed by teachers -- teachers are innovators;
4 teachers are creators -- is exciting for both sides,
5 for the student as well as the teachers that may
6 work there. Thank you.

7 THE CHAIR: Thank you very much. Shane
8 Mulligan. Good morning, sir.

9 MR. MULLIGAN: Good morning. In today's
10 public education system, any average student should
11 be able to obtain a high school diploma, even with
12 minimal efforts. And the high school diploma, in my
13 opinion, is really too easily awarded. Another
14 aspect of public high schools that affects how much
15 knowledge most students retain after classroom
16 exposure is the fact that classes the students take
17 are essentially dictated by the high school as a
18 requirement for graduation, leaving little room for
19 the interest of the individual.

20 The only variables are really to choose AP
21 classes or classes that review information in a very
22 basic and simple manner, an example being chemistry
23 in the community, a class offered at many high
24 schools that still grants the students the
25 credential to graduate, but hardly challenges the

1 students to their full potential.

2 With most students, especially in their
3 later high school years, it's easy to see which path
4 the individual will begin to follow for the rest of
5 their lives. And by that time, they've already more
6 or less chosen a definitive field that interests
7 them the most. If a knowledge-hungry and willing,
8 young, and growing brain were given the opportunity
9 to specialize and excel in his chosen field before
10 being introduced to a college-level education, it
11 would be profoundly prepared for the type and amount
12 of work presented to it, be able to grasp concepts
13 much easier than peers who may have a basic high
14 school diploma, and also help pave the way for
15 break-throughs in any given field at an accelerated
16 rate.

17 Every aspect of life is expandable, and as
18 long as humans as a whole continue to strive to
19 learn, progression is inevitable. No one individual
20 can be outstanding in everything they do or
21 comprehend absolutely everything they try to wrap
22 their mind around. True progression in today's
23 world calls for extreme specialization in a
24 particular field. And, in fact, this school is
25 exactly an example of specialization in education.

1 Whether it be one of the many forms and
2 fields of engineering, science, medicine, and
3 literature, or what have you, providing personalized
4 education in specific fields at earlier ages is the
5 absolute best way to go about making improvements on
6 a global scale. No one individual who gradua- --

7 MS. CHAVEZ: Mr. Chair, time is up.

8 THE CHAIR: Stop the clock. Did you stop
9 it? So one quick question. So what's the verdict
10 on those toe shoes.

11 MR. MULLIGAN: They're amazing, and
12 everyone in this room should buy a pair.

13 THE CHAIR: Did you get sore when you
14 first bought them?

15 MR. MULLIGAN: No, they're actually the
16 most comfortable --

17 THE CHAIR: No calves? Nothing?

18 MR. MULLIGAN: You need to run a little
19 bit differently to use them.

20 COMMISSIONER SHEARMAN: Come around here,
21 I haven't seen them. Wiggle your toes. Move back
22 just a little bit, please. Now wiggle your toes.
23 They do look comfortable.

24 THE CHAIR: I'm sure they're costly, but
25 probably well worth it, if they're amazing.

1 COMMISSIONER GANT: I'm sure they're well
2 worth it at \$100-plus a pair.

3 THE CHAIR: Uh-huh. We have Christian
4 Martin. And I won't mention your shoes. Just go
5 ahead.

6 MR. MARTIN: I actually have a pair, too.
7 So I support all of his statements.

8 THE CHAIR: So we're in support of toe
9 shoes or whatever you call them. You have two
10 minutes. Thank you.

11 MR. MARTIN: Good morning, sir.

12 What do you want to be when you grow up?
13 These were the words dawning in the imagination of
14 every elementary pupil, letting the profound
15 creativity mold the possibility of their adulthood.
16 Unfortunately, that creativity slowly begins to
17 vanish, as children are sent through the
18 mind-blowing process of high school.

19 The current education system that is
20 available to the public merely guides children
21 towards the low standards of success that we have
22 all embraced and does not truly encourage nor
23 promote the dedication and hard work required to be
24 all that one can be.

25 It can be inferred that during this

1 handheld program, youth begin to abandon their
2 dreams and goals, due to the fact that they are
3 never pushed to act as their true potential. This
4 is where the Electus Academy has the opportunity to
5 change our community.

6 Having been under the unique style of
7 Justin Baiardo for the past two years, I've been
8 given the opportunity to take ahold of my dreams and
9 turn the world into reality. This has undoubtedly
10 fueled my passion for education and certainly
11 allowed me to harness the power. Thanks to the
12 exposure to this true education, I've been able to
13 decipher a field of study I would truly like to go
14 into: Neuroscience.

15 It is a truly remarkable feeling to be
16 able to have a conversation with an adult and be
17 able to tell them that at the age of 18, I have
18 decided to pursue a field. When further inquired
19 about my choice or profession, I can say with
20 certainty that I want to apply my education to
21 researching evolutionary psychology and the
22 development of the conscious mind.

23 This confidence is most definitely
24 attributed to the passionate teaching style of
25 Justin Baiardo, and given the chance, I am confident

1 this man has the power to help many others with
2 their life. Going into college -- I just recently
3 graduated. And going into college I would
4 definitely feel that neuroscience -- I'm aware that
5 it is a hard subject to tackle, and I will
6 definitely feel that, with more preparation going
7 into high school -- or going into college, leaving
8 high school -- I would know what I need to happen
9 and how to attack college the best way possible.

10 I don't want to get caught up in classes
11 that I'm not going to need and fall behind. I want
12 to have a direct path. And I truly believe that
13 allowing the opening of the Electus Academy will
14 permit the community to become highly influenced in
15 this way, introducing young students to the
16 beautiful world of education and guide every
17 individual --

18 MS. CHAVEZ: Mr. Chair, time is up.

19 MR. MARTIN: -- towards their attainable
20 aspirations.

21 THE CHAIR: Thank you very much, sir.

22 Zurii Hall. Good morning.

23 MS. HALL: Good morning. How are you guys
24 today?

25 THE CHAIR: We're well. Thank you. You

1 have two minutes to comment.

2 MS. HALL: Okay. Thank you very much.
3 Really, my only comments here today is just, as a
4 student, and when I experience Mr. Baiardo's style
5 of teaching, it very much spoke to something I
6 genuinely had an interest in. And the
7 Electus Academy would have been something where I
8 probably could have grown further as a student and
9 really, really just honed my interests.

10 And -- 'cause I did find myself doing
11 exactly what the Electus Academy did in high school,
12 which is really throwing myself into those classes
13 that spoke to me and I had true interest in. And
14 then if a class really didn't, doing the bare
15 minimum it took to get by, because I had no interest
16 there; it did not speak to me; it was not tailored
17 to me in any way.

18 And so I think that this school could
19 really reach a population of kids who were just like
20 me who made it through high school and were very
21 intelligent, but probably didn't giving it their all
22 because, you know, some of those classes -- you know
23 you can do it, but there's nothing -- no real
24 incentive for you to do your best, because it
25 doesn't speak to you.

1 And I did find that incentive in classes,
2 like his microbiology and genetics, to really apply
3 myself and learn something and make the extra effort
4 to learn something on my own as well. And that's a
5 teacher who you're going to appreciate the most is
6 the one who pushes you to explore outside of the
7 classroom.

8 So I just want to give my go for that. I
9 support Electus Academy.

10 THE CHAIR: Thank you very much.
11 Alexandra Garcia.

12 MS. GARCIA: Good morning.

13 THE CHAIR: Good morning.

14 MS. GARCIA: Or I guess it's afternoon
15 now. But Electus is really the "toe shoes" of
16 education right now. It's exciting; it's something
17 that people are going to look at and say, "Cool,
18 tell me more about that." And that's why I'm here
19 to speak in support of it.

20 I'm a Pharm. D. candidate currently at the
21 University of New Mexico, and I went through
22 kindergarten through senior year in the New Mexico
23 public school system. And I can say that for the
24 first eleven years of my education, I really wasn't
25 given much choice. However, in my junior and senior

1 year, I was able to do a lab internship under the
2 guidance of Justin Baiardo.

3 And what was most exciting about this
4 internship is that I was able to explore academics
5 in things that I was interested in and also where my
6 strengths lie. I was able to decide, in these two
7 years of exploring, what I wanted to do when I
8 entered college.

9 When I went to college, I felt like I was
10 extremely prepared to take on the rigor of college
11 classes. And I didn't have to take any remedial
12 courses like my peers did. And I can attribute this
13 to the academic choice I was given in this
14 internship.

15 So it is possible to do in a public
16 education setting the way I had, but I was -- I was
17 two -- there's two of us in 800 students in my
18 graduating class that were able to focus our last
19 two years and really channel what we wanted to do
20 and figure out what we were excited about.

21 I graduated with a 4.0 GPA, and I have
22 this GPA, and I maintain it going into my first year
23 of grad school. And I can really attribute this to
24 the passion and hard work that I had that the
25 foundation was laid for in my high-school career.

1 Things that -- the choice that I was given in high
2 school enabled me to do -- and when I took my
3 PCAT -- the Pharmacy College Admission Test is one
4 of the hardest tests I've ever taken in my life.
5 And there were questions on there that I had never
6 been exposed to in a college classroom. But the
7 classes that I was able to take in high school had
8 prepared me for this test.

9 I was so prepared for some of the --

10 MS. CHAVEZ: Mr. Chair, time is up.

11 THE CHAIR: Thank you very much for your
12 comments. Loretta Naranjo Lopez. Are the other
13 folks here signed up?

14 MS. CHAVEZ: Yes.

15 THE CHAIR: Okay. I just called Loretta.

16 MS. NARANJO LOPEZ: But they'll be
17 speaking right next, as they go on.

18 THE CHAIR: Then you will have two
19 minutes. You're prepping; you're kind of on deck
20 kind of. I'm with you.

21 MS. NARANJO LOPEZ: Good morning,
22 Commissioners. My name is Loretta Naranjo Lopez.
23 I'm a leader with Albuquerque Interfaith and a
24 member of San Ignacio Catholic Church.

25 Albuquerque Interfaith -- oh. And with me

1 are the -- a number of other leaders with
2 Albuquerque Interfaith, and I will ask them to stand
3 up.

4 Albuquerque Interfaith is a nonprofit
5 social justice organization that has
6 25 institutions, congregations, schools, and unions
7 as members. Albuquerque Interfaith has worked on
8 public-school issues for 20 years.

9 Albuquerque Interfaith has had a dozen of
10 house meetings, three what we call "Institute for
11 Public Life," with over 200 people attending, and
12 numerous research actions in which we've learned
13 that our public schools are being undermined. While
14 there is a need for some charter schools for
15 students who cannot be well served in regular public
16 schools, the explosion of new charters is wasting
17 very limited resources and exceeding the capacity of
18 the State to hold charters accountable.

19 We urge the Commission to stop approving
20 every charter that comes before it and recognize
21 that more and more charters are against the
22 interests of all our schools and children. Thank
23 you.

24 THE CHAIR: Thank you. Ann Donahue.

25 MS. DONAHUE: That's who I am. Thank you.

1 My name is Ann Donahue. Excuse me. I'm a member of
2 St. Michael and All Angels Episcopal Church, a
3 member institution of Albuquerque Interfaith. And
4 we recently hosted one of those community meetings.
5 And I'm here to tell you, the most serious issue
6 that was discussed and raised by the public was the
7 flow of public dollars to charter schools, given the
8 serious, somewhat surprising uptick in the number of
9 applications, including letters of intent. I gather
10 there are over 40 letters of intent that have been
11 submitted about opening charters programs in the
12 next year.

13 Public schools educate most of our
14 children. That's where we expect them to go and
15 expect them to become trained to become the future
16 citizens in our country. We have a responsibility,
17 and our public elected officials have an even
18 greater responsibility, to exercise the oversight of
19 where those dollars go and how those programs are
20 operated. And people are very concerned about how
21 that's going to be done in time of rapidly
22 decreasing funding for our public schools.

23 So I'm here to express the concern of our
24 community about the potential siphoning off of
25 public funds for public education. These are tax

1 dollars. And we are very concerned about the
2 potential that most of the children will not be
3 exposed to the kind of education they need in our
4 public schools that we support. Thank you.

5 THE CHAIR: Thank you, Ms. Donahue,
6 Eleanor Milroy.

7 MS. MILROY: Good morning. I'm Eleanor
8 Milroy from St. Andrew Presbyterian Church, and a
9 co-chair of Albuquerque Interfaith. I speak this
10 morning in concern about the shift from public to
11 private influence in shaping education in New Mexico
12 and ask you to keep New Mexico tax dollars
13 supporting public education in New Mexico.

14 For three consecutive years, the public
15 education budget has been cut. But beyond the cuts,
16 which are bad enough, is how the public education
17 dollars that are budgeted are being siphoned off
18 into more and more charter schools that do not fill
19 an unmet void, and, doubly bad, are operated by
20 private, out-of-state corporations.

21 It appears Electus falls in at least one
22 of these categories.

23 You are being asked to approve numerous
24 charter schools today and down south tomorrow,
25 including virtual charter schools. One such private

1 corporation school was approved by a local school
2 board in Farmington. It will provide a significant
3 part of its curriculum and instruction to its
4 students through the Internet.

5 According to K12, the corporate owner
6 based in Virginia, only 8 percent of its projected
7 student enrollment will come from the Farmington
8 district that approved its charter. Most of the
9 students and our tax dollars that follow them will
10 come from APS and eventually flow to Virginia, to
11 shareholders. Currently, charter schools get \$700
12 per student to pay for leased space for the school.
13 Since it is a virtual school without bricks and
14 mortar, K12 intends to use the money to open offices
15 in Santa Fe, which, in essence, gives them very real
16 space to actively lobby our legislature to siphon
17 yet more public investment dollars into private
18 wealth.

19 A final point, which comes as no surprise,
20 is the insidious web of influential politicians and
21 educators that serve on the boards of these private
22 corporations and as influential lobbyists for their
23 corporate interests. As the saying goes, follow the
24 money, and it is easy to see the connections that
25 lead to the drain of public dollars from public

1 education and from New Mexico. Neither our schools
2 nor our children can afford that.

3 THE CHAIR: Thank you.

4 MS. PREWITT: Jim Prewitt is gone, and I'm
5 Sharon Frye Prewitt, and I'm on the list but a bit
6 farther down. I'm taking his place.

7 THE CHAIR: Proceed.

8 MS. PREWITT: My name is Sharon Frye
9 Prewitt. I'm a member of Albuquerque Interfaith and
10 also a member of St. Andrew Presbyterian Church.
11 I'm going to kind of continue following up with what
12 Eleanor said.

13 Many of our charter schools -- and I don't
14 know about Electus -- how much of it is online. And
15 when we have online education, that is, I think,
16 great as a supplement to the regular classroom
17 instruction. But otherwise, it really isn't good
18 for the future of our kids. There's no face-to-face
19 teacher-student interaction. There's no
20 face-to-face student-to-student.

21 The critical thinking gets lost in all
22 this. It reduces mental stimulation. It's not good
23 for our democracy. As you all know, public schools
24 were formed for our democracy to allow people to be
25 able to go to the polls and vote. It has a very

1 narrow focus of instruction. There's no community;
2 there's no involvement; there's no
3 teacher-to-teacher; there's no student-to-student.

4 There's not a lot of student involvement.
5 There's -- it's outside of our local control. The
6 management of the curriculum is not really within
7 our school district.

8 And, last of all, it's not really good for
9 our economy, because the money goes out of the
10 school district. And if a student goes to one of
11 the schools, the money goes to that school; but if
12 the student decides to return to his or her home
13 school, the money does not go back with that
14 student. In other words, no child is an island.

15 THE CHAIR: Thank you very much. We are
16 to the point of Public Education Commission
17 questions. So if I could have the applicant come on
18 up again. And the Chair will open up the floor for
19 questions from Commissioners. We'll start with
20 Commissioner Gant. The floor is yours.

21 COMMISSIONER GANT: Mr. Chair, members.
22 For my first question is who put your budget
23 together, please?

24 MR. BAIARDO: I did.

25 COMMISSIONER GANT: Thank you. I note you

1 have eleven teachers, a special ed teacher; that's
2 12 FTEs, with the associated funds for their
3 salaries. Then I get down into the Personnel
4 Services, Employee Benefits. And the only thing I
5 have in there is educational retirement. You have
6 nothing in there for medical care, health premiums,
7 life, FICA or anything like that?

8 MR. BAIARDO: That's right.

9 COMMISSIONER GANT: Can you explain that?

10 MR. BAIARDO: Yes. The 34 percent that
11 was allocated for benefits was calculated correctly,
12 but it was lumped into one category, because it was
13 unclear as to how the distribution was going to work
14 as to how much was going into this category as
15 opposed to that category. To account for the
16 monies, 34 percent is there, but it was just put
17 into the one category as -- because it was unclear
18 as to how much would be divided among the different
19 benefit categories.

20 COMMISSIONER GANT: You do know that --
21 you do know that the Commissioners here, we have a
22 standard that we have to live by, which is the
23 budget you presented, it's run by State statute, the
24 application, which is run by State statute, that's
25 our standard which we have to meet. And you talked

1 about standards earlier that your students have to
2 meet.

3 So I'm just telling you, I'm asking these
4 questions, which you might feel are picky --

5 MR. BAIARDO: No.

6 COMMISSIONER GANT: -- but, in reality,
7 that should have been broken out by category, by
8 functionary and by job class.

9 All right. And I find that in the next
10 one, too. You had salary -- you don't have any --
11 you have a guidance counselor and a social worker.
12 Then same questions about that, too.

13 MR. BAIARDO: That's right. Am I allowed
14 to comment?

15 COMMISSIONER GANT: Sure.

16 MR. BAIARDO: The -- the budget, from my
17 understanding, was prospective. And I -- the budget
18 training that the -- the governing council
19 undertakes in addition -- with the principal during
20 the planning year puts together the official budget
21 for the school's first year. And at that point in
22 time, that number would be delegated -- or allocated
23 to the specific categories.

24 COMMISSIONER GANT: The -- let's see what
25 that question is. You're hiring your budget -- your

1 business manager through the New Mexico Coalition of
2 Charter Schools --

3 MR. BAIARDO: That's right.

4 COMMISSIONER GANT: -- for \$250,000.
5 You've got \$50,000 in here.

6 MR. BAIARDO: No. I thought you said two
7 fifty. \$50,000 is what they charge for business
8 management services, that's right.

9 COMMISSIONER GANT: And they didn't help
10 you with this at all?

11 MR. BAIARDO: No. When the time comes,
12 upon approval, they will be instrumental in
13 developing the first year's budget. But having
14 allocated the proper percentage of costs to benefits
15 I feel is appropriate.

16 COMMISSIONER GANT: Then I must ask. Go
17 back to what you presented, and the students have to
18 meet standards based upon the curriculum and what's
19 in there by every one of the categories that's
20 within a class. Is that not correct?

21 MR. BAIARDO: That's right.

22 COMMISSIONER GANT: Then why can't we say
23 that as about the same thing as about the personal
24 services?

25 MR. BAIARDO: You mean in terms of

1 benefits?

2 COMMISSIONER GANT: Yes.

3 MR. BAIARDO: The budget was prospective.
4 That's what I understood going into it. Allocating
5 that money is prospective, as long as, obviously, we
6 know how much to take out for benefits. And
7 those -- that money would be allocated into the
8 specific categories when the budget is officially
9 designed.

10 COMMISSIONER GANT: All right. I'm on
11 Page 84 of your application, and -- where it says,
12 "Decisions relative to the daily operations of the
13 schools will be decided within this group with any
14 approved" -- I mean, the word "approved -- "policies
15 submitted to the -- to the governance council for
16 approval."

17 What that reads, to me, is that this
18 group -- it's on a separate page; it's part of this
19 big diagram here -- that it's a leadership council.
20 And it seems to me what you're saying, to me -- or
21 to the Commissioners -- is that the leadership
22 council puts together the policies and basically
23 approves them, and then asks the governance council
24 to approve.

25 MR. BAIARDO: Well, there are two

1 directions through which policy and innovation can
2 come. It can come from the governance council
3 directly, or it can come from the teachers. We want
4 it to be a teacher-driven school and we want it to
5 be bottom-up and not top-down. So the leadership
6 council is the in-school entity through which policy
7 can be approved by the school. But before it can be
8 finally approved, it has to go through the approval
9 process with the governance council.

10 But we want the teachers to be able to
11 dictate the policies in the school. And we want
12 them to have a say in how the school operates. I
13 think too often teachers are taken out of the
14 equation. And so I want teachers -- that leadership
15 council is there for teachers -- in addition with
16 the principal is obviously part of that, the
17 leadership council -- to decide what policy best
18 serves in educating students, and present that to
19 the governance council for final approval.

20 The governance council doesn't have to
21 approve it. It's a preliminary approval of policy,
22 and it can come from within the school, or the
23 governance council can do it directly.

24 COMMISSIONER GANT: What if the policy
25 that the teacher, principal, leadership council

1 comes up with is against State policy?

2 MR. BAIARDO: Right. The governance
3 council has the final, ultimate approval power
4 before any policy becomes officially adopted by the
5 school. It's an idea-generating body within the
6 school, the leadership council. And those ideas are
7 put forth to the governance council for a final
8 approval and adoption.

9 COMMISSIONER GANT: Okay. I really have a
10 question about your presentation and the focus, the
11 complete focus on preparing students to go to
12 college. As you know in the State of New Mexico,
13 they have -- ready to go to work, ready to go to
14 technical school, or to higher ed. And you're
15 focusing only on one, one pillar.

16 And so are you not limiting which students
17 will be coming to your school?

18 MR. BAIARDO: Any student can come to our
19 school. I mean, we do -- do charter schools target
20 certain populations? Yes. And our target
21 population is not a socioeconomic target. There is
22 no social demographic target, but it is the target
23 population of any kid that wants to go to college.
24 That's right.

25 But any student is allowed to come to our

1 school. We want to provide students that may not
2 have had an interest in going to college -- you
3 know, maybe after going to the school, they will
4 find they have an interest and a passion at
5 something. Maybe they're good at something they
6 didn't think they were, and they'll find that taking
7 that interest and those abilities into college will
8 pay off in the long run.

9 COMMISSIONER GANT: What if that student
10 gets down to his twelfth year or tenth year and
11 decides, "No, I don't want to go to college"?

12 MR. BAIARDO: He's still welcome to stay
13 at the school. We're not eliminating students from
14 our school. We're not going to ask them if they're
15 sure when they walk in the door if they're going to
16 attend college in four years. If that initial
17 interest is there, we want to work with those
18 students.

19 COMMISSIONER GANT: Mr. Chair, I may have
20 later questions.

21 THE CHAIR: Thank you, Commissioner Gant.
22 Commissioner Shearman.

23 COMMISSIONER SHEARMAN: Thank you. If I
24 could just follow up on Commissioner Gant's question
25 about benefits. And you said 34 percent?

1 MR. BAIARDO: That's right.

2 COMMISSIONER SHEARMAN: As I run the
3 numbers -- and I'm just looking at the salaries in
4 the first section. Total is \$608,000, year one,
5 times 34 percent, is \$206,720. You have \$182,000.

6 MR. BAIARDO: So it was calculated at less
7 than 34 percent? So probably around 30 percent,
8 then, is my estimation, based on the number that you
9 just presented. So that -- that calculation was
10 based on a -- yeah -- probably 30 percent rather
11 than 34. So that will be adjusted.

12 COMMISSIONER SHEARMAN: So I was --
13 personally, I thought it was about 33 percent that
14 benefits amounted to. But the point I'm making is I
15 think your amounts are low, and that throws off your
16 whole budget.

17 MR. BAIARDO: Okay.

18 COMMISSIONER SHEARMAN: The other question
19 I wanted to ask you up in that same section is you
20 have, on Page 2, General Supplies and Materials,
21 \$106,000 the first year; \$293,000 the second year;
22 \$435,000 the third year. What all is that going to
23 pay for?

24 MR. BAIARDO: For the entire curriculum.
25 And because of the diversity in the curriculum and

1 the different options that students have, and
2 teachers will be teaching a variety of different
3 versions of given classes, we want to give teachers
4 all the materials they need to present and create
5 distinct classes. And so we contribute a lot of our
6 budget allocation to teachers for them to fund their
7 innovation in the classroom.

8 COMMISSIONER SHEARMAN: And the really big
9 amount in your budget that I was noticing is
10 Building and Lands, Rental.

11 MR. BAIARDO: That's right.

12 COMMISSIONER SHEARMAN: Is this a
13 lease-purchase, or just a straight lease that you're
14 looking at?

15 MR. BAIARDO: We would be open to both.
16 We have an investment group that is actually willing
17 to purchase the building for us, and it'll be leased
18 through our 501(c)(3) for our foundation. But we'd
19 be open to a lease or a lease to purchase land.

20 THE CHAIR: It concerns me when you're
21 putting this kind of money into tenant improvements,
22 as you call it.

23 MR. BAIARDO: Right.

24 COMMISSIONER SHEARMAN: And then if
25 something happened and you walk away from the

1 building, you lose all that. And that is a
2 significant amount of taxpayer dollars. It's
3 \$100,000 in the first year; \$600,000 the second
4 year; and \$650,000 in the third year.

5 MR. BAIARDO: That's right.

6 COMMISSIONER SHEARMAN: As a matter of
7 fact, in the third year, if you're including your
8 lease assistance payments, you're going to be paying
9 over a million dollars.

10 MR. BAIARDO: Until -- for --

11 COMMISSIONER SHEARMAN: For that building.

12 MR. BAIARDO: Yeah, but not all for tenant
13 improvements; but in total, that's right.

14 COMMISSIONER SHEARMAN: And -- but you
15 don't -- you would not own the building. You would
16 not be purchasing the building. The school would
17 not be purchasing the building.

18 MR. BAIARDO: We have an investment group
19 that is ready to purchase the building after the
20 second year. And that purchase would -- would be
21 funded through the 501(c)(3). We'd be at least
22 leasing it from the 501(c)(3), but it would be
23 purchased. That's right.

24 COMMISSIONER SHEARMAN: Let me just ask
25 you a hypothetical question. If you were not

1 spending that \$650,000 on tenant improvements in
2 year three, what would you spend it on in your
3 school?

4 MR. BAIARDO: Students.

5 COMMISSIONER SHEARMAN: Specifically. I
6 understand students. Specifically.

7 MR. BAIARDO: I think providing students
8 the different sophisticated projects in the
9 different areas of the curriculum. I mean, we're
10 spending a considerable amount to do so. But
11 obviously, money has to go to facilities because the
12 State does not give us money to upgrade existing
13 facilities. We're given no assistance to do so, and
14 so we're forced to move into warehouses or old
15 churches or whatever it might be, and there are no
16 classrooms.

17 There is no -- there is no money to make
18 the -- a building up to the standards of E
19 compliance. And so that's -- tenant improvements,
20 we allocated that much money because we feel that's
21 what it's going to cost to create a school. And if
22 we are forced to move out, that building is another
23 school that another charter school can move into in
24 the future.

25 COMMISSIONER SHEARMAN: What is the

1 building currently? Is it a warehouse or a --

2 MR. BAIARDO: It is an office building,
3 right now; a lot of small offices that would have to
4 be converted into larger lecture halls and
5 classrooms, which is --

6 COMMISSIONER SHEARMAN: And that brings me
7 back to another concern I had. In my experience,
8 seminar classes are lecture-based. Is that correct,
9 in your school?

10 MR. BAIARDO: No, no, the opposite, in
11 fact. There will be a lecture component to every
12 class, and there will be a small-group-seminar
13 component in every class.

14 COMMISSIONER SHEARMAN: Give me
15 percentages, if you please. How much lecture?

16 MR. BAIARDO: Fifty percent.

17 COMMISSIONER SHEARMAN: And small group?

18 MR. BAIARDO: Fifty percent.

19 COMMISSIONER SHEARMAN: Is what, hands-on
20 kinds of things?

21 MR. BAIARDO: Project-based hands-on. So
22 kids will attend a large group lecture on Monday and
23 a small group extension of that lecture on Tuesday.
24 And that would be between 15 and 17 students;
25 whereas, the lecture size was between 68 and

1 80 students. And we want students to be ready for
2 college, and we want them to be exposed to that
3 lecture format, because that is the live-and-die
4 method of teaching for freshmen and sophomores in
5 college. It's a lecture format.

6 COMMISSIONER SHEARMAN: What if that is
7 not their learning style?

8 MR. BAIARDO: We're going to help them
9 out. They will have extensions of the lecture, and
10 we will provide them with the strategies to succeed
11 in a lecture-based format. That is part of our
12 college preparatory focus is to have them exposed to
13 what the demands of college are before they get to
14 college. And that lecture is a strong component of
15 the demands of a college freshman.

16 COMMISSIONER SHEARMAN: On your goals in
17 your application, I notice they're all based on the
18 seminar pass rate. You don't mention any
19 overarching assessments, any State assessments,
20 NMSBA, PARCC, MAP, Discovery, any of those State --
21 are they mandated, Kelly? State-mandated
22 assessments?

23 MS. CALLAHAN: The short-cycle
24 assessments?

25 COMMISSIONER SHEARMAN: Short-cycle.

1 MS. CALLAHAN: Mr. Chair, Commissioner,
2 they're not mandated to all schools. They have an
3 option to get remuneration to offset the costs. So
4 any short-cycle assessment that a school chooses,
5 that's outside of the three that are required, APS
6 and Discovery and -- but the -- that those three
7 will get a subsidy to the schools. But schools are
8 still open to any short-cycle assessments.

9 COMMISSIONER SHEARMAN: But they are
10 required?

11 MS. CALLAHAN: They are.

12 COMMISSIONER SHEARMAN: That's what I
13 thought. So you're limiting your goals to your
14 seminar pass rates with nothing else that sort of
15 levels the playing field to give you a statewide
16 rating.

17 MR. BAIARDO: Right.

18 COMMISSIONER SHEARMAN: How do your
19 students compare to others in the state? You won't
20 have that, at least according to your goals here.

21 MR. BAIARDO: One of the goals in this --
22 I don't have the application with me right now -- is
23 the high school graduation assessments, which is
24 taken by high school students in the spring of their
25 junior year. Our goals -- we have specific goals on

1 how we will exhibit growth in having our juniors
2 show proficiency in the areas of math and reading as
3 one of the goals in the application.

4 COMMISSIONER SHEARMAN: But as far as
5 other students in other grades? Nothing other than
6 the seminar pass rates.

7 MR. BAIARDO: That's right. That's right.
8 We're looking at the high school graduation
9 assessment as the token examination that we're
10 trying to prepare our students for, because that is
11 really the -- what is the basis for a school's -- a
12 school's assessment and whether the student even
13 gets to graduate and shows proficiency before
14 they're allowed to graduate.

15 COMMISSIONER SHEARMAN: Okay. Thank you.
16 Thank you, Mr. Chairman.

17 THE CHAIR: Thank you, Commissioner
18 Shearman. Are there other questions? Commissioner
19 Canfield?

20 COMMISSIONER CANFIELD: I have just one
21 quick one. Thank you. I am a proponent of
22 out-of-the-box thinking, so I'm interested in your
23 application. And I'd like you to talk a little
24 more -- is it -- you're saying that your class
25 lengths are now tripled to four-and-a-half weeks?

1 MR. BAIARDO: Twenty-two days, that's
2 right, four-and-a-half weeks.

3 COMMISSIONER CANFIELD: Can you help me
4 understand the benefit of that and how you came up
5 with that?

6 MR. BAIARDO: The divide-and-conquer
7 method allows us to have greater accountability on
8 what students know. I'm a teacher and teach in a
9 semester-based school, where at the end, they get a
10 grade at the end of four months. And you don't
11 really know what students know. And a student -- if
12 they earn a C here and a C there, they know two
13 different things.

14 So an accountability system, where we
15 assess every month. And that assessment is based on
16 whether -- or passing that assessment will dictate
17 whether they get credit for that specific seminar
18 allows classes to be shorter; and we thus have
19 greater accountability on what our kids actually
20 know, versus the system that's in place now.

21 COMMISSIONER CANFIELD: And if they don't
22 pass, then they take it over?

23 MR. BAIARDO: They take it over, right.
24 Every standard that's covered within a 22-day period
25 for that given seminar, they will take an exit exam.

1 And the exit exam will cover all the standards. And
2 they have to show proficiency in each standard
3 before they get credit. And if they miss only one,
4 just one, they have to take it over again. That's
5 right.

6 COMMISSIONER CANFIELD: Okay. Thank you.

7 MR. BAIARDO: No exceptions.

8 THE CHAIR: Thank you, Commissioner
9 Canfield. Commissioner Bergman.

10 COMMISSIONER BERGMAN: Thank you,
11 Mr. Chair. On Page 20 of your application, you make
12 this statement, and I want to explore it a little
13 bit. You say, "The Electus Academy will minimize
14 the use of grades." And you give a little rationale
15 why you want to go that way.

16 And then in the next paragraph, you say,
17 "For this reason, all work, both in and out of the
18 classroom, will be done for the purposes of
19 assessing what students know and will thus be
20 formative in nature."

21 Now, if you're not putting a grade on the
22 work, how are you assessing that work?

23 MR. BAIARDO: Right. Well, the grades
24 won't be tied to their overall grade. So those will
25 not compute into whether they're going to pass or

1 fail the course. Those will be given back to the
2 students as feedback for their benefit to show them
3 where they are in terms of their learning process.

4 So, yes, I mean we have to have
5 assessments, and we are sharing the results of those
6 with students. But they will not actually be
7 computed into their overall final grade that will
8 dictate pass or fail.

9 COMMISSIONER BERGMAN: Because then you go
10 on to say -- you mentioned the feedback on student
11 work. And you say, "It will not calculate to the
12 student's final grade in class." So what's making
13 up the student's final grade?

14 MR. BAIARDO: The exit exam.

15 COMMISSIONER BERGMAN: So you're putting
16 their final grade on one test.

17 MR. BAIARDO: On one test after a 22-day
18 period, with the assumption that the work over the
19 course of those four weeks, over the course of the
20 22 days, and the feedback given by the teacher
21 telling them where they are and where they need to
22 be by the end of that time will help them to adjust
23 to reach that goal by the end of that time period,
24 which is basically what they'll experience in
25 college.

1 College is a very test-based, assessment
2 procedure. I mean, homework plays almost nothing in
3 most large college classes. It's all test-based.
4 And as a teacher, I -- I could think of other ways
5 to do it. But that is the reality of what they're
6 going to experience in college, and we want them to
7 get ready for that.

8 COMMISSIONER BERGMAN: I know there are
9 some people that don't test well.

10 MR. BAIARDO: That's right, absolutely.

11 COMMISSIONER BERGMAN: And if you're
12 putting all the weight on one --

13 MR. BAIARDO: That's right, exactly. And
14 we want students -- because we're dividing it, the
15 divide-and-conquer method, the amount of content can
16 be concentrated. We can go deeper into context,
17 depth or breadth, in essence. We can go deeper, and
18 we can look at applications and extensions and
19 hopefully pull in knowledge for those kids so that
20 when they take the test -- we don't want the test to
21 be something they have to study for. We want them
22 to have prepared for those 22 days enough through
23 projects, through experience, to be able to walk in
24 there and know what they need to do on that test
25 without having to study, absolutely. That's our

1 goal.

2 COMMISSIONER BERGMAN: Sure, yeah. I -- I
3 would hate to -- I think back to my years. I would
4 hate to think that my whole career depended on one
5 test that I might have sort of missed the bus on.

6 MR. BAIARDO: The benefit of having a
7 22-day system is that if they do not pass a seminar,
8 it's not going to be as if they have to make up a
9 whole semester's worth of work. Seminars can be
10 easily remedied -- they can retake it very quickly;
11 whereas, if a kid fails a semester class, trying to
12 fit that in is another four months of work.

13 It allows a quicker way for kids to repeat
14 seminars that they may have struggled with.

15 COMMISSIONER BERGMAN: I remember seeing
16 that. They certainly have opportunities to retake.

17 MR. BAIARDO: Repeat in the same year,
18 exactly.

19 COMMISSIONER BERGMAN: And hopefully,
20 they'll be able to accumulate what they did the
21 first time the second time.

22 To switch gears a little bit, on Page 108,
23 you state that students will pay an upfront fee for
24 a meal plan, because you're not --

25 MR. BAIARDO: Optional.

1 COMMISSIONER BERGMAN: -- you're not going
2 to let them go off campus. So you have to provide
3 food and thus gain the benefit of food service as
4 often as they desire. And then you say your academy
5 will not budget for this expenditure, as this
6 service will be funded entirely through student and
7 parent funding.

8 Now, we know that the poverty kids,
9 there's federal funds that you can go and get for
10 that. And the wealthier group of your parents will
11 be able to pay for their kids. I feel there's going
12 to be a little bit of some subsection of your
13 students is going to fall in the middle ground.
14 They don't qualify for the poverty, and their
15 parents are not well-to-do.

16 How are going -- are you going to help
17 them pay for this?

18 MR. BAIARDO: We'll take it out of our
19 operational costs, absolutely.

20 COMMISSIONER BERGMAN: I mean, they're not
21 going to be left -- like somebody in the middle
22 class is left holding the bag all the time. I just
23 wanted to hear you say that, yeah.

24 MR. BAIARDO: No.

25 COMMISSIONER BERGMAN: Thank you,

1 Mr. Chair. I think that's got everything I want.

2 THE CHAIR: Thank you, Commissioner
3 Bergman. Other questions?

4 COMMISSIONER GANT: Yes.

5 THE CHAIR: Commissioner Gant.

6 COMMISSIONER GANT: Mr. Chair and members,
7 I go back to what you just said, Commissioner
8 Bergman's questions about the food services. And
9 you just quickly said, "Well, if they can't afford
10 it, we'll take it out of operations." Where out of
11 operations?

12 MR. BAIARDO: We have allocated a
13 significant amount of money into the general
14 supplies and materials funding for teachers. And,
15 as stated in the application, that is also kind of a
16 buffer fund in case of emergencies. Obviously, if
17 the facility needs repairs that are unforeseen or
18 there are expenses that are unforeseen, money will
19 have to come from there.

20 But we're budgeting, first and foremost,
21 to teachers. But if we need to pull from that for
22 our students to eat or for our building to be fixed
23 or to be well maintained, then that's what we have
24 to do.

25 COMMISSIONER GANT: Sir, do you understand

1 that there are certain fund sites within a budget
2 that you can't just play with? You can't move
3 around and do what you want with?

4 MR. BAIARDO: That's right.

5 COMMISSIONER GANT: But you keep saying
6 that's what you want to do.

7 MR. BAIARDO: From the general supplies
8 and materials fund or the administrative fund,
9 the -- if the need arises in the first year, we can
10 allocate that in future budgets. Right now, we're
11 not assuming that to be the case. But if that is
12 the case in the future, we can allocate that for
13 future budgets.

14 COMMISSIONER GANT: So you're going to
15 come down to your yearly audit, and you're going
16 before the audit, whoever it may be that you have to
17 hire, go out and find. And the auditor will say,
18 "Well, you moved this over here for what reason?
19 What's the documents that prove a reason to move it
20 over here?"

21 You just don't -- there's a bar system
22 that has to be put in place.

23 MR. BAIARDO: Right.

24 COMMISSIONER GANT: Do you know what the
25 bar system is? It's a system where you have to put

1 the documents together, and you -- they end up at
2 the PED financial office that says why you did
3 something. And if they don't agree with it, then
4 they may possibly come down and audit your books.
5 Okay?

6 MR. BAIARDO: In that case, we have -- for
7 those kids that we would not be able to provide
8 lunch for, if funds could not be moved, they would
9 have to bring lunch during that day. And we would
10 allocate for that for the following year, based on
11 what we see in our first year of enrollment.

12 COMMISSIONER GANT: I wanted to go back to
13 Commissioner Shearman's discussion with you about
14 your facilities. On Page 110, you talk about the
15 rate of 6.5 compounded over 30 years. What is that?

16 MR. BAIARDO: That would be the interest
17 rate we pay for the facility once it is purchased.
18 And the -- from what I understand in discussing this
19 with individuals who have gone through the process,
20 that that rate adjustment will calculate to what our
21 lease payment would be.

22 Yes, we're on a yearly -- an annual lease.
23 But we can calculate the payments based on what
24 would exist for 6-and-a-half percent over the course
25 of 30 years.

1 COMMISSIONER GANT: Who's paying the
2 6.5 percent?

3 MR. BAIARDO: That's involved in the
4 payment of the lease.

5 COMMISSIONER GANT: No. Who is paying --
6 where is the money coming from?

7 MR. BAIARDO: Lease assistance or
8 operational costs, as we supplement money for lease
9 assistance.

10 COMMISSIONER GANT: Interesting. You
11 might want to look into that. I'm not sure the
12 folks will agree with you that money can be used --
13 the lease assistance can be used to pay lease
14 assistance.

15 MR. BAIARDO: So lease assistance cannot
16 be used to pay lease --

17 COMMISSIONER GANT: You need to look into
18 what lease assistance can or cannot be paid for.
19 I'll leave it at that. What is this foundation?
20 You've mentioned it several times.

21 MR. BAIARDO: The school set up a
22 501(c)(3) nonprofit foundation for donations. As --
23 as entities, corporate individual entities, would
24 like to donate monies to the school, that foundation
25 allows us to receive that money.

1 COMMISSIONER GANT: You have a foundation?

2 MR. BAIARDO: Not yet. It will be
3 established during the planning year, with the help
4 of the Coalition of Charter Schools. We're not
5 approved yet, so we don't have a foundation.

6 COMMISSIONER GANT: This public-private
7 development collaborative, do you have some kind of
8 written agreement with this --

9 MR. BAIARDO: Not yet. They are right now
10 willing to help us with the investment of the
11 purchased building after the second year. And I --
12 I'm in touch with the individual. He's coming to
13 town. He works with the Data Charter School. He's
14 come in and helped them finance. He comes into
15 New Mexico every two or three months.

16 So they -- he's worked with different
17 schools in New Mexico. But he is -- you know, I
18 reached out, found his name. We've communicated,
19 and he would assist us with the purchase of the
20 building after the second year.

21 COMMISSIONER GANT: That's all I have.

22 COMMISSIONER LOPEZ: Mr. Chair?

23 THE CHAIR: Thank you, Commissioner Gant.
24 Commissioner Lopez?

25 COMMISSIONER LOPEZ: It's been a long day,

1 and this is what? Our sixth, seventh hearing since
2 yesterday, and you may have covered this. That's
3 why I'm saying this. But talk about professional
4 development. This is a real different way of doing
5 things. And we've seen lots of other schools -- not
6 lots -- we've seen other schools. You clearly have
7 a very clear vision of what you want to do and what
8 it looks like.

9 And we hear from young people, you know,
10 "He's the guy." But that doesn't mean that there's
11 other teachers who have your level of expertise for
12 doing that.

13 MR. BAIARDO: I'm a science teacher by
14 trade. And I wouldn't presume to -- to tell an
15 English teacher how best to teach. And the English
16 teachers that we bring in, they will have to have
17 the ability to teach in a diverse -- diverse manner
18 so they can offer different diverse courses.

19 Professional development will take place
20 after school every day, as often as it's needed.
21 Teachers have common preps at the end of the day.
22 So teachers can collaborate any day it's needed. If
23 an issue needs to be discussed, all the teachers are
24 on free period. The kids are gone, and we all have
25 a common prep at the end of the day. So

1 professional development is kind of an ongoing
2 thing, collaboration, et cetera.

3 COMMISSIONER LOPEZ: You say you'll bring
4 in teachers. How are you going to identify those
5 teachers?

6 MR. BAIARDO: We would advertise, putting
7 ads in for employment, obviously. Right now, for
8 the first year, we have a strong group of teachers
9 already willing to commit and on board. So for the
10 first-year staffing, just in teachers that I've come
11 to know through my networking, we have a good set of
12 teachers that are committing to this philosophy and
13 who are national board certified or experienced
14 master teachers who are willing to -- to obviously
15 apply their strengths to make this school a reality.

16 COMMISSIONER LOPEZ: Thank you. Thank
17 you, Mr. Chair.

18 THE CHAIR: Thank you, Commissioner Lopez.
19 Other questions from Commissioners? Commissioner
20 Gant.

21 COMMISSIONER GANT: I just remembered this
22 one. Teachers. In your description of what an
23 academic director, teachers, et cetera, are going to
24 do, I remember one of the items states that teachers
25 will be asked, or required, to go out and find grant

1 money?

2 MR. BAIARDO: If necessary, to supplement.
3 If necessary. I mean, it's not a requirement. We
4 have allocated significant funding to make both core
5 classes offered in diverse ways, plus the classes
6 within the given majors, the academic focus areas.
7 We shouldn't need to supplement with grants.

8 If a teacher feels like they want to, they
9 are welcome to obviously go and pursue grants on an
10 individual basis.

11 COMMISSIONER GANT: But it's in there as a
12 job description. Part of the job description is go
13 out and find grant money to help pay for the school.
14 That's what's in that.

15 MR. BAIARDO: That's what a teacher does.
16 It's a description of the teacher's job is to fund
17 supplementally for their programs. It is not a
18 requirement. It is something that a teacher can do
19 as needed, if they feel like they would like to go
20 and pull in extra funding.

21 I'm a teacher. There is times when I've
22 gone after grants for special projects. If the need
23 arises, that teacher -- that is one description of
24 what a teacher's role can be, if there's a need.

25 COMMISSIONER GANT: All right. When you

1 write the evaluation for the teacher --

2 MR. BAIARDO: No, I'm not an
3 administrator.

4 COMMISSIONER GANT: When the evaluation is
5 written for the teacher, it's in the job
6 description. I assume the teacher will be hired
7 based upon the job description. Will the evaluation
8 include the requirement to go out and --

9 MR. BAIARDO: Well, no.

10 COMMISSIONER GANT: Well, why is it in the
11 job description?

12 MR. BAIARDO: It's one area that a
13 teacher -- is it requirement? No. If a job
14 description is a list of requirements, then no.
15 Teachers are evaluated on nine competencies,
16 teaching competencies. And as a teacher, I know the
17 nine competencies that I'm evaluated on every year,
18 and they don't include anything about my original
19 job description. But if that description is binding
20 in terms of whether it's a requirement that a
21 teacher has to collect grants every year, then, no,
22 that will be removed from the job description.

23 COMMISSIONER GANT: And one other
24 question, Mr. Chair, is you've got job descriptions
25 for what they will do. But you don't have any

1 descriptions in there as to experience level,
2 education, and all these other things that you need
3 to have when you go out to look for people to serve
4 in the positions.

5 MR. BAIARDO: Right. There is no
6 requirement that a teacher -- a teacher has to have
7 a license, and that's all, at minimum. We will
8 distinguish the teachers that we feel are best
9 suited to teach at the school. But it's not a
10 requirement that they have a Level 3 license or that
11 they're nationally board certified. There are
12 perfectly capable Level 1 teachers that we would
13 hire. I could foresee that. But it's not a
14 requirement that they have extensive experience, no.

15 If a teacher is an expert in their field,
16 and they're a Level 1 teacher with two years of
17 experience, and they can show us they've done an
18 excellent job in the job that they possessed before
19 they came to our school, they will be equally
20 considered as any other teacher.

21 COMMISSIONER GANT: So if you went out on
22 the market, however you market for teachers or any
23 other staff member, where will you get the
24 information to put in the forms so people will know
25 what experience to bring to the school or apply or

1 not to apply?

2 MR. BAIARDO: We will -- in the
3 advertising, we will show what type of teacher we
4 need, and basically what's -- what the job will look
5 like. So teachers -- you know, if they see, well,
6 we need a teacher that teaches chemistry, plus we
7 need one that can teach topics in forensics, a
8 teacher will know kind of what that job entails,
9 based on what is labeled in the initial teacher
10 posting.

11 COMMISSIONER GANT: How many bilingual
12 teachers are you going to have?

13 MR. BAIARDO: We are going to have --
14 we're going to contract in the first year, as
15 needed, to assist as supplemental for -- for any
16 bilingual, ESL, TESL, any students that require it.

17 COMMISSIONER GANT: First year, what
18 about?

19 MR. BAIARDO: It's in the budget for all
20 years; but in the first year and onward.

21 COMMISSIONER GANT: Thank you, Mr. Chair.

22 THE CHAIR: Thank you, Commissioner Gant.
23 Are there other questions from Commissioners?

24 Seeing none, any member of the public,
25 including the applicant, may submit written input

1 following this hearing. Written comments can be
2 sent to the Commission via the Public Education
3 Department main Web site at ped.state.nm.us, through
4 the following avenues: Through the Calendar listing
5 on the front PED Web page; through the Public
6 Comments section on the front PED Web page; using
7 the link, ped.state.nm.us/comments. You will be
8 directed to an e-mail format in which to write your
9 comment. Make sure you identify the school you're
10 commenting on in the drop-down menu.

11 Please note that any written input must be
12 received by no later than close of business on the
13 third business day following the hearing on the
14 application you wish to comment on.

15 I want to thank you for your presentation,
16 and I want to thank you for your hard work in
17 preparing your application. The Commission will now
18 recess the hearing until 9:00 a.m., Wednesday,
19 August 22nd, in the community of Columbus,
20 New Mexico. We are in recess.

21 (Proceedings in recess at 12:35 p.m.)
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REPORTER'S CERTIFICATE

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

In testimony whereof, I have hereunto set my hand on August 29, 2012.

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