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**PSCOC Members:**

**David Abbey**

Director, Legislative  
Finance Committee  
*PSCOC Chair,  
Awards  
Subcommittee*

**Keith Gardner**

Chief of Staff, Office  
of the Governor  
*PSCOC Vice-Chair*

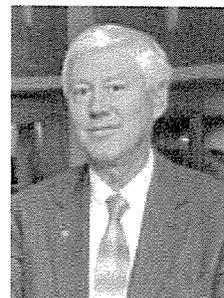
**Joe Guillen**

Executive Director,  
NM School Boards  
Assoc.  
*Chair, Awards  
Subcommittee*

## PSCOC Quarterly Newsletter

### **From The Chair....**

Senate Bill 196, passed in the 2012 Legislative Session, brought the New Mexico School for the Blind and Visually Impaired and the New Mexico School for the Deaf into PSCOC standards-based funding.



As part of this process, new facility adequacy standards needed to be developed that would address the distinctive education delivery system of the special schools, and that would allow their facilities needs to be ranked against the needs of all other public schools in an equitable manner. The standards that were developed in New Mexico are the first of their type in the nation.

On behalf of the PSCOC, I'd like to thank legislators, along with the two special schools and staff from the Public School Facilities Authority, Public Education Department, Legislative Council Service and Legislative Finance Committee who worked together on the adequacy standards and legislation. The new facilities standards, along with participation in the PSCOC's standards-based funding process, will better assure that the critical mission of the special schools will be sustained.

We've devoted much of this newsletter to an overview of the process.

Best regards,

**David Abbey**  
PSCOC Chair

**Frances Maestas**  
Director, Legislative  
Education Study  
Committee  
Awards  
Subcommittee

**Tom Clifford**  
Secretary,  
Department of  
Finance and  
Administration  
Awards  
Subcommittee

**Gene Gant**  
Commissioner,  
Public Education  
Commission,  
Administration  
Maintenance and  
Standards  
Subcommittee

**Raul Burciaga**  
Director, Legislative  
Council Service  
Chair, Administration  
Maintenance and  
Standards  
Subcommittee

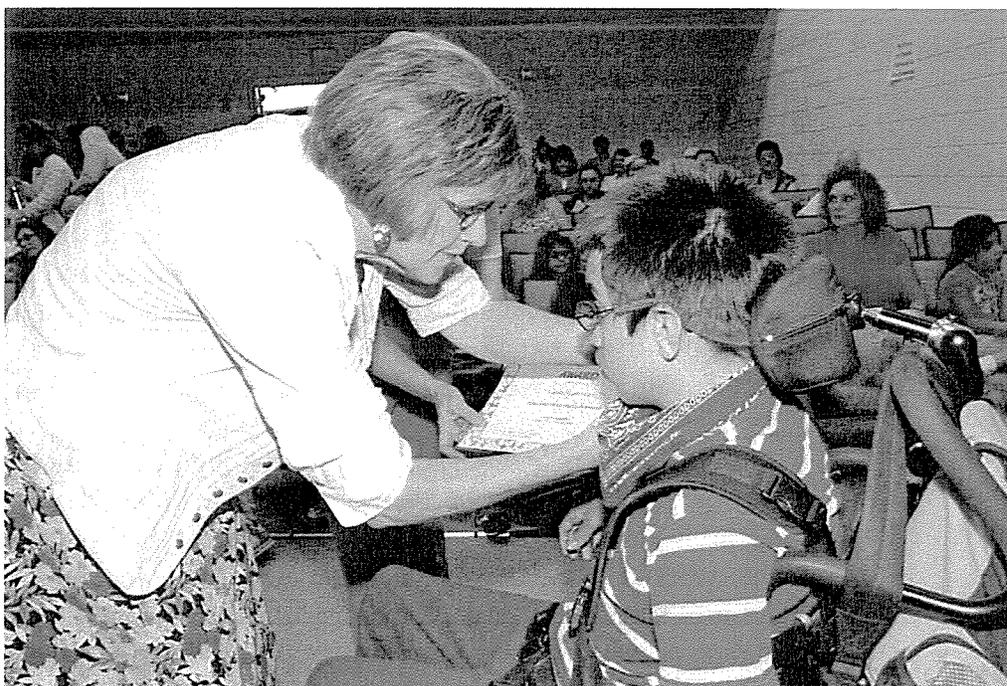
**Paul Aguilar**  
Deputy Secretary,  
Finance &  
Operations,  
Public Education  
Dept.  
Administration  
Maintenance and  
Standards  
Subcommittee

**J. Dee Dennis**  
Superintendent,  
NM Regulation &  
Licensing Dept.  
Administration  
Maintenance and

## **Interview: The New Mexico School for the Blind & Visually Impaired and The New Mexico School for the Deaf on Integrating into State Facility Adequacy Standards and Standards-Based Capital Funding**

*The NMSBVI, established in 1903, is a pre-K through 12 public school with a residential campus in Alamogordo and a pre-school in Albuquerque that was established in the early 1970s. The NMSD, established in 1887, is a pre-K through 12 public school with a residential campus in Santa Fe. Both schools have outreach programs and other facilities throughout the state.*

*NMSBVI Superintendent Linda Lyle, NMSD Superintendent Ronald Stern and NMSD Project Manager Richard Gorman share their thoughts on working to integrate the distinctive mission and facilities requirements of New Mexico's special schools into the state capital outlay program that serves all other public schools.*



**NMSBVI Superintendent Linda Lyle and student**

### **Why did the capital funding process for the two special schools need to change?**

**LYLE:** Previously, NMSBVI raised capital for our facilities via legislative appropriations and in statewide GO bond elections. These methods were somewhat uncertain on annual funding, which made long term facilities planning challenging. When the 2010 GO bond failed, it became the tipping point for a

**Standards  
Subcommittee**

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**PSFA:**

**Robert Gorrell**

Director  
rgorrell@nmpsfa.org

**Tim Berry**

Deputy Director  
tberry@nmpsfa.org

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conversation we had been having for years: why should the two special schools be combined with universities for raising capital funding? There wasn't a good answer. I believe that that is what drove our transition to the PSCOC.

**STERN:** Our situation was the same, but in all fairness, the Higher Education Department, along with the Legislature and the Governor, have been extremely supportive of our school. When the GO bond didn't pass, we think it may have failed because the bond was so large, not because the public doesn't support our needs--we were only a small part of the bond. Through the PSCOC process, attention will be given to our facilities on a much more narrowly-defined and consistent basis.

*"While the educational outcomes that we're targeting are in many ways no different from those of public schools, we have unique ways that we have to accomplish that with our student population..."*

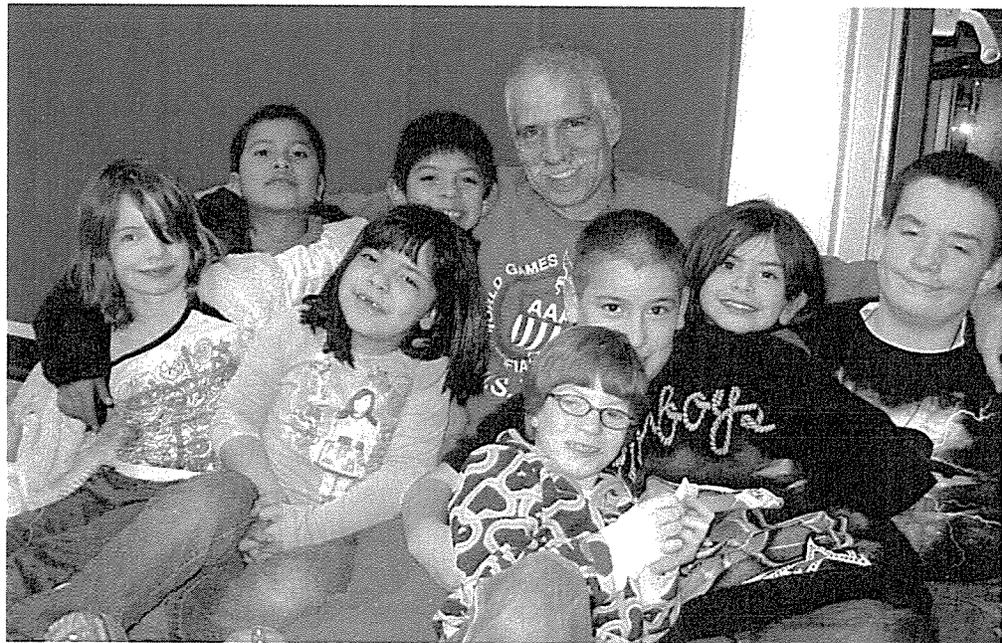
Ronald Stern, NMSD

**GORMAN:** Adding to what Dr. Stern said, as supportive as HED has been to us over the years, NMSD wasn't really a good fit. NMSD has two pre-k through 12 schools, while HED is geared more to the circumstances and needs of universities and community colleges.

**Next PSCOC  
Meeting:**

**District Award  
Presentations  
June 21-22, 9 AM  
Bernalillo Public  
Schools, Carroll  
Elementary School  
(Subject to change)**

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**NMSD Superintendent Ronald Stern and Students**

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**What were the major challenges in transitioning to the PSCOC?**

**STERN:** At the onset, when the decision was made to attempt to incorporate us

into PSCOC's capital process, the first thing we did was evaluate how our school functions and check to see if there would be a way to address our needs within the existing public school facility adequacy standards. It became quickly apparent that the standards used for the 89 school districts would in no way work for the special schools, and a decision was made to develop a separate set of standards. PSFA, the NMSBVI and our staff all recognized that it would be a major undertaking to develop a separate set of adequacy standards.

*"In public schools, no one teaches you how to get a snack after school, or how to make eye contact with someone, or what social space looks like, you just learn it. For us, all of those things need to be taught."*

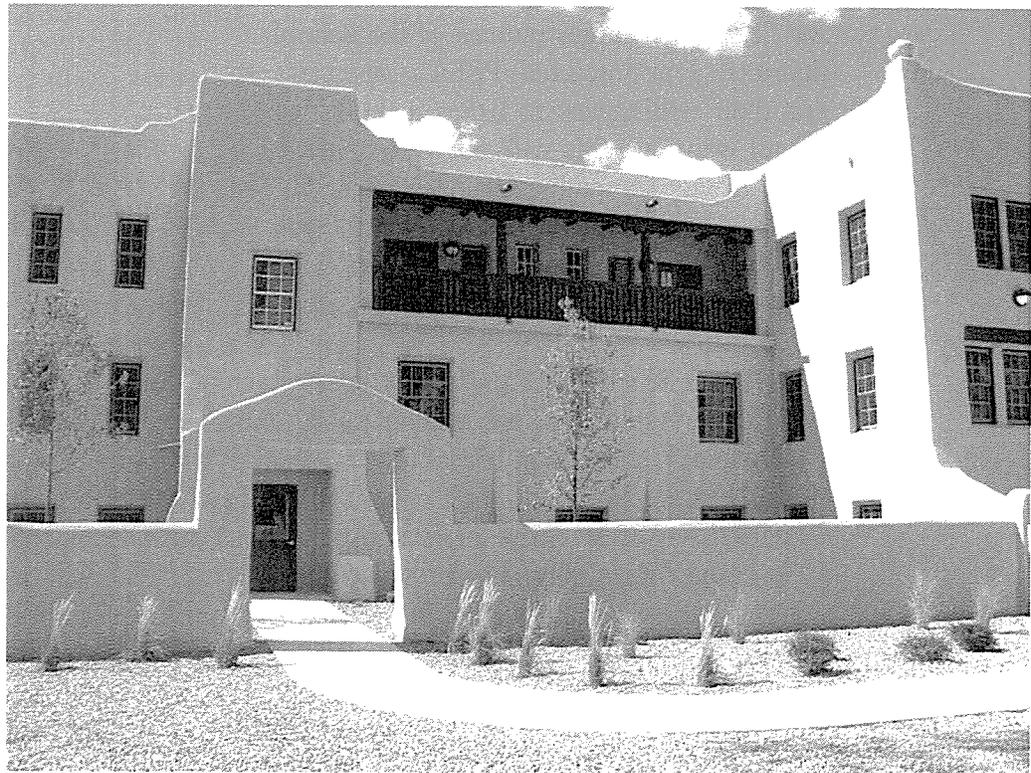
Linda Lyle, NMSBVI

**LYLE:** The existing adequacy standards aren't broad enough to cover residential campuses like ours. Developing separate adequacy standards for the special schools--standards that at the time didn't exist anywhere else in the country--wasn't easy and it wasn't quick, but I believe that the state and the special schools all see these new facilities standards as a major achievement.

**STERN:** If one considers how complex a process it was, the two and a half years that this took was relatively quick, and reflects the tremendous amount of commitment on the part of the PSCOC, the PSFA and the staffs at the special schools. This could have taken a great deal longer. While the educational outcomes that we're targeting are in many ways no different from those of public schools, we have unique ways that we have to accomplish that with our student population, including the residential component, transporting students statewide rather than in a particular district, how our classrooms need to vary from those of public schools to address the needs of our students and how to develop standards for all of those things.

**GORMAN:** In addition to the need to develop a separate set of adequacy standards to address student residency requirements, serving a statewide constituency and addressing specific educational needs, integrating two separate standards based on two separate sets of criteria in order to rank them together on the NMCI list was an added complexity.

**LYLE:** The other significant challenge was that because the special schools don't have bonding capacity, we don't have the ability to raise local matching funds, which is a prerequisite of the PSCOC funding process.



**New Mexico School for the Deaf - Dillon Hall**

**Was there consensus with the state that a new set of adequacy standards for the special schools needed to be developed?**

**GORMAN:** At the onset, I think PSFA was hopeful that we'd somehow be able to fit into the existing adequacy standards. No one was excited about developing a whole new set of standards, but when it became apparent that the existing standards weren't going to work, the PSCOC and PSFA partnered with the special schools to understand our needs and to develop standards that aligned to our mission. It was a productive collaboration, and I believe I can speak for both schools in expressing how much we appreciate all the time and effort that the PSFA and PSCOC put into this.

**What were some of the highlights in developing the adequacy standards?**

**LYLE:** The process began when PSFA invited the special schools to make presentations on what's unique in the needs we address, how we teach, the facilities aspect of how we teach, and how

*"Our students in this environment have the ability to learn and develop socially without being defined"*

we fit into the larger picture of the school districts. I appreciated PSFA's openness and their willingness to listen. I think that we all went into this with the view that we were doing something new and that we assumed the best intentions on each other's part--that if we stepped on each other's toes it was simply due to how new the process was for all of us.

*socially without being defined  
by being deaf or hard of  
hearing because of our  
critical mass of peers and  
adults who can truly  
communicate with the child."*

Ronald Stern, NMSD

**STERN:** The PSCOC and PSFA spent a great deal of effort in developing a good understanding of our unique mission and needs. It helped that PSFA staff visited our school a number of times. I think it's important to understand that the School for the Blind and the School for the Deaf are more than just schools. For example, we offer early intervention services with the Department of Health. When a newborn baby is screened with a hearing loss, we are the first point of contact and we send out professionals to provide information and support to families throughout the state. We also provide training, professional development and support to public schools with deaf or hard of hearing students. Our capital outlay needs have to address all these different roles.

**LYLE:** A highlight that stands out for me is having some PSFA staff over for dinner one night at my home and inviting some of our students. Afterwards, the students took the folks from PSFA, blindfolded, over to our education building in order to offer some real world experience on what our students go through on a daily basis, and also to discuss why they were content to be on the residential campus instead of home with their families. Overall, no matter how arduous this process, it was worth the effort because the standards for expanded core curriculum and residential campus space will allow us to teach things that students with sight learn incidentally. In public schools, no one teaches you how to get a snack after school, or how to make eye contact with someone, or what social space looks like, you just learn it. For us, all of those things need to be taught, and our students only get employed if we teach them those things.



**New Mexico School for the Blind and Visually Impaired**

**The residential component of your learning process is to temporarily bring students to the special schools, help them learn the added things they need to learn and then re-integrate them back into public schools and their communities?**

**LYLE:** We call them short term placements, which can be anywhere from a few days to a few years. A student comes down for very specific reasons. We work with them, we build a plan and send them back to their community. This approach is relatively new. We used to take a student and raise them: they stayed until they graduated. But with that approach they had a more difficult time fitting in with their families and their communities. If you've grown up in a small town in New Mexico, you may always be disabled, but people know you, you fit in and you belong. That's something I don't want to take away from our kids.

**STERN:** For the most part, when students come to our school they stay until they graduate. At times we do have kids who go back to their local school, but that's the exception. My perspective on the residential component of the school has to do with the social component of education. We learn more from social experiences than we do from books, although learning from books is also indispensable. This issue is so self-evident to hearing people that they take it for

granted, but it's incredibly elusive for deaf and hard of hearing children. We are a school for the deaf, but deafness is not an issue here. When a child here does not perform well, it's not because they are deaf or hard of hearing, it's because of other reasons. But when a deaf child is alone or part of a small minority in a public school, when they don't do well it's because they are deaf or hard of hearing. For example, if you were the only white person in a room full of persons of color, you'd know that you are white! But if you were with a group of white people you'd forget that you are white. Our students in this environment have the ability to learn and develop socially without being defined by being deaf or hard of hearing because of our critical mass of peers and adults who can truly communicate with the child.

### **How will the special schools deal with the local match requirement for PSCOC capital funding?**

**STERN:** Either via direct legislative appropriation, severance tax or general obligation bond revenues, or depending on the project, the requirement may be waived.

### **New Mexico's adequacy standards for the special schools are the first in the country?**

*"...our students took the folks from PSFA, blindfolded, over to our education building in order to offer some real world experience on what they go through on a daily basis."*

Linda Lyle, NMSBVI

**LYLE:** Yes. Other schools for the blind that are outside the state have asked for a copy of our standards. New Mexico has developed something that is unique at the national level.

**STERN:** I've begun to share the new standards with superintendents from other states. They're excited about the standards, and there's a sense that this is something valuable.

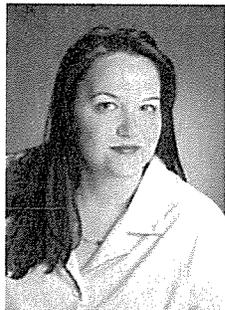
### **What do the PSCOC and PSFA need to do to assure an effective relationship with the special schools over the long term?**

**STERN:** Fundamentally, I think for the PSCOC and PSFA to keep in mind our very unique mission. There will be needs and issues that could come up later that are connected to our uniqueness. I also want to thank Senator Rodriguez, Senator Nava and Speaker Lujan who pushed for this to happen.

**LYLE:** I think that the PSCOC and PSFA are right in the middle of doing it. They are listening to us, helping us identify and prioritize our needs, and are funding these needs as they come up. I never imagined that we would be in this place today, to think that we have these standards, that we would have this much construction going on, this much change in terms of buildings. I can't tell you how grateful we are to the PSCOC, PSFA and legislative staff who have worked to make this possible.

## Master Planning at New Mexico's Two Special Schools and Future Learning Paradigms

Effective master planning goes beyond facility planning, funding and development: it tightly aligns a school's facilities to shifts in how education will be provided in the future--which may differ significantly from how it is provided in the present. The School for the Blind and Visually Impaired, and the School for the Deaf are currently addressing significant evolutionary changes via master planning. Here is a brief overview of each:



**Julie Walleisa  
Dekker Perich  
Sabatini**

### **New Mexico School for the Blind and Visually Impaired:**

NMSBVI had not done *strategic* facilities master planning in the past because the school did not have access to funding sources sufficient to align school facilities to long term educational goals. Planning was only focused on addressing critical facilities needs. The current master planning process began in Feb 2012, is being managed by Julie Walleisa of Dekker Perich Sabatini, and is relatively complete.

### **Mission Critical Issues To Address in Master Planning**

- Improving educational spaces and safety.
- Evolving views on student residency at the school: moving toward placing children in the least restrictive environment, not necessarily living at the school, and if so, possibly for shorter periods.
- Growing demand for NMSBVI's pre-school.
- NMSBVI has both excessive square footage and educational spaces that are below adequacy standards.
- Addressing historic facilities at the main campus: not all historic

*"NMSBVI's master plan looked at both the past and the future to envision an evolving campus that improves education, safety, and maintenance for the long term."*

Julie Walleisa

buildings may be worth preserving.

**Approach:**

- To incorporate enrollment projections and program changes into facilities planning for the first time.
- Parents and other stakeholders have been included in Ed Spec and master planning discussions.
- Buildings have been re-purposed--the health services building will become the library.
- To use needed changes in individual buildings to gradually reorganize the campus to improve walking distances and provide better supervision.
- Evaluate which school functions can work well within historic buildings.



**Marilyn K. Strube**  
Greer-Stafford

**New Mexico School for the Deaf:**

NMSD had done facilities master planning in the past, but the process focused more on facilities than on the school's educational delivery system. It's current master planning process began in January, is being managed by Marilyn Strube of Greer Stafford, and is expected to be complete in September of this year.

**Mission Critical Issues to Address in Master Planning:**

- Like the NMSBVI, NMSD has excess space with respect to current adequacy standards and needs to consolidate.
- Continue to make use of the synergies and concentration of specialized expertise that a single residential campus offers.
- To provide facilities that will allow NMSD to offer the best education possible to deaf students in the State of New Mexico.
- Outreach program for educational delivery needs to be expanded to reach all deaf students in need of specialized services. Preserve the historic identity of NMSD's campus, which is valued by the Santa Fe community, and has extensive shared uses among community members.
- Develop facilities that will support the vision and mission of NMSD.

*"Master planning is  
integrating the  
facilities part of  
the school with  
the instruction part."*  
Marilyn Strube

**Approach:**

- Develop a family and community area on campus utilizing existing facilities, while maintaining student safety.
- To upgrade historic buildings as needed to maintain their use and importance to NMSD's educational processes.
- To reorganize support services on campus to better serve the needs of students and to utilize existing facilities more effectively.
- To work in tandem with the local community to continue to share campus resources and maintain student safety.

### **PSCOC Awards from January-May 2012**

| <b>School District</b> | <b>Project</b>       | <b>Amount</b>        |
|------------------------|----------------------|----------------------|
| Las Cruces             | Loma Heights ES      | \$8,056,464          |
| Los Lunas              | Los Lunas MS Roof    | \$253,331            |
| Ruidoso                | Ruidoso MS           | \$1,965,000          |
| Central                | Nataani Nez/Three ES | \$5,763,932          |
| Clovis                 | Lockwood ES          | \$10,779,173         |
| Rio Rancho             | Colinas Del Norte ES | \$1,635,174          |
| Rio Rancho             | Vista Grande ES      | \$921,299            |
| Espanola               | Alcalde ES           | \$5,569,291          |
| Los Lunas              | Los Lunas HS         | \$23,468,099         |
| Animas                 | Animas HS            | \$183,000            |
| Gadsden                | Gadsden HS           | \$580,169            |
| Las Cruces             | Fairacres ES         | \$327,209            |
| Las Vegas City         | Legion Park ES       | **\$13,472           |
| Los Alamos             | Pinon ES             | \$225,000            |
| Moriarty               | Route 66 ES          | **\$343,775          |
| Santa Rosa             | Santa Rosa ES        | \$14,400             |
| Santa Rosa             | Santa Rosa HS        | \$75,600             |
| Silver                 | La Plata MS          | \$200,000            |
| T or C                 | Hot Springs HS       | \$100,000            |
| Tucumcari              | Tucumcari ES         | \$498,490            |
|                        |                      |                      |
|                        | <b>Total</b>         | <b>*\$60,972,878</b> |

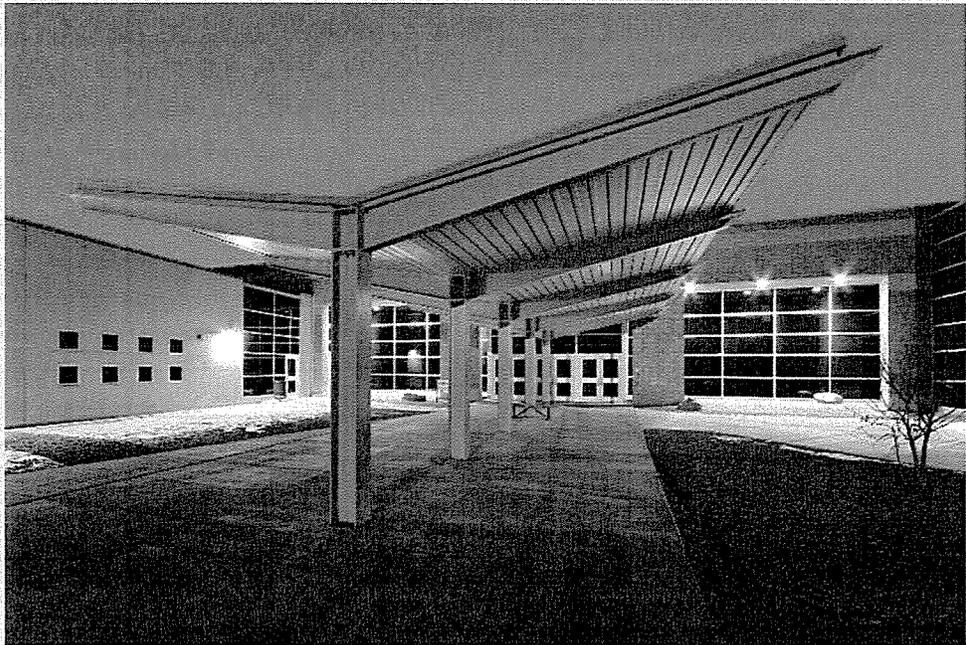
***\*Projected Jobs Created = 1750 (28.5 jobs per \$1M)***

***\*\* Applied to direct appropriation offset***

### **New School Ground Breakings and Dedications**



Espanola Public Schools, Alcalde Elementary School  
Ground Breaking April 26, 2012



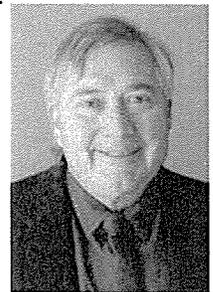
Gallup-McKinley County Public Schools, Miyamura High School December  
12, 2012



Los Alamos Public Schools, Los Alamos High School  
Dedication February 1, 2012

### **RM, Brent Flenniken Retiring May 31, 2012**

Brent Flenniken, Regional Manager for the Southwest portion of the state for the Public School Facilities Authority, will retire May 31. Prior to serving eight years for the PSFA, Brent was a school teacher, a continuing educational teacher, worked for a commercial general contractor specializing in schools, hospitals, and industrial projects, and is a watercolor artist. Brent believes that education is the best means to preserve our culture and provide for a better future.



### **KEY UPCOMING DATES:**

- **June 06, 2012: Clovis Ground Breaking, Lockwood Elementary School**
- **Next PSCOC Meeting, June 21-22, Carroll Elementary School, Bernalillo Public Schools**



**State of New Mexico  
Public School Facilities Authority**

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