

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

BEFORE THE PUBLIC EDUCATION COMMISSION  
STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
COMMUNITY INPUT HEARING  
Columbus Community School  
August 21, 2015  
8:30 a.m.  
Deming Public Schools - Boardroom  
1001 South Diamond  
Deming, New Mexico

REPORTED BY: Cynthia C. Chapman, RMR-CRR, NM CCR #219  
Bean & Associates, Inc.  
Professional Court Reporting Service  
201 Third Street, NW, Suite 1630  
Albuquerque, New Mexico 87102

JOB NO.: 3510L (CC)

SANTA FE OFFICE  
119 East Marcy, Suite 110  
Santa Fe, NM 87501  
(505) 989-4949  
FAX (505) 820-6349



MAIN OFFICE  
201 Third NW, Suite 1630  
Albuquerque, NM 87102  
(505) 843-9494  
FAX (505) 843-9492  
1-800-669-9492  
e-mail: info@litsupport.com

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

A P P E A R A N C E S

COMMISSIONERS:

MR. VINCE BERGMAN, Vice Chair  
MS. KARYL ANN ARMBRUSTER, Member  
MS. PATRICIA GIPSON, Member  
MS. CARMIE TOULOUSE, Member

STAFF:

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

1           VICE CHAIR BERGMAN: I am going to call  
2 into session this New Mexico Public Education  
3 Commission Community Input hearing for the Columbus  
4 Community School.

5           Today is Friday, August 21st, 2015. We,  
6 of course, are located here in the Board Chambers of  
7 the Deming Public Schools to conduct this community  
8 input hearing.

9           I'm going to do a little different roll  
10 call than you might be used to. I am Vice Chairman  
11 Vince Bergman. I represent District 8. I live in  
12 Roswell. My districts are Chaves, Lincoln, Otero  
13 Counties, DeBaca, Guadalupe, Torrance, San Miguel,  
14 and Mora. So I stretch from the Texas border down  
15 south to Alamogordo, almost to the Colorado border  
16 north of Mora. It's a large geographic district,  
17 and I've enjoyed representing it.

18           This is my seventh year on the Commission,  
19 and I've enjoyed every minute of it.

20           I would note for the record that the  
21 reason I'm sitting here is Commissioner Shearman,  
22 until this year, had never missed one of these  
23 community input hearings. She's our chair; but she  
24 had a health issue, a late health issue, that came  
25 up. And her doctor forbade her to drive. And she

1 really regrets not being here, and she sends her  
2 regrets because she loves to come to these, too.

3 So that's why I'm sitting here today.  
4 Commissioner Armbruster -- we'll go down the row  
5 here -- and introduce yourself.

6 COMMISSIONER ARMBRUSTER: I'm Karyl Ann  
7 Armbruster. I live in Los Alamos. I represent  
8 District 4, which is all of Los Alamos, a little bit  
9 of Santa Fe, a little bit of Albuquerque, a little  
10 bit of Corrales, a little bit of Rio Rancho, and  
11 some of Jemez.

12 And I've been a teacher for 39 years. I  
13 taught special education. And -- and I just -- this  
14 is my first time doing this.

15 COMMISSIONER TOULOUSE: I'm Carmie  
16 Toulouse. I represent District 3, which is the bulk  
17 of Albuquerque, where most of the charter schools  
18 that are State-chartered are, and most of the  
19 APS-chartered schools.

20 My background is not in education; it's  
21 in -- I was trained to be an archeologist, became a  
22 single parent. I spent 30 years in the State Human  
23 Services Department, most of it in management.

24 My skills are budget, personnel,  
25 governance, those kinds of things; but I also was on

1 the CNM, Central New Mexico Community College,  
2 Governing Board for 12 years, chaired their finance  
3 committee for all of those years, and was for five  
4 years on the executive board of the Association of  
5 Community College Trustees.

6 So that's why I have pretty good knowledge  
7 of purchasing, budget, those kinds of things, as  
8 well as my State background.

9 I do want to apologize for my glasses  
10 today. We had a minor crisis. The screw came out.  
11 We couldn't find one that fit. But duct tape always  
12 works. So otherwise, I would have been sitting here  
13 and being very nice, but everything would have been  
14 enough of a blur, you know, I wouldn't have known  
15 who was who.

16 So -- but I do apologize for looking a  
17 little less than put together today. But I can see  
18 you. Thank you.

19 COMMISSIONER GIPSON: I am Patti Gipson,  
20 and I represent District 7, which is all of Doña Ana  
21 and a smidgen of Otero County, that part that goes  
22 to Gadsden School District. And I was a career  
23 secondary school educator.

24 VICE CHAIR BERGMAN: Thank you, all.

25 I will note that there -- we have four

1 members present, four Commissioners present, and  
2 that satisfies the statutory requirement for this  
3 community input hearing.

4 Commissioner Gipson, would you lead us in  
5 the Pledge of Allegiance; Commissioner Toulouse, the  
6 Salute to the New Mexico Flag.

7 (Pledge of Allegiance and Salute to  
8 the New Mexico Flag conducted.)

9 VICE CHAIR BERGMAN: Thank you, all, for  
10 that.

11 Before we get started -- or I guess this  
12 is starting us -- I have a statement that I will  
13 read into the record.

14 This meeting is being conducted -- oh, I  
15 did it again, didn't I, guys? Sorry. We need to  
16 approve our agenda. It's a very short agenda, very  
17 brief; but I would welcome a motion to approve the  
18 agenda.

19 COMMISSIONER TOULOUSE: So move.

20 VICE CHAIR BERGMAN: Commissioner  
21 Toulouse.

22 Do I have a second?

23 COMMISSIONER ARMBRUSTER: Second.

24 VICE CHAIR BERGMAN: Commissioner  
25 Ambruster seconded. All in favor say "Aye."

1 (Commissioners so indicate.)

2 VICE CHAIR BERGMAN: Any opposed?

3 (No response.)

4 VICE CHAIR BERGMAN: The motion has  
5 carried unanimously. Thank you.

6 Now, let's read this statement into the  
7 record.

8 This meeting is being conducted pursuant  
9 to New Mexico Statutes Annotated, Title 21, Section  
10 8B-6J, 2009.

11 The purpose of these community input  
12 hearings, that will be held from August 17th through  
13 August 21st, 2015, is to obtain information from the  
14 applicant and to receive community input to assist  
15 the Public Education Commission in its decision  
16 whether to grant the proposed charter applications.

17 According to this section of the law, the  
18 Commission may appoint a subcommittee of no fewer  
19 than three members to hold a public hearing.

20 And we, of course, have satisfied that.

21 According to law, these hearings are being  
22 transcribed by a professional court reporter. The  
23 total time allocated to each application is  
24 90 minutes, which will be timed to ensure an  
25 equitable opportunity to present applications.

1           During the hearing, the Commission will  
2 allow for community input about the charter  
3 application. The time for public comments will be  
4 limited to 20 minutes. If you wish to speak  
5 regarding the application, please sign in at least  
6 15 minutes before the applicant's presentation.  
7 Please be sure that you indicate on the sign-up  
8 sheet whether you are here in opposition or support  
9 of the charter school.

10           The Commission chair -- or in this case,  
11 the acting chair -- based on the number of requests  
12 to comment, will allocate time to those wishing to  
13 speak. If there are a large number of supporters or  
14 opponents, they are asked to select a speaker to  
15 represent their common opinions. We will try to  
16 allocate an equitable amount of time to represent  
17 the community accurately.

18           The Commission will follow this process  
19 for each community input hearing:

20           The Commission will ask each applicant or  
21 group to present at the table in front. They will  
22 be given 20 minutes to present their application in  
23 a manner they deem appropriate.

24           The Commission will not accept any written  
25 documentation from the applicant; but the applicant



1 may use exhibits to describe their school, if  
2 necessary. However, the setup time for exhibits,  
3 et cetera, will be included in the 20 minutes.

4 Following the applicant's presentation,  
5 the local school district representatives, which  
6 includes the superintendent, administrators, and  
7 board members, will be given ten minutes to comment.

8 Subsequently, the Commission will allow 20  
9 minutes for public comment, as described above.

10 Finally, the Commission will be given  
11 40 minutes to ask questions of the applicant.

12 VICE CHAIR BERGMAN: Commissioners, are  
13 you ready to proceed?

14 (Commissioners so indicate.)

15 VICE CHAIR BERGMAN: Then it is time for  
16 the applicant to come forward. If you would, come  
17 to the front table. Looks like we might have a  
18 microphone laying there.

19 And while you're getting situated, I would  
20 note if you have founders, other founders and  
21 governing council members here, if they signed up to  
22 speak, they need to speak during your 20 minutes.  
23 They can't speak in the separate public comment  
24 thing. I just remember going through -- that's the  
25 case.

1           So please sit down and identify  
2 yourselves. State your role with the charter  
3 school, for the record. And your time has not  
4 started yet. After you're done with your  
5 introductions, then I will start your time.

6           So go ahead, please.

7           DR. E. ARMENDARIZ: I'm Dr. Emma  
8 Armendariz, and I'm a consultant with the Columbus  
9 Charter School committee, and a community member  
10 who's very interested in this situation.

11           MR. SKINNER: And my name is Philip  
12 Skinner, and I'm a founder.

13           VICE CHAIR BERGMAN: All right,  
14 Mr. Skinner. Katie, are you ready?

15           Cindy, are you ready? You're already  
16 typing; I assume you're ready.

17           You may proceed. Your 20 minutes has  
18 started.

19           MR. SKINNER: Thank you. I would like to  
20 welcome the Commission to Luna County. This is our  
21 fifth year of applying for a charter school for the  
22 Village of Columbus. And, of course, we were  
23 saddened to see that a community input hearing was  
24 not being held in our community.

25           We don't disagree with the law. The law

1 says that you can hold it in the district in which  
2 you certainly are. But you are not holding it in  
3 our community, and so that saddens us.

4 We're 30 miles from here, and we're a poor  
5 community, and it's difficult for people to travel  
6 up here. We're a highly -- we're an 85 percent  
7 Hispanic community. And so there -- would not be  
8 necessarily comfortable coming up here to this -- to  
9 this location.

10 And I'm a little -- always a little  
11 perplexed. You state that the community hearings  
12 are to gather input from the community. But we've  
13 always been told by this Commission, too, that the  
14 community input hearing doesn't count for anything.

15 Could you clarify that for me a little  
16 bit?

17 VICE CHAIR BERGMAN: I will, when you're  
18 finished with your 20 minutes.

19 MR. SKINNER: Oh. And so I'm going to let  
20 Dr. Armendariz say just a couple of words. We don't  
21 have a big presentation about the -- the school  
22 today; but I'll let her speak just a little.

23 DR. E. ARMENDARIZ: I just wanted to say  
24 that I actually have a lifelong knowledge of  
25 Columbus. My parents grew up in Columbus. My

1 father graduated from Columbus High School, which at  
2 that time, in the early '30s, was still a viable  
3 school. My mother went to school as far as eleventh  
4 grade, never got to graduate, because that year,  
5 after her eleventh-grade year, the high school got  
6 closed down. And at that time, unlike now, the  
7 Deming Public Schools did not provide transportation  
8 for them, and so she was unable to travel to Deming  
9 High School to graduate.

10 My family has lived there forever, and I  
11 still have relatives there. So I feel I have a  
12 very, very profound knowledge of the needs of the  
13 community; in particular, the needs of the students  
14 there.

15 I also taught here in Deming Public  
16 Schools, as well as a lot of other districts in the  
17 state. My husband and I pride ourselves in being  
18 education migrants. We went to lots of different  
19 areas of the state, not only to learn to be better  
20 educators, but also to serve those communities. We  
21 both earned our doctorates at UNM and proceeded to  
22 continue helping the community in a variety of ways.

23 I put in 48 -- 48 years in education and  
24 taught at every level, from elementary through  
25 university; so I feel that I have a very strong

1 background for addressing the needs of Columbus.

2 I get emotional when I consider, you know,  
3 that as much as Deming Public Schools has attempted  
4 to do for Columbus -- and they really have -- that  
5 still has not addressed the needs of those  
6 communities that basically are a binational area.

7 And, in particular, the students from  
8 Columbus, I would venture to say that if a study  
9 were done of the history of those children coming  
10 here, that you would find that their graduation rate  
11 has been very low, and continues to be, as it was  
12 when I was teaching here. It was very difficult for  
13 those students to come to school in Deming, put in  
14 12-hour days for nine months.

15 In case some of you -- and that was part  
16 of our application, which was not addressed -- and I  
17 think that should be one of the elements that we  
18 should consider the most -- is that those students  
19 are picked up on the border at 5:30, I understand;  
20 at the school -- the old school, maybe 15 minutes  
21 later; and then they proceed to come to Deming  
22 Public Schools to attend middle and high school to  
23 arrive here by 8:00.

24 At the end of the day, it's the same  
25 situation. When they are picked up, you know, it

1 takes them an equal amount of time, arriving back in  
2 Columbus around 5:30. Many of them do not have the  
3 opportunity to participate in extracurricular  
4 activities. And those who do, there is a bus  
5 provided for them to return home; but they get home  
6 between 7:30 and 8:00.

7 I don't know that, as an adult, I could  
8 stand 12-hour, 14-hour days, nine months of the  
9 year. And that is what is being asked of these  
10 students, and has been asked.

11 And, yes, we appreciate the fact that  
12 Deming Public Schools provides the support that they  
13 do. The new elementary school there is wonderful.  
14 And it's quite an improvement over what they had  
15 before.

16 However, the sixth through twelfth  
17 grades -- or seventh-through-twelfth-grade students  
18 still continue to have those challenges in their  
19 lives. And because I have relatives on both sides  
20 of the border, I know that many of them quit coming  
21 to school, because they become tired, and they try  
22 to find other ways of making a living.

23 I don't know about you, but I feel that  
24 our obligation as educators is not just to educate  
25 the mind, but to educate the entire child. And it

1 is by being empathetic and realizing the kinds of  
2 things that these children go through that we can  
3 address that area, which oftentimes, in education,  
4 we forget.

5 As a binational area, you know, I know  
6 that it brings up a lot of controversies. They've  
7 always been there, unfortunately. But I think that  
8 as our world shrinks, if we don't help one another  
9 as nations, if we don't assure that the children  
10 growing up on either side of the border have a  
11 better opportunity to serve their communities in a  
12 positive way, then they're going to find other ways  
13 of making it in their community.

14 And unfortunately, that is sometimes the  
15 case in situations like what we have in the Columbus  
16 area.

17 I guess I'm pleading, because this  
18 situation isn't just five years old. The Columbus  
19 community, since the '80s, when we were here -- I  
20 was a teacher here in 1981 to 1985. And at that  
21 time, people from Columbus were concerned and said,  
22 "What can we do?"

23 At that time, there was a trend to create  
24 new districts. And they attempted to do that. And,  
25 of course, we didn't think that was a very good

1 idea, because Columbus doesn't really have the --  
2 the financial foundation to support a separate  
3 district; but a charter school that either could be  
4 independent, and a State school, or one affiliated  
5 with the district, would certainly provide the  
6 students there a much better opportunity to be  
7 successful in life and to be able to give back to  
8 the community.

9 I know that one of the elements that was  
10 noted was that this application has nothing  
11 innovative. I beg to differ. I respectfully  
12 differ. As an educator of 48 years, I have yet to  
13 see a school that tries to do what this application  
14 indicates they will try to do with those students;  
15 and that is to give them skills in construction, in  
16 engineering, in science, using the environment of  
17 that area.

18 And I know that there may have been a lot  
19 of detail eliminated from -- or omitted or left out  
20 from the application. The assumption was that  
21 everybody knows, you know, what STEM means and what  
22 it implicates. And for us to go into finite detail,  
23 as the responses indicated to us, to us did not make  
24 any sense.

25 The other elements -- you know, for



1 example, the defining of average. I think anyone  
2 who has been in education or anywhere knows average  
3 is a C; right? And above average is anything above  
4 a C. So it seemed to me that many finite details  
5 that are being asked that this charter school  
6 provide -- this charter school application  
7 provide -- are things that are not even required in  
8 the regular public schools, at least none of the  
9 ones that I ever was affiliated with.

10 And as I have said, you know, I've been in  
11 Silver City Public Schools, Cobre Public Schools,  
12 Deming Public Schools, Albuquerque Public Schools,  
13 Las Cruces Public Schools; and then I have served as  
14 a consultant to many of the other districts here in  
15 New Mexico, as well as Arizona, California, and  
16 Texas. And so I've never seen the detail that I  
17 understand is required in this application for it to  
18 be other than insufficient or inadequate required  
19 even in a regular public school.

20 So I really would like to appeal to the  
21 Commission and to those of you making the decisions  
22 that you really look at the children. Don't look at  
23 the paper. Look at the possibilities, you know,  
24 because the rammed earth construction and the adobe  
25 construction are very viable avenues through which

1 children can learn all of those STEM principles and  
2 can develop into, as our application says, not only  
3 careers for them, but it can develop into research,  
4 which is part of the plan.

5 And this type of construction is done  
6 worldwide; so it could become actually a center for  
7 others to come, if the students and the teachers  
8 have an opportunity to work through a constructivist  
9 approach to curriculum development, which is another  
10 area that I am concerned about.

11 I am old-school. You know, I started  
12 teaching in the '60s. And it was when we were  
13 handed our curriculum in a folder -- a notebook and  
14 the books that we were to use in our classes. And  
15 we were told, "Start on Page 1, and by the end of  
16 the school year, be on the last page of that book."

17 Society, children, don't work that way  
18 anymore. They did when I was a student and when I  
19 first started teaching. But our society has changed  
20 tremendously. Our students are not the same  
21 students. They have so many more resources, like  
22 the technology, that I know I didn't grow up with.

23 And so considering that we are in a very  
24 different world with a lot of very different  
25 learners, I really would like for you all to

1 consider that a constructivist curriculum cannot be  
2 handed to you complete, as is mentioned time and  
3 time again. A constructivist curriculum happens as  
4 you are working with children.

5 And actually, the old-time curriculum  
6 should have worked that way, as well, but it didn't.  
7 We did not make any accommodations as children went  
8 in different directions. We kept them stuck to the  
9 book, and the ditto pages, you know, that were part  
10 of the book, and the answers that they needed to  
11 respond to at the end of each chapter.

12 Life does not happen that way anymore.  
13 And I wish that you all would take the chance and  
14 allow this school to actually -- to be actualized,  
15 because I think you will be very, very surprised at  
16 what the potential is that these students and the  
17 community could realize from a charter like this  
18 one.

19 Thank you. And I'm open to questions.

20 MR. SKINNER: Thank you. We're done with  
21 our presentation.

22 VICE CHAIR BERGMAN: You are done?

23 Thank you so much.

24 At this -- oh, let me address a couple of  
25 things you said. Now I will address them.

1           As you correctly noted, the statute  
2 requires us to have a community input hearing in the  
3 local school district. I would just note -- I  
4 understand your travel situation -- I'm 250 miles  
5 from my home. Some of my Commissioners are more  
6 like 300. So travel sometimes is a part of our  
7 lives, and it's sometimes something that we have to  
8 do.

9           I understand your situation. I'd more  
10 like to address the comment you made that someone  
11 has told you that these hearings are not important.  
12 That is absolutely untrue. These hearings are  
13 extremely important. They are one part of a  
14 continuous review process that starts on July 1st,  
15 when you submit your application, and the Charter  
16 School Division then starts processing those  
17 applications and reviewing them. We are reading  
18 those applications while they're doing that.

19           Then we get to read their preliminary  
20 analysis, which I understand has been submitted to  
21 you, and you have the opportunity to read.

22           So we do a lot of reading. Make no  
23 mistake; these hearings are absolutely important.

24           And I will just state, you correctly state  
25 that we consider the students. I can only speak for

1 myself; but I know I'm also speaking for every other  
2 Commissioner on the -- this Public Education  
3 Commission. The students are the reason we are  
4 here. We receive no salary. This is not a salaried  
5 position like the Public Regulation Commission. I  
6 wish I was getting the \$90,000 that they get. We  
7 are here as volunteers. That's how we're considered  
8 to be.

9           So we definitely care about the students;  
10 I have said that many times. And I believe every  
11 person on this Commission has said that in public  
12 meetings.

13           So, here again, be absolutely certain that  
14 we are considering your kids in the Columbus area  
15 when we read this stuff and when we read what you  
16 propose to do. And that's why we go over it so  
17 carefully and so finely, because you have to prove  
18 to us that you have the capacity to properly and  
19 qualitatively educate those kids.

20           So we take our responsibilities in that  
21 area very seriously.

22           So now, let me move on to the second part  
23 of the proceeding, if you would just step away for  
24 just a second. This is where I call up the local  
25 school district, the Deming School District, to

1 please come forward, if they wish to comment.

2 Please identify yourself and your role,  
3 and, sir, you will have ten minutes after you make  
4 your introduction.

5 MR LERE: Commissioners, my name is Dan  
6 Lere. I'm the Superintendent of Schools for Deming  
7 Public Schools. Welcome back to Deming. I hope you  
8 had a pleasant evening in Silver City.

9 I come before you as a representative of  
10 the school district and the school board to voice  
11 our concerns about this charter application.

12 I'd like to start off and talk about one  
13 of the issues that was addressed, and that is that  
14 of curriculum. We are concerned that when we have  
15 students who have the option to go to our middle  
16 school and high school, where we offer a  
17 comprehensive program, vocational, foreign language,  
18 AP classes, art, music, PE, clubs, activities,  
19 sports, that the Columbus school is proposing to  
20 start their school with basically no curriculum.

21 As you heard, they talked about a  
22 constructivist approach. But the curriculum that  
23 they have identified is a very, very narrow  
24 vocational program, which has to do with the  
25 construction of adobe structures and solar energy.

1 That probably is a very viable vocational program.  
2 We have serious doubts as to whether it's the basis  
3 for a comprehensive secondary school, though.

4 Also in their application, they make a  
5 statement that said the driving question of the  
6 school district -- of the new charter school is  
7 to -- and I'll quote -- "How can we utilize the  
8 local climatic and natural resources for the  
9 betterment of the community?"

10 Well, when I read that statement, I don't  
11 see anything about students. I didn't hear anything  
12 about instruction. I didn't hear anything about  
13 curriculum. What I heard was -- sounded to me more  
14 like an economic development plan, rather than a  
15 development of a secondary -- comprehensive  
16 secondary school.

17 So we have some concerns about that.

18 There's one correction I think I need to  
19 make. They stated that they were planning on having  
20 a 50/50 dual language program. And the reason they  
21 stated that was because at the Columbus Elementary  
22 School, that there was no English taught until third  
23 grade.

24 I need to correct that. There is a very,  
25 very robust 50/50 English -- Spanish-English

1 program, kindergarten, first, and second, at  
2 Columbus. We are entering the third year of that,  
3 and we are starting to see and show very, very good  
4 results from that. So they probably should have  
5 done their homework and done their research on that  
6 to make sure that was a correct statement before  
7 they put that in there.

8 The other thing that concerns us is the  
9 process of curriculum development. No less than six  
10 times in their program -- in their application -- do  
11 they state that if -- the curriculum, the  
12 assessments, the rubrics, and the activities will  
13 all be student designed.

14 Now, I have a lot of faith in students. I  
15 think we underestimate them many times. But I'm not  
16 sure that it's appropriate to put the development of  
17 all of those critical pieces for a secondary school  
18 in the hands of students. I can see them having  
19 some input and having -- and working with staff.  
20 But it sounded to me -- like I said, time and time  
21 and time again, they talked about the students were  
22 the ones that were going to be doing the development  
23 of these pieces.

24 They also mentioned a community volunteer  
25 group that was going to have something to do with



1 developing a scope and sequence. And then in  
2 addition to that, they also talked about a computer  
3 software program called "Building Your Own  
4 Curriculum."

5 So I'm not quite sure that they're sure  
6 how they're going to develop their curriculum. It  
7 seemed a little confusing and a little muddled to  
8 me.

9 They also -- their student-teacher ratio.

10 In their application, they state that it's  
11 going to be a 20-to-1 ratio. If you analyze their  
12 budget -- depends on what year you look at -- it's  
13 right around 30-to-1. So the kind of instruction  
14 that they're talking about doing, which is very  
15 intense individual education, could be pretty  
16 difficult to do with a 30-to-1 ratio.

17 And speaking of the staff, as I've stated  
18 before, this part of the state, we have difficulty  
19 attracting and retaining highly qualified teachers  
20 in a -- in numerous content areas. They are asking  
21 that their staff be certified bilingual,  
22 TESL-endorsed, work a longer day, be required to do  
23 home visits, sometimes across the border, and, if  
24 they don't live in Columbus, to travel to and from  
25 Columbus. They plan on doing this and paying them

1 the same that we pay our Tier III teachers.

2 We are struggling to find qualified  
3 teachers here in Deming. I would dare to say that  
4 it's going to be difficult, if not impossible, to  
5 find the qualified teachers to do this at that price  
6 in Columbus. I think that's going to be a real  
7 stumbling block for them.

8 They also talk about an extended day; but  
9 also in there, they have a half-an-hour daily  
10 assembly of all students, every day. They also  
11 have, at the end of the day, a half-an-hour daily  
12 reflection period. So there is an hour out of each  
13 day that is spent in an assembly and in a reflection  
14 period. So the extended day does not really get to  
15 the heart of the matter, which is increased  
16 instructional time.

17 This one is a question more than a  
18 statement. As I read through there, I could only  
19 find their plan on having only three members of  
20 their governing council. They may be planning on  
21 having five; but in their application, it looked  
22 like there was only going to be three. So that may  
23 be something that needs to be clarified.

24 One of the issues that was brought up  
25 during your presentation was travel time for

1 students. I want to let you know that we have  
2 several students in this district who do not travel  
3 from Columbus, who ride on our buses as long, if not  
4 longer, than the students from Columbus do. We have  
5 students that come from the Uvas Valley and from  
6 southwest corner of this district that ride longer  
7 than children from the Port do. We don't have plans  
8 on starting charter schools in either one of those  
9 areas, either.

10 The last item, I want to say, is that this  
11 is -- I just wanted to point out a possible  
12 perception of a conflict of interest. In their  
13 application, they suggest that they are going to  
14 lease the building and request lease reimbursement  
15 from the State at the rate of \$735 per student, per  
16 year.

17 That's probably appropriate. The issue  
18 is, is that that money would be paid to the Village  
19 of Columbus, who owns the building. And  
20 unfortunately, one of the founders is currently the  
21 mayor of the Village of Columbus. And so I believe  
22 Mr. Skinner is an honest person; I believe this is  
23 just an oversight. But I believe it could be  
24 perceived as a conflict of interest, when the -- one  
25 of the founders of the school is paying money to the

1 City, of which he is the mayor of.

2 That's just something I think they need to  
3 kind of reconcile within their own -- their own  
4 group there.

5 For these reasons, we see some real holes  
6 in this. We really strongly believe that the ride  
7 for students from the Port to our Red Mountain  
8 Middle School and to Deming High School is well  
9 worth it, because of the wide variety of programs  
10 that we can offer them at this school here in Deming  
11 that they will not be able to receive at a charter  
12 school in Columbus.

13 So, therefore, we would ask that -- we  
14 would recommend that this charter not be approved.

15 So I thank you for your time.

16 VICE CHAIR BERGMAN: Thank you,  
17 Superintendent Lere. Appreciate your input.

18 We are now to the public comment  
19 session -- section -- of this. And I will read  
20 this.

21 We will now hear public comment from the  
22 community of Columbus.

23 I'm going to read the name and the -- in  
24 just a second. You will have time to make a  
25 statement regarding the Columbus Community School.

1 The total time for all speakers during this part of  
2 the hearing will be 20 minutes.

3 Actually, I see three names have been  
4 checkmarked; but two of them are the founders. So  
5 they have already had their -- so we have one  
6 person. And I guess theoretically, you could use a  
7 full 20 minutes, if you wanted. Gregorio Corona.

8 I think in the interest -- I would  
9 probably limit it to about five minutes. I don't  
10 think we've ever allowed anybody to speak more than  
11 five minutes.

12 Let's see if you can get it all in in five  
13 minutes. If you'd like to come up front, use the  
14 microphone.

15 MR. CORONA: Thank you.

16 VICE CHAIR BERGMAN: Please identify  
17 yourself for the recorder, and then you may proceed.

18 MR. CORONA: Good morning, everyone. Hi.  
19 My name is Gregorio Corona. I live in Palomas,  
20 Mexico. I've got two daughters, one in the school  
21 here and one in Columbus Elementary. I got another  
22 son that he has -- almost three years old that he's  
23 going to come to this school here, also.

24 Me, like all the fathers -- I think I'm  
25 the only one from Palomas here; so I'm going to try

1 to fight for everyone there. Me, like all the  
2 fathers, all they want is the best for his child's  
3 education. I want -- they have what I don't have.  
4 So I want to be as close as I can from their  
5 education.

6 First, I apologize for my English. It's  
7 not very good.

8 But I want the best for my childs, like  
9 all the parents in Palomas. And I want to be as  
10 close as I can from them. And for me it's kind of  
11 difficult to travel from Palomas to here for, like,  
12 a -- for meetings or things like that.

13 I can go to Columbus. It's closer, and I  
14 got no difficult to be there for the meetings. And  
15 I think that's all. I just want to support the  
16 school, to give us an option for the child.

17 Thank you.

18 VICE CHAIR BERGMAN: All right. Thank you  
19 very much for your input.

20 If you guys want to come back up to the  
21 table now?

22 We are now to the portion of the community  
23 input hearing where the Commissioners themselves may  
24 ask questions or make comments on the application.

25 This will be timed at 40 minutes, and you

1 may start the clock now.

2 I am going to start. I want to talk about  
3 your goals. If you'll remember from past years, I  
4 always look at the goals. You listed three goals,  
5 and, of course, we're also calling them "academic  
6 performance indicators."

7 You put the general paragraphs for each of  
8 those three goals. I'm looking at the Charter  
9 School Division's review team's comments on the  
10 goals, and I'm just going to read a few of them,  
11 because I think that's very important.

12 For the goal number one -- they had a long  
13 paragraph explaining each of these. But the summary  
14 of the paragraph was that the goal number one was  
15 neither specific, attainable, rigorous, or  
16 time-bound, because you provided no metrics in those  
17 general descriptions of your goals.

18 The review team actually said -- they  
19 agreed that the goal was measurable, because growth  
20 is measurable. Well, I frankly disagree with the  
21 review team in that area, because I also don't think  
22 these goals are measurable, because you did not  
23 provide any metrics.

24 Certainly, growth is measurable; anything  
25 is measurable. But if you don't have metrics to

1 measure something against -- so I would even throw  
2 in that that goal number one is not measurable.

3 On your second goal, here again, the  
4 review team noted that the goal number two, it was  
5 neither specific, attainable, rigorous, or  
6 time-bound.

7 And then I -- here, again, they made the  
8 same statement about measurable, because you can  
9 measure anything. But without a metric, I don't  
10 know how you can do it. So I would disagree with  
11 their assertion that the thing was measurable.

12 Because what will we -- you can't even  
13 compare apples and oranges if you don't have an  
14 apple and an orange to compare them to.

15 And same thing. It was even a fairly  
16 longer paragraph on your goal number three. Here,  
17 again, the review team noted that goal number three  
18 was neither specific -- and on this one, they did  
19 not even feel you could measure what you proposed on  
20 goal number three. It was not attainable; it was  
21 not rigorous; it was not time-bound.

22 And you've been here before. I know you  
23 know what the SMART format is, because I have  
24 discussed this with you each and every one of those  
25 five times you've been here.



1           And they went on to say that the goals are  
2 not specific; they're not written in the SMART  
3 format, and they explain why what I just said,  
4 because you did not provide the measures and the  
5 metrics.

6           There is a suggested goal -- academic  
7 performance indicator and goal. It's laid out in  
8 the instructions; so I'm fairly certain that you saw  
9 it. That -- we did not just arbitrarily arrive at  
10 that suggestion. I can tell you that the last two  
11 years, under the new statute governing performance  
12 contracts, we are required, as a Commission, to  
13 negotiate a performance contract with the associated  
14 performance frameworks with every school. It's  
15 being grandfathered in, so it's going to be a  
16 five-year process.

17           Every new applicant that's approved, we  
18 have a negotiation. Every renewal application, we  
19 have a negotiation. I'm intimately familiar with  
20 that, because we've done 48 of them in two years,  
21 and I've been at 45 of them, because the Chair asked  
22 me to take responsibility for that section of our  
23 work. And that is the format that we use.

24           If you go and look at the final  
25 performance frameworks for every one of the schools,

1 you will see literally what we put -- so I wanted to  
2 ask you, why did you ignore the suggested format and  
3 not give us the metrics that we asked for?

4 I'm talking about the percents and the --  
5 why did you not use the four categories, "exceeds,"  
6 "meets," "does not exceed." And the fourth one is  
7 just total failure.

8 That's not what it's called; I can't  
9 remember off the top of my head.

10 Why did you choose to just give us some  
11 generic kind of goals? Would you like to address  
12 that?

13 DR. E. ARMENDARIZ: No, there is nothing  
14 that we can say that will convince you otherwise.  
15 But to me, it's almost ludicrous to have to redefine  
16 them when you have defined them for us. That was  
17 just, you know, an assumption that what you have  
18 defined is what we are going to follow.

19 And as you indicated, for example, in  
20 proficiency in English and Spanish, we used metrics  
21 there, as measured by the tests that are indicated  
22 there. But that seems to have not been attended to.

23 I -- I'll be very honest with you. As I  
24 read the analysis, the more deeply I went into it,  
25 the greater my heart sank into my stomach, because I

1 knew that it didn't matter what we would come here  
2 and say. It's a lost cause. And that's honestly  
3 how I feel at this point.

4 I'm not going to try to explain it. You  
5 can continue to, you know, point out all the  
6 deficiencies. All I know is that we cannot give you  
7 the specificity that you're asking for. If I were  
8 in the regular public schools, I could not give it  
9 to you, either, because it isn't there.

10 And as I hear teachers who are now in all  
11 the systems of New Mexico, their job is getting  
12 harder and harder, because these things are being  
13 required on paper; but, in fact, they're not  
14 happening. Even in the public schools, they're not  
15 happening. And I don't know, you know, how to  
16 convince you that we cannot be as specific as you  
17 request with just a paper application.

18 I understood that the planning year that  
19 every charter school is given to put all of these  
20 things in place was for that purpose, to define  
21 exactly and be able to make those decisions with the  
22 people that are going to be working at that school.

23 A committee such as what we have cannot  
24 put in writing everything that teachers, you know,  
25 are being -- are going to be asked to do. They need

1 to have input into that, as well. And that is -- at  
2 least that was -- that's our plan, is that --  
3 although I know that this isn't going to be  
4 approved.

5 But if it were to be approved, the people  
6 that were to be hired were going to be hired through  
7 grant money that we're already starting to identify  
8 to come in and help to put all of this --

9 VICE CHAIR BERGMAN: Now, see, I don't  
10 think you're specifically addressing my question.  
11 You've gone into generics now.

12 And I'm sorry you feel that way, that you  
13 think it's not going to be approved. I have no idea  
14 what's going to happen with this application. My  
15 fellow Commissioners, I never know how they're going  
16 to vote. I only know how I'm going to vote, once I  
17 have all the facts. And I never decide until the  
18 day I have to vote.

19 I've had times when it was my turn to vote  
20 and I hadn't decided yet. And those that witnessed  
21 that will tell you they see me -- when it's my turn,  
22 I actually have sat there and hesitated. And they  
23 may not know why; and it's because I still haven't  
24 decided how I'm going to vote, based on what I know.

25 And other applicants did provide plenty of

1 specificity. I will just -- like I say, we've  
2 worked with these goals now for the last two years;  
3 so I would probably respectfully disagree with that.

4 I'm going to let it go. I understand you  
5 chose to do what you wanted to do on that. I am now  
6 going to allow my fellow Commissioners the option  
7 to -- who would like to begin?

8 COMMISSIONER GIPSON: I guess I'll  
9 start --

10 VICE CHAIR BERGMAN: Commissioner Gipson,  
11 if you would start us then, please.

12 COMMISSIONER GIPSON: -- on -- I have a  
13 question about the budget, because, once again, I  
14 looked for it, and there wasn't a whole lot of  
15 specifics in terms of how you're outlining your --  
16 your budget. And just so that you know, I live in a  
17 ram -- I built a rammed earth house; so I understand  
18 the nuances. And I also understand the expenses  
19 that go into that kind of building.

20 So I'm just -- I'm concerned about your  
21 basic budget for the curriculum that you're going to  
22 develop, in addition to the specific equipment that  
23 you're going to be required to have and the talent  
24 that you're going to be required to have to come in  
25 to teach these students these skills.

1 I don't see any budget that I can look at  
2 to be comfortable with your adequately -- and, in  
3 fact, you made a statement in -- I don't remember if  
4 it was in the capacity hearing -- just so you know,  
5 I look at this completely blank and make my own  
6 notes, and then I compare it to CSD, so that I do go  
7 into it as blind as I hopefully can and make my own  
8 assessments and then look at it; so it is blended.

9 But you indicated that if there were  
10 shortfalls, you'd have to -- there was no true  
11 planning on what happens if you didn't get the  
12 enrollment that you were going to get. And there  
13 would be tuition that would be necessary for some  
14 students, as far as I know.

15 MR. SKINNER: No, we never have mentioned  
16 tuition for some students.

17 COMMISSIONER GIPSON: My understanding was  
18 tuition would have to be --

19 MR. SKINNER: No.

20 COMMISSIONER GIPSON: No?

21 MR. SKINNER: Not on our part.

22 COMMISSIONER GIPSON: Well, outside of  
23 that, if you don't get the enrollment that you  
24 anticipate -- and you indicated that, you know, you  
25 don't have a plan for how you're going to --

1 MR. SKINNER: We do have a plan. And we  
2 have kept the entire budget, maybe with very few  
3 exceptions, where it could be flexible and move up  
4 and down with the enrollment. We're, I think,  
5 planning -- the first year enrollment, I think,  
6 was -- now I can't remember off the top of my  
7 head -- around 100.

8 COMMISSIONER GIPSON: I think it was 100,  
9 yeah.

10 MR. SKINNER: And as you know, 85 percent  
11 of the budget is usually around staff or the labor  
12 component, teachers and that type -- those type of  
13 things. So if we are careful in our -- how we  
14 commit to our contracts with teachers and those type  
15 of things, so that we are not overcommitting staff  
16 until we have a firm enrollment.

17 COMMISSIONER GIPSON: Okay. But so what  
18 about your -- the other components of your budget  
19 which would be specific to your trades in terms  
20 of --

21 MR. SKINNER: It's -- it's -- and -- it's  
22 not a trade school. It's not a vocational school.

23 COMMISSIONER GIPSON: I understand that.  
24 But building a rammed earth house requires specific  
25 equipment.

1 MR. SKINNER: I understand. And our goal  
2 was to -- well, we're starting with sixth, seventh  
3 and eighth grade.

4 COMMISSIONER GIPSON: Right.

5 MR. SKINNER: All right. So we didn't  
6 envision sixth-, seventh-, and eighth-graders  
7 getting out there with a damper and ramming walls.

8 COMMISSIONER GIPSON: But you were to  
9 provide a five-year budget, my understanding.

10 MR. SKINNER: Right. Right.

11 COMMISSIONER GIPSON: So by your fifth  
12 year, you're into that programming.

13 MR. SKINNER: And I believe that I put in  
14 enough money in the -- in -- and I can't remember  
15 specifically the area. But there's an area for  
16 supplies for the students, such as computers and  
17 those type of things, where I kept a pretty healthy  
18 amount of money in there all the time to buy those  
19 types of equipment.

20 But also, we would anticipate our  
21 community stepping up and donating some things. And  
22 I'm not so sure that I agree with you that it  
23 requires a big capital outlay to do rammed earth.

24 COMMISSIONER GIPSON: I think that  
25 equipment doesn't come cheaply, in all honesty. And



1 when you're looking at the kinds of equipment that  
2 you're going to need, having watched the rammed  
3 earth houses being put up, I don't think -- and I  
4 also have some concern of my own about additional  
5 liability insurances that you would have to have.

6 I'm not sure about that; but I would think  
7 when you're looking at the kind of activities that  
8 they would be doing, I'm not sure if normal school  
9 liability insurance would cover that. But I don't  
10 know. That's just -- that's just a guesstimate of  
11 mine, with that kind of -- but we did not get a  
12 budget that indicated anything like that. I don't  
13 know if we didn't get it attached, or it wasn't.

14 It indicates here that it wasn't on the  
15 attachment. I looked -- I looked. And I have a  
16 very, very small --

17 COMMISSIONER TOULOUSE: Mr. Chair, may I  
18 indicate to our staff? None of us had the  
19 appendixes.

20 MS. POULOS: They've been available. They  
21 were made available on the disks.

22 COMMISSIONER GIPSON: I looked last night,  
23 because I looked again. And what was on the disk  
24 was this just small little grid that has very little  
25 on the budget. So I really couldn't -- so I --

1 VICE CHAIR BERGMAN: Let's not devote a  
2 lot of time to that. But, Staff, please make sure  
3 the Commissioners -- you may need to resend those  
4 attachments.

5 So let's go forward. Yeah, yeah. Let's  
6 go forward.

7 What -- you're finished?

8 COMMISSIONER GIPSON: Uh-huh.

9 VICE CHAIR BERGMAN: Commissioner  
10 Toulouse?

11 COMMISSIONER GIPSON: For now.

12 COMMISSIONER TOULOUSE: Mr. Chair,  
13 Dr. Armendariz, I want you to understand, I respect  
14 you. And even though he's not here, I respect your  
15 husband tremendously and what both of you have done  
16 for education in New Mexico, and my mind is open.

17 This is my third time through on your  
18 school. And if you remember, I voted for it each of  
19 the other two times; so certainly, my mind is open.

20 We have two people who have never heard  
21 your proposal before. So I don't think any  
22 application we have heard -- and you're the  
23 seventh -- anybody's mind is totally made up.

24 And all of the others will have to read  
25 these documents and read the transcripts before we

1 vote in September. So your chances are as good as  
2 any of the other applicants that we've heard, you  
3 know, this time. We started on Monday, and now  
4 we're ending up with you. But every one of them are  
5 equal.

6 I have a few questions about -- in the  
7 area I'm more comfortable with, which is your  
8 governance council. I think you've got some  
9 fantastic folks here. If bothers me there's no  
10 women. It also bothers me that there isn't a whole  
11 lot of background in actual administration of the  
12 schools, you know, secondary education, those sorts  
13 of things.

14 You have the higher ed background. You  
15 have the background in trades. You have background  
16 in business. But you don't have it in regard to the  
17 school. So I have some concerns about that. But I  
18 don't think any of the people are lacking.

19 What I wanted to ask, too, in going  
20 through here and looking at your training, the part  
21 that bothers me is I don't see that when you talk  
22 about you're going to attend the trainings, you're  
23 going to get the Open Meetings Act -- things; and as  
24 an aside, you have one paragraph that said if you  
25 have an emergency meeting, you don't have to

SANTA FE OFFICE  
119 East Marcy, Suite 110  
Santa Fe, NM 87501  
(505) 989-4949  
FAX (505) 820-6349



MAIN OFFICE  
201 Third NW, Suite 1630  
Albuquerque, NM 87102  
(505) 843-9494  
FAX (505) 843-9492  
1-800-669-9492  
e-mail: info@litsupport.com

1 pre-post an agenda.

2 And while that is correct, emergency  
3 meetings still require 24 hours' notice, public  
4 notice. And so you may not necessarily have an  
5 agenda you post; but you have to post an  
6 announcement of an emergency meeting and the topic  
7 it will cover. So just -- but that's an aside.

8 I don't see the training for the Board of  
9 Finance, which, to me, is the most important piece  
10 of this, that your governance council has to become  
11 your Board of Finance.

12 Do you have plans for that training,  
13 because I didn't find it in here?

14 MR. SKINNER: In the budget, did you see  
15 board training and --

16 COMMISSIONER TOULOUSE: No. I'm talking  
17 about when you're talking about your governance  
18 council, and before we can really let you go, you  
19 have to be certified as a Board of Finance and have  
20 the official training. And I didn't see that.

21 MR. SKINNER: Oh, okay. Certainly, we  
22 know that that's a requirement and that would need  
23 to be -- to be done. I'm sorry that we didn't  
24 address it properly.

25 COMMISSIONER TOULOUSE: That's -- for now,

1 that's --

2 VICE CHAIR BERGMAN: Thank you.

3 Commissioner Ambruster?

4 COMMISSIONER ARMBRUSTER: I particularly  
5 liked you providing mentorship for new teachers.

6 I have a couple of questions, just because  
7 of the state of America for teachers. I'll sort of  
8 go with what the Superintendent said, how difficult  
9 it is to find people. And it becomes more and more  
10 difficult, because when you say that you're going to  
11 have -- at least that's how I understood it -- the  
12 one week of instruction in English and one week of  
13 instruction in Spanish, that would require a teacher  
14 who was not -- was not TESL-endorsed, but bilingual,  
15 to be able to do that. And you would need that for  
16 every class.

17 Or is it just some classes?

18 DR. E. ARMENDARIZ: Actually, there are  
19 numerous ways to address that. In Las Cruces, where  
20 I last worked as director of bilingual programs, we  
21 were part of the State initiative with Spain and  
22 Mexico, to bring teachers for three-year periods, up  
23 to three-year periods, to help support programs like  
24 that, as one option.

25 The other option, which I started when I

1 was there -- and it continues to be used -- is a  
2 teaming option, where we have an English-speaking  
3 teacher, whom we encourage and pay for their TESL  
4 endorsement, for them to get their TESL endorsement,  
5 if they don't have it, to team with a bilingual,  
6 Spanish-speaking teacher. So, in essence, the  
7 teachers work as a team. They each have a full  
8 classroom, and they flip back and forth.

9 You know, their curriculum is identified  
10 specifically, you know, in terms of what are we  
11 teaching in English this week, and then what are we  
12 teaching in Spanish next week? And Group A of  
13 students is in English this week; next week, they'll  
14 be in Spanish, and vice versa.

15 So those are -- are very viable options  
16 that are currently being implemented in schools that  
17 are trying to promote bilingualism, which, as all of  
18 us know in terms of brain research, it's a lot  
19 better than knowing just one language.

20 COMMISSIONER ARMBRUSTER: I would agree,  
21 and I'm one of those with one language.

22 I thought that what they were talking  
23 about here is -- when you're saying "dual language,"  
24 it's kind of going one direction.

25 DR. E. ARMENDARIZ: One-way dual language.

1 COMMISSIONER ARMBRUSTER: Right.

2 DR. E. ARMENDARIZ: And I assumed, you  
3 know, from the comments, that not everybody is a  
4 bilingual educator. So you don't necessarily know  
5 that lingo of "one-way" and "two-way" bilingual  
6 education.

7 One way is that the population is  
8 primarily Spanish-speaking; there isn't another  
9 language group, a substantial large group, that  
10 would make it a two-way bilingual. Two-way  
11 bilingual is when you have speakers of two different  
12 languages, both trying to learn each other's  
13 language, as well as continuing developing their  
14 own. So in this case --

15 COMMISSIONER ARMBRUSTER: I liked the  
16 part, actually, that it was actually one-way;  
17 because, regardless, you have to speak English to be  
18 successful in America.

19 DR. E. ARMENDARIZ: Exactly. I know,  
20 and -- both of them.

21 COMMISSIONER ARMBRUSTER: It would be nice  
22 to learn both; I did understand that.

23 And for the mentors of new teachers, as I  
24 was starting, I'm not sure how you would choose the  
25 mentor, because just because someone has taught for

1 ten years doesn't mean that's a good mentor, unless  
2 you have evaluations from other schools, and that's  
3 how you're doing it.

4 But you're mentoring just brand new  
5 teachers. So would someone be mentoring -- I've  
6 taught for 30 years. Would I be a mentor of someone  
7 from Spain? Is that what you envision?

8 I wasn't sure how that --

9 DR. E. ARMENDARIZ: Essentially, I think  
10 mentors, even now, in most districts, are assigned  
11 to beginning teachers. And they're usually teachers  
12 that have some years of experience, I believe, that  
13 they're even required to have at least five years of  
14 experience to become a mentor.

15 I think that in a school such as ours,  
16 that -- that as many charter schools, also, they do  
17 hire consultants to come in and work on specific  
18 things, you know, not necessarily -- not necessarily  
19 being involved with the school 100 percent of the  
20 time.

21 And I do know that there are a great  
22 number of retired bilingual teachers in the state,  
23 in every area of the state, that, you know, would be  
24 able to -- to mentor. And there are, as well,  
25 practicing teachers who serve as mentors already



1 that they could be hired to mentor, as well.

2 The mentoring program may not be exactly  
3 like it happens in the public schools. It has a  
4 greater number of staff; but it is possible.

5 The teachers who come here from other  
6 countries, like Spain, in Las Cruces, we had as many  
7 as 12 teachers at one time from Spain that were  
8 teaching content areas that we did not have teachers  
9 that were certified or competent.

10 For example, teaching chemistry in  
11 Spanish, because many of our teachers are taught in  
12 English, are prepared in English; and so those  
13 teachers come in. And oftentimes, they do work as a  
14 team with another person who -- for whom they serve  
15 as a mentor in terms of learning the academic  
16 language related to that specific subject. And they  
17 learn techniques and approaches that oftentimes are  
18 used here in the United States that are not used in  
19 other countries, which tend to be more traditional  
20 educational settings.

21 COMMISSIONER ARMBRUSTER: So on -- because  
22 I am going to just guess -- and I do not know -- but  
23 I'm going to guess -- that many of these students --  
24 certainly not all, but a large -- a group of these  
25 students will be underperforming in the basic math

1 and reading areas, if they're going to be developing  
2 their own curriculum, I'm not sure how that works  
3 with that.

4 Do you have a set way that you -- that  
5 would be different from what Deming is doing to --  
6 to teach reading and to teach math? And is there  
7 extended time? Is -- I didn't see all that sort  
8 of --

9 DR. E. ARMENDARIZ: It all begins with  
10 testing, with assessment, to see where is a student.

11 COMMISSIONER ARMBRUSTER: And what were  
12 you using to assess them?

13 DR. E. ARMENDARIZ: Well, there are --  
14 just the way that assessments are done in schools.  
15 For example, I know, just recently, Las Cruces  
16 Public Schools just started, about two weeks ago --  
17 this week, this coming week, their spending every  
18 single day using some of the State-required  
19 assessments, you know --

20 COMMISSIONER ARMBRUSTER: Like MAPs or  
21 Discover?

22 DR. E. ARMENDARIZ: -- exactly -- to find  
23 out where children are. Those would not be  
24 different in the charter school.

25 The standards -- and at one time, it used

1 to be the New Mexico State standards; now we're  
2 using Core standards -- are actually what you're  
3 striving to reach, you know. The standards  
4 basically define what is it that children need to  
5 know and be able to do by the end of the school  
6 year, whether it's, you know, in elementary, middle,  
7 or high school. And you start, you know, where  
8 they're at, and then you're always working toward  
9 meeting that standard.

10 Now, even in the public schools, that  
11 standard isn't met by every student every year. And  
12 we work toward meeting that standard. And  
13 certainly, how it works in constructivist curriculum  
14 development, if you have that standard, that's your  
15 goal. That's what you ultimately want the child to  
16 know. Whether it's in math, reading, science,  
17 whatever it is, you've got standards for each of  
18 those curriculum areas, as well as grade-level  
19 standards within those curriculum areas.

20 So that's what you would shoot for.

21 The process of using students and teachers  
22 to develop the curriculum is not so much that the  
23 students are going to sit there and write out the  
24 tests and write out the -- the texts and so forth;  
25 but that, as -- and in a school -- most charter

1 schools are very small.

2 In a school like that, where the teacher  
3 and the students would be discussing, you know,  
4 "This is where each of you is, you know, in terms of  
5 this particular curriculum area. This is where we  
6 need to be by the end of a semester or wherever it  
7 is that you're planning. How are we going to get  
8 there together?"

9 And that way, the student knows, "What is  
10 it I don't know yet that I need to find out or know  
11 or learn?"

12 And, then, "What do I already know that I  
13 don't need to spend time doing?"

14 And they work together with the teacher.  
15 And the teacher is the one who brings in the content  
16 of the curriculum, but constantly, constantly in  
17 dialogue with students, so that students learn that  
18 learning isn't just regurgitating what's in a book  
19 and what the teacher tells them to take down in  
20 notes, but that it is constantly also evaluating,  
21 "What is it that I'm having trouble learning? Why  
22 am I having trouble with it?"

23 And we need to have a conversation --

24 COMMISSIONER ARMBRUSTER: I mean, they're  
25 not developing their own curriculum, then, and

1 building their own curriculum. There is a  
2 curriculum; but you just haven't really stated what  
3 exactly that was, or what the plan for your school  
4 is.

5 DR. E. ARMENDARIZ: The content is there  
6 already. The State standards tell you what the  
7 content should be. It is traveling, in a sense, in  
8 the learning journey with a student and constantly  
9 asking of them, "What are you still not too sure  
10 about? What do you still have to learn?"

11 Or, "What do you know that you could help  
12 your friend over here, who's having problems  
13 learning a little better," because oftentimes, peer  
14 teaching is more effective than --

15 COMMISSIONER ARMBRUSTER: So do you think  
16 that's only possible -- I forget to tell you that my  
17 crown -- I also taught middle school for all those  
18 years. And so I truly have a sixth-, seventh-, and  
19 eighth-grade mentality now, and understand it.

20 But I think it's just confusing to me  
21 about building your own curriculum. And you're  
22 absolutely right. They have Common Core standards  
23 they have to meet, and there are numerous ways to  
24 meet that; because I don't see a real plan of how  
25 that would work, or whether there's increased time,

1 or how it would be different than it would be at any  
2 other school -- and I'm not just saying Deming  
3 Schools -- I'm just saying any other school,  
4 traditional school, to make it different for your  
5 students, other than, of course, it would be easier  
6 if they lived five minutes away from their school  
7 rather than 30. And so I'm not understanding  
8 exactly how that would be different.

9 DR. E. ARMENDARIZ: Well -- and I think  
10 the way it would be different -- all of my teaching  
11 experience -- and I don't know about yours. But  
12 when I taught, I was given the curriculum  
13 completely, you know, what I was going to do from  
14 day one to day -- whatever, you know, the end of the  
15 school year was, with textbooks.

16 And as a teacher, I would adjust, you  
17 know. But that curriculum was set. And they had to  
18 learn that. They had to answer the questions at the  
19 end of each chapter. They had to finish the ditto  
20 sheets that supposedly were provided, and so forth.  
21 There was not as much leeway in terms of  
22 individualizing instruction when a child was having  
23 problems, unless --

24 COMMISSIONER ARMBRUSTER: I taught special  
25 education; so --

1 DR. E. ARMENDARIZ: Exactly. But in a  
2 regular classroom, that usually doesn't happen. You  
3 know, if you get it, you get it; if you don't, too  
4 bad, you know. We're going to continue on.

5 It's a very unique teacher. And I had a  
6 lot of unique teachers as an administrator. I think  
7 I was one. I still have students come to me and  
8 thank me for going out of my way and doing certain  
9 things, like here in Deming, teaching ESL through  
10 field trips to the community. And I had to come  
11 before the board and get that approved.

12 But guess what? All of my students that  
13 started in that ESL class graduated within four  
14 years from Deming Public Schools; whereas, that had  
15 never happened before. And I -- you know.

16 COMMISSIONER ARMBRUSTER: Thank you.

17 DR. E. ARMENDARIZ: Yeah.

18 VICE CHAIR BERGMAN: You addressed her  
19 question. A couple, here, again. Actually, on  
20 Page 28 of your application, you made this  
21 statement:

22 "Students will simultaneously be designing  
23 curriculum..." -- in which you kind of just have a  
24 discussion of -- "...creating course materials,  
25 designing assessments, as they work on their

1 projects..." -- and I assume the projects is making  
2 adobe bricks and building the buildings, the solar  
3 adobe classrooms that you discussed -- that you --  
4 would plan to put on that campus.

5 The one thing I see absent from that is  
6 when are they going to be in class, reading,  
7 learning how to read, how to do math, how to do  
8 science, what is the history of our great state and  
9 our country, the things that they're supposed to be  
10 in school doing?

11 For the life of me, I do not believe that  
12 sixth-, seventh-, and eighth-graders have anywhere  
13 near the knowledge or the experience to be working  
14 in such complex areas as curriculum and course  
15 material, and especially assessments.

16 You, yourself, said earlier that you, for  
17 some reason, couldn't provide specifics in the area  
18 of the academic performance indicators. Very  
19 briefly, please, how do you -- when are the kids  
20 going to be in class learning what they're supposed  
21 to be learning?

22 DR. E. ARMENDARIZ: It's simultaneous.

23 VICE CHAIR BERGMAN: How can you  
24 simultaneously do that, being out building a  
25 building and being in class at the same time?



1 DR. E. ARMENDARIZ: They're going to have  
2 to learn how to plan that building. They're going  
3 to have to get into some engineering, some science,  
4 some, you know, writing. They're going to be  
5 writing about their plans. It happens  
6 simultaneously.

7 VICE CHAIR BERGMAN: I understand. When  
8 you do a task, yeah, you hopefully will learn from  
9 it. But -- and we had the discussion last year,  
10 because you put forth that very same idea last year.  
11 I said then that students are not in school to be  
12 laborers. That may be a little harsh. But that's  
13 what not what they're there for.

14 They're not there to design curriculum and  
15 assessments. Even the people that do assessments  
16 tell you how complex that is. And so I'm not going  
17 to repeat myself there.

18 In a couple of places in your application,  
19 you considered your school as a -- as a part of the  
20 local economic development plan. You and I had a  
21 discussion about that last year. You brought that  
22 forward from last year's application.

23 Here, again, I, for the life of me, do not  
24 believe students are a part of anyone's economic  
25 development plan. They're in school to learn.

1 They're not a part of a -- your economic  
2 development.

3 So I wanted to kind of make that point  
4 again.

5 COMMISSIONER GIPSON: Can I just put in a  
6 quick question?

7 VICE CHAIR BERGMAN: I'm going to scan  
8 here for just a second.

9 COMMISSIONER GIPSON: I have a question  
10 about your facility and its viability for being able  
11 to be up and going a year from now.

12 MR. SKINNER: What is the question? Is  
13 it?

14 COMMISSIONER GIPSON: Yeah.

15 MR. SKINNER: Yes, it can be up and going  
16 a year from now.

17 COMMISSIONER GIPSON: It's -- it's been  
18 approved by PS- --

19 MR. SKINNER: Yes. Yes, it has, I think.

20 COMMISSIONER GIPSON: Not that the plan  
21 has, but the building itself has an E-Occupancy?

22 MR. SKINNER: Yes, ma'am.

23 COMMISSIONER GIPSON: It does?

24 MR. SKINNER: We go over this time each  
25 year -- okay? -- as many of these things. And

1 the -- we state certain things. They're not  
2 believed. They're not.

3 COMMISSIONER GIPSON: Okay. I'm not. I'm  
4 sorry. I wasn't here. I'm just asking about now,  
5 in the now.

6 MR. SKINNER: Okay. In the now.

7 COMMISSIONER GIPSON: It has an  
8 E-Occupancy?

9 MR. SKINNER: I have a note here, an  
10 e-mail from John Valdez, who's with PSFA.

11 COMMISSIONER GIPSON: Right.

12 MR. SKINNER: The school has a -- with the  
13 corrected enrollment and the additional portable --  
14 it says, "A portable classroom, the weighted  
15 New Mexico average is 18.62 percent."

16 We qualify -- we're probably the only  
17 charter school that has an approved facility that  
18 meets the State standards.

19 COMMISSIONER GIPSON: Does that e-mail say  
20 you have an E-Occupancy on that?

21 VICE CHAIR BERGMAN: That's not correct.

22 MR. SKINNER: Because it's always had a  
23 school. It automatically has an E-Occupancy.

24 COMMISSIONER GIPSON: No it doesn't --

25 VICE CHAIR BERGMAN: No, sir, it does not.

1           COMMISSIONER GIPSON:  -- because, to my  
2 knowledge, that school hasn't been occupied.  So the  
3 E-Occupancy is not grandfathered; it has to be  
4 gained by you.

5           MR. SKINNER:  The school has an  
6 E-Occupancy, okay?

7           COMMISSIONER GIPSON:  Okay.  I'm --

8           VICE CHAIR BERGMAN:  I think we're going  
9 to disagree on that, because we've discussed that in  
10 the past, as you just noted.  The Deming Public  
11 Schools, based on the information they provided to  
12 us years ago, abandoned that structure to build a  
13 new one.  They abandoned it, because we were told at  
14 that time -- and this was some years ago -- that it  
15 would take \$4 million to renovate that building.

16           In fact, it has sat abandoned now for six  
17 years, or seven, whatever it is.  It will not have  
18 an E-Occupancy until someone from the PSFA actually  
19 comes to Columbus and inspects that building.  And I  
20 can tell you, they're very stringent.  If they gave  
21 you an E-Occupancy it would state that in that  
22 letter, sir.  It really would.

23           But let's -- I think you've answered our  
24 question.  I think we're going to disagree on that  
25 one.

1 I wanted to address --

2 MR. SKINNER: The buildings are not  
3 abandoned, also. They belong to the Village, and  
4 they are being used.

5 VICE CHAIR BERGMAN: The classrooms are  
6 being used?

7 MR. SKINNER: The complex is.

8 VICE CHAIR BERGMAN: We went to the gym,  
9 and we have been to your place a number of years.

10 MR. SKINNER: Gym. But some of the  
11 buildings are being used, is all I'm saying; not all  
12 of them at this time, no.

13 VICE CHAIR BERGMAN: So I guess now we  
14 went ahead and addressed the facility issues.

15 Were you finished with that part, or shall  
16 I go on?

17 COMMISSIONER GIPSON: I'm finished with  
18 facilities, yes.

19 VICE CHAIR BERGMAN: Let me go on. You  
20 actually did put forth a fairly novel concept when  
21 you stated that you're going to put your kids in  
22 multi-age settings in your classrooms. That's the  
23 way you put it. It sounded like you envision that  
24 you might have as many as three grades in a  
25 classroom.

1           And the review team said that -- their  
2 quote exactly -- "The applicant has not provided any  
3 information to understand how the proposed school  
4 would ensure students in those mixed classrooms  
5 would receive their grade-level instruction or would  
6 ensure that the students would actually achieve  
7 mastery of their grade-level instruction."

8           Can you briefly address that, please?

9           DR. E. ARMENDARIZ: Yeah. This is being  
10 done in public schools, currently. And there are  
11 some multi-age classrooms in some public schools  
12 that I know.

13           And essentially, how you address it is you  
14 look at those standards. There's a lot of overlap  
15 on the standards. And as I said, everything starts  
16 with assessment. You know what that final objective  
17 is and what the child needs to learn and be able to  
18 do in each grade level. And within the structure of  
19 a classroom, you can address that individually, as  
20 well as jointly, you know.

21           There will be some -- for example,  
22 sixth-graders -- who are at an eighth-grade level in  
23 math. There will be eighth-graders who are at a  
24 sixth-grade level of reading. And so the way that  
25 you address it is you assess, and then you determine

1 where are they and where do they need to be, and you  
2 work with them.

3 I can't explain it any more than that.

4 VICE CHAIR BERGMAN: Okay. And I will  
5 note here that just in relation to what you said,  
6 the review team went on to say that, "The applicant  
7 did not provide specific evidence of which standards  
8 these programs would address, and, thus, did not  
9 demonstrate alignment to the Common Core and  
10 New Mexico content standards."

11 Commissioner Toulouse, did you have  
12 something?

13 COMMISSIONER TOULOUSE: Well, again, I am  
14 going back and forth, because I'm trying to stick to  
15 the areas that I'm pretty good at. So I have some  
16 of the employee things that I pick up out of the  
17 comments that they gave us.

18 And I -- at some point, I would be very  
19 interested in knowing, on all seven of these, whose  
20 comments were whose, because we get a series of  
21 comments; and as we know the staff, it's helpful to  
22 know the person that reviewed it. But that's not  
23 necessary for this.

24 It has to do with your employees and that  
25 sort of thing.

1           The first comment reads, "The applicant  
2 provided a limited description of the terms and  
3 conditions of employment by not mentioning the  
4 classes of employees, administrative professional  
5 staff, and administrative staff, exempt, nonexempt,  
6 permanent, temporary, full-time, part-time, within  
7 the narrative. The applicant..." -- and this is the  
8 important part to me -- "...did not address job  
9 responsibilities, required workdays, hours, breaks,  
10 vacation, and sick days, all of which define the  
11 employer-employee relationship. Additionally, the  
12 narrative did not include information about..." --

13           (Timer sounds.)

14           VICE CHAIR BERGMAN: Is that our time?

15           MS. POULOS: Forty minutes.

16           COMMISSIONER TOULOUSE: -- "...insurance  
17 or retirement plans." Those last two sentences are  
18 important.

19           And the other one over here having to do  
20 with it is on the appeals process, where they  
21 question in this that the applicant -- in the  
22 appeals process, you go through it, and you have all  
23 of it set up, until there's no time limits on the  
24 governance council. And the governance council  
25 should also have a time limit.



1           It simply says, in your statement, "If the  
2 grievant is not satisfied with the head  
3 administrator's decision, the employee may, within  
4 seven days after receipt of the head administrator's  
5 written response, request a hearing before the  
6 governance board. The governing board's decision is  
7 final."

8           But there has to be a finite end on that;  
9 because otherwise, you get into all kinds of  
10 problems, and then you haven't allowed for  
11 additional -- and that's probably okay. It doesn't  
12 go forward. I'm not sure. That would be an  
13 attorney's decision. But there needs to be a time  
14 limit on that one.

15           MR. SKINNER: I understand.

16           COMMISSIONER TOULOUSE: So those are my  
17 personnel things I picked up, both in my own reading  
18 and from the comments.

19           MR. SKINNER: Understand.

20           COMMISSIONER TOULOUSE: So what are you  
21 going to do about vacation time, sick time, those  
22 kinds of things, and health insurance?

23           MR. SKINNER: Obviously, they would all  
24 need to be addressed in a personnel policy. So --  
25 you didn't see it within the application in the

1 personnel policy?

2 COMMISSIONER TOULOUSE: No, I didn't. And  
3 if it was in an appendix, we don't -- we have not  
4 received those.

5 MS. POULOS: We actually verified that you  
6 have; so I'd like to take a look at the disks today  
7 and what's --

8 COMMISSIONER GIPSON: Mine's home.

9 MS. POULOS: Maybe somebody else has one.

10 DR. E. ARMENDARIZ: And the application  
11 contains both appendices, as well as --

12 COMMISSIONER TOULOUSE: But what we are  
13 looking at -- and I'm going on written ones -- I do  
14 not read online well, because of problems with my  
15 eyes. So I'm going on this.

16 And in general, if the reviewers have said  
17 they've seen it in the appendix, which they did, a  
18 number of things; their analysis in here can relate  
19 to items in the appendix. I'm not going there;  
20 they've seen it; they've done it.

21 But when it doesn't say that.

22 MR. SKINNER: With -- is our document a  
23 perfect document?

24 No.

25 Is -- is the -- I would hope that the

1 planning year and the contract -- I know you can't  
2 go totally on faith on everything and just say,  
3 "Well, we said we'd do something," or -- you know, I  
4 understand that, that -- that -- but for  
5 shortcomings in the application, I think can be --  
6 or should be -- can be and should be addressed in  
7 the planning year and in the contract.

8 COMMISSIONER TOULOUSE: And, Mr. Skinner,  
9 I do appreciate that and understand that. And I'm  
10 not -- some of our people are sticklers more than I  
11 am. But I also know, having had 30 years in public  
12 employment, that if it isn't in writing, it doesn't  
13 exist.

14 MR. SKINNER: Oh, I agree.

15 COMMISSIONER TOULOUSE: And, of course,  
16 the old saying, "The road to hell is paved with good  
17 intentions."

18 MR. SKINNER: Right.

19 COMMISSIONER TOULOUSE: And we've been  
20 dealing with putting schools that have been around  
21 for a long time on contracts for the first time,  
22 because that's new. And there are some of the,  
23 "Yeah, that's been our intent," or, "Yeah, we've  
24 done that."

25 And so I think that's why we all try to

1 get these --

2 MR. SKINNER: I agree that those things  
3 need to be in there.

4 COMMISSIONER TOULOUSE: I say, I'm not as  
5 much of a stickler. But I do need some indication.  
6 And having spent many years as an employee and as a  
7 supervisor and all, I am really aware, just like I  
8 am on the governing -- governance side of things,  
9 what I'd like to see and become comfortable with.

10 And I do know all these other things have  
11 to be in your budget.

12 MR. SKINNER: Yes, I agree.

13 VICE CHAIR BERGMAN: And we have run over  
14 a little. And I'm going to be flexible on that,  
15 because it is absolutely important that these -- we,  
16 as Commissioners, are given the opportunity to  
17 explore fully your application.

18 And I can tell you, sir, I have not seen a  
19 perfect application yet, and I do not ever expect to  
20 see a perfect application. It is not a finite  
21 process. And as with the things we've said about  
22 your kids doing curriculum, it is a complex process.

23 And the problem with asking us to rely on  
24 what you're going to do in your planning year is  
25 that your planning year occurs after our vote. This

1 application forms the major basis of making our  
2 decision. You have to, in this application,  
3 convince us that you can operate the school, not  
4 say, "Well, we're going to do this next year in our  
5 planning year." By then, you're voted in, and if it  
6 turns out you can't do it, then we're in a bind.

7 So it's -- it's -- so I think you can see  
8 the dilemma that that puts us in.

9 MR. SKINNER: You can approve with  
10 conditions, though; correct?

11 VICE CHAIR BERGMAN: Well, I'm afraid we'd  
12 have to put numerous conditions on this one, I will  
13 say that. Because I have a number of areas I wanted  
14 to explore -- but the time is up -- the questions I  
15 had in a variety of areas that I just wanted to  
16 explore with you.

17 But I think I will call a quit to it at  
18 this point, unless Commissioners, you had any final  
19 something that you wanted to explore.

20 Are you sure that you're satisfied with  
21 what you've explored?

22 COMMISSIONER ARMBRUSTER: (Indicates.)  
23 It's hard. There's a lot of information, you know.

24 VICE CHAIR BERGMAN: It really is. It is  
25 a complex process. And it's not a done deal. Like

1 I say, I'm going to reassure you of that again.

2 I --

3 COMMISSIONER GIPSON: Oh, I did have one  
4 quick question.

5 VICE CHAIR BERGMAN: Okay. Go ahead.

6 COMMISSIONER GIPSON: You had a chart that  
7 you referenced in regards to where you were going to  
8 be taking the students from. And you referenced  
9 that you would be taking -- anticipating 15 from one  
10 middle school and 15 from another school.

11 I'm just wondering how you're figuring  
12 you're going to get those exact numbers when you  
13 have to do a lottery.

14 You know, that's -- it piqued my curiosity  
15 when I saw that you had a breakdown of where your --  
16 that -- and it didn't come to quite 100.

17 VICE CHAIR BERGMAN: That was just the  
18 kids that you have from the Columbus area that  
19 currently -- wasn't that what that was?

20 COMMISSIONER GIPSON: It didn't say. It  
21 just -- you know. So I was just wondering how --

22 MR. SKINNER: I'm not seeing what you're  
23 referencing; so I'm answering --

24 COMMISSIONER GIPSON: Yeah. I'm trying to  
25 scroll through to find it.

1 MR. SKINNER: But I'll kind of answer  
2 that.

3 VICE CHAIR BERGMAN: Please.

4 MR. SKINNER: We have an elementary school  
5 in Columbus. We have no mid-high or high school.  
6 So basically, our feeder school will be Columbus  
7 Elementary.

8 COMMISSIONER GIPSON: Right.

9 MR. SKINNER: And so it stops at fifth  
10 grade, and they come up here as sixth grade. And so  
11 we would be relying heavily on recruiting out of  
12 that --

13 COMMISSIONER GIPSON: Correct.

14 MR. SKINNER: -- that school, that class,  
15 and probably put some small amount, 15 coming from  
16 seventh grade or coming -- that we would return to  
17 us from -- from Deming Schools for one reason or  
18 another. Their parents wanted them to be closer.

19 But no, the heavily [verbatim] amount has  
20 to be recruited out of the local elementary school.

21 Did that kind of answer your question?

22 VICE CHAIR BERGMAN: It's actually in the  
23 "Rationale" section for their academic --  
24 Commissioner Ambruster found it. They provide a  
25 little table, showing --

1 COMMISSIONER ARMBRUSTER: Page 8.

2 COMMISSIONER GIPSON: Yeah. Okay. Thank  
3 you.

4 VICE CHAIR BERGMAN: Anything else,  
5 Commissioners?

6 Okay. I will -- before we close this  
7 session, then, today, I'll read the following.

8 Any member of the public, including the  
9 applicants, may submit written input following this  
10 hearing. Written comments can be sent to the  
11 Commission via the PED website. And it goes on to  
12 say "mailed" or "hand-delivered."

13 I would tell you, just my personal  
14 opinion, if you mail something, it's probably not  
15 getting to Santa Fe by the deadline, which I'll give  
16 you in just a minute. I would suggest you even  
17 e-mail -- and I'll tell you who in just a second --  
18 or fax it or something.

19 They don't give their fax number; but I  
20 know PED has a fax somewhere in that building.  
21 Maybe even CSD has a fax in there.

22 The details and addresses are listed on  
23 the back of the agenda form that you might have  
24 seen. The bottom two paragraphs that give the name  
25 of Linda Olivas, that's her e-mail. And here,



1 again, you have that; so you may wish to address a  
2 few of the things that you disagreed with in the  
3 analysis or what you've heard today. Feel free to  
4 do that.

5 The thing is you have three days to do  
6 that. Make sure you identify the school you're  
7 commenting on. You'd be amazed how many people send  
8 comments and don't tell us who they're talking  
9 about, and it's kind of hard to tell who they're  
10 talking about.

11 Now, please note that any written input  
12 must be received -- and this also would apply to the  
13 e-mails -- by no later than 5:00 p.m. on the third  
14 business day following the hearing on the  
15 application on which you wish to comment. And for  
16 this school, for the Columbus Community School, that  
17 will be Wednesday, August 26th, 2015. And that's at  
18 5:00 p.m.

19 They're sticklers for that. Anything that  
20 arrives after 5:00 p.m., they will not -- they will  
21 delete, I guess. I don't know how they do it; but  
22 they will not accept it. Please do that and be  
23 aware of that. Here, again, like I say, anyone in  
24 the public can send something, if they wish.

25 Here, again, I thank everyone for their

SANTA FE OFFICE  
119 East Marcy, Suite 110  
Santa Fe, NM 87501  
(505) 989-4949  
FAX (505) 820-6349



MAIN OFFICE  
201 Third NW, Suite 1630  
Albuquerque, NM 87102  
(505) 843-9494  
FAX (505) 843-9492  
1-800-669-9492  
e-mail: info@litsupport.com

1 presentations today. Yeah, I'm reading that, yeah.  
2 She reminded me that my memory has sometimes left me  
3 wandering in the wilderness. That's what I'm  
4 reading right now.

5 The Public Education Commission will meet  
6 in Santa Fe -- but thank you -- September 24th and  
7 25th, 2015, and render the decision on approval or  
8 denial of this and the other new charter school  
9 applications. As we said, we have a total of seven  
10 of these; so it's a -- it is a rigorous process.  
11 It's designed to be a rigorous process.

12 The citizens of this state want this  
13 Commission to fulfill its statutory duties. And  
14 they want us to be absolutely certain that we're  
15 awarding schools to people that have proved they  
16 have the capacity and the ability to operate it.

17 That's why we're -- ask the questions we  
18 do and make the comments we do. And here, again,  
19 it's because of the students. It's not because of  
20 us; it's not because of you; it's not because of the  
21 adults in the community. It's because we all care  
22 about the students and their academic success and  
23 their ability to translate that academic success  
24 into a successful life.

25 And so, yes, we are well aware that we're

SANTA FE OFFICE  
119 East Marcy, Suite 110  
Santa Fe, NM 87501  
(505) 989-4949  
FAX (505) 820-6349



MAIN OFFICE  
201 Third NW, Suite 1630  
Albuquerque, NM 87102  
(505) 843-9494  
FAX (505) 843-9492  
1-800-669-9492  
e-mail: info@litsupport.com

1 doing it for the students. So thank you for your  
2 comments.

3 Anything else, Commissioners?

4 Then I believe we are actually through  
5 with our tour. I'm going home.

6 I'm going to adjourn this meeting once  
7 again.

8 (Proceedings adjourned at 10:02 a.m.)  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

SANTA FE OFFICE  
119 East Marcy, Suite 110  
Santa Fe, NM 87501  
(505) 989-4949  
FAX (505) 820-6349

**BEAN**  
**& ASSOCIATES, Inc.**  
**A**  
PROFESSIONAL COURT  
REPORTING SERVICE

MAIN OFFICE  
201 Third NW, Suite 1630  
Albuquerque, NM 87102  
(505) 843-9494  
FAX (505) 843-9492  
1-800-669-9492  
e-mail: info@litsupport.com

1                   BEFORE THE PUBLIC EDUCATION COMMISSION

2                                   STATE OF NEW MEXICO

3  
4  
5  
6  
7                                   REPORTER'S CERTIFICATE

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

15           In testimony whereof, I have hereunto set my  
16 hand on August 31, 2015.

17  
18  
19                                   *Cynthia Chapman*

20           Cynthia C. Chapman, RMR-CRR, NM CCR #219  
21           BEAN & ASSOCIATES, INC.  
22           201 Third Street, NW, Suite 1630  
23           Albuquerque, New Mexico 87102

24  
25           Job No.: 3510L (CC)

SANTA FE OFFICE  
119 East Marcy, Suite 110  
Santa Fe, NM 87501  
(505) 989-4949  
FAX (505) 843-9492

**BEAN  
& ASSOCIATES, Inc.**  
PROFESSIONAL COURT  
REPORTING SERVICE

MAIN OFFICE  
201 Third NW, Suite 1630  
Albuquerque, NM 87102  
(505) 843-9494  
FAX (505) 843-9492  
1-800-669-9492  
e-mail: info@litsupport.com