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BEFORE THE PUBLIC EDUCATION COMMISSION  
STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
COMMUNITY INPUT HEARING  
August 21, 2014  
1:00 p.m.  
COLUMBUS COMMUNITY SCHOOL  
100 E. North Boundary  
Columbus, New Mexico

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

COMMISSIONERS:

MS. CAROLYN SHEARMAN, Chair  
MR. EUGENE GANT, Vice Chair  
MR. VINCE BERGMAN, Secretary  
MR. J. TYSON PARKER

STAFF:

MR. MATT PAHL, Interim Director,  
Charter School Division  
MR. ED WOOD

ALSO PRESENT:

NALLELY RODRIGUEZ, Interpreter

1 THE CHAIR: Good afternoon, ladies and  
2 gentlemen. I have one minute after 1:00. So let's  
3 get started. I know there are still some people  
4 coming in; but just come on in, make yourself  
5 comfortable, please.

6 Mr. Pahl has a sign-up sheet. Over here,  
7 he's the tall young man. If you wish to speak  
8 today, please be sure you sign in and indicate that  
9 you choose to speak, okay?

10 Let's get started, please.

11 This meeting is being conducted pursuant  
12 to New Mexico Statutes Annotated, Title 22, Section  
13 8B-6(J) 2009. The purpose of these community input  
14 hearings that will be held from August 18 through  
15 August 21st, 2014, is to obtain information from the  
16 applicants and to receive community input to assist  
17 the Public Education Commission in its decision  
18 whether to grant a proposed charter application,  
19 according to this section of the law.

20 The Commission may appoint a subcommittee  
21 of no fewer than three members to hold a public  
22 hearing.

23 According to law, these hearings are being  
24 transcribed by a professional court reporter.

25 At this point, I will ask Secretary

1 Bergman for roll call.

2 COMMISSIONER BERGMAN: Commissioner  
3 Parker?

4 COMMISSIONER PARKER: Here.

5 COMMISSIONER BERGMAN: Commissioner Gant?

6 COMMISSIONER GANT: Here.

7 COMMISSIONER BERGMAN: Commissioner  
8 Shearman?

9 THE CHAIR: Here.

10 COMMISSIONER BERGMAN: Commissioner  
11 Bergman is here.

12 Madam Chair, you have four members  
13 present.

14 THE CHAIR: Thank you, Mr. Secretary. We  
15 have four members present. That meets the statute.

16 The total time allocated to each  
17 application is 90 minutes, which will be timed to  
18 ensure an equitable opportunity to present  
19 applications.

20 During the hearing, the Commission will  
21 allow for the community input about the charter  
22 application. And the time for community -- pardon  
23 me -- for public comments will be limited to  
24 20 minutes.

25 Again, if you wish to speak regarding the

1 application, please sign up with Mr. Pahl.

2 The Commission Chair, based on the number  
3 of requests to comment, will allocate time to those  
4 wishing to speak. If there are a large number of  
5 supporters or opponents, they are asked to select a  
6 speaker to represent common opinions. We will try  
7 to allocate an equitable amount of time to represent  
8 the community accurately.

9 The Commission will follow this process  
10 for each community input hearing:

11 First, the Commission will ask each  
12 applicant or group to present at the table in front.  
13 They will be given 20 minutes to present their  
14 application in the manner they deem appropriate.

15 The Commission will not accept any written  
16 documentation from the applicant; but the applicant  
17 may use exhibits to describe their school, if they  
18 so choose.

19 There is a means for the applicant, as  
20 well as the community, to provide written input.  
21 We'll talk about that in just a little bit. But you  
22 will have the opportunity.

23 Following the applicant's presentation,  
24 the local school district representatives, which  
25 includes the superintendent, administrators, and

1 board members, will be given 10 minutes to comment.

2 Subsequently, the Commission will allow  
3 20 minutes for public comment, as has been described  
4 above.

5 Finally, the Commission will be given  
6 approximately 40 minutes, more, if needed, to  
7 adequately ask questions of the applicant.

8 And I -- at this point, I would like to  
9 just make it clear, we appreciate everyone being  
10 here today. We want to hear what you all have to  
11 say, what the community has to say. Please be  
12 aware, though, by law, the Commission makes the  
13 decision whether to grant an application or to deny  
14 an application based on the application, with  
15 knowledge of the community's wishes.

16 But there is no changing the application,  
17 revising, fixing, whatever, after it has been turned  
18 in. It is the official document that we must  
19 consider when making any decision; so I just wanted  
20 to make that known up front.

21 Applicants, thank you for already being up  
22 at the table. For the record, please state the name  
23 of the school, the names of the founders of the  
24 school, or any other people who are here today on  
25 behalf of your school.

1           After introductions are completed, you  
2 will have 20 minutes to tell us about your  
3 application.

4           Please be aware that I've asked Vice Chair  
5 Gant to be our official timekeeper. And I would  
6 also ask, if you have an electronic device, please  
7 turn it off, or quiet, or whatever. It's kind of  
8 noisy here with the air conditioners, which we're  
9 grateful they're turned on; but I know it makes it  
10 difficult for Cindy to hear, as well as the rest of  
11 us. Thank you very much.

12           Whenever you all are ready, please go  
13 ahead.

14           MR. SKINNER: Madam Chair and  
15 Commissioners, on behalf of Columbus Community  
16 School, we want to welcome you to Columbus.  
17 Distinguished guests and friends that are here, we  
18 welcome all of you, too. And here representing us  
19 today is Founder Jack Long.

20           The name of our school is Columbus  
21 Community School. One of our founders is Jack Long.  
22 I'm a founder; my name is Philip Skinner. And then  
23 we have two people that are representing us, also:  
24 Emma Armendariz and Abe Armendariz.

25           And so we're ready to begin.

1 THE CHAIR: Whenever you're ready.

2 MR. SKINNER: First, I would like to  
3 introduce Emma Armendariz, and she'll be addressing  
4 the Board.

5 MS. ARMENDARIZ: Good afternoon. I am  
6 Emma Armendariz. I have been retired as a public  
7 schoolteacher and administrator for three years. My  
8 experience includes work as an elementary bilingual  
9 teacher, and as a middle-school regular English,  
10 ESL, and Spanish teacher. I've also taught as an  
11 adjunct professor for College of Santa Fe, UNM,  
12 NMSU, and WNMU.

13 I received my Educational Doctorate from  
14 UNM. I have served as an elementary school  
15 administrator, having the distinction of starting a  
16 before-school, voluntary Spanish program at Sierra  
17 Vista Elementary in the Albuquerque Public Schools,  
18 and having piloted for the New Mexico Public  
19 Education Department a very successful dual  
20 language, pre-K-through-fifth-grade program at  
21 Longfellow Elementary in that same district.

22 In the Deming Public Schools, I started a  
23 high school ESL program called "Live English," the  
24 first one in the district. And ESL instruction at  
25 the high school at Deming High School continues to



1 this day.

2 At Las Cruces Public Schools, I served as  
3 10 years -- I served for 10 years as Director of  
4 Bilingual and Migrant Education, during which time  
5 we developed a K-12 dual language model that was  
6 helping English and Spanish-dominant language  
7 students, as well as bilingual students, develop  
8 academic knowledge of both languages.

9 It is our firm belief, as that of the  
10 applicants, that academic bilingualism is both a  
11 personal, as well as an intellectual, advantage for  
12 any person. Our young people need that advantage in  
13 our global society, which in this case is  
14 three-fourths multilingual.

15 On a personal level, I am deeply rooted in  
16 Columbus, as both my parents grew up here in the  
17 1900s. My father was a graduate of Columbus High  
18 School. My mother was only able to attend up to the  
19 eleventh grade at Columbus High School, as it was  
20 closed down the year she would have been a senior.  
21 She had no daily transportation to Deming, as no  
22 buses were provided at that time; so she was unable  
23 to graduate.

24 As a teacher in the Deming Public School  
25 system, I became aware that even now, not graduating

1 from high school happens to students who travel from  
2 Columbus to Deming more often than we may want to  
3 acknowledge. The travel challenge, loss of  
4 instructional time, as well as the challenge of  
5 being involved in the extracurricular learning and  
6 athletic activities which occur before and after  
7 school, and often on weekends, continue to be  
8 present in the lives of Columbus students.

9 I strongly support what the committee is  
10 endeavoring to accomplish through the charter school  
11 that they are proposing, which is very visionary and  
12 very much in need in our global society. I am  
13 willing to help support their efforts with my  
14 knowledge and experience in whatever capacity they  
15 may feel I can best serve the students and the  
16 community of Deming -- of Columbus.

17 Thank you very much.

18 MR. SKINNER: With your permission, I  
19 forgot one other presenter. Dr. Bruce Hegwer is  
20 here also, representing --

21 MR. HEGWER: Madam Chair, members of the  
22 Commission, it's a pleasure to be here with you  
23 today in Columbus. Thanks for having me. I'm here  
24 representing ACES, the Association of Charter  
25 Education Services.

1 THE CHAIR: Pardon me; let me interrupt  
2 you. Let's don't -- let's don't commingle the  
3 applicant presentation and supporters. I don't want  
4 the applicant to lose any of their time to tell us  
5 about the application. So if you're here in support  
6 of the application, Bruce -- I mean, it's up to you.  
7 But if you're supporting the application, I would  
8 really rather use the time now to hear about the  
9 application, if that's all right with you.

10 MR. SKINNER: Ma'am, what we were going to  
11 do is use this time for our -- for some of these  
12 people that are helping us.

13 THE CHAIR: Okay, that's fine. Your  
14 choice.

15 MR. HEGWER: Yeah. Members of the  
16 Commission, part of the role that we played in this  
17 application is we helped provide some technical  
18 assistance. One of our staff members, Ms. Sandy  
19 Davis, who was the long time principal at Turquoise  
20 Trail Elementary School in Santa Fe, who is widely  
21 recognized in the state as a charter educational  
22 expert, helped in the preparation of the educational  
23 component of this application. So there is a strong  
24 educational component.

25 And at ACES, through our organization, we

1 helped to support that and helped to provide that  
2 assistance to them. And we'll continue to provide  
3 any type of assistance that Columbus would like to  
4 have. Thank you.

5 THE CHAIR: Thank you.

6 MR. SKINNER: Thank you. The last  
7 presenter will be Dr. Armendariz. One of the areas  
8 that the Commission was encouraging us to do was  
9 to -- we have -- 15 minutes have gone by?

10 COMMISSIONER GANT: 15 left.

11 MR. SKINNER: One of the areas that we  
12 were told to comment on was to bring more educators  
13 on board in working with us; and so that's why we're  
14 taking this time to present the educators that are  
15 working with us.

16 And we're fortunate to have actually three  
17 doctors here today representing us, three Ph.D.'s  
18 representing us today. And so this is  
19 Dr. Armendariz.

20 DR. ARMENDARIZ: Thank you, Phil. Good  
21 afternoon, Madam Chair, members of the PEC, and  
22 members of the audience. My name is Abe Lujan  
23 Armendariz. I am here today in the capacity of  
24 educational consultant for the Columbus Community  
25 Charter School. My services have been requested by

1 Mr. Jack Long and Mr. Phil Skinner to assist them in  
2 the planning and organizational phases for the  
3 proposed charter school.

4 Briefly, my educational credentials are as  
5 follows: I have a BA and a Master of Arts degree  
6 from Western New Mexico University, and also, I have  
7 a Ph.D. from the University of New Mexico in  
8 Albuquerque in the areas of leadership, supervision,  
9 and bilingual education.

10 My experiences in educational settings  
11 have been a classroom teacher at the elementary  
12 level, middle school, and as well as the high school  
13 level, principal at all three levels, as well. I  
14 served as executive director of the New Mexico  
15 Association of Principals, served as associate  
16 superintendent for human resources, and I am --  
17 lastly, I served as professor in the department of  
18 educational management and development in the  
19 College of Education at New Mexico State University.

20 In my capacity as professor at NMSU, I  
21 taught courses like the principalship, educational  
22 leadership, the administration of bilingual  
23 education, special education administration, and  
24 school law. I also authored several articles in  
25 leadership, administration, and the education of

1 Mexican-American children.

2 By nature, I am a very competitive  
3 individual. I see the Columbus charter school as a  
4 great opportunity to bring into focus the people,  
5 culture, and many other opportunities that are  
6 available here in the area and bring national  
7 recognition to this border town through a variety of  
8 projects and activities in which the children will  
9 all be involved.

10 I have been rated exceptionally in every  
11 position I have held throughout my educational  
12 career. One of the highlights of my career as a  
13 principal has been bringing a private, K-8 school  
14 from closing its doors with 112 students to a full  
15 capacity of 325 students within a five- to six-year  
16 period. We managed to increase teacher salaries by  
17 \$6,000, established a [inaudible] faculty, remodeled  
18 the school to create four additional classrooms, as  
19 well as establishing a foundation for the school.

20 In conclusion, my services are needed --  
21 if my services are needed beyond the planning phases  
22 of the school, I would strongly consider the  
23 position of administrator of the school.

24 Thank you, members of the PEC, members of  
25 the audience. Madam Chair, thank you.

1 THE CHAIR: Thank you very much.

2 MR. SKINNER: I think we're ready to stand  
3 for questions.

4 THE CHAIR: Okay. Thank you very much.  
5 If the applicants would not mind to step back to a  
6 chair, we're going to use that table for local  
7 district and/or community input, unless the  
8 community input people would rather use the podium.

9 First of all, though, I'm going to ask if  
10 there is anyone here from the local district who  
11 would like to speak. Please introduce yourself, let  
12 us know your position with the school district, and  
13 you have ten minutes.

14 DR. LERE: Okay. My name is Dr. Dan Lere.  
15 I'm the Superintendent of Schools for Deming School  
16 District. First of all, I'd like to -- Madam Chair  
17 and members of the Commission, I'd like to thank you  
18 for giving us the time -- I'd like to thank you for  
19 giving us time to respond to this applicant.

20 First of all, I'd like to speak on behalf  
21 of the board and the administration and members of  
22 my district in stating that we are not anti-charter.  
23 We see some real benefits to charter schools. We  
24 have a charter school in our district right now,  
25 Cesar Chavez Charter School, which is -- fulfills a

1 very important role in our district. And we value  
2 that school and we want it to be successful.

3 So when we look at charter applications,  
4 we usually ask ourselves a couple of questions. One  
5 of the questions that we ask is, is this charter  
6 going to be able to provide something that we are  
7 not able to provide for students? As an example,  
8 Cesar Chavez, our charter school at this time,  
9 services students who have not been successful in  
10 our system and now have an alternative to go to.  
11 And it is working very well.

12 As we look at the current application  
13 before you --

14 COMMISSIONER GANT: Ten minutes -- I'm  
15 sorry. Keep going.

16 DR. LERE: As we look at the current  
17 application before you, one of the things is we are  
18 looking for something that would be really different  
19 from something that we already do in our public  
20 schools. I took a look at the graduation  
21 requirements, and they line up with ours pretty  
22 closely; so those graduation requirements are pretty  
23 similar.

24 They have stated that their curriculum is  
25 centered around the STEM concept, Science,



1 Technology, Engineering, and Math. And they are  
2 using this on a project-based method of implementing  
3 this.

4 They -- two areas that they mentioned a  
5 couple of times in their application are building  
6 adobe homes and solar energy projects. I guess I  
7 just wanted to say that, first of all, that seems  
8 like a fairly narrow curriculum. And second of all,  
9 I did want to say that we have -- Deming High School  
10 right now a very robust, very successful building  
11 construction program that does build homes, places  
12 them in the communities, and they are sold. So it's  
13 a very successful program.

14 Our work into solar energy, I will tell  
15 you is in its infancy; but it is not something that  
16 we are ignoring.

17 Another issue that we have is they  
18 mentioned in several places in the application about  
19 after-school tutoring, not only who's going to do  
20 that tutoring, but who the students are. But I  
21 didn't see anything about how they were going to  
22 deal with the fact that they were going to have  
23 several students crossing the border in the morning  
24 and after school. I think that is something that  
25 would be problematic.

1           Then the other thing is I'm just concerned  
2 about the overall readiness of the curriculum,  
3 especially at one phase in the application, where  
4 the application states that, "Teachers should be  
5 prepared to start school with an undefined  
6 curriculum."

7           That is something that probably would  
8 not be acceptable in most schools, and I just wanted  
9 to point out that that's a concern we have.

10           Another question that we ask when we're  
11 looking at charter applications is can the charter  
12 do something better than we're already doing? They  
13 are looking at a sixth-grade through twelfth-grade  
14 program; and so that calls into question the quality  
15 of our current middle school and high schools.

16           And I don't know if you've checked our  
17 school scores but Red Mountain Middle School is  
18 rated a "B" school, and Deming High School is also  
19 rated a "B" school. We wish they could be "A"  
20 schools, but they are at least above average; so I  
21 think they can be considered above average and  
22 quality schools, and so I think students attending  
23 those schools do receive an above-average education.

24           The third question we ask is about  
25 facilities. The charter right now, according to

1 their application, is calling for the partial use of  
2 this old school and then the possibility of building  
3 other ones as they go. This building was being used  
4 and was deemed to be inadequate. And so that's one  
5 of the reasons why the Columbus Elementary School  
6 was built was because this one was deemed to be  
7 inadequate for student use. So I think that's  
8 something that needs to be considered, both by the  
9 Commission and the applicants.

10 My last concern about this is staffing.  
11 If you look at their application, over the next five  
12 years, they're looking at some pretty steep growth  
13 rates. They are going after a fairly complex  
14 curriculum, in the sense that they would be required  
15 to address all the Common Core elements; they would  
16 specialize in science, technology, engineering, and  
17 math, and, on top of that, they would be doing some  
18 project-based learning, i.e. building adobe homes  
19 and putting in solar projects.

20 That requires some unique qualifications  
21 for staff members. So you would be looking at not  
22 only uniquely qualified staff members, but staff  
23 members that would be willing to either travel to  
24 Columbus or move to Columbus in order to take part  
25 in what they call a -- their community school.

1           So on behalf of my school district, we are  
2           unable -- after answering these questions, we are  
3           unable to support this application, and I would ask  
4           that you seriously consider not accepting this  
5           charter application.

6           So thank you very much for your time.

7           THE CHAIR: Thank you, Doctor. Is there  
8           anyone else from the District that wishes to speak.  
9           There's a few minutes left.

10          No? All right.

11          Let's move on to public comment.

12          Mr. Pahl, who's got that list? Do you --  
13          Commissioner Parker? How many speakers do we have?

14          COMMISSIONER PARKER: We have seven  
15          listed, but Bruce Hegwer has already spoken. I am  
16          not sure if he would like to speak again.

17          THE CHAIR: Bruce, you're on the list. Do  
18          you want to speak again?

19          MR. HEGWER: No, ma'am.

20          THE CHAIR: Okay. Six speakers,  
21          three-and-a-half minutes each. I will ask  
22          Commissioner Parker to call those names as each  
23          speaker comes up to speak.

24          COMMISSIONER PARKER: Gregorio Corona.

25          THE CHAIR: I would ask that you state

1 your name and spell it for the recorder so that we  
2 have it reflected accurately in the minutes.

3 MR. CORONA: My name is Gregorio Corona,  
4 G-R-E-G-O-R-I-O. Do I need to speak in English or  
5 Spanish, because my English is not very -- very  
6 good.

7 THE CHAIR: Do we have an interpreter?  
8 Would you like to interpret for him? Do we have to  
9 use these?

10 THE INTERPRETER: No, because most of the  
11 people speak in English, so...

12 THE CHAIR: I can't hear you. Can you use  
13 the microphone and have him speak to you, and you  
14 use that microphone?

15 MR. CORONA: My name is Gregorio Corona.  
16 I have a daughter that is in seventh grade in  
17 Deming. I have another daughter in second grade  
18 here in Columbus, and I have a son that is a year  
19 and a half that will be in school later on.

20 I am in favor of the school here in  
21 Columbus for two reasons:

22 First of all, because the daughter I have  
23 in school in Deming has to wake up at 5:30 a.m. --  
24 at 5:00 a.m. so the bus won't leave her. And my  
25 other daughter that is here, she wakes up at 6:30.

1 So for us, it's better for our kids to be more time  
2 here at home.

3 COMMISSIONER GANT: One minute.

4 MR. CORONA: The other reason I want the  
5 school here is so that we can be more involved in my  
6 child's education, because when the meetings are  
7 here in Columbus, I'm able to assist and to be  
8 closer to the education; and when the meetings are  
9 in Deming, I'm not able to go. It's harder for me  
10 to go.

11 Those are the two reasons why I want a  
12 school here, so I can be more involved in my child's  
13 education -- children's education. Thank you.

14 THE CHAIR: Thank you.

15 COMMISSIONER PARKER: Keith Harris.

16 MR. HARRIS: I am a guest. My name is  
17 Keith Harris. I am a resident of Deming. I have  
18 viewed this as an attempt by the Village of Columbus  
19 to be a whole community. They are not Deming; they  
20 are Columbus. I feel that the two- to three-hour  
21 bus ride that these small children have to take is  
22 way too much time for them to be able to pay  
23 attention to seven or seven-and-a-half hours of  
24 education in Deming and then being bussed back, as  
25 the previous gentleman said. It takes up from --

1 before dawn to after dark during the winter. Thank  
2 you.

3 COMMISSIONER PARKER: Rita Salan.

4 MS. SALAN: R-I-T-A, S-A-L-A-N. My  
5 husband and I retired here about 12 years ago. I  
6 have a bachelor's and a master's degree from Eastern  
7 Michigan University and an administrative credential  
8 from California Lutheran College. I taught in  
9 Michigan and two places in California, retired after  
10 37 years. My home looks out on Highway 11, and I  
11 have counted 12 buses going up at 7:15 when they  
12 pass through my window.

13 And as a teacher, 50 minutes sitting on  
14 those buses one way is ridiculous. We were promised  
15 over the years by administration that they would  
16 begin the process of building an upper-level high  
17 school, slash, junior high/middle school, whatever.  
18 And it hasn't happened. And this is the result.  
19 The community has had to reach out on their own and  
20 try to get something there for their people.

21 We need to get the children off the buses.  
22 At 6:30 at night, I can look out my window, and I  
23 see the late school bus coming back in. In the  
24 wintertime, the windows are lit up, and you can see  
25 the children sitting in there.

1           That's wasted time. They need to be home  
2 with their families and in our own community. Thank  
3 you.

4           THE CHAIR: Thank you.

5           COMMISSIONER PARKER: Carlos  
6 Carrillo-Acosta.

7           MR. CARRILLO-ACOSTA: Hello, members of  
8 the audience. Thank you for letting me be here  
9 today. My name is Carlos Acosta -- Carrillo --  
10 C-A-R-L-O-S.

11           I moved here to the area of Columbus in  
12 1977, and when I heard that we were going to have a  
13 school here in the neighbor area, I got very glad.  
14 I thought that having the school here in the  
15 neighbor city, we were going to have a lot of  
16 improvement in education for the people of Palomas.

17           COMMISSIONER GANT: Two minutes.

18           MR. CARRILLO-ACOSTA: But it wasn't like  
19 that. The children here in Columbus used to go to  
20 our basketball and baseball games to Palomas.

21           COMMISSIONER GANT: One minute.

22           MR. CARRILLO-ACOSTA: Me, as a teacher, I  
23 always wanted to know what other schools do for  
24 education. But it wasn't right what I thought about  
25 the school here. I know the kids that are here in



1 Columbus that go to Deming, they miss a lot of the  
2 programs, support programs, because they have to  
3 come back home. And I don't know if in the  
4 educational part, it happens the same thing.

5 Thank you for letting me participate. And  
6 I just want to say that where it says "Home of the  
7 Colts" -- it's kind of hidden, and you can't really  
8 see it. And when you go to the Santa Teresa school,  
9 it says "Home of the Warriors," and it's really big,  
10 and they always have activities. Thank you.

11 THE CHAIR: Thank you.

12 COMMISSIONER PARKER: Diana Skinner.

13 MS. SKINNER: Hello, my name is Diana  
14 Skinner. And I am the mother of an eleven-year-old  
15 boy that is going at the sixth grade in Deming at  
16 this time. And I feel my child is so young to spend  
17 an hour and a half or two hours in the bus. He is  
18 not happy about it, and I am worried about him all  
19 the time.

20 I wish unless I have the options to choose  
21 if I want keep my child here in Columbus, or I want  
22 send him to Deming. Thank you. [Verbatim.]

23 THE CHAIR: Thank you.

24 COMMISSIONER PARKER: Dan Lere.

25 DR. LERE: I already spoke.

1 THE CHAIR: Did we get everyone? Okay.  
2 We thank you for that public comment.

3 We're now to the point of the agenda where  
4 it's Public Education Commissioners' opportunity to  
5 ask questions of the applicants, and anyone else, I  
6 suppose that they might -- yes, sir.

7 MR. WILLIAMS: I signed in, but I was not  
8 given an option to sign up to speak. Could I  
9 request the opportunity to speak?

10 THE CHAIR: Sir, if you want to speak,  
11 please come on down and do so.

12 COMMISSIONER PARKER: What is your name,  
13 sir?

14 MR. WILLIAMS: My name is Fred Williams.  
15 I'm a resident of Deming. I spoke last year at your  
16 hearing here in Columbus. And my comments are quite  
17 similar to those of last year. They are  
18 sociological comments for the betterment of a  
19 specific community, the community of Columbus,  
20 having a school -- and this would be  
21 post-grade-five -- here in Columbus, consolidates  
22 the identity of the community of Columbus. And I  
23 think that is beneficial for the students and for  
24 the entire community.

25 My second remark concerns parental

1 involvement. I know that the Deming school system  
2 has been looking for ways to increase parental  
3 involvement in the education of the students. And  
4 many efforts have not been particularly successful.

5 I think the Columbus Community School  
6 almost guarantees parental and family involvement in  
7 the education of their children. And I think that  
8 is a factor that the Commission should consider as a  
9 strong factor in favor of this application.

10 Thank you very much.

11 THE CHAIR: Thank you. Now, have we  
12 covered everyone that wanted to speak?

13 Okay. We would ask the founders to please  
14 come back up to the table so that we can ask some  
15 questions.

16 Mr. Skinner and Mr. Long, thank you very  
17 much.

18 Commissioners, do you have questions?  
19 Commissioner Gant?

20 COMMISSIONER GANT: Madam Chair, members,  
21 folks, welcome to the meeting. In the Appendix I,  
22 the founders have stated, "The use of multiple  
23 buildings in Columbus to support the school and the  
24 proposed curriculum."

25 Do the founders fully understand that any

1 and every building used will have to have an  
2 E-Occupancy, and every building will have to meet  
3 the minimum weighted New Mexico Condition Index  
4 every one of them?

5 MR. SKINNER: Yes, sir, we understand.

6 COMMISSIONER GANT: Do you know what  
7 the -- how hard that process is?

8 MR. SKINNER: I -- I don't -- I'm not  
9 sure. I think that our facilities that we have  
10 planned will meet that -- presently, they have an  
11 E-Occupancy, the facilities do; and I've been in --  
12 yes, sir -- and I've been in touch with the  
13 Facilities Authority, and we're working on getting  
14 an index rating at this time.

15 COMMISSIONER GANT: Do you have a signed  
16 document that says it has an E-Occupancy?

17 MR. SKINNER: I -- I have -- not with me,  
18 but on a computer, an e-mail; and, yes, I do have a  
19 document.

20 COMMISSIONER GANT: I believe what you  
21 have is approval of your Ed Specs and Master Plan;  
22 right?

23 MR. SKINNER: I do have that; but I also  
24 have the E-Occupancy. There may be some confusion,  
25 and I apologize for that, as -- because you may have

1 in your mind what -- one thing that is going to be  
2 our facilities, and I'm not so sure that -- if we  
3 clarified it well enough in our application.

4 The -- one of the facilities is this  
5 facility that you're in right now. That will be our  
6 gymnasium, okay? And we have five classrooms just  
7 here to the east of us. And we have four portables.  
8 They -- they have been classrooms. They have the  
9 E-Occupancy; we have the E-Occupancy.

10 We're not going to construct any  
11 facilities -- new facilities. We did the  
12 measurements already. The footage will sustain  
13 500 students.

14 COMMISSIONER GANT: Yes, it is confusing,  
15 because none of that was in the application.

16 MR. SKINNER: I apologize, sir.

17 COMMISSIONER GANT: Okay. All right. I  
18 go back to E-Occupancy, the minimum weighted  
19 New Mexico Condition Index. I've been talking to  
20 PSFA, and I don't hear that from them. And I work  
21 very closely.

22 Let's move on to the next question.  
23 Appendix I has stated that in the third year, you  
24 will start a rammed earth, passive solar, high  
25 energy efficient school facility. And I'm back to

1 what the Superintendent was talking about. And my  
2 concern is, as you know, I'm from Cruces, served on  
3 that board.

4 We have a program like Deming, to build  
5 houses and sell them to the folks that can afford  
6 them, and the City helps and all that.

7 Where are you going to get the architects,  
8 the engineers, certified plumbers, electricians, and  
9 all that, and the money to pay for it to build --  
10 you say you're going to have students building this  
11 building. How are you going to do that?

12 MR. SKINNER: It's -- it certainly is  
13 going to be challenging. I can understand that.  
14 The students will be doing the architect and the  
15 design work as part of their STEM program. We would  
16 plan to -- we're not going to have sixth-graders out  
17 here ramming earth. We see it more to like  
18 eleventh- and twelfth-graders who will be setting up  
19 some of the forms and things like that.

20 The community may participate in the -- in  
21 the construction of the facilities. The -- our --  
22 we're on the property here of what is going to be  
23 the school. We are going to begin by building a  
24 couple of teacherages. We have property here on the  
25 school grounds where we can begin that construction.

1 The -- we think we're just going to need to get a  
2 contractor to be supervising us, and we think we can  
3 get that donated.

4 COMMISSIONER GANT: You said the students  
5 will be doing the architectural work; is that true?

6 MR. SKINNER: Yes, sir.

7 COMMISSIONER GANT: But it takes -- the  
8 State requires that a licensed architect do the  
9 designing and certify the plans.

10 MR. LONG: We certainly will have an  
11 architect. But the students will still be working  
12 the design. The final -- the final plan will have  
13 to have the signature of the architect.

14 COMMISSIONER GANT: All right.

15 MR. SKINNER: We understand everything has  
16 to meet State requirements.

17 COMMISSIONER GANT: And you realize how  
18 difficult that is? I mean, it takes months and  
19 months and months. I've been down the road in  
20 building schools. And Mr. and Mrs. -- and Dr. and  
21 Dr. Armendariz understand where I've been from.  
22 It's minimum 18 months to 24 months just to break  
23 dirt.

24 MR. SKINNER: The -- we have the present  
25 facilities, again, to start the school and go to 500

1 students. This is meant to be a long-term project,  
2 over -- over many, many years.

3 COMMISSIONER GANT: You say you have four  
4 portables. Are they here?

5 MR. SKINNER: Yes, sir.

6 COMMISSIONER GANT: And how did you get  
7 them here? Did you pay for them, or did somebody  
8 else?

9 MR. SKINNER: No. We are fortunate the  
10 school district -- they came with the school. Three  
11 of them did. One is just across the street on  
12 Village property.

13 COMMISSIONER GANT: And all of them have  
14 infrastructure? Lights, water, sewer?

15 MR. SKINNER: Oh, yes, sir. Yes, sir.

16 COMMISSIONER GANT: You have an MOU, you  
17 claim in Appendix H. And I looked at it; it was two  
18 pages. That's all that was there, just two pages.  
19 Is the MOU longer than that?

20 MR. SKINNER: Not that I'm aware of, no.

21 COMMISSIONER GANT: Well, is -- let's pull  
22 it up.

23 And I'm looking at two pages. It goes  
24 down to, "Now, therefore, the Village and CCS...",  
25 paragraph 1. Then it jumps to paragraph 11. And



1 then it's got two signature blocks. That's it. I  
2 don't know where the meat and potatoes are.

3 MR. SKINNER: Well, we may not have  
4 uploaded everything correctly.

5 COMMISSIONER GANT: Well, one of my  
6 problems, sir, I have with this -- it's signed by  
7 Mr. Skinner, the Mayor. But I have no -- we have no  
8 minutes from the town council or whatever you all  
9 have down here as the governing body; so we really  
10 don't know -- and Mr. Skinner is a founder of the  
11 school.

12 So I'm going to have to ask my fellow  
13 Commissioners, I'm not sure about that, where a  
14 founder of the school, who is the mayor of the  
15 community -- it seems like a little bit of -- I'll  
16 just have to ask our lawyer at the AG's Office if  
17 that's legal. I've got to be honest with you,  
18 because, you know, two entities and one person  
19 serves both entities. So I think there might be a  
20 conflict of interest, and I'm just going to have to  
21 ask.

22 I'll just be honest about that. You may  
23 or may not have an MOU. We haven't seen it. We  
24 really haven't seen it, because we have the first  
25 page and the last page.

1 MR. SKINNER: And I can certainly provide  
2 you the minutes of the meeting where the trustees of  
3 the Village approved the MOU.

4 COMMISSIONER GANT: Please give them to  
5 the Charter School Division, and they'll give them  
6 to us.

7 My last question -- not yet. One question  
8 I have is you're going to have medical services from  
9 Ben Archer. How much are they going to charge?

10 MR. SKINNER: We expect that most of those  
11 services will be free.

12 COMMISSIONER GANT: Okay. Nothing is  
13 free.

14 Secondly, based upon the economy and the  
15 funding available and all that, what if Ben Archer  
16 goes away? And then what's Plan B?

17 MR. SKINNER: Well, we'd have to hire a  
18 school nurse at that time, if something happened.

19 COMMISSIONER GANT: My last question, it  
20 goes kind of back to what the Superintendent was  
21 saying. And I understand the travel. I just --  
22 it's not a bad travel. It's all hard sand,  
23 et cetera. And I do know that many, many, many,  
24 many students across the state of New Mexico travel  
25 one-way on dirt roads for two hours or more.

1 I know that you want it in town. But my  
2 question to you is what can you do better to prepare  
3 the kids, the students, for a life after school than  
4 what Deming is doing right now? They have  
5 everything available to them that you had two years  
6 ago. You had the valedictorian who came from  
7 Columbus stand up here and say, "I had everything  
8 available to me. My parents worked in the field.  
9 And what they had in Deming prepared me to go to a  
10 very prestigious college."

11 Now, what can you do to guarantee the  
12 education of the children, the students, that is  
13 equal to or better than what they did in Deming?

14 MR. SKINNER: And we celebrate the  
15 valedictorian coming from Columbus, as well as  
16 Deming.

17 The -- not everybody is a valedictorian  
18 down here. And we're a poor community. A lot of  
19 our students come from Palomas, Mexico. And many of  
20 them did not have the same advantages as the  
21 valedictorian.

22 The -- what we think we can do is several  
23 things: One, provide a better education. We're  
24 going -- thanks to this Commission, we're going to  
25 have standards that are greater than the local

1 school district. And so we're going to be able to  
2 provide a better education to our community.

3 We are going to be able to develop a sense  
4 of community. Right now, we don't have that sense.  
5 Many parents -- many of our students come from  
6 Palomas, Mexico, and many of those parents cannot  
7 come across here. Our goal would be that we would  
8 have an office over there, and teachers would go  
9 over to Palomas and meet with the parents over  
10 there, which is not being done at this time.

11 MR. LONG: The other thing is one of the  
12 important things on education is parental  
13 involvement. Our first speaker spoke of the problem  
14 he has with being able to be involved with the  
15 education of his child that goes to Deming. So I  
16 would say that parental involvement, that's  
17 recognized throughout all the literature as a very  
18 important aspect of the educational process. And  
19 that is lacking in the present system.

20 THE CHAIR: Commissioner Bergman?

21 COMMISSIONER BERGMAN: I would like to  
22 explore the facility a little further, too. The  
23 Charter School Division staff, in their preliminary  
24 analysis, included a paragraph in there as to the  
25 facility that stated there seemed to be some

1 question as to whether the Village of Columbus owns  
2 this facility or whether the local school district  
3 does. As we have the local Superintendent, both  
4 parties are here, can either one of you tell me who  
5 actually owns this facility?

6 DR. LERE: I believe it's the property of  
7 the Village of Columbus.

8 THE CHAIR: We can't hear you.

9 DR. LERE: Mr. Ted Burr, our finance  
10 director, could probably answer this. But I am  
11 pretty sure that it is the property of the Village  
12 of Columbus.

13 THE CHAIR: Are you clarifying that, in  
14 the green?

15 UNIDENTIFIED SPEAKER: Yes, that's  
16 correct.

17 COMMISSIONER BERGMAN: Okay. That takes  
18 care of that question. Again, Mr. Superintendent,  
19 step up for just a second, because they stated they  
20 have an E-Occupancy for this building. I don't know  
21 how old it is, because we haven't seen it. Is this  
22 the building that you proposed in your very first  
23 application --

24 MR. SKINNER: No, sir.

25 COMMISSIONER BERGMAN: -- as the "old

1 school"? Or was that another building?

2 MR. SKINNER: I'm sorry, sir?

3 COMMISSIONER BERGMAN: In your first  
4 application, you were going to use an old elementary  
5 school that had been the Columbus Elementary School.  
6 And at that time, it was stated that that building  
7 was in such poor repair that it could not be  
8 remodeled economically. Is this that facility, or  
9 is this a different facility?

10 MR. SKINNER: That facility is on this  
11 campus, and it is a separate building. There are  
12 four buildings on this campus. There is the old  
13 school built in 1955, which the Village presently  
14 has a \$950,000 grant to rehab that school, okay?  
15 And we're going to put a cafeteria in there and  
16 things like that.

17 Then next to that, coming west here, is a  
18 two-story historic building that was 100 years old,  
19 okay, was here during the time of the raid.

20 Then about 17 years ago was built five  
21 classrooms and this gymnasium. What we are talking  
22 about using is the five classrooms and the  
23 gymnasium.

24 COMMISSIONER BERGMAN: But you're going to  
25 use, at some point, the cafeteria building that

1 you've mentioned down the road, then?

2 MR. SKINNER: Yes, after it's rehabbed.

3 COMMISSIONER BERGMAN: But it is on this  
4 property.

5 MR. SKINNER: Yes, sir.

6 COMMISSIONER BERGMAN: Now, the Chairman  
7 reminded me that you said something in your  
8 presentation just a little bit ago, something about  
9 this building was not appropriate or something. Can  
10 you clarify what you were trying to say on that?

11 DR. LERE: Yes. At the time, this -- this  
12 site was deemed to be inadequate for our use, and  
13 which is what was -- that's the reason why Columbus  
14 Elementary was built, was to replace this facility.

15 COMMISSIONER BERGMAN: Can you define what  
16 you mean by "inadequate," or is that hard to do? I  
17 understand, yeah.

18 DR. LERE: Mr. Burke? He's got more  
19 experience on this. He may be able to answer your  
20 question better than I could.

21 COMMISSIONER BERGMAN: We're very  
22 concerned about everybody's facilities for every new  
23 school. We're not going to put kids in unsafe  
24 facilities. That's why the E-Occupancy is so  
25 important. The PSFA is the one that assigns those,

1 and that's their mindset. That's the Legislature's  
2 mindset is no child is going to be put in an unsafe  
3 or inadequate facilities. That's why we stress this  
4 so much. Go ahead, sir.

5 MR. BURR: This campus did not meet the  
6 PSFA's educational adequacy standards for an  
7 elementary school.

8 COMMISSIONER BERGMAN: Okay. And that's  
9 why Mr. Gant is trying to stress that so much. At  
10 some point, PSFA, before you ever opened up, is  
11 going to have to come down to this building and that  
12 building, and any other buildings that you propose  
13 to use, and they're either going to say you're going  
14 to get an E-Occupancy, or you're not.

15 If you don't get the E-Occupancy in any of  
16 these buildings, you won't be able to use them for  
17 what you propose to use them. And that's why we're  
18 stressing that.

19 And then the question then becomes, if  
20 that happened -- and I will -- if, you know, apples  
21 and oranges and all that business -- if that  
22 happens, what will be your backup plan? Let's put  
23 it that way.

24 MR. SKINNER: Probably to -- again, the  
25 partnership is with the Village and the -- the



1 charter school. And the Village is very much  
2 looking forward to that partnership, needing that  
3 partnership, as well. We have a facility here that  
4 is costing the Village. Our insurance is \$36,000 a  
5 year here. And we're getting no income off of it.  
6 So the Village is looking forward to being a  
7 landlord, and Columbus Community School is looking  
8 forward to being a tenant.

9 And so we would probably -- because all  
10 the facilities are here, power and water and  
11 everything, we'd probably put portables out here for  
12 that.

13 COMMISSIONER BERGMAN: Okay. I want the  
14 audience to understand. We grill everybody on this.  
15 And we have actually had a couple of applicants in  
16 the past that did not get opened because they were  
17 sure that their facilities were going to be  
18 adequate; the PSFA would come in and inspect them  
19 and give us our E-Occupancy, and lo and behold, PSFA  
20 shows up, and it does not meet their standards.

21 You have your opinion that it's adequate.  
22 Deming Schools has their opinion that it's perhaps  
23 inadequate. The only vote is PSFA. They are  
24 strict, because they have to be. None of us wants  
25 our kids in an inadequate or unsafe building.

1 I had kids. I guarantee I wouldn't let  
2 them go to an inadequate building. They had to be  
3 in a proper building and a safe and good building.  
4 It's not just this applicant; we grill all  
5 applicants on this and had some come up -- and they  
6 had no backup plan.

7 You're going to have to have a backup  
8 plan, because there does seem to be some question.  
9 And I don't speak for PSFA; they speak for  
10 themselves. But we need to be sure you're going to  
11 put your kids in a proper building with proper  
12 facilities and proper educational things.

13 I have a couple of other things,  
14 Madam Chair, but I think I'll wait and see if you --  
15 let you and Commissioner Parker speak. Thank you.

16 THE CHAIR: Thank you very much. I do  
17 have some questions.

18 I'd like to start out with curriculum.  
19 I'm looking at Page 14 of your application. And it  
20 says, "On the first day of class, students will be  
21 introduced to the concepts of standards, curriculum,  
22 instruction, and assessment. Students will work  
23 collaboratively throughout the year with the  
24 teachers in the design of the curriculum...", so on  
25 and so forth.

1           Then I read later in the application,  
2 where it says the first two to three weeks of the  
3 academic year would be used to start writing the  
4 curriculum.

5           Talk about lost instructional time. I  
6 don't think you can do that. Lose two weeks or  
7 three weeks of instructional time, with sixth-,  
8 seventh- and eighth-graders? I just don't think you  
9 can do that.

10           I taught for 30 years. I think you walk  
11 in the first day of class, and you're ready for the  
12 whole year; you have to be.

13           You're project-based. Who's going to  
14 write those projects? Is that part of this  
15 curriculum development?

16           Am I reading this correctly? In the first  
17 place, am I reading it correctly?

18           MR. LONG: Yes. The -- our approach is  
19 student ownership and teacher ownership. We're not  
20 talking about a canned curriculum. We're talking  
21 about something that John Dewey said in 1960. "Give  
22 the kids something to do -- give the students  
23 something to do, and they'll learn."

24           So our curriculum is giving them things to  
25 do to learn. They need to know what is expected of

1     them.  Our kids now, generally -- I never knew  
2     what's expected of me.  And our standards and  
3     benchmarks, you know, we spell out to the teachers  
4     what's expected of the students.  But we don't spell  
5     it out to the students.

6             We're saying -- and we have -- we have  
7     research in our application backing this concept of  
8     teacher-student collaboration and curriculum  
9     development.  So they don't need -- we don't believe  
10    they need a canned curriculum to start.  They start  
11    with a learning process right away.  They look at  
12    what they need to look at in the future to what  
13    they're going to be expected in assessments down the  
14    line, and they work toward developing the curriculum  
15    around that.

16            THE CHAIR:  Okay.  I think we're going to  
17    have to agree to disagree.  I never taught a canned  
18    curriculum, but I knew exactly what -- I knew  
19    exactly where we were trying to go.  I knew how we  
20    were going to get there, and then I brought  
21    everybody along at their own pace to do the best  
22    they could do and expected the best.

23            So -- but I think you have to have a whole  
24    lot of structure for sixth-graders.  I surely do.

25            Some -- later on in your application, you

1 talk about bringing in teachers, I believe, for a  
2 month. And it's going to be their baptism by fire.  
3 I believe you're bringing them in July, as soon as  
4 could be funded and bring them on board; so they're  
5 paid for that month that they're working. Where is  
6 that in the budget?

7 MR. SKINNER: It should be in the  
8 teachers' salaries.

9 THE CHAIR: Well, you've got a lump sum  
10 under "Teacher Salary," but nothing is broken out.  
11 You've got an average teacher's salary of \$55,000 a  
12 year.

13 MR. SKINNER: Correct.

14 THE CHAIR: And --

15 MR. SKINNER: And so we will be signing up  
16 our teachers on a contract, okay? And that contract  
17 will include that month ahead of time for them to be  
18 here.

19 Let me say this, though, too, that we will  
20 probably not sign any contracts. We'll get  
21 commitments, but we probably won't sign contracts  
22 until -- or not all contracts will be signed until  
23 the 40th day, so that we know how many students  
24 we're going to have.

25 THE CHAIR: I don't think you can do that.

1 MR. SKINNER: Okay.

2 THE CHAIR: I also think you've got to  
3 specify if teachers are going to be on extended  
4 contracts. And nowhere in your application do you  
5 specify that anybody is working on an extended  
6 contract. You say your school year is, I believe,  
7 180 days; is that correct?

8 MR. SKINNER: No, I believe it's longer  
9 than that.

10 THE CHAIR: I have it written down  
11 somewhere. Whatever your school year is, whatever  
12 the teacher expectation is, it needs to be clearly  
13 stated and needs to be part of this application, and  
14 certainly would need to be -- if the school is  
15 approved, this would need to be part of the contract  
16 with PEC, to sort it out very clearly.

17 While I'm talking about money, you've got  
18 an annual salary of \$21,500 for your instructional  
19 assistants. That's above the State requirement;  
20 good for you. But when you look at Appendix --  
21 Appendix L, if you have this in front of you --

22 MR. SKINNER: Yes.

23 THE CHAIR: I don't. If you would bear  
24 with me just a minute and let me get it open here,  
25 Appendix L shows your teacher assistant salary

1 schedule starting at \$13,000, which is below the  
2 State requirement. You also have that they could  
3 work -- or you have listed here a high school  
4 diploma. You can't work as a teacher or assistant  
5 with a high school diploma. You have to have at  
6 least an associate's degree. And I believe the  
7 minimum salary is \$16,000. Is the business manager  
8 still here? Am I saying that correctly?

9 MR. BURR: I am; but I'll pass it off to  
10 our human resources.

11 UNIDENTIFIED SPEAKER: That is correct.

12 THE CHAIR: That is correct. Okay, thank  
13 you. They agree \$16,000 is the floor.

14 I also don't see \$21,500 anywhere on your  
15 salary schedule. So you're using a salary in the  
16 budget that's not in the salary schedule. And I  
17 don't think you can do that, either.

18 The other thing that's just curious to me,  
19 I'm looking at the teacher salary schedule. And by  
20 the way, your Level I teacher can go to five years;  
21 you cut it off at three, but by the State law, you  
22 can go to five. Why do you only go odd-numbered  
23 years? 1, 3, 5, 7, 9?

24 MR. LONG: I'm not quite following you.

25 THE CHAIR: I'm looking at your minimum

1 salary schedule for licensed and certified teachers.  
2 Look at the years. It goes 1, 3, 5, 7 --

3 MR. SKINNER: I see that. I'm afraid I  
4 don't have a good answer for you.

5 THE CHAIR: Okay, all right. Just odd,  
6 because if you should happen to have a salary  
7 increase, you would certainly want everyone to get  
8 it.

9 I also notice on here your \$55,000  
10 proposed average salary for Year 1 is not on here  
11 anywhere. You have, over in Level III, a master's  
12 degree. On Level III, you have \$55,105, but you  
13 don't have any \$55,000, which is the average salary  
14 you have on your salary schedule -- I mean, on your  
15 budget, all the way across. So it brings to mind  
16 the question, what level -- what level teachers are  
17 you proposing to hire? Level I? Level II?  
18 Beginning level? Very experienced? What's your  
19 thought there?

20 MR. SKINNER: No. We'll hire across the  
21 board we might hire one Level I or two Level I's,  
22 and -- we know that on the budget, we were treating  
23 the budget as a guide, as a -- as a budget; right?  
24 And so we wanted to put enough money in there so  
25 that we had flexibility in our budget to be able to



1 hire some very experienced teachers and pay them  
2 well if we needed to; because of our dual language  
3 program, some of our teachers are going to have to  
4 be dual language teachers.

5 THE CHAIR: Okay. I would recommend that  
6 if you're going to have stipends for dual language.  
7 If you're going to have stipends for extended  
8 contracts or whatever, it really should be part of  
9 your salary schedule. It should show a note below  
10 the salary schedule how much it's going to be.  
11 Everything really needs to be set out very clearly.

12 I notice also you have an office manager  
13 salary schedule here. Is your office manager also  
14 going to be your STARS coordinator, because I didn't  
15 see a STARS person on your budget anywhere, and  
16 they're so critical. You've got to have somebody  
17 doing that.

18 MR. SKINNER: We will probably -- and we  
19 put it in the budget, and I can't tell you -- let's  
20 see -- we'll probably contract that out, okay?  
21 And --

22 THE CHAIR: Could it possibly be as  
23 "Secretary" under the 2400 series?

24 MR. SKINNER: No, no, it would be probably  
25 line 330.

1 THE CHAIR: I'm sorry. I don't have lines  
2 on this one. I have function numbers.

3 MR. SKINNER: Okay. I'm sorry.

4 COMMISSIONER GANT: Line 330, where I'm  
5 looking at is "Software."

6 MR. SKINNER: Yes. And I built enough  
7 money in there, I think, for the STARS software and  
8 the management.

9 THE CHAIR: Okay. But a person to manage  
10 STARS and do your STARS reporting?

11 MR. SKINNER: Would be one of our  
12 secretaries.

13 THE CHAIR: Okay. And those secretaries  
14 are on --

15 MR. SKINNER: Where are they located in  
16 the budget?

17 THE CHAIR: I've got it. I just -- oh,  
18 the 2400 series? 51100. 1217?

19 MR. SKINNER: That's correct.

20 THE CHAIR: Okay. Secretary, clerical,  
21 you have two people.

22 MR. SKINNER: Yes, ma'am.

23 THE CHAIR: Total salary of \$50,000.  
24 Okay. So you're going to hire two people, not  
25 contract?

1 MR. SKINNER: Yes, ma'am. No. Hire two  
2 people.

3 THE CHAIR: Okay. Do you think you can  
4 find somebody that knows STARS easily? You're from  
5 an isolated area; I'm from an isolated area.  
6 They're just not out there by the bucketfuls.

7 MR. SKINNER: We're confident that we can  
8 find people -- teachers and employees to come down  
9 here.

10 THE CHAIR: Let me just caution you. If  
11 your STARS reporting gets screwed up, so does your  
12 money, and you're in big trouble, big trouble.

13 MR. SKINNER: I understand. I understand.

14 THE CHAIR: I'm looking at the 2500  
15 series, 55400, and the 2300 series, 55400. Both are  
16 advertising.

17 MR. SKINNER: What was the number there,  
18 please?

19 THE CHAIR: Look under the 2500 series,  
20 55400. That's one of the places. Frankly, I'm  
21 having trouble finding it myself.

22 It's \$3,000? All the way across? I see  
23 \$3,500. And then in the 2300 series -- Mr. Gant,  
24 see if you can find that -- the 2300 series, 55400,  
25 another \$3,000; so that's \$6,000 in the first year

1 for advertising.

2 What are you planning to spend that on,  
3 specifically?

4 MR. SKINNER: Recruitment of students.

5 THE CHAIR: I don't believe you can do  
6 that.

7 MR. SKINNER: Really.

8 THE CHAIR: I don't believe you can use  
9 SEG funding for advertising to recruit. You can use  
10 SEG funding to put out information.

11 MR. SKINNER: Yes.

12 THE CHAIR: But you can't advertise. You  
13 can't put up a billboard. You can't say, "We want  
14 you."

15 MR. SKINNER: No, I understand.

16 THE CHAIR: Not any paid advertising.

17 MR. SKINNER: Okay.

18 THE CHAIR: Okay? In your 2500 series,  
19 55915, Other Contract Services.

20 MR. SKINNER: Uh-huh.

21 THE CHAIR: What's that for?

22 MR. SKINNER: Tell me the amount, because  
23 I'm not seeing it.

24 THE CHAIR: It starts out \$59,000, goes to  
25 \$66,000.

1 MR. SKINNER: Oh, that would be -- we're  
2 going to contract for business management with a  
3 company out of Albuquerque, AptAbility.

4 THE CHAIR: AptAbility?

5 MR. SKINNER: Yes, yes.

6 THE CHAIR: Oh, that's a new one. Haven't  
7 heard of them. Are you going to have someone on  
8 staff doing the everyday bookkeeping chores and then  
9 upload it to this company, or are they going to do  
10 it all?

11 MR. SKINNER: Pretty much all of it.  
12 They're going to create our payroll, pay all our  
13 bills. There will need to be an office person here  
14 who is turning in the time sheets and things like  
15 that.

16 THE CHAIR: Then let me ask you which of  
17 your founders feels confident if that accounting  
18 firm, or that financial firm, went away tomorrow,  
19 that you could pick up the pieces and put them  
20 together until you could find another person?

21 MR. SKINNER: I feel confident about doing  
22 that.

23 THE CHAIR: Could you do the STARS  
24 reporting?

25 MR. SKINNER: Probably not right now,

1 but --

2 THE CHAIR: I just make a point. Almost  
3 to the letter, when we have charter schools get in  
4 trouble, it's over finances. Either the board  
5 simply turns the finances over to their finance  
6 person and doesn't have a clue what's going on, and  
7 sometimes it's not good, or -- well, variations on  
8 that theme. So I encourage whoever is on the board,  
9 whoever is a founder, whoever is associated with  
10 this school, should it be approved, make it your  
11 business to know, from day one, to the penny, what's  
12 going on with your money.

13 MR. SKINNER: And I would agree with that.  
14 I -- I'm a new mayor; but I'm a mayor. And so I run  
15 this municipality, and I'm responsible for all the  
16 finances of this municipality. So I'm aware of  
17 budgeting; I'm aware of audits; I'm aware of  
18 procurement code.

19 And so I think in many respects, we have  
20 much more experience than some others would have.

21 THE CHAIR: Good, good. Just know, school  
22 finance is a little different, but not unreasonable.

23 Under the 2600 series, "Purchased  
24 Property," there's nothing there for facilities. Am  
25 I looking in the wrong place? Are you going to

1 lease some facilities or whatever?

2 MR. SKINNER: The landlord -- the Village  
3 of Columbus owns this building that you're in. They  
4 are going to rent it to the Columbus Community  
5 School, and the school will pay for it through  
6 student rental assistance.

7 THE CHAIR: So if you don't reach your  
8 enrollment projection, if you have half as many  
9 students as you've projected, does the -- the  
10 Village will still be okay with half as much rent  
11 money as was talked about?

12 MR. SKINNER: Yes, because right now,  
13 we're getting no rent money.

14 THE CHAIR: What about upgrades to this  
15 facility? If they're required to get the  
16 E-Occupancy, where is that money going to come from  
17 to upgrade these facilities? And as you well know,  
18 anytime you're dealing with education facilities,  
19 it's expensive, more so than anything else you do.  
20 So where is that pot of money?

21 MR. SKINNER: Well, that would have to  
22 come from the landlord, okay? So that's the  
23 Village.

24 THE CHAIR: The Village is willing to do  
25 that?

1 MR. SKINNER: Yes, ma'am.

2 THE CHAIR: Do you have any kind of signed  
3 agreement with them?

4 MR. SKINNER: We have an MOU.

5 THE CHAIR: It specifically says they will  
6 be responsible for all upgrades, maintenance,  
7 repairs, that sort of thing?

8 MR. SKINNER: Maintenance and repairs; I'm  
9 not so sure I could guarantee upgrades. But we just  
10 feel that you're sitting in one of the facilities  
11 now. It's not going to take a lot to upgrade  
12 this -- I don't think it's going to take anything to  
13 upgrade this facility, okay?

14 THE CHAIR: I'm often surprised at what  
15 things cost. Okay.

16 Looking in the 55915 -- under the 2600  
17 series, 55915, "Other Contract Services," starts out  
18 at \$15,000 and goes to \$45,000. What's that for?

19 MR. SKINNER: Okay. Please help me again?

20 THE CHAIR: In the 2600 series, 55915.

21 MR. SKINNER: Yes.

22 THE CHAIR: Starts out at \$15,000, goes to  
23 \$45,000.

24 MR. SKINNER: Oh. 15 to 45? I think --  
25 let me just take one more look, please. I



1 apologize, because I -- I don't have the line  
2 numbers. Do you have a line number, Mr. Gant, on  
3 that?

4 COMMISSIONER GANT: For that one, it's  
5 389.

6 MR. SKINNER: 390?

7 COMMISSIONER GANT: Three eight nine.

8 MR. SKINNER: Thank you. That is some  
9 money that I put in for additional expenses that  
10 were unplanned for. So if -- if we ran into any  
11 kind of a situation where we needed some extra  
12 money, we put it -- I put it into that area.

13 THE CHAIR: Okay. I'm looking at your  
14 Appendix J-1. That's your 910B5.

15 MR. SKINNER: Uh-huh.

16 THE CHAIR: What percentage did you use  
17 for special ed?

18 MR. SKINNER: Percentage?

19 THE CHAIR: What percentage of students?

20 MR. SKINNER: Oh, students. I believe  
21 12 percent.

22 THE CHAIR: I don't see any numbers on  
23 this 910B5 that I'm looking at. I don't see any  
24 numbers for grade level 6, 7, 8, 9.

25 MR. SKINNER: There's no number for

1 special ed at all?

2 THE CHAIR: No.

3 MR. SKINNER: Okay. I --

4 THE CHAIR: The instruction said  
5 15 percent. Assume a 15 percent special ed  
6 population, because that's the State average. We  
7 were trying to make an even playing field for  
8 everybody --

9 MR. SKINNER: Right.

10 THE CHAIR: -- so that everyone could at  
11 least have some special ed money in their budget.

12 MR. SKINNER: Right.

13 THE CHAIR: I go down to the State  
14 Equalization Guarantee total for this 910B5 that I'm  
15 looking at, and it's \$2,048,557.30. I didn't find a  
16 budget total that amounted to that. None of -- none  
17 of the budget totals amounted to that.

18 The other thing is I only found this one  
19 910B5. There was supposed to be one for each of the  
20 five years.

21 MR. SKINNER: Correct.

22 THE CHAIR: Okay. There's only one here,  
23 unless you put them somewhere else and I just didn't  
24 find it.

25 MR. SKINNER: No. It must have been a

1 problem in the transition.

2 THE CHAIR: All right. I'm going to ask  
3 Mr. Gant to go down to the total on all of the five  
4 years of the budget that we're looking at -- and  
5 just to make sure that I'm not mistaken -- is  
6 \$2.48 million? Do you see it there?

7 COMMISSIONER GANT: Which year?

8 THE CHAIR: Any year.

9 COMMISSIONER GANT: In the first year, I  
10 see 1.30 -- in the first year, the total -- are you  
11 talking revenue or expenses?

12 THE CHAIR: I'm talking revenue.

13 COMMISSIONER GANT: Revenue is -- should  
14 be -- yes -- revenue for the first year is 1.345;  
15 second year is 2.032; fourth year is 2.466. These  
16 are in mills, millions. And the last year, it gets  
17 up to \$3.3 million.

18 MR. SKINNER: Yes. And those numbers  
19 are --

20 THE CHAIR: It's not the same number that  
21 is here as the total on this one 910B5 I'm looking  
22 at of \$2,048,557.30.

23 MR. SKINNER: I don't have an answer for  
24 that.

25 THE CHAIR: Okay. All right. I believe

1 that's all my questions.

2 Commissioner Parker?

3 COMMISSIONER PARKER: Madam Chair,  
4 Commissioners, first, I commend you for the idea of  
5 involving the families into the school system. I  
6 think too many times, the kids are put in the  
7 situations where they're responsible for their  
8 learning. And I think a lot of times, we forget  
9 that they are just kids. You know, families --  
10 families have parents, and parents have  
11 responsibilities to set their children up for  
12 success, not for failure.

13 And I'll get off my soapbox with that.

14 My computer died, so I don't have the  
15 sheet in front of me. But in the scoring of this  
16 preliminary evaluation, I just wanted to give you  
17 the opportunity to maybe explain why, in general  
18 terms, you think maybe you did not achieve all those  
19 points possible, because there was quite a few left  
20 on the table.

21 MR. SKINNER: We were disappointed that we  
22 didn't score higher; right? I think when I --  
23 you're talking total points and total points  
24 available?

25 COMMISSIONER PARKER: I'm just talking

1 very general terms, not specific categories, but  
2 just --

3 MR. SKINNER: And I calculated we got  
4 about a 70 percent. And we were expecting and  
5 hoping for a lot more.

6 The -- I'm not sure if my -- my cofounder  
7 will agree with me here. But we've kind of got a --  
8 I -- I -- we brought in another team member to help  
9 us. And I think we had a failure of the three of us  
10 maybe coordinating that all the pages and all the  
11 things jibed correctly.

12 And so I think you're looking at some --  
13 when you're not seeing the SEG, and we got scored  
14 poorly in that area, I think that certainly is our  
15 fault, and we accept responsibility for that.

16 MR. LONG: I can only compare with what  
17 happened last year with the applicants. Generally,  
18 that's what -- I looked at all the scores. And  
19 including us -- I'm talking about last year, where  
20 we were all around 70, just a little below 70,  
21 except for the "Dream Team." They were, like, 95.  
22 So the -- the Division has its way of scoring,  
23 which -- and we just hope that we can come out as  
24 best we can.

25 COMMISSIONER PARKER: Okay. The next

1 piece is do you know, just off the top of your head,  
2 the instructional hours, the total for the year that  
3 you're providing for the kids? I mean, are you at  
4 the minimum standards?

5 MR. SKINNER: We're above the minimum,  
6 okay? And I want to say we're 100 hours over the  
7 minimum.

8 COMMISSIONER PARKER: Okay. One thing I'm  
9 taking the opportunity to every time a microphone  
10 gets put in my hands -- every time a microphone gets  
11 put in my hands, I've decided to take this  
12 opportunity -- in my chosen profession, I deal with  
13 construction documents and building codes. And it  
14 was pointed out to me a number of years ago that if  
15 you build a building to meet the minimum standards  
16 of the building code, that is the worst building you  
17 could build without breaking the law.

18 Now we're talking about does this facility  
19 meet the standards? The standards -- I'm assuming I  
20 might be speaking out of turn here -- but the  
21 standards are the minimum standards as set forth.  
22 So I would just like everyone in this room to keep  
23 in mind that we should not be shooting for the worst  
24 building that we could put children in without  
25 breaking the law.

1           And the next step is, this minimum  
2 standards with instructional hours, that is the  
3 least amount of instructional hours that we can  
4 provide these kids without breaking the law. And so  
5 I -- you know, if I -- if anything leaves here from  
6 today, or down the line, from any of you involved  
7 with the school systems, please keep that in mind.

8           And if you want to comment to that, feel  
9 free. If you want to just let me turn my mic off,  
10 feel free.

11           MR. SKINNER: No comment. Thank you.

12           THE CHAIR: Commissioner Bergman?

13           COMMISSIONER BERGMAN: Thank you. I want  
14 to go back to one thing I found on Page 102. I'm  
15 not beating this to death, but I think I see where  
16 some of this misunderstanding is coming about.  
17 That's where you talk about your facilities, and it  
18 states that you completed and submitted your  
19 Facilities Master Plan and Ed Spec checklist to the  
20 PSFA. Everyone is required to do that.

21           And you do have a letter from them, and  
22 you state here that they indicated approval of that.

23           The confusion comes from -- the  
24 E-Occupancy, believe it or not, has nothing to do  
25 with that. Because you stated down below, in the

1 very last sentences in red letters -- you stated,  
2 "We have a PSFA-approved facility."

3           Actually, you don't. You have the  
4 approved Master Plan and Ed Spec list. That is --  
5 the E-Occupancy -- you don't have an approved  
6 facility until you have that E- -- it's a totally  
7 separate thing. I know it's confusing to a lot of  
8 people if we're not in construction and all that  
9 kind of stuff. In a way, that's kind of a  
10 misstatement; but that's where some of the confusion  
11 is coming from.

12           MR. SKINNER: I understand. And we  
13 understand what you're saying. And we've tried to  
14 go a little bit further than just the PSFA Ed Spec,  
15 okay? We have chosen a facility, and we can take  
16 you into it, and they can come down and inspect it  
17 and tell us what needs to be done here.

18           COMMISSIONER BERGMAN: And I get what  
19 Commissioner Parker is saying. We do the same in  
20 the government. We award the contract to build the  
21 F-22 to the low bidder. Is that what we want to put  
22 our kids in? The F-22 has always been a kind of  
23 joke in society, but that's the kind of point he's  
24 trying to make.

25           COMMISSIONER GANT: If I can interject, if



1 you would, please. I do have a note from  
2 Ms. Casias, if the building, although it remained  
3 empty and was not used for anything else, does  
4 maintain its E-Occupancy if it's never been used for  
5 anything else.

6 I don't know what this building has been  
7 doing for the last whatever years. But she's the  
8 smart one. And she says -- I read, "If a facility  
9 originated as an E-Occupancy, it remains an  
10 E-Occupancy unless the next occupant changed the  
11 occupancy. If a school remains unoccupied, it  
12 retains its E-Occupancy."

13 And that's the answer.

14 MR. SKINNER: And I can assure you it's  
15 been unoccupied until just the last three or four  
16 months. And it's been for educational activities.

17 COMMISSIONER GANT: Thank you,  
18 Commissioner Bergman.

19 COMMISSIONER CARR: Thank you,  
20 Commissioner. And that bodes well, then, because  
21 they will come again. You'll have to have your own  
22 E-Occupancy; it won't just carry over.

23 But that's also good news for you, I  
24 suspect. So that's good to know.

25 I had -- I wanted to talk about this for a

1 second. On Page 57 of your application, you had  
2 this statement that, "The Board will maintain a  
3 relationship of constant communication with schools,  
4 administrative staff," period.

5 And then you had a further statement that  
6 I put in quotes, "...to question any and all  
7 operations within the school."

8 Now, here again, I wanted to just note  
9 that a governing board of a charter school is  
10 similar to a public school board, except, of course,  
11 a public school board is elected, and a governing  
12 board of a charter school is not necessarily  
13 elected, at least by the general populace. But the  
14 principles remain the same.

15 I know you guys already know, because you  
16 put it in here somewhere. You hire the head  
17 administrator, and the head administrator sees to  
18 the day-to-day operations of the school. Now, some  
19 would read that statement that I just read and you  
20 could draw the inference that you perhaps might be  
21 thinking of interfering in the day-to-day operations  
22 of the school. And I want to be sure you understand  
23 that everything you do has to go through your head  
24 administrator. And that's the person that deals  
25 with your staff.

1 MR. SKINNER: We understand that.

2 COMMISSIONER BERGMAN: Absolutely. Thank  
3 you. I did want to note -- I think it was  
4 Commissioner Gant mentioned that young valedictorian  
5 that came from Columbus. I was here for that. One,  
6 I was not a valedictorian, and I know just how  
7 important that is. But I vividly remember some of  
8 the things he said.

9 And one of the things he talked about was  
10 the extracurricular activities. Deming has the full  
11 slate, football, basketball, band, chorus, I assume,  
12 and all the rest. They have all kinds of  
13 organizations. That, to me, is an integral part of  
14 a student's experience.

15 Now, extracurricular is separate, and  
16 that's why it's called "extracurricular." But it's  
17 a part of a student's learning experience; it's part  
18 of how to teach them to be a team player, to be a  
19 part of something, whether it's in the band or an  
20 athletic team or something like that. And he noted  
21 that if there had been a school here, he probably  
22 wasn't going to get that. I vividly remember that.

23 It is important. What are you going to do  
24 for extracurricular activities for your high  
25 schoolers? Because I do believe it's an essential

1 part of their experience.

2 MR. LONG: We have about nine or ten buses  
3 that go to Deming now. There's one activity bus.  
4 So one-tenth of the students are participating in  
5 the extracurricular activity. We're going to be  
6 open to what the community wants. If the parents  
7 decide that they want extracurricular activities,  
8 that's what'll happen here.

9 COMMISSIONER BERGMAN: In other words, you  
10 don't really have something specific in mind right  
11 now.

12 MR. SKINNER: Well, one of the things we  
13 might do here is have a basketball team, and  
14 volleyball, because we have a gymnasium that's set  
15 up for that. I think our -- there's lots of things  
16 that you can do besides having a football team,  
17 okay? There's chorus and mariachi bands and  
18 everything else.

19 We have found what is more important to  
20 our community -- and all that we can speak to is our  
21 community -- is having the school closer to the  
22 student and the family; that's what's been more  
23 important to them than football teams or band.

24 COMMISSIONER BERGMAN: Certainly. That's  
25 certainly true. And those sports are expensive, and

1 then how you fund them. Here, again, you can't  
2 use -- you've got to have -- so that's separate  
3 funding for that.

4 But I point that one of your speakers  
5 talked about parental involvement and the problem in  
6 Deming. That's not a problem in Deming; parental  
7 involvement is a problem in virtually every city in  
8 this country, and that is something that's talked  
9 about all around this country. How do we get more  
10 parents involved?

11 Extracurricular activities at least help a  
12 little bit in that. When I go to the Goddard  
13 football game in Roswell, I'm surrounded by 8,000  
14 neighbors and friends and people I know. We're all  
15 there visiting when we're not watching what's going  
16 on on the field.

17 So -- if you go to a chorus event or you  
18 go to a band event, your parents are there. So I  
19 believe that in terms of the parental involvement,  
20 it does have some positive aspect.

21 Would you like to address that thought?

22 MR. SKINNER: Well, sir, we would agree  
23 with you.

24 COMMISSIONER BERGMAN: Oh. Yeah, I knew  
25 there was something else. I am one of them that

1 actually suggested to you at past hearings that you  
2 try to find some knowledgeable educational folks to  
3 help you with this process. And so I was glad to  
4 see the Armendarizes here today.

5           When I read your application, right up at  
6 the front, part of it, you will remember, is your  
7 mission-specific goals. We asked you to put two --  
8 Mr. Hegwer has been watching me for years, going all  
9 the way back to when he was head of the Charter  
10 School Coalition. He will tell you that if it was  
11 up to me instead of the Legislature, you'd have to  
12 put ten academic goals, so we'd have you on a firm  
13 academic plan. And I would do that with the public  
14 schools if I had any say in them, because that's  
15 important to me.

16           You have to challenge the school. And  
17 this -- what I wrote under your goal -- I'm just  
18 telling you this; it's not worth much, except what I  
19 wrote -- for your two academic goals, your reading  
20 and your math goal, I put, "Looks good."

21           That's the first time I've been able to  
22 write that. I knew when I read those goals, even  
23 before I knew the Armendarizes were here, I  
24 suspected you had something, because you showed some  
25 goal-writing expertise that you had not exhibited in

1 the past. I didn't just want to pick on you. I  
2 wanted to you know that I actually wrote the words,  
3 "Looks good" there; so...

4 MR. SKINNER: We're pretty learnable.  
5 We're trying to learn from you guys as we go along.

6 THE CHAIR: Thank you very much.  
7 Commissioner Gant?

8 COMMISSIONER GANT: Madam Chair, members,  
9 I just have one question -- one more. And I know  
10 you all in here think we're being just real jerks  
11 and picking on you. But we have recently, as of the  
12 1st of June, the end of June, closed two schools  
13 because they weren't doing what they -- and the  
14 painful part is the kids. The adults, I could care  
15 about. But when you close a school, it's the kids  
16 that suffer. And the parents, or the adults, go off  
17 and do their thing, whatever that is.

18 And that's why we're picky. And don't --  
19 if you get the award -- or are authorized -- we want  
20 it right the day the school opens, the day -- and we  
21 have run into situations where the school claimed to  
22 be ready, and we had to talk to the PED and put a  
23 shutdown until they had certain things done. And so  
24 they started two months late. So that's not good.

25 So these kids are sitting around, "Where

1 am I going?"

2 The one question I have that gets the  
3 schools in trouble, even the traditional public  
4 schools, is data processing. You have that coming  
5 down on your heads, like the traditionals, Common  
6 Core, and PARCC assessments. Whether we agree with  
7 it or not is not the issue. The issue is the  
8 technical end of it to support it. And on your  
9 budget, there's nothing for data processing. Unless  
10 you got it put away somewhere else that I can't  
11 find -- I mean, I don't find anybody that can run  
12 the IT; you know what I'm talking about? It  
13 requires an IT person smart enough to run all the  
14 computers to do all the testing on and all the  
15 assessments that have to be done.

16 And you've got somebody doing STARS. You  
17 said it was the secretary or somebody like that, or  
18 clerical. It gets them in trouble. And I am  
19 concerned about that, because I see nothing in data  
20 processing.

21 So I really don't know how you're going to  
22 handle it.

23 MR. SKINNER: Did you see money for IT?

24 COMMISSIONER GANT: Where is it? I'm  
25 missing it, if it is.



1 MR. SKINNER: For an IT person, you mean?  
2 Right.

3 COMMISSIONER GANT: Yes.

4 MR. SKINNER: I did put some money there,  
5 and --

6 COMMISSIONER GANT: I'm looking under  
7 Function 2500, "Data Processing."

8 MR. SKINNER: Look under line 169. And  
9 under my little narrative, I put, "This money is for  
10 contract, IT, and computer repair."

11 COMMISSIONER GANT: Under what note? I  
12 don't see it -- \$4,000. All I see is 4- -- I don't  
13 see it. All I see is "Other Professional." It's  
14 under --

15 MR. SKINNER: Yes, it's line 169.

16 COMMISSIONER GANT: 169, the amount out  
17 there is "Other Professional Services," \$4,000, and  
18 it goes up to \$13,000, I think.

19 MR. SKINNER: Okay. That money is for IT.

20 COMMISSIONER GANT: Okay. I just hope you  
21 can find a good one down here, because if you  
22 don't -- yeah. For that much money, 4K for a good  
23 IT, is pocket change; it's not going to happen.

24 MR. SKINNER: I didn't budget for a  
25 full-time person, okay? I --

1 COMMISSIONER GANT: Well, I will tell you,  
2 when it comes to Common Core and PARCC, when they  
3 start that PARCC testing, it will be full-time.

4 MR. SKINNER: Now, I did put money in for  
5 testing.

6 COMMISSIONER GANT: That's different.  
7 That's different.

8 MR. SKINNER: Okay.

9 COMMISSIONER GANT: Thank you.

10 THE CHAIR: Commissioner Bergman brought  
11 this to my attention, and this may be our last  
12 question.

13 On Page 3 of your application, where you  
14 break down your enrollment by year, you say Year 5  
15 is 480 students; and then below that, you say, "at  
16 capacity, 500." One or the other?

17 MR. SKINNER: 500.

18 THE CHAIR: 500, the enrollment cap that  
19 you're requesting as part of this application?

20 MR. SKINNER: Is 500.

21 THE CHAIR: Okay. CSD is aware of that,  
22 making note of it?

23 Okay. Commissioners, are there any other  
24 questions?

25 Seeing none, thank you very much. Let me

1 finish my little speech here.

2 In closing, any member of the public,  
3 including the applicants, may submit written input  
4 following this hearing. Written input may be sent  
5 to the Commission via the PED website, mailed, or  
6 hand-delivered. The details and addresses are  
7 listed on the handout.

8 And, Mr. Pahl, where are those, those  
9 handouts?

10 MR. WOOD: Podium.

11 MR. PAHL: Podium.

12 THE CHAIR: On the podium?

13 MR. PAHL: Yes.

14 THE CHAIR: If you pick up one of those,  
15 you'll notice, on one side is the travel agenda that  
16 we've just been through; and on the back side lists  
17 the various addresses you can use to mail in  
18 comments.

19 Please be sure, if you choose to e-mail,  
20 that you name the school you're wishing to comment  
21 on. Please note that any written input must be  
22 received no later than 5:00 p.m. on the third  
23 business day following the hearing on the  
24 application on which you wish to comment.

25 For the Columbus Community School, that

1 would be Tuesday, August 26th, 2014, by 5:00 p.m.

2 We thank you all for your presentation  
3 today. The Public Education Commission will meet in  
4 Santa Fe September 25th and 26th, 2014, to render  
5 their decision on approval or denial of this and  
6 other new charter school applications.

7 This is our last hearing for the 2014  
8 year. We appreciate your hospitality.

9 Lest you think we don't put in enough time  
10 and effort on this volunteer job, we traveled to  
11 Gallup on Sunday; Monday morning, we traveled to  
12 Navajo for a hearing, traveled back to Albuquerque.  
13 Tuesday morning in Albuquerque, we had a PEC meeting  
14 that ran until 1:00. At 1:00, we had another  
15 hearing on a charter school proposal. We should  
16 have had another meeting at 3:00, but that school  
17 chose to withdraw.

18 We had three hearings yesterday. Some of  
19 us drove here to Deming last night. I got in after  
20 9:00. I was awfully glad to see the bed.

21 And, oh, too, your lovely community of  
22 Columbus for this hearing.

23 And now I get to drive back to Artesia  
24 through the beautiful mountains and hope I don't  
25 meet any deer on the way.

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We thank you all for your hospitality; we thank you all for your interest, and we will, no doubt, see some of you in September in Santa Fe.

Thank you very much.

(Proceedings concluded at 2:42 p.m.)

1                   BEFORE THE PUBLIC EDUCATION COMMISSION

2                                   STATE OF NEW MEXICO

3  
4  
5                                   REPORTER'S CERTIFICATE

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

13           In testimony whereof, I have hereunto set my  
14 hand on August 29th, 2014.

15  
16  
17                                   *Cynthia Chapman*

18                                   Cynthia C. Chapman, RMR-CRR, NM CCR #219  
19                                   BEAN & ASSOCIATES, INC.  
20                                   201 Third Street, NW, Suite 1630  
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