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BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
PUBLIC INPUT MEETING
COLUMBUS COMMUNITY SCHOOL
August 22, 2012
9:00 a.m.
Columbus Community Center
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:

MR. M. ANDREW GARRISON, Chair
MS. CAROLYN SHEARMAN, Vice Chair
MR. EUGENE GANT, Secretary
MS. CARLA LOPEZ
MR. VINCE BERGMAN
MR. GILBERT PERALTA

STAFF:

MS. KELLY CALLAHAN, Director, Charter School Division
MS. CORDELIA CHAVEZ
MR. BRAD RICHARDSON
MS. SHELLY CHERRIN
MS. RACHEL STOFICK

INTERPRETER: MR. LOUIS LUNA

1 THE CHAIR: The Public Education
2 Commission community input meeting, August 20 to 24,
3 2012, is back in session. Good morning.

4 ATTENDEES: Good morning.

5 THE CHAIR: We will start off with a roll
6 call from Secretary Gant.

7 COMMISSIONER GANT: Commissioner Peralta.

8 COMMISSIONER PERALTA: Here.

9 COMMISSIONER GANT: Commissioner Bergman.

10 COMMISSIONER BERGMAN: Here.

11 COMMISSIONER GANT: Commissioner Shearman.

12 COMMISSIONER SHEARMAN: Here.

13 COMMISSIONER GANT: Commissioner Lopez.

14 COMMISSIONER LOPEZ: Here.

15 COMMISSIONER GANT: Commissioner Garrison.

16 THE CHAIR: Here.

17 COMMISSIONER GANT: Commissioner Gant is
18 here. We have a quorum.

19 THE CHAIR: Thank you, sir. This meeting
20 is being conducted pursuant to New Mexico Statutes
21 Annotated, Title 22, Section 8B-6J, 2009. The
22 purpose of this -- of these community input hearings
23 that will be held from August 20th through
24 August 24th, 2012, is to obtain information from the
25 applicant and to receive community input to assist

1 the Public Education Commission in its decision
2 whether to grant the proposed charter application.

3 According to this section of the law, the
4 Commission may appoint a subcommittee of no fewer
5 than three members to hold a public hearing.
6 According to law, these hearings are being
7 transcribed by a professional court reporter.

8 The total time allocated to each
9 application is 90 minutes, which will be timed to
10 insure an equitable opportunity to present
11 applications.

12 During the hearing, the Commission will
13 allow for community input about the charter
14 application. The time for public comments will be
15 limited to 20 minutes. If you wish to speak on
16 behalf of the applicant, please sign in at least
17 15 minutes before the applicant's presentation. And
18 that has been done.

19 Please be sure that you indicate on the
20 sign-in sheet whether you are in opposition or
21 support of the charter school. The Commission
22 Chair, based on the number of requests for comment,
23 will allocate time to those wishing to speak. If
24 there are a large number of supporters or opponents,
25 they are asked to select a speaker to represent

1 common opinions. We will try to allocate an
2 equitable amount of time to represent the community
3 accurately.

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

14 Following the applicant's presentation,
15 the local school district representative or
16 representatives will be given five minutes to
17 comment. Subsequently, the Commission will allow
18 20 minutes for public comment, as I described above.

19 And, finally, the Commission will be given
20 45 minutes to ask questions of the applicant. We
21 already have the Columbus Community School up front
22 here. Good morning.

23 APPLICANTS: Good morning.

24 THE CHAIR: Commissioners, are you ready
25 to proceed?

1 (Commissioners so indicate.)

2 THE CHAIR: For the record, if you would,
3 please state the name of your school, the names of
4 the founders of the school and any other person who
5 is here today on behalf of your school. And this
6 doesn't count in the 20 -- oh, you're on it. Thank
7 you. Thanks, Cordy.

8 MR. LONG: My name is Jack Long. I'm one
9 of the founders. Philip Skinner, next to me, is the
10 other founder. And the -- Gracie, what's your last
11 name?

12 MS. SAINZ: Sainz.

13 MR. LONG: Gracie Sainz. I knew her when
14 she had her maiden name. Gracie Sainz is on our
15 board. Arturo Olague is on our board. And Victor
16 Zizumbo is on our board.

17 THE CHAIR: Transcriptionist, do you need
18 any spellings?

19 THE REPORTER: No, sir.

20 THE CHAIR: Okay, then, thank you. You
21 have 20 minutes to present any information about
22 your application, and you may begin.

23 MS. SAINZ: Okay. Well, good morning. I
24 would like to welcome each and every one of you to
25 this meeting. I also would like to welcome Bayne

1 Anderson, School Board President.

2 THE CHAIR: Excuse me. Hold it a little
3 further back. Let's work on this feedback.

4 MS. SAINZ: How about there? Better?
5 It's gone.

6 THE CHAIR: For example, in the back, can
7 you hear her? Just test it.

8 MS. SAINZ: Test, test.

9 THE CHAIR: Okay. We're good. Thank you.

10 MS. SAINZ: And also, Martha Skinner, our
11 Village Trustee. And now we're going to introduce
12 our local board committee as well. We have
13 Mr. Philip Skinner. Mr. Philip Skinner is married
14 to Diana Skinner. They both have a child attending
15 Columbus Elementary School. Mr. Skinner has been a
16 businessman for over 25 years and has an extensive
17 training in financial management.

18 And then we have Mr. John Long --

19 MR. LONG: Jack.

20 MS. SAINZ: I'm sorry, Jack. He is also a
21 resident of Columbus and was licensed on general
22 building contractor in California. Mr. Long has an
23 extensive construction and adobe experience.

24 Then we have Mr. Olague. Mr. Olague is
25 married to Debra Olague. He has been a resident of

1 Columbus and Palomas for more than 40 years, has
2 more than 30 years experience in financial
3 management. He and his wife run their own office of
4 school supplies and store it in Palomas.

5 Next, we have Mr. Zizumbo, Victor Zizumbo,
6 married to Angela Zizumbo. They both have two sons
7 with master's degrees. Mr. Zizumbo graduated from
8 Utah Tech [ph] and attended the Marines for four
9 years. He is also a businessman and owns several
10 businesses for more than 40 years.

11 Last, myself, Gracie Sainz, married to
12 Eloy Sainz. We have a son that he attends Deming
13 High School. He's a sophomore. I attended the
14 University of Phoenix as well as Capital University.
15 I have strong sales and business management and also
16 technology background. And I have been working with
17 youths for over six years.

18 And that's it. I would like to thank you,
19 all of you, for coming over here.

20 THE CHAIR: Thank you.

21 MR. LONG: Thank you, Gracie. I will
22 start the presentation of our application. We have
23 a strong belief in community involvement,
24 involvement of students, teachers, parents, in the
25 educational program. This is the core of our value

1 system.

2 Our curriculum and our instruction is
3 based around this. We will implement a STEM
4 curriculum program. It will be an integrated,
5 project-based program, integrating subject matter
6 with the projects that the students will be working
7 on. We believe in rigor, effort. We believe in
8 recognition. We believe in caring for our students,
9 for faculty, and for our community.

10 Our program will also be single
11 dual-language program. The vast majority of our
12 students speak Spanish in their homes. Over
13 99 percent of our students are Hispanic. The single
14 dual-language program has shown to be a very
15 effective program along the U.S.-Mexican border,
16 particularly because of the demographics thereof.

17 We believe in the mastery program. The
18 students master their coursework before they move
19 on. We give them time to master that coursework.
20 That's the important part of it.

21 We will provide a longer school day. Our
22 students presently must traverse to Deming. You
23 came down in a van, which is a little faster than
24 what they must do when they go to catch a school
25 bus, take it to Deming early in the morning. Then

1 at night they have to rush to get back on it and get
2 back home. I know this whole process, as my son
3 went through the -- attended -- I won't say "went
4 through" -- attended the junior high -- and in those
5 days, it was called "junior high" -- and attended
6 high school in Deming.

7 It was a terrible burden on us to try and
8 get to Deming, to meet with teachers, to have our
9 son involved in programs. And it -- I can't express
10 the burden it was. Actually, we live -- plus, we
11 live one mile off the highway. So we had to get to
12 that as well.

13 We -- with the longer school day, we -- we
14 plan on seven hours of -- of -- of schoolwork. The
15 last hour will be principally for electives,
16 remedial stuff that may have to go on. Our students
17 will come in with a fairly low English proficiency
18 level. So we will have to work on that aspect of --
19 of the dual language fairly strongly.

20 We'll provide tutors for homework. Our
21 parents generally do not speak English, so our
22 parents cannot provide the input to the homework
23 that our students bring home, as a rule. So the
24 last hour of the school will be the students can
25 determine what they want in terms of electives,

1 where they want to work on their homework with a
2 tutor, a monitor.

3 Our whole program is based on team
4 teaching. And the project is based on team
5 learning. The students will be -- will break down
6 into teams for the projects that they decide they
7 want to work on. The teachers will form teams to
8 work with the students, more as coaches and as
9 mentors than what we see now with the teacher
10 lecturing in front of the room. This will need
11 extensive -- we understand this will need extensive
12 professional development. We will look for teachers
13 who are -- have a passion for learning, have a
14 passion for teaching, and have a passion for
15 children. We'll look for an administrator with a
16 passion as well.

17 Our program will be based upon core values
18 that will be developed within the school system
19 itself, with the input of parents and community.
20 These core values will drive the school.

21 In the evening -- our school is open from
22 8:00 until 8:00. In the evening, we will look at
23 the needs of the adults in terms of adult education.
24 Many people here want to learn -- want to become
25 citizens. Many of our people aren't citizens;

1 they're residents. They come here to work, mainly
2 in the fields. But they would like to become
3 residents. Part of the becoming residents, we will
4 include the -- what they need to know to support
5 their children in their educational process.

6 At this point, I'd like to turn the
7 microphone over to Philip, and he will continue.

8 MR. SKINNER: Thank you and welcome, all.
9 Some of the arguments that we've heard in the past,
10 and you'll probably hear today against the charter
11 school here in Columbus, is the isolation of our
12 community. And I just would like to point out a few
13 things.

14 In reality, we are closer to a
15 metropolitan area, El Paso, which is more than
16 500,000 people, than Deming is. We're 70 miles
17 away. They're 100 miles away from a large metro
18 area. So we're not as isolated as we may appear out
19 here. The -- we think that there's some tradeoffs,
20 though, in being isolated, some things that are far
21 more important than the isolation issue.

22 And we feel that smaller schools are
23 better. We're going to cap our attendance at 485.
24 And so we think that's a real benefit to have a
25 small school -- I'm sorry, 385. Thank you for the

1 correction.

2 We are going to have a smaller class size.
3 For example, Deming School District right now in the
4 high school is 28 or 30 students to one teacher.
5 Ours is going to be 15 students to one teacher.

6 Some things that are real intangible, but
7 are very real, is community involvement for
8 students. If they're 30 miles away, they have to
9 catch the bus to be working in a local business or
10 being mentored by local community residents,
11 volunteering at the library, or volunteering at the
12 health center; those things are not possible when
13 they're so far out of their community. So we --
14 student service, community involvement is very
15 important.

16 And we also think parental involvement.
17 Studies show that where parents are involved,
18 students do much better. And the students being out
19 of the community, the parents are not so able to be
20 involved in their -- in their daily activities.

21 The last thing that I would point out
22 about the isolation argument is -- and I almost see
23 it indicative of the whole problem throughout the
24 country -- is that school districts and
25 administrators think they know what is better for

1 the student than the parents do. I -- my son
2 presently goes to Columbus Elementary. It has been
3 receiving failing grades.

4 I have the opportunity right now, if I
5 chose, to send him -- bus him out of here, bus him
6 to Deming to a school that is not failing. But I
7 choose to keep him in this community, because it's a
8 more important -- that the relationship I have with
9 him and that I want him to be close in this
10 community is more important, unfortunately, than the
11 quality of school he's going to.

12 My -- I'm asking you to approve this
13 charter, because we would like to have both things.
14 We would like to be able to keep our children in
15 this community, but also to provide a quality
16 education. Thank you.

17 MR. LONG: Just to close, I'd like to
18 bring out the -- two issues. As you see, we're all
19 community people. We're not education
20 professionals. The statute that -- for the charter
21 schools allows for parents and for community members
22 to apply for charter schools as well as
23 professionals. By law, we are required to hire
24 licensed people. These are the people that will
25 guide us in the -- in the statutes, in the -- in the

1 best practices, but we will have oversight over
2 them. That will be our responsibility.

3 We will require reports on a monthly
4 basis. We will set up our -- our student management
5 system in such a way that we can know where each
6 student is at any time. And the staff will have to
7 report to us on a monthly basis where our students
8 are and in their achievement levels.

9 Our students will have close relationships
10 with their teachers. The teachers will know them
11 all by name. They will greet them every morning.
12 We will start with an assembly of the whole school,
13 and we will go over our core values. We will
14 recognize students for their achievement. We'll
15 recognize students in that -- those issues.

16 One of the problems, as we put in our
17 application, our Hispanic students are achieving
18 below the achievement levels of the Caucasians in
19 the district. Of course, this is truly throughout
20 the state. However, in our district, our Hispanic
21 students are achieving significantly lower from the
22 Caucasians' achievement than the state as a whole.

23 Our goal is to bring that up to that -- so
24 that our students are achieving at at least the
25 state level, all students, and if not higher. It's

1 very important to us that our school is seen as an
2 excellent school. You will have the authority -- if
3 we do not produce, you will have the authority to
4 shut us down.

5 You do not -- the State does not have the
6 authority to shut down a district if the schools are
7 achieving at F levels or D levels. And that's one
8 of the advantages -- you will be able to see our
9 program, how it functions. You'll be able to see if
10 you can use it as a model as part -- as part of
11 the -- as part of the statutes requires.

12 We have a problem, and you know we have a
13 challenge in that we do not have State plan- --
14 federal planning money. The legislature, when it
15 drew up the Charter School Act, it included in the
16 Act 22-8B-14, which is known as a stimulus fund. We
17 checked this out, and there were no funds in it.

18 Hopefully, you, as a Commission, will --
19 will push -- have some influence on getting some
20 funds in that, which would allow us. But we have
21 plans. We plan to -- some of us have grantsmanship
22 skills. We can -- but we can't do anything for
23 grants until we have a contract. So we'll be
24 working for developing our own resources for
25 planning, should you approve us.

1 At this point, that's -- I think -- is
2 there anything that we need -- okay. At this point
3 I'd like to turn the microphone back over to the
4 Chairman.

5 THE CHAIR: Thank you for your
6 presentation. We will now hear from the local
7 Deming School District. If the school district will
8 come forward, and, for the record, state your name
9 and the role you play at the local school district.
10 And you will have five minutes to comment about the
11 application for the Columbus charter school. And
12 reminder, because I'm going to go turn mine off
13 right now. Please turn off cell phones if they're
14 still on.

15 MS. MOORE: Good morning. My name is
16 Harvielee Moore. I'm the Superintendent of Deming
17 Public Schools.

18 THE CHAIR: Good morning.

19 MS. MOORE: I've worked for Deming Public
20 Schools since I was a teacher in 1967. I grew up
21 here. I know and love this entire county. One of
22 the greatest things that ever happened to me is that
23 I became an educator, and I take it very seriously.

24 I'm very happy to see people interested in
25 anything that will help improve the learning

1 condition for all children. But I would like to let
2 the Commission know, we are a stable district. We
3 have full staff, all highly qualified. We have
4 ancillary staff, social workers, counselors. We
5 have teachers. We have all of our staff who are
6 dedicated to the success of the individual.

7 We have training that's ongoing, not only
8 for English, but for Spanish as well. We are a
9 dual-language district, and we do work hard to
10 overcome language acquisition.

11 In doing that, we have had some success.
12 And in other areas, we've had great success. One of
13 the things that we have found is that by having
14 activities that involve the students and the
15 parents, we have an international parent-teacher
16 organization here in Columbus. And the parents work
17 in the school and associate with the staff and the
18 students and help all that they can.

19 As you know, many of our parents cannot
20 cross the border. They've been deported, and/or do
21 not have a visa to pass. They'll stand at the gate
22 and show the paper they've signed to the principal
23 so their child can do and participate in the field
24 trips or the activities or whatever it is we're
25 doing.

1 We are very proud of those parents who get
2 the children to school every day. Our attendance
3 rates are up; not perfect, but up. We are
4 graduating more from Columbus than in the past.
5 Last year, I told you that we had a 76 percent. And
6 I want to clarify that. When we are talking about
7 graduation -- and I will be mailing you some data to
8 back up this -- we are talking about qualifiers.
9 Let me give you one example.

10 In 2007, 66 sixth-graders left Columbus
11 Elementary and went to seventh grade. Forty-two of
12 those graduated from Deming high school. Seventeen
13 transferred to other schools. One completed the
14 GED. And so we have a 90-percent accountability for
15 where our students went, and we're very proud that
16 42 of them graduated, much higher than it had been.
17 And we work on that. I have this for you through
18 2012. (Indicates.)

19 One of the other pieces that's very
20 critical is if students are here and they are
21 somewhat isolated, we want to integrate them fully
22 throughout the county. That means when they go to
23 the feeder school, they're a feeder school going
24 into Red Mountain Middle School, which has a B --
25 very proud of that, worked hard to get it. And

1 we're working on our F. The F has to do, in part,
2 with us not understanding the grading system.
3 Although our scores are coming up, we are not at or
4 near enough to the State average, and we're working
5 on that.

6 As we look at going into town, the
7 activities that are there are available to all
8 students. We run two -- we used to run one -- we
9 now run two activity buses to and from the district
10 so that students can stay. And the research shows
11 clearly that students who are involved in activities
12 do better, and they want to come to school more, and
13 they also do better in their academics. They are
14 learning their language. They're making friends.
15 They are integrated fully.

16 We have more post-high-school opportunity.
17 The CAMP program at New Mexico State University used
18 to have -- Dr. Bejarano told us recently that we
19 used to have three or four students from Deming High
20 School that went to New Mexico State University
21 through the CAMP program, were mentored and
22 graduated. Forty percent of that program are now
23 Deming High School graduates, and they are doing
24 very well.

25 And we will continue to make -- when we

1 have College One [verbatim] survey our juniors and
2 seniors, 66 percent of the children, 66 percent of
3 the students are the first in their families to
4 graduate high school and/or dream of going on to
5 college. We have two out at UNM who are migrant
6 students, and they are now on the path -- on the
7 road to becoming doctors. So we are working very
8 hard with our parents.

9 Our parents are fabulous. Because of our
10 parents, we got bonus points above the State average
11 in every school. Our doors are open to parents, and
12 without them we would not be successful. This
13 community has been extremely supportive of Deming
14 Public Schools.

15 The new school on the hill -- and Red
16 Mountain Middle School is a new school as well. It
17 has the best library, the most technologically --

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

19 THE CHAIR: Your time is up. Thank you
20 for your comments. Appreciate it.

21 MS. MOORE: -- appropriate in the state.
22 Thank you.

23 THE CHAIR: We will now hear public
24 comment from the community of Columbus. And the
25 first -- the first name is Sheila Bjeletich. Is

1 that close? Sheila B-J-E-L-E-T-I-C-H.

2 MR. LONG: I think she's in the bathroom
3 or --

4 THE CHAIR: The next person is Lourdes
5 Chavez.

6 MS. CHAVEZ: Mr. Chairman, how much time
7 for each one.

8 THE CHAIR: Two minutes. Actually, a
9 minute and a half. There's a long list here, and we
10 only have 20 minutes, and I want to give everyone a
11 chance to speak so. I will give each person one
12 minute and 30 seconds to comment.

13 MS. CHAVEZ: My comment is that it would
14 be good to have a charter school because of the
15 economic status of our village and the cost that it
16 takes for our families to be able to send their
17 students to Deming. That was all.

18 THE CHAIR: Thank you. Felipe Salazar.

19 MR. SALAZAR: Good morning. I was able to
20 speak about an issue that we would like that our
21 children to have a higher quality of education.
22 Unfortunately -- or fortunately, we heard that
23 there's a lot of good things that are taking place
24 in the education system. But there is -- the -- at
25 the levels of education and at the high school

1 level, we're lower in that case.

2 For us, we would like you to know that our
3 community is made up of 99-percent Mexican.
4 Originally -- originally -- where Spanish is learned
5 at the time of development, for which we need a
6 quality education.

7 MS. CHAVEZ: Commissioner, the time is up.

8 THE CHAIR: Your time is up. Thank you
9 sir. Appreciate it. Did you get that last sentence
10 there?

11 THE INTERPRETER: I did not.

12 THE CHAIR: Sheila Bjeletich. A minute
13 and a half.

14 MS. BJELETICH: Great. Good morning. My
15 name is Sheila Bjeletich. I am a resident of
16 Columbus. I am a mechanical engineer, so I have a
17 strong interest in the math-and-science focus of the
18 charter school.

19 I was asked to speak about what it's like
20 for Palomas parents. Now, I'm not a Palomas parent,
21 not even a grandparent. But I know a lot of Palomas
22 parents. And I know it's difficult for -- and
23 Columbus also. Many of us don't have good cars. We
24 can't zip up to Deming if we want. Even just
25 getting the kids to school or to the border to get

1 on the bus is a challenge.

2 But, mainly, what I thought was parents
3 need a choice. Now, for me, I would have chosen the
4 charter school for math and science. My sister, the
5 musician, would have chosen Deming for the fantastic
6 music program. Mainly, let's give these kids and
7 parents a choice. Thank you.

8 THE CHAIR: Thank you. Bayne Anderson.

9 MR. ANDERSON: Thank you. I'll save most
10 of my comments for written follow-up. But I just
11 very briefly would mention that Columbus is not an
12 unusual situation. There are students across the
13 state that travel long distances to attend school.
14 For example, in Animas, for example, students travel
15 over an hour each way from remote ranches to attend
16 school in Animas. So this is not a unique situation
17 that exists here.

18 And I would -- I would argue that approval
19 of this application, based on distance, would simply
20 open the door for this council to be inundated from
21 every rural, isolated place in the district -- in
22 the state, rather for -- for a similar privilege of
23 attending school close to their home.

24 The last thing I would mention very --
25 well, two things I would mention just very quickly.

1 I believe the attendance enrollment figures for the
2 school should be revisited. I think they're higher
3 than actually exist, and I'll elaborate on those in
4 written.

5 And the last thing I would mention is that
6 there is a conflict of interest in their
7 application. If you'll look at Page 59 and 60, it
8 indicates that the buildings to be used for the
9 classrooms are owned by the Southern New Mexico
10 Economic Development Corporation, which is owned by
11 Mr. Philip Skinner. And that would, therefore, make
12 a conflict of interest on their classrooms.

13 And with Columbus having a very limited
14 capability for bond issue, I don't see another
15 option for them for classrooms, for their use.
16 Thank you.

17 THE CHAIR: Mr. Anderson, do you live in
18 Columbus here?

19 MR. ANDERSON: No, I live in Deming.

20 THE CHAIR: You live in Deming?

21 MS. MOORE: Mr. Chair, I told him not to
22 speak; but when you called him, he thought he should
23 go up.

24 THE CHAIR: Okay. So -- stop the -- okay,
25 you're good. Let me just -- let me clarify the

1 position of the Commission. Excuse me.

2 The school district had an opportunity to
3 speak, and they were given five minutes. And I
4 guess some folks --

5 MR. ANDERSON: I would argue -- I'm sorry,
6 but I would tell you I'm not representing the
7 district.

8 THE CHAIR: Sir, don't interrupt me.

9 They were given five minutes to speak.
10 And now I want to hear from the community of
11 Columbus. And so that's the division. And if some
12 folks signed up, it's okay, we're not reprimanding
13 anyone here. But, sir, it was my mistake that I
14 called you up.

15 So if I, indeed -- as I go down this list,
16 if I call a name, and you are a local school
17 district employee or board member, please identify
18 yourself as such, and I will move forward with the
19 Columbus community members. Does that make sense?
20 Thank you.

21 Consuelo Martinez.

22 MS. MARTINEZ: I have a question. Why
23 Columbus depend too much for Deming still for the
24 school? Thank you.

25 THE CHAIR: Could you repeat your

1 question, because some Commissioners did not hear.

2 MS. MARTINEZ: I say why Columbus depended
3 too much to Deming still for the school. Thank you.

4 THE CHAIR: Thank you very much. Kim
5 Perea.

6 MS. PEREA: I feel like I am part of the
7 community, but I am a teacher for the Deming Public
8 School system.

9 THE CHAIR: Ms. Perea -- are you -- you
10 live here in Columbus?

11 MS. PEREA: No. I live two miles that
12 way.

13 THE CHAIR: Let me move you to the -- are
14 you a School District employee?

15 MS. PEREA: I am.

16 THE CHAIR: What was your other hat?

17 MS. PEREA: I feel I am a member of the
18 community, because I am a teacher in Columbus. But
19 I am a teacher for the District, so I guess I cannot
20 speak.

21 THE CHAIR: Thank you for identifying
22 yourself. Ken Perea.

23 MR. PEREA: I am a former employee of the
24 District. I've been retired for two years. I am a
25 former principal here. I live 18 miles north of

1 Columbus.

2 THE CHAIR: Let me move you to the bottom
3 of the list, Mr. Perea.

4 MR. PEREA: All right.

5 THE CHAIR: No negative connotation with
6 the bottom of the list.

7 Tim McAndrews -- or Jim? -- Tim? There we
8 go, sir.

9 MR. McANDREWS: I am a Columbus resident.
10 If I may offer you this, this is --

11 THE CHAIR: We are not accepting any
12 documentation during the community hearing, but you
13 may turn that in later. I will give instruction
14 later.

15 MR. McANDREWS: Okay. My name is Tim
16 McAndrews. I am a resident here in Columbus. I was
17 a substitute teacher for the Deming school system
18 for two semesters here with the old school. And I
19 was also one semester employed as a private tutor
20 for language arts and math for four students in
21 Deming.

22 I support the idea of a charter school,
23 because I believe that a smaller, more intense
24 program would be better for the kids. When I
25 volunteer at the library once a week from 4:00 to

1 7:00, that room is full of children, grammar-school
2 children-age, on the computers. Now, of course,
3 they're kids and they're off duty, so they're
4 playing games. But the point is that they're --
5 they are technically so far beyond me that I could
6 take classes from them in how to work computers and
7 stuff.

8 This kind of -- this kind of attention
9 from kids is not found in traditional classrooms
10 that are overcrowded. And it's not found in -- with
11 the kids that I tutored in Deming. I walk into the
12 house, and there's a 40-inch TV screen up right
13 against the wall and not one single book in the
14 house. Now, this is not -- this is not the case of
15 all --

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

17 THE CHAIR: Thank you very much.

18 MR. McANDREWS: Thank you very much.

19 THE CHAIR: Win Mott.

20 MR. MOTT: I am a resident of the Village
21 of Columbus. You have a lot of suave and
22 sophisticated presentations for charter school
23 applications. This isn't one of them. And there's
24 a vicious circle, in that that community that is in
25 poverty that doesn't have resources or a lot of

1 leadership or a lot of skills has a hard time being
2 able to present its case. I would ask you to take
3 that into account, that the less suave the
4 presentation, the more we need what's here.

5 Ms. Moore is rightly proud of the
6 elementary school here. It's just heartbreaking
7 that that can't continue on to the crucial teenage
8 years, because this community has a lot of barriers
9 to being able to relate to Deming, far more than
10 simply geography. Communities I have seen over many
11 years that do not have a particular high school to
12 be a focus have trouble really pulling together as a
13 community. We very badly need that focus for our
14 community to pull ourselves out of that cycle of
15 poverty and disadvantage.

16 And so I would really ask you to look
17 beyond smooth words to the very definite and
18 specific needs we have. Thank you.

19 THE CHAIR: Thank you, sir. Linda -- it
20 looks like Sanchez? Glenda?

21 MS. SANCHEZ: I'm a Deming Public School
22 employee.

23 THE CHAIR: Please come forward. Oh,
24 you're a school employee?

25 MS. SANCHEZ: And a community -- a member

1 of the community.

2 THE CHAIR: Let me move you to the -- how
3 would I say it? The end of the list.

4 MS. CHAVEZ: The latter part of the list.

5 THE CHAIR: The latter part of the list.
6 Elsa Solano.

7 MS. SOLANO: I'm an employee also, and
8 also, I live here in Columbus.

9 THE CHAIR: Thank you, Elsa. Javier
10 Mireles.

11 MR. MIRELES: I have the same problem.
12 I'm a summer employee, but I'm a former student and
13 a resident.

14 THE CHAIR: I'll move you to the latter
15 part. Paul Mimich.

16 MR. MIMICH: Good morning. Thank you for
17 coming down. I'm a resident of Columbus. I worked
18 for the Village for three-and-a-half years. I
19 presently drive for M&T Busing, and have the
20 pleasure of transporting students both in Deming and
21 Columbus.

22 There are very few times that a community
23 has an important opportunity to embrace something
24 like a charter school. It's important, because the
25 charter school can be monitored. The community, the

1 directors, the parents, and the students can be held
2 accountable for its success or failure.

3 During their failures, they can react
4 quickly to improve it and expand on it. During
5 their successes, they can expand on it and add it to
6 other curriculum.

7 The -- the opportunity for Columbus is
8 huge. I would encourage the Public Education
9 Commission, and especially Deming Public Schools, to
10 embrace this community's opportunity for a success,
11 because Columbus desperately right now needs a
12 success. And I'm confident that the public
13 education in New Mexico and Luna County will be
14 stronger and better when that opportunity is a
15 success. Thank you.

16 THE CHAIR: Thank you, sir. Give me a
17 moment, folks, to consult with my executive
18 committee.

19 (Proceedings off the record.)

20 MS. CHAVEZ: Mr. Chair, you have just been
21 informed you have one parent here that did not get
22 to sign up. Could you allow her to speak? I don't
23 know who she is.

24 THE CHAIR: That was you; right? What is
25 your name?

1 MS. ORTIZ: Amanda Ortiz.

2 THE CHAIR: And you live here in Columbus?

3 MS. ORTIZ: Yes. And I have four children
4 who attend Columbus Elementary.

5 THE CHAIR: So now that we said all that.
6 Amanda Ortiz?

7 MS. ORTIZ: Yes.

8 THE CHAIR: Thank you. Yes, Amanda.

9 MS. ORTIZ: Okay. I would like to say,
10 for those who initially came in to attack Columbus
11 Elementary, my children were forced to this town due
12 to my husband's deportation. And these teachers
13 have taken my children in and treated them so good,
14 and this principal and this community.

15 And my child who is in sixth grade will
16 not go to school next year. He will be
17 home-schooled because he doesn't have the
18 opportunity to go to school in this community. My
19 decision was made by a comment that I heard from a
20 Deming School District worker, which I'm not going
21 to get into.

22 But it's really emotional for me, really
23 difficult because I have an illness that prevents me
24 from driving to Deming. And here, I'm able to go to
25 Mr. Madrid and say, "Hey, my kids are having

1 problems," and he helps me.

2 I have teachers who taught my children in
3 less than eight months to fluently speak, read, and
4 write Spanish. So, failing or not, Columbus is a
5 great community, and it has an excellent school, and
6 my kids deserve the right to continue that in this
7 community. Thank you.

8 (Applause.)

9 THE CHAIR: Thank you very much. Kim and
10 Ken Perea, can Ken speak for the both of you? Are
11 you husband and wife? Would that be okay?

12 MR. PEREA: Are you trying to get me in
13 trouble? Speaking for her?

14 THE CHAIR: I've done that in a restaurant
15 before. But I'll try not to get you in trouble,
16 sir. Come on up, please.

17 MR. PEREA: My name is Ken Perea. I am a
18 former principal of Columbus Elementary School. As
19 such, I have an opportunity to speak to kids that
20 have gone through the school system while I was
21 there that are now graduating and so forth. And
22 many of them that I have spoken to would not want to
23 stay in Columbus for school. There are so many
24 opportunities, not just academic or not just sports,
25 but programs like the nursing program, which so many

1 of the kids from Columbus are excelling in.

2 Their education is just enhanced over
3 there. If there was a school here, maybe 15 years
4 from now, ten years from now, they would have the
5 opportunities. But how about those kids who are
6 going to be enrolled in this who will not have that
7 opportunity? You talk about kids lost in the
8 cracks.

9 I mean, there's a young man sitting over
10 here that's going to speak in a bit that was a
11 student when I was principal. And his story will
12 explain a little bit better than what I could ever
13 say for these kids.

14 You talk about quality of education.
15 Quality of education depends on the person in the
16 classroom. I don't care if they're at a charter
17 school or if they're in a public school. That
18 person's relationship with that child motivating
19 that child is what matters.

20 Now, you know, I think that Columbus is an
21 excellent community. There are no people finer than
22 what there are here. And I would be willing to bet
23 that the majority of all these people in here are a
24 product of Deming Public Schools. You have lawyers;
25 you have doctors; you have farmers; you have people

1 who have gone through the school system over there.

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

3 MR. PEREA: Sorry. Thank you.

4 THE CHAIR: Thank you, sir. And the
5 executive committee has decided to allow the final
6 four -- the final three comments. So I would -- I
7 am going to call up Glenda Sanchez.

8 MS. CHAVEZ: Mr. Chair, there's eight
9 minutes left. There's three people. What's the
10 time?

11 MR. SANCHEZ: My name is Glenda Sanchez.
12 I've been teaching kindergarten here for Deming
13 Public Schools. I'm also a lifelong resident from
14 Columbus. And I am a firm believer that yes, our
15 community does need a high school. I just don't
16 feel that right now is the appropriate time. With
17 all the confusion and turmoil within the community
18 and the governing body, it would just add to the
19 stress, and it would be contradictory instead of
20 being -- uniting the community, which is what a new
21 school should promote. It would do quite the
22 opposite.

23 THE CHAIR: Thank you very much. Elsa
24 Solano.

25 MS. SOLANO: Good morning. My name is

1 Elsa Solano.

2 THE CHAIR: Good morning.

3 MS. SOLANO: I live -- I'm an employee of
4 the Deming Public Schools for almost 13 years. And
5 I live here in Columbus. And my concern is that if
6 we have a charter school, our kids are not going to
7 be exposed to -- to, like, for example, going --
8 like, Deming Public Schools has the opportunity --
9 they give the opportunity to our students or our
10 children to go city to city, state to state.

11 If we have a charter school, I don't know
12 if they can provide that for extra-curricular
13 activities. My other concern is that a charter
14 school, how long would a charter school -- would be
15 at a level of Deming Public Schools in technology?
16 Right now, technology in our school is fabulous. We
17 have excellent teaching tools to teach our children
18 in Columbus School.

19 And my third concern is where and how
20 quickly a charter school can be provide a building,
21 or they're -- I hope they're not considering
22 portables instead of -- instead of going forward,
23 we're going backwards.

24 And I have three children on my own. They
25 are adults and professionally successful in their

1 own field. And I am very proud of being myself a
2 Deming Public School product, as well as my
3 children. And thank you.

4 THE CHAIR: Thank you very much. Javier
5 Mireles.

6 MR. MIRELES: My name is Javier Mireles.
7 I'm a former student of Deming High School. I
8 graduated two years ago -- a year ago -- and my
9 little sister is currently in sixth grade. And I
10 attend the Massachusetts Institute of Technology.

11 And I believe that this should be about
12 the kids, not the community, not the economic
13 things. It's about the kids. And my little sister
14 would be the lab rat of this school. And she
15 wouldn't have the opportunities I had; because over
16 there, I was given the opportunities to join
17 extracurricular activities, to be part of the
18 school. And I took them.

19 The problem is that we're not educating
20 our kids to take those opportunities. We tell them
21 that the bus ride is too long, and then you're
22 giving them an excuse when they come home. My
23 parents didn't do that. Both of them are field
24 workers. Both of them work in the fields, and that
25 didn't stop them from community involvement. They

1 still pushed me to do my best.

2 It's not about the community or the
3 closeness. If the parents actually want good things
4 for their kids, they've just got to go over there
5 and push them, or make a phone call and ask the
6 teachers to help them out, and that'll happen.
7 Instead of focusing on trying to make a school and
8 wasting all this time and resources trying to make
9 another school here, just push that one to do
10 better, and you'll get your results.

11 It's about the kids, not the community.
12 Like, it won't change -- if you make a school here,
13 it won't change the community involvement, because
14 the people from Palomas will still not be able to
15 cross. And the people here, they can just -- might
16 as well do the trip. There's different ways to do
17 it. It's about the kids, and the kids are getting
18 what they need. It's just a matter of letting them
19 know and stop making excuses.

20 Those opportunities are there. I took
21 them, and I'm at one of the most prestigious schools
22 in the world, because I took those opportunities. I
23 doubt that this new charter school will be able to
24 give them, because it's too young; it's too small.
25 It's too small to provide variety, academic variety,

1 or prepare them to go to college. How are they even
2 going to go to college when they're in this little
3 town with, like, three teachers that went to
4 college? There's no one to set the example.

5 Over there, there's the example. There's
6 people that went to college, people like me that
7 went from the fields to college and got things done.
8 And if they see that, they're exposed to the world
9 and they'll end up somewhere good and with a good
10 future. But if --

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

12 THE CHAIR: Thank you very much for your
13 comment.

14 (Applause.)

15 THE CHAIR: I don't want to trip over
16 cords. Cordy, you were stopping the clock between
17 each one, weren't you? So in total, we are at
18 20 minutes?

19 MS. CHAVEZ: Yes.

20 THE CHAIR: And, as per instruction, 15
21 minutes prior to the presentation was the sign-up
22 period. So that concludes our community input. I
23 want to thank both the local school district and the
24 community members for packing this house. This is
25 the second year in a row that you all have done

1 that. So I applaud you in that regard.

2 I would like the applicants to come back
3 up, because we are now to the point where we were --
4 we are going to have Public Education Commission
5 questions of the applicant. And this part of the
6 community input hearing will be 45 minutes, and then
7 I'll conclude the meeting with just some brief
8 comments in my closing.

9 The Chair is opening the floor up for
10 questions of the applicant. Commissioner Shearman.

11 COMMISSIONER SHEARMAN: Thank you. Good
12 morning. Before I start asking my questions, I'd
13 just like to make the statement that what we
14 consider before we vote on this charter school
15 application is the application. What it says in the
16 application is what we can vote on.

17 Now, we ask for clarification. We might
18 even ask for additional information to help us
19 understand better what we're seeing in this
20 application and the budget, all the attachments to
21 it. But nothing gets added. We hear what you all
22 have said today. We consider that.

23 But the vote is on the application. Okay?
24 So just -- just so you know.

25 My first question is on student goals,

1 Page 7 of the application. And it says,
2 "Sixty percent of students who have attended CCS for
3 one year will exceed their Hispanic peers' academic
4 performance in Deming Public Schools."

5 I'm having a hard time reading that as a
6 goal. You've narrowed it so much, only comparing to
7 Hispanic students in the Deming Schools. I don't
8 understand what academic performance you're talking
9 about. Is it on NMSBA? Is it -- what academic
10 performance are we talking about?

11 MR. LONG: It's the academic performance
12 that the State --

13 COMMISSIONER SHEARMAN: Use the mic,
14 please.

15 MR. LONG: It's the academic performance
16 that the State uses in the -- the assessments for
17 the -- the school report cards.

18 COMMISSIONER SHEARMAN: NMSBA,
19 Standards-Based Assessment. Okay. Let me just make
20 one other comment, too. The goals that -- and I
21 look real hard at goals, because not only does it
22 tell us what you are expecting of your students and
23 your school for five years that you will be in
24 operation, but, should you be approved after that
25 initial period, you'll come back to this group to

1 ask for renewal. And these are what we will use as
2 the measure to know, did you do what you said you
3 were going to do, and how well did you do it.

4 So your goal is -- and 60 percent, to my
5 mind, is not very high. I'm looking for more
6 rigorous. And the same for the second goal.

7 "Sixty percent of students who have attended CCS for
8 four years will show academic performance equal to
9 or greater than the average Caucasian student
10 statewide."

11 Again, you're really, in my mind, limiting
12 you. And, again, academic performance. If you're
13 using NMSBA, it's not stated. Okay? So I
14 appreciate your clarification.

15 Let me look at Page 9 of your application.
16 Do you have that in front of you, your application?

17 MR. SKINNER: No, ma'am, we don't.

18 THE CHAIR: "Seventy-five percent of all
19 graduating students who have attended CCS for four
20 years will enter post-secondary activities, career
21 and college, without having to take remedial
22 classes."

23 How are you going to verify that?

24 MR. LONG: We will keep track of our
25 students.

1 THE CHAIR: Could I ask how? My
2 background is college work. And we've tried to
3 track students for years to see, you know, what do
4 you do with your degree? Do you go to work? What
5 do you do? And it's tough.

6 MR. LONG: It may be tough. But it will
7 be up to our administrator to solve that problem.
8 We feel that -- that we have -- will have -- since
9 we're -- we're pushing hard for community
10 involvement, for community contact at all times,
11 that we'll know -- our parents will know -- will
12 know how their students are doing, and we'll keep
13 track of it.

14 COMMISSIONER SHEARMAN: And when you say
15 "post-secondary activities," would you clarify what
16 that means?

17 MR. LONG: That could be a vocational
18 school; it could be a -- a two-year community
19 college, for example.

20 COMMISSIONER SHEARMAN: Some kind of
21 educational institution.

22 MR. LONG: Yes.

23 COMMISSIONER SHEARMAN: Okay. And let's
24 get right to the budget, because I have to tell you,
25 when I read this budget, it really caused my eyes to

1 get wide open.

2 And let's go to building and lands,
3 because that seems to be a big issue. Before we get
4 to that, I'd like to go to Function 2500, Central
5 Services, where you have an associate superintendent
6 or -- for finance, or a business manager, and you
7 have allocated \$30,000.

8 MR. SKINNER: I did the budget, so I'm
9 responsible for this.

10 COMMISSIONER SHEARMAN: Are you planning
11 on hiring a budget -- or a business manager,
12 contracting with a firm to do that? How do you
13 plan --

14 MR. SKINNER: We're planning on
15 contracting with the New Mexico Coalition to be our
16 certified business manager. The \$30,000 position is
17 more of, like, an office manager, and they'll be
18 preparing the reports to send to the -- to the
19 Coalition.

20 COMMISSIONER SHEARMAN: So, then, where is
21 the amount that you would be paying the Coalition?

22 MR. SKINNER: It's in the budget. I
23 apologize for not having the budget with me. But
24 there is a -- we've budgeted \$10,000 the first year,
25 \$20,000, \$30,000, \$40,000, and then \$50,000 on the

1 fifth year to pay the Coalition for those services.

2 COMMISSIONER SHEARMAN: And that -- the
3 Coalition has agreed to those amounts?

4 MR. SKINNER: Yes, ma'am.

5 THE CHAIR: This is the first time I've
6 seen the Coalition business manager -- whatever --
7 for less than \$50,000, period. \$50,000.

8 Okay. Let me just work my way down.
9 Advertising. You have \$5,000 and \$10,000, \$10,000.
10 May I ask what you're going to use that advertising
11 for?

12 MR. SKINNER: That money was -- I set
13 aside for the -- letting people know that we're
14 going to be, like, doing our sign-ups, our -- that's
15 not the right term -- recruitment time for teachers
16 and things like that; but also for, "It's time to
17 sign students up for school."

18 COMMISSIONER SHEARMAN: You do know new
19 legislation prohibits you using any SEG money to
20 recruit students?

21 MR. SKINNER: No. No, I did not. I'm
22 sorry.

23 COMMISSIONER SHEARMAN: Well, you can't.

24 MR. SKINNER: Now --

25 COMMISSIONER SHEARMAN: Contracted

1 services. Maybe this is where you have the business
2 manager. Ten, twenty, thirty, forty, \$50,000.

3 MR. SKINNER: Yes.

4 COMMISSIONER SHEARMAN: That's the
5 Coalition. Let's get down here to lands and
6 buildings. The first year is \$138,000; goes up to
7 \$383,000; then \$540,478; and \$575,000. And I notice
8 that there are some amounts listed here also for
9 electricity, utilities. So I'm assuming that this
10 building, that's just the lease on the building, not
11 utilities.

12 MR. SKINNER: No, it's not -- no, it's not
13 utilities.

14 COMMISSIONER SHEARMAN: Okay. Are you --
15 is that -- say, in year one, that \$138,000, is that
16 in addition to lease assistance funds? The \$700 per
17 student lease assistance? Is that what you're --

18 COMMISSIONER SHEARMAN: Uh-huh.

19 MR. SKINNER: Yes, it's in addition to it.

20 COMMISSIONER SHEARMAN: So that means the
21 total lease on that building for year one is
22 \$222,000.

23 MR. SKINNER: I took the opportunity --
24 whether it was correct or not I'm not sure. But I
25 took the opportunity in that area, where you're

1 saying the \$100,000, \$200,000, is to be saving some
2 money. It's -- it's -- it's -- it's extra money.
3 And I put it in that area so that if, like, our
4 student enrollment was not what we anticipated the
5 first year, it's money I can take out of the budget.
6 Does that --

7 COMMISSIONER SHEARMAN: So what is the
8 lease on the building?

9 MR. SKINNER: We don't know at this time,
10 okay? We have -- we have an idea what we're going
11 to do. We're hoping -- our goal is through using
12 community facilities and the \$700 per student lease
13 assistance, that that will be enough for our
14 facilities.

15 COMMISSIONER SHEARMAN: So, really, that
16 makes your budget a little difficult to understand,
17 because it looks like you're putting a lot into a
18 lease for facilities, and I'm hearing that's not
19 necessarily the case.

20 MR. SKINNER: You're right. That is not
21 necessarily the case. We were trying to be
22 entrepreneurial in our thinking, in that we had a
23 little money set aside for things that we were not
24 expecting to come up. And we could use that money.
25 So it's more like cushion money. It -- it -- if I

1 can use that term.

2 COMMISSIONER SHEARMAN: Okay. A lease
3 purchase or just a straight lease on the facility?

4 MR. SKINNER: No, it would be just a
5 straight lease in any buildings that we are -- we
6 would anticipate bringing in some portables and
7 leasing those portables. But not a lease purchase.

8 COMMISSIONER SHEARMAN: Okay. But -- so
9 you don't yet really know what the lease will be on
10 the building.

11 MR. SKINNER: No, not at this time, no.

12 THE CHAIR: Because the amounts you've got
13 here are really extraordinary for the number of
14 students that would be served in that facility.

15 MR. SKINNER: I understand.

16 COMMISSIONER SHEARMAN: Okay. Let me go
17 back to -- let me ask about -- on Page -- well,
18 let's -- it's Section 3-K-1, and let me get to it,
19 please. If someone else would like to go ahead
20 while I find my place. Go ahead?

21 Okay. It's a long way down here. Would
22 you explain the length of your school day? It's not
23 clear to me what I'm reading here.

24 MR. LONG: The length of the school day is
25 seven hours.

1 COMMISSIONER SHEARMAN: And your school
2 year? What's the calendar?

3 MR. LONG: The calendar is for a school
4 year, basically the same calendar as the local
5 elementary school has. It's a year-round school.

6 COMMISSIONER SHEARMAN: Tell me how that
7 works, how many weeks and then how many weeks of
8 break and so forth.

9 MR. LONG: When we did this application,
10 the -- the school calendar hadn't been submitted
11 yet. So I understand this year that the school has
12 added 25 days to the school year. So I would -- I
13 would -- I would suppose it's like in a quarter
14 system. You go for a period of time; then you have
15 a week, two weeks off, as you go throughout the
16 year.

17 But we're aligning it to the local school
18 district's schedule here because the problems we've
19 had, as parents and as community -- as parents in
20 the community, is that sometimes some of our kids
21 are on vacation, and sometimes some of them aren't,
22 because the school -- the Deming school system in
23 Deming goes on the regular school year with a summer
24 vacation. And with the Columbus school, it's
25 year-round.

1 So parents have to juggle things as the
2 way it is now. We want -- we want the system to be
3 the same so that the kids are out at the same time.

4 COMMISSIONER SHEARMAN: I'm looking at
5 waivers. The first is length of school day. And it
6 says here, "Project-based learning requires fallible
7 class management due for the need to engage in
8 additional research, collaboration, and work outside
9 of class structure." Would you explain "fallible
10 class management"?

11 MR. LONG: "Fallible." That's probably --
12 sounds like --

13 COMMISSIONER SHEARMAN: F-A-L-L-I-B-L-E.

14 MR. LONG: I think it's the wrong word.
15 It's a misspelling.

16 COMMISSIONER SHEARMAN: So the waiver that
17 you're asking for for the length of the school day
18 is that it be seven hours?

19 MR. LONG: That's correct.

20 COMMISSIONER SHEARMAN: Okay. Then on
21 staffing patterns, you talk about -- you plan to use
22 team teaching and so on and so forth; but you're not
23 specific on what the waiver is that you're asking
24 for in staffing patterns.

25 MR. LONG: Part of the waiver is that

1 our -- that our administrator and our administrative
2 people will have to be -- will be teaching as well.
3 They'll have teaching responsibilities. And I felt
4 that I would -- I put that in for that purpose.

5 COMMISSIONER SHEARMAN: I already asked
6 that one.

7 Okay. Back to the budget. Just one last
8 question. And I might should have asked this
9 earlier. On -- I got this in an Excel spreadsheet,
10 so it makes it a little bit easier for me to read.
11 But it's on line 568, and it totals Community
12 Service Operations, first year, of \$71,700. I have
13 never seen an application before that requested
14 funds for "Community Services Operations." Can
15 somebody help me out with that? Is it -- is that
16 legal, is it -- to use SEG funding for community
17 services operations?

18 MR. SKINNER: Again, I apologize for not
19 having the budget in front of me. Is it toward the
20 bottom, very bottom of the --

21 COMMISSIONER SHEARMAN: Uh-huh, it's at
22 the very bottom.

23 MR. SKINNER: I think what I budgeted in
24 there, which is very important to us, is adult
25 education. So we budgeted two staff people to be

1 working to reach out into the community, community
2 outreach, dealing with the students and their
3 parents, being able to go over to Palomas and visit
4 them in their home with parents who are not able to
5 visit back.

6 I would anticipate them being -- coming
7 on, like, at 3:00 in the afternoon and working till
8 8:00 or so in the evening, or noon to 8:00 or
9 whatever, and also getting our adult education
10 program going.

11 COMMISSIONER SHEARMAN: Ms. Callahan, can
12 you help us with that?

13 MS. CALLAHAN: Mr. Chair, Commissioner
14 Shearman, I'm not sure what -- in terms of?

15 COMMISSIONER SHEARMAN: Can you use SEG
16 funding for that program?

17 MS. CALLAHAN: For the community outreach?
18 Yes, yes.

19 COMMISSIONER SHEARMAN: And a whole
20 community outreach program, adult education, the
21 whole bit?

22 MS. CALLAHAN: Yes.

23 COMMISSIONER SHEARMAN: As part of a
24 charter school? Okay. I've just never seen it
25 before. So I learn something new every day.

1 MS. CALLAHAN: Many public schools employ
2 somebody to go into the community, do home visits
3 and those kinds of things, and also coordinate some
4 adult education to support students. It would be --
5 for instance, reading strategies or things like
6 that. A lot of times Title 1 money is used for that
7 as well.

8 COMMISSIONER SHEARMAN: Let me just ask a
9 philosophical question here. The money that you've
10 set aside for community services, \$70,000, goes up
11 to almost \$100,000. That's a lot of money to take
12 out of a classroom for the kids.

13 MR. SKINNER: Yes.

14 COMMISSIONER SHEARMAN: Obviously, your
15 philosophy is that that money is better spent for
16 adults than for the children. Is that -- am I
17 reading that correctly?

18 MR. SKINNER: I wouldn't say better spent.
19 But it's very important to us that we do -- that --
20 educate -- we're a very poverty [verbatim]
21 community. And to -- we want to, through the
22 educational process, through educating the children,
23 be able to educate the parents, too, to try to
24 change that poverty cycle here in our community.
25 So, yes, philosophically, it is important to us.

1 COMMISSIONER SHEARMAN: Thank you,
2 Mr. Chairman.

3 THE CHAIR: Thank you, Commissioner
4 Shearman. Commissioner Gant.

5 COMMISSIONER GANT: I'm going to start
6 again with the budget. I know you don't have it in
7 front of you, but we can talk through it.

8 MR. SKINNER: Yes, sir.

9 COMMISSIONER GANT: On the first page
10 is -- I won't go through all the function code and
11 et cetera -- Student Travel. You've put in there,
12 the first year, \$12,000, and it runs up to \$38,500
13 in the fifth year. Can you elaborate on what kind
14 of student travel -- that's a lot of money to be
15 spending on children, or students -- and I'm no --
16 it doesn't list where you're going, what you're
17 doing, what you're going to see and what educational
18 value you're going to receive, from \$12,000 to
19 \$38,000.

20 MR. SKINNER: We put that money in for
21 things like field trips and being able to
22 participate in different activities for the
23 children.

24 COMMISSIONER GANT: Elaborate on
25 "activities," please.

1 MR. SKINNER: The words are escaping me;
2 but, like, competitions where they might go to
3 spelling bees in different parts of the state and
4 things like that. Educational activities.

5 COMMISSIONER GANT: Well, I will tell you
6 that going across the state in a bus, bus companies
7 don't do it cheaply. Twelve-K won't go very far.

8 Moving on -- this is actually on Page 2 in
9 your basic application, you state that you're going
10 to hire these professions -- and I'm not sure who
11 you're -- remember who you're hiring from -- the
12 diagnostician, SLPs, the OT, PTs, et cetera. You're
13 going to do contract hires?

14 MR. SKINNER: Yes, sir, that was our plan.

15 COMMISSIONER GANT: Do you have a company
16 that you're going to hire them from?

17 MR. SKINNER: Not particularly at this
18 particular time, no, no, sir.

19 COMMISSIONER GANT: Well, the issue I see
20 is you say -- you say you're going to do that. And
21 then I look at your budget. Neither do you have it
22 in the salaries, and neither do you have it in the
23 contract. So how much money are you talking about
24 being able to pay a contractor?

25 MR. SKINNER: For, like, special

1 education?

2 COMMISSIONER GANT: For an IEP, to take
3 care of all the professionals you need for your --
4 again, I say a diagnostician, the counselor, the
5 speech therapists, the OTs, PTs. No money was put
6 in the -- in your accounts in your lines, either as
7 a salaried or as a contract employee.

8 MR. SKINNER: We did not budget that in at
9 this time, because we also were not receiving the
10 funds for special education at this time. And so we
11 didn't budget it in.

12 COMMISSIONER GANT: Sir, don't you think
13 you should know how much you are going to project to
14 spend on these, whether you have the special ed, the
15 Title money, regardless? You do not know how much
16 you are willing to spend on these professional
17 individuals? They don't come cheap. An SLP, the
18 last I heard, was somewhere between \$80,000 and
19 \$90,000 contracted, one individual.

20 So I'm saying we should have seen it, I
21 believe, in the budget to make sure that it's a
22 solid balanced budget. But there's no information
23 on that, and it's hard for me to understand how much
24 you think you're going to spend on this.

25 All right. I also note, on the third

1 page -- the functionary is 2200 -- I'm sure the
2 district people don't want to talk about it. You
3 haven't budgeted for librarians or media
4 specialists, data processing.

5 MR. SKINNER: The -- we have a challenge
6 in this community, in that there -- we -- let me see
7 if I can answer this correctly. We plan to use as
8 many parents and volunteers as we can for different
9 things to be able to -- we budgeted pretty high on,
10 like, teacher salaries and lots of staff to work
11 with our people and in the community outreach.

12 And so, in some areas, we're going to have
13 to be very creative and reach out to community
14 members to help with those activities.

15 COMMISSIONER GANT: Well, I'll just take
16 one individual that's in this category. It's --
17 it's data processing. And I'm sure you're aware
18 that you have the STARS program with the State you
19 have to link up with. You have other financial
20 programs you have to link with. All this budget,
21 it's almost a week- -- a daily, weekly input.

22 MR. SKINNER: Yes, sir.

23 COMMISSIONER GANT: And without a data
24 processor that really knows the system and learning
25 how to do the STARS is nothing you learn overnight.

1 So my question is, once you have messed -- I guess
2 the background -- once you've messed up STARS and
3 you don't get it right, the next thing you're going
4 to have is someone down here doing an audit on your
5 whole school.

6 So that's why I have a concern about the
7 lack of these individuals not being budgeted, either
8 contractually or salaried. It's -- it really
9 concerns me.

10 Go to the principal's salary. The salary
11 for the principal starts at \$45,000 the first year
12 and goes to \$55,500 by the fifth year. That is low
13 by State standards.

14 MR. SKINNER: We split the principal
15 into -- we want our principal to teach and to be in
16 the classroom. So we put part of his salary -- we
17 know we need to pay at least \$80,000. And so we put
18 \$40,000 of his salary into the teaching, into the
19 classroom. And so that's why you're seeing that low
20 figure there.

21 COMMISSIONER GANT: So which teacher is
22 it? You have eight teachers allocated up here,
23 eight FTE teachers.

24 MR. SKINNER: Uh-huh.

25 COMMISSIONER GANT: None of them are

1 half-time. You have all full FTEs. There's not a
2 7.5 or an 8.5 teacher FTE; all the FTEs for
3 teachers, assistants, et cetera. So that's where
4 I'm confused.

5 MR. SKINNER: Okay. Then that was my
6 error, sir. But I did put his money -- half of his
7 money into the teaching.

8 COMMISSIONER GANT: You've already
9 addressed the business manager issue. And -- but I
10 look at the line -- you -- you have an
11 administrative associate that starts to work on the
12 fifth year, and it's a salaried position for
13 \$50,000, and it goes up to \$53,000 over a three-year
14 period. But it doesn't start till the third year of
15 the school. What is that administrative associate?

16 MR. SKINNER: Because we would like the
17 principal to be in the classroom, starting from year
18 one. But we understand, as the student population
19 builds, he is going to need some assistance. And so
20 that's why we brought in an assistant there at the
21 third year. In the first and second year, we would
22 be seeking some volunteer help, like, in the office
23 and things like that, to be able to help with
24 administration things.

25 COMMISSIONER GANT: I go back to the land

1 and rentals.

2 MR. SKINNER: Uh-huh.

3 COMMISSIONER GANT: And you say you put
4 extra money in that account?

5 MR. SKINNER: Yes, sir.

6 COMMISSIONER GANT: If you were -- if this
7 charter is authorized, you do know that once the
8 budget is approved to open the school, some of this
9 money cannot be moved from function to function, all
10 the functions. You can't just take money out of one
11 pot. It doesn't always work that way.

12 Do you understand the chart of accounts
13 and how they function and how they're interfaced
14 with each other and all that? Do you have a
15 business manag- -- have you even talked to the
16 Coalition about what they're going to do for you to
17 make sure you -- if you're on the board, you are
18 the -- the board is ultimately responsible for
19 everything that fails to happen or happen in the
20 district, including financials. The Coalition has
21 no responsibility.

22 MR. SKINNER: We understand that, sir.
23 Yes, sir.

24 COMMISSIONER GANT: Who's going to do your
25 auditing?

1 MR. SKINNER: We have not selected an
2 auditing firm at this time.

3 COMMISSIONER GANT: I'm going to -- unless
4 others would like to pick up, I do have questions on
5 the -- on the basic -- other Commissioners need
6 their right to talk, too. We have 17 minutes.

7 THE CHAIR: Commissioner Lopez. Hold on.
8 Microphone. Thank you.

9 COMMISSIONER LOPEZ: What -- do you have a
10 sense of what percentage of students from Columbus
11 and Palomas have parents who cannot cross the
12 border?

13 MR. LONG: The only ones that can't cross
14 from Palomas -- and there would be -- I would
15 estimate -- because I -- sometimes I go down and
16 stand there when the students come by -- probably
17 close to 75 percent.

18 COMMISSIONER LOPEZ: From Palomas?

19 MR. LONG: Uh-huh, that parents can't --
20 between 50 and 75 percent, they can't cross. And,
21 you know, until recently, which hasn't gone into
22 effect, those who could cross could not go more than
23 25 miles. So they couldn't go to Deming, anyway.

24 COMMISSIONER LOPEZ: And they can now?

25 MR. LONG: Not yet. The -- the -- you

1 know, the Homeland Security or whoever changes those
2 things, has changed it to 55 miles that a parent can
3 travel, if they can get a visa. Many of the parents
4 can't get visas because they have to prove their
5 income. Many of the parents can't prove their
6 income. They don't have the different
7 documentations that the U.S. requires for them to be
8 able to cross the border.

9 COMMISSIONER LOPEZ: Thank you. Are you
10 in touch with -- in discussions or anything with
11 any -- any educational professionals who could sort
12 of help marshal you through this process? And, I
13 mean -- you know, I think you mentioned --

14 MR. LONG: We don't have any that we've
15 been consulting with. My wife is a -- teaches at
16 National University in San Diego. She's a
17 professional. She teaches teachers. She's given us
18 some input. And -- but we haven't -- we don't have
19 a specific person, organization, that we have
20 consulted with.

21 COMMISSIONER LOPEZ: In terms of the -- if
22 the school were to be approved, in terms of the
23 longevity of the school, I mean, for people who
24 choose to stay in this community, who want to grow
25 up here, who want to live here and not go off

1 someplace else -- that there are people, many people
2 like that who want to stay in their communities --
3 are you talking at all to the governing body of
4 anyplace, any of these communities, about, "How do
5 we create jobs? How do we then use the education to
6 feed those jobs?"

7 Is that part of what you're thinking about
8 for this school? I mean, it's not in the
9 application, but I -- you know, I have to ask that.

10 MR. SKINNER: Well, we -- we recognize
11 that a school can be a big economic engine. And,
12 yes, we've had communications with the Village and
13 the Village Trustees and the Mayor and -- on the
14 County level, also. And so we're all in agreement
15 that -- that, from an economics standpoint, this is
16 good for our community.

17 COMMISSIONER LOPEZ: And if you're -- if
18 you'd like to focus on a STEM curriculum, what kind
19 of jobs would you like to see the Town Council
20 create around here that those students could then
21 work at when they graduated from high school?

22 MR. SKINNER: I'm not so sure that I would
23 be in conversations with government as to what kind
24 of jobs they're going to create. I would probably
25 tend to be more in conversation with private

1 industry.

2 COMMISSIONER LOPEZ: Correct.

3 MR. SKINNER: But the -- when we were
4 looking at the STEM program and training of the
5 students in that area, we were looking a little
6 broader out, like, White Sands and Fort Bliss and --
7 that they would be able to work within -- be able to
8 find jobs within our general area; not specifically
9 in -- in Columbus.

10 COMMISSIONER LOPEZ: Okay. Thank you.
11 That's all I have.

12 THE CHAIR: Thank you, Commissioner Lopez.
13 Questions? Commissioner Bergman?

14 COMMISSIONER BERGMAN: Thank you,
15 Mr. Chair. Just a couple of questions. I thought,
16 from my reading of the application, that you,
17 Mr. Skinner, were providing the facilities through
18 your foundation, that were going to go to this
19 school? Did I misread that?

20 MR. SKINNER: The facilities are going to
21 be provided from a nonprofit group here called
22 Southern Luna County Economic and Community
23 Development Corporation. And I'm the president of
24 that.

25 COMMISSIONER BERGMAN: Okay. So the lease

1 money is going to be going to this group, then; is
2 that correct?

3 MR. SKINNER: To the Southern Luna County?
4 That's correct.

5 COMMISSIONER BERGMAN: That's correct.
6 And are you intending to be on the governing
7 council?

8 MR. SKINNER: When the time comes, no, I
9 would have to resign.

10 COMMISSIONER BERGMAN: And on Page 8 of
11 your application, I had a question. It's under the
12 "Attendance" section. And I just want to read it to
13 you. It says, "School habitual truancy rate will be
14 25 percent." That's a flat statement. You expect a
15 quarter of your student body to be habitual truants?

16 MR. SKINNER: I'll let Mr. Long --

17 MR. LONG: I don't think that's what that
18 says. I think what that says is that that is the
19 truancy rate now at the junior high school in
20 Deming. No, we -- we put our truancy rate below the
21 State statute -- not statute -- statistics. What I
22 point out in there is that, in nine -- in 2009 and
23 2010, when I had the last figures for -- for
24 habitual truancy in the district, the -- the -- the
25 middle school had a truancy rate of around between

1 25 and 27 percent, I think. And the high school had
2 a truancy rate around 50, 51 percent.

3 Those are straight out of the -- the
4 statistics. No, our truancy rate, we're saying,
5 will be well below the State truancy rate, which
6 is -- I can't remember. It's around 6 to
7 12 percent, something like that. I can't remember
8 the State statistics.

9 COMMISSIONER BERGMAN: Okay. It just
10 doesn't -- Deming is not listed here. It doesn't
11 say anything about Deming. It just has --

12 MR. LONG: It's a misprint -- mis- -- or
13 something.

14 COMMISSIONER BERGMAN: Thank you. Thank
15 you, Mr. Chair.

16 VICE CHAIR SHEARMAN: In the absence of
17 the Chair, I'm Carolyn Shearman, Vice Chair.

18 COMMISSIONER BERGMAN: I didn't know he
19 was gone.

20 VICE CHAIR SHEARMAN: Any other questions
21 from Commissioners? Commissioner Peralta? No? Any
22 other questions?

23 COMMISSIONER GANT: I guess.

24 VICE CHAIR SHEARMAN: Commissioner Gant.

25 COMMISSIONER GANT: I'm looking, again, at

1 the -- at your basic document. And it also relates
2 to -- relates to the budget. In your basic
3 document, you say that you will implement a
4 breakfast and lunch program. It will be provided by
5 an approved contractor. And my question -- under
6 the Free and Reduced Lunch Program.

7 First of all, there's nothing budgeted in
8 the food services. And my way of thinking, and what
9 I know about school districts -- I did serve on a
10 school board for eight years, I'm on the PSCOC,
11 et cetera, et cetera; been in the schools a long
12 time -- to serve food in a school, you need some
13 kind of facility, hotlines. Whether you're cooking
14 or not, someone has to have a hotline to keep the
15 food -- refrigeration and et cetera. But there's
16 nothing in the budget for equipment, personnel to
17 help serve.

18 I understand you're talking about a
19 contractor to do it. But there has to be somebody
20 on this end to receive, be accountable, to store
21 what's not -- et cetera. Can you explain this,
22 please?

23 MR. SKINNER: Yeah. I budgeted a little
24 bit of money in there for a -- for some equipment
25 and for personnel. I apologize, again, for not

1 remembering exactly where it is in the budget.

2 The -- one of the facilities that we hope
3 to be able to use here in the community is this
4 community center. The portables would just be to
5 the outside of us on some bare land out here. The
6 park is right over here. We would use that as
7 our -- one of our facilities also. There's
8 basketball and volleyball. But if you'll notice in
9 the back of this room, there is a kitchen. And
10 that's the facility we're planning on using.

11 COMMISSIONER BERGMAN: Are you saying
12 you're going to put the school -- explain that
13 again.

14 MR. SKINNER: There's about two-and-a-half
15 acres of bare land just to the north of us out here.
16 That's where we would anticipate putting in some
17 portables. We would plan on -- we were trying to be
18 very, very conservative with our facilities money to
19 put it back into the classroom and to put it into
20 adult education.

21 So we don't have a lot of facilities in
22 our community to use, so we were trying to be
23 creative. And creative would be contracting to use
24 this facility part of the time, the park. The
25 school district has a gymnasium that's just out here

1 about 200 yards that is not being used. We would
2 ask them to be gracious in letting us rent that.

3 There's Ben Archer health facility right
4 out here about 200 yards; they would be our school
5 nurse; so if there's a child ill, we would send them
6 over to the Ben Archer. And the County also has a
7 facility out here that we would ask them to help us
8 with that also.

9 COMMISSIONER GANT: I understood that that
10 old -- it's a high school?

11 MR. SKINNER: No, that's an elementary
12 school, the old elementary school.

13 COMMISSIONER GANT: I thought that was --
14 was not to be used.

15 MR. SKINNER: I -- I'm not so sure about
16 that. But there's a gymnasium there that's probably
17 20 years old that I think cannot be torn down and
18 would be available to the community to use.

19 COMMISSIONER GANT: My discussions with
20 the PSFA, that that building is off limits.
21 That's --

22 MR. SKINNER: Okay.

23 COMMISSIONER GANT: But the only money I
24 find in your food line is \$2,400, maybe up to
25 \$10,000. And that's for contracts. Now, I'm not

1 sure what that contract is for. But it's --

2 MR. SKINNER: To contract with somebody
3 here to receive and hold the food.

4 COMMISSIONER GANT: Okay. I'll go back up
5 to the top -- back to my -- I've got so many notes.
6 I don't know the page number right now on your -- on
7 your application. But you talk about your student
8 population, the size of it, the 395, I believe it
9 was?

10 MR. SKINNER: Yes, sir.

11 COMMISSIONER GANT: And some of them are
12 going to be coming from the middle school, some of
13 them from -- anyway, the numbers will get up -- and
14 then you make the comment in there that you
15 expect -- because of the program you will give, or
16 provide, in the charter school, that other students
17 from Luna County will want to commute to your
18 school.

19 MR. SKINNER: That's correct.

20 COMMISSIONER GANT: Okay. Now, it's
21 confusing to me. You say that you don't want your
22 students from Columbus commuting to Deming. So how
23 can you justify students from across Luna County
24 commuting -- commuting to Columbus to go to school?

25 MR. SKINNER: Good question. What we

1 really want in Columbus is quality education, okay?
2 Our -- my -- our elementary school now that my son
3 goes to is getting an F. It's not that I want him
4 to stay in Columbus. I want him to get the very
5 best education. If he could go up there and get a
6 better education, we wouldn't be having this charter
7 school hearing, okay?

8 I think people in Luna County are hungry
9 for quality education and for better than Ds and Fs.
10 So I think that's -- if we -- our plan is to do a
11 quality program, to do an A or a B program. And I
12 think people will send their children to here, will
13 want to.

14 COMMISSIONER GANT: Okay. Let's say that
15 they don't. And let's say that maybe this community
16 has -- the one I came from, downsize; it's getting
17 smaller and smaller, et cetera. And people don't
18 commute here to bring students here, and the numbers
19 that you are talking about to run this school, at a
20 point it becomes economically not feasible to run a
21 school. There's a point in time.

22 So I understand what you're saying about
23 students possibly -- possibly wanting to commute.
24 But you're counting on that?

25 MR. SKINNER: Not counting on it a lot,

1 no. Presently, at this time, there's -- in all
2 grades, K through 6, there's 624 students at the
3 elementary school here. And -- and, probably, you
4 know, 100 of them are potentially -- each year,
5 students for here.

6 COMMISSIONER GANT: And the others will go
7 to Deming.

8 MR. SKINNER: Some will choose to go to
9 Deming.

10 COMMISSIONER GANT: Mr. Chair, that's all
11 I have.

12 COMMISSIONER SHEARMAN: I have one last
13 question.

14 THE CHAIR: Commissioner Shearman.

15 COMMISSIONER SHEARMAN: I just have one
16 last question. I'm looking at Page 59 -- pardon
17 me -- of your application as evidence of support.
18 And while you all were -- while Commissioner Gant
19 was asking questions about numbers, I'm looking at
20 the numbers of students that you say their families
21 have shown their interest in having their children
22 attend the Columbus Community School.

23 Let's assume we can count all the
24 sixth-graders, even though your school doesn't start
25 till seventh. If we gave it another year, there are

1 25 sixth-graders, ten seventh, three eighth, one
2 ninth, and two eleventh. I believe that's 41?
3 Forty-one students interested in going -- attending
4 this school.

5 And you have a projected first-year
6 enrollment of 120. And from what I read here in the
7 application, there have been efforts made to get the
8 word out, to get people to show their interest,
9 provide the forms to the public and so forth. I'm
10 questioning the level of interest in your school.

11 MR. SKINNER: We feel there's a big level
12 of interest. All we did -- we have very limited
13 funds here. And so we went out into the community,
14 mostly into Palomas, into Mexico, and visited
15 families. So we visited 100 families over there.
16 And that is where you get the numbers; 41, you know,
17 like, sixth-graders were interested. And so we
18 visited a broad range of families. So we visited
19 100 homes over there, and that's the numbers that we
20 came up with.

21 Actually, I -- it's not for -- to present
22 to you. But we have a petition here signed probably
23 by 50 different families who could not be here today
24 because they could not cross that are in support of
25 this school.

1 COMMISSIONER SHEARMAN: Okay. Thank you,
2 Mr. Chair.

3 THE CHAIR: Thank you, Commissioner
4 Shearman. Commissioner Gant.

5 COMMISSIONER GANT: One quick question. I
6 know I've got 13 seconds. You talk about putting
7 portables back here, which requires infrastructure.
8 And you're not getting support from the State or the
9 Fed for up-front money if you get approved. Where
10 are you going to get the up-front money to put all
11 the infrastructure, the sewer, the lights,
12 everything, and move the portables in there?

13 MR. SKINNER: It's a challenge; you're
14 right. We're going to have to go out after grant
15 money, foundation money. And we also have some
16 private money that is -- is -- we're going to have
17 committed to us.

18 THE CHAIR: Thank you very much. Any
19 member of the public, including the -- the
20 participants -- including the applicants, may submit
21 written input following this hearing. Written
22 comments can be sent to the Commission via the
23 Public Education Commission main Web site at
24 ped.state.nm.us, through the following:

25 The calendar listing on the front PED Web

1 page; through the Public Comments section on the
2 front PED Web page; using the link
3 ped.state.nm.us/comments. You will be directed to
4 an e-mail format in which to write your comment.
5 Make sure you identify the school you're commenting
6 on in the drop-down menu. Please note that any
7 written input must be received by no later than
8 close of business on the third business day
9 following the hearing on the application you wish to
10 comment on.

11 I want to thank you all for your
12 presentations and your hard work in preparing your
13 application. (Statement in Spanish.) I have to
14 thank the translator.

15 The Commission will now recess the hearing
16 until 11:00 a.m., where it will resume in the
17 community of Deming.

18 (Proceedings in recess at 10:50 a.m.)
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24
25

1 REPORTER'S CERTIFICATE

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

9 In testimony whereof, I have hereunto set my
10 hand on August 30, 2012.

11
12
13 _____
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