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BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

IN THE MATTER OF:

KID'S COLLEGE ACADEMY
CHARTER K-8 SCHOOL

TRANSCRIPT OF PROCEEDINGS
CHARTER SCHOOL PUBLIC INPUT HEARINGS
August 17, 2010
9:04 a.m.
CNM Work Force Training Center
5600 Eagle Rock, Room 101
Albuquerque, New Mexico

REPORTED BY: Sally Peters, RPR, New Mexico CCR 57
Bean & Associates, Inc.
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A P P E A R A N C E S

COMMISSIONERS:

MR. ANDREW GARRISON, Chair
MS. CAROLINE SHEARMAN, Vice Chair
MR. EUGENE GANT, Secretary
MS. KATHRYN KRIVITZKY
MR. VINCE BERGMAN
MS. MILLIE POGNA

STAFF:

DR. DON DURAN
MR. SAM OBENSHAIN
MR. MICHAEL C DE BACA
MR. RUDOLPH ARNOLD, Attorney for PED
MS. MARJORIE GILLESPIE
MS. CORINA CHAVEZ
MS. KAREN EHLERT

ATTACHMENT:

Letter of 8/16/10 from APS

1 CHAIR GARRISON: Call this meeting back
2 into session. The purpose of this hearing is to
3 solicit both written and oral input on the proposed
4 charter. Are the commissioners ready?

5 In accordance with the Charter Schools
6 Act, the commission shall receive applications for
7 initial chartering and renewals of charter for
8 charter schools that want to be chartered by the
9 state and approve or disapprove those charter
10 applications. In addition, the Charter School Act
11 states that the chartering authority shall hold at
12 least one public hearing in the school district in
13 which the charter school is proposed to be located
14 to obtain information and community input to assist
15 in its decision whether to grant a charter school
16 application.

17 Community input may include written or
18 oral comments, in favor of or in opposition to, the
19 application from the applicant, the local community,
20 and for state chartered schools, the local school
21 board and school district in whose geographic
22 boundaries the charter school is proposed to be
23 located.

24 The applicant at this time will be the
25 Kid's College Academy Charter K-8 School. And at

1 this time we would like to hear from the applicant,
2 and please for the record state the name of the
3 school, the names of the founders of the school, the
4 proposed grade levels to be served, and the
5 membership projection of the school.

6 MS. SANCHEZ: Good morning to all of you.
7 Chairman Andrew Garrison and the commission, it's a
8 pleasure to be here, and it's certainly a privilege.
9 We thank you for allowing us this time to share all
10 the information regarding our school.

11 I am Cecilia Martinez Sanchez. I am an
12 educator and administrator for 36 years, a
13 practitioner. I have worked in schools K through
14 eight and have also monitored and supervised other
15 schools in my area. Today we are presenting
16 information for all of you regarding Kid's College
17 Academy Charter. It will be a school that will
18 serve students K through eight, and we will be
19 serving all students that wish to come to our school
20 from our current city, Albuquerque.

21 We will be located downtown, and we will
22 be welcoming students who want to be engaged in
23 curriculum that by the mere name of Kid's College
24 Academy Charter means that we are going to be
25 offering a curriculum and delivery of instruction

1 that will offer students an opportunity to learn at
2 a higher level, not only looking at grade level
3 standards and curriculum, but also looking at higher
4 standards and curriculum for all students.

5 We have chosen to be downtown, because we
6 are very well aware of the data that indicates to us
7 that students from the South Valley, the west side,
8 the north side are currently facing challenges at
9 the public schools where the needs of students are
10 not being met. As we looked at the data, we
11 recognized that schools in this area have been
12 categorized based on the AYP standards that the
13 state proposes as either S1 schools, S2 schools,
14 restructuring 1 or 2, and/or corrective action
15 schools. Therefore, we feel that our approach that
16 you will learn about will certainly meet the needs
17 of all students, including students of all
18 backgrounds and all cultures. And our goal is to
19 meet those needs through an integrated curriculum,
20 which will align to the standards, and you will hear
21 more about that.

22 In addition, we will be working very
23 closely with our families, because we do believe
24 that families are the first teachers for their
25 children, and we believe that if we engage parents

1 in the process of learning with the school, that we
2 will see progress that is essential, because, once
3 again, we have to have a partnership to make that
4 happen, and we are very excited about that.

5 We will be sharing more of our information
6 in terms of our focus, but we will be, of course,
7 emphasizing technology for the 21st century. We
8 will be looking at math and science, and, of course,
9 language arts in terms of reading, writing, and
10 speaking, and so you will hear more about that.

11 We will align the school to careers as
12 well, and you will hear more about how we are going
13 to do that. We believe it's never too early for our
14 children and our parents to begin looking at careers
15 for their children, so we will begin a career
16 awareness and continue down that path. So that, in
17 essence, will be where we will be coming from.

18 At this point in time, I want to turn the
19 information mike over to Elyse Sedillo.

20 MS. SEDILLO: My name is Elyse Sedillo. I
21 am a teacher of the gifted in Albuquerque South
22 Valley with Albuquerque Public Schools. I have been
23 in education for 19 years. I have also been an
24 assistant youth minister, and I also opened and ran
25 a childcare center for parents and young children.

1 I also had my program recognized by the National
2 Association for Gifted and Talented as being a
3 program that acknowledges cultural diversity and
4 providing rigor for those students.

5 MS. CHAVEZ: Good morning. My name is
6 Cynthia Chavez, and I am a former teacher and
7 language pathologist as well as a retired elementary
8 school principal.

9 MS. SANCHEZ: In addition, I want to
10 acknowledge two members of our team who also were a
11 part of the writing process and developing this
12 school. Fred Sedillo, who has been in education and
13 administration for over 23 years, a current
14 practitioner, and Carol Carriaga, who has been an
15 educator and teacher for over eight years with
16 certifications in language arts, science, and
17 technology. And this completes our team who put
18 this proposal together.

19 CHAIR GARRISON: Thank you. We will now
20 request that you state for the record a brief
21 description of the school, the reasons you believe
22 this school will benefit the children and citizens
23 of this community, and any other information that
24 you would like the commission to know about your
25 application. You have 15 minutes, so please be as

1 precise as you can during this time. You can now
2 begin.

3 DR. DURAN: Mr. Chair and Members of the
4 Commission, I guess in order to be fair to
5 applicants, I think the applicant has already stated
6 some issues about their application. I would
7 suggest that the time be 12 minutes, because it took
8 more time than what other applicants were given.

9 CHAIR GARRISON: Fair enough. Thank you.

10 MS. SEDILLO: I will speak to our
11 educational philosophy and curricular approach.
12 Kid's College Academy believes that all students
13 will be successful when presented with a curriculum
14 that focuses on rigor, relevancy, and relationship.
15 We are committed to maintaining the highest
16 standards and expectations for all students and to
17 creating opportunities for that success. Rigor
18 refers to content curriculum that is advanced,
19 sophisticated, and consistently builds upon and
20 extends the standards through examining universal
21 concepts, essential questions from multiple
22 perspectives within a topic.

23 Relevancy: Students will be presented
24 with opportunities for understanding the why, to
25 reflect upon their understanding of the essential

1 questions. Complex levels of generalizations and
2 deeper meaning for high level academic content which
3 is being learned. Relationships: Students will be
4 engaged in learning when they can see the
5 connections between how the material being learned
6 relates to them, their world, and their future.

7 Since culture is the lens through which
8 one sees the world, it is essential that the
9 student's culture be an integral part of the
10 learning experience. As a philosophy and a
11 framework, rigor, relevancy, and relationship drives
12 the focus for the delivery of the many approaches to
13 instruction. As a framework, it requires our
14 teachers to focus on in depth complex concepts and
15 ideas when presenting a lesson. Teachers examine
16 how lessons build upon students' prior knowledge,
17 personal interests, strengths, and personal goals.
18 Teachers address in what ways the lesson will use
19 advanced, critical, and creative thinking processes.
20 Teachers provide opportunities for students to
21 engage in learning through exploration,
22 experimentation, investigation, and critical
23 evaluation.

24 Students build upon prior knowledge, add
25 new knowledge, and create new knowledge. Students

1 develop habits for lifelong learning. Students
2 actively engage in a learning process. The program
3 and strategies that have been identified for use
4 within the KCAC learning community complement each
5 other and have been research based. The richness
6 and flexibility of these programs and strategies
7 lend themselves to implementation with gifted,
8 regular education, special education, and ESL
9 students.

10 The use of multiple intelligences support
11 student learning through the use of multiple
12 learning modalities. Differentiated instruction
13 recognizes that pacing, process, and product fit the
14 student while continuing to deliver high level
15 content and addressing academic standards. Within
16 the workshop model, the teacher's role will be to
17 identify the target for the high level content
18 academic standards and to lead the students into an
19 understanding of the target while making the
20 learning relevant.

21 Students will be given an opportunity to
22 explore within a heterogenous or homogeneous group.
23 Students do learn from each other's strengths when
24 given learning opportunities within a heterogenous
25 learning group. They can also benefit from being

1 with peers who have similar pacing and process needs
2 through a homogeneous learning group. With hands-on
3 inquiry based lessons, students explore and
4 experiment to create new knowledge using prior
5 knowledge as a foundation and support.

6 Using guided language acquisition design
7 strategies, there will be a focus on thematic based
8 units. We will select literature that highlights
9 multi-culturalism and an appreciation of world
10 cultures. Delivery and instruction can and will
11 include one or all of these strategies. The
12 nonnegotiable, however, is that all instruction must
13 include higher level standards, be relevant, and
14 create relationship with the learner.

15 We are committed to offering an
16 educational choice to adolescents in our community
17 by offering a seamless bridge from elementary to
18 middle school, kindergarten through eighth grade,
19 which will focus on a learning community where
20 everyone does know your name.

21 Our plan for career paths will begin with
22 involving our parents through providing them with
23 knowledge and information on setting career goals
24 and the importance of higher level education for
25 their children. We will introduce career awareness,

1 beginning with kindergarten through eighth grade.
2 All students in eighth grade will participate in
3 service learning projects with opportunities to work
4 with professionals in various careers for a minimum
5 of one semester.

6 Our educational philosophy and curricular
7 approaches align with our mission, because we are
8 committed to providing a rigorous, relevant, and
9 well-integrated curriculum focused on student
10 college preparation. In order for our students to
11 be ready for the higher level high school classes
12 which will grant them opportunity to take AP or
13 advanced placement classes, or dual enrollment
14 status, high school college credit through
15 University of New Mexico or Central New Mexico, they
16 must have the necessary skills and solid foundation.
17 Thank you.

18 MS. CHAVEZ: Thank you. I would also like
19 to take this opportunity to address our parent
20 involvement component and how it's going to support
21 our school to careers action plan. Kid's College
22 has made a commitment to implement a very strategic
23 K through eight school-wide, two-way communication
24 system for all families and community members.

25 We are doing this because we believe in

1 three things. We believe that all parents want
2 their children to succeed. We believe that all
3 parents are involved in their children's education
4 at some level. And we also believe that if we can
5 have conversations early on with families so that
6 they can set future goals for their children's
7 future, we can affect college bound students.

8 We will take this approach. We will
9 implement six different types of parent involvement
10 within the school. The first one will be parenting.
11 This is when we bring our parents into the school
12 and provide them with a variety of workshops. They
13 will be ranging from health to nutrition to safety,
14 but those workshops will also evolve into actually
15 teaching parents about the curriculum and how they
16 can support their children in the home. This will
17 also be the time when parents will start to have
18 discussions about setting goals for their children's
19 future.

20 The next type of involvement will be
21 communicating. When we talk about communicating,
22 this will be done in more of a written form. We
23 will send out newsletters on a monthly basis, and
24 those newsletters will have ideas and ways in which
25 they can support their children in learning again in

1 the home. The other part of that will be the two
2 way part, and that will be when our children take
3 home data folders with their progress on a weekly
4 basis. Parents will review that progress and they
5 will report back to the school information and
6 comments on their weekly progress.

7 The third one will be volunteering. We
8 have a variety of parents who want to volunteer in
9 the school at different levels. Some parents want
10 to come in and read to children. Others want to
11 volunteer in the classrooms. Others want to do bake
12 sales and popcorn. We would like our parents at
13 this time to be able to also come in and share their
14 talents. We need them to discuss with our children
15 and share their experiences on how they met their
16 career goals.

17 Learning at home. This is where we take
18 children from kindergarten. We will identify 20
19 families. We will bring those families into the
20 school on a biweekly basis. They will then receive
21 instruction on how to teach their child in the
22 levels of reinforcement that they need. Those
23 activities will go back into the home for two weeks,
24 will be practiced and brought back for review, and
25 then those parents will then take a new path at home

1 on a weekly basis. We will follow these 20 families
2 all through kindergarten. Once they finish
3 kindergarten, if they still need additional support,
4 we will continue to support them in first grade.

5 Decision-making is another type. We will
6 honor any parent who wants to come into our school
7 and be a part of the decision-making process. That
8 could be coming in and being a part of the
9 committees, being a part of advocacy. Any kind of
10 action kinds of team that want to be developed will
11 be welcomed into the school.

12 And our sixth type would be collaborating
13 with the community. This is where we are going to
14 really have to come together and begin to develop
15 and coordinate community resources within our
16 business community, within UNM, within CNM, because
17 this is the time where some of our students, when
18 they reach the seventh and eighth grades will need
19 to be a part of the service learning projects. We
20 will also need them for career shadowing.

21 The learning approaches will also be
22 available for our parents. If our parents want to
23 go on and also learn themselves, we would like to
24 provide them with GED and ESL classes to further
25 their own learning. We know that any family who

1 supports their children in education can only be a
2 successful student. Thank you.

3 CHAIR GARRISON: Can we have the time?

4 MR. C DE BACA: Three minutes.

5 MS. SANCHEZ: I also wanted to add in
6 terms of information regarding the school, we
7 believe that children need really a good amount of
8 time to learn, so we are going to be an extended
9 year, extended day school. So that our children
10 will have the opportunity to master the standards
11 that are necessary, our day will begin at 7:00 in
12 the morning. We are reaching out to those families,
13 those parents who are working and are looking for
14 before school care. That would involve support in
15 reading, writing, and math, our tier two
16 interventions for children who would need additional
17 help.

18 And then we will have an extended day at
19 the end of the day with enrichment classes which
20 would involve Spanish. In terms of an additional
21 enrichment class, we would do fine arts. We would
22 do drama. We would do art itself. We hope to
23 contract others who would offer classes that
24 children would be interested in, recreational
25 aspects of learning and anything that our families

1 would share with us in terms of their needs for
2 their children.

3 So we are looking at a day when we really
4 have time on task and we are really able to offer
5 the children the opportunity to learn and in
6 meaningful ways, so that's really important in terms
7 of how we see ourselves. We would start in mid
8 July, and our school would run through mid June. A
9 lot of learning is lost during that period of time
10 in the summer, and we want our children to use their
11 time wisely and have opportunities for learning, so
12 that will be critical.

13 In terms of the bilingual instruction, we
14 will serve those students who qualify based on the
15 Spanish loss, and that would be a 45 minute block of
16 Spanish language arts. And in the end, also we
17 wanted to talk about school systems and classroom
18 systems based on data driven instruction, where we
19 are using the information from our assessments,
20 formative assessments, to improve instruction
21 consistently so that we identify what needs to be
22 worked on, and we work on it immediately. That is
23 critical. Ongoing training and professional
24 development for staff as well. Thank you.

25 CHAIR GARRISON: Thank you.

1 Local school board and district
2 representatives. At this time we would like to hear
3 from the local school board and/or district
4 representatives.

5 Please state your full name and title for
6 the record.

7 MR. TOLLEY: My name is Mark Tolley. I am
8 director of charter magnet schools for Albuquerque
9 Public Schools.

10 Mr. Chairman, Members of the Committee.

11 CHAIR GARRISON: Let me read my script
12 here. You're stealing my thunder.

13 We will now request that you state your
14 reasons this charter school application should be
15 approved by the commission and/or reasons why this
16 charter school application should be denied. You
17 have ten minutes, so please be as precise as you can
18 during your time. You may now begin.

19 MR. TOLLEY: Mr. Chairman, Members of the
20 Committee, I must stress again the letter that
21 Dr. Gallegos read this morning. APS cannot support
22 the authorization of any new charters within the
23 district for the stated reasons within the letter.
24 We have reviewed the individual schools'
25 applications and will not have any comment on the

1 individual schools. We respect the recommendations
2 of the Public Education Department's charter school
3 office. Thank you.

4 CHAIR GARRISON: Give her the spelling of
5 your name or sign the sheet right there. Thank you,
6 Mr. Tolley.

7 And just for the record, make sure that we
8 have the APS letter placed in the minutes.

9 Community input. Public comments and
10 observations regarding the application will be heard
11 at this time. There will be a four minute time
12 limit per presenter. Persons from the same group
13 and having similar viewpoints are asked to select a
14 spokesperson to speak on their behalf. Multiple and
15 repetitious presentations of the same view will be
16 discouraged.

17 We are covering our bases here by stating
18 your name for the record and also signing in, so I
19 appreciate you doing that.

20 MS. LUDMAR: My name is Silvia Ludmar. I
21 am here as a parent. My son is currently enrolled.
22 I kind of talk loud, so I am a little bit afraid of
23 this microphone. My son is currently enrolled in
24 private school, and due to life circumstance, I
25 really can't afford to pay for it anymore. My son

1 has a few special needs. He has a language
2 disability, a language processing disability, and he
3 has a learning disability in math.

4 I am looking for a school that can fill
5 that need for him with some consistency, because he
6 has been in the same school now for five years. And
7 I love the fact that Kid's College is K through
8 eight. He has special needs, like I said, and KCAC
9 has a curriculum that is differentiated that will
10 help my son with his educational needs as well as
11 other children with special needs. I am excited
12 about what KCAC has to offer like the differentiated
13 instruction that is designed to meet his strengths.

14 My son needs hands-on learning with
15 specialized instruction, just like many, many other
16 kids that are in his same position. I don't want to
17 put him in special ed. He is a very, very smart
18 boy. He just needs a curriculum that's designed to
19 fit his needs.

20 KCAC will do that for him. They use
21 multiple intelligences, and that is excellent for
22 kids with special needs. He learns best auditorily
23 and this school will use that as his multiple
24 intelligence strength to gear learning for him. All
25 children with special needs should be able to have

1 that opportunity to figure out how they learn best
2 and then use that to further their education. He
3 needs hands-on learning with an emphasis on a career
4 driven high level achievement, and I want a small
5 specialized environment for him that is culturally
6 diverse that offers bilingual language also.

7 I am looking for a school that will
8 encourage my involvement due to his special needs,
9 and, you know, parents with children with special
10 needs do need to be a little bit more involved in
11 their school. And so I am looking for that
12 collaboration fully -- home to school, school to
13 home, open communication. All children with special
14 needs and different learning styles deserve the
15 opportunity to develop their own joy in learning and
16 master their skills by using their highest level of
17 intelligence.

18 These children need to also become
19 autonomous learners. For children with special
20 needs, it's important to emphasize their strengths,
21 to develop that desire to become lifelong learners.
22 KCAC sounds like it's going to do that just that.
23 Thematic based learning units are very important for
24 them. This helps them to develop the big picture of
25 things and create more excitement for them.

1 Going on field trips, discovering learning
2 through field trips adds another element that is
3 critical to children with special needs, because
4 they need to see how things are done. And to feel
5 how things are done, to help create their joy in
6 learning, they need the individualized instruction
7 that KCAC is offering for them to feel good about
8 themselves and become career motivated and career
9 driven to reach that higher education joy in
10 learning is what it's all about. I am feeling that
11 KCAC will definitely fill that need for my child and
12 the other children with special needs. Thank you.

13 MS. JOHNSON: My name is Melanie Johnson.
14 I am a parent of two boys age six. My children
15 currently go to Manzano Day School. I am divorced
16 and their father is not willing to continue to pay
17 for their \$26,000 a year tuition. Therefore, I have
18 been seeking alternative public school options.

19 I am very excited about Kid's College
20 Academy Charter School. I want to have my boys in a
21 place that will meet my children's needs and be a
22 nurturing academic environment. I am attracted to
23 Kid's College because I know it will be a small
24 community where they feel cared for and it will be
25 like an extended family. It takes a "Village to

1 Raise a Child." I want my children to have a lot of
2 love of learning.

3 I look forward to having my boys exposed
4 to the opportunity to intern with careers of their
5 choice. I want them to learn in a multicultural,
6 multi-intelligent environment that incorporates the
7 co-circulars -- PE, technology, and art -- into what
8 they are learning, for what the theme unit may be.

9 I wish for them to know another language.
10 My boys have different learning styles, but are both
11 very bright. It is my desire that they feel
12 successful and have a healthy self-esteem without
13 the competitive nature towards one another. Howard
14 Gardener's multiple intelligences, as well as
15 differentiated instruction, will foster both their
16 diverse learning styles. I know this targeted
17 instruction will meet the needs of my children as
18 well as all students.

19 When I went to school, it was enough to
20 have a six and a half hour day for 180 days a year.
21 Now children are expected to know so much more. In
22 order for my boys to have an edge and compete in
23 today's society, I struggle to pay to outsource
24 enrichment and activities. I currently have both
25 boys enrolled in baseball, piano lessons, Spanish,

1 math, and golf, all at an astronomical expense.
2 This summer we went to the Albuquerque Academy,
3 which was a great experience, but as a taxpayer, I
4 would like the same opportunities afforded to those
5 who have the means to pay for private tuition.

6 I want the best for my boys. I believe
7 they deserve that. I know I am not alone in my
8 dreams. There are many, many families that are
9 seeking the same learning opportunities and an
10 environment that Kid's College Academy Charter
11 School could offer. Thank you.

12 CHAIR GARRISON: Is there anyone else that
13 would like to provide public input?

14 State your name for the record and sign in
15 on that sheet.

16 MR. MONTOYA: Good morning. My name is
17 Homero Montoya. And I went to a Kid's College as
18 when I came here to -- when I was in Barcelona
19 actually, and when I came here from -- my family
20 came here from Mexico, I did not know any English,
21 and I really believe that this curriculum was able
22 to help me and give me an edge in learning.

23 I was always told that I was very bright
24 but not very focused. Some teachers even told me I
25 wasn't capable of doing my work and basically what I

1 needed was a different approach to learning and a
2 different approach to school work, and I believe
3 that in Kid's College I was able to experience that
4 kind of teaching style where I was able to break
5 away from the normal classroom setting and
6 experience and explore learning rather than just be
7 instructed. In Kid's College I experienced hands-on
8 learning, learning through discovering the answers
9 and solutions. Instead of by a set step of methods,
10 I was able to go about it my own way, and I was
11 given the time and actually encouraged to do that.

12 In Kid's College we also took a lot of
13 field trips that I believe were -- like I believe
14 were really important, and they opened my eyes to
15 the world around me and to different career options
16 and to different, just to different aspects of life.
17 We went to Los Alamos, to the Sandia labs, and that
18 was something that opened my eyes to the new
19 technology that was being developed.

20 And when I transferred back to Los Lunas,
21 where I live now, I suffered a lot in middle school,
22 because I was not catered to for my special learning
23 needs, and I believe that my grades suffered a lot
24 and my learning suffered a lot in that time, because
25 I was just another student.

1 I believe that this type of learning is
2 very important for students like me for their
3 success, because without that, I don't think I could
4 have succeeded in learning English as a second
5 language so quickly and proficiently, and also just
6 learning the basic skills in school and learning the
7 basic techniques for learning, and learning also
8 about culture and about life. And I just look back
9 on it now and I am thankful for that, because back
10 then I just thought it was fun, but now I can see
11 how enriching it was for my life. Thank you.

12 CHAIR GARRISON: Thank you.

13 Is there anyone else who would like to
14 speak on behalf of Kid's College?

15 MS. MUNÓZ: Good morning. My name is Ana
16 Munóz, and I feel more comfortable to do this
17 presentation in Spanish, so I brought my translator.

18 (The following comments were translated
19 from Spanish into English by Homero Montoya.)

20 MS. MUNÓZ: Good morning. My name is Ana
21 Munóz and this morning I am here to talk on behalf
22 of Kid's College Charter Academy. I personally know
23 that parents, what a family and parents need,
24 because I have worked with them in the South Valley
25 and in the east zone of the city.

1 I am very excited to know that a school is
2 wanting to be open that is multicultural and will
3 have students of kindergarten. I understand that
4 this academy will offer students a program in which
5 they will have the highest expectations and high
6 standards, and they will be given challenges in
7 their classes every day and in their daily
8 activities. And these activities include
9 extracurricular activities which will prepare them
10 in their abilities of reading, writing, math,
11 natural science, science, social studies, and
12 computers and technology.

13 This academy will foster the learning at a
14 high level of thinking and creativity and problem
15 solving. I believe that it will also prepare these
16 students to have a higher vision and that will make
17 them feel more capable to assist the members and
18 become professionals.

19 With the extended schedule of classes and
20 continuous classes throughout the year, I believe
21 that we can reach the necessities of every
22 individual student, offering a program of before and
23 after school with an academic program of arts. We
24 will prepare the students for a better effort in
25 school. With students that speak Spanish as their

1 first language, we will implement strategies like
2 ESL where we will have, as a result, students who
3 are truly bilingual and who will be prepared to
4 confront the diverse challenges of the programs for
5 their future studies.

6 Finally to the parents and family, we will
7 offer a variety of opportunities for their benefit:
8 Classes such as English, computer classes, GED
9 classes, reading, nutrition and health classes.
10 These classes will have as a goal, the goal of these
11 classes is to make a foundation for the parents and
12 their education, so that they will have better
13 opportunities in the workforce and as a result,
14 better paying jobs, and this way we will improve the
15 economic status of our community and in the home.
16 Thank you.

17 CHAIR GARRISON: Thank you.

18 Is there anyone else that would like to
19 provide community input?

20 At this time, the Public Education
21 Commission reserves time to address questions that
22 the commissioners have of the applicant, so if you
23 could come back to the table.

24 Are there questions from commissioners?

25 Commissioner Shearman.

1 MS. SHEARMAN: Thank you.

2 Good morning. It is still morning. My
3 first question involves salaries, and you probably
4 have already read the reviewer's comments regarding
5 salaries. I would direct your attention to page 12
6 of the review and also to your budget spreadsheet.
7 It does appear that your principal director,
8 assistant principal, quite a few other positions,
9 administrative positions, receive significant salary
10 increases through the course of the budget; however,
11 it does not appear that the teachers' salaries
12 increase at all through the course of the budget.

13 MS. SANCHEZ: May I explain that, please?

14 MS. SHEARMAN: Please do.

15 MS. SANCHEZ: First of all, as we
16 responded to the questions that came from the
17 review, we indicated that we would use the three
18 tier system that is required by the state to look at
19 salaries for teachers. So tier one would be, I
20 believe, 30,000, tier two would be approximately
21 40,000, and then tier three teachers would be at
22 50,000. We were estimating in the range of about
23 \$45,000 per teacher, looking at qualifications and
24 years of experience and then also meeting the
25 criteria requirements of state.

1 So when we do address this in the final
2 budget, we will include that, and our response
3 indicates that which already has been prepared. So
4 we have taken that into account.

5 In answering your question about
6 administration, there are a couple of factors that
7 we were looking at. First of all, in initiating and
8 monitoring Kid's College K through eight, we are
9 going to be looking for experienced administrators
10 who have certainly a number of years in terms of
11 practitioner's, and therefore, that would require
12 that we be able to be competitive with the salaries
13 that administrators are currently receiving who have
14 five or ten years experience or more.

15 As we look at this, the assistant
16 principal responsibilities will be comprehensive in
17 terms of looking at maintenance and looking at
18 anything to do with expenditures, anything to do
19 with looking at repairs, looking at budget, looking
20 at lease factors. There is so much of that. The
21 principal, the director would be an instructional
22 leader. That instructional leader, the main
23 responsibility there would be to monitor and provide
24 feedback in classrooms and really look at the
25 implementation of those differentiated strategies

1 that are so important to the success of the school.

2 So therefore when we actually -- and as I
3 said, we were estimating, but there will be a
4 balance, and there will also be a graduated approach
5 to looking at the salaries once that director is
6 hired and going from what we know, because we are
7 looking at, as I said, differentiated
8 responsibilities.

9 MS. SHEARMAN: I appreciate that
10 information, but I have to say, I believe if I were
11 an instructor, a teacher at your school, and I
12 looked at this budget or if I was considering
13 applying to your school and I saw that the
14 principal, the director, started at 70,000 the first
15 year and went to 85 the second year, the assistant
16 principal starts at 55 and goes to 75 the second
17 year, I would be hard pressed to be satisfied.

18 MS. SANCHEZ: I totally understand that.
19 Once again, these are estimates. When we actually
20 work on the final budgets, that will reflect the
21 true figures. And we will certainly look at that
22 balance in the three year expectations and salaries,
23 and then looking at administration. So we
24 appreciate the feedback and your questions.

25 MS. SHEARMAN: Thank you very much.

1 My second question, on page 21 of the
2 application -- let me get there, too. It's on the
3 comparison with other schools.

4 MS. SANCHEZ: Are we talking about the AYP
5 school designation?

6 MS. SHEARMAN: Yes. You have quite a
7 number of schools. May I ask if any of those are
8 charter schools?

9 MS. SANCHEZ: No. As far as we will be
10 looking at the Albuquerque cluster, these are all
11 public schools. And these, the Rio Grande cluster,
12 the schools listed elementary school, middle school,
13 and high school, are all public schools.

14 MS. SHEARMAN: May I ask why there are no
15 charters?

16 MS. SANCHEZ: We at the time were making a
17 case for the need to create a charter school that
18 would meet the needs of these children that are
19 currently in a public setting. We did not want to
20 be in competition with any other charter school, and
21 as we look at next steps, we will certainly look at
22 those charters that are currently in existence in
23 those areas.

24 I am aware of some charters at this point,
25 and we will certainly provide their status in terms

1 of meeting AYP.

2 MS. SHEARMAN: Thank you. My third
3 question, back to the budget -- go a little more.
4 Under land -- pardon me -- rental, land and
5 building, on the budget, year one it shows 30,000.
6 The narrative in your application on page 48 --

7 MS. SANCHEZ: Go ahead.

8 MS. SHEARMAN: -- I believe it shows
9 \$113,000 for the first year.

10 MS. SANCHEZ: Let me look at that. Let me
11 begin by stating that we are going to look at
12 leasing a building for our school. And once again,
13 when we were looking at that cost, we were
14 estimating the cost for the lease to be at a range.
15 The first year, as we look at what that would cost,
16 that included possibly land and buildings as well.
17 I feel like that is quite high.

18 When we look at the actual five year
19 budget, if you look at the line item for leasing,
20 that is absolutely more reasonable. So I think that
21 was an over estimate on our part, and we are looking
22 at leasing, and hoping that what we had listed is
23 much closer to what we will be paying. And so if we
24 look at that five year budget, I think that will
25 reflect what I am talking about. That is not

1 correct. That amount is not correct.

2 MS. SHEARMAN: Year one you start with
3 30,000. Year two it goes to 50,000, 55, 70, and
4 stays at 70. Do you think you can get an adequate
5 facility for \$30,000 a year?

6 MS. SANCHEZ: We are currently looking at
7 possibilities and trying to be realistic, but we
8 knew that our first year we had to be conservative
9 in terms of what we would be able to spend looking
10 at an operational budget. So we are at this point
11 still looking at sites, looking at the cost of
12 lease, what a lease would cost per year and what we
13 could afford.

14 MS. SHEARMAN: You know, we have heard
15 horror stories about schools that started in chicken
16 coops and those kinds of things years ago. We
17 certainly don't want our kids in that situation.

18 MS. SANCHEZ: Absolutely not. We have
19 very high expectations, but we appreciate your
20 concern.

21 MS. SHEARMAN: My last question has to do
22 with, I have heard several of your presenters, you
23 all spoke about it and several of your presenters
24 spoke about it, classes for families.

25 MS. CHAVEZ: May I?

1 MS. SHEARMAN: Can you do that?

2 MS. CHAVEZ: Actually part of what that is
3 is part of your parent involvement program. And
4 what that means is you would have a variety of
5 workshops that are going on. Are you talking about
6 the workshops or are you talking about the actual
7 classes like the ESL?

8 MS. SHEARMAN: Classes.

9 MS. CHAVEZ: Yes. We can actually have
10 parents come on site and actually bring on someone
11 who will teach ESL classes or also teach classes for
12 GED, and parents can come in the evenings and
13 actually take some of these classes. We could
14 possibly open up the computer lab in case parents
15 wanted to come in in the evening and be able to
16 learn more on how to use computers. So that we
17 would like to be able to use our facility so that
18 also we can extend that into our community.

19 MS. SHEARMAN: Well, I think my question
20 is who is paying for it.

21 DR. DURAN: May I interject? Mr.
22 Chairman, Members of the Commission, under New
23 Mexico law, anyone who does not have a diploma or
24 GED can receive SEG. So you can be 50 years old, 60
25 years old. I don't know of anyone that's 60 years

1 old, but you can be 60 years old and be eligible for
2 SEG as long as you don't have a high school diploma.

3 MS. SHEARMAN: I learn something new every
4 day. Thank you.

5 DR. DURAN: You're welcome.

6 MS. SANCHEZ: May I add one thing. We
7 also are looking at making a connection with CNM,
8 South Valley CNM that does offer these classes, just
9 creating an awareness and connection for our
10 families so those classes could either be on site
11 once our school is in place, and/or go to CNM South
12 Valley, which I know is a very viable option.
13 Sometimes parents don't know that it is or they
14 don't feel comfortable going, so we would be that
15 liaison to make that happen for them.

16 MS. SHEARMAN: Thank you.

17 CHAIR GARRISON: Commissioner Krivitzky.

18 MS. KRIVITZKY: Good morning. I just had
19 a few questions about your calendar year, because it
20 is kind of unique. I mean, we used to have
21 year-round schools, but this is even a little more
22 different than that. Can you explain, you said your
23 school year starts mid July; is that correct?

24 MS. SANCHEZ: Yes, ma'am.

25 MS. KRIVITZKY: Then you go through

1 June 30th?

2 MS. SANCHEZ: Yes.

3 MS. KRIVITZKY: Then what about your
4 teachers, their contract years is what, how many
5 days?

6 MS. SANCHEZ: We are still looking at
7 absolutely a minimum of 183 days, but within that
8 alternative calendar so to speak. The way it is set
9 up, you start up in July, around July 22nd, and then
10 you go for a reporting period of, it's approximately
11 12 weeks. Then there are smaller breaks for
12 students, parents, and staff. There would be a
13 break in October. I think around the 20th or so, a
14 two week break. Then we come back in in November,
15 where they are there all through November. Of
16 course, Thanksgiving is a day that everyone gets.
17 We are on through December. Then a two week break
18 in December.

19 We come back approximately January 4th, go
20 all of January, February, and March. And then there
21 is another two week spring break, and then we would
22 continue April, May, and June, mid June.

23 MS. KRIVITZKY: So it's sort of a modified
24 year-round schedule?

25 MS. SANCHEZ: Yes, ma'am.

1 MS. KRIVITZKY: It seems like that is -- I
2 know the local school district starts mid August, so
3 that would actually be like four extra weeks which
4 then you have taken up with additional breaks during
5 the school year?

6 MS. SANCHEZ: Yes, ma'am.

7 MS. KRIVITZKY: Okay. So you don't have
8 to have any special compensation for your teachers
9 or anything, because I think the local school
10 district is 181 or 82 days.

11 MS. SANCHEZ: Yes, ma'am.

12 MS. KRIVITZKY: All right. Interesting,
13 thank you.

14 CHAIR GARRISON: Other questions?
15 Commissioner Bergman.

16 MR. BERGMAN: Having read the application
17 and read the preliminary analysis, I know you are
18 going to respond to the preliminary analysis in the
19 next few days, but on page 33 of your application,
20 it was pointed out that you had made a reference to
21 the district, and we assume that was APS. You are a
22 stand alone school?

23 MS. SANCHEZ: Absolutely, and we are
24 applying to the state. Yes, thank you.

25 MR. BERGMAN: And actually Commissioner

1 Shearman touched on several of my questions. So I
2 guess a free and appropriate education applies to
3 just about anybody then.

4 I think that's all I have got. Thank you.

5 MR. GANT: I have a couple questions if I
6 may. First of all, the gentleman that spoke earlier
7 said he went to Kid's College. Explain. You must
8 have something to do with that.

9 MS. SANCHEZ: Yes. That I would say up
10 until 2008, two years ago actually, we had a
11 collaboration that was working with CNM, the county,
12 and schools from the Rio Grande cluster. So we
13 provided a four to six week program for students
14 from schools, surrounding schools in the area. And
15 so the experience that the young man spoke to was
16 the opportunity that he had to attend phase one,
17 phase two, and phase three of Kid's College that was
18 really the foundation for the idea of actually
19 creating a school that would allow children this
20 opportunity year round.

21 Our feedback was very positive. Children
22 were really excited. Parents kept saying, could we
23 do this? When are you going to make this a real
24 school where our children can go all the time? So
25 that was the reference that that young man was

1 making.

2 MR. GANT: Okay. Getting back to
3 Commissioner Krivitzky's questions about your
4 schedule. During the breaks, you talk about one in
5 October, I believe it was two weeks.

6 MS. SANCHEZ: Yes, sir.

7 MR. GANT: Are you going to offer classes
8 to students who are falling behind or what?

9 MS. SANCHEZ: Yes, sir. Not only will we
10 offer classes for perhaps families who might not be
11 able to find care for their children, so we would
12 have an intersession period, and we would look at
13 staff who is currently on board at Kid's College,
14 and we would look at reading, writing, and language
15 arts. We would also look at the area of math for
16 intervention classes, small group extensions where
17 children would have quality time to make that growth
18 or get that extra small group intervention.

19 In addition, we will be doing that daily
20 if those children are able to come early during the
21 day or after school. So we would not just close
22 down. There would be actual opportunities for those
23 students who needed that, to attend through that
24 period of time.

25 MR. GANT: All right. You are going to

1 have instructors, teachers, of course. Are they
2 going to be the same teachers that are during the
3 regular sessions, or are other teachers coming in?
4 How are you going to compensate that?

5 MS. SANCHEZ: Quite frankly, we prefer
6 they be the same teachers who are at the school,
7 because they will know the curriculum. They will be
8 trained. They will have the strategies. So in that
9 case we would look at stipends for those teachers
10 who are willing and able to provide that
11 instruction.

12 MR. GANT: Page 89, facilities, this is a
13 K to 8, and I looked over your square footage which
14 comes up to 30,000 square feet, and I could not --
15 these are elementary children. I don't see a
16 playground in there.

17 MS. SANCHEZ: Well, that, of course, has
18 been one of our discussions. And we are certainly
19 looking at, when we look at a location, that we are
20 able to either first of all locate near and close to
21 a city park, and/or if that is not possible, we will
22 have to discuss and look at what minimum facilities
23 would be available for children to play, because we
24 know play certainly is so important to children.
25 But as we are looking at location, we are looking at

1 sites that are close to a park or perhaps even
2 another school that might allow us to use their
3 playground.

4 MR. GANT: You talk about, on page 33, the
5 possibility of having preschool.

6 MS. SANCHEZ: Yes, sir.

7 MR. GANT: Why don't you just consider it
8 in this application?

9 MS. SANCHEZ: We were, quite frankly we
10 really wanted to include that, but once again, we
11 were being conservative with our first year. I know
12 there is possible state funding for a preschool, and
13 certainly we are exploring what that would look like
14 and if that would be possible, because we truly
15 believe in early intervention. The sooner we get
16 those children and their families with us, the
17 sooner we are able to impact their learning and make
18 it a successful learning.

19 MR. GANT: What do you consider, what do
20 you believe will be the percentage of students
21 attending the school who are ELL?

22 MS. SANCHEZ: If I look at the stats for
23 the area, I would venture to say that at least
24 probably, probably maybe half of our population
25 would be ESL, but ELL, English language learning,

1 those, but we would not be limited to serving those
2 children, because our curriculum is one that
3 addresses the needs of all children, but I am
4 figuring about that.

5 MS. SEDILLO: May I? I would also like to
6 clarify the difference between ESL and ELL. ESL are
7 English as a second language. According to
8 whichever test you are giving, the scoring would be
9 a one or a two or a three. When you have children
10 who are moving into the higher level of the three,
11 into the four, they are considered English language
12 learners. So you may have a student who does not
13 speak Spanish at all, but who has not really
14 qualified high enough on the test, and there might
15 be some Spanish that is spoken in the home, but then
16 they would be considered an English language
17 learner.

18 MR. GANT: Where I am going with this is
19 your desire to do sheltered English and an
20 institutional approach, is the majority of the kids
21 or students going to be in the sheltered --

22 MS. SEDILLO: I would say, yes, sheltered
23 practice is good for any student. They are included
24 with gifted students. I do shelter content with my
25 gifted students who are not ELL students, as well as

1 the ones who do ELL. They are best practices in
2 terms of using the multiple intelligences, the
3 modalities, guidance, acquisition, design, using
4 Chance, using body language, using higher level
5 content, so I don't see that as being a problem.

6 MR. GANT: Well, I was just noting it was
7 listed under special populations. It wasn't listed
8 anywhere else.

9 MS. SEDILLO: Okay.

10 MR. GANT: Okay. Last question, based
11 upon the fact that you did have a Kid's College
12 before, and you did say you are going to solicit
13 grants from the city and Bernalillo County, have you
14 even talked to these folks yet? Have you gotten any
15 verbals or anything from these folks?

16 MS. SANCHEZ: We did not list anyone in
17 particular, because we are still in the stages of
18 formulating. But I will say this to you, when we
19 looked at our staff and the operational budget that
20 we had, we are really looking to hire teachers who
21 can provide the instruction and who are already
22 trained. So that's why we are going to look at
23 highly qualified teachers who are certified, ESL
24 certified, regular ed, of course, certified in
25 special ed. There are many teachers who have dual

1 certifications, so we tried to keep it within our
2 operational budget.

3 MR. GANT: Thank you.

4 CHAIR GARRISON: Any other questions from
5 commissioners?

6 MR. BERGMAN: Mr. Chairman, actually I
7 think I would look to address something.

8 CHAIR GARRISON: Commissioner Bergman.

9 MR. BERGMAN: You mentioned early
10 intervention, and I noticed on page 37 and page 38
11 of your application you did talk about tutoring. I
12 think it's also important that the sooner you catch
13 a student that's struggling with a specific subject,
14 that you need to intervene then. Obviously you have
15 something in mind for tutoring. Can you just
16 briefly say how you are going to catch these kids
17 early enough to have an impact on them?

18 MS. SANCHEZ: Thank you so much for asking
19 that question. As I mentioned before, we will be
20 looking at data driven instruction. We are going to
21 be looking at formal and informal assessments.
22 People with experience can usually identify children
23 early on who are struggling perhaps in reading,
24 writing, or math. And so the minute that child is
25 identified and needing help, we will have small

1 group -- smaller group instruction for those
2 children, one-on-one instruction.

3 We will engage the parent in saying we
4 want to be able to help your child, so we really
5 need him or her to be able to be with us from 3:30
6 to 4:30. And if a child -- I think we are going to
7 have the luxury, to be honest with you, to provide
8 one-on-one if we need to do that and small group
9 instruction of four or five students. So we would
10 have people working in those areas.

11 We also hope, but we don't know yet, that
12 we would be able to look at additional tier two
13 interventions based on funding, using Fast Forward
14 or Reading Assistant, which really works with
15 children in those areas.

16 MS. CHAVEZ: Also keeping in mind that we
17 will identify students that might be in need right
18 at the kindergarten level, and those families that
19 will be identified will be about 20, around the
20 range of 20 with the ones who might need additional
21 help. Those teachers will become involved
22 immediately as they enter school in the kindergarten
23 level, but we will support them all through
24 kindergarten, and if they need continued support, we
25 will support them on an individual basis,

1 one-on-one, in first grade.

2 MS. SANCHEZ: We have also designated two
3 educational assistants in our budget who we will be
4 looking for who are trained in working with families
5 and giving parents the basics, the foundation and
6 the know-how to believe that they themselves can
7 help at home, by reading, by using small
8 opportunities, every day opportunities, to help
9 their children.

10 MS. SEDILLO: I can't underscore the
11 importance of data driven instruction. We as
12 teachers have had data for eons and eons, but what
13 you do to make the data become information and how
14 you use it as a prescriptive measure becomes very,
15 very important.

16 I have a student who I am thinking of in
17 particular, and I know I shouldn't go off on a
18 tangent, but this will show you. He comes from a
19 home where he speaks only Spanish. He has been
20 learning English for two years. When he first took
21 the DVA this year, he was really down the tubes in
22 the area of proficient.

23 We looked at the data together. He and I
24 sat down and examined it. I looked from a
25 prescriptive point, what did I need to do as a

1 teacher to ensure his success with the curriculum
2 and ensure that the standards were being met so that
3 he would understand them. I embedded that with my
4 other lessons as we continued to go on the helix.

5 I just saw his SBA scores. He was at the
6 advanced level in reading and English, and I am just
7 so thrilled I want to kiss him. But all of my
8 students had that success, because we are using the
9 data to let us know. It's like when you go to the
10 doctor and the doctor says, here is your blood work.
11 Well, what's causing your triglycerides to go
12 higher? What's causing your cholesterol to be so
13 high?

14 MR. BERGMAN: Thank you. I appreciate
15 that.

16 MS. SEDILLO: You're welcome.

17 CHAIR GARRISON: Any other questions?

18 The commission encourages continued public
19 input in writing until Friday, August 20th, at 5:00
20 p.m. Written comment should be sent to Public
21 Education Commission, Beverly Friedman, 300 Don
22 Gaspar Avenue, Santa Fe, New Mexico 87501. Or you
23 can e-mail comments to Beverly Friedman, and
24 Mr. Obenshain has some e-mail slips so I don't have
25 to read through that.

1 Thank you, sir.

2 We request that the applicant adhere to
3 the deadline and submit their written responses to
4 both the preliminary analysis and to our questions
5 by e-mail to Ms. Friedman to ensure that they are
6 received on time for consideration at our decision
7 making meeting on September 9, 2010.

8 Thank you so much.

9 MS. SEDILLO: Thank you so much for your
10 time.

11 MS. SANCHEZ: Thank you.

12 CHAIR GARRISON: We will give a ten minute
13 recess. We will start promptly at 10:20.

14 (The hearing concluded at 10:10 a.m.)

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1 STATE OF NEW MEXICO)
2 COUNTY OF BERNALILLO)

3

4 REPORTER'S CERTIFICATE

5 I, Sally Peters, RPR, CCR #57, Certified
6 Court Reporter in the State of New Mexico, do hereby
7 certify that the foregoing pages constitute a true
8 transcript of proceedings had before the Public
9 Education Commission, held in the District of New
10 Mexico, in the matter therein stated.

11 In testimony whereof, I have hereunto set
12 my hand on August 17, 2010.

13

14

15

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