



Colorado State Board of Education

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**TRANSCRIPT OF PROCEEDINGS**  
**BEFORE THE**  
**COLORADO DEPARTMENT OF EDUCATION COMMISSION**  
**DENVER, COLORADO**

**April 12, 2017 Meeting Transcript - PART 1**

BE IT REMEMBERED THAT on April 12, 2017, the  
above-entitled meeting was conducted at the Colorado  
Department of Education, before the following Board Members:

Angelika Schroeder (D), Chairman  
Joyce Rankin (R), Vice-Chairman  
Steven Durham (R)  
Valentina (Val) Flores (D)  
Jane Goff (D)  
Pam Mazanec (R)  
Rebecca McClellan (D)



1 UNIDENTIFIED VOICE: Ladies and gentlemen,  
2 I'd like to call the board meeting to order. Ms. Cordial,  
3 could you please call the roll? Miss Cordial?

4 UNIDENTIFIED VOICE: Ms. Cordial?

5 UNIDENTIFIED VOICE: Oops.

6 UNIDENTIFIED VOICE: She's absent.

7 UNIDENTIFIED VOICE: No, she's not absent as  
8 she had looked over there first. She was here to manage the  
9 call.

10 MS. CORDIAL: Board member Durham?

11 MR. DURHAM: Here.

12 MS. CORDIAL: Board member Flores?

13 MS. FLORES: Here.

14 MS. CORDIAL: Board member Goff?

15 MS. GOFF: Here.

16 MS. CORDIAL: Board member Mazanec?

17 MS. MAZANEC: Here.

18 MS. CORDIAL: Board member McClellan?

19 MS. MCCLELLAN: Here.

20 MS. CORDIAL: Board member Rankin?

21 MS. RANKIN: Here.

22 MS. CORDIAL: Board member Schroeder?

23 MS. SCHROEDER: Here.

24 UNIDENTIFIED VOICE: Thank you. Could you all  
25 please rise? Ms. Kaufman, would you lead us please?



1 ALL: "I pledge allegiance to the Flag of the  
2 United States of America, and to the Republic for which it  
3 stands, one nation under God, indivisible, with liberty and  
4 justice for all."

5 UNIDENTIFIED VOICE: Thank you. And I would  
6 like to acknowledge that Ms. Kaufman sits over there in the  
7 corner, very quietly and folks never noticed. But, while Ms.  
8 Cordial is the one that runs the shop or popsicle stand, as  
9 I like to call it, it's Ms. Kaufman who makes us get to the  
10 right places at the right time and I am grateful for your  
11 help, our Girl Friday. Next item on the agenda is the  
12 consent agenda. Ms. Goff, are you ready to read that for us,  
13 please?

14 MS. GOFF: Sure. Okay. Good morning. I moved  
15 to place the following matters on the consent agenda:  
16 15.03, to reaffirm the school and district performance  
17 framework targets the state board established in 2016 for  
18 use in the 2017 school and district performance frameworks;  
19 16.01, regarding disciplinary proceedings concerning an  
20 authorization charge number 2016EC29, signify acceptance and  
21 approval of the terms and conditions of the stipulation and  
22 final agency order by directing the Commissioner to sign  
23 this stipulation in final agency order; 16.03, regarding  
24 disciplinary proceedings concerning a license charge number  
25 2016EC585, direct department staff -- excuse me -- under



1 state Attorney General's office to prepare the documents  
2 necessary to request a formal hearing for the revocation of  
3 the credential holder's Initial Teacher license pursuant to  
4 24-40-104 CRS; 16.05, approve one initial emergency  
5 authorization request as set forth in the published agenda;  
6 17.01 to 17.09, approve the waiver request Action Item 17.01  
7 through 17.09 inclusive as set forth in the published  
8 agenda; 17.10, approve Denver Public Schools request for  
9 early college designation for Denver School of Innovation  
10 and Sustainable Design as set forth in the published agenda;  
11 17.11, approve Denver il -- Public Schools request for early  
12 college designation for Dr. Martin Luther King Jr. Early  
13 College as set forth in the published agenda; 17.12, approve  
14 Denver Public Schools request for Early College Designation  
15 for High Tech Early College is set forth in the published  
16 agenda; 17.13, approve Denver Public Schools request for  
17 Early College designation for West Early College as set  
18 forth in the published agenda; 18.01, to appoint Samantha  
19 Barron, Terry Dechenland, Amy Gilner, Tracy Thatcher and  
20 Liza Lancaster-Thomas to fill the vacancies on the Special  
21 Education Advisory Committee effective July 13th, 2017. This  
22 is the end of the consent agenda.

23 UNIDENTIFIED VOICE: Thank you very much. Are  
24 there any items that you like to pull from the cha -- from  
25 the consent agenda?



1 UNIDENTIFIED VOICE: Excuse me. I'd like  
2 some. I'd like to ask some questions on 17.01, the Denver  
3 Public School Early Colleges and then the others. I have  
4 some questions.

5 UNIDENTIFIED VOICE: That would be-

6 UNIDENTIFIED VOICE: 17.10.

7 UNIDENTIFIED VOICE: 17.10.

8 UNIDENTIFIED VOICE: 17.10.

9 UNIDENTIFIED VOICE: Right.

10 UNIDENTIFIED VOICE: And the others, and if  
11 someone here can answer those questions, I would really  
12 appreciate it.

13 UNIDENTIFIED VOICE: Commissioner, do we have  
14 anyone here or should we put this the end of tomorrow?

15 UNIDENTIFIED VOICE: I, I think we'll need to  
16 maybe add a break get your questions or if you want to give  
17 us the questions now we can get started working on it and  
18 then we can see if we can address them versus if we need  
19 Denver Public Schools to come address them. Do you have  
20 those questions now or do you want to?

21 UNIDENTIFIED VOICE: Well, I'd like to ask  
22 what you're going to do with the other students who are not  
23 going to go into these? I mean, these are three -- these  
24 are fo -- four high schools and I'd like to know what  
25 curriculum will be for, for the other kids who are not going



1 to go into -- into tech.

2 UNIDENTIFIED VOICE: They will not go into  
3 these four schools?

4 UNIDENTIFIED VOICE: Right. Because it takes  
5 on a whole bunch of -- I mean that's -- those are big high  
6 schools and I'm sure there are kids there who would like --  
7 well, probably want to do other things. So, that wasn't  
8 spelled out as to whether they're going to have a regular  
9 curriculum for everybody and how that's going to work out?

10 UNIDENTIFIED VOICE: Board member Durham.

11 UNIDENTIFIED VOICE: Thank you, Madam Chair.  
12 Procedurally, may I suggest -- I don't think we actually  
13 approved the agenda.

14 UNIDENTIFIED VOICE: No, I know. Yeah, I've --  
15 - I've already screwed up on that one.

16 UNIDENTIFIED VOICE: Okay. So, I, I move that  
17 the --

18 UNIDENTIFIED VOICE: I thought I -- I thought  
19 I work on this one and then go back.

20 UNIDENTIFIED VOICE: I move that -- we'll not  
21 come back to this either. I move that we approve the agenda  
22 as published and then we'll come back to the consent agenda  
23 here and that.

24 UNIDENTIFIED VOICE: Don't want to go back  
25 and forth. That's fine.



1 UNIDENTIFIED VOICE: So, I second.

2 UNIDENTIFIED VOICE: Thank you. Are there any  
3 objections to the agenda, which I failed to get approved  
4 from my colleagues? Thank you. Now, could I have a motion  
5 for the consent agenda or there are still more items?

6 UNIDENTIFIED VOICE: Oh, I think if, if I --

7 UNIDENTIFIED VOICE: I thought that was the  
8 move?

9 UNIDENTIFIED VOICE: I move -- I move the --

10 UNIDENTIFIED VOICE: We'll flip it back and  
11 forth.

12 UNIDENTIFIED VOICE: I move the consent  
13 agenda, Madam Chair, excluding those items 17.10 to 17.13 be  
14 approved as published.

15 UNIDENTIFIED VOICE: Okay. Did you want to  
16 pull them or did you just wanted some questions answered?  
17 Board member Flores?

18 UNIDENTIFIED VOICE: I'd like to know what  
19 that is all about.

20 UNIDENTIFIED VOICE: You want them hold or do  
21 you just want some questions answered about them?

22 UNIDENTIFIED VOICE: Yeah.

23 UNIDENTIFIED VOICE: I'll move --

24 UNIDENTIFIED VOICE: Yes.

25 UNIDENTIFIED VOICE: I'll move to -- for all



1 requests that those items be removed from the consent.

2 UNIDENTIFIED VOICE: Okay. So technically,  
3 we'll put them on at the end of the day tomorrow.

4 ALL: Okay.

5 UNIDENTIFIED VOICE: Board member Mazanec?

6 MS. MAZANEC: I just want clarification.  
7 There's only those two, two items from the disciplinary  
8 proceedings that are on the consent.

9 UNIDENTIFIED VOICE: Correct.

10 MS. MAZANEC: Everything else is -- okay.

11 UNIDENTIFIED VOICE: And there are two that  
12 are -- that we will be voting on.

13 MS. MAZANEC: All right. Thank you.

14 UNIDENTIFIED VOICE: Okay.

15 UNIDENTIFIED VOICE: Madam Chair, we do have  
16 one person who might be able to answer the questions. I --  
17 she can't speak for DPS but she understands the early  
18 college situation if you want her to try.

19 UNIDENTIFIED VOICE: Is that all right?

20 UNIDENTIFIED VOICE: Sure.

21 UNIDENTIFIED VOICE: Okay.

22 UNIDENTIFIED VOICE: Ms. Ruthven, if you want  
23 to come up and-

24 UNIDENTIFIED VOICE: Does it have to be right  
25 now?





1 UNIDENTIFIED VOICE: Well, I think we're  
2 trying to avoid pulling them from-

3 UNIDENTIFIED VOICE: Okay.

4 UNIDENTIFIED VOICE: If possible.

5 UNIDENTIFIED VOICE: I want to get home by  
6 eight o'clock tomorrow.

7 UNIDENTIFIED VOICE: Well, these are -- these  
8 are five -- four -- five schools and I know that lots of  
9 these kids would want a, a regular curricula. You know, and  
10 maybe many of them will not want go into tech areas or  
11 professional areas immediately. In other words, stay in  
12 school for five years or so and they would like to go on to  
13 college. I would imagine that that would be the case with  
14 these schools, unless of course, they have another curricula  
15 for IBS or you know, they want to take advanced coll --  
16 courses so that they may opt out some courses in college. So  
17 are -- will they -- will they put these kids together? In  
18 other words, will they segregate all these kids who are  
19 going into tech and put them together in these schools? But  
20 that's a large number of Denver kids and that, those are a  
21 lot of schools. So I'd like to know how that, how that is  
22 going to work out? Whether they're going to have -- you  
23 know, some of these are comprehensive schools and what --  
24 what's going to happen with that.

25 MS. RUTHVEN: Thank you. Members of the



1 Board, Madam Chair Commissioner. So Dr. Flores, I'm happy to  
2 answer your question.

3 My name is Misti Ruthven, the Executive  
4 Director of Student Pathways, just for the record. So I  
5 think what you're asking and I'm -- some of, some of these  
6 are more specific questions to DPS, but I'm happy to speak  
7 to you in this generally, as well as what they had outlined  
8 in their applications.

9 So for these four schools, within Denver  
10 Public Schools, in transitioning them to early college, that  
11 it will be a phase in process, and one of these, then would  
12 be a new school as well. So this is what's been outlined as  
13 far as various pathway options for students to take  
14 advantage of.

15 MS. FLORES: And I understood that part. But  
16 I'm saying that, that is a -- those are a lot of kids who go  
17 to those high schools and some kids might want to go to  
18 college and, and may not want to go into a pathway. And all  
19 I'm asking is -- not all, I have a corollary question. Will  
20 all those kids get to have music, have art, have all the  
21 others that most high schools have, other courses, that  
22 political science, economics, you know, all those courses  
23 that are expected of high school kids to take? Will they be  
24 able to take those courses, or are all of these kids going  
25 to -- in these schools, going to just be in that pathway?



1 MS. RUTHVEN: So these schools are outlining  
2 multiple pathways. I'm happy to get that to you and then  
3 offline, be more specific and ask DPS how they plan to-

4 UNIDENTIFIED VOICE: And I read all of them.

5 MS. RUTHVEN: Great. Okay, fantastic. So as  
6 I'm sure you saw in there, that the intention is for  
7 students to get an Associate's Degree or 60 credits, and  
8 they can be extremely flexible. And some of those are also  
9 in gen -- then I'm sure you saw a General Education Pathways  
10 that would have an inclusive education as well. So, much of,  
11 certainly the curriculum piece is up to Denver Public  
12 Schools and then how they transition students within those  
13 schools, and then if, you know, students no longer choose to  
14 get an Associate's Degree, there are certainly then options  
15 as with other current Early Colleges for them to follow  
16 another option.

17 UNIDENTIFIED VOICE: And I applaud DPS,  
18 Denver Public Schools, for providing these options because I  
19 think that they're wonderful options for many kids. So I'm  
20 not criticizing, I just wanted to understand. Thank you very  
21 much.

22 UNIDENTIFIED VOICE: Thank you, Dr. Flores.

23 MS. RUTHVEN: Thank you.

24 UNIDENTIFIED VOICE: Thank you. So we can put  
25 that back on the consent agenda at this point. Great. So now



1 may I have a mo -- let's try this again since I'm messing  
2 everything up today already. A motion-

3 UNIDENTIFIED VOICE: I think Jane moved the  
4 consent agenda when she read it.

5 UNIDENTIFIED VOICE: She did. So I need a  
6 second. Super. Are there any objections, colleagues? To the  
7 consent agenda? All right.

8 UNIDENTIFIED VOICE: Step one and two, mo --  
9 moving forward. The next item is a report from our  
10 Director's State Board Relations, Ms. Cordial.

11 MS. CORDIAL: Thank you Madam Chair. Good  
12 morning Madam Chair, members of the Board and Commissioner  
13 Anthes. As a friendly reminder, please speak clearly into  
14 your microphones and if you've turned them off please  
15 remember to turn them back on.

16 For those of you needing to connect to CDEs,  
17 guest wireless, locate CDE hotspot and the password is  
18 Silver, capital S. In your board packets, you have the  
19 following materials. You have your quick glance expense  
20 report and your events calendar, and just a few upcoming  
21 events. And special meetings I'd like to bring to your  
22 attention are for the month of April are the, include the  
23 April 19th PEVC luncheon, the April 24th special board  
24 meeting that will be all day, and we will provide you with  
25 those materials for both Greeley and Pueblo at the end of



1 the day tomorrow. Let's see, another special meeting you  
2 have is the April 28th Legislative Update Meeting and then  
3 that evening is the Case Awards Reception.

4                   So also in your board packets and or  
5 available on board docs are the following materials. For  
6 item 9.01, you have a memo regarding the amended sections of  
7 the Educator Licensing Act Rules 1 CCR 301-37, a red line  
8 and clean copy of the amended sections of the rules. A  
9 crosswalk to, a crosswalk of the rules to statute document.  
10 Two letters we have received from (Indiscernible), the  
11 Consortium of Directors of Special Education, the Colorado  
12 BOCES Association, the Rural -- the Colorado Rural Schools  
13 Alliance and CASE, as well as staff's response to written  
14 comments document.

15                   For item ten, you have a memo regarding the  
16 recommendations for the School Turnaround Leaders  
17 Development Program, District Grant recipients, and the  
18 accompanying PowerPoint.

19                   For item 12.01, you have materials pertaining  
20 to the Charter School Appeal, Pueblo Vocational Academy  
21 versus Pueblo School District 60.

22                   For item 14.01, you have a memo regarding the  
23 Accountability Clock Hearing for Aurora Central High School,  
24 the accompanying PowerPoint from the department, the  
25 commissioner's recommendation, the State Review Panel



1 recommendations, the district's pathway plan for Aurora  
2 Central High School, and the school performance framework.

3 For item 15.01, you have a memo regarding the  
4 proposed written final determinations for Montezuma-Cortez  
5 School District RE-1, as well as the proposed written final  
6 determination.

7 For item 15.02, you have a memo regarding the  
8 proposed written final determination for Julesburg School  
9 District RE-1 and Destination's Career Academy, as well as  
10 the proposed written final determinations version, both  
11 version A and version B.

12 For item 15.03, you have a memo regarding the  
13 2017 performance framework targets, and the accompanying  
14 2017 framework guide.

15 For item 16.05, you have a memo regarding the  
16 one initial emergency authorization request.

17 For item 17.01 through 17.09, you have memos  
18 and supporting materials pertaining to the Charter School  
19 waiver requests.

20 For item 17.10 through 17.13, you have memos  
21 and supporting materials pertaining to the Early College  
22 Designation requests.

23 For item 18.01, you have a memo regarding the  
24 appointments of the Special Education Advisory Committee,  
25 and the applications for each recommended appointment.



1                   For item 19.01, you have a copy of Senate  
2 Bill 272, Measures of Post-Secondary and Workforce  
3 Readiness.

4                   For Thursday April 13th, item 3.01, you have  
5 a memo regarding the Accountability Clock Hearing for Hope  
6 Online Learning Academy Elementary and Middle Schools. The  
7 accompanying PowerPoints from both the department and  
8 district, commissioner's recommendation, the State Review  
9 Panel Recommendations from 2015 and 2016, the district's  
10 pathway plan for those schools and the school performance  
11 frameworks for each school.

12                  For item 4.01, you have a memo regarding the  
13 Rulemaking Hearing, Administrative Rule Review. This memo is  
14 for all three of the Rulemaking Hearings you have before you  
15 on Thursday.

16                  The rule review summary and a red line copy  
17 of the repeal of rules for the administration of the Read to  
18 Achieve Grant Program, 1CCR30147.

19                  For item 6.01, you have the rule review  
20 summary and a red line copy of the repeal of rules for the  
21 administration of the Teacher Development Grant Program,  
22 1CCR30148.

23                  For item 7.01, you have a memo regarding the  
24 approval of Every Student Succeeds Act state plan  
25 submission, their accompanying PowerPoint, the final state



1 plan, the state plan document that lists the changes made  
2 since February 10th and the ESSA Hub Committee summary  
3 report.

4                   For item 8.01, you have a rule review summary  
5 of the Red Line copy of the repeal of rules for the  
6 administration of the Science and Technology Education  
7 Center Grant Program, 1CCR301-49.

8                   For item 9.01, you have a memo regarding the  
9 Innovation School application requests from Adam Twelve fi -  
10 - Adams 12 Five Star schools on behalf of Fort Nell  
11 Elementary School and their supporting materials pertaining  
12 to their requests.

13                   For item 9.01, you have a memo regarding the  
14 waiver request from Bennett School Districts 29J pursuant to  
15 22-2-117 CRS and their supporting materials pertaining to  
16 their request as well as CDE staff response document to  
17 their request.

18                   For item 10.01, you have a memo regarding the  
19 contingency reserve request for the six districts and  
20 accompanying letters from those six districts. For item  
21 10.01, you have a memo regarding the contingency reserve  
22 request from East Grant High School and the accompanying  
23 letter from East Grant -- I'm sorry -- East Grant School  
24 District, and the accompanying letter from the school  
25 districts.





1                   And lastly, for item 11.01, you have a memo  
2 regarding the legal authority for field testing for part and  
3 that concludes my report.

4                   UNIDENTIFIED VOICE: Thank you, Ms. Cordial.  
5 If there was anyone who was wondering whether we had much on  
6 our agenda today. I hope that dissertation identifies what  
7 we're up to. Commissioner, do you have an update for us?

8                   UNIDENTIFIED VOICE: Yes, thank you, Madam  
9 Chair. Members of the board, good to see you all. Yes, I was  
10 going to say the same thing. You all have an extraordinarily  
11 packed agenda today and tomorrow, and I wanted to thank you  
12 for all the extra reading and effort.

13                   You had stacks and stacks of material with  
14 very complex issues, and I really appreciate all of your  
15 efforts and trying to wade through all that. I have been  
16 spending my time with the staff team putting those facts of  
17 materials together for you.

18                   But in addition to that, I have met with a  
19 number of groups re -- recently, had a rural council meeting  
20 up in Steamboat Springs. I met with the Colorado bosses,  
21 directors, during their quarterly meeting, the Pikes Peak  
22 Area superintendent's meeting at -- and at all of those  
23 meetings we -- we discussed a number of topics, but some of  
24 the pertinent ones that came up for ESSA and the  
25 implementation of the ESSA plan.



1                   Teacher shortage issues came up time and time  
2 again. A lot of CTE work is really, I think, a lot of  
3 communities are really interested in expanding, thinking  
4 about the early college approaches and CTE approaches and  
5 apprenticeship approaches, so that was exciting to hear. And  
6 then -- and then also just the, the normal buzz about the  
7 legislative session, and -- and what's going on there.

8                   Also, when I was up there I got to visit a  
9 rural charter school up in Clark, Colorado and school leader  
10 Brandon LaChance gave us a tour of their charter school that  
11 was really -- a really nice school and a great community up  
12 there. It was fun to see that the kids can actually ski to  
13 school sometimes, so they have their little place where they  
14 put their cross-country skis. There wasn't much snow up  
15 there when I went up there, but it -- it was a -- a great  
16 school up there.

17                   The ESSA plan that you guys will be talking  
18 about tomorrow. I think you saw we h -- we have gotten some  
19 media relating to that, some -- some positive media around  
20 our stakeholder engagement process, some positive media  
21 around our accountability pieces in there around using the  
22 Colorado Growth Model, that sort of thing. And also some  
23 media just around the different types of approaches, you  
24 know, that -- that you may hear about in terms of public  
25 comment today, but we were pleased to see that we got some -



1 - some support out there from the long process that we've  
2 gone through.

3                   Just want to end with, you know, thanking you  
4 all for your incredible amount of work to prepare for this  
5 meeting and the next coming ones, and look forward to the  
6 next two days. Thank you.

7                   UNIDENTIFIED VOICE: Thank you, Commissioner  
8 Anthes, and thank you for the flowers. It's very kind, but  
9 it's also very therapeutic. There is research that shows  
10 that if you go to a hospital you'll notice that most of the  
11 paintings are nature scenes because it has a healing effect,  
12 so you are healing us. Thank you.

13                   And now, I apologize to our audience. We are  
14 going to have a short executive session, which means you get  
15 a little extra exercise by -- are asking you to please leave  
16 the room, for I would say approximately 15 minutes. My  
17 apologies, but it's necessary for us to have a -- a legal  
18 conversation at this time. Please don't go away. Just enjoy  
19 our beautiful lobby. Thank you.

20                   UNIDENTIFIED VOICE: Ms. Cordial, would you?

21                   UNIDENTIFIED VOICE: It says 15 minutes up  
22 here.

23                   UNIDENTIFIED VOICE: Don't be so realistic.

24                   UNIDENTIFIED VOICE: Ms. Cordial, would you  
25 be kind enough to call the --



1 UNIDENTIFIED VOICE: Trade union to executive  
2 session?

3 MS. CORDIAL: An executive session has been  
4 noticed for today's state board meeting in conformance with  
5 24-6-402(3)(a) CRS --

6 UNIDENTIFIED VOICE: Talk in your microphone.

7 MS. CORDIAL: -- to receive legal advice on  
8 specific legal questions pursuant to 24-6-402(3)(a)(II) CRS  
9 and matters required to be kept confidential by federal law  
10 or rules or state statutes pursuant to 24-6-402(3)(a)(III)  
11 CRS.

12 UNIDENTIFIED VOICE: Do I have a motion to  
13 convene to the executive session? Thank you. I think there  
14 was a move in a second back there.

15 UNIDENTIFIED VOICE: There we go.

16 UNIDENTIFIED VOICE: Anybody opposed? Okay.  
17 Have a seat please.

18 UNIDENTIFIED VOICE: Do we have a quorum?

19 UNIDENTIFIED VOICE: Yeah, confirmed.

20 UNIDENTIFIED VOICE: So, the next time on our  
21 agenda is a rulemaking hearing for the administration of  
22 educator licensing, Act one CCR 301-37. State board voted to  
23 approve a notice of rulemaking, and it's December 14, 2016  
24 board meeting. A hearing to promulgate these rules was made  
25 known through publication for public notice on February



1 25th, 2017 through the Colorado register, and by state board  
2 notice on April 5th, 2017. The state board is authorized to  
3 promulgate these rules pursuant to 22-2-107(1)(c) CRS.  
4 Commissioner (Indiscernible), prepare to provide an overview  
5 please.

6 UNIDENTIFIED VOICE: Yes, Madam Chair, I'll  
7 give a quick overview, and Colleen O'Neil is here to answer  
8 any questions. This is one of those sets of rules that was  
9 given back to us by the Office of Legal Services review.  
10 They review all of our rules for technical cleanup and for  
11 alignment to the law, and so we did have numerous technical  
12 cleanups here.

13 And also, as request to the board, we went  
14 through a quality review process for formatting and typos  
15 and all that stuff as well, so you'll see a lot of red but  
16 it's mostly typos and, and those sorts of things. And, today  
17 is the hearing, I will -- based on timing, I just want to  
18 remind you that we are -- are hoping for unanimous approval  
19 of these, so that we -- so that these rules do not go into  
20 the legislative Repeal Bill, because then, these well --  
21 these rules will be repealed, and that will put us in a  
22 quandary.

23 So, we're asking for an approval -- unanimous  
24 approval today. And if there are questions of substance  
25 about the rules, we could certainly go back and reopen the



1 rules at another time. But we're trying to get the technical  
2 fixes done today, so that these do not go in the Repeal  
3 Bill. So with that, I believe there's a hearing, and then we  
4 can open it up for questions. Dr. O'Neil, do you have  
5 anything?

6 DR. O'NEIL: Absolutely. Thank you  
7 Commissioner Anthes. I do not have anything, I think you  
8 summarized it well. I do believe that we have somebody here  
9 to testify on those roles, and then I can give you a recap.

10 UNIDENTIFIED VOICE: Okay.

11 UNIDENTIFIED VOICE: And answer a couple of  
12 questions because we have had some written feedback that I  
13 do want to address first. Okay?

14 UNIDENTIFIED VOICE: Okay.

15 UNIDENTIFIED VOICE: Thank you.

16 UNIDENTIFIED VOICE: So, I believe Donna  
17 Trujillo is here to testify to these rules. Please come and  
18 state your name, and any organization that you represent.

19 MS. TRUJILLO: Hi, my name is Donna Trujillo,  
20 and I am a director of Personalized learning with Douglas  
21 County School District. I am representing the legislative  
22 consortium of Special Education Directors.

23 UNIDENTIFIED VOICE: Thank you. Go ahead.

24 MS. TRUJILLO: Okay. So, thank you  
25 Commissioner Anthes and state board members for the



1 opportunity today to provide testimony. My name is Donna  
2 Trujillo as I said and I'm a director of personalized  
3 learning with Douglas County School District, specializing  
4 in special education.

5 I am testifying on behalf of the consortium  
6 of Special Education Directors, formed in 2004 to help  
7 policymakers understand issues related to children with  
8 disabilities. Our membership consists of 100 percent of the  
9 districts and administrative units in Colorado. This  
10 testimony also respi -- represents Cosby case, the Colorado,  
11 both these association, and Colorado's rural schools  
12 alliance.

13 Each of our organizations appreciates the  
14 opportunity to give feedback to CTE staff and appreciate co  
15 -- consideration of our input in our February and April  
16 letters. Each of our organizations has a strong support for  
17 quality services for students with disabilities. In no way,  
18 should our concerns be construed as lacking support for  
19 these students. But rather, are related to providing maximum  
20 flexibility to school districts and administrative units who  
21 are serving these students. Proposed language related to the  
22 director of special education in section 10.5, seems to add  
23 more rigid requirements to require a master's degree or  
24 higher than the current language that also allows a  
25 candidate to demonstrate knowledge and application of the



1 standards as determined by the department.

2                   We completely agree that having a master's  
3 degree or higher is preferred. However, for district with --  
4 districts with limited applicant pools is essential that, as  
5 a last resort, they have minimum fo -- maximum flexibility  
6 to hire the most ap -- qualified applicants available. In  
7 certain instances, this may be a candidate who has obtained  
8 their knowledge and experience through multiple channels  
9 other than completion of a graduate degree.

10                   We have provided some proposed language as an  
11 alternative in our April letter. A second area of  
12 significant concern is the age range for special education  
13 generalist, special education specialist, and director of  
14 special education. We are asking that changes to the rules  
15 be made so that all three apply to children birth to 21.  
16 Currently, the director of special education and special  
17 education general are limited to ages five to 21, and the  
18 department has commented that the special education  
19 specialist was erroneously authorized for birth to 21.

20                   These restrictions create a significant  
21 consequences for the endorsements not to apply to the  
22 broader age range. Under federal law, districts and  
23 administrative units have requirements for children from  
24 birth to 21. Allowing for the broader age range will allow  
25 special educators to meet their numerous legal obligations.





1 Specifically for example, the limited age range would  
2 interfere with the ability of the special education  
3 specialist and or director of special education to oversee  
4 child rate evaluations. Identifying birth -- the children  
5 birth to age five, suspected of having a disability.

6                   We understand the department's authority to  
7 issue endorsements for early childhood special education  
8 generalists and specialists. However, the age limitation  
9 creates obstacles for some school districts based on their  
10 size and needs to be required to hire staff who have both  
11 the early childhood and five to 21 endorsements.

12                   It also requires school districts to inhere  
13 unnecessary costs to hire separate staff for early  
14 childhood, and for students five to 21 regardless of limited  
15 needs and small numbers of students. Further, compounding  
16 this issue is a significant shortage of qualified special  
17 education staff available as candidates. Again, it is  
18 essential that districts and administrative units have as  
19 much flexibility as possible for individuals to fulfill  
20 multiple roles and functions.

21                   In terms of the five to 21 age designation  
22 for the director of special education position, we are not  
23 sure why this has not been expanded to birth to 21.

24                   UNIDENTIFIED VOICE: We need to ask you to  
25 finish it.



1 MS. TRUJILLO: Okay. To accurately -- it --  
2 to ac -- accurately reflect the actual age range of re --  
3 responsibilities, we are requesting this change be made. We  
4 do respect your department's intent around these  
5 requirements for special education positions but are  
6 concerned that the district's administrative units have  
7 flexibility in cases of limited applicant pools and  
8 according to local si -- needs, size, and capacity.

9 UNIDENTIFIED VOICE: Thank you Ms. Trujillo.

10 UNIDENTIFIED VOICE: Thank you.

11 UNIDENTIFIED VOICE: No -- nobody else on the  
12 hearing? Okay. I think that's all.

13 UNIDENTIFIED VOICE: Okay.

14 UNIDENTIFIED VOICE: Thank you very much. I  
15 do want to take just a couple of seconds and actually  
16 address some of the written feedback that you have because  
17 there has been additional input. The first item that Ms.  
18 Trujillo noted was the director of special education, the  
19 master's degree. Master's degree was a typo that we  
20 inserted, we accidentally deleted. That has been with us for  
21 a very long time.

22 Right now, it does read master's degree in  
23 special education, or a higher degree in a special  
24 education, or a graduate degree that demonstrates knowledge  
25 application of standards for the specialist, and that is in



1 the department's consideration. So, it allows for the  
2 flexibility to evaluate educator licenses based off of  
3 background in history, and that has been the response back a  
4 little that to that written feedback is that it allows for  
5 the department to evaluate experience, in order to determine  
6 if they do meet the qualifications as set forth in the  
7 educator preparation of licensing rules to determine that.

8           So, that's a quick response there. Steff has  
9 also determined that for based off of feedback elicited from  
10 that written feedback, that the Special Education Director  
11 probably would be best as birth to 21, in the age range.  
12 That is a recommendation that's coming forward from this  
13 team, at this point based off of their feedback and a lot  
14 more data collection around that.

15           The second item that Ms. Trujillo addressed  
16 that was also in the written letter was around the general -  
17 - let's try this again, the special education generalist,  
18 and that particular piece has been recommended to stay in  
19 the age range without extending it to birth to 21 because we  
20 do have an early special education specialist endorsement  
21 that covers that, there is substansive -- substantive, I  
22 guess, data that indicates that early childhood really is  
23 different than what our generalist may receive in the five  
24 to 21 age range.

25           And so, that has been recommended by staff



1 after further consideration to remain in place. With that,  
2 those are the written pieces of feedback that we've received  
3 on these to date, and that is a little bit of a summary. I  
4 will entertain any questions that you have.

5 UNIDENTIFIED VOICE: Thank you. Colleagues,  
6 questions? Were, mem -- adjourn.

7 UNIDENTIFIED VOICE: First of all, on what  
8 basis are we -- I believe the Constitution gives us  
9 jurisdiction over ages and a mandatory public education age  
10 six to 21, is that correct?

11 UNIDENTIFIED VOICE: For our public school  
12 education, correct. That is correct.

13 UNIDENTIFIED VOICE: So, why are we making  
14 rules that have to do with age zero to six?

15 UNIDENTIFIED VOICE: I believe that's to  
16 serve the population of our early childhood that I will --  
17 I'll be honest, I think this is about serving our kids and  
18 our early childhood.

19 UNIDENTIFIED VOICE: Well, it's about ex --  
20 it's about exceeding perhaps our authority?

21 UNIDENTIFIED VOICE: Think that's up for  
22 conversation.

23 UNIDENTIFIED VOICE: We got attorney like to  
24 comment.

25 UNIDENTIFIED VOICE: Madam Chair, I will, I



1 will try. I read the rule is proposing to establish a form  
2 of credential that would allow that kind of work. I don't  
3 see that as inherently controlling something outside the  
4 Board's jurisdiction so long as my read on this is that, if  
5 you're working with a population, that early childhood level  
6 is the -- is the department's position I don't know the  
7 answer is -- that a -- a credential is needed nonetheless so  
8 that you see a -- age range.

9 UNIDENTIFIED VOICE: Thank you very much. I -  
10 - one of the things that has pushed us in that direction has  
11 definitely been state funded pieces that are associated with  
12 that, and criteria around the administration of an early  
13 childhood education from my standpoint.

14 UNIDENTIFIED VOICE: There's a fair -- There  
15 is a fair summary of these rules. First of all, give me the  
16 history. I don't understand why -- I don't -- I don't fully  
17 understand why -- first of all, when were these rules  
18 originally promulgated and the, when did the legislature  
19 find that they were out of compliance?

20 UNIDENTIFIED VOICE: And I -- I think there's  
21 two different answers to that one. The first one is, a round  
22 rules promulgated, I would need to go back and do a little  
23 research first and I'm more than happy to do that around  
24 when everything came kind of, into play in that trajectory.  
25 As far as legislative issues, they have been found in the



1 last eight months after the review. Remember, we adopted  
2 these rules last year approximately this time as a complete  
3 overhaul and the Office of -- of Legislative Services did a  
4 review.

5 UNIDENTIFIED VOICE: I'm trying to remember  
6 if we had objection at the time because I remember the lady  
7 from Douglas County. And I'm trying to remember she objected  
8 to what we were doing then as making things more difficult  
9 for local school districts. Could somebody refresh my memory  
10 as to her position or the position of the group she  
11 represented?

12 UNIDENTIFIED VOICE: I -- I would go back and  
13 do a little research. What's what I'm recollecting is that  
14 there was support for our director of special education at  
15 that point in time. We did have lots of conversation around  
16 age ranges and that was, that was a conversation around the  
17 state. I would go back and re -- reflect them.

18 UNIDENTIFIED VOICE: D -- do we have a  
19 conversation from this board or is that something that we  
20 somehow missed that we have talked about and didn't.

21 UNIDENTIFIED VOICE: Sure there was feedback  
22 and I think it was one of the items that we called out in  
23 our PowerPoint presentation that we have changed some age  
24 ranges to better align with one what they're being prepared  
25 in at our institutes of higher education and to the ALP or



1 the educators -- how the educators are serving our students.  
2 Again I'm happy to go back and have my research.

3 UNIDENTIFIED VOICE: So I -- I understand the  
4 complaints now from Douglas County. It would be that and,  
5 and the people that she represents is not a Douglas County  
6 issue. Is that these rules make it more difficult and more  
7 expensive for some school districts strictly in rural areas  
8 to comply and therefore, make it more difficult to serve a  
9 population simply because they may not be able to find  
10 people with a master's degree, you know. I'm -  
11 - I'm not a big believer in degree inflation that someone  
12 isn't necessarily more qualified to do something because I  
13 have a master's degree. It might be just varies from  
14 individual to individual. So, what -- is that a fair summary  
15 of the position of the opponents to this rule?

16 UNIDENTIFIED VOICE: Yes.

17 UNIDENTIFIED VOICE: So, so this board in the  
18 past, hope I didn't vote for it, somehow made it more  
19 difficult for local districts to comply and serve  
20 populations. And that was done perhaps at the behest of the  
21 community being served. Is that fair? Whe -- where's the  
22 pressure for the, for th -- for the degree inflation?

23 UNIDENTIFIED VOICE: First of all, many of  
24 our director level, all the way across the board, have --  
25 they had that standard in it, since I inherited it four



1 years ago. So, I'm going to it -- again, I can go back and  
2 definitely look at the rules and, and when we were adopted  
3 and approved them, and the reasons for that.

4 I believe it is part of the requirements  
5 around what is the level of education that I need or the  
6 level of skills and learning that I need in order to do the  
7 job. And we can certainly go back, re-evaluate that around  
8 the rules as a whole, and what the actual attributes are of  
9 those rules so those rules are the standards under which  
10 we're applying our endorsement criteria, and more than happy  
11 to go back and revisit those if this is an ongoing concern.

12 UNIDENTIFIED VOICE: I -- I would just ask my  
13 fellow board members if they were cognizant, certainly I was  
14 not of, of the effect of the rule we adopted a year ago is  
15 making things more difficult.

16 UNIDENTIFIED VOICE: I guess, I would like to  
17 clarify that the rule was not substantially changed a year  
18 ago, that master's degree level, and if you actually look, I  
19 think one of the, the criteria in our edited version is  
20 that, that master's degree or higher degree has not been  
21 changed to that, that is something that has continued on.  
22 What is being changed is or a graduate degree that  
23 demonstrates the knowledge or the standards, and I think  
24 that's where that, that concerned is, is coming from-

25 UNIDENTIFIED VOICE: Graduate degree, meaning





1 beyond bachelor's degree?

2 UNIDENTIFIED VOICE: Beyond bachelor's. So in  
3 the past-

4 UNIDENTIFIED VOICE: So we are -- so in these  
5 rules, we are increasing the burdens?

6 UNIDENTIFIED VOICE: In the past, it required  
7 a master's degree or higher in special education, and that's  
8 where it ended. What we are actually doing here is asking  
9 for a master's degree or higher in special education or a  
10 graduate degree that demonstrates knowledge and application  
11 of standards for the specialist as determined by the  
12 department.

13 The actual intent behind that was to allow  
14 flexibility for the Department to evaluate the applications  
15 to identify whether the standards actually were met in a  
16 different way, whether by experience, or by workload, or  
17 anything else. We've actually had three different director  
18 of special education applications that have come through  
19 that allow us to do that.

20 However, I do want to acknowledge and honor  
21 the fact that, Mr. Durham, you're saying that the master's  
22 degree is a, a concern and that, that is the concern that I  
23 think we probably need to address because that's been  
24 holding this post baccalaureate. So, by graduate degrees,  
25 anything-



1 UNIDENTIFIED VOICE: But it does not. You're  
2 still not allowing the flex -- flexibility of a bachelor's  
3 degree?

4 UNIDENTIFIED VOICE: Correct. That is  
5 correct. And that has been, again, the kind of the  
6 trajectory that we've had.

7 UNIDENTIFIED VOICE: So, that's what you've  
8 had. Why would we not change it based on the feedback and  
9 the need for flexibility?

10 UNIDENTIFIED VOICE: Madam Chair, can I  
11 please -- yeah, let me try to answer that. I think we --  
12 this is -- so these rules as you recall were probably 250  
13 pages when we did this a year ago. This was something that  
14 had, had been in there for a long time, I think a lot of  
15 things were called out, I don't know that we've called every  
16 single thing out in the 200 pages.

17 But I think part of the issue is this  
18 technical review from LLLF is sort of, clean up and we've  
19 tried to keep it clean up versus content. If we want to do  
20 content, I think we can, then it's, then it's a whole other,  
21 it's a whole new conversation that I think we would want to  
22 engage, you know, everyone in. So, we, we were trying to win  
23 LLLF came back to us and said there's typos, there's,  
24 there's technicalities, there's formatting. We were trying  
25 to do that and then we can -- once that's cleaned up, then



1 we could go back if it's at your request and open them up  
2 for the content discussions.

3 UNIDENTIFIED VOICE: Board member McClellan.

4 MS. MCCLELLAN: I am supportive of bringing  
5 back the content related issues at a later date. It sounds  
6 like we do have some issues that are worthy of discussion  
7 and I want to make sure that we're addressing the concerns  
8 that were brought before us. I did want to make a quick  
9 comment that may be of some comfort to Mr. Durham.

10 With respect to the issue of by -- age five  
11 to 21 versus birth to 21, my own son accessed through Cherry  
12 Creek's child find services speech therapy while he was  
13 still in preschool. So, it absolutely does go before the age  
14 of five. Some of these interventions can be applied so, I  
15 think that birth to 21 is appropriate but I don't want to  
16 get mired down on the content related concerns today because  
17 I do want to make sure, and thank you so much commissioner  
18 for helping us to understand why it's important to bifurcate  
19 the cleanup issue versus the content issue.

20 So, I hope we do bring the content issue  
21 back, and I will be voting for the clean-up with this  
22 renumbering and the technical corrections so we don't see  
23 this fall out.

24 UNIDENTIFIED VOICE: Board member Mazanec.

25 MS. MAZANEC: So, what I need clarification



1 on is, I appreciate that there might be a need to separate  
2 the cleanup from the content. But where does that leave our  
3 school districts needing flexibility now between now and the  
4 cleanup? I mean, between now and the content discussion  
5 where we might provide that flexibility. What happens?

6 UNIDENTIFIED VOICE: I -- I actually think  
7 this is the same no -- nothing will really change because  
8 this -- that requirement has been in the rules for many  
9 years. The only reason it's coming up is because of the --  
10 in, in the clean -- in -- when we were doing the rules, we  
11 eliminated that and it was brought to our attention that we  
12 eliminated it inadvertently.

13 And so we put it back in, and so now it's --  
14 now that content issue has been highlighted again which we  
15 can certainly address. I just, you know, in order to not  
16 have the rules completely repealed, that's the question.

17 UNIDENTIFIED VOICE: Happy to bring it  
18 forward.

19 UNIDENTIFIED VOICE: Madam Chair. I always  
20 hate to give up leverage when it looks like you have some.  
21 And -- and I think that it's -- it's -- here -- here we are  
22 with another unfortunate incident where we're, something we  
23 really should have been talking about a year ago and maybe  
24 it's my own inattentiveness, that's the reason we didn't  
25 talk about it a year ago, that these issues were -- were



1 perhaps better raised but who and perhaps they weren't  
2 properly highlighted. I don't -- don't know which is the  
3 case. But if we -- I -- I -- I'm not -- I'm not inclined to  
4 vote yes unless I think there's a real commitment from this  
5 board to very quickly revisit these rules and revisit them  
6 in a way that, you know, I -- I appreciate that you got  
7 services, the question is are those services have to be  
8 supervised by someone with a Master's Degree.

9                   And I think those are two entirely different  
10 questions. So, I'm not inclined to vote for these rules  
11 unless I believe there's a real commitment on the part of  
12 this board to get into this and see what the detrimental  
13 effects of -- of the -- the degree inflation are and have  
14 been, and try -- and try and evaluate those in conjunction  
15 with the -- with the more -- with benefits, if -- if any,  
16 from having higher degree requirements. So, I'd just like to  
17 hear a little comment from the board before I vote. So, I  
18 know whether it's a yes or no.

19                   UNIDENTIFIED VOICE: And Madam Chair, I'd  
20 like to add a couple of things to help ease Mr. Durham's  
21 mind. The first is that we've been engaged in a, it's called  
22 CEDAR, and I apologize for the acronym. I don't know the  
23 answer to what it stands for. If Toby King was here, he  
24 would be able to answer that for me. But CEDAR is a national  
25 consortium that we have actually tried to use to help us



1 engage a significant number of our special education  
2 stakeholders in the State over the last year and a half, to  
3 have this exact conversation that we're having today.

4                   And that group is getting ready in the next  
5 six to eight months to bring forward some recommendations to  
6 the Colorado Department of Education, so that we can bring  
7 that forward to the board. Part of that work is very much  
8 aligned with the Director of Special Education, the Special  
9 Education Generalist, Early Childhood Education and Early  
10 Childhood Specialists positions, as well as how we're  
11 supporting our -- our elementary teachers to ensure that we  
12 have strong literacy and first learning skills.

13                   So, there is a very strong commitments there,  
14 and that work, we're actually very excited about because we  
15 do think that that can transform some of the work that we  
16 have in front of us right now. That's the first one. The  
17 second one, is just to give you a scope of the concerns  
18 around this.

19                   We have denied only two people in the last  
20 year for Special Education Director license, and those two  
21 folks who are from JeffCo. So, that's the scope. We have not  
22 denied and I -- if they have been brought forward I -- I  
23 certainly don't know of anyone else that we've denied in a  
24 rural context and I'm happy to re-evaluate any of those  
25 around the teacher shortage understanding that we need



1 highly talented people in the district. So, I do want to and  
2 I will take any other direction from the board as to how we  
3 can better ensure that we're supporting that.

4 UNIDENTIFIED VOICE: Colleagues, do you want  
5 to comment on-

6 UNIDENTIFIED VOICE: Well I'll -- I'll make -  
7 - I'll make one more. I'm inclined to vote yes provided  
8 there is a commitment from staff that there will be an  
9 emergency rule proposed the next board meeting for adoption  
10 to eliminate these higher requirements while the eight month  
11 process is under consideration, otherwise I'm a no vote.

12 UNIDENTIFIED VOICE: Why?

13 UNIDENTIFIED VOICE: Well.

14 UNIDENTIFIED VOICE: Why are you pushing, I  
15 have been willing to put things on the agenda as best I can.  
16 But I think we just simply needs to be reasonable here. We  
17 have got to get through an inordinate amount of discussions  
18 about school districts that are on turnaround, and to keep  
19 adding things as an emergency, well it's, I'm going to need  
20 three roses next time instead of one. I'm just saying, it's  
21 just -- it's just too much sir.

22 UNIDENTIFIED VOICE: Well.

23 UNIDENTIFIED VOICE: Especially given that  
24 we're not turning -- we're not turning people down in the  
25 rural communities.



1 UNIDENTIFIED VOICE: Perhaps I should  
2 reconsider that early. I don't know that I will, because  
3 it's apparent to me that I made a mistake in not raising  
4 these issues appropriately when the rules were in front of  
5 us. I always hate to admit I've made a mistake. I always  
6 like to have an opportunity to rectify those mistakes. And-

7 UNIDENTIFIED VOICE: I appreciate that.

8 UNIDENTIFIED VOICE: So, I'll admit to the  
9 mistake and, but I'm, you know, as I said, I hate to give up  
10 leverage, so outside of some commitment that we're going to  
11 deal with this issue expeditiously, then I'll be a no vote.  
12 So-.

13 UNIDENTIFIED VOICE: Madam Chair, I don't-

14 UNIDENTIFIED VOICE: Let me just hear from my  
15 colleagues-

16 UNIDENTIFIED VOICE: And whether deal with it  
17 in an emergency. And I think it's commitment more from staff  
18 that they'll have an emergency rule for us to be considered  
19 at the earliest possible date. So, it's not eight months  
20 from now when we get some report from a Lebanese tree, which  
21 I presume that's what a CEDAR is, so until we get that, I'd  
22 like to -- I'd like to have some commitment from staff we're  
23 going to have an opportunity to deal with it and not wait  
24 eight months before we get a report to start to deal with  
25 it. Do you have Texas CEDAR, okay could be a Texas tree.





1 UNIDENTIFIED VOICE: Board Member Mazanec,  
2 (indiscernible).

3 MS. MAZANEC: Where are we on this? You seem  
4 to indicate that there is a, or you did perhaps  
5 commissioner, that there is a way to deal with this, that --  
6 that we have a rural district. They don't have somebody with  
7 a Master's degree or a Graduate degree, but they want to  
8 fill that position. Are you saying that you are providing  
9 now the flexibility for them to be able to get that  
10 position?.

11 UNIDENTIFIED VOICE: So, one of the rules  
12 that we actually have in our rules that the Board of  
13 Education approved is that by review, portfolio review, we  
14 can actually approve licenses. I will be very honest, that  
15 is used very far, few and far between because otherwise we  
16 don't have standards.

17 In extreme circumstances, that rule very  
18 specifically says for teacher shortages or -- or quite  
19 elements of shortages. We have been doing our best to review  
20 according to that, and identifying whether each one of those  
21 courses, we actually have a crosswalk document that says,  
22 "Does this course meet these standards as approved by the  
23 Board of Education?".

24 If there is documented evidence that that  
25 advanced coursework or the experience actually supports the



1 rules that the Board of Education has approved, we  
2 absolutely do our best to ensure that they have a license in  
3 order to do the work. We also try to manage that between  
4 whether a license is required to do the work, or whether a  
5 license is an option to do the work.

6                   And we help our -- our Human Resources teams  
7 and our superintendents decide between the two of those.  
8 There are requirements for licensure in the State, and then  
9 there are endorsements that are not a requirement for hiring  
10 an individual.

11                   And so we try really hard to make sure that  
12 folks know the difference of that, so that we are not  
13 impeding anyone in the hiring provisions around them.

14                   UNIDENTIFIED VOICE: Forgive me but it sounds  
15 like that's not very flexible. You know, it's good to have  
16 standards but if you don't have teachers that can meet those  
17 standards but you have teachers who can do the job, it seems  
18 to me we have to provide that kind of flexibility, and  
19 that's my concern, is if we -- if we approve these for con-.

20                   UNIDENTIFIED VOICE: Technical.

21                   UNIDENTIFIED VOICE: Technical, when -- when  
22 will we provide the flexibility with content? So, we're  
23 happy to bring this back if you, if it's, I mean it's at  
24 your direction. We can bring them back. I -- I, we'd look to  
25 Ms. Cordial on the agenda. I just don't know. But we're



1 happy to read this, the content of this. Happy to do that.

2 MS. MAZANEC: But I'm really saying we have a  
3 bunch of things of course in front of this. How soon could  
4 we get to that?

5 UNIDENTIFIED VOICE: Right.

6 MS. MAZANEC: But if we don't approve this  
7 for technicality today-

8 UNIDENTIFIED VOICE: The entire Ed prep rules  
9 will be repealed.

10 UNIDENTIFIED VOICE: And do you remember  
11 them?

12 MS. MAZANEC: Do I remember what?

13 UNIDENTIFIED VOICE: Looking at them last  
14 year?

15 MS. MAZANEC: Sort of.

16 UNIDENTIFIED VOICE: So 30 days is just,  
17 probably not realistic. We can try for June, if you want to  
18 meet in July, I may not be here, but just a little  
19 forbearance here would be --

20 UNIDENTIFIED VOICE: The chair is committed  
21 to getting this done as soon as possible. I'll accept that.

22 UNIDENTIFIED VOICE: Thank you. I'll commit  
23 to that. I haven't turned anybody down yet. Board member  
24 Flores?

25 MS. FLORES: I just want to move.



1 UNIDENTIFIED VOICE: Oh, please make a  
2 motion. Thank you.

3 MS. FLORES: I move to approve the rules for  
4 the administration of the educate -- educator licensing,  
5 1CCR301-37.

6 UNIDENTIFIED VOICE: Thank you. It's a proper  
7 motion. Do I have a second?

8 UNIDENTIFIED VOICE: Second.

9 UNIDENTIFIED VOICE: Thank you. Ms. Cordial  
10 or should I remind you that if we do not-this is not  
11 unanimous.

12 UNIDENTIFIED VOICE: I fully understand the  
13 consequences.

14 UNIDENTIFIED VOICE: Okay. Please Ms.  
15 Cordial.

16 MS. CORDIAL: Board member Durham.

17 MR. DURHAM: Yes.

18 UNIDENTIFIED VOICE: Thank you.

19 MS. CORDIAL: Board member Flores.

20 MS. FLORES: Yes.

21 MS. CORDIAL: Board member Goff.

22 MS. GOFF: Yes.

23 MS. CORDIAL: Board member Mazanec.

24 MS. MAZANEC: Yes.

25 UNIDENTIFIED VOICE: Thank you.



1 MS. MAZANEC: I was just kind of scared a  
2 bit.

3 MS. CORDIAL: You're doing a great job. Board  
4 member McClellan.

5 MS. MCCLELLAN: Yes.

6 MS. CORDIAL: Board member Rankin.

7 MS. RANKIN: Yes.

8 MS. CORDIAL: Board member Schroeder.

9 MS. SCHROEDER: Yes.

10 UNIDENTIFIED VOICE: Thank you all. Thank  
11 you.

12 UNIDENTIFIED VOICE: So out of respect for  
13 the folks that are in the audience, we are going to have to  
14 take item 0.01 and move it to later, I fear. It's a quickie,  
15 but knowing us today, there are no quickies. So, I'd like to  
16 move to public comment, please. So let me please just say a  
17 couple of things.

18 Each individual is limited to three minutes.  
19 Ms. Cordial will let you know when your time is up, and I  
20 would be very grateful if you would honor that. We have --  
21 given that we have 30 minutes and each individual is limited  
22 to three, we will have no more than 10 speakers.

23 UNIDENTIFIED VOICE: Well, they don't seem to  
24 say about the topic.

25 UNIDENTIFIED VOICE: I'm getting there. Thank



1 you. So, if you have, if someone has spoken before you to a  
2 topic that you wanted to speak about and they've covered all  
3 or part of the comments that you would like to make, I'd be  
4 very grateful if you would give us your name, add whatever  
5 is different and then allocate -- and then allow for more  
6 time for the next speaker. That's the only way we're going  
7 to get through. I don't know, I can't count. It looks to me  
8 like at least 15, 15 speakers. A couple of other items that  
9 I want to share with you.

10                   First of all, we're not going to engage, the  
11 board does not engage with speakers during public comment.  
12 We listen carefully, however. We also cannot accept public  
13 comment on quasi-judicial matters such as charter school,  
14 the accounting -- accountability clock hearings, the final  
15 determinations and any other quasi-judicial items or  
16 hearings.

17                   So with that, and I'm going to mess up some  
18 names, and I'm really sorry.

19                   UNIDENTIFIED VOICE: Can we wait for board  
20 member Durham to come back?

21                   UNIDENTIFIED VOICE: No.

22                   UNIDENTIFIED VOICE: Oh.

23                   UNIDENTIFIED VOICE: If you want to trade  
24 with somebody, fine. I'm not sure where he went or why, but  
25 I'm sorry. We just don't have that kind of time, please.



1 DR. BUDHESHA: Yeah, we can go. Do I need the  
2 mic or can you just hear me without the mic?

3 UNIDENTIFIED VOICE: You need the mic. So,  
4 Mr. Budhesha, is that correct?

5 DR. BUDHESHA: Budhesha, yeah, that's right.

6 UNIDENTIFIED VOICE: Thank you.

7 DR. BUDHESHA: Hello. My name is D. Budhesha.  
8 I'm speaking today on behalf of Sikhs in Colorado. First  
9 off, I want to say thank you to the leadership of Rebecca  
10 McClellan, Mike Kaufman, Steve Durham, Morgan Carroll and  
11 many others who have prepared us for this presentation. To  
12 help all along, we've handed you folders. In there, you'll  
13 see our message, more information about Sikhism and  
14 bipartisan letters of support ranging from Representative  
15 Mike Kaufman to past Senate president, Colorado Senate  
16 President, Morgan Carroll.

17 Our ask today is simple. In the Colorado core  
18 curriculum, under high school social studies standard one  
19 history, you can reference us on the first page, we will  
20 encourage you to simply add a comma and the word Sikhism,  
21 next to other large world religions that are already listed.  
22 Sikhism is the name of the fifth largest organized religion  
23 in the world.

24 A faith with over 20 million followers  
25 worldwide. Sikhism is a monotheistic religion that



1 originated in Punjab, in northern India during the 15th  
2 century. Our religion's core tenets belief include believing  
3 in equality of all beings regardless of race, ethnicity,  
4 class, religion, earning an honest living through hard work  
5 and providing selfless service to benefit all humanity.

6                   As you might have noticed, Sikhs have a  
7 distinct appearance, as the turbans in this room can show,  
8 99 percent of turban wearers in the United States are Sikh,  
9 and although we have a rich history in the United States  
10 stretching over 125 years, in Colorado stretching over 40  
11 years, we face two primary challenges.

12                   One, disproportional bullying for our youth  
13 in schools, and two, hate crimes stretching from verbal  
14 harassment to loss of life. We believe that both those  
15 challenges have one solution. Education.

16                   Ignorance breeds animosity. And one the best  
17 ways to keep our communities safe is to educate teachers and  
18 students about the Sikh tradition. Again, our ask is simple.  
19 This small change will open the door for us to talk to local  
20 school boards all over the state about adding Sikh history  
21 to their classrooms.

22                   This will not be a top down process, but a  
23 gateway to allow us to talk to local communities. I have  
24 lived in Colorado Springs -- Colorado my entire life. I  
25 lived in Colorado Springs, Fort Collins, Denver, and now





1 Boulder. I have gone through kindergarten through graduate  
2 school here.

3 I am currently a Denver Public School teacher  
4 and as an educator, I believe that education is not a zero  
5 sum game. Sikhism, adding Sikhism to the curriculum will not  
6 hinder educational opportunity to everybody, but expands  
7 students perspectives of different cultures. And this ask is  
8 in lockstep with Republican controlled Texas and Democrat  
9 controlled California, in both their state boards. Truly, a  
10 bipartisan issue and solution.

11 Lastly, this ask comes with a great sense of  
12 urgency. As you know, this is the last time for input to the  
13 Colorado Academic Centers for the next six years. This  
14 change needs to happen soon. Please look for those handouts  
15 if you need more information. Our contact information can  
16 also be found there.

17 We also have a couple more speakers to talk  
18 more in-depth about different issues. Thank you so much for  
19 your time and I appreciate your service to the board.

20 UNIDENTIFIED VOICE: Thank you very much.  
21 Next speaker is.

22 UNIDENTIFIED VOICE: Also, the kids wanted to  
23 hand you flowers. They'll do that as the next speaker comes  
24 up.

25 UNIDENTIFIED VOICE: Don't give it all to one



1 board member. It's a great flower.

2 UNIDENTIFIED VOICE: It's a good flower,  
3 Diane.

4 UNIDENTIFIED VOICE: Thank you very much.  
5 It's beautiful.

6 UNIDENTIFIED VOICE: They're good.

7 UNIDENTIFIED VOICE: Thank you. Thanks.

8 UNIDENTIFIED VOICE: I have this terrible  
9 feeling there are some kids who are not in school right now.

10 UNIDENTIFIED VOICE: Thank you.

11 UNIDENTIFIED VOICE: Miss Bonya.

12 UNIDENTIFIED VOICE: Bajwa.

13 UNIDENTIFIED VOICE: Bajwa?

14 UNIDENTIFIED VOICE: Yes. So, good morning.

15 My name is (Indiscernible), I'm a CU Boulder alumni,  
16 professional in the Biotech Pharmaceutical field, and a  
17 mentor to the Youth Diversity Community here in Colorado. I  
18 like to continue our discussion specifically talking about  
19 my personal experience or communities experiences with  
20 bullying in schools and hate crimes around the country.

21 UNIDENTIFIED VOICE: Can I ask you to get a  
22 little closer to the microphone? You're soft spo -- There,  
23 that's perfect. Thank you.

24 UNIDENTIFIED VOICE: Sorry about that. My  
25 sister and I attended Prairie View High School in 27J post -



1 - post 911 is when the name calling and the rude remarks  
2 started. We would be taunted, called terrorists and told to  
3 go back to our country. This is not just the story of the  
4 past. Students today are still being called names and  
5 bullied at school. For example, Jasnam attends Landmark  
6 Academy in Brighton 27J and gets picked on a daily basis.

7                   Only a couple of weeks ago, a student called  
8 Jasnam a terrorist and proceeded to hit him afterwards,  
9 after Jasnam ignored him. Incidents like these are common in  
10 Landmark and many other schools in Colorado. Jasnam is from  
11 Toronto, Canada where there is a large Sikh population and  
12 Sikhism is known amongst many Canadians. So, for him it's  
13 confusing why people hesitate to speak to him or approach  
14 him and make friends with him.

15                   Certainly for him, it's the way he looks, but  
16 that's why we're here today, because we'd like to get the  
17 opportunity to change that. All of the kids have -- all the  
18 kids that are joining us today have taken time off of school  
19 because they also can share the same type of story with you.  
20 Alongside bullying in schools, there are many different  
21 numerous hate crimes throughout the Sikh community,  
22 including the Wisconsin Sikh Temple shooting in 2012, a Sikh  
23 man being shot in Arizona due to his identity, vandalism to  
24 businesses and private properties post nine/11, issues with  
25 TSA at airports and it's all due to a lack of education.



1                   So I like to go back to my story from high  
2 school. I was quite an introverted whereas my sister is a  
3 lot more extroverted and more likely to speak up. With her  
4 involvement in student council and from the Sikh coalition,  
5 we were able to put together a pep assembly. A member from  
6 the Sikh Coalition was able to give a 30-minute presentation  
7 to our whole -- previous whole student body. Afterwards,  
8 everyone approached us that had ever called us names and  
9 apologized immediately for not knowing about our religion  
10 and for misunderstanding overall and just not knowing, so,  
11 and others had questions.

12                   So just from a 30-minute pres -- 30-minute  
13 presentation, we were able to change the perspective of a  
14 whole student body. As a child, I was eager to learn whether  
15 it was science, history or math. I still remember my social  
16 studies teacher and learning about all the different  
17 religions in the world. Her teachings urged me to learn more  
18 about the religions and then further expanded my knowledge  
19 and made me the person I am today.

20                   After six years, we have the opportunity to  
21 better educate the youth of Colorado and together, I hope we  
22 can make this change. Thank you so much for your time today.

23                   UNIDENTIFIED VOICE: Thank you.

24                   UNIDENTIFIED VOICE: Thank you.

25                   UNIDENTIFIED VOICE: Mr. Sandee? I'm I



1 close?

2 UNIDENTIFIED VOICE: Devender Sandhu.

3 UNIDENTIFIED VOICE: Sandhu.

4 MR. SANDHU: Yes. Good morning chair and the  
5 board. My name is Devender Singh Sandhu. I'm a Sikh  
6 entrepreneur and been living in state of Colorado for the  
7 last 10 years.

8 I'm here especially to talk about some of the  
9 Sikh contribution to United States and Colorado. Sikhs own  
10 and operate over 10,000 businesses in Colorado and employ  
11 over 15,000 individuals.

12 We have been actively participating in the  
13 Commerce City Memorial Day parade for last five years. Our  
14 faith is closely tied to serving humanity, we have held  
15 countless events like blood, clothing, and food-food drives.  
16 Just in last six months, we have hosted a Sikh parade and an  
17 event at Mile Hi Church as a part of Interfaith Alliance.

18 Both of these events combined fed over 5,000  
19 people in the community. Six are doctors, lawyers,  
20 engineers, entrepreneurs, IT professionals, architects, city  
21 officials, and living all over in Colorado. Sikhs have been  
22 a rich part of United States history. The first Sikh  
23 congressman, Dalip Singh Saund was elected back in 1957.  
24 Since then, we have served numerous terms as mayors, local  
25 official, judges, prosecutors, governors, and most recently,



1 a UN ambassador. Sikhs have been serving the US military  
2 since 1918.

3                   Currently, Sikhs are serving all four  
4 branches on the line of duty. Lastly, I would like to share  
5 a very unfortunate example of ignorance that took place  
6 while we were at the-we were at the Rockies game, and this  
7 guy, he tried to take off mine and my father's turban, and  
8 we had kids with us. As soon as we walked to the car, the  
9 kids had a ques -- question, "Why were we attacked?" And I -  
10 - I was speechless.

11                   So I think there's a great urgency, and it's  
12 a collective responsibility of youngs, adults, all  
13 communities, city to city, state to state, to bring this  
14 awareness, who Sikhs are, what their beliefs are, and I  
15 think intelligent persons like you are the right people to  
16 make this decision. Thank you.

17                   UNIDENTIFIED VOICE: Thank you.

18                   UNIDENTIFIED VOICE: Sorry. I'm struggling  
19 with both the names but also the handwriting. Forgive me.

20                   UNIDENTIFIED VOICE: Okay.

21                   UNIDENTIFIED VOICE: Just a little bit  
22 different. Would you introduce yourself?

23                   UNIDENTIFIED VOICE: Good morning everybody.

24 I am (Indiscernible) Sokhi. I work for Department of  
25 Corrections, so -- and I'm educationist for department of



1 corrections.

2 UNIDENTIFIED VOICE: Thank you.

3 UNIDENTIFIED VOICE: So, ladies and  
4 gentlemen, I'm here as an educationist to complain for the  
5 standards of social studies led by Colorado Department of  
6 Education. The students should be aware of culturally  
7 diverse population. In 1469, what was first preacher Guru  
8 Nanak Dev Ji started, was formally given identity as Sikhs,  
9 long hair covered by turbans and beard. By 10th Guru, Guru  
10 Gobind Singh Ji, who stood against forcible conversions,  
11 Casteism, equality of women. People were physically  
12 tortured, mentally harassed, and financially asked to pay a  
13 tax known as Jizyah tax, if they did not follow a particular  
14 faith.

15 Our founding father fought with the emperor  
16 to protect weak, vulnerable, helpless individuals against  
17 these atrocities. Honorable members of the board, I want to  
18 insist here that United Nations of today's extension of the  
19 third process, which was perceived by Sikhs, 300 years ago.  
20 Sikhism believes in service to the mankind. For that reason,  
21 we have more than 50,000 temples across the world which  
22 serve free food to people without discriminating them on the  
23 basis of color, cause, faith, or ethnic backgrounds. The  
24 Golden Temple, one of our main temples, famous all over the  
25 world for its beauty serves three meals approximately



1 250,000 people every day.

2                   It has the honor of being the world's biggest  
3 kitchen and Guineas book of world records. Free Hospital,  
4 orphanages, orphanages are also run by Sikhs institutions.  
5 Locally, whether it was serving victims or Waldo Canyon fire  
6 or serving Memorial Day parade, blood donation camps, free  
7 food to homeless, we have done it all. Globally, Nepal's  
8 earthquake or Japanese tsuni -- tsurinami -- tsunami, Sikhs  
9 helped.

10                   I assert that including that name will make  
11 the students of this era, off the problems of the world in  
12 the past and relevance to the service of humanity in today's  
13 world for the Department of Education's website and their  
14 goal. The standards outline the knowledge and skills young  
15 people develop. The ability to make informed and reasoned  
16 decisions for the public good as citizens of culturally  
17 diverse democratic society in an interdependent world.

18                   In the past, when there was scarcity of  
19 gadgets and uniform to distinguish evil from the good, we  
20 were given this identity of long hair, turbans, and beards.  
21 A sense of being American is to embrace, acknowledge, and  
22 honor the best of all, the cultures in the world. Mentioning  
23 Sikhs, in States standard to be along with Islam, Hinduism,  
24 Buddhism, will be that honored, I think Sikhs deserve.

25                   In the end, parallelism to the principles of





1 Sikhism with modern empathetic peaceful world, where united  
2 nations and Red Cross are key players, is the biggest  
3 advocacy of the inclusion in educational standards to be.  
4 Thank you very much.

5 UNIDENTIFIED VOICE: Thank you very much. Ms.  
6 Sikhant.

7 DR. SIKHANT: Good morning. I'm Dr.  
8 (Indiscernible) Sikhant.

9 UNIDENTIFIED VOICE: Sikhant.

10 DR. SIKHANT: I'm in private practice for the  
11 last 34 years and in Thornton. I own my own practice and I'm  
12 a clinical professor of pediatrics at the University of  
13 Colorado. I've been teaching medical students for the last  
14 25 plus years.

15 And I want to bring it to your attention,  
16 that I know what your mission statement to encourage every  
17 child to reach its full potential, best education, best --  
18 best future. And we find that these kids, who are being  
19 bullied in schools, harassed, called names, teased  
20 mercilessly. They are the ones who end up with severe  
21 depression and anxiety.

22 I've seen kids depressed enough to have  
23 suicidal ideation, cutting behaviors. And you are aware  
24 also, you know, that's anger taken inwards makes them so  
25 depressed, but if they're very angry and it goes out --



1 outwards, it can be show up in violence, you know. Extreme  
2 case scenarios like, you know, the atrocities at Columbine  
3 and Virginia Tech and extremely disturbed individuals which  
4 called for what happened, but these things do happen.

5                   So, I just -- I just want to request the  
6 board to please consider educating of all the schools.  
7 Because students, they are, you know, they're open they are  
8 willing to learn new things. They only bully people because  
9 they don't know, they know -- they're ignorant, but if they  
10 know and they know where you come from, and that all people  
11 are the same at -- at heart, maybe they will be more, you  
12 know, inclusive and kind to people who look different. Thank  
13 you.

14                   UNIDENTIFIED VOICE: Thank you very much.  
15 Molly Gilpin.

16                   MS. GILPIN: Good morning. My name is Molly  
17 Gilpin. I'm a parent of two Denver public school students  
18 and a pediatric physician assistant. I'm compelled to be  
19 here today along with my oldest daughter to ask you to put a  
20 stop to high stakes standardized testing in our public  
21 schools. At the end of my daughter's second grade year, I  
22 asked her if she was excited to be a third grader. She  
23 didn't hesitate to answer, 'No, I'm going to have to take  
24 PARCC'.

25                   The fact that this weighed so heavily on her,



1 prior to even her summer break, let alone her third grade  
2 year, broke my heart. Schooling provides opportunities to  
3 children through education and there is no educational  
4 benefit to high stakes testing. This is particularly true  
5 when normal school schedules and classes are interrupted  
6 every spring to practice and teach toward a test.

7                   My children attend a dual language school  
8 well -- where half of their classmates are native Spanish  
9 speakers. They have absolutely no second lang -- language  
10 courses the weeks before testing. During the weeks of  
11 testing, they limit their dual language courses further,  
12 essentially eliminating an entire month of bilingual  
13 education.

14                   This rich cultural diversity of the school is  
15 why my husband and I chose to have our children attend. The  
16 park tests are culturally biased, they are economically  
17 biased, and they are punitive to our teachers. My days in  
18 pediatric practice, during the spring months quickly fill up  
19 with anxiety complaints, vague complaints of pain, trouble  
20 sleeping for my students and or sorry for my patients grades  
21 three and up.

22                   When talking with these patients and parents  
23 about their concerns and what has caused such a rise in  
24 symptoms. I hear time and again, that they feel a huge  
25 amount of pressure to perform well for their schools, for



1 their schools. You see, even they know that these tests are  
2 not for them or about them. PARCC isn't about testing  
3 knowledge, but about big corporate money, about evaluating a  
4 teacher's ability to teach to a test.

5           When I encounter truly ill patients that  
6 should not be sent to school during this time period, I'm  
7 often met with tears when I tell them they should stay home.  
8 These tears are because the students are afraid of what will  
9 happen to them if they miss any testing. I'll mention that  
10 there are make-up tests built into testing schedules and  
11 that the tests are actually not mandatory, and they tell me  
12 adamantly, they've been told by their teachers and  
13 administrators, that they quote have to take this test.

14           In opting out, I honor my daughter's  
15 emotional and mental well-being. I honor the diverse culture  
16 of the peers that make up her school. I honor the teachers  
17 that give tirelessly of themselves to these students. When  
18 implementing testing in such high stakes manner, we show no  
19 respect for the art of teaching, as well as the art of  
20 learning.

21           This is what I honor, for in teaching as a  
22 medicine, it is an art form. So, I ask you, how is high  
23 stakes testing serving our children, when learning is lost?  
24 The answer is simple; it isn't. The high stakes test --  
25 testing has to stop. Thank you.



1 UNIDENTIFIED VOICE: I just want to say that  
2 your (indiscernible) is not on, it's -- it was turned on,  
3 and it's not turned on (indiscernible) comment.

4 UNIDENTIFIED VOICE: It's -- I'm pretty sure  
5 (indiscernible).

6 UNIDENTIFIED VOICE: Zach Chako. I hope  
7 that's correct.

8 MR. CHAKO: Chako, yeah. Good morning, board  
9 members, so my name's Zach Chako and I'm a student at South  
10 High School in Denver. Past years, I've chosen to opt out of  
11 SEAMUS and PARCC testing because I've seen its effects have  
12 been damaging to schools who need the most support. With our  
13 current SPF accountability system, more schools who serve  
14 disadvantaged populations have been shut down than I can  
15 count with my hands and each time a school is downgraded in  
16 its SPF rating, funding is cut from the school rather than  
17 provided to it.

18 I saw it in my own school, South lost \$75,000  
19 last year for going to -- down to yellow. The tests have  
20 been shown to reflect nothing more than a student's  
21 socioeconomic level, and that makes schools serving the  
22 neediest areas appear to be failing on paper. By opting out  
23 of the test, I'm boycotting the broken system that we have  
24 in place to assess our schools and teachers.

25 South High School is the ninth most diverse



1 school in the entire nation. We have 63 languages that are  
2 spoken at home by our students. We have the most dedicated  
3 teachers that I've ever met and we have more programs that  
4 provide to students than I've seen at any other school.  
5 Every student that I talked to at South has told me, we have  
6 great teachers. Every student that I've talked to has said  
7 that they're extremely satisfied with their schools. This  
8 past week at South, I was threatened with arrest and  
9 suspension for distributing information on opt-out. And it  
10 shows the huge amount of pressure that's put on school  
11 districts and teachers to administer the test. It boggles my  
12 mind that South is on pa -- on paper, a nearly failing  
13 school. This does not in any way demonstrate our school  
14 success in providing a well-rounded and full education  
15 through its diverse population.

16                   Tying a school's funding as well as a  
17 teacher's wage to a test is forcing schools to teach  
18 students how to take a test, rather than actually educating  
19 a student on a subject, I've seen it happen. If we wanted  
20 education system that serves all in a fair manner, we can't  
21 have a system that relies heavily on a single test, which  
22 fails to show the true intelligence of a child. So, that I -  
23 - so I ask that you guys keep us in mind when you're making  
24 these decisions because the tests aren't reflecting our  
25 intelligence, they're not reflecting how hard our teachers



1 are working for us, and they're not reflecting the true  
2 conditions of our schools. Thank you.

3 UNIDENTIFIED VOICE: Thank you. Theresa  
4 Smith. Oh, are we still okay?

5 UNIDENTIFIED VOICE: (Indiscernible).

6 UNIDENTIFIED VOICE: Okay, time-wise.

7 UNIDENTIFIED VOICE: Fifteen minutes  
8 (indiscernible).

9 UNIDENTIFIED VOICE: We're just going by the  
10 number? Okay. Please go ahead.

11 MS. SMITH: My name is Theresa Smith and I  
12 have two high schoolers in Douglas County Public Schools. My  
13 concern, very similar to Molly's and Zach's, is that we've  
14 seem to have completely lost sight of the purpose of  
15 education. It used to be to provide opportunities for  
16 students, but now our time and resources are spent on  
17 raiding schools and teachers in the name of accountability.

18 This accountability that is tied to narrow  
19 test scores hasn't worked and it needs to stop, we need to  
20 consider something else. I'm asking that we start asking  
21 different questions about how to provide greater and  
22 meaningful opportunities for students, to help them realize  
23 their fullest, but their fullest potential.

24 I changed my position on standardized testing  
25 three years ago after an experience with my son. In the fall



1 of his sixth, sixth grade year, we attended conferences and  
2 we were assured he was doing well in all areas, no concerns.  
3 One week later, TCAP scores were available and then we were  
4 informed because he didn't make a year's growth in reading,  
5 now he needed reading intervention.

6                   So, my son, who is on an advanced learning  
7 plan for language arts is now taking remedial reading on the  
8 computer and he started to hate reading. We were all  
9 frustrated because we'd been assured by his teachers he was  
10 doing just fine. But, apparently this test score carried  
11 more weight than the opinions of his teachers and multiple  
12 examples of evidence that proved otherwise. He had  
13 essentially been reduced to a number and he was treated as  
14 such, so that's when we started opting out. If he was going  
15 to be punished with his scores, then nobody could get his  
16 scores.

17                   This experience helped me understand the  
18 frustration of teachers and students experiencing school --  
19 in school state, the focus of education isn't on the  
20 students and in their best interests, but on holding  
21 teachers in schools accountable to the numbers that are  
22 meaningless and based on tests that have no proven  
23 reliability or validity that, that we know about anyway. My  
24 son has a lot of support and we as a family have time and  
25 resources to advocate for him, but I worry about the





1 children without a voice.

2                   Children like my own mother who did not speak  
3 English when she started elementary school. My mother,  
4 Siloma Flores, was the first generation Mexican-American,  
5 who attended public school back in a time when educating --  
6 education granted people opportunities, even the poor  
7 children of South Texas. She graduated from high school,  
8 earned three more degrees, served on the Peace Corps, and  
9 worked in the field of public health for 50 years.

10                   She had an early love of learning and always  
11 credited education with the opportunities available to her.  
12 Today, students like her, I'm sad when I see them, they are  
13 tested even more than other students, they're restricted in  
14 the classes that they can take in, they're inappropriately  
15 labeled.

16                   I don't see a passion for learning in a world  
17 of opportunities in their future because their education  
18 isn't for them and it's not about them. It's about scores  
19 and they are just numbers.

20                   We need to remember that the ultimate purpose -  
21 - purpose of education is to actually educate children, and  
22 help them realize their fullest potential, and we need to  
23 allow teachers not corporate and political interests to  
24 determine what's best for them. Thank you.

25                   UNIDENTIFIED VOICE: Thank you. Audrey



1 Gilman.

2 MS. GILMAN: My name is Audrey Gilman, and I  
3 go to Escuela Valdez, which is a dual language school. I  
4 like to sew and play with my little sister. I participate in  
5 Destination Imagination through my school and this is the  
6 second year in a row my team has made it to the state  
7 competition. I'm here today to tell you why I'm not taking  
8 the PARCC test. I love school and I love learning.

9 Some of my favorite ways to learn in school  
10 is through experience, hands-on projects, and group work. I  
11 have a pretty small class and I like to see how differently  
12 we all learn and just so you know this is the longest essay  
13 I've ever written.

14 I feel so lucky to have Spanish as my second  
15 language. Having another language means that I can travel  
16 double -- travel double the amount of places and communicate  
17 with double the amount of people. My mom says that it will  
18 make learning more languages easier. My class began to get  
19 ready for park testing last week, which meant that there was  
20 no two class.

21 So, we do not have many opportunities to  
22 learn and practice our second language. During our morning  
23 meeting, which is how we start our days at school, we were  
24 reminded how important -- how important the test is to  
25 school rating. Park testing began this week and goes through



1 April 25th, limiting my time in my second language even  
2 more. There is a lot of pressure on the students to do well  
3 in the -- on the park test.

4                   That's all we hear about for weeks, and it's  
5 all we work on for the weeks leading up to the test. So,  
6 many of my friends and classmates are nervous about testing.  
7 I think making the students test score is responsible for  
8 our school rating, is a lot of pressure to put on the kids.  
9 When I grow up, I think I would like to write code and --  
10 and work on computers like my dad, or maybe go into medicine  
11 and take care of others like my mom. The park test will not  
12 help me achieve the things I care about.

13                   I love my school and we do so many wonderful  
14 things there. Superintendent Tom Berg attended to a  
15 presentation at our school where park test scores were  
16 announced this year because we got so good girl scores, but  
17 when he was invited to the most important cultural event of  
18 our school Spanish night, he did not attend. These events,  
19 our community, is what makes my school so special. All I  
20 want to do is learn. This test does not approve my ability  
21 to learn.

22                   UNIDENTIFIED VOICE: Thank you. And our final  
23 speaker will be Carol March. This is all we have time for if  
24 you -- we expect to have public participation again this  
25 afternoon. We are guessing that it would be at 5.30, but



1 can't be sure. So, please come back at that time. Miss  
2 March.

3 MS. MARCH: Good morning. My name is Carol  
4 March and I live in Southeast Denver. I'm a former public  
5 school teacher and a former corporate sales executive. I  
6 believe that both are worthy careers. However, watching the  
7 business community swarm the public school community over  
8 the past 10-15 years scares me to death.

9 Allowing business centers to privatize our public  
10 schools is a very bad idea. With the rates and appointment  
11 of Betty de Vos as secretary of education, I feel that the  
12 pressure for more choice will go unchecked with no end in  
13 sight.

14 I am here today to say you must resist the  
15 urge to sell our public schools to the highest bidder. My  
16 teaching career began in 1968. I taught primarily in Dayton,  
17 Ohio. The Elementary and Secondary Education Act was in  
18 place at the federal level. Grants from the federal  
19 government were offered to school districts across the  
20 country based on need, in an effort to help districts become  
21 more equitable.

22 Since 2001, with no child left behind, and  
23 now the Every Student Succeeds Act, the federal government  
24 has moved completely away from promoting equity. As a  
25 vocational teacher, I was the recipient of many of those



1 early grants and saw firsthand how the funds could benefit  
2 students and schools.

3           At the same time, manufacturers, the heart of  
4 Dayton's economy, we're moving production overseas. As a  
5 result, Dayton's economy was badly damaged. Teacher salaries  
6 were not keeping up with the cost of living. Excellent  
7 teachers and administrators were leaving the districts, but  
8 salaries were not the only reason for Exodus.

9           The school system was scrambling to fill  
10 positions and the replacements for those competent  
11 professionals were often less qualified. Freedom and  
12 autonomy that we had enjoyed was stifled and discouraged by  
13 the new administration. You can hear that same lament from  
14 professional educators today if you are listening. In 1982  
15 after 14 years, I've built a career I loved. Goodbye.

16           I spent the next 20 years working as a sales  
17 executive for three fortune 100 companies. I transferred to  
18 Denver in 1990. Shortly after recre -- relocating, my  
19 company abolished the division I headed and moved in a  
20 different direction. Terms like, rightsizing, downsizing,  
21 paradigm shift, and reset are common terms in Big Business.  
22 All of which really mean time to cut costs.

23           The human fallout as a result of those  
24 decisions are barely on the radar. Business is all about  
25 profit. In 2002, I returned to the classroom. I was quickly



1 filled again with all the love and joy that comes from  
2 reaching young people where they are and leading them  
3 forward. I resigned in 2006 due to a chronic health  
4 condition, which zapped my energy but not my enthusiasm for  
5 public education.

6                                   Michael Bennet had just been named  
7 superintendent and quickly embarked on his plan to move  
8 Denver public schools toward the business model. Step one,  
9 VAM or Value Added Measurement. In the past 10 years, the  
10 data-driven business model has become so popular with school  
11 boards and school districts across the country, that I fear  
12 we've forgotten-

13                                   UNIDENTIFIED VOICE: Miss March, we need to  
14 ask you finish up, please.

15                                   MS. MARCH: Okay. What real education is all  
16 about. So, I'm saying we need more rigor and competition is  
17 business talk, not education talk. And, my hope for this  
18 board and for the state of Colorado is that we can get back  
19 to letting teachers be teachers and students be students.  
20 Thank you.

21                                   UNIDENTIFIED VOICE: Thank you. Thank you.  
22 Thank you to all the speakers. Please, we are going to take  
23 a really short, really short --.

24                                   UNIDENTIFIED VOICE: (Indiscernible) extra  
25 minutes?



1 UNIDENTIFIED VOICE: I'm really sorry, we are  
2 now -- we have a hearing. I'm sorry.

3 MS. ANGLE: (Indiscernible) minutes.

4 UNIDENTIFIED VOICE: I'm sorry. Ms. Angle, we  
5 really can't. We have another public participation time at  
6 5.30. We are already 25 minutes behind. We have a hearing,  
7 and so, we don't have the kind of flexibility that you're  
8 going to suggest. This --.

9 MS. ANGLE: (Indiscernible) minutes.

10 UNIDENTIFIED VOICE: Ms. Angle, please. We're  
11 going to take a five-minute break, and I'm really serious  
12 folks. Five minutes and then we need to be back. We'll be a  
13 half an hour late for the charter appeal. Thank you.

14 UNIDENTIFIED VOICE: Colorado State Board of  
15 Education will now conduct a hearing in case number 17-CS-  
16 02. The appeal of Pueblo's School District 60's Board of  
17 Education to deny Pueblo Vocational Academy Charter School  
18 Application.

19 During this hearing, the board is acting in  
20 its capacity to hear appeals of charter schools and will  
21 hold an appellate hearing under the relevant charter school  
22 appeal law 22-30.5-108. I'd like to ask the person chosen to  
23 represent each party to enter your name on the record with  
24 the party you represent. Please, also introduce the persons  
25 you've designated to answer questions of board members. Only



1 individuals identified by the parties will have the  
2 opportunity to address the board.

3           The role of the state board is to consider  
4 only those issues raised in the notice of appeal. The board  
5 has been provided with a record of a -- on appeal.  
6 References to documents or testimony not present -- not  
7 present in the record of appeal cannot be considered by the  
8 board.

9           In relation to those issues contained in the  
10 notice of appeal, the board will apply the following  
11 standard of review following the oral argument.

12           The board will decide whether it is in the  
13 best interest of the pupils, school, district or the  
14 community to support the local board's decision to deny  
15 Pueblo Vocational Academies Charter School application. The  
16 parties have already submitted arguments and information.  
17 The maximum of 30 minutes will be granted for the oral  
18 argument and examination of each party's issues.

19           You may reserve a portion of the 30 minutes  
20 for your rebuttal. During this time, the party may summarize  
21 its written arguments and information and board members may  
22 ask questions. We'll proceed as follows.

23           Num -- First off, Pueblo Vocational Academy,  
24 the appellant shall present its arguments including  
25 questions from the state board members. Secondly, Pueblo





1 School District 60, the appellee -- ap -- appellee shall  
2 present its arguments including questions from the state  
3 board. Next, the appellant Pueblo Vocational Academy shall  
4 present its rebuttal.

5           The state board again may ask questions. The  
6 appellee, Pueblo School District 60 shall present its  
7 rebuttal. Again, we can ask questions and then lastly, the  
8 state board shall deliberate and render its decision at  
9 which time we can no longer ask questions.

10           We will adhere to the maximum time limit.  
11 Each segment will be timed. You'll be fo -- notified by Miss  
12 Cordial, over here, when your fi -- have five minutes  
13 remaining of your allotted time. Pueblo Voc -- Vocational  
14 Academy, you may reserve some of your 30 minutes for  
15 rebuttal. Do you wish to do so and how much time do you wish  
16 to reserve?

17           UNIDENTIFIED VOICE: Thank you. We will like  
18 to reserve eight minutes for rebuttal, please. Madam Chair.

19           UNIDENTIFIED VOICE: Eight minutes?

20           UNIDENTIFIED VOICE: Yes.

21           UNIDENTIFIED VOICE: Thank you. Likewise,  
22 Pueblo School District 60, do you wish to reserve some of  
23 your 30 minute rebuttal and if so, how much time would you  
24 like to reserve?

25           UNIDENTIFIED VOICE: Yes, Madam Chairwoman



1 that -- we would like to reserve 10 minutes, please.

2 UNIDENTIFIED VOICE: Thank you. As is  
3 customary with any oral argument and administrative hearing  
4 or judicial proceeding, we anticipate that board members may  
5 have questions and they may interrupt counsel with these  
6 questions. This is the only time during the hearing when  
7 state board members may question the parties.

8 Board questions and your responses are  
9 included within your 30 minute time frame. Are there any  
10 questions from board members or anyone else regarding the  
11 procedures I've described? Thank you. We'll now call Pueblo  
12 Vocational Academy for the allotted-

13 UNIDENTIFIED VOICE: Twenty-two minutes.

14 UNIDENTIFIED VOICE: Twenty-two minutes, at  
15 least.

16 MR. PERKO: Thank you, Madam Chair. Good  
17 morning members of the state board. I'm Tony Perko  
18 representing Pueblo Vocational Academy in this appeal. I'm  
19 pleased and honored to have with me Ms. Jean Reid, President  
20 of the PVA Board of Directors, Miss Debbie Rose, Board  
21 Secretary and Mr. Allen Elmes, Proposed Principal and School  
22 Leader. This case comes before this honorable board as a  
23 denial of a public free Grade 8 through 12 model cha --  
24 charter schools. The volunteer and unpaid board of directors  
25 of PVA share a desire a -- to provide for the most



1 disadvantaged youth in the city of Pueblo. The Board of  
2 Education of Pueblo City Schools has saw fit to erroneously  
3 deny the PVA application by a bare quorum of members  
4 necessitating this appeal.

5 PVA' s model and vision has a unique offering  
6 to the district benefiting students, parents, the community,  
7 and the district itself. The reason for this is simple. PVA  
8 offers an opportunity for the city for something that is  
9 unique and which the district is not currently offering. The  
10 reality of the situation is that the application in question  
11 in this case was strong and should have been approved. If  
12 the standards is followed, there is absolutely no doubt that  
13 PVA should win this appeal.

14 PVA is unique among charter applicants and in  
15 fact, better suited than most. It has a facility ready for  
16 use including -- including furnishings and educational  
17 material, community leaders support, experienced staff and  
18 the aforementioned board of directors with virtually  
19 unmatched background credentials and pedigree and  
20 educational achievement in the state.

21 While not a requisite of the district  
22 application process, PVA learned just recently that its  
23 501(C)(3) status is anticipated to be approved in  
24 approximately one week's time. What's more? Once authorized  
25 by the D60, PVA is fully anticipating submitting its AEC



1 application with the Department of Education by April 28th  
2 deadline for the upcoming school year. As part of our  
3 argument today, it's not PVA's intention to merely accuse  
4 D60 of being anti-choice as if that's some sort of magic  
5 bullet to win this appeal.

6                   On the contrary, PVA's place has a D60  
7 charter service to very neatly fill up position and need  
8 that is sorely felt in the city of Pueblo. In fact, it's  
9 difficult to see any interested party that has not benefited  
10 by approval of PVA for the community. Even should every fact  
11 and argument be taken in light most favorable to the D60,  
12 the clear facts of the record on appeal and the reality of  
13 the situation show inarguably the need for this charter in  
14 Pueblo.

15                   As detailed in the pleadings and briefs, the  
16 history of a previous and separate charter school, the  
17 Pueblo Youth and Family Academy or YAFA has served to  
18 improperly taint the district's perspective on PVA. This  
19 occurred before the application was ever provided a fair  
20 opportunity to be heard. PVA does share a certain connection  
21 in history with the Pueblo Youth and Family Academy.

22                   This fact was never concealed from D60. It  
23 was never denied by PVA. In fact, to do so would be  
24 dishonest and misrepresentation of PVA's intentions and  
25 goals in applying with the district. This is not, I repeat,



1 not, as a district believes or would have this honorable  
2 board believe, a situation where the previously YAFA school  
3 was shut down and i -- and is searching for a new home under  
4 a new name pretending to be a different school.

5           The record is replete with differences  
6 between YAFA and PVA most notably but also most importantly,  
7 its emphasis on educa -- on vocational education which will  
8 allow Mr. Nelms to speak to in a moment. As outlined in the  
9 briefs, the clear reason for the denial of the charter  
10 application is due to the district's misperception of PVA as  
11 a continuation of YAFA. Additionally, all other stated  
12 grounds in the board resolution demons -- demonstrably fall  
13 into two categories.

14           They're either corrected via supplementation  
15 by PVA's response to the DAC report or they are factually  
16 incorrect. The documents provided as part of the record on  
17 appeal do not support the district's denial and because its  
18 denial was based on only a fraction of the available  
19 documentation and attachments, the district's edu --  
20 decision was not an educated one.

21           While factually misguided, D60's concern  
22 about potential connections to YAFA is not by itself  
23 improper or unreasonable. However, the manner in which the  
24 district went about their investigation into this connection  
25 was improper. It was done without notice to PVA and more



1 importantly, in cherry picking those portions of the YAFA's  
2 CSI relationship that would support their denial. This  
3 points to two things.

4                   Firstly, the district was for whatever  
5 reason, from the be -- very beginning determined to deny  
6 this application. Second, it demonstrates that the  
7 application itself was strong, well put together, and did  
8 not provide sufficient grounds for denial. Instead, the  
9 district had to seek out information that would support its  
10 pre-determined decision to deny. They found it with what  
11 they saw to be a connection with YAFA. Of the 10 stated  
12 grounds for the denial of the district board resolution,  
13 eight mentioned YAFA specifically by name showing that this  
14 -- the emphasis the district placed on YAFA including the  
15 open records requested documents. Nor is an answer for the  
16 district to rely on the other two non-YAFA related grounds  
17 for denial which attempt to nitpick alleged deficiencies in  
18 the application.

19                   The simple fact is that the application was  
20 fully accepted by the district as complete. Now  
21 subsequently, the district has attempted to make a finding  
22 that it is somehow inadequate in the amount of i --  
23 information provided. PVA won't respond to these in a  
24 arguments in rebuttal. But to o -- overly focus on these  
25 portions of the application is to lose sight of the forest



1 through the trees and light of the sole applicable standard.  
2 Tragically, this is consistent with the district's track  
3 record of denying charters.

4                   D60 has repeatedly turned down charters in  
5 recent years including a separate charter applicants on the  
6 very same day as PVA. Be that as it may, there is no way  
7 that the da -- denial of this charter is in the best  
8 interest of the pupils, the school, district or community.  
9 The district has not acted fairly and denying the new  
10 application and PVA submits that this decision was contrary  
11 to the best interest of the pupils, school district and  
12 community. PVA therefore respectfully requests that the  
13 state board reverse the decision of the D60 Board of  
14 Education and remand with instructions to approve. Thank  
15 you.

16                   MS. REID: Hello. I'm Jean Reid, President of  
17 the Board of Directors of PVA. We come before you as a  
18 highly experienced and credentialed group of educational  
19 lead -- leaders both from school district 70 and Pueblo City  
20 schools or District 60. This seven member of board is made  
21 up of highly dedicated, effective, and reputable community  
22 members in the Pueblo area. All of us serve on this board  
23 donating our time and energies as unpaid volunteers as will  
24 be the expectation of all future PVA boards.

25                   I, myself served two terms on district 70s



1 board term limited -- term limited also aided in  
2 transitioning to -- Swallows Charter Academy from a middle  
3 school to a K8. Ed Smith, the vice president is the current  
4 superintendent of District 70. Thirty-two years in  
5 education. He's also the principal of two alternative  
6 schools and of the Platte Valley Youth Services Center.

7                   District 70 holds the charter for the top  
8 performing middle school connect according to the 2015 Park  
9 Assessments. Debbie Rose, secretary served two terms on  
10 D70's board as well, term limited. Recent national -- She --  
11 she received national recognition for establishing a high  
12 school at-risk program, developed an educational leadership  
13 program that was presented at Oxford.

14                   Appointed to the Juvenile Parole Board by  
15 Governor Owens, reappointed by Governor Hickenlooper. Hired  
16 by CDE as an expert in assisting schools in turnaround  
17 status and is currently president of the Goal Academy Board.  
18 Jane Rawlings, Treasurer, Publisher and President of the  
19 Pueblo Chieftain serves on the CSU pí Foundation Board and  
20 the Colorado College Board of Trustees.

21                   Former member of Governor Ridder's Business  
22 Advisory Council for the Colorado Department of Higher  
23 Education. Rob Finkel, retired from District 60. Twenty-  
24 seven years, elementary and high school principal seve --  
25 central office administrator in special ed, adjunct faculty





1 for UC Denver, UC Denver Board of Rural Psychologists,  
2 initial board member -- initial member on the CDE State  
3 Practitioner Committee for the No Child-

4 UNIDENTIFIED VOICE: Excuse me, Ms. Reid.

5 MS. REID: I'm sorry.

6 UNIDENTIFIED VOICE: I think we're ready to  
7 have some questions.

8 UNIDENTIFIED VOICE: Oh.

9 UNIDENTIFIED VOICE: Board member Ma --  
10 Mazanec.

11 MS. MAZANEC: How is Pueblo Vocational  
12 Academy different than YAFA?

13 MS. REID: We have the vocational piece so  
14 our students will graduate with a trade or could even  
15 graduate with an associate's degree. A certification making  
16 them available for gainful employment on graduation.

17 MS. MAZANEC: And is it correct that CDE  
18 teachers are difficult positions to fill?

19 UNIDENTIFIED VOICE: Mr. Nelms?

20 UNIDENTIFIED VOICE: You will read -- giving  
21 you require credit, a few of those for th -- for this  
22 program.

23 UNIDENTIFIED VOICE: Actually they aren't as  
24 difficult as you might imagine. With college graduates out  
25 there and especially in our economic times, they are



1 unemployed, but yet are highly qualified. To find Math and  
2 English is -- is fairly easy.

3 I am a certified CDE teacher, director and  
4 specialist myself, credentialed currently. So, to locate  
5 them is not as challenging as you might find. We will be an  
6 Alternative Cooperative Education Campus and therefore we're  
7 looking for a -- a teacher, a CDE teacher with that  
8 credential and we have found a young -- a young man that has  
9 a 2,000 hours of work experience.

10 We'll also be the CDE English endorsed and  
11 he's a coordinator. So that will be our primary vocational  
12 program which covers all of the 17 Colorado career clusters  
13 that are identified at this point in time.

14 UNIDENTIFIED VOICE: More questions?

15 UNIDENTIFIED VOICE: So I -- I have some  
16 questions if I may, and this is about YAFA and since you've  
17 all been with the YAFA, you should maybe be able to -- how  
18 long has YAFA been in Pueblo?

19 UNIDENTIFIED VOICE: Is it, is it-

20 UNIDENTIFIED VOICE: In one of its formers or  
21 another?

22 UNIDENTIFIED VOICE: It was first -- first  
23 trial by the 16, I believe 1995.

24 UNIDENTIFIED VOICE: We have 20 years. This  
25 is our 20th anniversary this year.



1 UNIDENTIFIED VOICE: And how long has it been  
2 in Ahek? A -- A -- A -- Alternative Education Campus?

3 UNIDENTIFIED VOICE: I am assuming from the  
4 beginning, but I don't know how long the-

5 UNIDENTIFIED VOICE: Yeah, actually maybe  
6 when it was legislated.

7 UNIDENTIFIED VOICE: Yes.

8 UNIDENTIFIED VOICE: Possibly. And what's the  
9 accredit -- what was the accreditation rating for the last  
10 five years?

11 UNIDENTIFIED VOICE: Under the year that this  
12 board, when it was reconstituted, it took over, we were on  
13 improvement. Prior to that, we were on priority improvement.

14 UNIDENTIFIED VOICE: When did this board take  
15 over?

16 UNIDENTIFIED VOICE: In 2014.

17 UNIDENTIFIED VOICE: 14.

18 UNIDENTIFIED VOICE: 15.

19 UNIDENTIFIED VOICE: In 2014 and 15 school  
20 year.

21 UNIDENTIFIED VOICE: So you are a different  
22 board than-

23 UNIDENTIFIED VOICE: Yeah.

24 UNIDENTIFIED VOICE: -than previously?

25 UNIDENTIFIED VOICE: As part of CSI's



1 reorganization of -- and renewing of the office Charter, one  
2 of their requirements is that the old board be completely  
3 taken out of the picture and a new board constitute --  
4 reconstituted and these members were handpicked by the  
5 state.

6 UNIDENTIFIED VOICE: That was when you guys  
7 got the one year extension essentially. Is that right?  
8 2014?

9 UNIDENTIFIED VOICE: Th -- in 2014 we were  
10 given a year to turn the school all around and we did. And  
11 at the end of that year, CSI granted us another two year  
12 extension.

13 UNIDENTIFIED VOICE: So at that time you  
14 would know -- you were on improvement or you were still  
15 priority?

16 UNIDENTIFIED VOICE: We were, we -- we had  
17 turned the school around. We had a positive fun balance and  
18 had improved academically which was what CSI was asking for.

19 UNIDENTIFIED VOICE: Okay. What I'm asking  
20 for is what was your accredit -- accreditation rating? 14,  
21 15.

22 UNIDENTIFIED VOICE: It would be improvement.

23 UNIDENTIFIED VOICE: It was improvement?

24 It's not priority improvement?

25 UNIDENTIFIED VOICE: Correct.



1 UNIDENTIFIED VOICE: Any other question.

2 UNIDENTIFIED VOICE: Continue please.

3 UNIDENTIFIED VOICE: I'm sorry. Rob Finkel,  
4 from District Seven, 60, 27 years elementary and high school  
5 principal, central office administrator and special ed  
6 adjunct faculty for UC Denver, UC Denver board of rural  
7 psychologist, initial member on the CDE State practitioner  
8 committee for the No Child Left Behind Act, representing  
9 charter schools.

10 Robert Gonzales, retired from District 60, 30  
11 years former award winning middle-school and high-school  
12 principal. Presently serving on D 60's board. Randy Shade,  
13 retired from D 70, 41 years assopiate -- associate  
14 superintendent in district 70. Allen Nelms propose PVA  
15 school leader, retired from District 60, 35 years, Colorado  
16 Career and Technical Education Teacher of the year, Colorado  
17 Marketing Education Teacher of the year, Colorado Middle-  
18 school Principal of the Year. Recipient of the Colorado's --  
19 of the Colorado Governor's Award for Distinguished Academic  
20 Improvement. Collectively the leadership team of PVA has  
21 well over a 100-

22 UNIDENTIFIED VOICE: Tell us about your kids.  
23 I'm sorry but tell us about outcomes for your kids, please.

24 UNIDENTIFIED VOICE: Outcomes?

25 UNIDENTIFIED VOICE: Right. How are the kids



1 doing? How the kids done for the last five years? This is  
2 not-

3 UNIDENTIFIED VOICE: So, I can see to three  
4 years.

5 UNIDENTIFIED VOICE: -so helpful.

6 UNIDENTIFIED VOICE: Because that's when --  
7 when we came in.

8 UNIDENTIFIED VOICE: Okay.

9 UNIDENTIFIED VOICE: So what we've done is  
10 take these kids that are the dropouts and th -- the ones and  
11 re-engage them and the first year we were -- we got 14 with  
12 diplomas, but there -- there's still a significant --  
13 without -- th -- a diploma doesn't get you very far without  
14 a trade or a skill.

15 You know, given the -- the 14 categories that  
16 these kids come from, they're homeless or mom or dad's  
17 incarcerated and stuff like that. So we had grown the  
18 population, the first year from 140 kids to 162. In this  
19 year we're at 130, presently-.

20 UNIDENTIFIED VOICE: I thought it was 106.

21 UNIDENTIFIED VOICE: I'm sorry?

22 UNIDENTIFIED VOICE: In the mid -- in the  
23 briefs it was 106 kids.

24 UNIDENTIFIED VOICE: Well, right. Today we  
25 have 130.



1 UNIDENTIFIED VOICE: At the time of the  
2 application, there was 106. Today there's-

3 UNIDENTIFIED VOICE: There are 130.

4 UNIDENTIFIED VOICE: Okay. Thank you.

5 UNIDENTIFIED VOICE: And I'll add to that,  
6 Madam Chair, that data for the 2014 and 15 school year shows  
7 that 65.5 percent of the office students shown above typical  
8 growth in reading in the 14 and demonstrate a greater growth  
9 in reading, math and writing than all CSI schools combined.  
10 Prior to this board taking over, there was a 21 percent  
11 dropout rate of YAFA students. After this board took over,  
12 there's -- most recent year we have data as a 12 percent  
13 dropout rate.

14 UNIDENTIFIED VOICE: Thank you.

15 UNIDENTIFIED VOICE: Excuse me.

16 UNIDENTIFIED VOICE: Go ahead.

17 UNIDENTIFIED VOICE: How many letters of  
18 intent do you have? Do you have letters of intent or are  
19 you assuming that your current YAFA students will attend  
20 CBA? I'm sorry, PVA.

21 UNIDENTIFIED VOICE: Well.

22 UNIDENTIFIED VOICE: CBA is a pharmacy. I  
23 said CBA.

24 UNIDENTIFIED VOICE: It's not even noon yet,  
25 guys.



1 UNIDENTIFIED VOICE: 40 -- 42 letters of  
2 intent today.

3 UNIDENTIFIED VOICE: So you don't expect all  
4 of your YAFA students to move to work?

5 UNIDENTIFIED VOICE: I think it's fair to say  
6 we anticipate the vast majority of them.

7 UNIDENTIFIED VOICE: They just haven't gotten  
8 around to signing letters?

9 UNIDENTIFIED VOICE: We asked for the parents  
10 to sign, so, yes. They haven't turned them in yet, I guess I  
11 would say.

12 UNIDENTIFIED VOICE: Okay. And what level of  
13 enrollment is your budget based? On what level of  
14 enrollment is your budget based? Sorry.

15 UNIDENTIFIED VOICE: 160.

16 UNIDENTIFIED VOICE: 160? And you have 40?

17 UNIDENTIFIED VOICE: We have 140.

18 UNIDENTIFIED VOICE: One -- I'm talking about  
19 letters of intent.

20 UNIDENTIFIED VOICE: Letters of intent, yes.

21 UNIDENTIFIED VOICE: 140 or 40?

22 UNIDENTIFIED VOICE: 40 letters of intent and  
23 132 students today.

24 UNIDENTIFIED VOICE: Yeah, please.

25 UNIDENTIFIED VOICE: Because of this new





1 school, do you anticipate some of the -- I guess it was  
2 1,000 students that have left the district to possibly come  
3 back because this is a new innovation, and if so, are you  
4 going to market to those students or how does that going to  
5 work out?

6 UNIDENTIFIED VOICE: Yes. We were hoping with  
7 our partnership with publicity schools to be able to help  
8 retain and re-engage their dropouts and be a part of that  
9 process. Also, we were hoping for quite a partnership with  
10 other city schools.

11 UNIDENTIFIED VOICE: Thank you.

12 UNIDENTIFIED VOICE: We would increase  
13 enrollment of Dis -- of District 60 by I think at 6.5  
14 percent. Why don't you go ahead.

15 UNIDENTIFIED VOICE: Currently, what -- what  
16 -- what other options are there in publicity schools for-

17 UNIDENTIFIED VOICE: For A -- for AAC, there  
18 is only one other option, that is the GOAL Academy. The GOAL  
19 Academy serves 800 students. GOAL Academy has that  
20 performance level. The -- there was a study that was done  
21 that actually earmarks American Community Survey identified  
22 3,000 disconnected youth between the ages of 16 and 24 in  
23 Pueblo, and that survey was done in 2015. And so -- and  
24 disconnected means that without a job, without a school.

25 And so there is a huge population of students



1 in Dis -- in the Pueblo community that is not being served,  
2 and there's not opportunities to serve them because they do  
3 have the risk factor and so GOAL is the only option and not  
4 all children learn the same, and so that is why options are  
5 important and how PVA is different. It is actually a brick  
6 and mortar school, classroom instructions, connections with  
7 those kids. And so granted GOAL could do a great job, but  
8 they don't meet the need for all of the students, and that  
9 is why this choice is so very critical for the and for the  
10 Pueblo Community.

11                   You know, goal is committed to the success of  
12 every student within the community, and that is why GOAL,  
13 what they would -- how they could assist is making sure that  
14 those students have an opportunity and counsel them into the  
15 PVA, which is the vocational piece, which is the classroom  
16 instruction, the brick and mortar. Not everyone belongs  
17 online.

18                   UNIDENTIFIED VOICE: Thank you. If I could  
19 also, sorry, also add, since we did bring up the 2014 and 15  
20 school year. I took 19 students to public community college  
21 to hopefully get them enrolled in certificate or potentially  
22 associate degree program. Of those 19, one student was able  
23 to pass the reading test and go into the certificate  
24 program. And by the way, she will graduate with an associate  
25 degree.



1                   The Office first of degree since it started  
2 this year. The other thing is, when we looked at our data,  
3 only one student in the entire school was proficient at  
4 grade level in reading. Only one student the entire school  
5 was partially proficient in mathematics. So, what we've been  
6 doing is implementing Lindwood Bell as a leading  
7 intervention which we will do with these kids here to try  
8 and catch them up because without literacy skills, they have  
9 no chance after hi -- high-school. If they cannot read, they  
10 cannot get into the community college and they are destined  
11 for a very dismal future.

12                   And so, what we plan to do is number one,  
13 teach them to read and communicate, and number two, provide  
14 them with the soft skills that will make them employable  
15 upon graduation. And then number three, hopefully have them  
16 at a skill level in reading that they can get into the  
17 community college, receive certificates and potentially go  
18 on in post-secondary education. That's the vision.

19                   UNIDENTIFIED VOICE: So why weren't you doing  
20 this before? I mean, I'm trying to figure out how we can  
21 have a school that's been failing kids for like 10 years and  
22 now suddenly there's something, I -- I'm trying to figure  
23 out what the magical thing is here that you're offering  
24 that's new.

25                   UNIDENTIFIED VOICE: We are offering at a



1 high school level, a literacy program, which is not offered  
2 in any high school, in public city schools, that is  
3 intensive reading program, teaches students how to read and  
4 comprehend complex tests. One of the --

5 UNIDENTIFIED VOICE: And this is brand new?  
6 This is just this year or?

7 UNIDENTIFIED VOICE: No. We -- I implemented  
8 it when we took over as a board and as a school. When I  
9 realized through the data that our kids could not read. And  
10 so, we had to get --

11 UNIDENTIFIED VOICE: This was in 2014?

12 UNIDENTIFIED VOICE: Yes. So it's very  
13 different from what you -- what YAFA ever was before and it  
14 -- it is designed to prepare students to be -- to be  
15 productive citizens.

16 UNIDENTIFIED VOICE: And the vocation?

17 UNIDENTIFIED VOICE: And then of course  
18 vocational component, and what -- what's nice about the ACE  
19 program is, once we -- once we can get them an  
20 Individualized Career and academic plan developed, where  
21 they have a vision of their future, then we can begin to  
22 place them with job shadowing, job placements, in those  
23 career areas, so that they'll have an opportunity to learn  
24 the soft skills.

25 UNIDENTIFIED VOICE: And to your point, Madam



1 Chair, the reason we keep coming back to the 14-15 school  
2 year is because that's -- what's changed the last 10 years  
3 you asked, what's changed is the reconstitution of this  
4 board and that's the only year that -- year that we have  
5 data available because this board was not in control of the  
6 school last year. It is this year but we don't have data  
7 available at that time, so that's the -- what we were --

8 UNIDENTIFIED VOICE: So what was last year?

9 UNIDENTIFIED VOICE: That would -- I'm happy  
10 to answer that question, but it was -- it was all  
11 operational control was not in the hands of this board. It  
12 was the hands of a -- operator that was mandated upon us by  
13 CSI. It's --

14 UNIDENTIFIED VOICE: Okay.

15 UNIDENTIFIED VOICE: It's a very long story  
16 but I'm happy too.

17 UNIDENTIFIED VOICE: Well I -- we need to  
18 understand at some point but I --

19 UNIDENTIFIED VOICE: 21 seconds.

20 UNIDENTIFIED VOICE: 21 seconds?

21 UNIDENTIFIED VOICE: Yeah.

22 UNIDENTIFIED VOICE: Long story.

23 UNIDENTIFIED VOICE: Lawyers have the rest of  
24 our time. Thank you.

25 UNIDENTIFIED VOICE: Mr. Bamp, please.



1 MR. BAMP: Madam Chair, members of the board,  
2 my name is Richard Bamp, and Commissioner Anthes. I  
3 represent the public school number 60 of course. And with me  
4 today, I'd like to point out as Bart Clemente who is a board  
5 member from Pueblo, also President Charlotte Macaluso who is  
6 the superintendent of schools in Pueblo 60. Seated at my far  
7 left is Rowan Colette, who is an assessment specialist in  
8 the school district, and next to me is Tom Weston.

9 Tom is the Charter School liaison in District  
10 60, as well as in Academy School District 20, and I  
11 appreciate them coming up today. I think in a nutshell, the  
12 -- the Board of Education in Pueblo denied the charter for  
13 two main reasons. The first is that as you may know, Pueblo  
14 school district last year --

15 UNIDENTIFIED VOICE: Madam Chair, before you  
16 get two started, how many chartered schools are there in  
17 Pueblo?

18 UNIDENTIFIED VOICE: We have -- that's -- I'm  
19 glad you asked that question, I was going to get to that. We  
20 have only turned down one charter in the last seven years,  
21 and that was a school that did not receive.

22 UNIDENTIFIED VOICE: How many do you have?

23 UNIDENTIFIED VOICE: We have Chavez-Huerta K-  
24 12 prep -- preparatory school that the board just renewed.  
25 That's a K-12 school.



1 UNIDENTIFIED VOICE: Three.

2 UNIDENTIFIED VOICE: We have Pueblo's School  
3 of Science -- Arts and Sciences, which was renewed for 10  
4 years this last summer and given a building.

5 UNIDENTIFIED VOICE: Four.

6 UNIDENTIFIED VOICE: We have Pueblo's School  
7 of Arts and Sciences at Fulton Heights, which was just  
8 granted and given a building in Pueblo. The -- the Chaves-  
9 Huerta also has a school building that they're using. So we  
10 have one, two, three charters. We have some charters that  
11 have been historically in the district, but not chartered by  
12 the district, and the district did not object to that back  
13 in the day. So I think the history of the school district is  
14 very good as far as choice.

15 UNIDENTIFIED VOICE: How many does Academy  
16 have since you share personnel?

17 UNIDENTIFIED VOICE: Chaves-Huerta Academy,  
18 the latest was a thousand, 20 --

19 UNIDENTIFIED VOICE: No, I mean, how many --  
20 how many schools? How many chartered schools?

21 UNIDENTIFIED VOICE: Just one. Pascal  
22 Academy, several campuses, one on one charter.

23 UNIDENTIFIED VOICE: So academies generally  
24 hostile with charter school as well?

25 UNIDENTIFIED VOICE: Not at all.



1 UNIDENTIFIED VOICE: You only have one  
2 school?

3 UNIDENTIFIED VOICE: Yes. It's the largest in  
4 the state of 3,000 kids.

5 UNIDENTIFIED VOICE: Thank you, Madam Chair.

6 UNIDENTIFIED VOICE: So if I may continue,  
7 the schools you guys said denied on two grounds. The first  
8 one, I think, is very important. As you may know, Pueblos 60  
9 achieved improvement plan, accreditation last year, but its  
10 accreditation really remains fla -- fragile, and what the  
11 district does not need is to take on another priority  
12 improvement school that's been low performing for the last  
13 10 years and how that would affect the accreditation ready  
14 to the school that are going forward.

15 It's in -- it's undeniable that the Youth and  
16 Family Academy is now Pueblo Vocational Academy. They did a  
17 name change in the middle of the year when they were  
18 notified by the Charter School Institute that they were  
19 going to be revoked because of their poor performance,  
20 breach of contract, and other allegations. So there's no  
21 denying the fact that Youth and Family got --

22 UNIDENTIFIED VOICE: Excuse me. I read that  
23 you called it a name change?

24 UNIDENTIFIED VOICE: Yes.

25 UNIDENTIFIED VOICE: PBA says it was not a





1 name change, it was a new entity.

2 UNIDENTIFIED VOICE: And the fact of the  
3 matter is that there's a document in the record. It was  
4 March 4th. It's two days after the Charter School Institute  
5 sent a notice of intent to revoke.

6 UNIDENTIFIED VOICE: Yes, but my point is,  
7 legally.

8 UNIDENTIFIED VOICE: Right.

9 UNIDENTIFIED VOICE: Legally, is it a  
10 separate entity, or you unfairly painting it as just a name  
11 change of the same en -- entity?

12 UNIDENTIFIED VOICE: It is not -- I'm not  
13 unfairly painting it because they did when they were still  
14 YAFA. They changed their name in March of 2016. There's  
15 board minutes in the record that they changed the name. No  
16 other indication that they're a new school. The other factor  
17 though I think is the in -- inevitable, a fact that they are  
18 the same school in all of the key respects.

19 This board has received an opinion from  
20 Attorney General-Assistant Attorney General Tony Dale, some  
21 years ago. But how do you tell whether a school is a new  
22 school, or it's a conversion of an old school?

23 UNIDENTIFIED VOICE: Excuse me. That was a  
24 conversion?

25 UNIDENTIFIED VOICE: Yes.



1 UNIDENTIFIED VOICE: First of all, and the  
2 conversion was from a private school to a charter school.  
3 YAFA is not and was never a private school, right?

4 UNIDENTIFIED VOICE: That's correct, but the-

5 UNIDENTIFIED VOICE: And so, why is that  
6 relevant to the --

7 UNIDENTIFIED VOICE: The standard -- the  
8 standards I think are exactly the same. The question here,  
9 they're saying that they are a new school. We say they are  
10 not a new school. The students are all the same from YAFA.  
11 The staff and faculty were listed in the application, they  
12 are all YAFA faculty. The facility is exactly the same as  
13 the YAFA that is going to be for Pueblo Vocational Academy.

14 UNIDENTIFIED VOICE: The same -- the same  
15 board since 2014 and '15, right?

16 UNIDENTIFIED VOICE: The same exact board.  
17 It's the same exact board --

18 UNIDENTIFIED VOICE: Excuse me, can I finish?

19 UNIDENTIFIED VOICE: Sure, sorry.

20 UNIDENTIFIED VOICE: Please? It's the same  
21 board since 2014, '15. It is not the same board that was  
22 involved with YAFA from its inception, correct?

23 UNIDENTIFIED VOICE: That's correct. The  
24 board has changed over time. In 2011, it had a different  
25 board one that we're not renewed by the Pueblo school



1 district at that time. They appealed to the State Board. The  
2 state board in 2011 remanded it once to the school district.  
3 After that remand, it was agreed that they would go to CSI,  
4 the Charter School Institute, and that averted a second  
5 denial. Since then, they have not done well. And they have  
6 not done well as a CSI school.

7 UNIDENTIFIED VOICE: How has Pueblo City  
8 Schools done?

9 UNIDENTIFIED VOICE: Well, Pueblo City  
10 Schools as I mentioned, has just improved its accreditation  
11 ready to --

12 UNIDENTIFIED VOICE: Just improved, but they  
13 have struggled also to meet their expectations, true?

14 UNIDENTIFIED VOICE: And now their  
15 improvement, and the last thing we want to do is add another  
16 priorities improvement school that's been a priority  
17 improvement of for the last six years to our accreditation  
18 rate and put it down even further. That was one of those --

19 UNIDENTIFIED VOICE: So what about those  
20 students? Are you concerned about where those students will  
21 get their needs met?

22 UNIDENTIFIED VOICE: We are concerned because  
23 we have a school, Paragon Learning Center, that serves at --  
24 at height.

25 UNIDENTIFIED VOICE: Where are those students



1 there now?

2 UNIDENTIFIED VOICE: The school Paragon  
3 opened in 2015. The reason they're not, is because these  
4 students, by having the opportunity to go to YAFA, and  
5 either dropping out of that school are unaware of the fact  
6 that they could do better if they went to Paragon.

7 UNIDENTIFIED VOICE: They're unaware of your  
8 Paragon program?

9 UNIDENTIFIED VOICE: My assumption is they  
10 are, because they are now attending YAFA.

11 UNIDENTIFIED VOICE: Have you done outreach  
12 to those students and their parents?

13 UNIDENTIFIED VOICE: We have. In fact, that  
14 is the intent. We also are planning to apply to be an  
15 alternative education campus, but there's no magic in being  
16 that designation because it doesn't say anything about  
17 quality, but the Paragon's center has exactly the same high-  
18 risk population of students, and we believe they can serve  
19 them better, if not, the -- then YAFA has.

20 UNIDENTIFIED VOICE: Am I -- am I able to ask  
21 the questions of staff right now or Commissioner Anthes  
22 will?

23 UNIDENTIFIED VOICE: I think so.

24 UNIDENTIFIED VOICE: It's just about AEC  
25 status. One -- one of my questions is I didn't know the



1 programs could be AECs, is that correct?

2 UNIDENTIFIED VOICE: They're going to apply.

3 Well, it's not.

4 UNIDENTIFIED VOICE: What I mean is your  
5 Paragon is a program, it's not a school?

6 UNIDENTIFIED VOICE: It is currently a  
7 program. It will apply for a school code.

8 UNIDENTIFIED VOICE: And I did not know that  
9 programs could become AEC's.

10 UNIDENTIFIED VOICE: If a school -- if a  
11 program becomes a school, and meets the requirements of the  
12 school, with standalone budget consist of that, they can  
13 apply for school code, so if they are making transitions for  
14 this program

15 UNIDENTIFIED VOICE: So, you're saying this  
16 program could become an AEC if they meet certain  
17 requirements?

18 UNIDENTIFIED VOICE: Absolutely right.

19 UNIDENTIFIED VOICE: I'm sorry, I was asking  
20 Mrs. Pearson.

21 UNIDENTIFIED VOICE: You look at me I swear.

22 UNIDENTIFIED VOICE: It looks like I'm  
23 looking at you because she is right over your shoulder.

24 UNIDENTIFIED VOICE: I hope she'll agree with  
25 me.



1 UNIDENTIFIED VOICE: Yes, they -- if they  
2 meet the requirements of the united law of schools. When  
3 they see them, then, they could be approved to be a school  
4 that is an alternative education campus

5 UNIDENTIFIED VOICE: Then are we allowed to  
6 ask whether paragon meets those requirements?

7 UNIDENTIFIED VOICE: Of a standalone school,  
8 yeah.

9 UNIDENTIFIED VOICE: Okay. Thank you.

10 UNIDENTIFIED VOICE: That application is due  
11 at the end of this month has been indicated. And my  
12 expectation is that they will apply to be an AEC. By the  
13 way, I think this is important to note too. As far as a  
14 school code, it's been indicated and we put this in our  
15 brief as well. That for all intents purposes all the  
16 students at Yafa will continue to go to PVA. And if have no  
17 more than 50 percent of those students are different than in  
18 the current Yafa school, then they do not get a new clock.  
19 They're going to remain on priority improvement. And this is  
20 the problem that we have with bringing the school into the  
21 school district charter school, over which we have no  
22 control.

23 UNIDENTIFIED VOICE: I have another question  
24 for you. I -- in reading, just in the news and education,  
25 like one of the things that is noted as a need, is



1 vocational education. We've got a long ways away from  
2 vocational education for a long time now. And business  
3 community needs workers people qualified. What is Pueblo  
4 schools doing about vocational education currently?

5 UNIDENTIFIED VOICE: I think you would be, I  
6 mean you'd be impressed and maybe Roy and Collette could  
7 help me with this in terms of the CTE program that is in  
8 place in Pueblo now is fabulous. And that includes  
9 vocational obviously, and I should point out too, that the  
10 district accountability committee when they review this  
11 application said that, vocational is not necessarily the  
12 best option for these kinds of high risk students, because  
13 they need more structure. But I don't know, Ryan, do you  
14 know how many -- what the city program is like?

15 UNIDENTIFIED VOICE: Sure. We have actually  
16 been building our CTE program in purple city schools. We  
17 have the culinary arts, we have the welding, and  
18 manufacturing. Each of our four high schools have continued  
19 the programs that they've had all along and have added at  
20 least one or two additional programs to their -- to their  
21 schools, including South High School now has a digital  
22 communications program that actually their facility is, I've  
23 been told stronger than even one of the local TV channels  
24 down there.

25 So, we're excited about the opportunities.



1 We've also just hired a fantastic new coordinator of our CTE  
2 program and brought her on board and she has great ideas. We  
3 partnered with the local PCC, as well as the issue Pablo,  
4 and other programs, or other community agencies to bring  
5 opportunities to students.

6 UNIDENTIFIED VOICE: Any more question?

7 UNIDENTIFIED VOICE: I just have one  
8 question. In your brief, you mentioned that, paragon was  
9 highly successful. I wanted to know what the criteria were  
10 by which Pueblo believes that. What is it that's been  
11 happening for those kids?

12 UNIDENTIFIED VOICE: I'm not the right person  
13 to talk about the Paragon program, but I know that, one of  
14 the things about Paragon is in the school district in  
15 general, is student engagement. The district has a wonderful  
16 initiative to get kids in school. It's headed up by the  
17 chief justice District Court, Judge Debra Isler. And there  
18 was a presentation made to the board recently about that.

19 That is one of the key factors of the Paragon  
20 learning center, that they do to make sure that kids get in  
21 school and that student engagement. I know too that they had  
22 -- the board has committed to building to that school, they  
23 did that and it opened it up in 2015. And since then, it has  
24 continued to grow in success and popularity.

25 UNIDENTIFIED VOICE: Do you know how big the





1 program is?

2 UNIDENTIFIED VOICE: Would you know?

3 Roweanna (ph) is suggesting 150 students at this time. So  
4 anyway, they-we had to two major reasons that I said --

5 UNIDENTIFIED VOICE: Do you have the capacity  
6 to double that in short notice? You 150 now, if you get 130  
7 more, they all fit in the door?

8 UNIDENTIFIED VOICE: I'm assuming they could.  
9 They have a building committed to that school. But the point  
10 I was making is that as long as you offer a school now PVA  
11 continues to be available to students, then those students  
12 will never know whether they could do better at Paragon. And  
13 that is I think one of our major problems.

14 That coupled with the fact that the school  
15 district does not need to have another priority improvement  
16 school over which it would have no control. They've come  
17 back to a proven status. I -- we have had our problems, but  
18 this school would not help them any in terms of that aspect  
19 of it. Plus.

20 UNIDENTIFIED VOICE: What do you mean when  
21 you say you would have no control? You would have the  
22 ability to revoke their charter. correct?

23 UNIDENTIFIED VOICE: You know, that's  
24 theoretically that's possible. I don't know of one charter  
25 that's been revoked other than maybe a couple charter



1 revoked over history. CSI tried to revoke, they were going  
2 to revoke this particular charter. Last year, they sent a  
3 letter of intent in March, that they were going to revoke  
4 and had 40 pages.

5 UNIDENTIFIED VOICE: CSI could have chosen to  
6 go ahead and revoke. Could they have not?

7 UNIDENTIFIED VOICE: They could have well.

8 UNIDENTIFIED VOICE: They came to an  
9 agreement not to.

10 UNIDENTIFIED VOICE: And they did because.

11 UNIDENTIFIED VOICE: They could have revoked.  
12 Right?

13 UNIDENTIFIED VOICE: I believe they  
14 definitely could have. Looking at the record, I think they  
15 definitely could have. What they did instead was, Yafa  
16 changed its name the second day after it got the letter of  
17 intent to PVA. And then they entered into an agreement to  
18 non-renew instead of revoke. So essentially, they resigned  
19 instead of being fired. That's what happened. And now, we're  
20 having the same school.

21 UNIDENTIFIED VOICE: So what does the name  
22 change have to do with CSI's decision?

23 UNIDENTIFIED VOICE: Nothing.

24 UNIDENTIFIED VOICE: Right. Thank you.

25 UNIDENTIFIED VOICE: Nothing. Other than they



1 -- are there, they are anticipating they're going to throw  
2 in the towel with CSI. And they have to figure out a way if  
3 they want to continue to operate to do something.

4 UNIDENTIFIED VOICE: Or, it could be possible  
5 that the board members, and staff, and faculty at PVA's want  
6 to continue to try and offer options to kids who are already  
7 under-served. Correct? That's possible. Right?

8 UNIDENTIFIED VOICE: You know, I don't doubt  
9 their good intentions, but they have failed in the  
10 execution. If we're 10 years that we have no one of them,  
11 they have failed in execution in the last three years with  
12 this very identical board. So, there's not any indication as  
13 far as we're concerned.

14 UNIDENTIFIED VOICE: But they went from  
15 priority improvement to improvement. Correct?

16 UNIDENTIFIED VOICE: And I'm glad you asked  
17 that. They said they were improving. I'm reading now from  
18 the Charter School Institute staff memo. "The school has  
19 been accredited with a plan type of priority improvement for  
20 three of the last five years consistently failing to meet  
21 State standards, nearly every academic performance measure.  
22 There is evidence to suggest that the schools improvement  
23 rating, in 2013 -- 14 and 2014 -- 15 was the result of a  
24 data error related to attendance". And there's an attachment  
25 to that.



1                   So, even the improvement rating is  
2                   questionable at CSI. This may be among the reasons that the  
3                   CSI staff recommended to revoke the charter.

4                   UNIDENTIFIED VOICE: What Madam Flores?

5                   UNIDENTIFIED VOICE: Financially, would Pue-.

6                   UNIDENTIFIED VOICE: Microphone please.

7                   UNIDENTIFIED VOICE: Sorry. Financially,  
8                   would Pueblo public schools be at a disadvantage, if it had  
9                   PPA instead of Paragon? I mean is there an issue? Because  
10                  I know that it takes away from monies, that could be  
11                  collectively used by the Pueblo public schools.

12                  UNIDENTIFIED VOICE: No. That would not be a  
13                  consideration. The school district is prepared to take these  
14                  kids that are going to Yafa, and integrate them into their  
15                  district. And as far as money is concerned, as you may well  
16                  know, under the charter schools act, charter schools get 100  
17                  percent of the PPR. And then you negotiate contracts for  
18                  purchase services after that. So, it's a push. It's no real-  
19                  it's not an indicator to us whether or not financially it's  
20                  a drain on the school district.

21                  UNIDENTIFIED VOICE: Okay.

22                  UNIDENTIFIED VOICE: All right. We will  
23                  welcome -- we would welcome them. But in doing so we would  
24                  not necessarily make money.

25                  UNIDENTIFIED VOICE: But do you think that



1 paragon-I just want to hear that paragon would do, and has  
2 been doing a better job than PVE. What is your estimation of  
3 that?

4 UNIDENTIFIED VOICE: I could have Ryan maybe  
5 give you the results of students that go to Paragon. But one  
6 of the things I would point out, if we bring these students  
7 back into the school district, their individual scores will  
8 count toward the district accreditation rating. And we're  
9 prepared for that. What we don't want to do is to have them  
10 count against us because their priority improvement with no  
11 effective control over the charter. And I understand your  
12 point about.

13 UNIDENTIFIED VOICE: And that's your reason  
14 for Paragon?

15 UNIDENTIFIED VOICE: Large -- the reason for  
16 paragon, yes, is to pick up these kids that have largely  
17 been missed over time.

18 UNIDENTIFIED VOICE: Right. And give them a  
19 better education.

20 UNIDENTIFIED VOICE: Exactly right. Give them  
21 the opportunity to attend here.

22 MS. FLORENCE.: And how long has Paragon?

23 UNIDENTIFIED VOICE: It was became an  
24 official program in 2015 in its own building with its own  
25 staff, as my understanding. Prior to that-



1 UNIDENTIFIED VOICE: Program-rated? Does the  
2 program have its own accreditation? Doesn't the program --

3 UNIDENTIFIED VOICE: It -- it doesn't, but  
4 all of the students obviously get lumped into the district's  
5 accreditation rating.

6 UNIDENTIFIED VOICE: Thank you.

7 UNIDENTIFIED VOICE: So anyway, our point is,  
8 I think you understand, is that this is really no different  
9 than the -- a -- a Youth and Family Academy. Same identical  
10 board since 2014 and I don't deny there are, maybe, there  
11 are good intentions, but it's been a failure of execution.  
12 The application was not a quality application.

13 When it was submitted, they missed 11 of the  
14 18 factors in the -- in the rubrics. And Tom Leston was nice  
15 to go back and say, "Hey, here's where you're incomplete."  
16 He sent a letter on October 3rd to Mr. Nelms, actually gave  
17 him a step by step approach of what he had to do to cure it,  
18 including in a -- even verbatim language from Academy 20 on  
19 a certain thing that-

20 UNIDENTIFIED VOICE: Excuse me. We have  
21 another question. Tha -- that brought up another issue, I  
22 was wondering about this. What's your -- what's your  
23 practice as a district when you have a charter application  
24 that comes before you, that isn't complete or you don't  
25 think is ready? Do you -- do you ever go back to the



1 charter applicant and say, "You know, you might need to do  
2 some extra work on this. Fill in some blanks. You might want  
3 to consider withdrawing for now, improve the application,  
4 and come back to us again later rather than come before the  
5 board and get a denial."

6 UNIDENTIFIED VOICE: Thank you for the  
7 question. My practice was to -- to look at the application,  
8 send Mr. Nelms a detailed email identifying not only each of  
9 the 11 areas that were terribly incomplete, but suggesting  
10 remedy in all 11 of the 18. Subsequent then to returning it  
11 while he was working on it, gave him some other suggestions  
12 and made myself available if he had questions or ideas, I  
13 didn't -- didn't receive any questions from him. And the  
14 second submittal of the application, I judged to be still  
15 incomplete in many ways but felt that DAC should have, and  
16 the school had the right to have a DAC, take a look at it,  
17 so it's not just my opinion.

18 And so we looked at the second revision and  
19 took that to the DAC Committee, they reviewed it; we  
20 identified in detail to the superintendent and the Board of  
21 Education, what they found in each of the 18 areas whether  
22 they were completely incomplete or not.

23 UNIDENTIFIED VOICE: So, your time is up.  
24 Appellant Pueblo Vocational Academy, you have eight minutes.

25 UNIDENTIFIED VOICE: Thank you. I'll speak to



1 a couple of things that just came up in the board's  
2 questioning. Start with PVA, did -- do -- it was not a name  
3 change, we are a separate new le -- legal entity, we have to  
4 be for our 501(c)(3) status. And this w -- information was  
5 available to the DAC Committee, at -- by virtue of the fact  
6 that they made specific inquiry into it. So this is not in -  
7 - this is not in question. If they want to try to put it in  
8 to-

9 UNIDENTIFIED VOICE: In terms of new status,  
10 let me ask you this, are you planning to, again, apply for  
11 funding for a new charter school even though you're just  
12 going back and forth? I understand from reading the briefs  
13 that's part of your budget that you expect to get startup  
14 costs even though you're-

15 UNIDENTIFIED VOICE: Oh yeah. Actually, we  
16 have already receive -- received the first of the startup  
17 grants from the league of charter schools, and attended  
18 their conference and room field. So, we're on the second  
19 phase.

20 UNIDENTIFIED VOICE: How about state and  
21 federal funds, are you applying for them also?

22 UNIDENTIFIED VOICE: For the start-up, yes we  
23 will, once we are attached to either a school district or  
24 another entity.

25 UNIDENTIFIED VOICE: Thank you. Go ahead.





1 UNIDENTIFIED VOICE: Thanks. In regards to  
2 Paragon, the -- it's correct to point out, it is not a  
3 school. I'm not sure what their time frames are in terms of  
4 getting -- obtaining a school code. That is a requirement  
5 for it to obtain AEC designation. I'm glad tha -- that Chief  
6 Judge Debra Isler was brought up by name because I can  
7 personally speak to the fact, unfortunately, that in YAFA  
8 Truancy Court, that Chief Judge Isler, who's very good on  
9 truancy matters, is extremely hesitant to send students to  
10 Paragon at this time. Should that change?

11 The things could always change, but at this  
12 time, she feels that, just based on my own two eyes, that  
13 Paragon is not serving those students. By the way, we could  
14 talk abou -- all day long about Paragon's capacity for  
15 growth etc., etc. Students have an option to go to Paragon  
16 at this time, they're not doing it, they're going to YAFA.  
17 And those students are going to cont -- continue with-

18 UNIDENTIFIED VOICE: I thought you're losing  
19 enrollment? Now, you are really confusing me.

20 UNIDENTIFIED VOICE: I'm -- I'm referring to  
21 Para -- Paragon.

22 UNIDENTIFIED VOICE: You know, YAFA is losing  
23 enrollment.

24 UNIDENTIFIED VOICE: No, they're gaining  
25 enrollment. They're gaining.



1 UNIDENTIFIED VOICE: We're gaining  
2 enrollment. Just the other day, I had a young lady who was  
3 adjudged, I was court, who was just dismissed for Truancy  
4 Court. She's no longer on the truancy list. She attended  
5 Paragon. I go -- I -- well actually, they -- it -- it came  
6 up that -- would you -- what -- "How did you get on truancy  
7 in the first place?" Well, she went over to Paragon, she  
8 didn't feel she was being served. She didn't go to school.

9 Finally, when she decided to come to school,  
10 she came to the Youth and Family Academy. She's now off  
11 truancy. We work very closely with Judge Isler on -- on  
12 those cases. So, that's a -- that's a -- a fact right now.

13 UNIDENTIFIED VOICE: In regards to the  
14 vocational just -- piece, I'll point out the -- that the D -  
15 - the DAC itself in page one, the -- I'm -- and I'm quoting  
16 verbatim, this is record on appeal Page 455, "A vocational  
17 academy will fit -- will fill a significant need in Pueblo  
18 School District 60." That's according to the DAC itself.

19 So, I mean, we can represent all day long as  
20 to what -- this -- this program and that one is doing. The  
21 DAC itself made that finding and that the district's board  
22 was supposed to be relying upon.

23 UNIDENTIFIED VOICE: We will be a brick and  
24 mortar school for the -- for the kids. They have the  
25 opportunity to come to us. We use the same online



1 instruction. But one of the real challenges with online  
2 schools for our kids, is their literacy. They don't have the  
3 literacy to read at the Lexile level, to be able to answer  
4 and work in the environment of a high school online  
5 curriculum. That's why a brick and mortar school for these  
6 students is more viable in terms of being able to help  
7 accelerate their reading skills and then prepare them for --  
8 for the future. But if a kid can't read, they can't do their  
9 SAT's, they can't do their social studies and they even  
10 struggles in mathematics. Go ahead.

11 UNIDENTIFIED VOICE: Did I hear that correct?  
12 That you are going to provide a -- a -- a brick and mortar  
13 school?

14 UNIDENTIFIED VOICE: Yes.

15 UNIDENTIFIED VOICE: For all your kids?

16 UNIDENTIFIED VOICE: Yes.

17 UNIDENTIFIED VOICE: Okay. Thank you.

18 UNIDENTIFIED VOICE: And I'd like to speak  
19 just briefly as to the previous Notice of Intent to Revoke  
20 by CSI. To start -- it's outside of the record on appeal and  
21 that's sort of the point. Is YAFA contested almost all  
22 findings, allegations I would call them, of CSI and that  
23 Notice of Intent to Revoke?

24 We, the board is correct in thinking that the  
25 reason we didn't go forward in fighting CSI is because for



1 the reasons that we've always stated. We want a Pueblo  
2 school for Pueblo kids, we wanted to partner with this  
3 district.

4 We went in, frankly, with every expectation  
5 that this application was going to be approved. That was the  
6 goal, that was the hope. So, to rely upon allegations of  
7 CSI, as it -- as some sort of evidence that YAFA or PVA is  
8 not equipped to run a school or have a good student  
9 performance, these facts are not proven, they never were  
10 proven. Go ahead.

11 UNIDENTIFIED VOICE: The issue of the -- the  
12 Career and Technical Education teachers and -- and being a  
13 Career and Tech teacher from the beginning since 1975, I had  
14 the opportunity to -- and actually president of the Carbon  
15 Trade and Technical Education Association, have a great deal  
16 of experience in helping teachers become credentialed in  
17 CTE, in seeking out those people that have the potential to  
18 -- through the -- through the primary process to -- to man  
19 our programs and to be able to provide those -- those soft  
20 skills to our kids that -- that they know that every -- that  
21 employers know every student needs to have.

22 So, we're hoping that we have this  
23 opportunity to really help our kids. These are -- are most-  
24 at-risk kids. We are all in this. We were all the educators  
25 and community members who -- who really care about these



1 kids, who want to help these kids and we believe we can help  
2 these -- we know we can help these kids, and we just need  
3 the opportunity. I will say that this is a marathon and it  
4 is not a sprint.

5                   We did see some growth that first year. In  
6 the two schools that I turned around, Pueblo's high school  
7 and Heaton Middle School, it took me four years to get the  
8 right people on board and to get the culture changed to an  
9 academic culture, to receive the Governor's Award for  
10 Distinguished Academic Improvement, to be recognized by US  
11 World and News Reports.

12                   And by the way, that recognition as one of  
13 the top schools in the nation, was because we got more  
14 minority and low socioeconomic students into International  
15 Baccalaureate courses. So, I know how to raise scores, I  
16 know how to help students at all levels become better  
17 students. The Heaton -- Heaton situation, was that we went  
18 above or half of a -- of a -- of a Stanine in the entire  
19 school, which meant below-kids came up and the high-kids  
20 came up. We didn't leave anyone behind in that particular  
21 case.

22                   And -- and I have a real passion for these  
23 young people that -- that don't have the opportunities in  
24 life that a lot of kids do. Well, you can see them change  
25 and you can see them learning, you can see them move on to



1 college. And -- and that is really, I guess why I stayed in  
2 the business and it is just for these type of high-risk  
3 kids.

4 UNIDENTIFIED VOICE: I just hope that you  
5 take away that there's this huge void in Pueblo. And this is  
6 about Pueblo people helping our Pueblo kids move forward and  
7 so they can be successful because there is not enough  
8 services. And they ended up in this situation because of not  
9 having effective schools to begin with. So, let's not punish  
10 them again.

11 UNIDENTIFIED VOICE: 22 seconds again.

12 UNIDENTIFIED VOICE: We -- We'll just hold.

13 UNIDENTIFIED VOICE: Can I -- I just say,  
14 education first and foremost is about the ability to sustain  
15 our nation. When we have an uneducated populace, it  
16 threatens our democracy. We have to educate one child at a  
17 time, and that's every child not just one that will produce-

18 UNIDENTIFIED VOICE: Board member  
19 McClenaghan, I'm sorry, we've just got one more question to  
20 sneak in.

21 UNIDENTIFIED VOICE: Sorry. I apologize. I'd  
22 just like to shoehorn in one little question. With respect  
23 to curriculum, as you listed on the application, have you  
24 contracted with Lindamood-Bell Learning Centers for your  
25 literacy program?



1 UNIDENTIFIED VOICE: The -- the term  
2 contracting which is one that Pueblo schools used is I've  
3 been trained in the Lindamood-Bell for probably 15 years  
4 now. Through all facets of even training teachers.  
5 Lindamood-Bell offers workshops throughout the country,  
6 throughout the year.

7 All of my staff this year attended the  
8 Lindamood-Bell visualization, verbalization workshop. A two-  
9 day workshop giving curriculum interventions and lesson  
10 plans to provide the visualization, verbalization program to  
11 our students. So contracting -- what, what -- if you  
12 contract with Lindamood-Bell, what you have to do is they  
13 will handle all your assessments.

14 We handle our own assessments using ready  
15 star learning, stat reading, and star math with the star  
16 reading as we one of the way progress we monitor our  
17 students with. They work out jostles what, what they use and  
18 then they have a whole database where they keep track of the  
19 students. So, no, we will not contract with the Lindamood-  
20 Bell but they are partners in what we do.

21 UNIDENTIFIED VOICE: We're done. Time is up.

22 UNIDENTIFIED VOICE: Member 160.

23 UNIDENTIFIED VOICE: Mr. Bob.

24 UNIDENTIFIED VOICE: Yes. Thank you. One of  
25 the things we should be talking about here is quality. As I



1 said being designated an Alternative Education Campus says  
2 nothing about quality. It says the kinds of kids that are  
3 going to be served. We are prepared and we believe we can  
4 serve those kids equally well as YAFA has. In fact, the --  
5 YAFA has not demonstrated any quality since 2011 when the  
6 district reviewed them the first time, they have really done  
7 nothing to improve their status. Priority improvements still  
8 and Mr. Nomes has been at that school as a principal and he  
9 will be the principal at PVA.

10                   The identical board of 2000 -- in 2014 is now  
11 going to be the board in PVA. And I -- sorry, but I'm, I'm  
12 indicating that is a failure of execution. Mr. Weston filed  
13 the application to be deficient in 11 of 18 areas. It came  
14 back to them. They found it's still deficient but we  
15 processed it anyway so that could have a fair reading of it.  
16 If you had had a chance to look at the data-

17                   UNIDENTIFIED VOICE: Did you find the  
18 application deficient or incomplete? I thought the word was  
19 incomplete.

20                   UNIDENTIFIED VOICE: It was incomplete with  
21 the 11 -- the first time and we considered it, the district  
22 made the judgment that we would consider it deficient and  
23 process it in the hopes that we might improve it. And in the  
24 -- in that regard, there are just a number of things that we  
25 pointed out in our, our brief about the deficiencies in your





1 application for example.

2                   As simple as the vision and mission  
3 statement. The vision and mission in the narrative of the  
4 application was completely different than in the parent  
5 handbook. That at -- that vision admission was different  
6 than in the response to the DAC that was presented to the  
7 board on January 11th. And inevitably, believe it or not,  
8 that vision and mission was different than on the January  
9 12th presentation in a PowerPoint to the Board of Education.  
10 I think that's just one small indication of the fact that  
11 there was not a focus on detail and a failure of execution  
12 in the application itself.

13                   We had other issues that we raised with the  
14 application as far as not being quality. And just the state  
15 board as you know has a rule for authorizers that says, we  
16 should only grant charters to applicants that have  
17 demonstrated competence and capacities to succeed in all  
18 aspects of the school.

19                   Consistent with the stated approved criteria,  
20 which of course are the criteria of the application. There's  
21 no indication whatsoever that this current board, that has  
22 also been the board for the last two years, has the ability  
23 to execute and carry this out. There's no indication in  
24 terms of the educational quality. There is no indication in  
25 terms of the number of students.



1                   If the students are increasing so is the  
2 dropout rate. And in fact, the student numbers are not  
3 increasing. They had 160 students in '14. They indicated in  
4 their application they were down to 109. They say today they  
5 have 130. Their budget is based on 146 and it goes negative  
6 because of the fact that they haven't considered the fact  
7 that they may not get any grants and they have a net loss in  
8 the first year because even using YAFAs table money.

9                   So, the application is not a good one and  
10 that to me is an indication, a separate indication from the  
11 Board of Education which they did in their resolution, to  
12 deny this particular application. Now, one thing I think is  
13 important too is that PVA in their brief acknowledges that  
14 this school, that is YAFA becoming PVA could adversely  
15 affect its progress in accountability and finds that to be a  
16 reasonable argument.

17                   But they then come back and say that well,  
18 wait. You have a shield of protection because if you're an  
19 Alternative Education Campus then you get to take those kids  
20 out of your count and not into the formula. And they're  
21 wrong about that. And I want to roll in and just to tell you  
22 why that is and why having this school was going to continue  
23 to pull down the district's accreditation.

24                   UNIDENTIFIED VOICE: All schools in the  
25 district, their data is included in the initial



1 accreditation calculation. And then CDE kindly then looks at  
2 our AECs and if extracting that data would raise our  
3 district plan then they will, they will advise us of that,  
4 but before they do that they look at how the AEC is -- the  
5 planned assignment for that hence -- and any AEC that's in  
6 priority improvement or turnaround is not -- their data is  
7 not eligible for extraction from our district data. So they  
8 would not even address or look at the recalculations.

9 UNIDENTIFIED VOICE: So while you're speaking  
10 if I may very quickly, do you have a similar program for  
11 literacy? Do you have -- do your paragon students have  
12 literacy-

13 UNIDENTIFIED VOICE: They do

14 UNIDENTIFIED VOICE: Deficiencies and is  
15 there a program?

16 UNIDENTIFIED VOICE: There is a blended  
17 learning of both online and in classroom. And the in class,  
18 the brick and mortar is designed specifically to target the  
19 gaps in the students learning.

20 UNIDENTIFIED VOICE: Okay.

21 UNIDENTIFIED VOICE: Tacking on to her  
22 question. We know that a lot of kids drop out because they  
23 can't read. They can't keep up with the reading. So literacy  
24 is very important. Do you have, Lindamood-Bell, a star  
25 program, another program that you will be adding that will



1 help these kids? It's not only the technology, but it is  
2 academic skills in reading and, and math that are important.  
3 Will you have a special program for?

4 UNIDENTIFIED VOICE: I believe we do. I -- we  
5 want to go slow and get it right which is, you know, the  
6 paragon why it's still a program and not an AEC. But they  
7 are very conscientious about addressing specific needs and  
8 literacy is one of them. Absolutely.

9 UNIDENTIFIED VOICE: And one thing that I  
10 learned at this reading conference recently was that a lot  
11 of these kids do have -- do develop a kind of dyslexia  
12 because they have not really made that connection between  
13 the letter and the sound. And so reading for some of these  
14 kids is difficult. And it is -- it is so important that --  
15 that they get this and possibly, I know I've been doing  
16 other reading that especially in the lower grades.

17 UNIDENTIFIED VOICE: Do you have a question?

18 UNIDENTIFIED VOICE: Well, in, in, the -- my  
19 comment is that summer school for these kids would be so  
20 important.

21 UNIDENTIFIED VOICE: You know one point I  
22 think should be made is in response to the discussion  
23 earlier. If you YAFA had such great potential, if they were  
24 going to turn it around somehow after 10 years of failure  
25 then CSI certainly would have acknowledged that and given



1 them a chance to renew at that school as opposed to pushing  
2 -- closing -- basically making them close at the end of this  
3 year. They -- CSI understood that. They were going to close.

4           We're in the transition process right now. So  
5 if they were going to be so well and if they had turned it  
6 around after they had this education service provider, then  
7 they would still be in CSI and if that were the case we  
8 would be happy to because there's -- and, and it's  
9 undeniable we're going to get a school that is in priority  
10 improvement has been.

11           It's going to affect the district's  
12 accreditation and notwithstanding your suggestion that we do  
13 have some authority as authorizer for all intents and  
14 purposes it is very difficult to revoke a charter. That's  
15 why I found it so compelling that the institute would take  
16 on the fact that they would -- found it necessary to file an  
17 application or file a notice that they were going to revoke.  
18 And so, instead of, of revoking YAFA folded the tents and  
19 said, we're going to non-renew and try this another way  
20 under just a different name. And that's basically what it  
21 amounts to.

22           It's the same staff, it's the same students,  
23 it's the same board, it's the same facility, it's the same  
24 curriculum. And by the way, YAFA also had a vocational  
25 component to it. So I don't see that there's a big C-change



1 in terms of what PVA is going to offer that was not already  
2 offered by YAFA and unsuccessfully.

3 In addition, Lindamood-Bell has been at YAFA.  
4 Mr. Nelms has trained in, in Lindamood-Bell as he said.  
5 They've been implementing that and it's in their application  
6 that they've implemented that. So I don't think there's any  
7 magic to the fact that they are somehow overnight going to  
8 become this unbelievable school. It's just not the case. So  
9 just in summary we would ask the state board to support the  
10 locally elected board on this one. They have done everything  
11 by the book.

12 They had the DAC that had a composition of  
13 excellent people, including three people that were from  
14 charters. They found the application to be wanting. The  
15 Board of Education is very concerned, legitimately so, about  
16 the fact that they do not want an additional drag down on  
17 their accreditation rating when they've just become  
18 improvement especially a school over which they have no  
19 control. Thank you.

20 UNIDENTIFIED VOICE: Thank you. So that  
21 concludes the oral argument on this appeal and the board can  
22 now deliberate? Board Member Flores.

23 MS. FLORES: Well, I think it would be just  
24 abominable if we were to continue this with -- with these  
25 kids. I mean these kids need to -- they -- they really do



1 need to have help. And they really do need this -- this  
2 board to help them. And I -- I really can't -- I'm not -- I  
3 -- I couldn't, you know, good judgment rule for PB -- PBAN -  
4 - PBE -- I'm -- I'm sorry -- I -- I can't. And I think that  
5 the -- that Pueblo Public School District has made a good  
6 case. And so, I in point two vote that -- that the -- that  
7 we deny this charter appeal.

8 UNIDENTIFIED VOICE: Thank you. Board Member  
9 McClellan.

10 MS. MCCLELLAN: I too find the -- testimony  
11 from the district to be compelling. We're holding our school  
12 districts to high standards. And I understand there are  
13 situations where the ability to have an effective and high  
14 performing charter option can be a positive option where  
15 needed and where effective but it seems that we have a track  
16 record of not getting the results that we would hope to see  
17 and it seems unfair to force the district to continue to  
18 spend resources while we continue to hold them accountable  
19 for high standards.

20 And I understand there is likely to be more  
21 deliberations going forward but I would like to put a motion  
22 on the floor. I moved to deny the appeal on the grounds that  
23 the charter applicant -- applicant has not proven by a  
24 preponderance of the evidence that the local board decision  
25 was contrary to the best interests of the pupils, school



1 district or community and therefore the decision of Pueblo's  
2 School District 60 be affirmed.

3 UNIDENTIFIED VOICE: I second it.

4 UNIDENTIFIED VOICE: Okay. Thank you.

5 UNIDENTIFIED VOICE: Are there comments up  
6 for discussion? Board Member Durham.

7 MR. DURHAM: Madam Chair, just a couple of  
8 observations.

9 One, I think the oldest bureaucratic trick in  
10 the book is the lack of completeness of and the unfortunate  
11 opportunity to deal with that through a lot of my public  
12 service career, as opposed to dealing with the issues that  
13 actually pop up and I would say additionally, that I didn't  
14 realize that closure of the school wasn't doing well with  
15 such a great option and I think Pueblo has two or three of  
16 those schools we're going to hear about later on in our  
17 proceedings about failing schools.

18 Maybe that's an option that should move  
19 forefront since Pueblo apparently thinks that that's a  
20 positive way to deal with schools that aren't doing well.  
21 So, I at least appreciate that additional information --  
22 from them. But I don't think there's any question that --  
23 that this is a school that's had -- had difficulty.

24 And -- but it doesn't appear to me that the  
25 alterna -- alternative -- the non-charter alternative is any





1 better. And I think there's some evidence to the contrary  
2 that it might, in fact, be -- be substandard. So, I think  
3 the -- the burden of -- I think the burden of proof that --  
4 that this is in the best interests of the students of  
5 Pueblo, I think has been met that there's certainly been no  
6 showing that it's not in the best interest of the students.  
7 In fact, I think, if you recall the exact closing arguments  
8 of the district, it's that we don't want to be burdened with  
9 students that get a failing score.

10 Well, you're going to be burdened with those  
11 students one way or the other. Unless -- unless your -- your  
12 alternative is somehow substantially better which I don't  
13 think there is just any demonstration of it all. So, I think  
14 the -- the burden has been met. And as I -- I'm going to do  
15 this from memory but as I remember the CSI issues, I think a  
16 lot of those disputes were over contractual issues, not  
17 educational issues.

18 And as I recall some of the commentary at  
19 least that I've had over those issues over the last year or  
20 so, it's really a question of how much money is owed whom --  
21 by whom to whom and I'm not sure that had the educational  
22 component. So, I think the -- the burden and the standard  
23 has been met. Thank you.

24 UNIDENTIFIED VOICE: Are there comments over  
25 here? I know. Anybody else, before we go back to Ms.



1 Flores?

2 MS. FLORES: I was just going to say that I  
3 don't think Mr. (Indiscernible) said that they didn't want  
4 to have students as a burden. I think I heard that he didn't  
5 want to have a program that was a burden to the school.  
6 That's what I heard. I'm sorry, Steve.

7 UNIDENTIFIED VOICE: Yeah, you may be right.

8 UNIDENTIFIED VOICE: Board Member Rankin.

9 MS. RANKIN: We had a lot of paperwork on  
10 this. We did a lot of reading. But the bottom line is the  
11 board will decide whether it is in the best interest of the  
12 pupils, the school district, and the community. Pueblo has a  
13 track record of challenges with pupils, school district, and  
14 the community.

15 I think if you take away a lot of the noise  
16 we hear, we have to put those students first. Several years  
17 ago, Pueblo was also in great challenges. Lindamood-Bell  
18 shined a spotlight on Pueblo. The success nationally was  
19 advertised. I hadn't heard of it. I studied it. I talked to  
20 people from Lindamood-Bell. For working on English and Math,  
21 which in my opinion, are the key words to getting students  
22 forward. I feel that this program has a lot of potential.  
23 There may be some things lacking in the program itself that  
24 can be remedied.

25 I would love to see PVA go back to the board



1 and ask again after Mr. Weston helps them see where those  
2 areas are that can be resolved. We have great challenges in  
3 Pueblo. I commend Superintendent Macaluso, Board Member  
4 Clemente, for coming here today. It's different when you're  
5 in front of the board and you hear it than when it's  
6 audio'd. I approve of PVA. I have some reservations. But  
7 when I put the students first, reading and math first, this  
8 is the way where I put them. Thank you.

9 UNIDENTIFIED VOICE: Anybody else?

10 UNIDENTIFIED VOICE: I know we do. If you  
11 don't mind, I'll make my comment. Which is that I've gone  
12 back and forth and back and forth on this. Philosophically,  
13 I support what you think you want to do. The fact you  
14 haven't done it for 10 years causes me a lot of pain.

15 There is noth -- I -- I feel like I have two  
16 options. One is to remand it back with all sorts of  
17 expectations for PVA to shape up and put in an application  
18 that convinces me that academically, things are going to be  
19 better for kids. The other option is to support the school  
20 district's denial. You all can go back and just sort of fix  
21 the stuff that needs fixing. Is not an adequate application.  
22 But I have to say that I'm not thrilled with Mr. Weston's  
23 decision to go ahead and go through with it, instead of  
24 going back and forth and helping these folks.

25 I've been quoted as saying that I think it's



1 really hard to run -- to create and run a charter school.  
2 And it is. The fact that you all been around and doing it  
3 for a long time makes me much more cynical than if you were  
4 coming back -- coming forward with a new plan. 'Cause I know  
5 it is a lot of hard work. But the lack of success for such a  
6 long period of time makes me nervous. So, in order to ensure  
7 what's in the best interest of the students, which is my  
8 personal priority, you got to have a better plan.

9                   So, I'm going to vote to uphold the District,  
10 I'm going to encourage you if you really feel that strongly,  
11 to go back and do -- do this better so that you can apply to  
12 Pueblo. And they will be confident that you're going to have  
13 a strong program for kids.

14                   UNIDENTIFIED VOICE: Any other comments?  
15 Let's call the vote, please.

16                   UNIDENTIFIED VOICE: What vote? I'm sorry.

17                   UNIDENTIFIED VOICE: It's okay.

18                   UNIDENTIFIED VOICE: You sure? I didn't see  
19 it.

20                   UNIDENTIFIED VOICE: Okay.

21                   MS. CORDIAL: Board Member Durham?

22                   MR. DURHAM: No.

23                   MS. CORDIAL: Board Member Flores?

24                   MS. FLORES: Yes.

25                   MS. CORDIAL: Board Member Goff?



1 MS. GOFF: Yes.

2 MS. CORDIAL: Board Member Mazanec.

3 MS. MAZANEC: No.

4 MS. CORDIAL: Board Member McClellan.

5 MS. MCCLELLAN: Yes.

6 MS. CORDIAL: Board Member Rankin.

7 MS. RANKIN: No.

8 MS. CORDIAL: Board Member Schroeder.

9 MS. SCHROEDER: Yes.

10 UNIDENTIFIED VOICE: So, that motion fails.

11 UNIDENTIFIED VOICE: What? But that's four

12 yeses?

13 UNIDENTIFIED VOICE: It's four yeses.

14 UNIDENTIFIED VOICE: No --

15 UNIDENTIFIED VOICE: Sorry. That motion

16 passes. My apologies. That motion passes. Thank you.

17 UNIDENTIFIED VOICE: And I hope Pueblo

18 Vocational will go back next year.

19 UNIDENTIFIED VOICE: Yeah, I do too.

20 UNIDENTIFIED VOICE: I hope you will.

21 UNIDENTIFIED VOICE: But, do it well.

22 UNIDENTIFIED VOICE: 'Cause I think Pueblo

23 needs this program.

24 UNIDENTIFIED VOICE: Thank you for your

25 courtesy. Appreciated.



1 UNIDENTIFIED VOICE: Thank you.

2 UNIDENTIFIED VOICE: So, theoretically, we  
3 now get lunch but in reality, we also have an executive  
4 session. Ms. Cordial?

5 MS. CORDIAL: Thank you Madam Chair. An  
6 executive session has been noticed for today's state board-

7 UNIDENTIFIED VOICE: Guys don't go away.  
8 Don't -- give me one more second.

9 MS. CORDIAL: In conformance with 24-6-  
10 402(3)(a) CRS to receive legal advice on specific legal  
11 questions pursuant to 24-6-402(3)(a)(II) CRS. The matter is  
12 required to be kept confidential by federal law or rules or  
13 state statutes pursuant to 24-6-402(3)(a)(III) CRS and pursu  
14 -- and that's it.

15 UNIDENTIFIED VOICE: Do I have a motion?

16 UNIDENTIFIED VOICE: So moved.

17 UNIDENTIFIED VOICE: Second? Steve, second.

18 MR. DURHAM: Second.

19 UNIDENTIFIED VOICE: Thank you. Now, go have  
20 lunch.

21 UNIDENTIFIED VOICE: Okay.

22 (Meeting adjourned)

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C E R T I F I C A T E

I, Kimberly C. McCright, Certified Vendor and Notary, do hereby certify that the above-mentioned matter occurred as hereinbefore set out.

I FURTHER CERTIFY THAT the proceedings of such were reported by me or under my supervision, later reduced to typewritten form under my supervision and control and that the foregoing pages are a full, true and correct transcription of the original notes.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of October, 2018.

/s/ Kimberly C. McCright  
Kimberly C. McCright  
Certified Vendor and Notary Public  
  
Verbatim Reporting & Transcription, LLC  
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