



**COLORADO**  
Department of Education

Colorado State Board of Education

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TRANSCRIPT OF PROCEEDINGS  
BEFORE THE  
COLORADO DEPARTMENT OF EDUCATION COMMISSION  
DENVER, COLORADO  
May 15, 2014, Part 1

BE IT REMEMBERED THAT on May 15, 2014, the  
above-entitled meeting was conducted at the Colorado  
Department of Education, before the following Board  
Members:

Paul Lundeen (R), Chairman  
Marcia Neal (R), Vice Chairman  
Elaine Gantz Berman (D)  
Jane Goff (D)  
Pam Mazanec (R)  
Debora Scheffel (R)  
Angelika Schroeder (D)



1 CHAIRMAN LUNDEEN: Come back to order.  
2 Staff, please call the roll.

3 MS. MARKEL: Elaine Gantz Berman?

4 MS. BERMAN: Here.

5 MS. MARKEL: Jane Goff?

6 MS. GOFF: Here.

7 MS. MARKEL: Paul Lundeen?

8 CHAIRMAN LUNDEEN: Good morning.

9 MS. MARKEL: Marcia Neal?

10 MS. NEAL: Here.

11 MS. MARKEL: Pam Mazanec?

12 MS. MAZANEC: Here.

13 MS. MARKEL: Debora Scheffel?

14 MS. SCHEFFEL: Here.

15 MS. MARKEL: Angelika Schroeder?

16 MS. SCHROEDER: Here.

17 CHAIRMAN LUNDEEN: Excellent. So normally  
18 I talk about how our room in the State Board room is set  
19 up, and it's very formal in nature. This is much less  
20 formal in nature, so it makes me very comfortable.  
21 Because the intent of these gatherings aren't to be  
22 formal, it's really to be more of a conversation and a  
23 dialogue about how we can perhaps be helpful in -- in the  
24 challenges that you face, and in the things that you are  
25 trying to do to improve upon those challenges.



1                   So with that, I will welcome you. We are  
2 grateful to see you. I will turn it over to the  
3 commissioner, and we'll get to -- get to the  
4 conversation.

5                   MR. HAMMOND: Great. Thank you very much.  
6 It's a pleasure to have both of you here today. Dr. Alex  
7 Carter, who's been with the school district -- this is  
8 his second year. He came from Telluride. And we  
9 appreciate all the effort that he is doing. And the  
10 Board President, Mr. Tim Lanier (ph). So it's really a  
11 pleasure. And again, I just have to tell you, this is a  
12 very formal setting, but we would really like to hear  
13 your story, and we appreciate all that you're doing.

14                  MR. CARTER: Great. Well, thanks, thanks.

15                  MR. HAMMOND: Let me ask Keith, do you  
16 want to say anything?

17                  MR. OWEN: I would just echo that. We --  
18 we've had a great opportunity, I think, over the last two  
19 years to work with Alex and President Tim Lanier for  
20 Cortez. And I'll just tell you that the relationship, I  
21 think, between the Department and Montezuma-Cortez has  
22 been fantastic. Alex, we're really excited about his  
23 approach, his willingness to tackle tough issues, tough  
24 conversations. He's also a member of our 163  
25 Superintendents Advisory Group. So Alex certainly



1 understands the accountability pieces and is working hard  
2 to improve outcomes for kids in Cortez.

3 But I think that you're also going to be  
4 able to hear a story of -- of Montezuma-Cortez and a very  
5 unique part of the state. And if you haven't had a  
6 chance to spend any time down there, or if you are ever  
7 in the area, it would be, I think, a great experience for  
8 you to see some of the schools and visit with some of the  
9 people that live there. Because it is a very  
10 interesting, diverse area in the state. And having lived  
11 down there for three years and spent time in Cortez and  
12 Durango, the challenges are great, but the people in  
13 their approach and their attitude to solving these issues  
14 are just, I think, phenomenal.

15 So we're just excited to have both of you  
16 here, and thank you for everything that you do.

17 MR. CARTER: Thanks, Keith. Board, thanks  
18 for having us here. I think -- I think I was part of the  
19 discussion in the -- it was - it was a great opportunity  
20 when -- when Dr. Owen called me up and said -- I think in  
21 my first month as Superintendent, hey, Alex, we have an  
22 opening on this SP-163 taskforce, and since you're in  
23 year three of priority improvement, it might be a good  
24 idea for you to be on the -- on the -- around the table  
25 talking about what happens when -- when the clock expires



1 on districts.

2 And so I was part of that conversation,  
3 and I think some of the -- some of the reason that we're  
4 here today is because we were having a conversation and I  
5 know that I was voicing the opinion that if I ever have  
6 to come and sit before this Board, in year five, and -- I  
7 -- I sure would like that to at least the second time  
8 I've sat before this Board, to show you that we're not  
9 just down there in Cortez, you know, hoping and praying  
10 that things get better.

11 CHAIRMAN LUNDEEN: So the dialogue is  
12 working well already?

13 MR. CARTER: Yes, that's right. So I --  
14 I'm really, really happy to be here. I'm happy that my -  
15 - my Board President, who is a courageous person and  
16 leading a very courageous board in Cortez, is here to  
17 offer me moral support, and also to talk to you a little  
18 bit about the work that we're doing in Cortez.

19 Let me spend just a second talking about  
20 our community and the students we serve. We -- we -- we  
21 have a -- one of the neat things about our community is  
22 we're a little bit different from a lot of the school  
23 districts that are just very close to us, in that we have  
24 a very diverse student body. We're -- we're right around  
25 50 percent white, about 30 percent Native American, and



1 that's almost pretty evenly mixed between the Ute  
2 Mountain Ute Tribe, one of the two federally recognized  
3 sovereign nations in Colorado, and the Navajo Nation, who  
4 -- who -- it's -- it's very interesting dealing with  
5 these two different groups. They are very different  
6 groups. One who has a strong political voice in the  
7 region, and the other who has no political voice in the  
8 region. The Navajo Nation ends about 25 miles from  
9 Cortez.

10 So it -- it's -- it's very difficult  
11 sometimes getting -- talking about Native American  
12 issues, because there aren't Native American issues,  
13 there are very different issues depending on the group  
14 you're -- you're dealing with, and working with. But I  
15 will say that they're -- they're both incredibly -- it's  
16 just an honor to serve that community.

17 We also have a significant Latino/Hispanic  
18 community in our district -- about 20 percent of our  
19 students are Hispanic. And as we look through our data,  
20 one of our best performing groups in Cortez are Hispanic  
21 community, and we're very proud of that. If you want to  
22 know that -- what -- what pays the bills in Cortez?  
23 Farming and ranching. Mr. Lanier here sitting next to me  
24 is a -- is a farmer and rancher in our community. His  
25 family's been there for quite a while.



1                   We also have a strong healthcare community  
2           in our town, and we also are a tourist destination --  
3           Mesa Verde National Park and Montezuma-Cortez, as is  
4           (indiscernible), well, (indiscernible) is technically  
5           right across the border, but you have to stay in our neck  
6           of the woods if you want to go see these incredible  
7           national treasures. So that's -- that's our community.  
8           We're proud of it. It's one of the most beautiful parts  
9           of the state. We also -- we also -- if you want to see,  
10          that's where we are -- down in the -- we are the corner  
11          of the four corners -- on the Colorado corner of it. And  
12          to zoom in -- there you have Towaoc, about half of the  
13          county -- a little less than half of the -- it's actually  
14          very interesting. It's -- it's a third tribal lands, a  
15          third public lands, and a third private lands. It's  
16          almost exactly 33/33/33.

17                   Cortez is where we're located. There are  
18          two other school districts in Montezuma County -- that's  
19          Dolores and Mancos School Districts. And as you zoom in,  
20          about 70 percent of the students we support, live in the  
21          town of Cortez, or right outside the town of Cortez. So  
22          we're about 30 percent very rural -- very rural, and 70  
23          percent small town.

24                   So the district serves approximately  
25          18,000 county residents. Our student enrollment for '13-



1 '14 was 2685, and I told you our racial diversity, which  
2 is one of the things that some people see as a challenge,  
3 and -- but most people see it as one of the great  
4 opportunities and one of the great strengths of our  
5 community, because when our students leave our Four  
6 Corners region, and go to a more racially diverse area,  
7 they are very comfortable. They've been -- they've been  
8 living in a racially diverse area for quite a while. And  
9 our free and reduced lunch eligible hovers between 70 and  
10 75 percent. So we do have significant SES challenges as  
11 well.

12                   These are the schools that we use and our  
13 administrative buildings, so there are nine pictures up  
14 there. The -- the school buildings you see up here --  
15 this worked a minute ago. There -- oh, it's not -- it's  
16 too far away and too bright. But in the top you see are  
17 1950's schools; on the bottom left where it says "Lobo  
18 Pride" That's Lewis-Arriola and above that is Mesa.  
19 Those are our 1960's schools -- early '60's. The middle  
20 on the right, that's Montezuma-Cortez High School.  
21 That's our youngest current school building, built in  
22 1967. So we -- we also have challenges of facilities,  
23 and as you know, most districts since the economic  
24 downturn, have been putting a lot of money into cap  
25 reserve, so this is a challenge. But I will say if you





1 walked into any one of these school buildings, you would  
2 say, "Wow, these are beautiful buildings." They are  
3 incredibly well kept up. Sometimes I ask our custodians  
4 and maintenance guys to do a worse job, because I want to  
5 raise the level of concern a little bit in our community,  
6 but the reality is, our kids deserve a beautiful, clean  
7 place to go to school, and all of these buildings are  
8 that.

9                   The building in the middle, that's Cortez  
10 Middle School -- was Cortez High School. That building  
11 was built in 1947. We do have good news though: Coming  
12 soon to Cortez, the new Montezuma-Cortez High School,  
13 courtesy of the voters of Montezuma County and the best  
14 grant -- the best grant that was given to us in 2012. I  
15 was actually not yet superintendent. It was June 28<sup>th</sup>,  
16 2012. I became superintendent on July 1<sup>st</sup>, but I  
17 presented our application for the best board, and they  
18 awarded us a large grant. It was the biggest grant given  
19 that year -- it was a \$44 million project. And I'm going  
20 to tell you, there is a lot of pride right now in our  
21 region that we're building one of the -- it's going to be  
22 one of the best schools on the West Slope, there's no  
23 doubt about it. So that's super exciting for our  
24 district.

25                   Why we're here today is, these are our



1 district and school plan types. You can see the district  
2 has been hovering right under the -- right under the  
3 improvement line. Actually though, in a trend I don't  
4 like, if you see the -- the last year there, that  
5 represents my first year there, and that was our lowest  
6 year in three years. So that's not a very good sign for  
7 me. But we -- we -- are looking at everything that goes  
8 into that school performance and district performance  
9 framework to see how we can quickly get ourselves out of  
10 priority improvement, and into improvement. I've got to  
11 be honest with you, as a brand new person at Cortez, this  
12 is -- this -- the level of concern on this issue is high.  
13 And people are talking about priority improvement, and  
14 getting out of priority improvement.

15 My greatest fear as the leader of this  
16 district is that we make it to 52.1, and people think the  
17 race is over. That we get out of priority improvement,  
18 we're "off the clock" and then people go, whew, all  
19 right, good, we're done. And -- and I'm like, no, no,  
20 no. This is first step towards -- we want to be a  
21 performance district, our kids deserve that. And I'm  
22 already struggling -- well, shoot -- I'd be happy to get  
23 the 52.1, but then my next challenge would be to work  
24 with my community to convince them that this was just  
25 step one of a ten step plan. Because we have to get the



1 school district that our kids deserve.

2                   You can see that we're kind of all over  
3 the place as a district. Cortez Middle School has some  
4 of the highest student growth rates in the state. The  
5 average is between 55 and 60 percent growth over a three  
6 year period for all students across all categories. But  
7 academic achievement is low. We focus on growth because  
8 academic achievement will come with growth. I'm -- I'm  
9 quite pleased when I hear Jamie say, this student moved  
10 2/12<sup>th</sup> from low partially proficient to high partially  
11 proficient in one year. To me, that's a huge  
12 celebration. But to the community, they say, wow, this  
13 kid is still partially proficient.

14                   So we're seeing great growth within  
15 categories; what we haven't seen is lots of students move  
16 categories yet. So that's our big challenge this year  
17 and next year.

18                   Kemper Elementary School you'll see at  
19 their highest school performance rating. That's where my  
20 children go. So maybe -- although I might not be the  
21 answer in the district, maybe my children are the answer  
22 at Kemper Elementary School.

23                   Louis-Arriola, which is our highest  
24 performing school, that's -- like I said, our district is  
25 -- covers a lot of territory. That's a rural school up



1 491 towards Dove Creek. It's a one track school  
2 building, meaning we have one kindergarten, one first,  
3 one second, all the way up to fifth grade, and they've  
4 been our highest performing school. But that's a  
5 troubling trend that you see there. Is that they've  
6 dipped down. They are right on the -- they are right on  
7 the line where -- and if you look at the staff at Louis-  
8 Arriola from 2007 to 2014, it goes from 19 staff members  
9 to 11. That's because where do you -- when -- when  
10 you're told your district tests have turned around, where  
11 do you punish? You go to your highest performing schools  
12 and you steal resources and put them in your lowest  
13 performing schools. And that's exactly what we've done.

14 So we've been real strategic this year to  
15 add some resources back into Louis-Arriola, to say to  
16 that school, we want you to stay performance, we want you  
17 to stay higher performing. And then the other schools  
18 you see are up and down, up and down. And that's been  
19 the -- kind of the history of this district for quite a  
20 while.

21 We do also -- there's also a school that  
22 isn't on here. We have a tiny, tiny school building --  
23 it's one of the things that I -- I -- my background is I  
24 come from the east coast, I came from an 85,000 kid  
25 school district right out of Washington D.C., and then



1 moved from there to a 700 kid school district in  
2 Telluride. So I've -- I've experienced large and tiny.  
3 One of the coolest things about being the superintendent  
4 in Cortez, is a school called Pleasant View Elementary.  
5 It's a two-room school house and it serves a very rural  
6 population about 25 miles north of Cortez. And it's also  
7 very high performing. It's won the John Irwin School of  
8 Excellence Award. It's a very high performing school  
9 district. But the end count is so low, we can't share  
10 the data.

11 MS. NEAL: What -- is it spread across --  
12 is it just two grades? Or --?

13 MR. CARTER: No, it's K-3 -- K-2, and 3-5.

14 MS. NEAL: Okay. Just curious.

15 MR. CARTER: It -- it -- it's a fantastic  
16 school building. I -- as a brand new person, I  
17 considered living up in Pleasant View so that my children  
18 could go to this school, because the -- the environment  
19 of that school building is absolutely -- they have the  
20 best school lunch lady possible. It happens to be Ms.  
21 Lanier. She makes the most amazing cinnamon rolls; I'm  
22 not kidding. I'm not kidding. I don't know -- this -- I  
23 don't think this can be considered improper -- Ms. Lanier  
24 makes me cinnamon rolls on Christmas. It's a family  
25 tradition. I didn't get any apple cider this year



1        though.

2                       MR. LANIER:   They all froze.

3                       MR. CARTER:   They got frozen, so -- okay,  
4       sorry, I didn't mean to get into my persona life in this  
5       report today.  That was -- that was completely improper.  
6       Okay, so that school isn't on there.

7                       We do have two charter schools in our  
8       district -- Battle Rock Charter School and SWOS.  SWOS is  
9       an alternative educational campus.  I -- I put up there  
10      SPF.  They're an alternative SPF, because they do -- that  
11      school does the Lord's work.  They pull in students not  
12      just from Montezuma-Cortez, but from our entire four  
13      corners region.  All the school districts around there.  
14      This is kind of the school of last resort for students.  
15      They have -- they have often a -- they have a struggle to  
16      get a high graduation rate.  But what I tell my community  
17      members, when they come in and say:  How can -- how can  
18      we be okay with this?  I say:  If they go there for one  
19      class, it's better than just dropping out.  They are  
20      learning something, and a lot of times it's social  
21      skills.  So SWOS does great work.  I'm a great supporter  
22      of that charter school, because they serve a population  
23      that honestly our region doesn't have any other service  
24      for.

25                      Battle Rock Charter School is a tiny



1 charter school. You can see in the middle here they  
2 didn't have a zero rating that year, they had an end  
3 count so low, that we couldn't report their data. So  
4 they -- they hover right at that end count, and actually  
5 I'm -- I'm usually uncomfortable sharing it, because it -  
6 - it's just so close to that end number that people  
7 pretty much can say: I know who these kids are. But I -  
8 - I thought I'd share that today.

9 We -- we are adding a third charter school  
10 next year. We have the Children's Kiva Montessori  
11 Charter School, which is going to be a K-8 Montessori  
12 school, opening in '14-'15. I will say that this is -- I  
13 -- I am personally offering at any time, please give me a  
14 call if you want to talk -- any board members want to  
15 talk about the impact of charter schools on tiny  
16 districts like mine. It is -- it is devastating.

17 We are -- we are reallocating \$300,000 out  
18 of a very tight budget to this charter school and we're  
19 replicating things we already have, like lights,  
20 custodians, food service, administrators. A lot of that  
21 is overhead and we're just creating big government by  
22 having another administrative team, another  
23 administrative system, to serve 80 students.

24 It's -- that charter school is going to  
25 open with a 33 percent administrative overhead. And I --



1 I don't know how that's good for the 2685, to take those  
2 resources. Because the way -- what people often will say  
3 to me is: Well, just eliminate your -- 80 kids are going  
4 to go to this charter school, just eliminate three or  
5 four teachers. It doesn't work like that. Because there  
6 might be six teachers -- six third graders coming from  
7 Manaugh third grade, going to the charter school. Well,  
8 right now I have 24 kids per third grade at Manaugh, and  
9 there is two of them. So now it's going to go down to 21  
10 per third grade. I can't eliminate a third grade teacher  
11 at Manaugh. I can't say we're going to have one third  
12 grade teacher of 42.

13 So I can't eliminate the third grade  
14 teacher. So what's left? What's left to eliminate is  
15 yet another administrative position, which we've done  
16 this year. Or counselors, art, music. Those are things  
17 I can say to the parents -- yes, we don't offer that  
18 anymore. I can't say to a parent: Sorry, we're not  
19 offering a third grade teacher to your kid this year. So  
20 those are fixed costs. The electricity -- I can't  
21 unscrew 180<sup>th</sup> of our electrical bills. Instead, that's  
22 going up. Sanitation bill goes up. We have the same  
23 number of custodians, the same number of secretaries.  
24 It's devastating.

25 I -- but on the other hand, I want people





1 to get the education they deserve. It's just -- I think  
2 it's important that we talk about the unbelievable impact  
3 of charter schools on small districts. I don't know what  
4 the answer is, I just know that's not the answer. I'm  
5 off my soap box now.

6 Our priority improvement challenges are  
7 very -- we've been trained well. We have one of our  
8 great supporters in the room, that's over my left  
9 shoulder, Chat Auer (ph) who's in the School Improvement  
10 Unit, along with his boss, Peter Sherman. They've  
11 trained us very well to get very strategic and very  
12 honest about what our challenges are. It used to be that  
13 you'd put in a bunch of flowery words there about your  
14 challenges that really didn't say anything. These  
15 challenges are very cut and dried. Our -- our TCAP data  
16 shows that our students are not achieving academically on  
17 the state -- in state expectations for reading, writing,  
18 math and science. That's our challenge. Our kids aren't  
19 performing.

20 Our second challenge is, they are not  
21 growing as fast as they need to in order to perform. And  
22 our third challenge is they are not demonstrating  
23 readiness for college or careers by the measures we use  
24 ACT and graduation rates. We -- we are very -- we -- we  
25 do not sugar coat our challenges. We have serious



1 challenges in our district that we're facing. And we  
2 have now -- and I hesitated by even writing the second  
3 root cause, because it seems like a blame game, and  
4 that's not what it is. It's just saying this is a --  
5 this is a cause of our challenges.

6 The first is that we -- we accept that our  
7 rule of creating a great curricular and instructional  
8 design in our district isn't meeting the needs of our  
9 kids. It's obvious that it's not, because they are not  
10 performing. So we need to do the -- the hard work it  
11 takes to create a better, more thought -- thoughtful and  
12 -- and intentional curricular and instructional design to  
13 meet the needs of our kids.

14 But the other challenge is, despite having  
15 a great and supportive community, I love this community  
16 in Cortez, a deep belief in the commitment to the virtues  
17 of a high quality and a complete education are missing.  
18 And what I mean by that is, as the superintendent who --  
19 who has pushed the agenda, who has said we're going to  
20 focus more on student learning, we want to do more things  
21 which often requires harder work in the classroom. It --  
22 it requires increasing higher expectations.

23 The biggest challenges I've gotten from my  
24 community is: Why are you doing this? Our kids -- we  
25 don't want this. We don't want more school; we don't



1 want harder school. And so we -- and working with my  
2 high school principal and his team with about 20 high  
3 school seniors who are so close to graduation, and we're  
4 literally pulling them in, begging them to do the last  
5 bits of work and talking to the parents. And the parents  
6 are saying things like: Well, you know, it's up to them.  
7 I'm like, no, stop saying that. Don't let it be up to  
8 them. Make it up to you and tell them to graduate from  
9 high school. It's the last thing that you have control  
10 over.

11 So those are those -- that commitment to -  
12 - let's see it through, let's do this thing. And -- and  
13 so we are actively working with our community to try to  
14 change this culture. The -- the -- well, what I'm going  
15 to talk about later is, we all know this isn't a one year  
16 job though. A cultural shift is a 30 year job. So we  
17 know that we are just beginning this work.

18 So what are we doing about it? It's two  
19 things. One is, there was a kind of critical watershed  
20 moment, I think, in Montezuma-Cortez, that happened in  
21 the spring of 2012, and that's what that first box is.  
22 "Do what is right, not what is easy." And then we're  
23 working on what I call our three buckets. The three  
24 buckets that we're focusing all of our attention on to  
25 try to shift this district. The first box is "Do what is



1 right, not what is easy," is really representing the  
2 critical decisions that were made in the school district  
3 before I came onboard.

4 I came onboard in the summer of 2012.  
5 July 1, 2012. Put these critical decisions that were  
6 made at the board level that spring, saying, enough is  
7 enough. And these are just five of them, there are  
8 actually more that happened in a four month period. A  
9 massive district and school leadership overhaul: A new  
10 superintendent, four of six new school principals. So  
11 there was a recognition that leadership was not in place  
12 to make the changes; that we needed to make change fast.  
13 A transition from a four day week to a five day week. As  
14 you guys probably can suspect, that was a huge community  
15 issue.

16 A new schedule from the high school from a  
17 four by four schedule, where the students would do four  
18 classes in the fall and four different classes in the  
19 spring. Which sounds good sometimes, but the reality is  
20 that a student can take Algebra I at the beginning of  
21 their freshman year, and not take Geometry until the  
22 beginning or end of their junior year. And having a year  
23 and a half of no math in the middle doesn't do much for  
24 student achievement. So we went to a straight six.

25 Adoption of full day K, district-wide.



1 Wednesday early release for teacher collaboration. As  
2 this board might suspect, choosing one of those battles  
3 in a four month period would have been a huge task for a  
4 board. This board made those five decisions over a four  
5 month period, and I'd like Mr. Lanier talk a little bit  
6 about the thought process this board went with.

7 MR. LANIER: Well, this -- this started  
8 before 2012, but that fall after the election in 2011, I  
9 had been on the board eight years and at that time, the -  
10 - the -- the longest member on there besides me --  
11 myself, was two years. But I knew that in year two of  
12 priority improvement, the way things were going, we  
13 weren't going to make it. And so with a lot of  
14 discussion with the other board members and -- you know,  
15 we decided there were some major changes that needed to  
16 be made and made now. And that's why we made a  
17 superintendent change.

18 In talking to the teachers and the  
19 principals leading up to this, their biggest complaint to  
20 me was not pay. I mean, they all want more money, but  
21 their biggest complaint was the work they were doing,  
22 they didn't feel like mattered. You know, that -- that  
23 no matter what we did, we -- our score stayed the same or  
24 went down, and so -- so why work? You know? Why -- why  
25 put their heart and soul in it if -- and so I -- I made



1 the -- it came to me that this board had to own this.  
2 You know, these teachers and these principals, until this  
3 board made a change, they couldn't do it themselves. You  
4 know, they were operating under a system that we had put  
5 there, and they didn't have the authority to make the  
6 change.

7 So we decided that it was time for a major  
8 overhaul. We got a lot of pushback, especially when we  
9 went from a four day week, which was implemented as a  
10 budget saving. And as we looked at that, you know, maybe  
11 there might have been a little bit of savings, but at  
12 what cost on the other end? And that was a rough spring.  
13 You know, when we -- but as I look back on that now,  
14 going through that, the long board meetings, the heat  
15 that we took. And Commissioner Hammond I think was  
16 probably involved, got letters from parents, and maybe  
17 the whole State Board did, but --

18 CHAIRMAN LUNDEEN: Yes, I did.

19 MR. LANIER: You know, there was talk of a  
20 recall of the Board and -- but we went back to this five  
21 day week, because we just didn't feel like the time that  
22 the students -- the teacher didn't have the time to help.  
23 And so we were criticized, well, just going to five day  
24 is not going to fix it. And I said, well, we understand  
25 that. We're not going to go back to business as usual.



1 Things are changing fundamentally. And then we got  
2 criticized for moving so fast. But you know, we decided,  
3 if we're going to make the change, we just want to do it  
4 all at once and get it over with. And that's why we did  
5 all of this.

6 And -- and as I look back now, that's --  
7 in -- in the ten years that I've been on the board now,  
8 I'm most proud of what we did that spring. Those changes  
9 that we made. And then in hearing from the community at  
10 the time, after -- after we did all of these changes.  
11 The silent community. I was amazed at the amount of  
12 support that we got from the community for doing -- for  
13 making these massive changes in the district. And we  
14 brought in a lady that started the changes, and then Mr.  
15 Carter's come in and -- with his energy and commitment,  
16 we've -- we're doing -- as I feel, we're doing the right  
17 work now. Before we were doing work, but it wasn't the  
18 right work. It was the easy work; the fun work.

19 CHAIRMAN LUNDEEN: And the implementation  
20 of these changes was in school year '12-'13, or '13-'14?

21 MR. CARTER: '13-'14.

22 CHAIRMAN LUNDEEN: '13-'14, okay, thank  
23 you.

24 MR. LANIER: No, it was '12-'13.

25 MR. CARTER: '12-'13 was when the



1 decisions were made, but we switched the four day and the  
2 five day --

3 MR. LANIER: Oh, yeah, we switched the  
4 four day to five day.

5 (indiscernible -- multiple speakers)

6 CHAIRMAN LUNDEEN: Okay, I'm just trying  
7 to get a timeline.

8 MR. LANIER: We made -- we made these  
9 decisions -- we changed the superintendent in the middle  
10 of the year of 2012. We decided that we couldn't wait  
11 another -- you know, these changes needed to be made now,  
12 and if we waited till the end of the school year, we were  
13 losing -- we would -- effectively we felt like we'd lose  
14 another year. So that change was made immediately. The  
15 other changes were voted on and announced and studied  
16 that spring. And then they went into effect --

17 CHAIRMAN LUNDEEN: In the fall --

18 MR. LANIER: The fall.

19 MR. CARTER: So, so that's one of the  
20 reasons that I -- I -- I suspected because of all -- the  
21 reading I've done, the research I've done on  
22 transformative change, there was often an implementation  
23 (indiscernible) and we got it. I mean, we -- we're  
24 following the research very closely. I'm hoping that we  
25 also follow it on the next slide. So we'll see how it





1 goes.

2 But it's funny, we also made a change that  
3 was -- it seems like such -- compared to these ones, not  
4 a big one. I didn't even remember to put it on here, but  
5 we switched start times where elementary now goes early,  
6 and high school goes late, following the research on --  
7 on the teenage brain. So it's -- but -- but that was a -  
8 - in most districts, that would be a monumental change.  
9 That would have school board meetings that would go four  
10 and a half hours talking about -- and this board got so  
11 good at change that spring. That was just like a one-off  
12 change. Like, hey, this is the research. They put it up  
13 there, they talked about it, they got the community to  
14 give input. They made the change.

15 So they really made a lot of changes that  
16 fall -- that spring. And thank god that there was an  
17 interim superintendent that was a change agent. I don't  
18 know if you know the name Mary Rubidoux (ph), she was the  
19 superintendent of year in the State of Colorado in 2007,  
20 and she was my boss in Telluride. But she came in and  
21 said: I'm a second term president; I'm not running for  
22 re-election, let's do this. And let's set the next person  
23 up for success. And really, I couldn't have done -- I  
24 mean, as a new superintendent I would have been run out  
25 on the rail if I tried to do any one of these things as a



1 brand new superintendent. So I thank -- I thank my lucky  
2 stars that this Board hired that lady to come in and set  
3 the table for us to make transformative change, hopefully  
4 in a short period of time.

5 So I just want to go through -- so those  
6 were the critical decisions in the spring of 2012, and I  
7 want to talk about the three buckets that we focus on  
8 most in our school district. How am I doing on time  
9 here? I'm already over, aren't I? Is it okay for me to  
10 keep going?

11 UNIDENTIFIED VOICE: Yes, you're fine.

12 MR. CARTER: Okay, and I'll -- I'll just --  
13 - I'm not -- these are lots of words on these pages, I'm  
14 not going to waste your time talking about all of them.  
15 But we -- we -- we are very focused on curriculum and  
16 instructional design. Our math curricular alignment, we  
17 really work closely with CDE's content collaborative.  
18 One of the things that Dr. Owen said as he was  
19 introducing me as the relationship between Montezuma-  
20 Cortez and CDE is strong, that's an understatement.  
21 Although there -- there are some people out there that  
22 see CDE sometimes as a burden, I do not. I see them as a  
23 huge support. I need all the help I can get in my tiny  
24 little district with our lack of resources. So I'm on  
25 the phone with CDE and I say: I don't understand this.



1 We need help. Send a team down. There's a team coming  
2 from CDE on the READ Act coming to my district next week.

3 Chad Auer has been in my -- he's got like  
4 a -- he's got a flat -- or a little apartment in Cortez -  
5 - I mean, these guys are -- these guys are super helpful.  
6 And working with the CDE content collaborative process  
7 was really, really helpful. We're involved in a math  
8 grant with Eagle County that puts math coaches -- gives  
9 some release time for teachers to be math coaches. We  
10 are using the math design collaborative that was brought  
11 to us through the -- used to be the Colorado Legacy  
12 Foundation, now CEI. And we're really working on that to  
13 have a more standards-based approach to math and science  
14 in the secondary schools.

15 In the elementary schools, we adopted a  
16 new literacy program, Success for All, which was a big  
17 deal. Changing the way teachers teach reading is a big  
18 deal. Elementary school teachers love reading. If you  
19 ask them, deep down, what are you really? Ninety percent  
20 of them will say: I'm a reading teacher. So for us to  
21 go in and say we're adopting a district level reading  
22 program that we're going to teach with Fidelity is a big  
23 deal. And it's been challenging, but it's good work.  
24 Using the right tools as a district writing program.

25 What we don't want, even if you're a great



1 reading teacher, if you're using your own strategy, and  
2 I'm a student who is below grade level in reading, when I  
3 go to the next year, if the next teacher teaches a whole  
4 new strategy for reading and writing, I'm set back on my  
5 heels. I was just getting it with the last teacher. So  
6 that's what we're trying to do, is create some common  
7 language across our district and across grade levels so  
8 that kids get it. And they can make not just one year of  
9 great growth, but year after year after year of great  
10 growth. That's the only way we'll ever get to  
11 improvement and performance.

12 Our literacy design collaborative, another  
13 tool that's been brought to us through this CEI. And all  
14 of these things are being implemented with an embedded  
15 coaching model. It's not, sit down in September, we're  
16 going to give you training on this, go and do good work.  
17 It's consistent, it's constant. This is what teachers  
18 ask for. They want the embedded coaching model. Well,  
19 they get consistent feedback. People coming in, looking  
20 at their lessons, giving critical feedback, saying, here  
21 is what you did well, here is what you can improve. I'm  
22 going to be honest with you though; teachers want that  
23 until they get it and then once they get it, they don't  
24 want it anymore. Because these coaches come in and they  
25 are honest. This isn't good. This could be better. And



1 some teachers say: But that's my best thing. Well, it  
2 could be better. So this is -- this is some of that hard  
3 work that we're doing that's really pushing the agenda.

4 On the second bucket is something that  
5 again, came straight from CDE. I got this email, it was  
6 actually an amazing coincidence -- I was standing -- we  
7 went to the Colorado Association of School Executive  
8 Summer Conference administrative retreat after our first  
9 year. This was last summer. And I'm standing by my high  
10 school principal and I'm looking down at him, and I'm  
11 saying, what's this book you're looking at? And he said  
12 it's Paul Bambrick Santoya's (ph) Driven by Data, it's a  
13 really great book on data instruction. And my phone  
14 buzzed and I looked at it and it was an email from CDE  
15 saying: We're bringing Paul Bambrick Santoya to Colorado  
16 to talk about his Driven by Data system. And I'm looked  
17 down at Jason Weyman (ph) and I said: Well, I just  
18 arranged for you to meet Paul Bambrick and bring a team.

19 And so we're doing work in this and this  
20 is huge. This is going to be one of the -- this is -- so  
21 -- so the curriculum instruction is how -- this is --  
22 this is the backbone to tell us what we need to do in the  
23 classroom day-to-day to help our students improve. So  
24 these are the interim assessments that tell us where our  
25 kids are, versus the standards. And -- and are they on



1 track to make progress that they need in order to perform  
2 at proficiency levels?

3                   So the PD and the (indiscernible) is  
4 ongoing. We are developing high quality, rigorous  
5 formative interim assessments. We've developed in our  
6 district -- you know, everyone loves their own acronyms,  
7 so we are branding it our "wrap and gap" process. That's  
8 -- that's when we give the teachers the interim  
9 assessments before they teach, they review it, they  
10 adjust it, they can say: I don't think this -- this test  
11 question should be on this assessment, it should be on  
12 the next one. Then they predict -- how do I think my  
13 kids are going to do on this? That -- that's a cycle --  
14 if you predict a kid is not going to be successful, then  
15 as a teacher you are going to say: What can I do to make  
16 them successful? So that's an important step. And then  
17 plan -- how am I going to plan to make these kids do  
18 better than I thought they were going to do?

19                   And then at the end, you have the grade  
20 analyzed and planned -- how are we going to -- so we are  
21 going to grade the test, then we're going to analyze how  
22 our kids did, what kids did great, which ones should we  
23 enrich, which ones do we need to keep practicing so they  
24 keep the level of proficiency? And which ones do we need  
25 to reteach? So that -- it's a great process. Our



1 teachers are really enjoying it and we're going next year  
2 at the elementary level math, and writing we've already  
3 been doing. So reading will be the year after that.  
4 We've got a three year assessment plan.

5 The READ Act and Burst interventions --  
6 intensive intervention block at K-5, which we piloted at  
7 Manaugh, and Manaugh was our one school that saw gains in  
8 third grade reading and intensive tutoring and  
9 intervention. The other schools were flat.

10 So community engagement -- the 3B  
11 campaign. So I -- we -- we got the best grant, but there  
12 was another step, right? We had to win the bond  
13 election, and we hadn't won a bond election in Cortez  
14 since 1995 and before that it was '67. And in '95 the  
15 bond was for two million dollars; this one was for 24  
16 million. So this was significantly bigger task. It was  
17 the greatest gift I was given, because it literally  
18 forced me, after day one, to get out into my community  
19 and meet everybody. Because I had to tell people why I  
20 thought, as a brand new person to Cortez, we should build  
21 a new school for our kids. And it was great -- it really  
22 did increase the engagement. We are still benefitting  
23 from that.

24 We -- we spent some time going around to -  
25 - one of the things that I learned as a brand new



1 superintendent, is that teachers felt like they weren't  
2 respected in our community. They felt like what they  
3 were doing wasn't honored. That people didn't think that  
4 education was a top priority. And I went around and  
5 asked our business owners: Do you respect and honor our  
6 educators? And they said: You bet we do. I said:  
7 Well, let's show them. So a lot of business owners gave  
8 freebies or discounts to teachers if they came in wearing  
9 their school badge -- they got a discount. So -- and  
10 they all hang this sticker on their -- right on the front  
11 of their business window saying, that we honor and  
12 respect our educators. And that was a good, quick win.

13 The Be Present campaign. When you talk to  
14 our teachers and we say: What is our biggest challenge?  
15 They say attendance is a big challenge in our district.  
16 People will make a choice to go on vacation rather than  
17 to come to school, even though we go to school very  
18 little in our district. We're almost at the minimum,  
19 which I'm pushing too -- and I have pushed. But -- so we  
20 -- we said, well, we need to really send the message to  
21 our community that every day is important to be here. So  
22 we have the Be Present campaign.

23 We've launched a redesign district in  
24 school websites. We're doing academic parent/teacher  
25 teams, which is a new way of approaching the teacher





1 conference, which is much more engaged, and really giving  
2 teachers the -- or parents the tools they need to support  
3 their children -- ask that they are thinking -- really  
4 saying that our kids are our greatest asset; they are not  
5 the problem, they are the answer. We need to develop  
6 solutions for them.

7 More inter-district and intergovernmental  
8 cooperation and outreach to improve coverage of  
9 educational issue by local media.

10 MR. LANIER: We've also instituted a  
11 program called the Twin Topics, where several times a  
12 year we'll have two topics a night for the public to come  
13 and -- and just talk and listen and ask questions. It's  
14 a very informal setting.

15 MR. CARTER: It -- it's kind of this  
16 approach, bringing the board out to the community.  
17 Because you know, a board meeting is really an  
18 opportunity for the public to watch the board meet. It's  
19 not -- there is a slight opportunity for them to say  
20 their mind, but they don't get a lot of input and back  
21 and forth from discussion, so we wanted a more informal  
22 area where we pick two interesting topics like: Let's  
23 talk about gifted education and school finance. And then  
24 we go and we spend 45 minutes on each topic, and it's  
25 very much a conversation. It's a great -- thank you, Mr.



1 Lanier, I had forgotten to put that in there.

2 UNIDENTIFIED VOICE: What did you call  
3 that?

4 MR. CARTER: Twin Topics. Yeah. It's  
5 something that -- right now, I don't feel like Montezuma-  
6 Cortez is in the business of going out and saying these  
7 are the answers, but when we do make the progress, it's  
8 one of the things that I'll go to places like Kasbe and  
9 say, you know what, we should share this, it's a really  
10 good strategy and engage the community.

11 Early indicators of progress -- this isn't  
12 just me. I went and looked for research; I wanted to  
13 know, what are the things I should be looking for first?  
14 I knew -- or I suspected we'd see a dip in performance.  
15 But what are the other things we could look for? Say,  
16 are things moving in the right direction? The highest  
17 graduation rate in six years at MCHS last year. It was  
18 the first time we moved into the 70 percentile bracket.  
19 This year, fingers crossed, we're going to have the  
20 highest again. This is directly related to really a  
21 focus starting at the beginning -- well for those  
22 seniors, it was the beginning of their junior year,  
23 saying what can we do to get this kid on track to  
24 actually walk across the stage, ready for college and  
25 careers?



1                   Local K-5 reading data is unbelievably  
2 promising. I'm very interested to see if TCAP reinforces  
3 that. The third grade reading data came back down two  
4 points off of last year, but as we all know, those are  
5 apples to oranges. It's not a trend, because those are  
6 different kids. So -- and it tracked pretty well. We  
7 knew that those kids were struggling in reading. Our  
8 fourth and fifth grade data, I'm hoping, are going to be  
9 very, very strong.

10                   Highest average daily attendance we had in  
11 years last year. Up two percent district wide. Two  
12 percent is a huge amount. That represents 16,000 days of  
13 school that were attended, that weren't attended the year  
14 before. And we celebrated that, that was big.

15                   The lowest discipline incident rate in  
16 years. The year before I came onboard, we expelled 57  
17 students in the district. Last year we expelled seven.  
18 Because kids belong in school, not out of school. So we  
19 look for alternative ways to give consequences to bad  
20 decisions, and get kids back in the building as fast as  
21 possible.

22                   Significant instructional time has been  
23 added to the learning day. This -- this is something  
24 that they're looking for leadership changes, these last  
25 three. We've added ten minutes to the school day, and a



1 day of instruction. People say, what's ten minutes? Big  
2 deal. I'm like, you know what a great teacher can do in  
3 ten minutes? A great teacher can -- can do a really  
4 intensive math instruction in ten minutes, that over a  
5 year 165 times, will make a difference in the kids' life.  
6 So I'm proud of those ten minutes, and we're going to  
7 keep pushing. We are going to go for a mill levy  
8 override this year, to add ten days to the teacher  
9 contract. Five days with kids, and five days to prepare  
10 for kids. So we haven't even passed a mill levy override  
11 in Cortez, so I'm a glutton for punishment.

12 We're increasing our emphasis on  
13 recruiting high quality teachers, and increasing our  
14 emphasis on retaining high performing teachers. One of  
15 the challenges in Cortez, without a doubt, is that we --  
16 we bring in brand new teachers, train them up really  
17 well, and when they get to their third or fourth year,  
18 they say: Where can I go get some more money? And so  
19 what we need to do is make our district sticky. One way  
20 is to increase salaries by adding ten days to the teacher  
21 contract.

22 This is challenging work though with  
23 board, I have to be honest with you. Every time we seem  
24 to take a step forward, we have a couple steps backwards  
25 in different areas. The third grade reading data came



1 and we were hopeful. We wanted to see -- because -- you  
2 know, that's the data -- we have 28 pieces of TCAP data  
3 that come back to us, and we get one at the end of the  
4 April, and 27 at the end of July. And you live on the  
5 one at the end of April for three months, and the one  
6 that came back wasn't something that we can really go out  
7 and celebrate. And that was -- that was a challenge.

8 We continue to struggle with staff morale.  
9 We're asking teachers to work harder. And work smarter.  
10 And some people are saying, I already work hard. And  
11 they do. So staff morale continues to be low. And we  
12 continue to struggle with community buy-in. And we  
13 struggle with the balance.

14 I'm just going to really quickly talk  
15 about this. The -- we've been doing NWEA MAPs for quite  
16 a long time, for about nine years, but we haven't seen  
17 dramatic increases in performance. In fact, we've seen  
18 pretty much flat performance, sometimes down performance.  
19 So as superintendent, I have to ask the hard questions,  
20 like, why do we do this? It's not helping us. Well,  
21 next year, we -- I believe we will still see some real  
22 growth on NWEA MAPs. I think we're going to see growth  
23 on everything next year. I'm not confident -- I'm  
24 hopeful, but not confident that we're going to see enough  
25 gains this year to get out of priority improvement.



1                   So next year is our big year. What's the  
2                   problem with that? We're going to PARCC. So I have to  
3                   decide -- do I keep NWEA MAPs so I can come back to this  
4                   board to ask you to reconsider our accreditation rating?  
5                   The problem is, we're adding hours and hours and hours  
6                   and hours of assessment that we haven't seen a whole lot  
7                   of value out of. So I have to make the decision --  
8                   that's the balance. Do I want to have the data --  
9                   because I'm going to come back with local interim  
10                  assessments, and you guys are going to say, this looks  
11                  great, what do they mean? And I'm going to say, I don't  
12                  know, they are local interim assessments, they are not  
13                  tied to anything.

14                  NWEA MAPs is going to have a longitudinal  
15                  data. We're going to be able to see these kids have  
16                  grown. These kids are now growing. We are at 80 percent  
17                  reading proficiency in the fourth grade. That's great  
18                  news. PARCC, we don't know yet, because we're not going  
19                  to get that data back till December. So one  
20                  superintendent threw out a number, and I haven't done my  
21                  due diligence on this, I'm going to be very honest. But  
22                  he said, if you do NWEA MAPs and all the CMAS testing for  
23                  fourth grade, it's going to be almost 22 hours of  
24                  testing, put in front of a computer for a fourth grader  
25                  between the beginning of April -- or the beginning of



1 March and the end of April.

2                   And when he said that, I held my hands to  
3 my head and I said: I have to balance my dilemma of, I  
4 want to have the data to come back to this Board to  
5 negotiate for reconsideration against -- is it right to  
6 have a nine year old spend 22 hours in front of the  
7 computer testing? So -- and to be honest with you, I've  
8 not made my decision yet. I don't know if I'll just say,  
9 we'll ride it out and hope that your -- your six -- five  
10 (six) is a good year for us in data on the PARCC test.

11                   And the other challenge -- I'm going to go  
12 very quickly through this, because this is nothing new to  
13 this Board and I want you to know I'm not daft. I know  
14 this Board doesn't control finances in the state. I know  
15 you wish you did, and just like my board wishes we did,  
16 but the reality is, there we are in Montezuma-Cortez,  
17 it's \$6,329 of state and local contributions. That's all  
18 in. We have no mill levy override. If you go just 11  
19 miles up the road to Dolores, they get \$1261 more per  
20 student, per year than we get. You go seven more miles  
21 to Mancas, they get \$2640 more per student, per year.  
22 And then, get in your -- this used to be a long drive,  
23 now it's about an hour, up to Telluride, they get \$5000  
24 more per student, per year. Now that's -- priority  
25 improvement district, performance district, performance



1 district, accredited with distinction district. And then  
2 you look at the poverty line, the free and reduced rate,  
3 and it's the exact opposite.

4           So here we have a state where we have the  
5 students with the least amount of need getting vastly  
6 more resources for their education. And the students  
7 with the most need getting vastly underfunded. And I  
8 have to say this is troubling to me. I used to be in  
9 Telluride, remember? I was coming from Virginia where we  
10 got \$14,000 per student. I was troubled by \$11,000. And  
11 then I went and became the superintendent at Cortez and  
12 had a rude awakening to the reality of being in a small,  
13 underfunded school district, and being asked by the state  
14 legislature, and the Board of Education, you better  
15 improve fast. Get it done now. And I'm looking up  
16 saying, I'm trying to catch up to those people? Let's  
17 get real. This is a challenge.

18           And I want to ask the State, and I'm glad  
19 I'm on the air here -- we have to ask ourselves -- we  
20 spend a lot of time, and I was in a very -- I think one  
21 of the best meetings I've been in in a long time, with --  
22 it was an informal meeting with Commissioner Hammond and  
23 Deputy Commissioner Owen, and WestEd, and -- and Ed  
24 Trust, and a bunch of superintendents talking about, how  
25 are we going to close this achievement gap? We are not





1 doing it. And I have to ask, are we going to eliminate  
2 the opportunity -- which one is going to come first? I -  
3 - I -- I don't know that we're going to get to closing  
4 the achievement gap, until we take a serious hard look at  
5 how we fund public schools in Colorado and start saying  
6 that the kids that need the most should get a little more  
7 resources, maybe, than the kids that don't need the most.

8 It's not a nice thing to say, because  
9 you're -- you're telling rich communities, we're going to  
10 take money from you and shift it to the poor communities.  
11 But that's what we do in America, I think. But I do want  
12 to say -- and I'm very close to the end of my  
13 presentation, Board.

14 We have a lot of additional supports. We  
15 -- we -- we benefited from the TDEP, a program which had  
16 some ups and downs, but there were some ups. We got some  
17 good value out of TDEP. CEI, formally COF, we're an  
18 integration district, and we're further along on SP-191  
19 than virtually any other district in the state, because  
20 we were one of the 13 integration districts. We -- we  
21 have incredible support from CDE, the school and district  
22 improvement unit.

23 And we've been blessed by being awarded --  
24 or being asked to be participants in this UVA. They call  
25 it the School Turnaround Program, that was making people



1 in my district very confused, because they thought we  
2 dropped from priority improvement to turnaround, so I  
3 just renamed it the School Transformation Program, which  
4 is transformational leadership development, and the  
5 creation of district level systems of support. But if we  
6 want to be honest, if we -- out of all of the value of  
7 all of that, it's about million bucks over five years.  
8 It doesn't -- it's not even a drop in the bucket to what  
9 we need. And that's why I think the state legislature  
10 will listen to us, and hopefully just took our first step  
11 of many steps, to start funding schools better. And --  
12 and I'd like them to look at the equalization as well.

13 But we are committed to progress. We --  
14 we are committed to stay calm. We -- we're not going to  
15 -- we're not going to -- we just started this change, and  
16 at this point, to borrow a phrase, we -- we have to stay  
17 the course. We have to stay the course of this one. We  
18 have to follow through on the hard work -- and it is hard  
19 work -- of -- of making this change, and stay positive  
20 that we're the right people to do it, and we have the  
21 right plan. We have to continue to work hard, and then  
22 hopefully we'll be able to sleep well at night. And --  
23 and -- and be celebrate that we've made some growth for  
24 kids. So, thank you, Board.

25 CHAIRMAN LUNDEEN: Madam Vice Chair?



1 MS. NEAL: Mr. Lanier, I'm very curious,  
2 your comment about the Board work. Are -- are you seeing  
3 -- are they beginning to change? I mean, are -- are you  
4 being recognized for having done exceptional work? Or  
5 are there still doubters out there?

6 MR. LANIER: Oh, there's still some  
7 doubters, but I think that -- I think that people are  
8 seeing what we've done and they are very appreciative of  
9 what we've done.

10 MS. NEAL: And -- and I would just have to  
11 add -- I loved your comment about going -- you know, back  
12 to a five day week, because while that, in many  
13 districts, was implemented in order to save money and et  
14 cetera, in reality you just -- you know, when you make  
15 that kind of a change it's very difficult to move it back  
16 because they are used to four days.

17 MR. LANIER: Right.

18 MS. NEAL: But that and the start time --  
19 I love the start time, because we went through that when  
20 I was on a local board and it went nowhere because  
21 everybody just screamed. But you know, research shows  
22 high school kids are not real smart at 7:30 in the  
23 morning.

24 MR. CARTER: It's conclusive.

25 MS. NEAL: That must have been really --



1       yeah.

2                       MR. CARTER:  It -- it is, and -- and our  
3       attendance rate at the high school went through the roof.

4                       MS. NEAL:  Yeah, yeah.

5                       MR. CARTER:  I mean, it -- it just went  
6       immediately through the roof.  And everyone said:  You're  
7       going to see a decline in athletic participation.  We  
8       didn't see any declines.

9                       MS. NEAL:  Yeah, that was our --  
10       (indiscernible -- multiple speakers)

11                      MR. CARTER:  None of it declined.

12                      MS. NEAL:  -- where you can't do that  
13       because they have (indiscernible) -- at 3:00.

14                      MR. CARTER:  Kids cut their jobs.  Nothing  
15       else.  It really -- it really was a good move.

16                      MR. LANIER:  You know, the perception was  
17       out there that we had given the teachers a four day week  
18       because we couldn't give them a raise, so we gave them  
19       the extra day off.  And that wasn't the intent of the --  
20       of why we went to a four day week.  But when we switched  
21       back, that's -- you know, that's where we received the  
22       most criticism and pushback.  And -- and it was tough,  
23       you know, to recognize that from those teachers.  But --  
24       but to understand that, you know, this is about the kids.  
25       This isn't about the extra day off or --



1 MS. NEAL: And you really have done the  
2 hard work. I -- I'm -- I hope that the reception will  
3 continue to improve.

4 MR. LANIER: Well, one of the -- one of  
5 the -- I guess the added benefit is I was talking to a  
6 judge after we had made this decision and -- and she told  
7 me that -- that in her delinquent -- or her juvenile  
8 delinquency cases that she heard, almost all of them,  
9 since we'd gone to the four day week, were kids that got  
10 in trouble on Friday, that we were unsupervised. Because  
11 their parents had to work. I mean, that's not a reason  
12 to go back to five day week, but that was an added --

13 MS. NEAL: That's one of those issues.

14 MR. LANIER: -- one of those side issues  
15 that -- that -- that, you know, I think we helped that  
16 way.

17 MS. NEAL: Well, it certainly sounds as if  
18 you're on the right track, I think. I congratulate you  
19 for the work that you've done.

20 MR. CARTER: Thank you. It's -- the -- so  
21 I was on the radio a week or two ago talking about asset-  
22 based thinking, and really looking at our district as  
23 this vehicle of positive change. And -- and I was being  
24 very positive, and finally the -- the interviewer said:  
25 Okay, there's got to be some frustrations. And -- and I



1 just talked about this with my wife. I'm -- I'm horrible  
2 around the house as a man. I just can't do anything.  
3 I'm pretty good at teaching and learning, and that's  
4 about it, but I can paint. That's the one thing around  
5 the house -- my wife says: Let's paint this room. I'm  
6 very methodical about it. I take off all the plates, I  
7 put up the painter's tape. And the reason I like it is I  
8 can transform a room in one day. It's hard work. My  
9 back hurts at the end of the day. But at the end of the  
10 day I can say: There! It's done.

11 School; there's nothing like that. You --  
12 you work all year long. You work your hiney off and  
13 you're focused and you're intentional and you're  
14 committed and at the end of the year, the scores go down  
15 two percent. You just sit there and -- I mean, it is a  
16 challenge and it's -- nothing's fast. We have to know  
17 though and stay confident that we know this is the right  
18 work for kids. We see these early indicators and we have  
19 to stay strong, keep pushing, keep staying positive,  
20 supporting our teachers, trying to find those areas that  
21 -- that aren't effective, and take them off their plates.

22 And that just -- I -- I talked to a  
23 Teacher of the Year from Connecticut and he said -- he  
24 said: Alex, I'm one of the teachers that drinks the  
25 Kool-Aide. When -- when there's a new program that comes



1 into town, I'm the guy -- data-driven instruction -- he  
2 goes, I'm the one that wears the shirt. I put on the  
3 shirt that says "data-driven instruction". And then the  
4 next year, I put on the shirt that says "success for  
5 all", and the next year I put on the shirt that says, you  
6 know, "PBIS". I -- I'm the guy, he says, but after 20  
7 years I feel like I'm wearing 20 shirts. And he goes, I  
8 never take a shirt off.

9 And -- and it's time for us to start  
10 looking at ways we can let teachers decide which are the  
11 three shirts that you really like to wear, and let's wear  
12 those things out.

13 CHAIRMAN LUNDEEN: Angelika -- I will come  
14 back to you, Elaine.

15 MS. SCHROEDER: So forgive me, because I  
16 think it is our job to ask some hard questions, and this  
17 is kind of a hard question, I think. You're one of the  
18 first that I've heard who've talked about the challenge  
19 particularly in a rural community, but not necessarily,  
20 about the commitment of the community to high education.  
21 It's, I think, a lot more important than we realize. And  
22 peeling back that particular onion, with your community,  
23 might be very, very helpful.

24 Very often it's a fear factor. A fear we  
25 are going to lose our kids; if we educate them too well,



1 they will go New York City or Las Angeles. And it's not  
2 the conversation about: What does it take today to live  
3 in a beautiful, rural community, have a family and have a  
4 successful way to earn a living? And I -- I can't  
5 imagine that Cortez-Montezuma is any different than any  
6 place in the United States, if you're not at a pretty  
7 high level of education, you can't be a farmer; you can't  
8 be a rancher. You are not going to get a very good job  
9 even in the extraction industries.

10 But those conversations that we kind of --  
11 they are hard conversations to have to understand how all  
12 of our industries, other than maybe cleaning hotel rooms,  
13 have just changed dramatically, and that we as parents --  
14 and I'm talking about your parents -- really do need to  
15 keep pushing our kids and supporting our kids. That  
16 easier, I think, in Telluride, because that community  
17 already knows that to some extent.

18 MR. CARTER: It's the other side -- that --  
19 - having been in Telluride, you are on the other side of  
20 the spectrum there.

21 MS. SCHROEDER: You are on the other --  
22 you truly understand, and you have the commitment,  
23 therefore the voters give you the \$11,000 per kid. I  
24 mean, it -- I think it's all connected. I don't know how  
25 you do it. You're not the first rural district where





1 I've heard from a board member -- not actually  
2 acknowledge it, but actually say it -- our kids don't  
3 need Calculus in such and such, because they are never  
4 going to use it, because I know such and such industry  
5 isn't going to require it. We don't know -- we do not  
6 know what our kids are going to need. Even in ten years.  
7 And that's not a comfortable conversation to have, but --

8 MR. CARTER: One of the things that I  
9 picked up -- one of the -- at Kasbe, one of the things  
10 that have stuck in my mind over the years is that when  
11 they gave the statistics about how many -- how often  
12 people change careers, and -- and the careers that these  
13 kids are going to be in may not even exist now. And so  
14 that goes back to what -- what you're saying.

15 MS. SCHROEDER: Yep. And you understand  
16 that. But I'm not sure the parents of the high school  
17 seniors -- aside from the fact that parents of high  
18 school seniors sometimes are kind of tired of having a  
19 senior in the house. I get that part. But maybe if you  
20 just start with the parents of your young kids on how  
21 really important that is, and then have them share it  
22 with the rest of the voters from your community. And you  
23 will eventually get your override.

24 MR. CARTER: Right.

25 MS. SCHROEDER: It's really hard, and I've



1 noticed that it's a lot harder in some of the communities  
2 that don't have those -- as yet have those really high  
3 education need jobs. But that's what's going to save our  
4 rural -- I think that's what's going to save -- the fact  
5 that we have broadband, we have opportunities to have  
6 really fabulous jobs anywhere we want them. It's a huge  
7 opportunity that I -- I hope you can take up on. I'm  
8 very excited for your work.

9 MR. CARTER: Thanks.

10 MS. SCHROEDER: Thank you.

11 CHAIRMAN LUNDEEN: Elaine?

12 MS. BERMAN: My theme is similar to my  
13 colleague's. First of all, that was a very comprehensive  
14 presentation about what's going on in your district and  
15 the challenges you faced and the changes you've made, et  
16 cetera. I had the very good fortunate of coming down and  
17 visiting your district when Pam Sukla (ph) was on the  
18 State Board and it was at the very end of her term. And  
19 I think if you haven't visited you -- one would not  
20 necessarily completely understand the dynamics.

21 I visited the Ute Indian reservation and I  
22 got a sense of the -- the diversity. The diversity of  
23 cultures, the diversity of a lot of different aspects of  
24 -- of Cortez-Montezuma. And I -- I -- I would -- I think  
25 what's stuck with me the most, listening to you, is Tim



1 what you said, which is exactly what -- what Angelika  
2 just pointed out; is if you don't have the community  
3 there behind you, saying, we want more, we want better,  
4 we can do better, we want our kids to do better -- it's  
5 tough.

6                   And I'm not sure there's any more you can  
7 share except, Tim, you've been on the board for ten  
8 years, is this -- is this -- has this been a change in  
9 phenomenon? Has it been getting worse in terms of  
10 community expectations? Or is it just the complete  
11 independent mindedness of the people that live in that  
12 area that they are going to do what they want to do, and  
13 ranch and go on vacation, and whatever it might be. Has  
14 it changed? And how do you see it turning around, given  
15 that they are where they are in terms of their  
16 expectations about education?

17                   MR. LANIER: It's getting better. I think  
18 our community involvement is better. Our -- our openness  
19 on what we're sharing this -- this grant -- this three --  
20 the new high school, the 3B -- or the bond that we  
21 passed. It's forced us out there to answer questions and  
22 -- and tell them what we're doing. And I think as -- as  
23 we get younger people moving into agriculture for  
24 existence -- or instance -- they understand the  
25 technology that's -- that's required. How agriculture is



1 changing. I'm -- I'm very positive and very confident  
2 that -- that we're moving in the right direction. That -  
3 - I think -- I think people know that some education is  
4 important, but I think a lot of people -- a lot of the  
5 older generation -- you know, I look at my granddad, you  
6 know, finished high school, but never went to college.  
7 And was very successful. But it's just a different world  
8 now and I think people are recognizing that. I don't  
9 know if that answers your question, but I think we're  
10 moving where people understand that education -- we've  
11 still got a long ways to go.

12 MS. BERMAN: Okay, let me ask a follow-up:  
13 Is there anything that the State Board or the Department,  
14 or we could do -- and I know people love the State  
15 getting involved, I mean, I know that's -- they just say,  
16 come on in, come on in. But is there any kind of  
17 messaging or anything that would help this aspect of  
18 getting the community to be completely behind you with  
19 the changes?

20 MR. CARTER: Yeah, you -- in our corner of  
21 Colorado, it actually -- the -- like I said, we're going  
22 to be talking about a mill levy override. I'm going to  
23 be very quiet about it for the next couple months, but  
24 then we're going to launch with the new school year. But  
25 when I've gone out and worked with community members, the



1 -- the angle that -- the "angle", I hate to say it that  
2 way. But the message that is strongest is, we need to  
3 put -- put -- pick ourselves up by our boot straps in  
4 this corner of Colorado. We can't rely on the State  
5 coming down and giving us more money. We have to -- we  
6 have to invest in our own kids.

7                   And but I want to say that I've been -- I  
8 was told -- you know, when you come in as a new  
9 superintendent to a new region, everyone tells you all  
10 the things that aren't going to go well. But people told  
11 me that the community wasn't supportive of education and  
12 I've not found that to be true. It's -- we need to  
13 educate them as to the value of completing a high quality  
14 education. The parents love the schools, and they are  
15 very supportive of our schools. It's just when it gets  
16 hard, we need to -- we need to establish some kind of  
17 community grid where the community says: We're not going  
18 to let kids give up. We're going to keep pushing them  
19 and supporting them and -- and not permitting students to  
20 not follow through on the commitment to finishing  
21 education.

22                   You know, we have -- we -- one of the  
23 things that's weird, people assume that the whole school  
24 district is low performing. We've -- our top 20 percent  
25 kills it. Our top 20 -- we have kids that every Ivy



1 League institution, every service academy, Stanford, we -  
2 - we have students that are just absolutely dynamite. We  
3 have a (indiscernible) scholar this year. We are -- we -  
4 - our top 20 percent knocks it out of the park. We offer  
5 lots of AP classes.

6 But it -- it's the -- it's the students  
7 who have parents who didn't have a great experience in  
8 school, who don't have the language to -- to explain to  
9 their child: No, it's good for you. Just because it  
10 wasn't good for me, doesn't mean it's not good for you.  
11 And -- and that's where we're working with that  
12 community, trying to explain and work with them to show  
13 them with 100 percent proficiency, we want everyone to  
14 feel that school is a positive place to be.

15 One of the things that I talk about with  
16 my -- with my teachers is, if we send 99 positive  
17 messages at school, and one negative message, which one  
18 is the student going to walk out of the building with?  
19 So we -- we can't send one negative message. We have to  
20 be perfect. And -- and it's hard to ask for perfect, but  
21 on this one, I'm asking for perfect. I'm asking for  
22 teachers to send nothing but positive messages to kids,  
23 even when you're giving them constructive feedback.  
24 Instead of going up to a kid and saying: Tim Lanier, I  
25 can't believe you've been absent for three days in a row!



1 You've missed so much work! If I'm Tim Lanier and I've  
2 been absent for three days, I know I'm going to be absent  
3 tomorrow too. Because that was my reception as I walked  
4 in the door for the first time in four days. Why don't  
5 we say: Tim Lanier, I'm so happy you're here today.  
6 I've missed you. And I'm so excited to catch you up on  
7 the work that you missed. It's going to be a challenge,  
8 but we're going to get it done.

9                   You said the same thing in a positive way.  
10 And -- and so we're trying to change the language. And  
11 when we talk to parents, we want to change the language  
12 too. Because when we think we're being constructive,  
13 sometimes we're -- we're nagging. And the teacher, and  
14 the parents are saying, geez, this is just like I'm back  
15 in school again. And what we need to do is change our  
16 language. And -- and that's the challenge. Because  
17 we're straight shooters in Cortez. I learned that the  
18 hard way. People will tell me exactly what they think  
19 about what I'm doing. They tell you right -- they are --  
20 they -- they come at you at a different angle, and  
21 Cortez, boy, they just come straight at you and let you  
22 know what they think. And I like that, you know? But we  
23 need to be -- we need to be straight back with them, but  
24 in a positive way.

25                   MR. LANIER: All right when we were --



1 promoting the new high school, I attended a meeting at --  
2 at one of the community groups, and they were talking  
3 about the Ag program, or the new school having the new Ag  
4 room, Ag shop, and talking about the technology, the  
5 welding, and -- and the computerized welders. And a  
6 comment that one of these guys makes, he said, yeah, but  
7 when my son gets home, he just welds with a flat top, in  
8 an old flat head six welder. What good is learning how  
9 to weld with computerized welding? And that has bothered  
10 me, and has stuck with me since he made that comment  
11 that, you know, somehow we need to -- to help move these  
12 parents so that they know that -- because this kid may  
13 not stay there all the time, but if he learns that skill,  
14 and learns how to run that, he has a -- an opportunity to  
15 move up in the world.

16 MS. NEAL: A skill.

17 MR. LANIER: A skill. So that's one of  
18 our challenges.

19 CHAIRMAN LUNDEEN: Pam?

20 MS. MAZANEC: Well thank you very much for  
21 this presentation; it's been very informative. I'm  
22 wondering a little bit about the community, and you've  
23 kind of touched on it here a little bit. What are your -  
24 - what are your numbers? Like, how much of your  
25 community does not have children in school? And I'm also





1 wondering, what do your students do? What historically  
2 your high school graduates or maybe your drop-out  
3 students, where do they end up? Are they staying in the  
4 Cortez area? Do they move away? What's -- what's their  
5 movement?

6 And the second question I have is about  
7 teachers. Are your teachers local? Or do you have a lot  
8 of -- you were talking earlier about having trouble  
9 keeping teachers. Do you have a high population of  
10 teachers that are coming from other areas that are not  
11 local citizens?

12 MR. CARTER: So Mr. Lanier knows a lot  
13 more about the history of Cortez than I do, but I can --  
14 I can say that my -- as a newcomer to the district, one  
15 of the reasons why I think 3B was successful, one of my  
16 catch lines was: I've never lived somewhere where more  
17 people are from here. You -- you know -- everywhere I've  
18 ever lived, everyone was from somewhere else and moved to  
19 this place. I came from the east coast and Northern  
20 Virginia, and no one is from Northern Virginia. And then  
21 I went to Telluride -- no one is from Telluride, everyone  
22 came to Telluride. And Cortez, 90 percent of the people  
23 you talk to say, oh, I graduated from MCHS. I'm like, if  
24 there's ever been a community to invest in itself, it's  
25 this one. Because you are investing in the people that



1 are going to be your neighbors for the rest of your life.  
2 And -- and hopefully taking care of you, and be your  
3 police chief, and be your -- your cashier, and all these  
4 other things. So -- so I will say that it's a sticky  
5 community. People come home. It's a beautiful place to  
6 live and even -- we just hired a new Director of Finance  
7 who had been all over Colorado and now she's back.  
8 Because she always wanted to come back home. She was  
9 from -- from the county. So it is a sticky place.

10 Our teachers -- it's -- it's a very  
11 interesting teaching staff. We have a lot of -- a heavy  
12 group of teachers that have been there for a long time  
13 that are -- that are locals and have been there forever.  
14 And then there's not a bunch in the middle, and then a  
15 lot of young teachers who have only been there for a  
16 short time and not many of them are from Cortez. Would  
17 you agree with that?

18 MR. LANIER: Yes. And as far as our  
19 students, what they do -- you know, I think most of the  
20 students, if they want a -- a real high paying job, leave  
21 the area.

22 MS. MAZANEC: Because you have mostly  
23 farming and ranching and tourism?

24 MR. LANIER: Tourism, the school district,  
25 healthcare.



1 MR. CARTER: (indiscernible)

2 MS. MAZANEC: A lot of big farming, big  
3 ranching? A lot of --?

4 MR. LANIER: Yes.

5 UNIDENTIFIED VOICE: Some really big  
6 ranching.

7 MR. LANIER: You know, I think a lot of  
8 the students would like to come back, but it's just tough  
9 to make a living there. I think a lot of people would  
10 like to live in the area.

11 MR. CARTER: One -- one of our assets  
12 right now that's bringing a lot of money into the county  
13 is oil and gas. Which is something that we need to think  
14 about -- should we preparing kids to go into that field  
15 and -- and engage that? I mean we -- in the paper  
16 yesterday was Kinder Morgan investing \$262 million this  
17 year in infrastructure. So it's a -- it's a big --  
18 Kinder Morgan gets about 90 percent of the CO2 out at  
19 Montezuma County. So that's good news for the mill  
20 levy's because they are going to end up paying about 70  
21 percent of it.

22 MS. BERMAN: And it might be a really good  
23 opportunity to educate your community about how skill  
24 sets can help their students go on to do something  
25 different.



1 MR. CARTER: Right, right. And that Ag  
2 program is super successful. It's one of our prides and  
3 joys. We have our music program is known across the  
4 state as one of the best band and vocal programs. And  
5 now we're focused on getting our academic programs  
6 organized as well.

7 CHAIRMAN LUNDEEN: We have three or four  
8 minutes to wrap up. Jane?

9 MS. GOFF: Yeah. Just some popcorn  
10 questions. What do you think is -- what do you attribute  
11 the return -- the lessening of the drop-out rate to --  
12 what do you think is -- (indiscernible).

13 MS. CARTER: So in my first year as  
14 superintendent I went to a meeting in the first two weeks  
15 of school at MCHS and we were around the table -- it was  
16 the principal, the assistant principal, all the  
17 counselors and a couple key RTI teachers. And we went  
18 through the senior class name by name, how many credits  
19 they had, where their challenges are, what are their  
20 challenges at home, what can we do to support them? And  
21 about -- and it was an incredible meeting. I was getting  
22 chills running up -- because these -- every educator was  
23 leaned in on these kids and talking about how are we  
24 going to support these kids with a vision towards next  
25 May? And I leaned over to one of the counselors that had



1 been in the building for 15 years and I said: When did  
2 this meeting happen last year? And she said: Alex, this  
3 meeting has never happened before.

4 So when -- when we had a jump of nine  
5 points in our graduation rate, I can tell you that the  
6 principal, Jason Weyman (ph) can say, it was these 18  
7 kids. He knows exactly which kids it was that got the  
8 jump, because they focused on them from September on.  
9 And it was with integrity. These kids were not held to a  
10 lower standard; they were held to a very high standard,  
11 but they were given the support. So that's the answer,  
12 is -- is that, you know what? There's a focus right now  
13 on helping kids through it.

14 Now, a lot of our focus right now  
15 instructionally and curricularly, is at the elementary  
16 school. Because that's where -- that's where we're gonna  
17 see the -- the huge change. But we wanted quick wins,  
18 and quick wins are -- give kids the reason to stay,  
19 rather than the reason to drop out and quit.

20 MS. GOFF: Have you all had one of the --  
21 as part of counselor core, so that the institute -- or,  
22 institution in -- initiation of ICAP, for example, or if  
23 you use an (indiscernible) or some sort of college career  
24 planning tool, if you've been able to --

25 MR. CARTER: Absolutely. One of the --



1 one of the great assets we have is a career pathways  
2 program at the high school, so all of our students are on  
3 ICAP and they get yearly, almost monthly updates on how  
4 things are going in progress. So we're -- we're seeing  
5 that as being a real great tool to show kids the path  
6 forward. Absolutely.

7 MS. GOFF: Is the -- is the community  
8 aware of that? Are the -- are the folks parents and  
9 community members, I'm thinking, tie-ins for partnership  
10 for internships, and then keep the -- the community and  
11 the career interest building and growing and --

12 MR. CARTER: We can grow that.

13 MS. GOFF: If everybody is --

14 MR. CARTER: We can grow that.

15 MS. GOFF: You're working on developing  
16 all of that --

17 MR. CARTER: Yeah, we are working on  
18 developing that. But you know, one of our things that we  
19 didn't -- we haven't done well -- is toot our own horns.  
20 Show the people the programs, the good news that's coming  
21 out of schools. There's a lot of that. So it would be a  
22 good idea to engage with our local industry, and our  
23 local businesses in healthcare and say, how can we get  
24 some students into your offices and spend some time here  
25 in that sophomore/junior year, so they can really have a



1 vision for the future?

2 CHAIRMAN LUNDEEN: Deb?

3 MS. SCHEFFEL: I just want to thank you  
4 for your leadership. It sounds like you're doing all the  
5 right things and we -- we are behind you, wanting you to  
6 do very well. Thanks for everything.

7 MR. LANIER: I appreciate it.

8 CHAIRMAN LUNDEEN: Thank you very much,  
9 Mr. Carter and Mr. Lanier. I guess I've got, you know, a  
10 half hours' worth of questions and conversation here, but  
11 we're pinched by time. So thank you for your time. And  
12 I want to come back, and it's been a theme that we've  
13 heard multiple times, I will just kind of reinforce on  
14 this cultural questions. The -- the change in the  
15 culture, which you've been very intentional about on some  
16 important things -- honoring educators, and being  
17 present, those sorts of things are interesting.

18 This bigger issue of engaging the  
19 community on the question of valuing completion of a high  
20 quality education -- as opposed to just engaging the  
21 community to raise money through an MLO or something of  
22 that nature, I think that's potentially an enormous  
23 challenge likely before you. And it's not like painting  
24 a room. I mean, that's the big challenge in this. But I  
25 think there's been a theme of that that's been very



1 interesting and to the extent you can be influential and  
2 have a positive impact on that, and maybe the keys to the  
3 root of the issues that you're dealing with. Just an  
4 observation.

5 MR. CARTER: I agree. And you know, one  
6 of the things that you can tell by my presentation, I'm -  
7 - I'm pretty good at talking. I need to get better at  
8 listening. We've got -- God gave me two ears, right, and  
9 one mouth --

10 (indiscernible - multiple speakers)

11 CHAIRMAN LUNDEEN: My grandma always told  
12 me that.

13 MR. CARTER: But we need to go out to our  
14 community and listen a lot more when we're engaging with  
15 them. It's not just us telling them what they need to  
16 hear. But listening to what they want us to hear, and  
17 start developing the education so that it's truly --  
18 we're -- we're working at it together, to fill the needs  
19 of -- of that region. And I'm a newcomer, so I'm going  
20 to get better at listening.

21 CHAIRMAN LUNDEEN: Well, thank you very  
22 much for being here.

23 MS. NEAL: Thank you both.

24 MR. LANIER: Thanks for having us.

25 MS. NEAL: Appreciate it.





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1                                   CHAIRMAN LUNDEEN: We'll take about a five  
2       minute break, and come back to the next group.

3                   (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 April, 2019.

/s/ Kimberly C. McCright  
Kimberly C. McCright  
Certified Vendor and Notary Public

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