

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
COMMUNITY INPUT HEARING

July 16, 2019

1:30 p.m.

UNM-Los Alamos Campus
Student Center, Building 2, Upper Level
4000 University Drive
Los Alamos, New Mexico

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(2531N) SMH

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1 A P P E A R A N C E S
2 COMMISSIONERS:
3 MS. PATRICIA GIPSON, Chair
4 MS. TRISH RUIZ, Vice Chair
5 MS. KARYL ANN ARMBRUSTER, Secretary
6 MR. TIM CRONE
7 MR. R. CARLOS CABALLERO
8 MR. DAVID ROBBINS
9 MS. GLENNA VOIGT
10 MS. M. SONIA RAFTERY

11 I N D E X
12 CALL TO ORDER 3
13 ROLL CALL 3
14 COMMUNITY INPUT HEARING FOR POLARIS 6
15 RECESS 104
16 REPORTER'S CERTIFICATE 105
17 A T T A C H M E N T S
18 SIGN-IN SHEETS

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1 COMMISSIONER ARMBRUSTER: Commissioner
2 Cabellero is not here.
3 Commissioner Robbins.
4 COMMISSIONER ROBBINS: Present.
5 COMMISSIONER ARMBRUSTER: Commissioner
6 Chavez is not here. Commissioner Davis is not here.
7 Commissioner Voigt.
8 COMMISSIONER VOIGT: Here.
9 COMMISSIONER ARMBRUSTER: Commissioner
10 Raftery.
11 COMMISSIONER RAFTERY: Here.
12 COMMISSIONER ARMBRUSTER: Commissioner
13 Ruiz.
14 COMMISSIONER RUIZ: Present.
15 COMMISSIONER ARMBRUSTER: Commissioner
16 Armbruster is here.
17 CHAIR GIPSON: Thank you very much.
18 COMMISSIONER ARMBRUSTER: There are seven.
19 Thank you.
20 CHAIR GIPSON: I was a high school teacher.
21 I think you're going to be able to hear me, I hope.
22 Good afternoon, everyone, and thank you-all for
23 coming. We appreciate -- it's not staying on.
24 Sorry. I don't know if it's because I'm pulling it.
25 COMMISSIONER ARMBRUSTER: Ours is blinking.

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1 CHAIR GIPSON: Good afternoon, everyone.
2 And I'm just going to send out one more reminder. If
3 you wish to speak during the public input, if you
4 would please sign up and also indicate whether you
5 are speaking in support or not in support because we
6 do divide the time out as evenly as we can. We are
7 going to close that sign-up five minutes before the
8 public input begins so that we can gather all the
9 names and figure out how much time is left. And as I
10 go through the introduction, you can figure out what
11 that time is in the course of this hearing.
12 And anyone who does not wish to speak, we
13 are also asking people to sign in because we do
14 collect the summation of the community participation
15 at the hearing. So thank you very much.
16 Commissioner Armbruster will do roll call,
17 and then we'll do brief introductions of the
18 Commissioners so everybody knows who we all are, and
19 then we can begin.
20 COMMISSIONER ARMBRUSTER: Commissioner
21 Gipson.
22 CHAIR GIPSON: Here.
23 COMMISSIONER ARMBRUSTER: Commissioner
24 Crone.
25 COMMISSIONER CRONE: Here.

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1 CHAIR GIPSON: Once again, I would like to
2 thank you-all for coming. We appreciate all the time
3 and effort and energies everyone has put into this
4 process so far, and we look forward to hearing from
5 the school and hearing from the community today. I
6 am Pattie Gipson, and I currently chair the
7 Commission. I'm from District 7, which is in Dona
8 Ana.
9 COMMISSIONER RUIZ: Good afternoon. My
10 name is Trish Ruiz. I am your Commissioner for
11 District 9, which is the right-hand side of the
12 state, and I hail from Hobbs, New Mexico. Welcome.
13 COMMISSIONER VOIGT: Hello. My name is
14 Glenna Voigt, and I'm serving for District 3, which
15 is greater Albuquerque.
16 COMMISSIONER ROBBINS: David Robbins,
17 District 2 in Albuquerque, which is east Albuquerque.
18 COMMISSIONER CRONE: I'm Tim Crone, and I'm
19 from District 10, which is Taos, Rio Arriba, and
20 Santa Fe Counties.
21 COMMISSIONER ARMBRUSTER: And I'm Karyl Ann
22 Armbruster. I am District 4. This is Los Alamos,
23 Corrales, Placitas, Rio Rancho, part of Albuquerque,
24 Jemez, and someplace else I forgot.
25 COMMISSIONER RAFTERY: And I'm Sonia

1 Raftery. I'm District 8. I go from, let's see, San
2 Miguel all the way down to Otero, and I live in
3 Roswell.

4 CHAIR GIPSON: So thank you very much. So
5 this meeting is being conducted pursuant to New
6 Mexico Statutes Annotated, Title 22, Section 8B-6J
7 2009.

8 The purpose of this Community Input Hearing
9 that will be held on July 16, 2019, is to obtain
10 information from the applicants and to receive
11 community input to assist the Public Education
12 Commission in its decision whether to grant the
13 proposed charter application. According to this
14 section of the law, the Commission may appoint a
15 subcommittee of no fewer than three members to hold a
16 public hearing. According to law, these hearings are
17 being transcribed by a professional court reporter.

18 The total time allocated to each
19 application is 90 minutes which will be timed to
20 ensure an equitable opportunity to present
21 applications. During the hearing, the Commission
22 will allow for community input about the charter
23 application. The time for public comments will be
24 limited to 20 minutes. If you wish to speak
25 regarding the application, please sign in at least 15

1 minutes before the applicant's presentation. Please
2 be sure that you indicate on the sign-up sign whether
3 you're in opposition or support of the charter
4 school.

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

12 The Commission will follow the process,
13 this process for each community input hearing. The
14 Commission will ask each applicant or group to
15 present at the table in front. They will be given 20
16 minutes to present their application in the manner
17 they deem appropriate. The Commission will not
18 accept any written documentation from the applicant,
19 but the applicant may use exhibits to describe their
20 school, if necessary. However, the setup time for
21 exhibits, et cetera, will be included in the 20
22 minutes.

23 Following the applicant's presentation, the
24 school district representatives, which include the
25 superintendent, administrators, and board members,

1 will be given 10 minutes to comment. Subsequently,
2 the Commission will allow 20 minutes for public
3 comment as described above.

4 Finally, the Commission will be given --
5 and that's a questionable 40 minutes. We reserve
6 basically open time for our questions, to ask
7 questions, but we try to keep it within a reasonable
8 time frame. We're not trying to wear you down here.

9 So are the Commissioners ready to begin?

10 COMMISSIONER RAFTERY: Yes.

11 CHAIR GIPSON: So I will --

12 MS. WOERNER: Madam Chair, we have a
13 problem in the parking lot.

14 (A discussion was held off the record.)

15 CHAIR GIPSON: So all the representatives
16 from Polaris are here. So I'm going to ask you for
17 the record to please state the name of your school,
18 the names of the founders of the school, and any
19 other person who is here today on behalf of your
20 school. And after that, your 20 minutes will begin.

21 MR. HARGRAVES: Bill Hargraves with Polaris
22 School. And I just need to disclose that I'm a
23 member of the Los Alamos District School Board, and
24 so as a conflict of interest and precaution, I need
25 you to understand I'm not here to speak for the

1 school board, and I don't represent the school board
2 in my statements today. I represent my role as a
3 member of the Polaris school. Thank you.

4 MS. MARTINEAU: Polaris Charter School,
5 that's the name. Liz Martineau, and I'm a founder.

6 MR. GIBSON: I'm Robert Gibson. I'm a
7 potential board member. Gibson is spelled
8 differently, with a "B".

9 MR. JOHNSON: I am Scott Johnson. I'm a
10 Polaris founding team member.

11 MS. BARTLETT-GAUNT: Amy Bartlett-Gaunt,
12 and I'm a Polaris founding team member as well.

13 MS. WILLMAN-KOZIMOR: I'm Branden
14 Willman-Kozimor. I'm also a Polaris founding team
15 member.

16 MR. HOLMES: My name is Kenneth Holmes, and
17 I am a proposed board member.

18 MS. MARTINEAU: Good afternoon, Madam Chair
19 and Commissioners. My name is Liz Martineau. And as
20 someone who really cares deeply about education, I'm
21 really encouraged by the number of people that took
22 time out to show up today. And even if we have
23 different perspectives, it tells me that you care
24 about education. And as a lifelong educator, I
25 really appreciate that. So thank you, everyone, for

<p style="text-align: right;">Page 10</p> <p>1 showing up.</p> <p>2 Each person on this founding team and our</p> <p>3 prospective board is part of the Los Alamos</p> <p>4 community. This grass roots effort has been a very</p> <p>5 long journey. It started about four years ago when</p> <p>6 Los Alamos Schools applied for a grant to re-imagine</p> <p>7 our public schools. While we didn't receive the</p> <p>8 grant, we were finalists in the whole process. But</p> <p>9 more importantly than receiving the money, it made</p> <p>10 our community really think deeply about education,</p> <p>11 and we were inspired by the grant and decided to use</p> <p>12 those ideas to start a new school. This team was</p> <p>13 formed in 2017 to make that dream a reality.</p> <p>14 Because we're deeply committed to public</p> <p>15 education and equal access for all students</p> <p>16 regardless of their financial situation or their</p> <p>17 academic achievement, we decided that a public</p> <p>18 charter school, not a private school, was the way to</p> <p>19 go. Data tells us that many of Los Alamos students</p> <p>20 struggle with depression, stress and anxiety, and</p> <p>21 research tells us that social emotional skills and</p> <p>22 student engagement increase academic achievement. So</p> <p>23 both of these are important parts of our mission.</p> <p>24 Why a middle school? This is a critical</p> <p>25 time for student development. In Los Alamos,</p>	<p style="text-align: right;">Page 12</p> <p>1 should reflect that diversity as well. Polaris</p> <p>2 Charter School's mission is to engage students in the</p> <p>3 community, environment, history, and culture of</p> <p>4 Northern New Mexico through personalized hands-on</p> <p>5 learning experiences that strengthen and support</p> <p>6 student well-being and intellectual growth.</p> <p>7 Our proposal does not add additional</p> <p>8 programs. Instead, it weaves social emotional</p> <p>9 learning, active community engagement, and academic</p> <p>10 learning in every part of the education plan, the</p> <p>11 curriculum, the instruction, the behavior</p> <p>12 expectations, and even the daily schedule. Every day</p> <p>13 begins with advisory time which helps students focus</p> <p>14 for the day, set goals, and solve problems together.</p> <p>15 The rest of the morning is divided into two large</p> <p>16 blocks of time, language and math. These blocks of</p> <p>17 times will allow students to focus on individual</p> <p>18 mastery of skills and provide time for small group</p> <p>19 instruction.</p> <p>20 The afternoons are dedicated to integrated</p> <p>21 projects when students apply those skills in science,</p> <p>22 social studies, and the arts. Polaris will use a</p> <p>23 place-based framework that leverages the local</p> <p>24 community and our beautiful Northern New Mexico</p> <p>25 landscape as a framework for learning. The</p>
<p style="text-align: right;">Page 11</p> <p>1 students go from five small elementary schools into</p> <p>2 one large middle school. And while this may work for</p> <p>3 many students, we know that some students feel really</p> <p>4 overwhelmed, inadequate, and invisible. Polaris aims</p> <p>5 to help Los Alamos Public School District by</p> <p>6 supporting students who learn best in a smaller</p> <p>7 setting and through active hands-on projects where</p> <p>8 they can have a voice in their education. We aim to</p> <p>9 provide students with the skills to become agents of</p> <p>10 their own learning.</p> <p>11 Some people say that we're taking money</p> <p>12 away from the public schools, but I want to stress</p> <p>13 that we are a public school, and we have to follow</p> <p>14 the same rules, testing requirements, and funding</p> <p>15 formula. Public education funding belongs to each</p> <p>16 student, and schools have a responsibility to design</p> <p>17 learning opportunities that work best for them. Los</p> <p>18 Alamos has a number of students who decide to attend</p> <p>19 our schools, but they live elsewhere and funding</p> <p>20 follows those students. Like our district school,</p> <p>21 Polaris will provide another option for students and</p> <p>22 families who believe that this school will support</p> <p>23 the needs of their students.</p> <p>24 Our students have diverse needs and</p> <p>25 learning styles, and we believe that public schools</p>	<p style="text-align: right;">Page 13</p> <p>1 place-based model uses projects, student mastery,</p> <p>2 personalized learning, and social emotional habits of</p> <p>3 success to focus the curriculum, instruction, and</p> <p>4 school decisions. We want to focus actively -- on</p> <p>5 actively engaging students to build skills,</p> <p>6 confidence, and voice locally, regionally, and then</p> <p>7 expand to solve global problems. Our team has</p> <p>8 already joined the Place Network, which is a</p> <p>9 community of schools in multiple states who are using</p> <p>10 this same framework successfully.</p> <p>11 This community support will help us as we</p> <p>12 move forward. Will it be easy? No. But I really</p> <p>13 believe that just because something is difficult</p> <p>14 doesn't mean it shouldn't be done. Our Los Alamos</p> <p>15 community is innovative, and we are ready for a</p> <p>16 change in public education. We are dedicated to do</p> <p>17 everything that we can to ensure that Polaris</p> <p>18 students are successful and this school is a model</p> <p>19 for innovation in education around the state.</p> <p>20 MR. HARGRAVES: Madam Chair and</p> <p>21 Commissioners, thank you. I'll quickly, and at a</p> <p>22 very high level, I want to explain our proposed</p> <p>23 governing board, its positions to support the success</p> <p>24 of the Polaris mission primarily, focused on opening</p> <p>25 the school on time, and ensuring the school continues</p>

1 to operate into the future. Please understand, and I
2 think you'll see as you question us later, that every
3 team member we have is focused on the mission, and
4 every team member we have understands the need for
5 our school.

6 First, I'll say the basis of any public
7 body must be clear to the public it serves, and we
8 take that seriously, and we understand the public
9 that we serve. This begins with the Polaris
10 governing board's bylaws which define the
11 organization and function of the governing board,
12 thereby enabling the board to operate smoothly,
13 effectively, and with mindful purpose focused on the
14 Polaris School Mission.

15 Next, the board policies and strategic
16 planning carries that expectation for the academic
17 leader and educational staff. The result of this is
18 a new school culture. That's very important in Los
19 Alamos, a new school culture. During the planning
20 year, the governing board will be active in several
21 ways to ensure Polaris opens on time and to support
22 the academic leader.

23 The governing board will hire an academic
24 leader, a capable, excellent, supporter of our
25 mission. The standing committees that the bylaws

1 in this council and our very large community network
2 of supporters will be tapped to work with the
3 governing board committee during the opening year.

4 The members of the advisory council are
5 skilled in real estate, facility management, child
6 psychology, law, and education. Annually the board
7 will evaluate the academic leader and conduct a board
8 self-evaluation. These processes will identify
9 successes and areas for improvement which will be
10 folded into the strategic planning for the next
11 operating year.

12 MR. GIBSON: While Polaris is focused on
13 our educational mission and students, we recognize
14 that there are many practical aspects to starting and
15 running a charter school. The folks you see here and
16 other potential board members are all hard workers
17 dedicated to our mission. There will be challenges
18 certainly. We are each seasoned problem solvers in
19 our own right, and now have several years' experience
20 developing as a team just to propose this
21 undertaking.

22 We will need a space. This, too, is a
23 challenge in a small town. We have multiple
24 possibilities, none of them perfect, and contingency
25 plans. A small school may be better for its

1 establish, governance, finance, academic achievement,
2 will be formed immediately to plan and execute
3 training, help prepare a budget for the opening first
4 year of the first operating year, and tackle other
5 activities as necessary during the planning year.
6 These committees will work closely with the academic
7 leader and not stray into school operation aspects of
8 the opening year.

9 Additionally, a facilities committee will
10 be set up to conduct large parts of the work to
11 locate, prepare, and open a school building.
12 Additionally, an enrollment committee will command
13 and executive activities to promote the school and
14 ensure expected first year enrollment meets or
15 exceeds our projection. EdTec, which is a financial
16 back-end provider, has been engaged to provide
17 back-end financial support, and they will work with
18 us closely during the planning year to make sure that
19 we're able to submit a first-year budget that meets
20 our needs and the PED's needs section.

21 We also have an advisory council which is
22 removed from the board. They're not a voting
23 council. They were folks that were interested in
24 being on our board, but didn't feel like they had the
25 time, so we formed an advisory council. Membership

1 students, but offers little economy of scale for
2 operations. It will require diligent financial
3 management. Our proposed budget is not only
4 balanced, as it must be, but shows development of a
5 significant operating reserve by the end of the
6 second operating year, which gives us cushion and
7 flexibility.

8 This group is confident that we can start
9 and operate this school at the level this demanding
10 community expects. Thank you.

11 MR. HARGRAVES: May we quickly introduce
12 each of the members?

13 CHAIR GIPSON: It's your time.

14 MR. HARGRAVES: I'm Bill Hargraves. I'm
15 retired from the laboratory after 22 years there.
16 I'm trained as an aerospace engineer, have held
17 multiple jobs, including working for the Central
18 Intelligence Agency, the New Mexico Air Quality
19 Bureau, and in the private sector.

20 As I said before, I've been on the school
21 board for five years, I'm in my fifth year, but
22 again, not representing the school board today. I
23 have two daughters that graduated from Los Alamos
24 High School. I also own a farm business in Rio
25 Arriba County, and I reside in Los Alamos. Thank

1 you.

2 MS. MARTINEAU: Elizabeth Martineau. I
3 have 16 years of experience in public and private
4 education in elementary and middle school. I was a
5 case manager for gifted and talented students, and
6 I'm certified to teach art. I have 12 years in
7 informal education where I trained teachers in math
8 and science education, I have a master's degree in
9 instructional leadership, I've served on numerous
10 boards in the community, including the Los Alamos
11 Public Schools' Foundation, and I'm currently the
12 executive director of the Los Alamos Historical
13 Society.

14 MR. GIBSON: Thank you. I'm Robert Gibson,
15 a potential board member. I'm a semi-retired
16 physicist engineer and technical manager. Since the
17 early '90s, I've been active in the civic life of Los
18 Alamos. I've been elected twice for a governing
19 body, the County Council, and I have been appointed
20 to numerous local policy making and advisory bodies.
21 At the state level, I was active for many years in
22 the Municipal League, and I have worked as an analyst
23 for four recent sessions in the State Legislature. I
24 know our community, and I understand public bodies,
25 their processes, budgets, and responsibilities. And

1 to the middle school that exists in the district, but
2 I believe that we have all seen that there are just
3 some children that don't -- aren't high performing
4 for various reasons. And the reason we're trying to
5 meet now is the direct realtime relevance that some
6 of these children need to see in order to participate
7 in their own education.

8 MS. WILLMAN-KOZIMOR: Again, I'm Branden
9 Willman-Kozimor. My background is I have a master's
10 degree in public administration with an emphasis in
11 nonprofit management. I have worked with and helped
12 found several nonprofit organizations, and I have had
13 several years of experience in informal place-based
14 education. Currently, I'm a teacher with Los Alamos
15 Public Schools and a proud mama of two LAPS students.
16 Thank you.

17 MR. HOLMES: I'm Kenneth Holmes, and I'm a
18 proposed board member. I have 30 years experience in
19 K-12 education. I have worked with project-based
20 learning and with environmental education. I've also
21 worked with nonprofits. I've worked with educational
22 budgets. I have been an instructor with UNM.

23 And I became involved with this process in
24 looking for an alternative to meet all the needs of
25 our students in the beginning with the XQ Grant

1 I look forward to helping this new public institution
2 get up and running. Thank you.

3 MR. JOHNSON: My name Scott Johnson. I
4 teach first graders. I've taught for the district
5 for 22 years. I've taught third, second,
6 kindergarteners, and now first graders. I was the
7 2008 District Teacher of the Year, and this past year
8 I was the winner of Excellence in Education Award.
9 And I'm also a trained facilitator for restorative
10 justice circles, also trained in programs that help
11 at-risk youth. And I've also been a member of the
12 Los Alamos Schools Credit Union supervisory
13 committee, and they oversee the audit and financial
14 well-being of the credit union. And I'm here because
15 I feel like there needs to be an option for students
16 in Los Alamos and the surrounding area in the middle
17 school years.

18 MS. BARTLETT-GAUNT: Again, I'm Amy
19 Bartlett-Gaunt. I have lived in Los Alamos since
20 2001, and I'm currently raising two children myself
21 here in Los Alamos. I have been working at the
22 middle school in Los Alamos since 2003. And I want
23 to take the opportunity to say, if I'm coming out,
24 that all of my colleagues at the middle school are
25 very dedicated, hard workers. So this is no affront

1 proposal, and also, I continued it with coffee
2 conversations. And in our conversations, I met so
3 many people that everyone said if they didn't have a
4 child or they knew one, they knew someone who could
5 have used a school like this. And I am just so proud
6 of the founders that took the ball in making the
7 proposal and all the hard work that has brought us
8 here today.

9 MR. GIBSON: This is our team. That
10 concludes our presentation. We'll concede the time
11 back to you, and we look forward to hearing what our
12 community has to say about this.

13 CHAIR GIPSON: Thank you very much. I'm
14 going to have to ask you to step back for a few
15 minutes because there is someone from the school
16 district that's here. So I'm going to ask Los Alamos
17 School District to come forward now.

18 COMMISSIONER ARMBRUSTER: Don't go far
19 away.

20 CHAIR GIPSON: While this is happening, I
21 would also like to recognize and welcome Commissioner
22 Cabellero who has joined us.

23 So I will remind the school district that
24 they have 10 minutes. And if you're ready, let us
25 know, and we'll begin the timing when you let us know

<p style="text-align: right;">Page 22</p> <p>1 you're ready. 2 UNIDENTIFIED SPEAKER: We're ready, Madam 3 Chair. 4 CHAIR GIPSON: Okay. Thank you very much. 5 I'll simply remind you to state your name for the 6 record. 7 MS. McCUMBER: My name is Jenny McCumber. 8 I'm a member of the school board from Los Alamos 9 Public Schools. I'm here to very briefly discuss a 10 procedural issue, and so I'm hoping to do that in 11 about a minute and a half, and then I will let 12 Dr. Steinhaus represent the district. 13 I'm only speaking as to a procedural issue. 14 As a member of the school board, I am concerned about 15 the conflict of interest Mr. Hargraves mentioned that 16 he was also a member of the current school board, and 17 this came up in a meeting on November 14, 2017. We 18 discussed it as a school board as an agenda item. We 19 also received legal advice from Cuddy, McCarthy in 20 Santa Fe, one of our law firms that gives us legal 21 advice. And while Mr. Hargraves was free as a 22 citizen to work on the organizing of Polaris Charter 23 School, as an applicant and as a governing board 24 member, I think that there is a conflict of interest, 25 and I wanted to let the Commissioners know that and</p>	<p style="text-align: right;">Page 24</p> <p>1 Council, welcome to Los Alamos. We're glad you're 2 here. Thank you for taking time to come to our 3 beautiful community. This is a very special place, 4 and you've got a really important decision in front 5 of you. So part of what I'm going to try to do is 6 share a little bit about Los Alamos. This brief 7 presentation -- you've got paper copies in front of 8 you -- is designed to help you make an informed 9 decision. And up in the top right-hand corner it 10 says, "Working Draft" because this has not been 11 discussed by the school board. There's a school 12 board meeting tonight, and I think within your 13 three-day window, which is really good, we may be 14 sending you some additional feedback. 15 Here's what I'd like to talk about, these 16 seven items. On this slide, these are the seven 17 areas I want to cover within our time limit, but the 18 most important on this slide is that I want you to 19 know as a Commission, and also everybody in the 20 audience, here's our overarching approach with 21 Polaris Charter School. We will first focus on what 22 is very best for students in Los Alamos and 23 surrounding communities. There will be full 24 cooperation, and there will be good communication. 25 And the reason why I think that's important to put</p>
<p style="text-align: right;">Page 23</p> <p>1 be aware. 2 Part of the issue is that as a Commission, 3 of course, you want to make the best decision of 4 what's in the best interest of the students of Los 5 Alamos, and you're expecting the school district to 6 give you objective feedback about that. But when the 7 superintendent of the school district is supervised 8 by one of the applicants of the charter school, that 9 presents a problem in giving objective feedback to 10 you. 11 And so what I would urge is that you would 12 delay your decision, you would resolve the issue of 13 the conflict, and then allow LAPS to give objective 14 feedback and have a time period for that. Thank you. 15 CHAIR GIPSON: Could you just stop the 16 timing for a second? We have no statutory authority 17 to delay our decision. We are obligated by the 18 statute to make a decision by September 1. So we do 19 not have any way to do that, just so that you know. 20 I'm not engaging in a conversation about this now. 21 I'm just making you aware of the fact that we have to 22 abide by the statute, and our decision has to be made 23 by September 1. 24 MS. McCUMBER: Okay. 25 DR. STEINHAUS: Madam Chair, Members of the</p>	<p style="text-align: right;">Page 25</p> <p>1 out there is that's not true with other charter 2 schools around the state. I've been involved in 3 many, many charter schools across the state. 4 And I also want to say that everybody 5 that's in front of you that's on the Polaris 6 committee I know, I've worked with, Amy's algebra 7 class, I've been a substitute in her class. So 8 that's what being a small town is. We all know each 9 other really well. 10 This next slide is something I was looking 11 for when I read the application, and I was listening 12 for when the presentation came up, and the word 13 student was never mentioned, and the reference to 14 what is so special about sixth, seventh, and eighth 15 graders was never mentioned. I was a music teacher 16 when I was a middle school teacher. And so my quote 17 up there, what just came out of that trumpet is this 18 is my attempt at humor with a sixth grader, seventh 19 grader, some days what comes out of that trumpet is 20 beautiful music, but other days, oh, my goodness. 21 It's a sound only a mom and dad would love. So it's 22 a very important stage in a child's life. And the 23 reminder at the bottom of the box is you are charged 24 as a Commission to make a really important decision 25 about a student in a very vulnerable time in their</p>

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1 life.

2 Next slide. This is particularly for
3 Commission members of PED's staff. You're color
4 green on this. Everybody else is blue or purple.
5 And the reason why you're color green is I spent
6 many, many hours in the Public Education Department.
7 In fact, I worked there for 14 and a half years and
8 the Legislature. And one thing that I do know is
9 there's a lot of misconceptions about Los Alamos.
10 And so I want you really to be careful about your
11 decision and not base it on misconception.

12 I'll give you an example. People talk
13 about Los Alamos as this place where the kids are all
14 math and science majors. That is not true. We have
15 some of the strongest dance, art, music programs you
16 will find anywhere in New Mexico, and we are very
17 proud of those. And the other circles that are on
18 there are really important in setting the context.
19 And if you'll notice, I put neighboring communities
20 because when I read the application, it did say that
21 some of the membership for Polaris is supposed to
22 come out of the neighboring communities.

23 This slide is very, very important. All of
24 us in this room are faced and presented with a really
25 challenging system. And Madam Chair, you just

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1 used to be a school. And according to this state
2 finance rule, you, the charter school, can require us
3 to evict that early childhood center -- it's in the
4 statute -- and put the charter school in there. And
5 that just scares me beyond regard.

6 The other inherent tension is the school
7 board is required in law to be a public body, to
8 notice everything they do, to publish 72 hours ahead
9 of time. Polaris Charter School does not have that
10 requirement. And many of us, including me, in this
11 room knew there was a group meeting. We had no idea.
12 We weren't invited to the meetings, we weren't
13 included, they didn't come talk to us. There's been
14 one public meeting about this. And we were really
15 worried about secret meetings going on that will
16 impact the success of our students.

17 The last item, Ms. Martineau mentioned this
18 to me, and I didn't even think about it on Saturday,
19 the State requires Polaris to do an enrollment
20 lottery. And Polaris wants to focus on a certain
21 population of students, and the lottery doesn't allow
22 them to do that. There is one exception in New
23 Mexico with the School for the Arts where they're
24 allowed to require an audition.

25 Community feedback. So from the chair I

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1 mentioned you have a statutory requirement to make a
2 decision. You have no choice. Let me cover three
3 things that are really challenging for all of us.
4 Charter authority can either be a local school board
5 or PEC. And I worry about a body that comes into Los
6 Alamos, spends two and a half, three hours here, and
7 that's it. You've got one member that knows our town
8 really well, Karyl Ann Armbruster. You're going to
9 make a decision that's going to impact our whole
10 town. I'm really worried about that. I don't think
11 it's enough time, and I don't think the system that's
12 in place set up by the Legislature is fair to our
13 kids. That's why I'm here to talk about our kids.

14 No. 2, all across the state, there's
15 inherent tension between charter schools and other
16 schools. It has to do with resources, facilities,
17 education, federal programs. One I just learned
18 about yesterday has to do with a requirement from the
19 State Finance Committee that says they require school
20 districts -- and I've got the statute, if you want
21 it, Madam Chair -- they require school districts to
22 give up facilities, if they have them.

23 And we have two facilities here. One of
24 them I was at this morning. It's called Little
25 Forest. And it is an early childhood center that

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1 sit in, in this very short amount of time between
2 when the application was put in public, I've gotten
3 feedback from the public, and I think, as a
4 Commission, you ought to hear it. It's bimodal. So
5 the people that talked to me are really angry and
6 frustrated and opposed, or they're really happy about
7 the charter school. And the more we look into it,
8 the more questions we get.

9 And Amy Bartlett-Gaunt said this. I think
10 there's confusion out there that this is an
11 indictment of our middle school teachers. And I want
12 you to know that they are some of the most dedicated
13 outstanding teachers you'll find anywhere in New
14 Mexico. The state test data just came out yesterday,
15 and I looked at the mid school test data, and it's
16 pretty incredible. They are way above -- Los Alamos
17 Middle School is way above in math and English
18 language arts in the state.

19 The other thing -- this came from
20 Mr. Hargraves -- he said there's a big difference
21 between the application -- and that's the checked in
22 box for PEC -- and actually running the school. So
23 actually what we're going to do to run the school is
24 much different than the application, and that makes
25 all of us wonder what actually is the school going to

1 be if there's a big difference?

2 The other question I've gotten quite a bit
3 is, see where it says example, Los Alamos school of
4 choice. So at the high school, if you're a student
5 kind of described by the Polaris group as struggling
6 and wanting a different choice, right in the middle
7 of Los Alamos High School you get to --

8 CHAIR GIPSON: Thank you.

9 DR. STEINHAUS: Thank you.

10 CHAIR GIPSON: We will now hear public
11 comment from the community of Los Alamos, and there
12 are eight people who have signed up. So that divides
13 into two minutes and 30 seconds for each person. You
14 are not obligated to use all your time, but you
15 are -- each person will be allotted two minutes and
16 30 seconds.

17 And the first person that has signed up is
18 John Pawlak.

19 MR. PAWLAK: Madam Chair and --

20 CHAIR GIPSON: Before you begin, if you
21 could please state your name and spell your last
22 name.

23 MR. PAWLAK: John P-a-w-l-a-k. Here in our
24 world, we have standardized curriculum, standardized
25 books, standardized tests, standardized performance

1 The next person is Bernadette Lauritden.

2 MS. LAURITDEN: B-e-r-n-a-d-e-t-t-e,
3 L-a-u-r-i-t-d-e-n. My name is Bernadette Lauritden.
4 I'm the executive director of an organization called
5 Champions of Youth Ambitions. I'm also the executive
6 director of both the Los Alamos and White Rock Senior
7 Centers where we have over 350 volunteers. And I
8 have three beautiful graduates of Los Alamos Public
9 Schools, and thank the many educators in this room on
10 both sides of the issue.

11 I used to be against charter schools
12 because I felt it diminished the current facilities.
13 I see things differently now. I feel this community
14 is ready for change, and we need to reignite the
15 passion in students where the light has been
16 extinguished. I think we need a school system where
17 not just the administrators make decisions, but all
18 students and staff are involved in problem solving,
19 and I've been assured of this through the Polaris
20 school. I believe they embrace the Search
21 Institute's 40 developmental assets, and that will
22 ensure success.

23 Staff see children many hours a day, and
24 when we embrace their feedback, we honor the wisdom
25 in the building. I feel Polaris is greatly needed as

1 requirements, all very rigorous. Of course,
2 standards are needed, but standardized teaching
3 doesn't capitalize on learners' differences,
4 out-of-the-box thinking, or individual qualities,
5 talents, and passions of our students. In short, to
6 effect a rigorous teacher environment, it will often
7 result in rigor mortis. So why do we teach the way
8 we do? Why do we have a specified school year and
9 classroom teaching of math, language, science,
10 history, nice parallel rows, desks?

11 127 years ago, a committee of 10, 10 guys
12 got together and decided how public education should
13 be standardized, how should we do things. And this
14 standard curriculum was put together to prepare our
15 students for the challenges of the future, the future
16 being the early 1900s. Your outline of education has
17 virtually made no change thus far over a century.

18 127 years of meeting the challenges of the
19 early 1900s. After 127 years, I personally think we
20 need a chance to do better. I think our students
21 deserve a chance to get better, to be given better,
22 and I believe Polaris is that chance for this
23 community. So I wholeheartedly and passionately
24 support it. Thank you.

25 CHAIR GIPSON: Thank you.

1 a new school culture for students, parents, and staff
2 to succeed. I also hope I speak for those who feel
3 that they cannot do so for themselves. I am in
4 support of Polaris school.

5 CHAIR GIPSON: Thank you.

6 The next is Michelle Altherr.

7 MS. ALTHERR: Hi, I'm Michelle Altherr,
8 A-l-t-h-e-r-r. I would like to introduce myself. I
9 have lived in Los Alamos for 25 years. I have two
10 children who attended their full education experience
11 here and graduated, and they do quite well in the
12 world thanks to the Los Alamos Public Schools.

13 I'm also an educator and currently an
14 administrator, so my bosses are here, and I have
15 enjoyed that time I've been working in education
16 almost the whole time I've lived here. I was a
17 member of the XQ Super School Grant team, as
18 Ms. Martineau said is very successful in a national
19 competition. We were very excited to get to the last
20 50 applicants for a well-to-do school district. As
21 part of that team, I had the opportunity to go to
22 High Tech High, a conference there -- it's called an
23 unconference -- in San Diego, and got to see what
24 they do there. And what struck me -- I know it was a
25 student center, but what struck me was how empowered

<p style="text-align: right;">Page 34</p> <p>1 the teachers were, and they literally ran the school. 2 I am a founder of the Pajarito 3 Environmental Education, and I worked on that board 4 for 15 years, and I also was a member of this Polaris 5 team until about a year ago. I've been on the Parks 6 & Rec Board, and I'm on the leadership of Los Alamos 7 Graduate. I summarized my background because I know 8 this community, and I know children, and I understand 9 the educational system, and I feel like Polaris is a 10 great fit for our school district. 11 It is child centered. It's using 12 competency-based learning and personalized learning. 13 It's teacher inspired and empowered, so it really 14 puts a lot of hands into the teachers who are working 15 with the kids and able to adapt and personalize as 16 they go through the program. It's also a rural 17 school place-based education network or place-based 18 education model which sort of ties together lots of 19 systems. But I think what's so great about that is 20 that it's great for rural school districts that I 21 really wish the whole state would look more at 22 place-based education. 23 CHAIR GIPSON: Thank you. 24 The next up is Lori Heimdahl Gibson. 25 MS. HEIMDAHL: Hi, I'm Lori Heimdahl</p>	<p style="text-align: right;">Page 36</p> <p>1 top students, I was surprised at their lack of 2 engagement even though they're pulling straight "A"s. 3 I am very much a supporter of Polaris, and I think it 4 will be a great addition to our already great school 5 system here. And I'm just going to read now. I 6 wrote notes why. 7 They focus more on the students and the 8 teachers working together. There's more 9 individualized attention. It develops their natural 10 talents. They're devoted -- the students are devoted 11 to their learning, and they're engaged in their 12 learning, and they're focusing on building 13 relationships, social, and emotional skills. It's a 14 more natural way of learning that we have learned 15 before we even started school, and I'm very much a 16 supporter of Polaris. 17 CHAIR GIPSON: Thank you very much. 18 Next is Pete Sheehey. 19 MR. SHEEHEY: Good afternoon, Madam Chair 20 and Commissioners. I'm Pete Sheehey. You have my 21 card. I chair the Los Alamos County Council. I 22 speak for myself and my family in support of this 23 application. On behalf of the Council, it's 24 certainly welcome. Thank you for coming to our 25 community.</p>
<p style="text-align: right;">Page 35</p> <p>1 Gibson, L-o-r-i, H-e-i-m-d-a-h-l, and Gibson. A 2 little bit about my background. I'm a retired 3 educator. I've got 25 years under my belt. 15 years 4 of those were in a classroom, mostly high school and 5 a little bit of middle school, and I worked in a 6 number of other capacities. I also have 11 years of 7 experience in the business world kind of right in the 8 middle of my education experience. 9 So I haven't taught in this school 10 district, but I have helped students here over a 11 number of years. I've lived in the community for 20 12 years. I was an academic advisor here at UNM-LA, and 13 I worked as a volunteer for the LAYL Leadership 14 Program in the high school for three years. And then 15 after I retired from my PED work in education, I 16 started a group called Juntos. 17 I'm not a supporter of our standard 18 traditional classroom anymore. I spent a lot of time 19 in there, and I think it's too restrictive both for 20 students and teachers. I think that both teachers 21 and students can get lost in isolation in a standard. 22 I think there are too many kids that fall through the 23 cracks, and there are too many students who lose 24 their potential, their potential for growth. 25 I know working with LAYL with some of the</p>	<p style="text-align: right;">Page 37</p> <p>1 My wife and I had a nephew live with us for 2 four years and attend Los Alamos High School. It was 3 a good experience for him. He had some adjustment 4 issues in the first year because he had come over 5 from Taiwan. He's a non-English speaker, but he 6 overcame those. But the single best experience he 7 had in the high school, which was supported by 8 schools, was being an important part for three years 9 of the robotics team. This is project-based 10 learning. It puts together academics, practical 11 skills, team work, and leadership, and that is what 12 really got him together. He just graduated from 13 University of Washington with a bachelor's in 14 mechanical engineering. 15 This charter school, the place-based type 16 learning is similar. It is focused on getting 17 people, their bodies and their emotions, together 18 with academics. That's an important alternative. 19 This is not to criticize the efforts of our 20 superintendent and our wonderful staff and school 21 board to make ends meet for what we need to keep 22 present Los Alamos schools as good as they can be. 23 They're excellent. There are students who need this 24 help to put it all together. That's what the charter 25 school will offer, and I ask for your support. Thank</p>

<p style="text-align: right;">Page 38</p> <p>1 you very much. 2 CHAIR GIPSON: Thank you very much. 3 Next is Jessie Dixon. 4 UNIDENTIFIED SPEAKER: She's running after 5 her kid. 6 CHAIR GIPSON: Okay. We'll go to Brian 7 Haigh. Oh, I'm sorry. 8 MS. DIXON: I'm Jessie Dixon, D-i-x-o-n. 9 I'm a mother of three, and I'm also a teacher at 10 Mountain School and at the middle school. I'm an ELL 11 teacher, english language learner teacher. I love 12 public schools here. I don't even notice anymore. 13 So I am a huge supporter of the small school 14 movement. I studied education leadership at Teachers 15 College in New York City, and that's sort of when I 16 started. I jumped on board and became a proponent of 17 small schools, and that's why I was excited when I 18 heard about Polaris. I think that small schools, 19 community-based schools, are really good for kids, 20 good for relationships, good for building their 21 social, emotional well-being. And for me, that's 22 more important than anything else that a student 23 could learn. 24 I really love that you-all are doing 25 restorative justice as a form of discipline. I</p>	<p style="text-align: right;">Page 40</p> <p>1 So those are the reasons why I really 2 support Polaris. Again, I love the school where my 3 kids are. Thank you for doing this. 4 CHAIR GIPSON: Thank you. 5 So now we're back to Brian Haigh. 6 MR. HAIGH: So I'm Dr. Brian Haigh, 7 B-r-i-a-n, H-a-i-g-h. I'm a child psychiatrist, and 8 I work at North Star Psychiatric Services. December 9 of 2014 is when I opened my clinic of 200 square 10 feet, and a week and a half ago we opened a clinic of 11 3,600 feet for our providers. I believe at our last 12 count, we were servicing about a thousand people in 13 the community. I'm not quite sure how many of those 14 are teens and children. I know I personally see 15 between 100 and 150 children a month. That's an 16 estimate. 17 So in the time I've been here, when I first 18 got here we had a lot of very difficult cases. And 19 thanks to a lot of issues brought about by 20 Dr. Steinhaus, the school board, the community, 21 things have gotten a lot better. We did shift a lot 22 of things, and the severity of the cases we're seeing 23 now are nothing like what they were when I first got 24 here. 25 At the same time, we're still having a</p>
<p style="text-align: right;">Page 39</p> <p>1 completely disagree with suspension, kicking kids out 2 of a class. That's not good for a school community. 3 And restorative justice is a way of discipline where 4 a student has to fix what they did, but then they're 5 invited back in the school community, and they're 6 still a part of school community. And to me that is 7 very important. And the victim or the person that 8 has been done wrong to is also a part of it, so 9 they're not left in the -- left out there. It's all 10 part of relationship building and community building, 11 and that's something that I think is so awesome. 12 I also love -- I taught for 12 years in 13 middle school in Albuquerque at a place-based middle 14 school. And when I went to school in Albuquerque, I 15 didn't even know that there was a full scale Apache, 16 the river running through Albuquerque, when I went to 17 school there, no idea there were porcupines along the 18 Rio Grande. And that's what I learned when I taught 19 at this school. I thought, oh, my goodness. And I 20 think it is so important that our kids get out to the 21 canyons, that they are connecting with our little 22 communities, they know who lived in San Ildefonso, 23 who lived in Espanola. So it's the cultural 24 component, but also the science component, the 25 environmental component.</p>	<p style="text-align: right;">Page 41</p> <p>1 significant portion of our kids that the current 2 system isn't working for. The social, emotional 3 learning suggestions and the model the Polaris team 4 is using, I find very favorable, they are very 5 positive things that I believe these kids who are not 6 working with the current models would be very 7 beneficial. And as we've said, some of these kids 8 are falling through the cracks. 9 I think Polaris will fill that role. 10 Again, I'm not an educator, so I can't say much about 11 how the system works, but I can say that we are 12 having kids who the current system is not working 13 for, and that I am very much in support of this model 14 that Polaris is presenting here today. 15 CHAIR GIPSON: Thank you. 16 And finally, is Kristy Nadler. 17 DR. NADLER: Hi. I am Dr. Nadler. My name 18 is spelled K-r-i-s-t-y, N-a-d-l-e-r. And I have 19 three things that I want to speak to very briefly 20 today. 21 First of all, as a professional I've been 22 in the field of education. I have a doctorate in 23 education and a master's degree in child psychology. 24 And I just want to express my appreciation of how the 25 Polaris team has taken very careful research-based</p>

<p style="text-align: right;">Page 42</p> <p>1 steps at every point during their development. I 2 have been watching from afar kind of for several 3 years now, and I've been extremely impressed with how 4 they have been careful to solicit community input and 5 to look at the research and look at what is really 6 working in other places with every decision that they 7 have made.</p> <p>8 Second of all, one of the main classes that 9 I teach here at this wonderful University is student 10 success. And I'm very aware of how important things, 11 what we call soft skills, the ability to communicate, 12 the ability to take personal responsibility, the 13 ability to make a schedule and stick to it, these 14 kinds of things that aren't specific math or science 15 facts, but underlie success in the world. And again, 16 that's very research-supported, and the focus of 17 Polaris on developing these kind of social 18 relationship skills I find very positive because I 19 encounter so many students who would have been really 20 well served by more of a focus on that earlier in 21 their education.</p> <p>22 And then finally, on a very personal level, 23 I grew up here in Los Alamos. I'm very familiar with 24 the town and with its needs and with its 25 opportunities. And now I am a mother of three</p>	<p style="text-align: right;">Page 44</p> <p>1 application forward in thinking that you needed a 2 little more time and wanted to be a little more 3 thorough with it, so we do appreciate that as well. 4 But I do have a couple of questions, and I think 5 everyone else is going to have quite a few questions 6 as well.</p> <p>7 But I would like to start with, at the 8 beginning of your application, you mentioned mastery, 9 and I highlighted the piece that says that the system 10 ensures students move through the program only by 11 demonstrating mastery. And we have a number of 12 schools that use that concept differently. So if I 13 could just ask what your version of mastery is.</p> <p>14 And I'll give you an example. We have a 15 school, as an example, that they don't move on unless 16 they pass the course, plain and simple. And it has 17 to be a minimum grade with that course. So that I 18 don't know if that's what you're referring to as 19 mastery. So if you could just expand a little bit 20 with an explanation of what your idea about what this 21 mastery is going to look like, I would appreciate it.</p> <p>22 MS. MARTINEAU: So when we think of 23 mastery, we're looking at having students set 24 individual goals and show growth over time. And 25 master concepts, not just take a test on a concept</p>
<p style="text-align: right;">Page 43</p> <p>1 children who are growing up here as well, and it 2 makes my heart very happy to think that my own 3 children might have this beautiful opportunity to 4 learn in an environment that would be very conducive 5 to their needs. So I'm in support of Polaris. Thank 6 you.</p> <p>7 CHAIR GIPSON: Thank you very much. And 8 that concludes the community input. So we thank 9 everyone who provided.</p> <p>10 So we are now going to dig into some roots 11 of this. And let me say that oftentimes we do dig 12 into the weeds of some things, and I don't want -- 13 sometimes people feel like we're picking on the weak 14 points and not highlighting. That's kind of what we 15 do during this time. And also, perhaps it gives an 16 opportunity for the school to be able to get some 17 information for when they come up in August. Maybe 18 if there are things that need to be clarified, they 19 might give you some guidance.</p> <p>20 So I'm just going to, first off, once 21 again, thank you for all the time and effort and 22 energy that you've put into this. You spent, I 23 think, two years really of working on this, to my 24 knowledge. So I appreciate also the thought that you 25 took, I believe, last year in not putting the</p>	<p style="text-align: right;">Page 45</p> <p>1 and move on. We really want them to demonstrate that 2 they understand the concept. So we are planning to 3 use a system called Novare. It's a computer system. 4 It's used by other place-based schools to do this. 5 And what they do is they customize it with the State 6 standards and with what we want children to learn and 7 know. And then in realtime every day, parents, 8 teachers, students can log on to see have they 9 mastered a concept or is that something they need to 10 continue working on.</p> <p>11 MR. HARGRAVES: I think, too, the concept 12 of mastery as we envision it includes the connection 13 with the project-based learning, and so it's not just 14 simply a cognitive acceptance of the mastered the 15 idea. It's an application of that mastery in the 16 real world experience. And we expect those projects 17 to be demonstrations to the community through 18 knowledge and application.</p> <p>19 COMMISSIONER VOIGT: Thank you. That kind 20 of answered the question I had as a follow-up to 21 Chairwoman Gipson's was within the mastery skill 22 sets, for example, have you broken down like the 23 power standards or any type of rubrics that will lay 24 out what the mastery components are? 25 MS. MARTINEAU: During the planning year,</p>

<p style="text-align: right;">Page 46</p> <p>1 that's one of the things that has to be done by June 2 1, I believe, of the planning year. It has to be 3 submitted to the State, all the standards tied to the 4 program. 5 COMMISSIONER VOIGT: And then so students 6 will be demonstrating -- 7 CHAIR GIPSON: Let me just interject a 8 little bit because there were rubrics in the packet. 9 MS. MARTINEAU: Those weren't the master 10 rubrics? 11 MR. HARGRAVES: No. 12 CHAIR GIPSON: Okay. 13 MR. HARGRAVES: Well, there are rubrics 14 based on the place-based network that provides in the 15 methodology they use in their project-based learning 16 environment. So those metrics and rubrics are part 17 of a particular project in the place-based network. 18 So within the classroom, a teacher and a student 19 individualize, will identify and work together on 20 identifying a project, and that project will then 21 demonstrate the mastery of certain skills, and that 22 rubric in the place-based network supports that kind 23 of concept. 24 COMMISSIONER VOIGT: Great. So it's to 25 demonstrate. Will they also have to defend and</p>	<p style="text-align: right;">Page 48</p> <p>1 I'm getting closer and closer, and with this growth 2 mindset, they're achieving that. And in my mind, 3 that's much more -- what do I want to say -- much 4 more oriented toward standard mastery as opposed to 5 oriented toward making a grade. 6 CHAIR GIPSON: Thank you. I know in one 7 part of the application -- and it was later -- I had 8 highlighted a question because I think there was an 9 indication that the projects were going to be scored 10 and represented to a teacher leader and not a broader 11 audience. And I know I had highlighted that as a 12 question. So thank for you that clarification, and 13 hopefully, I'll remember that you answered it and 14 won't ask it again. 15 So if I remember the demographics 16 correctly, Los Alamos is about 67 percent Caucasian 17 approximately? 18 MR. JOHNSON: Yes. 19 CHAIR GIPSON: And I think it's relatively 20 fair to say that the diversity comes from Los Alamos 21 from the outlying school districts where students are 22 coming from. So without transportation being 23 provided, how are you going to be able to assure that 24 diversity understanding that you have to do a 25 lottery? And we all understand that. But for a</p>
<p style="text-align: right;">Page 47</p> <p>1 justify that skill set and why it's important? 2 MR. HARGRAVES: We expect to have public 3 demonstrations. And so the level of events, for 4 example, of that will may depend on the project, and 5 it may depend on the teacher and the student at the 6 time. I think that for me to say blanket-wise that 7 would always be the case, I'm not sure I could say 8 that. I think we would do it on a case-by-case 9 basis. 10 MS. MARTINEAU: But there is a community 11 component where they have to defend to the community 12 or they have to demonstrate mastery to another 13 organization. Our focus is really on growth mindset. 14 So we don't want students to complete a project and 15 say, oh, I got an A, but did you learn anything? And 16 so really, we want students to think about have you 17 grown, have you moved forward, not just did you get 18 an A? 19 MS. BARTLETT-GAUNT: But I would like to 20 add that the students will have a much better idea of 21 their own mastery because it's going to be very 22 standard driven. So their idea is not, oh, I just 23 made an 80 percent or a 90 percent or an A or a B or 24 I failed or I passed. Their idea is, oh, I'm 25 striving toward this specific common core standard,</p>	<p style="text-align: right;">Page 49</p> <p>1 parent to face that challenge, to know that they're 2 going to have to bring their child here to school, 3 not be able to put them on a school bus, I think 4 limits the diversity option for the school. 5 MR. HOLMES: So I can answer that a little 6 bit. I looked at the demographics of Los Alamos 7 Public Schools, and our out-of-state students -- 8 CHAIR GIPSON: Out-of-district. 9 MR. HOLMES: I'm sorry. 10 CHAIR GIPSON: Thank you. 11 MR. HOLMES: I'm glad that there are people 12 listening to me. 13 Many, many of them are children of people 14 who work here at the lab, and there's a great amount 15 of people who commute here every day. So we are 16 looking that we would be attracting the same student 17 population. So they would be getting rides with 18 their parents. 19 Also, for all people in Los Alamos area, we 20 have the Atomic City Transit, which is free 21 transportation. And trust me, mid-schoolers really 22 know how to take that. They don't take the yellow 23 buses when they go home. They take the Atomic City 24 Transit. 25 And we, also, being a smaller school, if</p>

<p style="text-align: right;">Page 50</p> <p>1 there is a need for transportation, and with the 2 morning advisement, and through the social emotional 3 learning, the students will know, and the staff would 4 be able to find transportation, either find a carpool 5 or something like that, or we also have the Regional 6 Transit, the RTD, the big buses, the Park & Rides, 7 which is not free, but we would look and find a way 8 to be able to pay for that. I'm trying to think if 9 there's something else. 10 And also, finally, a lot of parents who are 11 coming to bring those students, come to work, will be 12 dropping off the students, but also local parents 13 choose in our community to drop off their students 14 also. So we're not concerned right now with the 15 accessibility, and we really think it's very 16 important to have equitable transportation for all 17 our students. It's one of our key things. 18 But where we are concerned is because 19 parents may be coming earlier than school starts 20 because we have the later start -- we thought that 21 was developmentally better -- and also they may be 22 working after school, that's where we think we may 23 have a transportation issue to work out the 24 before-school and after-school programs that we're 25 still developing.</p>	<p style="text-align: right;">Page 52</p> <p>1 challenge if we're going -- if these are going to be 2 children of parents who are working in the community, 3 they have to drop off early, it has to be in the 4 budget somewhere, if you can't just rely on community 5 programs to say, oh, we're going to have an 6 after-school program. I think the after-school 7 program is an easier fix than the before-school 8 program. 9 MS. MARTINEAU: Absolutely. So I think 10 what his point was is that we don't really think 11 we're going to have a transportation problem. What 12 we do think we're going to have a challenge with is 13 that before- and after-school care. One thing that 14 we'd really like to do -- 15 CHAIR GIPSON: That's what I heard, but 16 what I'm saying is there's no budget for it. 17 MS. MARTINEAU: So one thing we have done 18 is we have set up a nonprofit foundation already for 19 the school that can help fund raise to meet some of 20 the needs that we know are going to be coming down 21 the pipeline. 22 COMMISSIONER RUIZ: Could I ask something? 23 CHAIR GIPSON: Sure. 24 COMMISSIONER RUIZ: I have a follow-up 25 question to that. So I'm really concerned about the</p>
<p style="text-align: right;">Page 51</p> <p>1 CHAIR GIPSON: And not only the 2 transportational issues with that, but how would you 3 budget because I didn't see -- and correct me if I'm 4 wrong, but I did not see in your budget before-school 5 and after-school programs. 6 MS. MARTINEAU: We do have some extended 7 learning times is listed on Tuesdays. We would have 8 had extended after-school learning time. And then we 9 are looking to work with the community to help 10 provide additional programming. But we are looking 11 at that. That's a big part of it. 12 CHAIR GIPSON: Okay. But a Tuesday after 13 school doesn't answer the issue of the kiddos have to 14 be dropped off at 6:00 in the morning or 7:00 in the 15 morning. And trust me, I appreciate the late start 16 concept. I taught high school my whole life, and 17 Commissioner Armbruster will attest to the fact that 18 I've often said that if I taught middle school, I 19 would have been a headline somewhere. So I 20 appreciate everyone who has spent time in a middle 21 school. But we all know the challenges when they 22 start to get to that age of starting at 7:30 in the 23 morning. We recognize that it's been written about. 24 We understand it and I appreciate that late start. 25 But as mentioned, it does create that other</p>	<p style="text-align: right;">Page 53</p> <p>1 fact that -- I know you have the foundation set up, 2 but I'm concerned because we're looking at opening up 3 a school, and you can't -- that's not to say you 4 don't know that you're going to have "X" amount of 5 dollars in there. And I know somebody spoke earlier 6 about, you know, funding being the same, SEG Funding 7 being the same, and it's really not because let's 8 think about it. 9 While the funding for students is the same, 10 you get the same amount of money, traditional public 11 schools must provide transportation in their budget. 12 And so it's not in your budget. So I'm really 13 concerned that it's great that you have a foundation 14 set up, but that does not make me feel secure in 15 knowing that our students, the students who choose to 16 go to your school, are going to be having 17 transportation that they can count on, depend on, 18 it's paid for, and that's going to be available to 19 those students and those parents who have to get to 20 school. 21 MS. MARTINEAU: And we do not -- we are not 22 looking at transportation particularly. I mean, 23 that's one of the things we decided it just wasn't a 24 need in this particular community because we already 25 have a free bus system. We have a regional bus</p>

<p style="text-align: right;">Page 54</p> <p>1 system. There are already systems in place, and it 2 felt redundant to have new transportation on top of 3 all of this. So that was a decision the team made to 4 not provide transportation, although we know that if 5 there's a problem, we're willing to look at 6 solutions.</p> <p>7 MR. HOLMES: If I may add one more comment. 8 One thing I didn't mention is, yes, that's a very 9 good question about, was it budgeted? We also are 10 looking in a partnership with local organizations, 11 whether it's Makerspace or other community 12 organizations. So in addition to we are the only 13 ones providing it, we will look out to partnerships 14 in the community, for example, Makerspace, not to be 15 specific, but just something in the community, 16 working with other community organizations.</p> <p>17 MR. JOHNSON: And also, because the budget 18 is so tight, we're looking for places where we could 19 save money. And it's probably hard to understand a 20 free bus system. Not many towns have it. And so it 21 wasn't a need, and so we thought we could save money 22 also.</p> <p>23 CHAIR GIPSON: So I guess I just have a 24 qualifying question because we're talking about the 25 town having a free bus system, but my understanding</p>	<p style="text-align: right;">Page 56</p> <p>1 their students in school here just bring them up and 2 drop them off. So we think that will continue.</p> <p>3 Now, as the proposed board chair, we do 4 recognize that we may need to look at transportation, 5 and it may not be a simple as we have thought about 6 it so far. So during our enrollment period, one of 7 the things we will do is understand the demographics 8 of the enrollees. And if we have people who -- for 9 example, let's take a boundary situation that's 10 extreme. If we have 90 percent of our students -- 11 say we had a lottery, and we ended up with 90 percent 12 of our students off the hill. Well, out of 13 necessity, we would have to reevaluate our decision 14 about transportation. We would not, as a board, 15 accept responsibility for not addressing the needs of 16 those students because we will be a student-focused 17 school.</p> <p>18 Now, that doesn't give you an answer today, 19 and it tells you that we're putting it off, but it 20 does tell you, I hope, that if we do find a problem 21 when we have term enrollment period with potential 22 transportation, we will engage our parents and the 23 students that go to that school, and we will figure 24 out a way to solve it.</p> <p>25 CHAIR GIPSON: I do want to thank you for</p>
<p style="text-align: right;">Page 55</p> <p>1 is that there are a number of students who come in 2 from outside, from other districts outside. So does 3 that free bus system service all of those communities 4 where that goes back to my diversity question? So do 5 all of those students that come from districts 6 outside of Los Alamos, do they have the equal access 7 to that free bus system? I understand free bus 8 system, but I don't understand how, why this free bus 9 system is.</p> <p>10 MR. HARGRAVES: Yes, they do have access to 11 it. It's the RTD, the Regional Transportation 12 something, District, and there's buses that drop off 13 at the -- on Diamond Drive at the gate to the 14 laboratory, and then the buses that go from there 15 through the town. And those RTD buses have stops in 16 Espanola, Dixon, Taos, Santa Fe, all over. So they 17 do have access to it.</p> <p>18 And I would say that I don't think we have 19 answered your question completely, and I will say 20 that the 625 approximately out-of-district kids that 21 the school district has now do get to school without 22 supplemental transportation. And so that relates to 23 the comment about we think parents and people who 24 work on the hill, 60 percent of the lab employees 25 live off the hill. So those lab employees who have</p>	<p style="text-align: right;">Page 57</p> <p>1 your -- it's your second and third mission specific 2 goals because they truly are and speak to the mission 3 of the school. The first one, just so that you 4 understand, when we changed the performance 5 framework, anything that would be already reported in 6 the State reporting system, we don't consider a 7 mission specific goal. But you did include those 8 other two, and I want to say thank you for the 9 thought that went into that and appreciate that you 10 did do that.</p> <p>11 COMMISSIONER ARMBRUSTER: And I feel like, 12 because I am from this community and the issue is 13 transportation, but my understanding was you formed 14 this school for Los Alamos, and that's where it's 15 going to be located, hopefully. That's another 16 question. And so for the students who go to LAPS 17 right now, there is no transportation for those 18 students from out-of-district either. So if they 19 come here, they choose to come here. We have open 20 district, of course, and they get here.</p> <p>21 So I don't think I'm seeing transportation 22 as the issue because it's the same choice that every 23 child has to come to Los Alamos. I mean, so I don't 24 know that a charter school should have to provide for 25 transportation when the traditional public school</p>

1 does not. That's just my comment about that,
2 although I have another question.

3 CHAIR GIPSON: Yes.

4 COMMISSIONER ARMBRUSTER: So assuming,
5 because I do live here, finding a place for this
6 school, it's difficult, in the years that I've been
7 on the PEC, oftentimes for people in Albuquerque.
8 And I'm thinking, are you kidding? There's all kinds
9 of places. No, there aren't. I think we have even
10 less than others. So I am asking you how, where,
11 why?

12 MS. MARTINEAU: That is the question.
13 Every single person asks us where is your school
14 going to be located? Who wants to take that one?

15 MR. HARGRAVES: You're right, Commissioner
16 Armbruster. This is a big problem in Los Alamos.
17 Most of our school properties are aging and being
18 renovated, successfully renovated. Most of the
19 community buildings, as you've gone through town,
20 some of which are 1950s and '60s vintage buildings.

21 So there's two problems. One is a problem
22 with finding a building, and the second problem is
23 actually making it comply with Occupancy Standards
24 for Education. So we've spent -- even when we were
25 working with XQ, we spent time talking to real estate

1 including land and buildings. We're going to explore
2 our options with local real estate agents and
3 privately-owned buildings and land. At the very end
4 of the process, and our fall-back position, is that
5 we will find a piece of vacant land and put portables
6 on it, and we will have to deal with it that way.

7 And then from there, we won't stop. We'll
8 keep looking until we find a facility. Eventually we
9 will, but I can't tell you we have an answer. I know
10 we have a path to get there and a fall-back position,
11 but we never know what might happen in Los Alamos.

12 MS. MARTINEAU: Another reason we wanted to
13 start the school small was we thought maybe we could
14 find a place for a smaller school, and then we could
15 grow from there, too, so that factored into some of
16 our school size decision.

17 CHAIR GIPSON: Because I'm going to say, I
18 wasn't a huge fan of the idea that you were going to
19 somehow purchase that building and then kick all the
20 tenants out.

21 MS. MARTINEAU: No.

22 CHAIR GIPSON: When I read through that, it
23 was like ouch. So then my question certainly was
24 where are you going to get the funds to be able to
25 purchase that building? Well, let me just make it

1 agents and looking at properties in town. We have
2 been doing this for two to four years. Now, that
3 didn't diminish the problem because we still didn't
4 find anything that matches.

5 So what we have done -- we are going to do
6 several things to try to find a facility. One, if
7 you look at our facility management plan, the school
8 that we would like to have is based on the concept
9 design out of High Tech High School System in San
10 Diego. We chose that design because they spent 19
11 years and opened 17 schools surrounding project
12 learning environment. And so they have a floor plan
13 and a facility that supports that educational model.
14 So we said, can't find it. We knew when we designed
15 that, we couldn't find that school in Los Alamos. We
16 said, well, why don't we just try it and see what
17 happens. So that's our motto.

18 Now, how do we get there? It will take a
19 long time, but what we'll do to open the school is
20 we'll do several things. One is we intend to
21 approach our County Commission and ask for vacant
22 land, vacant buildings -- they don't have any, I
23 don't think -- but I'll just ask again because who
24 knows, there's a new County Commission. We're going
25 to explore our options with the County Commission,

1 clear that we do not have any authority to require a
2 school district to kick out anyone who is currently
3 using their facilities. The facilities have to be
4 unused at the time, and you did appropriately
5 identify in the application that there isn't space
6 available from the public schools.

7 But I will tell you from yesterday being on
8 the phone with the Department of Transportation with
9 challenges with a school that is hoping to open in
10 August and a school that we've had also opening using
11 manufactured or portables, there are challenges even
12 saying, oh, we have got blank space, and we're going
13 to put portables on here, because the traffic impact
14 studies that are now being required are lengthy, they
15 delay construction. And I think -- I can't speak for
16 everyone -- but I think we're moving in a path that
17 is becoming very difficult for us to do a
18 commencement of operation if a school doesn't have
19 the E-occupancy when we are voting that, yes, you can
20 open because the challenges that have come up and
21 when we're looking at the safety of students, it's
22 becoming too difficult for us to do that.

23 So I'm also going to segue to the fact that
24 when you're having challenges with your facility, and
25 small school size adjustment has gone away, schools

<p style="text-align: right;">Page 62</p> <p>1 generally use -- schools have to use portions of 2 their operational budget. So how do you see that 3 challenge when small school size adjustment is on the 4 way out, you're trying to find a facility, how are 5 you dealing with the budget, and what have your 6 thoughts been on that at this point in trying to keep 7 yourself small and be able to operate the school that 8 you want to?</p> <p>9 Because I see, to some extent, that this 10 school has additional budget challenges when you're 11 looking at a fair amount of community participation 12 where you have to bring the students to so that they 13 can have these outside experiences beyond the school, 14 that places a challenge on a budget. And I didn't 15 see -- I really didn't see a budget in there for 16 those experiences, keeping yourself small and being 17 able to afford all this.</p> <p>18 MR. HARGRAVES: Somebody may want to chime 19 in, too. But the budget is a challenge, and it will 20 be a challenge as long as we continue to try to focus 21 on the mission that we have. However, I think, as 22 Branden said, we did set up a foundation two years 23 ago. And while we can't rely and predict foundation 24 income, we will be actively trying to supplement our 25 educational model similar to the way the School of</p>	<p style="text-align: right;">Page 64</p> <p>1 not. But we'll build and we'll grow and we'll learn, 2 and we'll hopefully have our foundation fund in some 3 point in time.</p> <p>4 CHAIR GIPSON: I'm also going to say that I 5 wish every foundation could have the capacity that 6 the New Mexico School for the Arts does. But most of 7 our foundations in schools historically that we're 8 looking at -- I don't want to diminish crayons, but 9 they can buy crayons and some supplemental materials 10 for art projects and things like that, that our 11 foundations historically cannot support schools in 12 the manner even close to what New Mexico School for 13 the Arts does.</p> <p>14 MR. HARGRAVES: I understand that.</p> <p>15 MR. GIBSON: I would like to point out that 16 we were certainly disappointed that the small school 17 size adjustment was going to be phased out by the 18 Legislature, but we were aware of that when it 19 happened. That adjustment is incorporated in the 20 budget that was submitted in the application. It's 21 not a surprise to us at all. It's in there. We 22 recognize it, and it was just a reality we will have 23 to live with.</p> <p>24 CHAIR GIPSON: Okay.</p> <p>25 COMMISSIONER VOIGT: So just to transition</p>
<p style="text-align: right;">Page 63</p> <p>1 the Arts does in Santa Fe with our foundation 2 friends. So that can't be budgeted for, I admit 3 that, but it can be pursued. And it has been 4 effective in some schools, and we hope it will be 5 effective here.</p> <p>6 Secondly, I think we do understand as a 7 board that we have the skills on the board to manage 8 a budget. And so we're not saying that there won't 9 be tough decisions and that we won't have to make 10 tough decisions. And I can't necessarily tell you 11 right today how we might choose to find money to do 12 that.</p> <p>13 One thing we have done in the current 14 budgets you have in order to put another classroom 15 and teacher the first year was we cut back our 16 operations manager half time and our office clerk to 17 half-time. And so we are mindful and cautious about 18 why we do and conscious of what we do with our budget 19 and with our staffing, and we will try to make the 20 best decision, I guess is all I can offer at this 21 point, based on our expertise. When the tough times 22 come, and they will start at the beginning, we will 23 evaluate and assess and make the best decisions we 24 can for our kids. Now, one of things that we want to 25 do, do we fund it the first year? I think probably</p>	<p style="text-align: right;">Page 65</p> <p>1 a little bit more within the body of your 2 application. I understand that you understand your 3 obligation to FAPE and appreciate the fact that you 4 understand that you're going to be probably 5 attracting some students that do have IEPs, being 6 that you're a small school and you're offering 7 individualized support. You have a strong SEL 8 program, which is phenomenal, by the way. Kudos to 9 that. So are you going to be operating within a full 10 inclusion type setting?</p> <p>11 MS. MARTINEAU: We will follow all federal 12 law, so that really is dependent on what is written 13 on a child's IEP. We are looking at the least 14 restrictive environment which, in my opinion, would 15 be full inclusion, although, depending on what is 16 written on a child's IEP, they may be pulled out for 17 whatever services are required. I think that our 18 full design and our curriculum supports students with 19 a variety of needs. The mastery-based learning, I 20 think, is a little more personalized. So I think we 21 will be able to meet some of those needs through that 22 system, but of course, not all of them.</p> <p>23 COMMISSIONER VOIGT: Okay. Also kudos on 24 citing High Tech High. I was the founding principal 25 of the Media Arts Collaborative School. Before we</p>

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1 opened, we visited High Tech High, and it was a great
 2 model for us.
 3 I have a question just real quick for
 4 Mr. Johnson about the restorative justice. So that's
 5 great that you have the training to facilitate the
 6 circles. Do you have any plans for future type of
 7 projects around restorative justice?
 8 MR. JOHNSON: The first project would be to
 9 train the staff, and the plan would be for me to go
 10 get -- become a trainer of trainers and be able to do
 11 that, and it wouldn't cost anything in the budget.
 12 COMMISSIONER VOIGT: Or do you think
 13 student-lead perhaps?
 14 MR. JOHNSON: Yes. So I have used
 15 restorative practices in the classroom. I've used it
 16 with kindergarteners. And as soon as you teach them
 17 how to do it, they start asking the questions of each
 18 other. They start asking to use the talking piece
 19 because they want to solve the problem on their own
 20 after you teach them how to do it.
 21 COMMISSIONER VOIGT: Okay. And I think
 22 they really feel that responsibility of holding it.
 23 You know what I mean. And that's great. I'm glad
 24 that you're looking at a more constructive approach
 25 to discipline.

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1 I have more questions, but I don't want to
 2 hog the mic.
 3 CHAIR GIPSON: Commissioner Robbins.
 4 COMMISSIONER ROBBINS: Well, I think they
 5 have touched on this, but the budget and your
 6 facility issues -- budget issues have been the
 7 biggest and financial issues have been the biggest
 8 issues that have been a problem before this
 9 Commission with charters. And with the small school
 10 size going away, with the difficulty finding and
 11 retaining space, I think it's a comment that draws a
 12 question.
 13 Your budget is extremely generous in
 14 showing that by the third and fourth year you're
 15 going to have these surpluses, and building surpluses
 16 out in the fourth or fifth year. That's assuming
 17 full enrollment. I don't know that we have new
 18 charters that hit full enrollment in the first two or
 19 three years. It usually takes them a while before
 20 they build up that backlog and get the lottery. Even
 21 then, you have students that will leave. Even though
 22 they're not there, they're there on the 40th day,
 23 they're not there on the 80th day, and things like
 24 that.
 25 But the financial piece, having a good

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1 business manner, having the proper controls in place
 2 and financing. If I had somebody, that would be
 3 great. They could be doing all the right things, but
 4 they're not daily on the grounds. People on the
 5 grounds, that's where we have seen the biggest
 6 problems with schools. We have a lot of educators
 7 here. We have a lot of people who are very dedicated
 8 to the educational process and everything. But a
 9 small school, as great as it is, New Mexico doesn't
 10 fund and is looking at not funding small schools to
 11 support small schools even though, I think New
 12 Mexico, that's a model that they support.
 13 The Legislature hasn't -- you know, in this
 14 last session basically has backed away from the small
 15 school size. So that's going to be a big challenge,
 16 and the challenges it presses on staff when you talk
 17 about half-time, I don't know if it was business
 18 manager or another person, you know, operations
 19 manager half-time, that's a concern. Because if the
 20 teacher is not with the students, and they're having
 21 to deal with operational or other facility type
 22 issues because they don't have a full-time person,
 23 those are going to cause problems in the classroom
 24 that will probably impact performance of the students
 25 and will eventually impact the ability of the school

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1 to maintain a high standard. Have you thought about
 2 that, and how are you going to go about doing that?
 3 MR. GIBSON: Well, first, I would like to
 4 clarify we're not starting out at full enrollment.
 5 We're starting out with 75 students the first year
 6 and working our way up over the first four years to
 7 projected enrollment of 225. There are a number of
 8 reasons for doing that, but we're not jumping
 9 immediately to the full enrollment model.
 10 Secondly, we have engaged the services and
 11 expect to engage the services of a professional
 12 back-end service provider at EdTec that already does
 13 for New Mexico -- for some New Mexico charter schools
 14 and others around the country, a lot of the nuts and
 15 bolts of the bookkeeping, payroll, et cetera, tasks.
 16 Basically the decisions are still made at the
 17 school -- by the school, but we have experienced
 18 professionals who will be doing the day-to-day work
 19 of that and as much as possible relieving our on-site
 20 staff of those responsibilities of obviously the
 21 oversight of it.
 22 CHAIR GIPSON: You mentioned two items in
 23 the application, studio electives. So I have a
 24 question about the budget strains that that could
 25 create. Are there going to be limitations on the

<p style="text-align: right;">Page 70</p> <p>1 studio electives that students may come up with 2 because there could be challenges with staffing that? 3 And so have you thought about that? And also, you 4 also mentioned the possibility for intersession 5 programming. And how would that be budgeted? 6 MR. HARGRAVES: Again, I will say that this 7 is -- in terms of studio electives specifically, our 8 plan would be to implement those to the limit that 9 our budget would allow, but we would also seek from 10 our community because we intend to reach out to our 11 community people who want to engage students and 12 offer projects, sometimes on a voluntary basis. 13 So we would -- we would do two things with 14 studio electives. We would look at what we have 15 available in terms to support those, and then we 16 would plan to either have groups of electives that 17 students would have to choose from based on some 18 engagement with the student so that they have some 19 say in what they're doing. But you're right, we 20 would limit -- we may have to limit those. And since 21 that each one -- each student may not get one, 22 several students may have to team. But again, 23 there's an advantage to that. There's a social 24 emotional skill involved with group work and with 25 team work.</p>	<p style="text-align: right;">Page 72</p> <p>1 things like that that are options for students. 2 Students would not be required to do those. Those 3 are options. Part of the funding for that is also 4 the -- I forget what it's called -- extended learning 5 time. We were thinking that that's a possible time 6 we might be able to offer extended learning 7 opportunities for students. 8 CHAIR GIPSON: You mean through the new 9 extended learning option through PED? 10 MR. HARGRAVES: Yes. We are considering 11 applying for the extended learning time. It wouldn't 12 provide intersession time that we're talking about in 13 terms of those weeks between semi quarters. But we 14 would look to the organizations that already provide 15 those, like you said, within our community, the Arts 16 Council, the Pajarito Education Center and others. 17 And we admit that we won't have to reach 18 out for those. We do understand -- I think all of us 19 understand the points you're making. We have a very 20 aggressive, innovative program that tries to cover 21 all of the bases to focus on the students, and we do 22 understand the challenges with funding that model. 23 And again, I can't give you all the answers 24 today, but please do know that we are committed to 25 this as a team, as a community, and we're trying the</p>
<p style="text-align: right;">Page 71</p> <p>1 And so I think within -- I think the 2 opportunity exists to use whatever we can set up in 3 terms of the number of studio electives, the 4 opportunities around our model of place-based 5 education and social emotional learning, to engage a 6 student regardless of the number of students that 7 might be in a studio elective. 8 MS. MARTINEAU: We are already in 9 conversation with our local arts center who offer -- 10 they offer education programs already. So we're in 11 conversation with them and some other musicians to 12 offer some classes related to things we think that 13 students might be interested in, although we really 14 want to wait and see what the students are interested 15 in. 16 CHAIR GIPSON: Okay. The intersession. 17 MS. MARTINEAU: Oh, intersession. So we do 18 have a unique schedule in that we have blocked weeks 19 in between our quarters or within the schedule. We 20 have blocked weeks off. And the purpose of that is 21 we want to be able to offer additional opportunities 22 for students, if they're interested, to do some of 23 the really deep-dive place-based learning. 24 Branden's led groups rafting, for example, 25 and we want to be able to offer some opportunities of</p>	<p style="text-align: right;">Page 73</p> <p>1 best way to make as much of that work as well. For 2 example, we can offer intersessions. We may find 3 that we can't do that. Intersessions is a nice thing 4 that we could have, but we don't see it as integral 5 to the mastery and the place-based model that is core 6 to the program. 7 So we would have to take -- we will have to 8 be constantly assessing based on our budget and based 9 on our enrollment and based on the needs of those 10 students how to best meet those needs, and I think 11 you understand that. So all I can do is say that we 12 will do the best we can. We have the skills to be 13 able to make good decisions. 14 CHAIR GIPSON: I just have one more 15 question. You mention in here monthly meet-ups. So 16 is staff part of that monthly meet-up? 17 MS. MARTINEAU: Yes. 18 CHAIR GIPSON: And so is that part of their 19 contractual time that they have do those Saturday or 20 Sunday or whatever it is? 21 MS. MARTINEAU: The plan is to offer a 22 family meet-up once a month. The purpose of that is 23 really to engage with families at kind of a more 24 informal level so it's not -- we're not going to sit 25 across the table and evaluate a student. We just</p>

<p style="text-align: right;">Page 74</p> <p>1 want to get together as a community. We want to 2 involve parents in this place-based model, what it 3 looks like and engage parents, offer some 4 opportunities that would enrich what's already going 5 on in the classroom. Teachers would divide those up, 6 so it wouldn't be every teacher every month. A 7 teacher would take a month, and they would sponsor an 8 activity for that month.</p> <p>9 So, for example, we have a beautiful 10 facility here for our environmental education. I 11 think Michelle was in it. They offer planetarium 12 shows. So the idea is that we would talk to PEEC, 13 and we would set up a time that would be for our 14 families to go as a family to experience some of 15 those opportunities and staff would be there to 16 support. They're not running the program. They are 17 participating informally with the parents.</p> <p>18 CHAIR GIPSON: But it is part -- it would 19 be part of the contractual obligation of whoever you 20 hired to do that once a month?</p> <p>21 MS. MARTINEAU: Yes.</p> <p>22 CHAIR GIPSON: And I guess I'm going to ask 23 that ugly question again, because I didn't see 24 anything in the budget for that.</p> <p>25 MS. MARTINEAU: I don't know if that needs</p>	<p style="text-align: right;">Page 76</p> <p>1 interesting homestead era trails that we have in Los 2 Alamos and engaging families outside of school.</p> <p>3 CHAIR GIPSON: Okay. Thank you.</p> <p>4 COMMISSIONER VOIGT: Just a couple 5 questions. I noticed in your application that you 6 talk about preparing students for 21st Century skill 7 sets. What do you have in mind for a technology 8 program? I know you mentioned Makerspace. That's 9 awesome. So you might be doing some 3-D modeling. 10 But what else do you have in mind for preparing 11 students technologically?</p> <p>12 MR. HARGRAVES: In terms of Makerspace, we 13 are -- an example that we're using is a good 14 Makerspace that exists already in Los Alamos. It's 15 run privately, and so we use that kind of as our 16 conceptual model of what a Makerspace need would be 17 for students. It includes sewing, woodworking, the 18 traditional kind of things that might focus on 19 different genders or aptitudes. It also includes, 20 for example, a level 1 DNA analysis lab, which might 21 be very instructive to use for certain projects.</p> <p>22 MS. MARTINEAU: Tell me if I understand 23 this correctly, but I think what we're looking at is 24 to integrate some of that computer learning into the 25 projects that they're doing. It's silly to have a</p>
<p style="text-align: right;">Page 75</p> <p>1 a separate line item. It's part of the education 2 program.</p> <p>3 CHAIR GIPSON: Of what?</p> <p>4 MR. HARGRAVES: The question you're asking, 5 I think, is if the teacher is going to put three 6 hours here --</p> <p>7 CHAIR GIPSON: No, that's not what I'm 8 asking. I'm assuming because that's part of the 9 contract, they know I'm getting paid "X" amount of 10 dollars. That's not what I'm asking. But if you're 11 looking at the program, and now we potentially have 12 to rent out space, or are we --</p> <p>13 MS. MARTINEAU: No. In fact, what we're 14 looking at is engaging with our local community to 15 offer some programming locally. But there are a lot 16 of opportunities that are free throughout this state. 17 For example, the museums in Santa Fe are open free 18 one Sunday a month to residents, so engaging them in 19 opportunities like that. We know some parents 20 already take those opportunities, but we think if 21 there's a school initiative, hey, we're all going to 22 the wherever, that we would meet up, and some of the 23 other opportunities are around that place-based 24 model. So we are talking hikes, getting out into the 25 canyons, going on the really -- some of the</p>	<p style="text-align: right;">Page 77</p> <p>1 computer class, and you go and learn, but it's not 2 connected to anything. So part of what we want to do 3 is to make sure, gee, you're going to be doing a 4 presentation somewhere and you need a PowerPoint 5 presentation. Well, you better learn how to use 6 PowerPoint. It's just integrated like that. That's 7 what I'm really thinking.</p> <p>8 COMMISSIONER VOIGT: All right. And I know 9 as your presentations become more defined and you 10 develop a framework for them and lift them off, it's 11 going to raise your school culture hugely. Just from 12 experience, I know how it changed dramatically.</p> <p>13 So speaking of gender that you brought up, 14 Mr. Hargraves, so have you given any thought of what 15 you might be doing for your gender non-binary 16 students?</p> <p>17 MR. HARGRAVES: Scott might have some 18 ideas, but I think my perspective on that is that the 19 advisory time that we have in the morning, which we 20 feel is very important to keep a group of people 21 together and develop empathy and understanding of 22 each other similar to what the High Tech High 23 advisory time would be like. But it would be every 24 day, and it develops that camaraderie.</p> <p>25 The other thing is that we want kids</p>

<p style="text-align: right;">Page 78</p> <p>1 through the social emotional learning to understand 2 and accept because I think what we're looking at is 3 having kids to understand themselves first, then they 4 understand themselves within the community, and then 5 they understand themselves within the global culture. 6 But it all begins with understanding themselves and 7 how they relate to other people. 8 MS. MARTINEAU: And beginning every morning 9 with advisory time, our thought is that we really 10 want to build those relationship skills, and they 11 stay with the same group the whole time they're with 12 Polaris. They're not mixed up every single year or 13 every quarter. 14 COMMISSIONER VOIGT: So the same advisor? 15 MS. MARTINEAU: Same advisor, same basic 16 group of kids. So hopefully, we're going to be 17 building those relationship skills to avoid some of 18 that, to build an understanding that we're all in 19 this together, and we're all different. 20 COMMISSIONER CABALLERO: Put me on your 21 list, please. 22 CHAIR GIPSON: Sure. 23 MR. JOHNSON: Within the last several 24 years, the community has been -- the school district 25 has offered to the community little workshops on</p>	<p style="text-align: right;">Page 80</p> <p>1 that we're in the process of updating, and I think 2 it's 27 percent up to age 19. Up to age 19, the 3 population in the County is 27 percent from zero to 4 19. 5 COMMISSIONER CABALLERO: And now, what I 6 want to know is the -- I want to know how many 7 Hispanics, how many African-Americans, how many 8 Anglo, white? 9 MR. HARGRAVES: Give us a minute. I don't 10 remember it. I will say there is -- 11 CHAIR GIPSON: It is in the application. 12 MR. HARGRAVES: I will say there's 99 13 languages spoken in Los Alamos County, including our 14 school district. 15 MS. MARTINEAU: This is not this year's 16 data, but it's close. It's 33 percent Hispanic, 17 about 2 percent American Indian, 5.4 Asian, 58 18 percent Caucasian. That's Los Alamos Public Schools, 19 so we should have a similar population. We might 20 actually skew a little more on the Hispanic side. 21 COMMISSIONER CABALLERO: So my question is, 22 how do you intend -- and I like the whole idea of 23 having a school for all students, for all students. 24 How do you intend to recruit those 33 percent 25 Hispanic students? And that's my interest assuming</p>
<p style="text-align: right;">Page 79</p> <p>1 gender issues. And so it is happening in the 2 community also. And I'd imagine that we also would 3 invite speakers to come in to address it and be 4 proactive about it. 5 CHAIR GIPSON: Is advisory used in any 6 other schools in Los Alamos, are you aware? 7 MS. MARTINEAU: I don't believe it's used 8 in this way that we're talking about here we meet 9 every single morning first thing. Amy might know 10 better because you're at the middle school. 11 MS. BARTLETT-GAUNT: No. There was like 12 for a couple years I think, maybe one year. 13 MS. MARTINEAU: Not at this point. 14 CHAIR GIPSON: Okay. Thank you. Our court 15 reporter is asking for a break. 16 COMMISSIONER CABALLERO: Oh, okay. 17 (Recess from 3:27 p.m. to 3:39 p.m.) 18 CHAIR GIPSON: Commissioner Cabellero. 19 COMMISSIONER CABALLERO: Thank you. My 20 question is -- and this is to anybody who can 21 answer -- what is the breakdown of age population 22 school children in Los Alamos, not including those 23 students that come in from outside of Los Alamos? 24 MR. HARGRAVES: I think I can remember a 25 number. I just saw it in a facility management plan</p>	<p style="text-align: right;">Page 81</p> <p>1 the Indian and all these minority students. And I 2 know that the 67 percent Anglo-Caucasian in Los 3 Alamos usually doesn't mirror the child-bearing, 4 school age population because Hispanic and other 5 minority populations have more children per family. 6 So how do you, and what is the plan for that? 7 MS. BARTLETT-GAUNT: So generally, we all 8 believe in this incorporating as many people in the 9 Northern New Mexican community as possible. So we 10 have a strong interest in trying to go off the hill, 11 as it were -- that's what we call it here -- from Los 12 Alamos, to Pojoaque, Santa Fe, Espanola, Nambe, all 13 of these areas to actively recruit, reach out to San 14 Ildefonso and members of sort of the long-term 15 Northern New Mexican families to try to recruit 16 people from there specifically. And we have also 17 been looking at trying to figure out how we can 18 actively recruit board members from these communities 19 as well so that we can have a board representative. 20 COMMISSIONER CABALLERO: So the question 21 again is the 33 percent Hispanics, do these families 22 live in Los Alamos? 23 MS. WILLMAN-KOZIMOR: So I think probably a 24 good percentage of those students are coming, as we 25 talked about earlier with transportation, with their</p>

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<p>1 parents up to Los Alamos because their families work 2 here at the lab or other businesses. So there are 3 certainly a percentage of families that aren't 4 Hispanic and native in Los Alamos, but as far as the 5 numbers in our schools probably, a good percentage 6 are coming from other communities surrounding Los 7 Alamos.</p> <p>8 COMMISSIONER CABALLERO: Okay. So what is 9 the plan to recruit and to be able to bring in that 10 33 percent of my folks potentially to your school? 11 MS. WILLMAN-KOZIMOR: So in our recruitment 12 plan and our application, we talk about using as many 13 kinds of media as possible, going down and speaking 14 with the different pueblos in person, also flyers, 15 let them know that there's open enrollment at this 16 school using social media, of course, throughout not 17 just Los Alamos, but some of the other groups on 18 other social media for a more regional reach. I am 19 trying to think of other things in our recruitment 20 plan. 21 MS. MARTINEAU: I will say that as a State 22 charter, this is one thing that was really appealing 23 to us as a team is that we wouldn't have the 24 restriction, out-of-district restriction that the 25 school district here have, so we're hoping that might</p>	<p>1 reach that demographic. I mean, you are right. That 2 is true.</p> <p>3 COMMISSIONER CABALLERO: And the reason I 4 bring that up, there was mention by somebody that 5 said this was on the low end, this was on the 6 hush-hush, and we kind of resented that. And I 7 wondered, and I looked around, and I didn't see any 8 brown faces. I wanted to see some ladies who I could 9 go up to and say is your child having problems at the 10 Los Alamos Independent School District. And I didn't 11 have a chance to ask that.</p> <p>12 MS. MARTINEAU: You're absolutely right. 13 And we don't have a very diverse population in Los 14 Alamos to begin with, so I think that's part of the 15 reason.</p> <p>16 COMMISSIONER CABALLERO: There's got to be 17 some Hispanic families.</p> <p>18 MS. MARTINEAU: Oh, I totally agree.</p> <p>19 COMMISSIONER CABALLERO: There has to be 20 children because we have 3.5 percent children in each 21 family. I had more than that. I had six children. 22 So I did more than my share. So I wonder why 23 nobody's here? 24 MS. MARTINEAU: I think that's an excellent 25 question, I really do.</p>
<p>1 increase our diversity. I think that's one of the 2 things. And also, I think the place-based learning 3 might be appealing to the demographics.</p> <p>4 COMMISSIONER CABALLERO: So I'm surprised 5 we don't have parents, Hispanic parents, or from any 6 other culture, here asking about the model you're 7 proposing and the alternative you're proposing. So I 8 still wonder your outreach. So let me then ask, what 9 was the outreach for this input meeting by your 10 organization, who was in charge of that? 11 MS. MARTINEAU: So in writing the 12 application, we did reach out actually to some people 13 from the local pueblos and the surrounding 14 communities, and we did -- we actually did have 15 conversations, mostly on e-mail actually, back and 16 forth with them about parts of our application that 17 we wanted them to read to make sure they -- to get 18 their opinion, their feedback on. So that was part 19 of the application. 20 In terms of the State, we were under the 21 impression that because this was a PEC meeting, they 22 were going to do a little more of the advertising. 23 We put it just on our local mailing list, our 24 Facebook. It was in the paper. It was in the 25 newspaper. But you're right, we obviously didn't</p>	<p>1 COMMISSIONER CABALLERO: So that goes to we 2 had some nonprofit folks here. I always feel like if 3 you're going to propose a school for parents and 4 children, that it should be where there's parents and 5 children maybe somewhere in the community. My 6 experience has been when you want to keep it away 7 from the community, you do it at a site where there 8 is --</p> <p>9 MS. MARTINEAU: We have not been quiet. I 10 mean, we have been all over in town. We have done 11 public meetings. We have spoke at Kiwanis, all 12 different kind of community organizations. So I 13 think we've been quiet is not really true.</p> <p>14 MS. BARTLETT-GAUNT: We have advertised 15 the -- we had some house parties last year trying to 16 inform people of our school and advertised in the 17 people to reach out to us if they wanted to host one. 18 We have posted things Facebook, in the papers, on the 19 local radio, we have presented at the Los Alamos 20 School Board, we have presented at Kiwanis.</p> <p>21 MS. WILLMAN-KOZIMOR: There's pages in our 22 application of all the different organizations that 23 we've spoken at and community members' homes that we 24 have had very small gatherings of friends letting 25 them know.</p>
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<p style="text-align: right;">Page 86</p> <p>1 MS. MARTINEAU: The time of this meeting, I 2 don't think, is really helpful either because there 3 were a lot of people that wanted to come who are 4 working, and so we were really limited on having 5 people who didn't have to work to be here. 6 COMMISSIONER CABALLERO: Yes, you're right 7 about that. 8 MS. MARTINEAU: So that was, I think, an 9 issue. And I think some people are hesitant to speak 10 up if they feel like they might be criticized. I 11 don't know. I think it's a small town. Everybody 12 knows everybody. 13 CHAIR GIPSON: Can I just make a qualifying 14 statement to that statement that it was done on the 15 low down, if that's the way you want to say. They're 16 currently not a governance council. They don't 17 become a governance council until the charter is 18 approved. So therefore, they are not a public body, 19 and they're not obligated to have public meetings. 20 They're not obligated to abide by OMA. Once they 21 become -- these are projected governance council 22 members so that there has been no violation as a 23 school board because they are not a sitting school 24 board at this moment in time. So that's why there's 25 been no underground in those terms because that was</p>	<p style="text-align: right;">Page 88</p> <p>1 non-minority students. And that also concerns me 2 because as you're talking about the beautiful model, 3 I want this model to work for those students that I'm 4 concerned about. And I'm also concerned about white 5 students. Not all white families are well-to-do, not 6 all of them, and not well-educated, and they need a 7 break also. So it has to be mixed. It cannot be 8 just well-to-do folks. 9 I sent my kids to private schools or 10 parochial schools because I was able to, and I was 11 able to drive those kids to where those -- where 12 those schools were, and we have got to be able to 13 give equal opportunity for everybody. 14 MS. MARTINEAU: And that's one reason we 15 didn't want to open a private school here because we 16 could have. We have people who can afford private 17 schools in this town, but we really did not want to 18 do that. We want to make it accessible to everyone. 19 MR. HARGRAVES: I think I appreciate your 20 criticism here, and I think we do need to broaden the 21 outreach. But I will tell you also that there are 22 families that I talk to, Hispanic and native, who are 23 interested in our schools who just aren't here today. 24 And so, for example, that's not just in 25 town or on the pueblitos. But when I go down to my</p>
<p style="text-align: right;">Page 87</p> <p>1 the statement that was made, and I want to qualify 2 that. But they're not obligated at this point in 3 time. 4 COMMISSIONER CABALLERO: So let me further 5 clarify that. And you're right. You don't have a 6 legal obligation to do any of that. However, at the 7 input community meeting, and you are trying to do 8 something for the community that affects children and 9 parents, and you have a 33 percent Hispanic 10 population in Los Alamos, almost 50 percent of that 11 population are others, they're not even here, not 12 even organizations that represent them. So where I 13 do agree that you cannot be held in any violation of 14 anything, I think it does require that you outreach 15 because that will have an impact. As soon as you 16 open the doors, you will have an onslaught. But my 17 concern is that you didn't have an onslaught, no 18 minorities. Once you fill up your 75 percent -- 75 19 student slot, that is it. 20 And then we have the total idea having 21 children from the same family also going. So I have 22 seen a charter school where there's very few Hispanic 23 students, and that concerns me because I love this 24 whole idea of all students. I didn't hear how are we 25 going to close the gap between minority students and</p>	<p style="text-align: right;">Page 89</p> <p>1 farm, which is close to Velarde, three neighbors have 2 already berated me sufficiently about why I'm not 3 opening a school there that's like this. So if this 4 school is successful, they have already told me they 5 want the next one opened up down there. So I 6 understand what you're saying, and I take it to 7 heart. I've known those neighbors for 30 years. 8 They will not let me off the hook. 9 CHAIR GIPSON: Thank you. 10 Commissioner Ruiz. 11 COMMISSIONER RUIZ: Just a few more things 12 on that. I'm not really going to hone in on one 13 specific minority group, but I do have a major 14 concern here. So we have the Hispanics, the American 15 Indian, the natives, the Asians, economically 16 disadvantaged, English language learners, students 17 with disabilities. And I'll tell you, I'm a Texan by 18 birth. I'm a New Mexican by choice because one of 19 the reasons that I chose to move here, besides my 20 husband having a job in Hobbs, it's because I love 21 the rich culture of our state. And I mean, it offers 22 everything. 23 And so I have to ask you this question 24 because I know that you did advertise this. I know 25 it's not a governance council yet. The PEC pretty</p>

<p style="text-align: right;">Page 90</p> <p>1 much advertised it. We did put it out there. But I 2 am just thinking that if I was opening a school for 3 children, and I was truly trying to meet and serve 4 the children of my state that is a rich tapestry of 5 beautiful lovely cultures, that I probably would have 6 made every attempt to announce that.</p> <p>7 And somebody said something about 8 criticism. We're not here to criticize you. I hate 9 that you-all take it as that. We're here to speak 10 with you and to tell you issues that we kind of tend 11 to see. I was just thinking about that even before 12 Commissioner Cabellero said that, and I looked across 13 at you-all, and I appreciate the work that you have 14 put into this. But in thinking about that, we really 15 didn't make any kind of -- I know you said you-all 16 went out to the pueblos. I would have really liked 17 to have seen you reach out to the other kids, all 18 these other populations that are not presented.</p> <p>19 Because even as I look at this beautiful 20 board -- and you're beautiful -- but it's not 21 reflective of this state. This board is not. You 22 are all educated, you've worked diligently, and I 23 respect that. But the thing that's missing as I look 24 across, this is not reflective of Los Alamos and 25 Taos. Even though the majority is Caucasian, this is</p>	<p style="text-align: right;">Page 92</p> <p>1 goes to you, Mr. Johnson -- helping children 2 acclimate to the real world because it seems like 3 we're talking about IQ versus EQ. And a lot of the 4 kids maybe perhaps need a lot of advice or learning 5 in that aspect of going into the real world after 6 getting straight "A"s and knowing how to get straight 7 "A"s and being great students, but then they 8 acclimate to the real world, and they have problems. 9 It seems to me like that that was kind of a focus on 10 what you wanted to do in your school with some of 11 your kids that may be having that problem.</p> <p>12 Is that -- other than that, I kind of 13 didn't see a lot of real unique things. Could you 14 answer that for me?</p> <p>15 MR. JOHNSON: You want me to talk about 16 some of the other unique innovative --</p> <p>17 COMMISSIONER RAFTERY: I just want some 18 clarification as to what you're going to do to 19 help -- if there are these children that you're 20 having problems with, or that have problems -- not 21 you're having problems with them -- that have these 22 problems, that we're just trying to get them to know 23 how to be in society according to what this says 24 here. Am I making myself clear? 25 MR. JOHNSON: Maybe. Let's see if I can</p>
<p style="text-align: right;">Page 91</p> <p>1 New Mexico. These are New Mexico children. Not just 2 New Mexico children. These are our children. And it 3 is imperative that we do everything to include all 4 the population.</p> <p>5 And so I'm really kind of disturbed that 6 you-all wouldn't have made that outreach to have 7 people here. And I get Latino. That can't be 8 helped. But I really think that if I was opening a 9 school here, I would have left no stone unturned here 10 to make sure I have a representative population of my 11 state. And so I hope you consider that. It's not a 12 criticism. It's not anything. It's just something 13 that to me it's lacking.</p> <p>14 CHAIR GIPSON: Commissioner Raftery. 15 COMMISSIONER RAFTERY: I just have one 16 question. As I went through your application, a lot 17 of work was put into it. I've been in the business 18 for 30 years, and I started with reading, writing, 19 and arithmetic, and then we went onto thematic units. 20 So we just did all kinds of different things. And a 21 lot of things that I read that you are wanting to do 22 are just different -- they're the same thing, but 23 different wording for it. The thing that I thought 24 most that was unique about your application is the 25 part that you're going to be -- and probably this</p>	<p style="text-align: right;">Page 93</p> <p>1 make myself clear. 2 COMMISSIONER RAFTERY: Okay. 3 MR. JOHNSON: So there are a lot of things 4 that are built into this school that are going to 5 support that child. And it's that advisory time 6 daily that they stay with perhaps for three years. 7 Sixth, seventh, and eighth grade, all the way through 8 they'll be with that person. Restorative practices, 9 that's what's going to be the basis for the school 10 management, not a reaction to problems. 11 COMMISSIONER RAFTERY: Okay. 12 MS. MARTINEAU: So a lot of what we put 13 into this school was based on the needs of 14 adolescents. We looked really closely at the 15 research as to what this age group needs. And so a 16 lot of our model you will see things related to this, 17 choice, giving that age group a choice. Sometimes 18 they're put into situations, and they don't have a 19 choice. They just have to do what you say. 20 We really worked hard to make sure we had a 21 lot of student choice all throughout this model, that 22 they were self-aware, we have activities, make sure 23 they're aware of themselves, make sure they interact 24 with their peers, do you know how to communicate with 25 each other, do you know how to interact with each</p>

<p style="text-align: right;">Page 94</p> <p>1 other. The affective learning that you mentioned, 2 the thinking, the idea that every day you're going to 3 be held accountable, and think about what do you need 4 to do, what do you need to learn, and how are you 5 going to get there? That's part of that advisory 6 time. 7 And it's really important for adolescents 8 particularly to learn how to think about their own 9 learning. And the expressive arts are important to 10 me personally. And then the real world experiences, 11 I think allowing kids, giving them the opportunity to 12 practice those executive functioning skills and be 13 able to work with other people, work with adults, 14 being able to speak what they believe in, to stand up 15 for what they believe in, giving them opportunities 16 to do that at a local level, and then encouraging 17 them to go global because we really want them to 18 start at the local level and then know that they have 19 those skills. They have proven it at the local 20 level; to reach beyond and to solve some of the 21 global problems that we have in the world. 22 MS. BARTLETT-GAUNT: So with this relation 23 to real world, some of these things are realtime 24 relation to real world. It's not necessarily that 25 they're going to be asked questions that are based on</p>	<p style="text-align: right;">Page 96</p> <p>1 MS. BARTLETT-GAUNT: The way I think we all 2 see this is there are children from traditionally 3 what you might call low proficiency all the way to 4 high proficiency, but in all of these level of 5 students there are underperforming students. We 6 think that they're underperforming because they 7 haven't seen the relevance in what they're learning. 8 We want to show them the relevance, their impact on 9 the community directly with these projects that 10 they're doing. They're not just doing a project for 11 project's sake. They're doing meaningful projects 12 that we have helped guide them, their interests, into 13 to have real impact. 14 And it really crushes me a little bit that 15 there is truth in Commissioner Ruiz's comments about 16 the fact that we're not super diverse because we want 17 to be, and part of our reason for existence is that 18 we don't want the continuance of the Los Alamos 19 community being this separate thing from the rest of 20 New Mexico. We want to be integrated. Like that's 21 my biggest passion. I want to be able to incorporate 22 the richness of our state, and I think we have a long 23 way to go to get there as you can see on our 24 non-diverse set of people here. 25 But we have a strong desire to get there.</p>
<p style="text-align: right;">Page 95</p> <p>1 some real world question that some professional later 2 on might have to answer. They're going to be 3 required to have community impact projects where they 4 will see their actions realtime having some kind of 5 response, hopefully positive. 6 To me, this sort of relates to the 21st 7 Century question. Although it's not technology 8 based, it's still part of this 21st Century thinking 9 education, what is needed in today's society. It's 10 not necessarily just regurgitating the periodic table 11 and math facts. It's being able to communicate, it's 12 having these soft skills, it's being able to have the 13 agency for yourself to feel confident to be able to 14 go out into the community, even if you're 12, 13, 14 15 years old so that you realize the impact that you can 16 have as you get older in a larger and larger 17 community. And so for us, that is very different. 18 COMMISSIONER RAFTERY: So probably the kind 19 of students you have -- that you will have will 20 probably be high-level thinking skills, and then 21 you're trying to get them to interact? See, this is 22 what I'm getting out of this. That's all I'm getting 23 out of this. 24 MS. BARTLETT-GAUNT: Okay. So can I try? 25 COMMISSIONER RAFTERY: Sure.</p>	<p style="text-align: right;">Page 97</p> <p>1 We have a strong desire to reach out to the 2 community, and that's why we also want a place-based 3 education because we know, we sit in the middle of a 4 massively rich Northern New Mexico culture that has 5 so much to offer the students here regardless of 6 their socioeconomic background currently. 7 We all have a lot to offer each other, and 8 that's part of this 21st Century thinking, too, is 9 people realizing that everybody has different 10 intelligence, we all have different things to bring 11 to the table, and that should be recognized and 12 appreciated and nursed. I don't know if that really 13 answered your question. 14 CHAIR GIPSON: Commissioner Voigt. 15 COMMISSIONER VOIGT: So real quick, you 16 stated you would have five PD teacher days a year. 17 Are you willing to be flexible with that should you 18 need -- should you see fit? Because that's not very 19 many. 20 MR. JOHNSON: Yes. 21 COMMISSIONER VOIGT: All right. Check. 22 Next. 23 You had mentioned in your application that 24 you were going to be competency-based grading. So is 25 that going to be reflected in a competency-based</p>

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1 report card, or are you going to do letter grades?
 2 MR. JOHNSON: So we haven't made it yet.
 3 COMMISSIONER VOIGT: It's something you
 4 want to think about it because you want things to
 5 line up.
 6 Next. So have you considered an
 7 assessment? Because I looked at your pieces that you
 8 want to assess, math and language arts, but that
 9 really doesn't fall within your mission. Your
 10 mission is to teach math. And even though you will
 11 be, we know that. But have you considered an
 12 assessment that is more relevant to your mission like
 13 these Capstone projects that your kids are going to
 14 be doing using that not necessarily as a high stakes
 15 piece to measure your kids by, but maybe something to
 16 measure your school by?
 17 MS. MARTINEAU: Absolutely. We have
 18 multiple data points. We're not looking at one data
 19 point to see if we're or our students are successful.
 20 We have multiple data points. Panorama is what we're
 21 going to use to address social emotional skills, so
 22 there will be success on that as well. It's a very
 23 important part of our mission.
 24 COMMISSIONER VOIGT: Okay. And then are
 25 you considering advertising for multi-endorsed

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1 teachers?
 2 MS. MARTINEAU: Yes.
 3 COMMISSIONER VOIGT: All right.
 4 MS. MARTINEAU: Isn't every charter school?
 5 COMMISSIONER ARMBRUSTER: I've been
 6 unusually quiet, by the way. That's why they're all
 7 laughing at me.
 8 My understanding, because you-all talked to
 9 me at the beginning and asked what should we do
 10 first -- and I pretty much stayed out of this as you
 11 can attest to -- but my understanding is that this
 12 school was even conceived because of different issues
 13 than what Commissioner Cabellero generally deals
 14 with, which is poverty. Yes, we have poverty in Los
 15 Alamos, about 5 percent, maybe 12. It depends on
 16 where you're looking. But we're looking at schools
 17 that we have, and we're looking at 85, 90 percent.
 18 So it's a very different place. Los Alamos is a
 19 bubble. Whether that's good or it's bad, it is what
 20 it is, and we can't change that.
 21 So what I have said to other people as well
 22 as we know is that we're not worried about children
 23 not eating so much in school. We have that concern,
 24 but it's not the reason. Our concern is that we have
 25 children who are killing themselves, and that's

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1 forever. And I think that both Dr. Nadler and
 2 Dr. Haigh talked to that and that was the reason for
 3 starting a school with a different approach.
 4 So to answer your question, Commissioner
 5 Cabellero, and also Commissioner Ruiz, that was the
 6 main point of doing this. Do you want to be diverse?
 7 Yes. But Los Alamos, until 2009, took very few
 8 out-of-district students right before -- you weren't
 9 even here yet, Dr. Steinhaus -- and we started doing
 10 that, and that's how we got them. So the issue
 11 really is up here, as well as other things, is that
 12 unless I believe they have to come pretty early
 13 now -- I don't think we're taking high school
 14 students, I think we're taking mostly elementary, low
 15 elementary for a number of reasons -- so if students
 16 come and choose to come to this charter school,
 17 should it occur, they may or may not want to even
 18 come up here unless they're just happy doing three
 19 years because they won't be able to go automatically
 20 to the high school.
 21 And that's an important part of the lack of
 22 diversity. We have 600 or whatever number of
 23 students. If those students could have gotten in
 24 early, they would have. And those kids that we have
 25 hopefully will continue, but we're already going to

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1 have an issue, from what I'm reading in all the other
 2 newspapers or whatever here, because we're building,
 3 I don't know how many new houses, like a couple
 4 hundred, some will be affordable, some are not. It's
 5 not affordable in Los Alamos for teachers to live
 6 here.
 7 So when you talk about minorities, if they
 8 have doctorates, and they work at the lab or
 9 wherever, they're getting better salary than
 10 teachers, then yes, they're here. The same thing we
 11 can say about the police and fire department and
 12 County workers. So it's a very different place up
 13 here. It's a very, very different place, and the
 14 district has done a great job of bringing people in.
 15 The district cannot bring in another 600 people
 16 because we're going to be growing these people from
 17 these housing developments that are coming up here,
 18 some of which are low-income, but low-income is
 19 relative when you talk about Los Alamos. I'm going
 20 to say that. So that's one of the reasons I think
 21 you see a lack of diversity because it just is, it's
 22 because of the housing and the people and
 23 transportation. Los Alamos Public Schools does not
 24 go to Alcalde or Velarde or Espanola or Pojoaque to
 25 bring our kids up every today. The parents do. And

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<p>1 that's exactly what would have to have happen. So we 2 wouldn't really be able to expect a charter school to 3 provide transportation when we don't expect 4 traditional public schools to do that. We can't lay 5 that on them to do. It is what it is. 6 I also want to say that -- I hope I heard 7 you say this -- about if this charter school does 8 come to fruition, that they would work with the 9 district. 10 MS. MARTINEAU: Absolutely. 11 COMMISSIONER ARMBRUSTER: Because that's 12 really important to me. And if I ruled the world, 13 which clearly I don't, I believe that all schools, 14 all schools, should provide lunches because I think 15 that's a big discrimination because people who are 16 getting lunch or breakfast or dinner or all of the 17 above at a traditional public school who then might 18 want to go to this other school where their learning 19 would be more into where they are, but they can't get 20 lunch. That's huge. 21 MS. MARTINEAU: So I did talk to 22 Chartwells. They're on board. I just spoke to him 23 on Saturday actually, and he said we'll absolutely 24 help you provide lunches. We just didn't have that 25 quite ready for the application, but we are</p>	<p>1 Thank you-all for your presentations today. 2 The Public Education Commission will meet in Santa Fe 3 between August 21 and 23 to render their decision on 4 approval or denial of this and other new charter 5 school applications. The Commission stands in recess 6 until tomorrow morning at 9:00 a.m. 7 (Hearing recessed at 4:18 p.m.) 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25</p>
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<p>1 absolutely on board with providing some kind of 2 lunch. 3 COMMISSIONER ARMBRUSTER: Thank you. 4 MR. JOHNSON: Thank for you addressing the 5 lack of diversity. I do want to point out, though, 6 that in the application, the evidence of support was 7 24 out of 24. 8 CHAIR GIPSON: Commissioners, are there any 9 other questions? 10 Any member of the public, including the 11 applicants, may submit written input following this 12 hearing. Written comments can be sent to the 13 Commission via charter.schools@state.nm.us, mailed, 14 or hand-delivered. The details and addresses are 15 listed on the papers in the back. I'm not sure if 16 they're still there or not. They're being handed out 17 now. Make sure you identify the school you are 18 commenting on in the drop-down box if you're doing it 19 online. If you're doing it via written, please 20 identify the school in writing. 21 Please note that any written input must be 22 received by no later than 5:00 p.m. on the third 23 business day following the hearing on the application 24 on which you wish to comment. For Polaris Charter 25 School, that would be July 19, 2019, 5:00 p.m.</p>	<p>1 STATE OF NEW MEXICO) 2) ss 3 COUNTY OF LOS ALAMOS) 4 5 REPORTER'S CERTIFICATE 6 I, Susan M. Hilton, New Mexico Certified 7 Shorthand Reporter, DO HEREBY CERTIFY that I did 8 report in stenographic shorthand the testimony set 9 forth herein, and the foregoing is a true and correct 10 transcription of the proceeding had upon the taking 11 of this hearing. 12 I FURTHER CERTIFY that I am neither employed by 13 nor related to any of the parties or attorneys in 14 this case, and that I have no interest whatsoever in 15 the final disposition of this case in any court. 16 17 18 19 20 21 22 23 24 25</p> <p style="text-align: right;">Susan M. Hilton BEAN & ASSOCIATES, INC. NM Certified Court Reporter #108 License expires: 12/31/19</p> <p>(2531N) SMH Date taken: July 16, 2019 Proofread by: KW</p>

1 RECEIPT
2 JOB NUMBER: 2531N SMH July 16, 2019
3 WITNESS NAME: NM PEC
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5 Charter School
6 *****
7 ATTORNEY: NM PEC
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