



COLORADO
Department of Education

Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
June 11, 2014, Part 6

BE IT REMEMBERED THAT on June 11, 2014, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

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



1 CHAIRMAN LUNDEEN: Perfect, thank you very
2 much. So next item is board member reports, then public
3 comment, then breakfast. Who would like to go first?

4 MS. SCHROEDER: I'll go real fast.

5 CHAIRMAN LUNDEEN: Angelika, please proceed.

6 MS. SCHROEDER: Real fast. As I mentioned
7 earlier I did attend a, I don't know, the sixth or
8 seventh convening of multiple members of education
9 communities from four states, and listen to a couple of
10 really great presentations, plus had an opportunity to
11 sit with Colorado folks and they were several people from
12 school district, several people from our staff, I can't
13 even remember them all, some from the supporters, the
14 foundations, et cetera, and had some great conversations
15 since the districts are now in the implementation stage.

16 The conversations are even more in the
17 weeds, but it was interesting to have the discussions
18 about what's working clearly across the state of Colorado
19 where -- in places where folks are very, very confident
20 that this is going very well, to places where they need a
21 whole lot more help. And it's just clear that it's --
22 that we're very much in the mess, in the weeds, in the
23 mud, of getting schools and teachers to feel comfortable
24 with the evaluation piece. And it was really interesting
25 the pilot, the 26 pilot districts, are much, much



1 stronger in their confidence that this is going to work,
2 and their teachers are super supportive. Which I found
3 very, very encouraging. It was a very good session.

4 CHAIRMAN LUNDEEN: Are we live?

5 UNKNOWN SPEAKER: Yes.

6 CHAIRMAN LUNDEEN: Okay. Can you hear me?

7 MS. NEAL: Yes. Can you hear me now?

8 UNKNOWN SPEAKER: Unfortunately.

9 CHAIRMAN LUNDEEN: It's after 5:30, I'll
10 give you that one. Okay. Other board member reports?
11 WE can move directly then to public comment. Do we have
12 a signup sheet? We have a signup sheet coming in. Rules
13 are step to the mic when you are called, introduce
14 yourself, define the organization for which you speak or
15 where you're from or both. Certainly, if you're not
16 speaking on behalf of an organization I'd love -- we'd
17 like to know where you're speaking from. Limit yourself
18 to three minutes. When you get the stop sign finish your
19 thought, as long as it's a sentence and not a paragraph,
20 and we're grateful that you're here.

21 First person on the list is -- I got to tell
22 you, folks, this is the messiest list you've ever
23 presented us with. Angelique Mathews (ph).

24 UNKNOWN SPEAKER: You need to work on your
25 penmanship, huh?



1 CHAIRMAN LUNDEEN: Well, I think what
2 happened it was some people for the READ spoke up --
3 signed up on this, so they've been scratching out since.

4 MS. MATHEWS: Good afternoon. Thank you so
5 much for allowing me to speak. It's always a privilege
6 and an honor to speak in a free country. I did have my
7 three minutes prepared, however a teacher asked us to
8 represent them and he couldn't show, and so I'm going to
9 be speaking for Don Perl from the Department of Hispanic
10 Studies at the University of Northern Colorado in
11 Greeley. He has asked us to -- asked me, who is just a
12 citizen, not from any group, asked me to read his
13 statement.

14 Here is where political stances on the
15 spectrum of right and left are of no consequence. I have
16 been an educator both in the United States and abroad
17 since the 1970s. I taught English in Guadalajara,
18 Mexico, and have taught English, Social Studies and
19 Spanish in community corrections and in the public
20 schools of Colorado since 1982.

21 Since 2002 I have taught Spanish and Chicano
22 literature here at the University of Northern Colorado.
23 I have students from all over the world all with a
24 variety of talents and interests. We are doing our
25 children, public education, and indeed the democratic



1 process a tragic disservice by bowing down to the golden
2 calf that is the concept of Common Core.

3 Educational policies form the bulwark of a
4 vibrant democracy when the dig -- when they dignify the
5 autonomy of our children and the professionalism of our
6 educators. Let us seek to inspire the curiosity of our
7 children, and in so doing, help them realize their own
8 talents.

9 Succumbing to the regime of standardization
10 inherent in the Common Core program will do nothing to
11 inspire. Quite the contrary, we run the risk of
12 extinguishing the spark of intellect and human
13 understanding so needed in such a troubled world. That
14 was from Don Perl, Department of Hispanic Studies. Do I
15 have a couple more minutes? No?

16 CHAIRMAN LUNDEEN: My clock's dead, so I
17 don't know.

18 MS. MATHEWS: A minute, okay, well that was
19 from the teacher. From me, I have a quick question, and
20 I know you can't answer, so I will send this to everyone
21 in an email tomorrow. But I read an article that stated
22 that federal agents will be placed in schools. It says
23 under a new program implemented by the education
24 (indiscernible) Arnie Duncan, employees from the Federal
25 Department of Education will be placed in schools



1 throughout the nation to oversee the operations and
2 ensure they're following federal guidelines and
3 procedures.

4 This doesn't sound so horrible until you
5 remember that the federal government isn't supposed to
6 have any hand in the education, and they're continuing to
7 -- continually telling us that their role is limited.

8 According to the website for the DOE, the
9 principal ambassador's fellowship, that's the
10 organization, was created in order to implement needed
11 reforms, and to recognize the important impact that a
12 principal has on instructional leadership, the school
13 environment, and talent management, and to better connect
14 the expertise and knowledge with educational -- with
15 education policy makers.

16 So, my question to you is, and I know you
17 can't answer, but what is this? And I will send you this
18 in an email tomorrow and hopefully you can answer that
19 for me. Thank you.

20 CHAIRMAN LUNDEEN: Thank you, Ms. Mathews.
21 Deborah Singer.

22 MS. SINGER: Hi, everybody. Thank you so
23 much for the opportunity. As a citizen and a resident of
24 the city and county of Denver I speak on behalf -- as a
25 massage therapist I have the unique opportunity to hear



1 things from teachers and students of our schools in
2 Colorado. And it's most amazing what people confide in
3 me because they fear the loss of job by speaking out
4 against the Common Core curriculum.

5 I had a seventh-grade teacher with a fifth-
6 grade daughter who was in absolute hysteria, tears,
7 frustration, because of the Common Core curriculum math
8 program that she is brining -- excuse me -- bringing home
9 for her homework.

10 I also have students in high schools from
11 Mountain Vista, Thunder Village, and Rock Canyon. These
12 students have spoken to me while they're getting massages
13 and they say, "You know, the thing I hate about school
14 right now, is it seemed like we're always testing. It's
15 like testing, testing, testing." And even a student whose
16 teacher was so embarrassed to teach the sex education
17 segment of her curriculum that she said, "I am going to
18 be honest with you as students, as a 16-year-old
19 student," she said, "I will not be able to teach this and
20 not be red faced."

21 And the students said she had had some of
22 the material that they got and brought home and she says,
23 "You know what? I couldn't even tell my parents." She
24 said, "This embarrassed me." She said, "This goes
25 against what I've been trained as a young lady of a



1 respectable upbringing."

2 And I share these things because -- I'm
3 speaking for these people because if they speak out one
4 of my neighbors -- and numerous teacher have said because
5 of the Common Core curriculum they are looking at getting
6 degrees elsewhere because they are so frustrated with
7 what they are being forced to do and to teach.

8 You know what I love? That every one of you
9 are sitting up here, and even if you don't agree with
10 what I'm saying, you're listening, and I appreciate that.
11 These people could not be here to speak, so I am speaking
12 for them. I just want to say thank you so very much.

13 CHAIRMAN LUNDEEN: Thank you, Ms. Singer.

14 MS. NEAL: Thank you.

15 CHAIRMAN LUNDEEN: Erin Bergstrum (ph).

16 MS. BERGSTRUM: Kind of tall. My name is
17 Erin Bergstrum. I'm from Loveland, up north, and all of
18 my children were educated in the Thompson R2J district.
19 And, like you, I believe that children in the state
20 deserve a great education and deserve to be guided into
21 their own exceptional destiny.

22 I want to talk about Common Core as well. I
23 don't represent an organization. I am new to the issue,
24 and I join citizens who have concerns about Common Core
25 and what it could do to this state and to this nation. I



1 don't envy your jobs. You have to sort through a great
2 deal of information and come up with decisions that have
3 widespread consequences, and you have to do it again with
4 limited time, your pressured on all sides.

5 And, like I said, I do respect that. All of
6 you know more about Common Core than I do, and there are
7 experts on this side of the table as well. And we all
8 have great concerns about it. And one of my biggest
9 concerns is that the standards of Common Core have not
10 been adequately tested. They were rolled out relatively
11 quickly, and, you know, it's interesting that -- there's
12 such a great contrast between this situation and how all
13 of you have thoroughly examined the Douglas County
14 situation. There's so much graph, there's so much
15 research, there's so much that goes into it. But the
16 argument is that Common Core has not done that kind of
17 due diligence.

18 Basically, the Common Core tests have not
19 been adequately tested, and our children will be guinea
20 pigs for that. And this may become the next great failed
21 educational experiment. And unfortunately, the
22 consequences are going to be statewide as well as
23 nationwide.

24 In speaking of the Common Core being rolled
25 out in different schools, in different districts, I know



1 a young woman who is a neighbor, and she is bright and
2 motivated and capable. She lasted two years in a low-
3 income school in Greeley, and again, the Common Core,
4 which is being ruled out, the teachers are all having to
5 deal with the new req. And she said it was difficult for
6 her. The veteran teachers were having a real tough time.
7 She ended up backing out of the system, doing something
8 else. And, you know, one of the biggest things she said
9 is that the needs of the special needs students were not
10 adequately considered. They couldn't meet their needs.
11 They were hamstrung by all of the needs for testing. And
12 take a lot of great -- a lot of time and didn't give them
13 the ability to be creative in meeting their children's
14 needs.

15 Am I -- oh, my time is up? Okay.

16 CHAIRMAN LUNDEEN: My phone's live, too, so
17 we (indiscernible). Thank you very much Ms. Bergstrum.

18 MS. BERGSTRUM: All right, thank you, folks.

19 CHAIRMAN LUNDEEN: Carol Kirkstat (ph).

20 MS. KIRKSTADT: Excuse me. My name is Carol
21 Kirkstat, and I live in Loveland, Colorado. And first, I
22 want to thank you all for recommending to the general
23 assembly that Colorado design our own assessments instead
24 of participating in a multi-state project. The current
25 plan to move from TCAP to PARCC tests really does need to



1 be stopped. I agree with Chairman Lundeen that Colorado
2 must remain true to its independent tradition and spirit
3 and develop in Colorado, for Colorado, by Colorado.
4 Unique standards that will set the bar of learning
5 achievement ever higher.

6 It should be noted that there is lots of new
7 news about education. Achievement in America and
8 Colorado, however, has been relatively flat over the last
9 50 years, but other countries are taking different
10 approaches, and getting better results.

11 If you haven't read this book about the
12 smartest -- the smartest kids in the world, is a
13 discussion of education in Finland, North Korea, and
14 Poland. I'm sure you've also heard of education
15 developments in Singapore. In support of Chairman
16 Lundeen's statement, it would be useful to note that
17 Colorado's population is a little over 5-million. This
18 is about the same size as Finland and Singapore, so let's
19 focus on Colorado's needs.

20 Currently, of course, Colorado is following
21 people like Bill Gates, Dave Coleman, and Michael Johnson
22 here in Colorado. And, however, there is no evidence
23 that their leadership is currently improving our
24 performance.

25 Also, across America there is growing



1 opposition to Common Core, multi-state testing -- the two
2 multi-state testing consortiums and data mining. It's
3 really time to change. So far all we see is some
4 tactical action with the CDE West Ed assessment and
5 HB1202 with the task force that hopefully is going to look
6 at assessment activity this summer and fall.

7 It's now five years since Colorado updated
8 their standards. It's great that you folks have made a
9 statement about PARCC, but isn't it time to recommend
10 that we really need to look for a new strategic plan for
11 K-12 education here in Colorado? And please do not
12 confuse quantity with quality. A short document with
13 clear goals, assumptions, and the skills that they need
14 to acquire. What's really worth learning would be much
15 preferred to pages of outcomes.

16 Arts, drama, theater and music now are 500
17 pages of Colorado Academic Standards. So are we fixing
18 yesterday's problems, or making changes to meet the
19 requirements of today and foreseeable future? We can do
20 a much better job of helping our children thrive in a
21 modern world. Thank you.

22 CHAIRMAN LUNDEEN: Thank you Ms. Kirkstat.
23 Sherri Gibson (ph).

24 MS. GIBSON: Good afternoon everyone. My
25 name is Sherri Gibson. Although -- I'm from Colorado



1 Springs. Although a member of several organizations, I'm
2 here today as a mom, and an educator. What I like most
3 about education is that it gives me the flexibility when
4 I taught to say, "Hey, she learns like this. He learns
5 like that." And so I was able to adapt my style of
6 teaching to their style of learning. And I feel like
7 we're losing that with Common Core.

8 A lot of things have been covered. We hear
9 the statistics, and I've heard them from both sides, and
10 I know that you all don't need to be re-educated about
11 the facts of it, but what I found is that in the minority
12 community a lot of things that get left behind are the
13 students and their viability. How can the students
14 really achieve their maximum potential? If a student if
15 failing today, raising the standards tomorrow doesn't
16 make that student then a passing student.

17 I would like to implore, ladies and
18 gentlemen, you all to find a way to work with teachers,
19 parents, legislators and concerned citizens to do what's
20 best for Colorado students. It gives me great heart to
21 hear when you -- you're all talking about this school in
22 Douglas County and this program, and how it really is
23 about the kids, because that's what I always go back to.
24 My kids, your kids, grandkids.

25 I look at this as a four-pronged approach,



1 the first of which is assessing where students are at
2 currently. The second part would be to address the
3 outside factors that are inhibiting success. Because we
4 think about testing, testing, testing, and it's not
5 always about what's going on inside of the classroom, a
6 lot of times it's about what's going on outside of the
7 classroom.

8 If a child is going through food and
9 security, they're still not going to be able to
10 concentrate. They're still not going to be able to get
11 to that next level. If there's disfunction at home, then
12 they're not going to be able to achieve their maximum
13 potential. So, I would suggest that we look at that as
14 the second part of the approach.

15 The third is looking for ways to motivate.
16 I also volunteer with high school students, and have for
17 several years, and a lot of them are bright and energetic
18 and they know exactly what they want to do. But some are
19 not. Some are lacking that motivation and that direction
20 and guidance. So, I think if we turn resources to there,
21 and look at ways that we can motivate students, then we
22 will get to where we want to with those standards.

23 Finally, to raise the standards
24 incrementally. Not to make that necessarily big jump,
25 but perhaps just increase it steadily over a course of



1 several years. It's the bell, thank you.

2 CHAIRMAN LUNDEEN: Thank you very much, Ms.
3 Gibson. Deanna Masiantonio (ph).

4 MS. NEAL: We did that well.

5 CHAIRMAN LUNDEEN: Oh, am I close on your
6 name there?

7 MS. MASIANTONIO: You're very close. Yes.
8 You're good. That's good. But thank you. I appreciate
9 you all listening. I know it's been a long day for you.
10 God bless you.

11 I've been listening to this whole Common
12 Core issue for about two years now, and I'm very
13 concerned about it, I'm a former teacher of 232 years. I
14 loved my job. I know many teachers who are still
15 teaching, and I also know some that have left because of
16 Common Core and other issues about the pressures that are
17 coming down on them. They have left to go to private
18 schools for half the pay. Their families have had to
19 suffer because of it, but they were willing to make that
20 choice, because their conscience would not allow them to
21 follow through with these mandates, though they're told
22 to us that they're not mandates.

23 Anyway, what I've seen down here happening
24 with everyone trying to solve the issues with education,
25 it's all honorable, I know everyone's trying, they all



1 have different ideas, two different sides, how to deal
2 with it. But I started look at it -- looking at it at an
3 -- at another perspective, and I'm thinking, you know,
4 this is much larger, because under our constitution we
5 have been the longest constitutional republic and it is
6 unknown -- it is an unknown accomplishment in modern
7 history. During the last 200 years France has had 15
8 constitutions.

9 In the last 100 years Russia has had four,
10 Afghanistan has had five, Poland has had seven, and our
11 constitution has allowed this country to have more
12 prosperity, freedom, and opportunity for all people more
13 than any other democracy or government that our modern
14 history has known.

15 And yet, we're trying to do a run-around on
16 our constitution when it comes to Common Core, and even
17 though it's very subtle, and I'm not criticizing any of
18 you, I think it's just a very subtle deception that has
19 come in, and that's what is concerning me at this point.
20 It's when they say, Oh, we don't have to really follow
21 amendment 10 exactly like it says there, we can find ways
22 to legally choose the jargon and get around that.

23 And we're told that Common Core was a state-
24 led initiative. Yet, Common Core standards were
25 initiated by private interests in Washington D.C. without



1 any representation from the states, and you know all of
2 this, you don't need to hear it all again, so I won't go
3 into all the details, but I know you've heard it.

4 We've also been told that the federal
5 government is not involved in Common Core, yet the U.S.
6 Department of Education is deeply involved in the
7 meetings that led up to the creation of the Common Core.

8 Furthermore, it has pulled hundreds of
9 millions of dollars into the two consortia's that are
10 creating the national tests. We are told that the states
11 -- mm, anyway my point is that I think we're walking on
12 slippery territory, let's take our time, look back, and
13 be careful. Thank you.

14 CHAIRMAN LUNDEEN: Thank you. Anita
15 Stapleton (ph).

16 MS. STAPLETON: Thank you, State Board of
17 Education and Commissioner Hammond for listening to my
18 concerns regarding education in Colorado. I am Anita
19 Stapleton from Pueblo county. I am privileged to enter
20 into evidence 109 letters of opposition to the Common
21 Core state standards and all of it's mandates, bringing
22 this grass-roots effort to a total of 2530 authentic,
23 one-time-only signatures in only 8 months.

24 I am also here to register my opposition to
25 the CDE promoting districts to contract with yet another



1 special interest group, Bill Gates funded company, Randa
2 Solutions. A company designed to collect the excessive,
3 intrusive data on our students, parents and teachers,
4 formulate assessments for teacher evaluations and
5 redirect structure and curriculum to achieve teacher
6 effectiveness.

7 CHAIRMAN LUNDEEN: Say the name of the
8 organization.

9 MS. STAPLETON: Randa Solutions, and it was
10 R-A-N-D-A, posted on the CDE agenda.

11 CHAIRMAN LUNDEEN: Thank you.

12 MS. STAPLETON: And this is per a quote from
13 their website. In December 2012 the Bill and Melinda
14 Gates Foundation provided a non-exclusive license to
15 Randa for technology to enable classroom instructional
16 rebook (ph) observer certification. Randa is enhancing
17 and commercializing the technology which consists of an
18 online platform for education administrators and
19 observers to analyze and score video content delivered
20 through a streaming video player. It allows for users to
21 provide custom rankings to measures applied to individual
22 video resources sourced from the Measures of Effective
23 Teaching, MET project, which was also funded by the Gates
24 Foundation.

25 Furthermore, I am concerned and protest the



1 continued monopoly banking on our students and human
2 capital. As quoted by the Colorado Education Initiative
3 formerly known as the Legacy Foundation, this is their
4 quote, "For our nation to lead in a global society we
5 must maximize the potential of every student to
6 contribute as engaged and productive members of a 21st
7 century economy and community.

8 This is a Gates funded organization
9 partnered with four Colorado School District with
10 Thompson leading the charge. Once again substantiating
11 for me one of the end goals of the Common Core state
12 standards initiative is the huge financial profit for the
13 stakeholders, all at student and teacher expense.

14 To conclude, I urge this board to refuse to
15 adopt the next generation sciences. I expect that each
16 board member has or intends to read the Fordham Institute
17 final evaluation that I provided you that looked just
18 like this last fall. In my opinion these standards
19 mirror the next generation -- I'm sorry, excuse me. I
20 have been reviewing the Colorado Academic Science
21 Standards that were posted by the CDE. In my opinion
22 these standards mirror the next generation sciences, and
23 I believe intentionally.

24 This actually sets the CDE to utilize West
25 Ed once again to perform another gap analysis, and my



1 prediction is a narrow margin of alignment will be
2 concluded.

3 I am disgusted with the resources
4 recommended to students and teachers to meet these
5 standards; YouTube, informational texts and Spark Notes.
6 Colorado citizens are awake and aware of the heavy
7 influence that Gates and the Carnegie Corporation has to
8 the shared learning collaboratives that guided the
9 Colorado Academic Standards in 2009.

10 CHAIRMAN LUNDEEN: Thanks, Anita, I gave you
11 a little extra time because I interrupted you.

12 MS. STAPLETON: I was going to tell you
13 that's why my voice started shaking, because I was
14 hurrying.

15 CHAIRMAN LUNDEEN: Yeah, no sweat. You did
16 fine. Arlicia McGraph (ph). Arlicia? Yep.

17 MS. McGRAPH: Hi. My name is Arlicia
18 McGraph and I spoke last month over at Grand Junction.
19 I'm on my way back to Germany tomorrow, so I'm glad I
20 have this opportunity to speak one more time, thank you.

21 CHAIRMAN LUNDEEN: Thank you for your
22 service.

23 MS. McGRAPH: Interesting today, I do work
24 for the Airforce, I'm a Department of Defense Employee in
25 early childhood. I'm a training and curriculum



1 specialist.

2 Interesting today, Anita and I went over to
3 Panera bread and met a young teacher there today, and she
4 saw our shirts. They asked if we were protesting Common
5 Core, and I said, "I'm not a protestor, because I can't
6 protest. I'm just rallying and supporting."

7 Anyway, I interviewed her, because she
8 taught preschool, Headstart and kindergarten, and that's
9 right along my training expertise and education. She
10 elaborated on her experience with TS Gold, and that it is
11 mandated in Colorado now and we talked about this last
12 month as well. As a Headstart teacher she had to
13 implement it, and interesting she failed their training
14 eight times, and a lot of it was on the socio-emotional
15 aspects of child development, which I find kind of ironic
16 for children under the age of 5, because that's the most
17 important thing for them.

18 One of the things that she highlighted was
19 that the teachers had no time for the children. During
20 the day they had one hour of play. For a child under the
21 age of 5 that is so not okay, it's not developmentally
22 appropriate. And everything was rated on a scale from 1
23 to 10 based on where the child's needs were, or what they
24 learned. If a child didn't comprehend something and
25 scored maybe a 2 or a 3, they basically were left behind.



1 There was no time to come back for the teacher to help
2 the child comprehend.

3 So, it kind of led me into talking about
4 what is developmentally appropriate practice for a
5 preschooler. I don't know that I'll make it through my
6 whole three minutes, but I'm going to sure try.

7 Preschool children learn best when they have
8 positive and caring relationships with adults and other
9 children. They need to receive carefully planned,
10 intentional guidance and assistance. They need
11 opportunities to safely encounter and explore many
12 interesting things in their environment.

13 Children enter preschool with different
14 strengths, and my big question is, is how does teaching
15 strategies goals meet these individual needs and how does
16 it support it? Preschoolers thrive when they can
17 experience new materials, rules, ideas, activities,
18 especially pretend play. Take great interest in feelings
19 and become better able to express their emotions,
20 identify those of others, make important cognitive gains
21 that invite them to represent their world in pretend
22 play, symbols, objects, drawings and words and show
23 astonishing gains in language skills. Nowhere in there
24 should be assessment testing.

25 My very last page, because I'm not going to



1 be able to get through the whole thing --

2 CHAIRMAN LUNDEEN: Last sentence.

3 MS. McGRAPH: Yes. Common core standards
4 were to begin at kindergarten and were not meant to
5 describe what a preschooler should know and be able to
6 do. Early childhood educators should focus on age
7 appropriate content, and foundational experiences rather
8 than teaching content intended for older children.

9 CHAIRMAN LUNDEEN: Thank you.

10 MS. McGRAPH: Thank you.

11 CHAIRMAN LUNDEEN: God speed in your travels
12 to Germany and in your service.

13 MS. McGRAPH: Thank you very much.

14 CHAIRMAN LUNDEEN: Maurine Silaph (ph).

15 MS. SILAPH: Evening. I'm Maurine Silaph,
16 I'm a grandmother from Littleton. I'm speaking for
17 myself. Common core feels wrong on so many levels.
18 Dumbing down our kids so that they fit into a federal
19 mold, what the government thinks they should be and what
20 they should learn, is so wrong. The core -- Common Core
21 curriculum is below Colorado's prior standards, as it is
22 in many states, and four more states have dropped out
23 recently of Common Core, which brings that to 10 states
24 who have rejected Common Core with many others on the
25 way.



1 One day last semester my granddaughter came
2 home from school, told me she had no homework, because
3 her teacher didn't understand the math and she couldn't
4 teach it to the children, so they got a day free of
5 homework. How many times has this happened across the
6 country? Eliminating the classics in favor of
7 pornographic novels and technical instruction manuals --
8 I don't feel that is education, and I'd like a guarantee
9 from the board that this will not happen in Colorado.

10 Our children and teachers are weighted down
11 with countless hours of testing. As more teachers go
12 through these tests and discover the nightmare of Common
13 Core, they are coming out against Common Core, but are
14 afraid for their jobs and may -- and cannot stand up and
15 say so. So, the unions think that they have the
16 monopoly, but they really don't.

17 Last year we said goodbye to In Bloom (ph).
18 This year we say hello to Randa. There is no difference.
19 You are violating everyone's right to privacy by
20 collecting multiple data on students and their whole
21 extended family without our express permission. I would
22 like this to stop, and I would like the CDE to sever the
23 relationships with the special interest group such as
24 Bill Gates, West Ed, Randa, Legacy Foundation and others.

25 We have no business partnering with people



1 like Bill Gates. I would like you to publicize to the
2 media, parents and school district the fact that school
3 district can opt out of Common Core. I would also like
4 you to publicize to every parent in Colorado who has a
5 child in school that they can opt out of testing and
6 there will be no ramifications and punishments for the
7 students if they do that.

8 Federal watchdogs being put into schools
9 this is definitely a big brother's watching you and I
10 know that's on the increase, but in closing I'll just say
11 who's going to pay for all of this? Millions of dollars.
12 Who's going to pay?

13 CHAIRMAN LUNDEEN: Mark Bronlick (ph).

14 MR. BRONLICK: Good evening. My name is
15 Mark Bronlick.

16 CHAIRMAN LUNDEEN: you're absolutely
17 correct.

18 MR. BRONLICK: You have a lot of endurance.
19 I'm an attorney. I reside in Colorado Springs. I give
20 talks on constitutional law to different groups and how
21 it affects -- in light of certain issues that are -- that
22 are important, the American public, I also teach at a
23 constitutional camp for children during the summer down
24 there.

25 But I'm testifying because I used to be a



1 teacher in a previous life. I taught secondary school in
2 California, in the Netherlands, and also in Russia.
3 Computer networking, mathematics, physics. It was a real
4 eye opener to me to actually be in the classroom and what
5 I learned.

6 And I think, you know, listening to the
7 comments here I -- it always provokes thought when I hear
8 other people speak, and I think Common Core would make
9 sense if it was spelled C-O-R-P-S, Common Corps, because
10 what this is, is an attempt to standardize our children.
11 That's what's common about it, to create this kind of
12 corps, and it's not C-O-R-E, it's C-O-R-P-S.

13 Yogi Berra once said, "When you come to a
14 fork in a road, take it." And I think that's where you
15 are right now. I think that's where Colorado is. That's
16 where the State of Education is. One fork is, do we give
17 more money and more control to a central bureaucratic
18 planning of curriculum testing and budgets? That's one
19 road, where the other road is, do we de-centralize the
20 system and have education dollars follow the students?
21 Those are really the two paths. There's nothing really
22 in between.

23 I think Common Core really pushes that
24 issue. Option one, is increasing -- this is kind of
25 Soviet speak I guess, the iron grip of an ossified 19th



1 century government education bureaucracy over the lives
2 of children, parents, teachers, on-site administrators,
3 and the local community.

4 This system of centralized control in
5 connection with large amounts of dollars earmarked by
6 federal and state budgets, attract corporate lobbyists
7 and incentivizes the cronyism between corporate interests
8 and government interests, and this is something that's on
9 full display in the development and implementation of
10 Common Core.

11 This system truly squelches innovation, and
12 I have to say, but it is a form of bullying, I was on the
13 end of it, I know what it feels like and people here feel
14 the same thing. Teachers afraid to speak, students that
15 don't like it. It's a form of institutionalized
16 bullying. It's abuse. It's a central bureaucratic
17 planning as a coercive force. It's mandates and dictates
18 oppress the spirit of those it coerces. The students, the
19 teachers, the parents, on site administrators, they are
20 forced to do things against what they know would be
21 better. Thank you.

22 CHAIRMAN LUNDEEN: Thank you, Mark. And I
23 was concerned earlier this afternoon when I didn't see
24 you, George, so our last speaker is today Dr. George
25 Walker.



1 MR. WALKER: Thank you, Mr. Chair and
2 members of the board, and audience. My great-
3 granddaughter had a very positive experience with
4 preschool from going from three to four, she's gotten me
5 more in touch with my former elementary school Montessori
6 teaching of the first grade and other grades. She's also
7 trying to teach me a little bit about the internet.

8 Anyhow, regarding Common Core, I've been
9 saying to you for many years that people of color have
10 been objecting to standardized test and quote, unquote
11 Common Core since the 1920s, and nothing personal, but
12 now the Anglos are concerned that their culture isn't
13 being represented just as people of color have been
14 saying for 90 years. Our interests, values, standards,
15 are not fairly represented. The issue is fairness, and I
16 have every confidence that Dr. Owens, our Assistant
17 Commissioner, is a very fair man with a lot of integrity,
18 as all of you were. I don't always agree with you, but I
19 don't question your integrity.

20 And now when it comes to Common Core and
21 Colorado exercising -- this board exercising veto power
22 of -- I am sure that you're able to, but I must remind
23 you we're last in the nation funding higher education,
24 but last closing the ethnic achievement gap, 42nd in the
25 nation funding K-12, and we really cannot afford our



1 uniquely owned program, but we certainly must work hard
2 to make sure Colorado values are fairly represented.

3 And, thirdly, speaking as a man approaching
4 80, I can remember the second World War and the issue of
5 the St. Louis and Jewish issues by Ashkenazi Jewish
6 relatives and people in Chicago were very well aware that
7 some of the people returned ended up in those death
8 camps. Now our sister states in Arizona and Texas is not
9 continuous with Colorado, but it's awfully close.
10 There's over 2000 indigenous K-12 children, kids from
11 Central America now incarcerated, and I use that word and
12 I don't mean for it to be a scare word. But when people
13 locked up, that's what happens, and Colorado's not that
14 far off. And are we, you all, the conscience of K-12
15 education and state, the conscience of 12 -- education.

16 Are we going to allow those children to
17 return to conditions that are unacceptable in Central
18 America? One of the biggest mistakes many people in the
19 Jewish community think that Franklin D. Roosevelt, our
20 president, in the '40s -- the ship was from Hamburg,
21 1939, it had to go back -- are these young, indigenous
22 students from Central America going to have to go back,
23 or are we, in Colorado, going to act as a conscience and
24 say something proactive has to be done. Excuse me. I
25 had a cold all last week. In bed most of the morning.



1 I feel strongly about this, my Ashkenazi
2 Jewish (indiscernible) is still there. We can't let it
3 happen. We have to do something. There are budgetary
4 issues, there are moral issues, and this board is an
5 elected board that has something to say about K-12
6 education. Thank you, and I'm sorry about the coughing.

7 CHAIRMAN LUNDEEN: Thank you, George. We
8 got a glass of water coming to you right now.

9 MR. WALKER: I didn't know it was quite this
10 bad, or I would have stayed away.

11 MS. NEAL: Thank you, George.

12 MR. WALKER: And if you got a sanitary
13 napkin let's dust off the microphone.

14 CHAIRMAN LUNDEEN: Yeah, exactly. Thank you
15 very much.

16 MR. WALKER: Thank you.

17 CHAIRMAN LUNDEEN: That's the list of
18 everybody who signed up. Is there anybody else who's
19 here who would like to speak that did not sign up?
20 Please, state your name and your -- where you hail from.

21 UNKOWN SPEAKER: Thank you. I actually had
22 my name on there, but I thought I was going to have to
23 leave, and I didn't.

24 CHAIRMAN LUNDEEN: Did I cross you off?
25 Somebody else must have.



1 UNKOWN SPEAKER: Yeah, Kim Gill Martin. I'm
2 in -- a parent of three children in Jefferson County, all
3 under the age of fifth-grade. It's -- I'm up here just
4 to implore that you guys please push legislators to
5 repeal Common Core, at least delay it until there's more
6 testing. You've heard everything there is to say about
7 it, really, from everybody back here. But my own
8 personal experience is boast -- has mostly been with the
9 math, and just how ridiculous it is, and not being able
10 to help my children and the teachers not being able to
11 help, and everybody being very frustrated.

12 But the most -- the one thing you haven't
13 heard is that I personally have about 15 friends that are
14 going to homeschool next year because of this, and I just
15 hate to see so many parents taking their kids out of the
16 public school system, especially where we live. And if
17 this doesn't get repealed and it just goes on, I will
18 probably be doing the same thing, even though I don't
19 think I'd be very good at homeschooling, I'll have to do
20 something. And I also know that there're a number of
21 parents that are looking at these other schools that are
22 charter schools that are starting out that have something
23 called core knowledge.

24 There's one that's opening up in Golden in
25 2015, and there's one that's in Parker now that's got



1 about 1500 kids on the waiting list. So, you know, this
2 is just showing you how serious this is in that people
3 will be pulling their kids out of the school, so I just
4 implore you to do something. Thanks.

5 CHAIRMAN LUNDEEN: Thank you very much. And
6 with that, unless there's anyone else who'd like to
7 speak, we will stand in recess until 9:00 tomorrow
8 morning.

9 (Meeting adjourned)

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C E R T I F I C A T E

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

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

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of April, 2019.

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

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