



COLORADO
Department of Education

Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
January 8, 2014, Part 4

BE IT REMEMBERED THAT on January 8, 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: The next item is the
2 operating procedures. Everybody has had an opportunity
3 to look at this. I think where we're at, if I understand
4 correctly, is we've all kind of decided to just go to,
5 again, status quo, what we had before. We'll just
6 restate what we had and leave that in place. That's
7 where I start the discussion. Am I missing the picture
8 somewhere?

9 UNIDENTIFIED VOICE: I thought we had agreed
10 on a couple of other items.

11 CHAIRMAN LUNDEEN: Okay. So then let's look
12 to those couple of other items that we've agreed to.

13 UNIDENTIFIED VOICE: Are they highlighted in
14 here?

15 MS. MARKEL: What you have, members of the
16 Board, is a clean copy that has -- that contains all of
17 the edits and additions that (indiscernible), including
18 the session that was in November, I believe.

19 UNIDENTIFIED VOICE: Oh. Then I'm fine with
20 this version of it, without even looking at it, based on
21 what Carey just said.

22 MS. MARKEL: (Indiscernible.)

23 CHAIRMAN LUNDEEN: Now when I say status
24 quo, what I'm trying to get to is essentially what we had
25 before.



1 UNIDENTIFIED VOICE: (Indiscernible.)

2 CHAIRMAN LUNDEEN: Yes. So what I would be
3 looking for is the things we've added, that the pieces
4 where I had concerns and I get feedback was where we were
5 making our protocols more restrictive than what is
6 already in statute. And those are the pieces. So my
7 argument -- and there were a number of them, where we
8 were trying to impinge ourselves, that I was arguing
9 against.

10 So just to understand what we have in front
11 of us, those issues were removed?

12 MS. MARKEL: I will tell you what was
13 removed from the (indiscernible).

14 CHAIRMAN LUNDEEN: Okay.

15 MS. MARKEL: I want to make sure that we're
16 on the same page rather than me giving you
17 (indiscernible).

18 CHAIRMAN LUNDEEN: Okay.

19 MS. SCHEFFEL: I think it was actually the
20 additions that were at issue, weren't they?

21 MS. MARKEL: Additions and --

22 UNIDENTIFIED VOICE: So maybe
23 (indiscernible).

24 MS. MARKEL: Based on the direction I
25 received I will (indiscernible) have before you in this



1 clean version.

2 CHAIRMAN LUNDEEN: Okay.

3 MS. MARKEL: The first thing that was
4 removed is on duties of individual State Board members.

5 UNIDENTIFIED VOICE: What page are you on?

6 MS. MARKEL: I am on -- if you're looking at
7 the redlined version --

8 UNIDENTIFIED VOICE: We don't have a
9 redlined version.

10 UNIDENTIFIED VOICE: You can get this on
11 BoardDocs.

12 UNIDENTIFIED VOICE: Oh, on the BoardDocs?

13 MS. MARKEL: If you look on BoardDocs
14 (indiscernible) the redlined version.

15 MS. NEAL: So that is operating procedures
16 (indiscernible), the first one?

17 CHAIRMAN LUNDEEN: Yeah, let's just get on
18 the same page here on BoardDocs.

19 MS. NEAL: This is the version, is it,
20 Carey, that (indiscernible)?

21 CHAIRMAN LUNDEEN: (Indiscernible) the one
22 you have up on the screen, or maybe not.

23 (Overlapping)

24 CHAIRMAN LUNDEEN: So it's 2013 track
25 changes, 218 kilobytes.



1 MS. MARKEL: So if you turn to page 12 of
2 32, under Duties of Individual State Board Members, I
3 deleted, in (c), which is reflected as (e) there, but
4 that's been corrected in the (indiscernible), I deleted
5 "With regard to official actions of the Board, individual
6 board members should not be critical of the Board's
7 official action in any statement to the public or
8 otherwise, as individual Board members have an obligation
9 to make the Board effective." That has been removed.

10 CHAIRMAN LUNDEEN: Okay.

11 UNIDENTIFIED VOICE: What is --

12 UNIDENTIFIED VOICE: Purple.

13 MS. MARKEL: The purple has been removed.

14 UNIDENTIFIED VOICE: Should we go through
15 this one-by-one, Paul?

16 CHAIRMAN LUNDEEN: What?

17 UNIDENTIFIED VOICE: Should we go through
18 them one-by-one?

19 CHAIRMAN LUNDEEN: I think we ought to --
20 we're going to talk about them.

21 UNIDENTIFIED VOICE: But do you want to
22 discuss, yea or nay?

23 CHAIRMAN LUNDEEN: Sure. Absolutely.

24 MS. NEAL: There are several of us who are
25 discussing in between. We would like to make this as



1 quick as possible. I am so tired of this discussion,
2 that if there's no problem, if Carey has (indiscernible)
3 that it's okay, can we just say yes or no and not drag it
4 on forever?

5 UNIDENTIFIED VOICE: What was the rationale
6 for deleting that particular one?

7 MS. MARKEL: Because my understanding is it
8 creates confusion on the Board. There wasn't a general
9 understanding of what it meant and how it was being
10 (indiscernible). And then you are (indiscernible) policy
11 for elected officials and that this provision looks at
12 two things.

13 UNIDENTIFIED VOICE: Okay. Okay, great.

14 MS. NEAL: So (indiscernible) with
15 everybody?

16 CHAIRMAN LUNDEEN: Yep. It's deleted and we
17 move on.

18 MS. MARKEL: The next page, I deleted -- I
19 removed, in its entirety, Section F. It was wisely
20 pointed out that is a (indiscernible).

21 On page 15 of 32, regarding (indiscernible)
22 meetings, number 2, "Changes to the published calendar
23 should occur rarely and only upon a general consent of
24 the Board." That is the current language. I deleted
25 (indiscernible).



1 CHAIRMAN LUNDEEN: Which is how we handled
2 it earlier today. So we're all in agreement?

3 MS. MARKEL: On the following page, 16 of
4 32, I deleted section (d), "Board members may submit
5 items to the director." We thought that that was
6 redundant, based on the discussions the Board had, that
7 it was redundant that there was informal (indiscernible)
8 and we didn't need to regulate how (indiscernible).

9 CHAIRMAN LUNDEEN: Okay.

10 MS. MARKEL: On page 18 of 32, I deleted the
11 entire (indiscernible), the self-evaluation of the Board.

12 CHAIRMAN LUNDEEN: Okay.

13 MS. MARKEL: Under -- on page 21 of 32,
14 everywhere that work sessions -- I added back in work
15 sessions because there was (indiscernible) that work
16 sessions may continue to still have value. And so I
17 added "work or study sessions" under Section H.

18 On page 26 of 32, under Section 5, I
19 deleted, under "The Board's Communication Policy with the
20 Commissioner," I deleted the second and third paragraphs,
21 because it was the only thing in Section 5 regarding the
22 Board (indiscernible) states as follows, "Board members
23 will not issue requests to CDE staff for research,
24 analytical information, data, or staff time, but will
25 communicate with the Commissioner through email,



1 telephone, at Board meetings, or otherwise regarding such
2 requests for information or staff time." (Indiscernible)
3 the second, the following paragraph and the paragraph
4 that begins with "If the Commissioner determines."

5 CHAIRMAN LUNDEEN: It makes the Commissioner
6 the final (ph) point.

7 MS. MARKEL: Yes.

8 UNIDENTIFIED VOICE: So just so I'm clear,
9 everything in purple gets deleted. Everything in red
10 stays in.

11 MS. MARKEL: Not really. The different
12 colors -- and I apologize for that -- are based on the
13 different times I edited the document. So unfortunately,
14 the color coding has no (indiscernible).

15 MS. NEAL: It means nothing.

16 MS. MARKEL: And the last thing I deleted
17 was the amendment (indiscernible) because it felt like
18 that was -- it elevated the document beyond what is.
19 It's a policy guidance document. It's not the
20 legislative document. And so I deleted (indiscernible).
21 That part is on page 30.

22 I just deleted it (indiscernible) --

23 CHAIRMAN LUNDEEN: So the general intention
24 here was to return that guidance, to get us back to
25 (indiscernible) and we have the freedom in doing that.



1 Dr. Scheffel, you had a question.

2 MS. SCHEFFEL: Can you just -- p(1) on page
3 14, because I don't know if the purple is in or out.

4 MS. MARKEL: I believe that's actually --
5 let me double-check. I don't (indiscernible).

6 MS. SCHEFFEL: So all that stays, all that
7 language? It was "ex parte communications with parties
8 with an interest," and then there's all this other
9 language added.

10 MS. MARKEL: And basically it was not added
11 language, Dr. Scheffel. It was combining -- reorganizing
12 so that all (indiscernible) was together. I don't
13 believe that I had any language (indiscernible).

14 MS. SCHEFFEL: As I read the previous
15 version I don't think I found that language. I would
16 just like to leave it "ex parte communications with
17 parties with an interest in the outcome of the matter,"
18 as opposed to joining it with electronic mail, letters,
19 face-to-face, off-the-record, and all that.

20 UNIDENTIFIED VOICE: That's on page 14,
21 p(1).

22 MS. MARKEL: And I will say that that is
23 (indiscernible) law, that that language that's in there
24 was (indiscernible) law. It is not really
25 (indiscernible).



1 CHAIRMAN LUNDEEN: This was one of those
2 where we didn't want to go beyond the law, though.

3 MS. MARKEL: Yes. This is not going beyond
4 the law. This just states what the law is.

5 MS. SCHEFFEL: Yeah, let's leave it in, just
6 because it clarifies.

7 CHAIRMAN LUNDEEN: So in this document,
8 where is it in this document?

9 UNIDENTIFIED VOICE: Well, it's easier to go
10 by number.

11 MS. SCHEFFEL: And I think previously it
12 stops with "with parties with an interest in the outcome
13 of a matter made to influence a board member." I mean, I
14 don't think all this specificity was in the document.

15 MS. MARKEL: (Indiscernible.)

16 UNIDENTIFIED VOICE: I'll tell you why I
17 think it's helpful, because it's something that the
18 public does not understand very well. And I think that
19 by (indiscernible) it carefully, it doesn't tell the
20 public (indiscernible) but that, in fact (indiscernible).
21 And I have some challenges to it, because this is
22 (indiscernible) help me to be a little clearer, to have
23 the person believe that the process should be
24 (indiscernible).

25 CHAIRMAN LUNDEEN: Deb.



1 MS. SCHEFFEL: So again, if we need to look
2 back at the previous version -- because my thought would
3 be when you say "parties with an interest in the outcome
4 of a matter" implies that someone is influencing a vote.
5 (Indiscernible) has to do with influencing a vote as
6 opposed to "made to influence a Board member off the
7 record." The persons who just came and presented to us
8 have a perspective and a lens that are meant to, quote
9 "influence" just by virtue of their perspective. I mean,
10 we get presentations all the time meant to, quote,
11 "influence a Board member."

12 UNIDENTIFIED VOICE: (Indiscernible.)

13 MS. SCHEFFEL: Yeah, but whether we're at
14 NASB or whether we're at (indiscernible), I mean, all
15 kinds of meetings we go to, you know, there's people
16 presenting who are trying to influence. And so I just
17 think that that language is (indiscernible).

18 CHAIRMAN LUNDEEN: You're saying, Deb, you
19 would end it at the first sentence?

20 MS. SCHEFFEL: I just think the point is
21 influencing a direct vote, a known vote that's coming up
22 where there's conflict of interest -- that's the tag --

23 CHAIRMAN LUNDEEN: I hear you and I agree.

24 MS. SCHEFFEL: -- as opposed to influencing
25 a Board member. We try to get influenced all the time.



1 CHAIRMAN LUNDEEN: I hear you and I agree,
2 and (indiscernible). But so the solution -- would you be
3 satisfied if we said "abiding by the prohibition against
4 ex parte communications," period, and left it as
5 underwritten by statute?

6 MS. SCHEFFEL: Yeah, I think so.

7 UNIDENTIFIED VOICE: Or change the word
8 "matter" to "vote," in the next sentence. Because the
9 outcome of a vote -- I mean, isn't that what Tony said to
10 us last month, which is you're not supposed to be talking
11 to each other about how you're going to vote, but if
12 you're not talking about that you can communicate with
13 each off the record. I mean, I think that's what he
14 basically said, and that's -- so I don't know.

15 CHAIRMAN LUNDEEN: Deb.

16 UNIDENTIFIED VOICE: I just think we --

17 CHAIRMAN LUNDEEN: Angelika, would you
18 (indiscernible) with the first sentence?

19 MS. SCHROEDER: (Indiscernible.) I don't
20 know, but I'm not understand what it is.

21 CHAIRMAN LUNDEEN: It's under Member Duties.
22 (Overlapping)

23 CHAIRMAN LUNDEEN: It's under --

24 UNIDENTIFIED VOICE: It's our operating ex
25 parte.



1 CHAIRMAN LUNDEEN: It's the duties.

2 MS. MARKEL: For example, when Turnaround
3 school districts come to (indiscernible).

4 UNIDENTIFIED VOICE: Okay. So that is why I
5 want to leave it in, because I've had this happen to me.
6 It's very helpful to have very clear language to share
7 with (indiscernible).

8 MS. SCHEFFEL: Where is the statute language
9 that we are supposed to be subject to? I don't think
10 it's this.

11 UNIDENTIFIED VOICE: I thought you said
12 that's in the statute.

13 MS. SCHEFFEL: Let's quote from the statute.

14 UNIDENTIFIED VOICE: It's part of the
15 article that contains -- it's Article IX, isn't it, that
16 contains the definition of the State Board's duties and
17 authority? But maybe we should quote --

18 MS. MARKEL: (Indiscernible.)

19 MS. SCHEFFEL: And should we say that, as
20 opposed to trying to add more language?

21 MS. MARKEL: (Indiscernible) added language,
22 Dr. Scheffel. It's that we were not comfortable with it,
23 and I would urge the Board not to discuss (indiscernible)
24 AG's Office and (indiscernible). That's what I would
25 encourage you to do, rather than discuss (indiscernible).



1 UNIDENTIFIED VOICE: Where does this
2 language come from, at the top of page 11? Does that
3 come from just a previous set of Board procedures, or --
4 did you say it came from --

5 MS. MARKEL: We're pulling it up.

6 UNIDENTIFIED VOICE: Okay. I'm not sure I'm
7 comfortable with "any communication, by telephone,
8 electronic mail, letter, face-to-face, or other off-the-
9 record...is strictly prohibited." I'm a little unsure that
10 --

11 MS. MARKEL: Again, what I would offer to
12 the Board is to specifically ask (indiscernible). I
13 don't feel comfortable with (indiscernible).

14 CHAIRMAN LUNDEEN: Okay. So here's -- I'll
15 put a choice in front of you. We can either move this
16 thing through, and what I would say, move it through as
17 amended, all amendments previously agreed to, and on this
18 one I would specifically cut it off at the first
19 sentence, "Abiding by the prohibition against ex parte
20 communications," period. We can move it through as
21 amended like that. If somebody wants to move that and
22 second that, I'd move it. If not, we'll pull it back and
23 we'll talk to the Council again.

24 UNIDENTIFIED VOICE: Well, can we do both?
25 Can we go ahead and approve it?



1 MS. NEAL: Can we approve it?

2 UNIDENTIFIED VOICE: Can we approve it with
3 the cutoff but then also bring --

4 CHAIRMAN LUNDEEN: Sure.

5 UNIDENTIFIED VOICE: -- it back up to ensure
6 that -- I just don't think if I show this to someone
7 that's going to --

8 UNIDENTIFIED VOICE: No, they're not going
9 to --

10 CHAIRMAN LUNDEEN: Fair enough.

11 UNIDENTIFIED VOICE: I'm being totally
12 unclear but I'd like legal --

13 CHAIRMAN LUNDEEN: Okay. Before I -- all
14 right. So I'm going to characterize a motion here, or
15 ask someone to characterize a motion. Is there any
16 further conversation, other questions, other issues
17 within this document? Because I really want to get this
18 done and move on.

19 MS. NEAL: So we go through the document and
20 accept the document with this caveat --

21 CHAIRMAN LUNDEEN: Yep, as --

22 MS. NEAL: -- that we will --

23 CHAIRMAN LUNDEEN: We've taken all these
24 other component pieces, on this particular one, which is
25 in this hard copy document in front of us. On page 11,



1 we cut it off and eliminate the back half of that
2 paragraph --

3 MS. NEAL: -- but consult.

4 CHAIRMAN LUNDEEN: Exactly. But we'll move
5 the document and then we can consult and revise in the
6 future if we should choose to.

7 MS. NEAL: Okay.

8 CHAIRMAN LUNDEEN: So is that --

9 UNIDENTIFIED VOICE: The objective ought to
10 be for others to understand what the new members
11 (indiscernible).

12 MS. MARKEL: And so the direction I receive
13 today I will delete the entire (indiscernible),
14 subsection p(1).

15 CHAIRMAN LUNDEEN: Exactly. And that is the
16 document and that is the motion, unless there are other
17 questions before we move? Okay.

18 MS. NEAL: So moved.

19 CHAIRMAN LUNDEEN: So moved. Is there a
20 second?

21 MS. MAZANEC: I second.

22 CHAIRMAN LUNDEEN: Pam seconds. All in
23 favor?

24 MS. BERMAN: I think you better take roll
25 call.



1 CHAIRMAN LUNDEEN: You want a roll call vote
2 on this one. So please call the roll.

3 MS. MARKEL: Elaine Gantz Berman.

4 MS. BERMAN: No.

5 MS. MARKEL: Jane Goff.

6 MS. GOFF: Aye.

7 MS. MARKEL: Paul Lundeen.

8 CHAIRMAN LUNDEEN: Aye.

9 MS. MARKEL: Pam Mazanec.

10 MS. MAZANEC: Aye.

11 MS. MARKEL: Marcia Neal.

12 MS. NEAL: Aye.

13 MS. MARKEL: Dr. Debora Scheffel.

14 MS. SCHEFFEL: Yes.

15 MS. MARKEL: Dr. Angelika Schroeder.

16 MS. SCHROEDER: Yes.

17 CHAIRMAN LUNDEEN: Okay. Motion carries.

18 MS. BERMAN: But not unanimously.

19 CHAIRMAN LUNDEEN: So the next item is Board
20 member reports.

21 UNIDENTIFIED VOICE: Well, I -- do you want
22 to cover the --

23 CHAIRMAN LUNDEEN: Why don't we go to the
24 end and I'll tee you up. How's that?

25 UNIDENTIFIED VOICE: Okay, good. So anyone?



1 Angelika.

2 MS. SCHROEDER: I don't know what all has
3 occurred since our last meeting but I do believe that I
4 was remiss last month in my CASB report, as the liaison
5 to CASB, and I think some of the discussions today about
6 financing reminded me that that organization, with its
7 school board members, are really planning to push
8 strongly to have the legislature fill the negative
9 factor. I think that's a huge concern for them.

10 MS. NEAL: (Indiscernible.)

11 MS. SCHROEDER: To backfill the negative
12 factor. And I think it was very -- I think our
13 discussion today was very helpful to start looking at
14 what are the consequences on future funding, depending on
15 what decisions the legislature makes. I found the
16 discussion helpful and I'd like to continue with that, to
17 really understand if they have half a million dollars, I
18 mean, \$500 million, and they have alternative ways of
19 spending that, what could be the long-term consequences
20 of that?

21 So I would love to be able to look at that,
22 in the event that there's another recession or some other
23 event. So that would be really helpful.

24 Also, several of us will be going to
25 Washington, D.C., before the next meeting. I will be in



1 a study group. I think Marcia is going to be on a study
2 group. Jane will be our leader, and Elaine will be
3 working on government affairs. So there will be a number
4 of us getting some input. It's always helpful to get --
5 to meet school board members -- State Board members from
6 other states and hear what's going on. It will be really
7 interesting. I'm looking forward to it.

8 Thanks.

9 CHAIRMAN LUNDEEN: Marcia?

10 MS. NEAL: Angelika mentioned that, and
11 Commissioner and (indiscernible), who is the official
12 (indiscernible)? Is that you? Anyway, I will be going,
13 and I have asked -- I have some information at home and I
14 will try and collect it. But I really want to know what
15 kind of things I need to carry (indiscernible) to talk
16 about rural schools. It's really important. So I will
17 contact you to get (indiscernible) and we can move on
18 with that.

19 The only other thing -- and I'm sorry to
20 mention it again. It's very private -- I attended a CLAS
21 meeting yesterday and you heard most of what we
22 discussed. But again, I was very disappointed last month
23 that we -- and it seems like it has become a BEST
24 meeting. That's all we talked about was BEST and how to
25 get more money for BEST. You all know my feelings about



1 that so I won't do that. But CLAS, Children's Land
2 Alliance Supporting Schools, our purpose is to represent
3 the beneficiaries of the permanent fund, and that
4 includes all the beneficiaries including those
5 beneficiaries that are out there under (indiscernible)
6 and that is my concern, is that we get none. We're not
7 watching the permanent fund the way we should. It's now
8 grown.

9 (Indiscernible) past several years and I
10 want to get -- you know, I really want to -- this is my
11 last year on the Board and I really want to focus on that
12 permanent fund. It's a big thing of mine and I know I go
13 on and on, but you all are very kind about that.

14 So I'm looking forward also to going to D.C.
15 I was telling Paul, I get a little frustrated with the
16 congressional department of education. Not the
17 Department of Education but the congressional, you know -
18 -

19 CHAIRMAN LUNDEEN: Committees.

20 MS. NEAL: -- committee, because I don't
21 think we have any access to them. I don't think -- they
22 never contact us. I read all this stuff. I get it --
23 you know, I look at it, and I'm going, why aren't they
24 ever -- I mean, we've got a lot of issues and they're in
25 common with other state issues. They're not like just



1 Colorado issues. I know that -- what's his name? --

2 UNIDENTIFIED VOICE: Jarrod Fuller (ph)?

3 MS. NEAL: -- Jarrod. I know that Jarrod
4 would be receptive, but the other committee members, I'm
5 just -- I would really like to get a chance to maybe talk
6 to some. So I'll work on that too, but I just wanted to
7 let you know that I would do that.

8 Other than that I have nothing else to talk
9 about.

10 CHAIRMAN LUNDEEN: Pam?

11 MS. MAZANEC: Sorry. I don't really have
12 anything.

13 CHAIRMAN LUNDEEN: Fair enough. Dr.
14 Scheffel, Deb?

15 MS. SCHEFFEL: No thank you.

16 CHAIRMAN LUNDEEN: Jane?

17 MS. GOFF: Very briefly, in response to the
18 concern, I think we all share that. Just about every
19 aspect of life, it feels like there's a big disconnect,
20 elected in the Washington area.

21 I do know that as NASB develops its work on the
22 Governmental Affairs Committee, and Elaine will be
23 another handy contact for us, personally, about some ways
24 to get involved with that, I know that our Rustain (ph)
25 and Minasovich (ph) updates do probably as good a job as



1 we can get right now, on that level, about what's going
2 on there. There is just not a lot happening of
3 productive appearance or quality --

4 MS. NEAL: No, we know that.

5 MS. GOFF: -- on anything around education.
6 Although, I've got to say, we have to be fair. We have
7 to give credit where it's due. There is a publication.
8 There was recently -- I wish I'd have just saved it and I
9 didn't -- that did list some accomplishments of recent
10 months, through education-related bills that actually
11 have passed. And I may be able to locate that again.

12 But a little frustrating is that wasn't
13 widespread or why that's not being touted, for the
14 reasons it ought to be. But, you know, I'll do what I
15 can.

16 MS. NEAL: It seems to me they're talking
17 about the same thing we're talking about.

18 MS. GOFF: Yeah. They're not.

19 MS. NEAL: They're talking about this and --

20 MS. GOFF: And they're not.

21 MS. NEAL: But, yeah. We should look for
22 some connection. Thank you.

23 MS. GOFF: You're welcome.

24 CHAIRMAN LUNDEEN: Excellent. Normally I go
25 last but I'm just going to make a couple of quick



1 comments and then pitch it to Elaine and she's going to
2 wrap up on something that we've talked about.

3 As an acknowledgement that we live in a very
4 large and very beautiful state that's very geographically
5 diverse, we would like to take this show on the road, and
6 in May it is our intention to hold this State Board
7 meeting in Grand Junction. In addition to an
8 acknowledgement of the beauty of the state, it's an
9 acknowledgement, in some significant ways, to the
10 service, the tenure of our colleague and vice chair, Ms.
11 Marcia Neal. We'll be coming to her home turf for that
12 Board meeting in May.

13 With that I will pitch it to Elaine and let
14 you expand beyond that if you'd like to give more detail.

15 MS. BERMAN: Well, there's not too much to
16 expand on except that the brief conversation that we had
17 would mean that we would all go to Grand Junction that
18 Tuesday night, which is the second Tuesday in May. Are
19 you back?

20 CHAIRMAN LUNDEEN: Mm-hmm. May 7th, I think
21 it is.

22 MS. BERMAN: May 7th, or show up early the
23 morning of the -- the Board meeting would start the next
24 morning at 9:00.

25 UNIDENTIFIED VOICE: It's the 15th.



1 MS. BERMAN: The 15th?

2 CHAIRMAN LUNDEEN: I apologize. It would be
3 the 13th, and Board meeting on the 14th.

4 MS. BERMAN: So we'd have a Board meeting
5 all day Wednesday, we'd have a Board dinner with whatever
6 staff is up there, on Wednesday night, and then Thursday
7 we do site visits of schools and then drive home. We'd
8 have Daylight Savings Time and hopefully we'd have some
9 decent weather, and it will give us an opportunity to
10 focus on issues pertaining to rural education.

11 MS. NEAL: And, she tells me, and I get to
12 be in charge.

13 (Overlapping)

14 MS. NEAL: Yeah, when we talk about rural
15 schools, many -- you know, of making sure that Montrose,
16 Delta, you know, Parachute, and all those people, that
17 knew we would be having the Board and invite them, and
18 then you could, you know, visit with them and visit with
19 them, and then visit -- actually visit a few schools,
20 however. Some of those you could visit on the way home.
21 You could drive and stop and do that.

22 But anyway, I will work on that, and I'm
23 very pleased that we're doing that. They used to -- the
24 Board used to travel quite a bit and they kind of got
25 their, you know, shortened reins with money and such, and



1 so they haven't in the past few years had Board meetings
2 --

3 UNIDENTIFIED VOICE: We should do that once
4 a year.

5 MS. NEAL: -- in any other area. But I
6 thank you for that.

7 CHAIRMAN LUNDEEN: Excellent.

8 UNIDENTIFIED VOICE: Can someone brief us on
9 the breakfast yesterday, for those of us who didn't make
10 it, the legislative?

11 MS. NEAL: It was great.

12 UNIDENTIFIED VOICE: It was.

13 MS. NEAL: You know, one thing really
14 impressed me. We had two commissioners, one of them is
15 referred to as the secretary or something -- the lady,
16 and their names were Hannah Skandera from New Mexico and
17 Kevin Huffman from Tennessee. And then there was a
18 panelist -- they did a panel --

19 CHAIRMAN LUNDEEN: Darrell Bradford (ph).

20 MS. NEAL: -- Darrell Bradford moderated.

21 And one of the things that really impressed me about them
22 was Hannah Skandera, brand new, went to work for Susannah
23 Martinez, very neat lady, but they really haven't adopted
24 a plan. They're not -- you know. But just the fact that
25 she traveled around the state, visited all the schools,



1 and said they were really not doing well, you know, they
2 needed to do better, and that they would be -- you know,
3 they would be doing this -- they had a dramatic increase
4 in student learning in that year, just from that fact
5 that, you know, they had gone around and told them, "We
6 expect more."

7 The Tennessee man, they had a -- it was
8 rather odd, and maybe -- they had a teacher evaluation
9 piece but they were not legally allowed to use it, and so
10 they had, you know, the teacher scale, and he said it was
11 really frustrating because, you know, they knew but they
12 couldn't use it. And then they got that law changed and
13 they used it one year, and they had the great -- the
14 highest growth of any state in the nation, in that one
15 year, because they had -- you know, they had developed it
16 but they couldn't use it. I found that part of it very
17 interesting, and a lot of other things they had to say.

18 CHAIRMAN LUNDEEN: Their (indiscernible).
19 Angelika, do you want to add to that?

20 MS. SCHROEDER: Sure. Tennessee had the
21 growth model or the value-added model that was developed
22 by William Sanders, so that's been around.

23 MS. NEAL: Value-added?

24 MS. SCHROEDER: That's been around for at
25 least 15 years, maybe 20 years. And Marcia's point was



1 that, legislatively, somehow they were unable to actually
2 use that to evaluate teachers. However, William Sanders
3 and his group did use that information a lot to -- for
4 example, the information that says that having an
5 effective teacher -- having an ineffective teacher two
6 years in a row puts you this far behind and an effective
7 -- you know, some of the data that we have come to
8 believe, field research, does come out of Tennessee. But
9 I found that also very interesting.

10 MS. NEAL: Yeah, very interesting.

11 MS. SCHROEDER: The other piece, though,
12 that I found interesting was that I'm pretty sure both of
13 these states are much more centralized in their decision-
14 making around how to do things. I'm pretty much a
15 proponent of local control on how you do it. We're
16 talking about what we want to see happen but we're not
17 telling districts how to. But in both of these
18 communities, in both of these states, these much more
19 authority that is centralized, which does make it a
20 little bit different.

21 CHAIRMAN LUNDEEN: Yeah.

22 MS. SCHROEDER: But it was very, very
23 interesting.

24 CHAIRMAN LUNDEEN: It was very interesting.

25 MS. SCHROEDER: In New Mexico, I mean,



1 that's a state that hasn't really been at the table very
2 much.

3 MS. NEAL: They were 49th in the nation. I
4 didn't know that.

5 MS. SCHROEDER: Well, and I've participated
6 now for five years in the educator effectiveness group
7 that was made up of five states, and one of those states
8 was New Mexico, and they've only started to attend this
9 last time. So they really were not participating at all
10 in those kind of multistate conversations.

11 MS. NEAL: So nobody was going around and
12 (indiscernible).

13 MS. SCHROEDER: Well, they have a State
14 Board -- if they have a State Board of Education it has
15 zero authority, so they haven't had the structure either,
16 to be able to do much.

17 CHAIRMAN LUNDEEN: Yeah. The takeaways I
18 got out were two simple takeaways. They're not uncommon.
19 One, it's about a quality teacher in a classroom, and
20 two, it's about a cultural change. A shift in
21 expectation, a shift in perspective brings a significant
22 amount of value. Transformation.

23 The next item on the agenda is public
24 comment. We welcome you all. We're always glad to have
25 you come.



1 The ground rules are three minutes apiece.
2 Come to the microphone. If you would, please state your
3 name, state if you represent someone or where you're
4 from, if you're an individual. And I've got a handy-
5 dandy little timer here. It's going to be the three
6 minutes. You'll get a flag waved off to your right side.
7 Sometimes people without peripheral vision don't see
8 that. Because we've got a large number of people signed
9 up we're going to be very tight on time. When you hear
10 the jingle, finish the sentence you're in, please don't
11 start a new paragraph, and we thank you for being here.

12 First to the microphone is Jason Landers.

13 MR. LANDERS: Good afternoon, Mr. Chairman
14 and members of the Council and the Board. My name is
15 Jason Landers and I am a Marine Corps infantry Iraq War
16 veteran, Aims Police Academy graduate, and I studied at
17 Colorado State University, and I am also the CEO of the
18 Soldier's Heart Foundation. We are a nonprofit
19 organization dedicated to resolving two of our country's
20 major afflictions -- veteran sustainability and school
21 violence.

22 The mission of the Soldier's Heart
23 Foundation is to provide America's veterans with a state-
24 of-the-art residential, 90-day, civilian reintegration
25 academy that enforces the core principles of adjustment,



1 advocacy, and achievement in a postwar America. Men and
2 women who joined the Armed Services after 9/11
3 volunteered. For the past 12 years, they continue to
4 volunteer and sacrifice for those whose names they do not
5 know and those whose names live in their hearts forever.
6 They understand, better than anyone else, what it means
7 to sacrifice.

8 Colorado, my home that I fought for in Iraq,
9 time and again suffers from senseless acts of violence
10 against children. According to a Center for Disease
11 Control fact sheet, published December 31st, 2013, 5.4
12 percent of students reported carrying a weapon to school
13 in the past 30 days, from the time of the survey. 7.4
14 percent of students reported being threatened or injured
15 with a weapon.

16 The Center for Disease Control recommends
17 universal school-based prevention programs, parent- and
18 family-based programs, and mentoring programs to prevent
19 school violence. The Soldier's Heart Foundation will
20 provide exactly what the CDC has recommended, via the
21 veterans we train to transition home. We want heroes to
22 protect our children, and we want our children to protect
23 our soldiers' hearts as they adapt to the dramatic
24 changes in transition from the Armed Services.

25 We must be honest and acknowledge today that



1 school resource officers, as well as district and
2 contracted security elements are reactive measures. I
3 have done the research and I am sure you have seen the
4 same numbers I have. They are stretched thin, sometimes
5 touring multiple schools in one day, and suffer from
6 images in the media relating to laziness or corruption.
7 Our children see these images. We do not seek to replace
8 SROs, as they serve a vital element to enforcement in
9 secondary education. We seek to be the dedicated
10 resource to be proactive and prevent acts of violence
11 from entering our schools.

12 We want you to consider hearing a formal
13 presentation of our business plan. Public support is
14 required to seek this vision realized. Colorado deserves
15 to be the proving ground for the Soldier's Heart
16 Foundation. If we remain reactive we can only expect to
17 lose. We must be proactive, for it is time to heal.
18 This, ladies and gentlemen, is the first step in honoring
19 the memory of Claire Davis and all who have lost their
20 lives in a school shooting. We are confident that
21 revolutionizing educational security is of paramount
22 importance to the success of our state and for the future
23 of our children.

24 I am happy to answer any general questions
25 now, or not, because of time, but I again ask the Board



1 to consider our formal request to appear at any future
2 Board meeting with my CEO as well as a suit -- I promise
3 -- to present the full details of the Soldier's Heart
4 Foundation. Thank you.

5 CHAIRMAN LUNDEEN: Thank you, Jason. Thank
6 you also for your service. We'll follow up, get contact
7 information, and then see if we can't have a broader
8 discussion at some point later. Thanks for your
9 presentation.

10 MR. LANDERS: Thank you.

11 CHAIRMAN LUNDEEN: Next, Belinda Seville,
12 and if I mispronounce your name it's not intentional.
13 Please correct me.

14 MS. SEVILLE: Commissioner, Board, thank you
15 so much for your time this afternoon. I have to tell
16 you, I kind of get chill bumps being in the presence of
17 educators again. It's been a long time since I was in
18 the classroom but there are not many days that go by that
19 I do not think about it and consider the importance that
20 it is in our country.

21 As an educator and as a grandmother now, my
22 concerns regarding Common Core continue to send shock
23 waves through my system. This is not a complicated
24 system to assess since it has been in several schools
25 around the nation and been evaluated by its



1 effectiveness.

2 Kentucky, in 2010, introduced Common Core
3 standards. Merely one year later, test scores in math
4 and English declined by one-third. I've been told that
5 that same statistic is true in New York State. I have
6 not heard one set of test scores that have demonstrated
7 the strength of Common Core to raise the academic ability
8 of our precious students.

9 When I personally heard of an advocate of
10 Common Core state that getting the right answer in math
11 was no essential if the student was able to explain how
12 they came to their wrong answer, again, my mouth drops.
13 I'm not sure but I think how you get the right answer,
14 and the right answer, are both important -- important to
15 the critical piece of math.

16 How does a teacher determine or evaluate an
17 effort on a daily basis? It sounds exhausting to me as a
18 professional that is already in a very demanding job.
19 And here's the good news -- history demonstrates, over
20 and over again, that how you get the right answer, and
21 getting the right answer, are both within the reach of
22 our students. Let's not sell them short of what they're
23 capable of doing.

24 To think that my grandson would not learn
25 cursive, and not be able to read letters from great-



1 grandparents and grandparents, all the way back, not be
2 able to read our Constitution and our Declaration in its
3 original format is again staggering. Who would want to
4 rob our children of such richness in their lives? Who
5 would ever want to cut them off from the history that
6 they came from? How could such choices be considered an
7 enhancement to their education?

8 Obviously, proponents are aware that the
9 cat's out of the bag. Parents, grandparents, teachers,
10 school superintendents are raising concerns. Why else
11 would they have changed their name already? We no longer
12 have the Common Core science program. We have the Next
13 Generation Science.

14 I encourage each of you to take the time to
15 do a thorough investigation to all aspects of this
16 curriculum, and the financial price tag it will bring to
17 our state. Our children are worth our time and they are
18 worth that much effort. Thank you.

19 CHAIRMAN LUNDEEN: Thank you, Belinda.
20 Joanie Funderburk.

21 MS. FUNDERBURK: Ladies and gentlemen of the
22 Board, good afternoon, and thank you for the opportunity
23 to share my thoughts with you today.

24 CHAIRMAN LUNDEEN: Help us out by reminding
25 us where you folks are from, and I won't (indiscernible).



1 MS. FUNDERBURK: Sure. I am a Colorado
2 native, a parent of two Colorado high school graduates
3 and current students at the University of Colorado at
4 Boulder, and a mathematics educator for the past 23
5 years. I want to thank you for your decision to adopt
6 the Common Core state standards and explain why I believe
7 that they will contribute to your mission of providing
8 all of Colorado's children equal access to quality,
9 thorough, uniform, well-rounded educational
10 opportunities.

11 My 23 years as an educator has taught me a
12 lot. I have learned that most of the general public
13 think that knowing math and doing math are the same
14 thing. There is a belief that some people are born with
15 a math gene, which we know does not exist, by the way,
16 and you are a math person if you can do computations
17 quickly and accurately. As a math teacher, I have seen
18 many students who have learned the procedures of
19 mathematics struggle when they try to learn the abstract
20 concepts of mathematics in algebra, trigonometry, and
21 precalculus.

22 My oldest son did well in math until Algebra
23 II. When he started to struggle he told me, "Mom, I've
24 been memorizing for math my whole life. My brain has no
25 more space to memorize." I realized then that he wasn't



1 making sense of math, and I knew why, because I have also
2 seen that when students have the opportunity to think
3 deeply about math, to see connections within math and to
4 other subjects, and to apply their understanding to
5 unique situations they enjoy more difficult courses,
6 succeed in them, and have opportunities beyond high
7 school that other students don't.

8 I've seen a system that provides below-
9 grade-level instruction to students who struggle or who
10 are behind, causing them to fall even further behind.
11 Doors are closed as these students won't even have access
12 to the math that will prepare them for credit-bearing
13 college courses or admission to the military or trade
14 school. This isn't what any of us want for Colorado
15 students.

16 The Common Core standards provide fewer,
17 higher, and clearer standards that are aligned to college
18 readiness and provide opportunities for all students to
19 learn meaningful mathematics. Many of the people I talk
20 to think Common Core is a national curriculum, dictating
21 what teachers do in their classroom and creating a one-
22 size-fits-all experience, but it's not. It's a set of
23 outcomes, like what you have to know and do to get a
24 driver's license, or what courses you have to take to
25 earn a college degree. And the standards were written



1 based on evidence, based on what is already working in
2 the U.S. and other high-achieving countries, and what
3 students need to be prepared for college or a career.

4 The math standards thoughtfully and
5 purposefully construct a deep understanding of what
6 mathematics really is, not just a set of skills and
7 procedures to be memorized but a way of understanding and
8 communicating about the world. Teachers still decide
9 which learning experiences will get their students to
10 those outcomes. And because other teachers across the
11 country are working on supporting their students in these
12 higher expectations, we can all collaborate and share
13 resources, making all of us more effective and creating
14 better learning experiences for our students.

15 As a native to Colorado, a parent, and a
16 teacher, I want every child in Colorado to have the
17 opportunity to be challenged in order to become educated
18 and productive citizens. I've seen first-hand that
19 Common Core standards can do this and I ask the Board to
20 continue its support of the Common Core and Colorado
21 Academic Standards. Thank you.

22 CHAIRMAN LUNDEEN: Thank you. Carol
23 Kirkstadt.

24 MS. KIRKSTADT: I'm Carol Kirkstadt and I
25 live in Loveland, Colorado. There's lots of different



1 opinions here. Thank you for spending time to listen to
2 us.

3 Just because a standard -- it's called a
4 standard -- does not tell you about the quality of that
5 standard or whether it is effective. Where is the
6 evidence that the Colorado Academic Standards have
7 improved academic performance in the last 15 years, and
8 are you satisfied with our current graduation rates and
9 remedial rates? The charts I see, they all look flat.

10 Looking to groups outside Colorado to solve
11 this problem I feel is unrealistic. It is our problem.
12 Moving to online testing with PARCC will just make
13 matters worse, plus, of course, PARCC has some data
14 security and privacy issues associated with it. It's
15 time we take a fresh look at this whole area.

16 Postsecondary and workforce ready I feel is
17 an unacceptable goal. Where is any thought of training
18 our students to be American citizens? The current
19 standards are very deficient regarding any assumptions.
20 For example, there is no evidence that they will produce
21 the promised results. Where are the assumptions on what
22 is age appropriate? Where is the proof that increased
23 emphasis on information text will deliver 21st century
24 skills?

25 It is common sense when you are not



1 achieving your objectives, then you identify what you're
2 doing wrong, you look for alternatives, you make
3 adjustments, and, if necessary, scrap it and start over.

4 For your information, Dr. Sandra Stotsky
5 will be visit Colorado at the end of this month. She
6 will be speaking about the failure of Common Core
7 standards. If you don't know that, Dr. Stotsky is
8 professor emerita at the University of Arkansas and is a
9 leading authority on Common Core. She served on the
10 Common Core English language arts standards and she was
11 one of five professors who refused to sign off on the
12 standards. Dr. Stotsky will be speaking in Fort Collins
13 on January 27th and in Lakewood on January 28th, and I
14 urge you to find time to attend one of those meetings. I
15 have some flyers with information on that that I'll leave
16 with your staff.

17 Thank you very much for your time.

18 CHAIRMAN LUNDEEN: Thank you very much,
19 Carol. Lauren Fine.

20 MS. FINE: Hello. Thank you so much for
21 having us all here today. I appreciate that everyone is
22 in this room trying to watch out for the best interest of
23 our students, and as a -- well, I'm a Denver native and
24 now as a Denver educator I believe I can say with
25 confidence that I see those results by implementing the



1 Common Core. I believe there are many factors why I
2 believe that, one of which is overall this elevates our
3 teaching practice. This is taking us to a new and higher
4 rigorous level and that's extremely important.

5 These standards were based off of looking at
6 multiple state standards that were excellent as well as
7 looking towards international results of how do we need
8 to get to where we want to go and create that roadmap of
9 success. These standards do not tell teachers what to
10 do. They are standards which help to level the playing
11 field, in education, across our state, and across our
12 nation.

13 We can finally have productive, high-level
14 conversations, when I might be here and I can talk to a
15 teacher in Tennessee, I can be on a conference call last
16 night with teachers around the nation who can like very
17 clearly state "I'm having trouble with this particular
18 standard." "How are you implementing that?" "That's so
19 interesting. What text would you recommend?" We're
20 creating a productive dialogue as opposed to just sort of
21 swimming in the middle of an ocean, like hoping just to
22 stay adrift. Now we're actually moving somewhere and
23 pushing our kids much higher than we have previously.

24 I also -- I enjoying teaching the Common
25 Core so much because I get to choose how to best teach



1 the standards to my students and what materials to
2 choose. There's so much flexibility within your own
3 classroom, and as an educator that with that you get to
4 become the master of the content and decide how to best
5 teach.

6 Additionally, I feel much more connected,
7 like I said, to others in other states, but also you can
8 see so much more increased collaboration across schools
9 when there is a very clear line of what happens and what
10 the expectations are from ECE through 12th grade.

11 I specialize in literacy and I can therefore
12 personally attest to how well this staircase of
13 increasing complexity in regard to what students must
14 read is working. Currently, we have a large gap between
15 what happens from high school to college and that our
16 students are not prepared. So if we can up the rigor,
17 that way we can help finally say we see there's a gap and
18 we're trying to do something about that.

19 I see that gap in elementary school. If
20 they come into my grade not prepared then we're also
21 playing backwards catch-up. Therefore, yeah, the test
22 scores are going to drop for a little while. Where all
23 of a sudden our proficiency was here, if we're now
24 raising the bar to here, yeah, we might have some test
25 score dropping. We need to be looking much more future



1 and not just at tomorrow. We need to be thinking of I
2 teach fifth grade, I want to know that when my students
3 graduate 12th grade that it's been rigorous, that they're
4 prepared to go to college, or whatever career-ready field
5 they choose, and that the investment has come from all
6 around, that there hasn't been a divisive model, that
7 instead we're uniting and saying this is in the best
8 interest for all of our kids.

9 That's good. Thank you.

10 CHAIRMAN LUNDEEN: Thank you. Nabia (ph)
11 Brown.

12 MS. BROWN: Good afternoon and thank you for
13 giving me the opportunity to speak. I am from Denver and
14 I am a mother of three children, grades six, three, and
15 kindergarten. I'm an active parent, PTA member, and
16 former local PTA president. I'm here to speak to you
17 today regarding the Colorado Academic Standards, which
18 include the Common Core standards.

19 I am grateful to all of you who are in
20 support of these standards and hope that you remain
21 steadfast in your support. With three kids who all have
22 very different learning styles, I've had the opportunity
23 to be involved in many different schools and different
24 types of learning environments. The unfortunate part
25 about what I saw is that the levels of learning in each



1 school are different. It doesn't seem right to me that
2 one kid can go to one school and be taught a certain set
3 of standards, and up the road or in another county, a
4 student would be taught a different set of standards that
5 are lower.

6 Every kid in Colorado should be challenged
7 to excel no matter what classroom they are in. I believe
8 that the Colorado Academic Standards provide a floor for
9 learning in our classroom that far exceeds what they were
10 being taught previously. We should all ask that we
11 challenge our students to reach their full potential, and
12 I believe that the higher standards that the Colorado
13 Academic Standards provide, and Common Core provides
14 that. I work in a school and I have seen the level of
15 work they're giving students, and the expectations were
16 low. Just last year, my kindergartner, who was doing
17 work that I see students and my son in second grade
18 doing. That doesn't make any sense to me at all.

19 These standards are not trying to turn kids
20 into robots or harm our classrooms. They are trying to
21 challenge every kid in Colorado to be better learners and
22 to learn how to think. The Common Core standards aren't
23 about teaching to a test, but instead about being able to
24 process the information you have learned. And I am sure
25 every parent struggles to know what the standards are in



1 trying to keep up with work and life.

2 As a parent, the Colorado Academic Standards
3 give me the ability to know where my child should be at,
4 at each grade level. I now know what my kids should be
5 learning, and I have had teachers tell me, "Well, your
6 son should have learned that last year." Where is the
7 accountability in that? Before now, there was nothing to
8 help me hold my kids' teachers accountable to what my
9 kids should be learning, and the Colorado Academic
10 Standards, including Common Core, are good for our kids
11 and good for Colorado, and as a parent, I respectfully
12 ask the Board to let our kids rise to this challenge and
13 to keep these standards in our schools. Thank you.

14 CHAIRMAN LUNDEEN: Thank you. Jan Guyer.

15 MS. GUYER: Hi. My name is Jan Guyer. I'm
16 presently a teacher at Bromley East Charter School,
17 teaching fourth grade. I've taught most elementary
18 school levels, but fourth and fifth are my favorite grade
19 levels. I've taught for 23 years and I've worked in the
20 field of education for over 35 years.

21 I will do my best to share why I support the
22 Common Core standards in about two to three minutes. I'm
23 a teacher so I talk a lot, so I'm going to try and get
24 this condensed.

25 First, the standards are comprehensive in



1 depth. When talked to my staff a couple of weeks ago and
2 told them I was going to come here to talk, that is what
3 they repeated over and over to me -- they're
4 comprehensive; they have depth. We know exactly what we
5 need to teach, what grade level is teaching it, and we
6 know what we're building on. It has a foundation.

7 I have taught previously Core Knowledge
8 curriculum for 20 years. The reason I did that is
9 because it spiraled and had depth of knowledge and depth
10 of thinking, as do the new standards. I was always told
11 if you teach Core Knowledge you're teaching above the
12 standards. That isn't true any longer. I have standards
13 that are above Core Knowledge, so I'm no longer a Core
14 Knowledge teacher.

15 The standards have depth of content, are
16 very clear as to what teachers are expected to teach than
17 the previous subjective, unclear standards. The previous
18 standards, for instance, stated somewhere between fourth
19 and sixth grade Colorado history was taught. Teachers
20 thought, okay, fifth grade will do that, or maybe fourth
21 grade, or we'll bump it up to sixth. We did know. Now
22 it's very explicit. Fourth grade will teach Colorado
23 history.

24 The how we teach our curriculum and the
25 standards is up to us, the professionals, the educators.



1 This is very important to educators because how we teach
2 is very personal. It's what makes us successful. We are
3 not clones, as are not our students. We each have a
4 personal connection to our classrooms, the children we
5 teach, and the curriculum. The how we teach is what
6 makes us teachers. The curriculum tells us what we need
7 to teach. There is depth of content, as I've said
8 before, knowledge and skills for our children to not only
9 succeed in school but in life, and as citizens, and the
10 workforce, and the new standards.

11 It is very clear what needs to be taught, at
12 what grade level. For instance, I love the addition of
13 economics and personal finance. Children are interested
14 in learning to manage money. At very young ages our
15 culture exposes children to advertising, purchasing,
16 wanting, and achieving material items. It's the
17 responsibility of parents and schools to teach children
18 how to handle money, credit, and personal finance. The
19 standards explicitly state how that is to be done at
20 kindergarten all the way through high school. All
21 standards and all content areas are also this explicit
22 and focus not only on learning content but deep thinking.
23 It's very clear what is to be taught, at what grade
24 level. There is no passing the buck or guessing. Again,
25 it's explicit.



1 I like that Colorado has adopted the Common
2 Core standards. This way, all fourth-graders across our
3 state and country are taught the same content. We are a
4 country and have a responsibility for equality of
5 education to help children. This means all children in
6 our country should be learning the same valuable
7 curriculum content and skills. If a family moves across
8 country their child should be receiving the same quality
9 education they received in their previous home. I was
10 one of those students. I moved. I missed things. I had
11 huge gaps. That caught up with me in high school. So I
12 had to struggle. I had to work harder. I had to go to
13 tutoring. I had to fill those gaps. I don't think that
14 will be happening.

15 We have taken a giant step in the right
16 direction with our new Common Core standards and I would
17 like you to continue moving forward. I appreciate your
18 time and dedication and, like I said, me speaking in two
19 minutes is almost impossible.

20 CHAIRMAN LUNDEEN: It's tough, and my bell
21 wasn't very loud. It's not quick the class passing bill,
22 is it?

23 Courtney Smith.

24 MS. SMITH: Hi. I'm Courtney Smith and I'm
25 from just east of Kiowa. When I graduated from high



1 school in 1998, I was valedictorian of my class, and I
2 won a scholarship up here to Regis University where I
3 graduated with a triple major in math, chemistry, and
4 computer science, and I also had a minor in visual art.
5 After I graduated I taught college prep chemistry at a
6 private high school and I also worked as an athletic
7 trainer at Montbello High School here in Denver. And I
8 am currently a homeschooling mom of five.

9 I have enough experience, as both a student
10 and an educator, to know that the Common Core initiative
11 is not in our best interest. I went to the Common Core
12 website and looked at their mission statements and their
13 standards, and the standards, in and of themselves are
14 not objectionable. They are general. They do not
15 dictate what the curriculum is or how the information
16 must be taught, or how the information is tested. They
17 are the expectations of any literate adult. For example,
18 my oldest son is in fourth grade, and all fourth-graders
19 should be able to solve problems involving measurements
20 and the conversion of measurements. This is a reasonable
21 standard to have.

22 However, these are my objections. There is
23 a big difference between having the standards and having
24 a curriculum. There is no evidence that standard-based
25 centralized education works. There is more evidence that



1 it does not. And forcing a national curriculum on school
2 districts and private schools may very well violate the
3 Tenth Amendment of our Constitution. Number two,
4 mandating a curriculum to teach these standards will
5 undermine the rights of parents, of educators, and
6 community members to determine what is best for their
7 children, and will try and force faith-based educators to
8 teach curricula that will, in all likelihood, violate
9 their moral and religious conscience.

10 The third is the idea of data mining.
11 While, on the surface, sounds efficient from state to
12 state, it is, at its heart, an invasion of privacy to an
13 extreme degree. Recently on the news, Americans heard
14 that the Federal Government had massively invaded their
15 privacy by conducting illegal wiretaps. We also heard
16 that certain people in the IRS targeted a political group
17 with whom they disagree. This does not inspire
18 confidence that any data that is collected legally on
19 students will be safe or will be used correctly.

20 My husband and I wanted to educate our
21 children in line with our beliefs. Education is very
22 important to us, but character, morality, compassion, and
23 a relationship with the Lord carries far more value, and
24 those are not testable.

25 We want to have the freedom to integrate



1 these things into our daily learning, and I do not
2 believe that the Common Core Initiative is in the best
3 interest of my children or the children of this country.
4 We do need change in our education system but this is not
5 the answer. I implore you to stop the move for the
6 Common Core Initiative and give it back to the states and
7 to the parents. Thank you.

8 CHAIRMAN LUNDEEN: Thank you. Nick Worley
9 (ph).

10 MR. WORLEY: Good afternoon, Board. Thank
11 you for your time this afternoon. I'm also here -- my
12 name is Nick Worley, like I said, and I'm from Lakewood,
13 Colorado. And I have three children and they attend a
14 charter school in Jefferson County. I'm also speaking
15 against Common Core. I have learned some of both sides
16 here today, hearing some of the sides from teachers. My
17 question is, if Common Core -- or if the previous
18 standards did not work, how come kids have been
19 graduating for many years, doing well in colleges, doing
20 well in life? What has all of a sudden caused the need
21 for a new federally driven and -- I'm not sure who the
22 authors are, really, of Common Core -- what has required
23 this to happen?

24 I, like I said, myself, having three
25 children in the system, I don't want them being taught a



1 curriculum that I have no choice and no opinion in, in
2 choosing what that is. This curriculum is being handed
3 down from the Federal Government, like I said, and I have
4 no choice on saying yes, I like this, or I'd rather do
5 something different.

6 I guess my other point here is how can we
7 assume that standards are all of a sudden going to fix
8 our system? If kids aren't learning already because
9 they're unmotivated, because they have parents that don't
10 care, because they have a society of, I guess, media and
11 TV and everything else that says learning in school,
12 reading, everything else is lame, what is cool is media,
13 how are standards and supposedly upping these standards
14 going to all of a sudden help our kids learn better and
15 change the system drastically? I don't understand that,
16 especially when we've heard, just a minute ago, that New
17 York and Tennessee both have tried this system and it did
18 not work. It failed.

19 So I guess at this point I wanted to just
20 encourage you to understand the system better, and I
21 really encourage you to reject this, or make a motion to
22 reject Common Core standards from Colorado. Thank you so
23 much.

24 CHAIRMAN LUNDEEN: Thank you, Nick. You get
25 bonus points for brevity.



1 Deanna Miller.

2 MS. MILLER: Can I have a teacher friend of
3 mine come up and take part of my time?

4 CHAIRMAN LUNDEEN: Sure.

5 MS. MILLER: Is that allowed?

6 CHAIRMAN LUNDEEN: Sure. It's all part of
7 the same three minutes.

8 MS. MILLER: Yes. Okay. Great.

9 CHAIRMAN LUNDEEN: We'll need both your
10 names and where you're from.

11 MS. MILLER: Okay. My name is Deanna Miller
12 and I live in Kiowa, Colorado, and I -- I'll go ahead and
13 let Pauline introduce herself.

14 MS. HENNING: Pauline Henning, Arvada,
15 Colorado.

16 MS. MILLER: I am a very concerned educator.
17 I love students. I love the parents of the communities
18 where I've taught. And I am very concerned about what I
19 see happening with Common Core. I agree with many of
20 these educators who have come up here already and stated
21 that these seem to be great standards, they are helpful
22 to navigate to curriculum, they're helpful for teachers,
23 it appears on the surface. And all of that may be true
24 right now. But to me it appears to be a Trojan Horse.
25 It looks wonderful. It seems to me that it was sold as a



1 wonderful piece of education that is going to increase
2 our standards, it's going to be rigorous, it will prepare
3 our children for a global economy.

4 But all of that is just verbiage, and it
5 does seem to be well -- good for the children right now,
6 and the teachers right now, but I ask that you please
7 investigate it thoroughly and project down the road. If
8 we bring this Trojan Horse into our state, what is within
9 the horse later on down the road? When we open the door
10 five years from now, what will keep the government from
11 saying "you will teach A, B, C" and there will be no way
12 that we can object to it unless we go to Washington,
13 D.C., and object? We need to keep our decisions that our
14 children and their education local. That is part of our
15 constitution.

16 I'd also like to say that I've been in
17 schools. I taught for 32 years and I've also been
18 subbing for the last 10. And going into schools you see
19 the same thing you're seeing here today. There are
20 teachers who love it and teachers who are scared to
21 death. And I think it's the difference from perspective
22 of those that can see things happening right now and
23 those that can see what will happen in the future.

24 Many schools I'm going to, if you bring it
25 up, teachers go, "Shh, don't talk about it. Don't talk



1 about it." They're scared, and that concerns me. The
2 anxiety level is very high in many schools. It's high
3 with the children.

4 My nephew came home the other day and he
5 said, "Auntie Dee, I used to love school. I really loved
6 school, but I don't like it anymore because all we do now
7 is test, test, test." Okay, and this is in a district
8 that has gone full-blown with Common Core. So I'd like
9 you to guess what grade he's in.

10 CHAIRMAN LUNDEEN: Kindergarten.

11 MS. MILLER: He's in first. And I see this
12 with kids all the time, but I'd like to turn it over to
13 Pauline now.

14 CHAIRMAN LUNDEEN: Your time is up but
15 here's what we'll do.

16 MS. MILLER: Oh my goodness.

17 CHAIRMAN LUNDEEN: If you would like to
18 speak we'll put you at the end of the list, and you can
19 take your own personal three minutes.

20 MS. HENNING: All right. Thank you.

21 CHAIRMAN LUNDEEN: All right. But we'll
22 stay in order here.

23 You were Deanna, correct? Ryan Wilson.

24 MR. WILSON: Hello. My name is Ryan Wilson
25 from Jefferson County. State Board Members, Commissioner



1 Hammond, thank you for having us. I'm here to voice my
2 support for the Colorado Academic Standards. I speak
3 today as the father of a 1 1/2-year-old daughter and my
4 wife and I have another daughter on the way, in February.
5 I'm also an entrepreneur and business owner of FiveFifty,
6 a digital marketing company.

7 My daughter is at an age where is eagerly
8 learning new things very quickly. Just the other day she
9 was able to pick M out for her name, Michaela, on the
10 keyboard, and when we asked her, you know, where it was
11 that milk came from she told us from cows. I thought
12 that was pretty cool. Anyway, she has the ability to
13 easily adapt to new ideas and she's learning new things
14 every day. As a parent -- as parents, my wife and I want
15 her to be challenged regularly so she's ready for school
16 and life and the changes that come with that. For this
17 reason, we regularly present her with increasingly
18 difficult things to learn, and she enjoys the challenges,
19 even at such a young age.

20 I've heard about the Colorado Academic
21 Standards, including Common Core for reading and math,
22 and I'm glad to hear that the state public school system
23 will be challenging my daughter in the same way that we
24 do at home, as she enters kindergarten. I support the
25 state raising the bar in this way, and, you know, what



1 she and her classmates need to know, so she'll be on the
2 right path to meet the challenges of the future.

3 As I understand, with the new standards my
4 daughter will get to learn fundamental math concepts like
5 being able to count to 100 at the age of 5, which, in the
6 past, wouldn't have been exposed to her until the third
7 or fourth grade. I want her to master skills like these
8 before she progresses on to harder math concepts, and as
9 a kindergartner I believe she'll be ready for that
10 challenge and we'll be ready to support her in that.

11 FiveFifty, my company, is a digital
12 marketing business, and by function what we do is highly
13 driven by technology and math. FiveFifty contracts with
14 companies in multiple industries, helping others adapt to
15 marketing needs of the 21st century. Our clients include
16 Home Depot, Winter Park Ski Resort, as well as many local
17 Coloradan companies. The digital world is my profession.
18 It's ubiquitous across sectors now. I have no doubt that
19 my daughter and her peers will need to be prepared for a
20 technology-driven world.

21 I believe that the Colorado Academic
22 Standards and the Common Core help to upgrade our school
23 system so that kids will be further prepared to meet
24 these challenges, learning hard skills like algebra and
25 writing, as well as soft skills like critical thinking



1 and problem solving, which are critical to professionals
2 today.

3 I've heard opponents to these standards and
4 I don't agree with the objections, personally. It's
5 common sense to me that we need to do all that's possible
6 to get our kids prepared for the jobs of the future, and
7 that's a priority for me. I believe that this can be
8 accomplished through higher expectations, greater
9 teachers, and technology, and I know my daughters will be
10 up for the task and I believe that all children in
11 Colorado deserve that opportunity.

12 CHAIRMAN LUNDEEN: Thank you. Cindy Bullis
13 (ph). Cindy Bullis bugged out.

14 Jay Miller. Jay Miller? No.

15 Connie Miller. Connie Miller, once, twice,
16 three times.

17 Anita Stapleton.

18 MS. STAPLETON: Thank you, State School
19 Board and Commissioner Hammond, for listening to all of
20 our concerns, whether it's pro or against Common Core. I
21 do have quite a bit of handouts again. If I can enter --
22 to the Board members. And then I do have more letters of
23 opposition that I'd like to enter into evidence.

24 I am clearly against Common Core. I am a
25 mother and a nurse from Pueblo, Colorado, District 70, in



1 Pueblo County.

2 Here are the letters -- sorry.

3 And today I am going to promise not to get
4 off on tangents. I'm impromptu. I want to look at your
5 eyes when I speak today, because this is me raw today. I
6 am tired, frustrated, disappointed, dismayed. I have
7 been touring the state since May. I have been in and out
8 of school districts. When I hear the pros for Common
9 Core I hear them coming from Denver. When I go out into
10 Fremont County, Las Animas County, down south, way up
11 north to Craig, on the Western Slope, I'm hearing just
12 the opposite. I am hearing very frustrated teachers,
13 extremely frustrated parents, because parents are being
14 left out of the decision-making.

15 As for myself, I came here today to ask
16 specific questions about PARCC and to beg you to please
17 slow this adoption down and implementation. I know we're
18 in the piloting phase, but what I am seeing happening in
19 our school districts -- and not in just my own, but I
20 will speak specific to my own -- my principal -- and I
21 don't mean this to rat her out because I speak locally to
22 our school board too -- they don't know what to do. They
23 think they have to follow all the rules that the CDE
24 gives them. They don't believe that they have a choice.
25 I can educate them about our state constitution -- it



1 goes right over their head. Why? Because of the money.
2 They need the money, and every district I go to tells me
3 the same thing. So they will comply with implementation
4 of the standards, with the implementation of the national
5 assessment test, PARCC, and we all know, eventually, the
6 curriculum aligned.

7 Now I have visited many districts that are
8 hold onto their own and holding on to their curriculum,
9 and I pray for them. I implore them for that, because
10 they haven't sold their soul out yet. But we all know
11 once the PARCC is completely implemented the curriculum
12 will be aligned. It is stated in the Race to the Top
13 Three application.

14 What I see in my town, in my high school --
15 my senior is with me here. I don't mind pulling my kids
16 out of school this year, and it's sad. They're already
17 up to nine absences. But you know what? I'd rather keep
18 them with me, and I educate them, than send them to
19 public school now.

20 My principal has bribed our students to get
21 our students in to do the practice piloting tests so that
22 we can test bandwidth. She has admitted that. Just like
23 with our state, she said, "If I didn't get them there,
24 then with a bribe, then how else would I test the
25 bandwidth."



1 Now our schedule has been changed -- and I'm
2 almost done. We go to a four-day school week. Every day
3 now our class time has been decreased by 30 minutes, so
4 that our teachers can do their teacher professional
5 development to get ready for the PARCC assessments. They
6 are making mandatory study hall for the kids for those
7 last 30 minutes of the day, and I asked her why.

8 "Because the teachers union won't let me pay my teachers
9 to come in on Fridays, a free day, unless I pay them \$25
10 an hour." This is ridiculous. Who is suffering at the
11 hand of Common Core? It is the students and the
12 teachers, and I'm seeing great principals at the demise
13 of this as well.

14 CHAIRMAN LUNDEEN: Thank you. Toni Walker.

15 MS. WALKER: Thank you, Board. Hi. My name
16 is Toni Walker and I reside in Loveland, Colorado. As a
17 past teacher and parent of two boys I have been active in
18 education. My awareness of Common Core has been
19 approximately a year, where I've researched and
20 investigated how it came to be. What alarms me terribly
21 is the PARCC testing, data mining, and privacy issues.
22 The standards themselves, which have allowed
23 informational, indoctrinating text in the classrooms, and
24 I have some examples of what some of the teachers, and my
25 seventh-grade son has been getting. I can ask myself --



1 CHAIRMAN LUNDEEN: No profanity, et cetera.

2 Okay. I wanted to make sure.

3 MS. WALKER: Oh, no, no.

4 CHAIRMAN LUNDEEN: We've had some very
5 graphic --

6 MS. WALKER: No.

7 CHAIRMAN LUNDEEN: -- okay. Thank you.

8 MS. WALKER: No. Absolutely not.

9 CHAIRMAN LUNDEEN: Please proceed.

10 MS. WALKER: My goodness.

11 I asked myself a thousand times and I have,
12 why? Why would any parent, local district, or state
13 education system give the unconstitutional power of our
14 children's education to corporate interests and federal
15 bureaucrats in Washington, D.C.? Please do what is best
16 for all children and reverse this flawed, top-down agenda
17 in Colorado called Common Core. Thank you.

18 CHAIRMAN LUNDEEN: Thank you. Sherry or
19 Cherry Chiseker (ph). Help me out on both names here.
20 You can introduce yourself. You'll do it properly.

21 UNIDENTIFIED VOICE: My name is Sherry
22 Chiseker (ph) from Fort Collins, and I'm a parent of
23 these two lovely boys here, and I am opposed to Common
24 Core, wholeheartedly, 100 percent, and I hope I have your
25 attention.



1 If you say that Common Core is just a
2 standard, I say no, it's not, and I'm not alone. It
3 drives curriculum. What drives that curriculum? Because
4 it's tied to the PARCC test. Teachers are hamstrung to
5 teach to the test, and I'm not the only one that says
6 that. Common Core state standard architect, David
7 Clemens says it in this video. He says, and I quote,
8 "The standards are nothing if the assessments built in
9 them are not worthy to teach to. Teachers will teach
10 towards the test. There is no force strong enough on
11 this Earth to prevent that."

12 Bill Gates says it quite well, also. We all
13 know Bill Gates funded this Common Core. He says, "We
14 know we've succeeded when the curriculum and the tests
15 are aligned to these standards." E. D. Hirsch, core
16 knowledge proponent, says, "Teachers will do test prep
17 because their job and their income depend on student
18 scores of the test."

19 We all know this. As a parent I know this.
20 I see it in schools. I have two children. One goes to a
21 charter school, best in the state. They don't teach to
22 the test. They tell the kids, "Take the test. We're
23 done." I have another child in public school. We've
24 started studying for TCAPs before Christmas. We study
25 all the time. Last spring they had a 147-page packet to



1 complete over spring break, with loss of recess if they
2 didn't finish it when they got back. I could only hope
3 they don't do that when we have two PARCC tests a year,
4 because we'll be studying PARCC tests all year. How can
5 you say it does not drive curriculum?

6 The Race to the Top grant application, which
7 someone else mentioned, for Colorado, when the adoption
8 of the Common Core state standards says it, that they
9 will require you to ensure curriculum aligns with the
10 standards, but it's implemented with fidelity, it's
11 having expected impact on state achievement, and is
12 modified if ineffective. Modify your curriculum to the
13 standards, please.

14 When CDE voted on adopting Common Core in
15 2010, there were over 600 letters in regard to Common
16 Core. I have some of them here because they are public
17 knowledge. Do you know that out of those 600 there were
18 less than a dozen that were for Common Core? They were
19 against Common Core. You did not listen to your
20 constituents.

21 I would like you to hear just a small, small
22 excerpt, because I know we're short on time, on one of my
23 favorite letters, from ten Senators of Colorado, and they
24 quote -- they state, "The avowed purpose of adopting a
25 national Common Core standards is to make the state more



1 competitive in the quest for the Race to the Top funds.
2 We question the wisdom" -- these Senators questioned the
3 wisdom -- "changing Colorado's education standards for
4 the purpose of seeking one-time federal funds."

5 CHAIRMAN LUNDEEN: Sum up, Sherry. You're
6 past time.

7 UNIDENTIFIED VOICE: All right.

8 CHAIRMAN LUNDEEN: You can have a concluding
9 statement of your own.

10 UNIDENTIFIED VOICE: My concluding statement
11 is their concluding statement. "It's time for Colorado
12 to lead instead of follow." Thank you.

13 CHAIRMAN LUNDEEN: Thank you. Lori Lund.

14 MS. LUND: Hi. My name is Lori Lund and I
15 live in Conifer, Colorado. I am a certified licensed
16 speech and language pathologist, and I have worked in the
17 public schools in three different states and different
18 kind of geographic areas, including inner-city Chicago,
19 rural, and in suburbia. In addition to that, I've spent
20 the last 13 years homeschooling my three sons, all of
21 whom have been accepted into colleges, one of whom has
22 recently graduated, commissioned in the United States Air
23 Force as a pilot.

24 The reason I even tell you that and mention
25 that is because the reason I did start homeschooling was



1 to have the freedom to teach my children to their
2 learning styles. Although two of my sons did not -- none
3 of them had learning disabilities they did have really
4 different learning styles and were falling through the
5 cracks. And I approached the teachers for help and I was
6 told they couldn't help me, and I understand that.
7 Working in the public schools, they were maxed out, 30
8 kids to a classroom, and couldn't do any more than what
9 they were doing. That's when I brought my children home
10 and made those decisions.

11 They all learned really different phonics.
12 They all learned really different math. So we can say we
13 don't want to leave a child behind but the way we go
14 about it is very different.

15 I am against Common Core curriculum. I
16 don't want to see our freedoms be taken away, not just in
17 people who choose private education or who have chosen
18 homeschool education, as I have done, but people, just in
19 general, in the public schools.

20 I just want to say that our responsibility,
21 as educators, is not just to teach our kids to check
22 boxes and to get to the -- pass the SATs and ACTs and get
23 into trade schools and colleges. We're responsible to
24 teach them to be valuable citizens in our community.
25 We're responsible to teach them how to critically think.



1 And I am really concerned, although I do believe there
2 needs to be a change, and standards sound great, but I
3 don't believe that national curriculum is the answer to
4 this problem and I am very fearful against our Tenth
5 Amendment rights, and I'd like to see our freedoms be
6 enforced, as we have an ability to choose curriculum and
7 prepare our children in the way that we see fit. And I
8 don't want to see our parent rights taken away.

9 Thank you for your time.

10 CHAIRMAN LUNDEEN: Thank you. So that's the
11 end of the list of people that signed up. We have one
12 individual who may want to come back to the microphone,
13 and then anyone else, we'll give you an opportunity to
14 speak if you're here and did not get the opportunity to
15 sign up.

16 MS. HENNING: Thank you for giving me this
17 opportunity to speak today. My name is Pauline Henning.
18 I've been a teacher for over 20 years, and I've seen a
19 lot of curriculum come and go, more often than I like.
20 But I can say that the idea of Common Core is very scary.

21 Common Core, ostensibly, is a good idea in
22 theory because it mandates the core of education. And
23 what's wrong with the government having a benchmark from
24 which education should start, you ask? For one thing,
25 educational rights are given to the state



1 constitutionally, which is how it needs to remain,
2 because the more a state abdicates a responsibility to
3 the Federal Government it loses a freedom. We are giving
4 away freedom of choice to educate our students the way we
5 choose. We give up parental choice. We are giving up
6 creativity. We are giving up diversity. We are giving
7 up inventiveness and ingenuity in exchange for what --
8 money? Really? Why are we adopting curriculum that we,
9 in the future, have no control over? That makes no sense
10 to me.

11 These uncreative, stringent mandates will
12 create students not ready for the 21st century. This
13 curriculum helps students regurgitate information, rather
14 than empowering students to think for themselves, to
15 think creatively outside the box, which are the
16 attributes needed for their future.

17 I've heard it said that students don't
18 necessarily need a ton of information because of the easy
19 access to the internet. What they need is the ability to
20 solve problems because they will encounter problems that
21 we aren't even aware of yet. These qualities are lost in
22 Common Core because everyone is teaching exactly the same
23 thing across the nation.

24 Do we really want everyone taught in the
25 same way, learning the same things? That seems really



1 un-American to me. It reminds me of communist countries,
2 where the government has all the say in what people learn
3 and understand, in other words, propaganda. Adopting
4 Common Core has the potential to allow this to happen in
5 our country.

6 My forefathers fought in the Revolutionary
7 War for freedom from the British control. Why would we
8 go back to that same sort of control? My great-great-
9 great-great-grandfather, Griffith Rutherford, was a
10 Senator from North Carolina at the signing of the
11 Constitution, and he chose not to sign the Constitution
12 because he said it would give the Federal Government too
13 much power.

14 I have to say he was right. I am proud of
15 him for standing up to all the pressure to adopt the
16 Constitution. We need that sort of strength now in this
17 situation, to stand against the pressure to cave into
18 this federal control. Please, I implore you, to think
19 long and hard about the ramifications of Common Core. Do
20 we want robots for future generations, which is what
21 Common Core will produce, or do we want free-thinking,
22 strong, creative, inventive scholars coming from
23 Colorado? I think it's not such a difficult decision.

24 Thank you.

25 CHAIRMAN LUNDEEN: Thank you very much.



1 Was there anyone else who wants to speak?

2 That completes our list.

3 One more individual would like to speak, and
4 I would also call Cindy Bullis (ph), Jay Miller, and
5 Connie Miller again. They did sign up and did not speak.
6 But you can come on up, please.

7 MS. STRAUSER: Thank you. I am Lynette
8 Strauser. I'm from Fort Collins, Colorado, born and
9 raised here my whole life.

10 I actually have had numerous experiences
11 with my children in education. My daughter started at a
12 neighborhood school in the Poudre School District, a very
13 good district, very good schools. When my son entered
14 kindergarten we went with a local charter school that had
15 a great curriculum but it was their first year and there
16 were some administrative issues. And my daughter came
17 home and said, "Mom, can I be homeschooled," because her
18 teachers were very open with their personal viewpoints of
19 politics, et cetera. That's what she told me. And I did
20 go ahead and decide that, you know what, these are my
21 kids, and I want to have a lot more control over what
22 they're learning.

23 So I did. I did utilize an online learning
24 K-12, which was William Bennett-founded, and in the three
25 years that I used that curriculum, I now see it, clear as



1 a bell, moving toward a Common Core. And mostly the
2 assessments -- assessments, assessments, assessments. I
3 initially met 23 families in our Northern Colorado area
4 that utilized this, and we had our little recess group
5 through the kids' socialization, et cetera. One -- one
6 is still with that, three years later, because it moved
7 consistently toward more and more assessment. And the
8 day I decided that was enough was the day that I realized
9 that I was teaching to the test. Literally, my children
10 were taking these assessments, and two weeks later I'd
11 say, "Well, you remember, we did this." "Oh no, Mom. I
12 don't remember." But they aced their assessment, so
13 something is wrong with that.

14 So I then moved them to a charter school, a
15 charter school where they are very happy, and thriving,
16 with a traditional classical curriculum, and Common Core
17 state standards and the PARCC testing, I have no doubt
18 will be the demise of that. It will be the end to school
19 of choice. We have the Charter School Act of 1992, that
20 ensures homeschooling and charter schools and choices in
21 education, and my kids' school does it with two-thirds of
22 the funding that the other schools get. And the PARCC
23 testing and the CMAS testing is going to be a huge strain
24 -- well, I don't even know if they can do it. The
25 technology required for the computers, for the bandwidth,



1 for all the software is probably more than the school can
2 have.

3 And my time is up so I will thank you and I
4 appreciate you.

5 CHAIRMAN LUNDEEN: Thank you very much. Any
6 others?

7 Well then, that's it. Thank you very much.
8 With that the State Board will stand in recess until
9 February 12th.

10 Oh, we've got one more speaker. A late
11 bloomer.

12 MS. MATTHEWS: Sorry.

13 CHAIRMAN LUNDEEN: That's all right.

14 MS. MATTHEWS: I am new. My name is
15 Angelique Matthews. I am living in Denver, Colorado. I
16 am new to all this Common Core stuff so I'm trying to
17 find out as much as I can. So my question to you is, how
18 do I find out from you how you all make the decisions --

19 CHAIRMAN LUNDEEN: Um --

20 MS. MATTHEWS: -- on this? How do you
21 settle your decisions?

22 CHAIRMAN LUNDEEN: Fair enough. And this
23 period is typically reserved for public comment.

24 MS. MATTHEWS: Okay.

25 CHAIRMAN LUNDEEN: We take input. We don't



1 get involved in a dialogue. If you'd like to chat with
2 staff following I'd direct you and they can give you some
3 insight. The decision was made by this Board to join
4 Common Core, or a different Board. There were different
5 members on the Board. But this Board, as constituted, in
6 2010.

7 MS. MATTHEWS: Okay.

8 CHAIRMAN LUNDEEN: So it's been in place for
9 a little while now, but check in with staff and they can
10 maybe give you more information that might help.

11 MS. MATTHEWS: So these ladies right here?

12 CHAIRMAN LUNDEEN: Right here.

13 MS. MATTHEWS: And they can answer any
14 questions we have about how --

15 CHAIRMAN LUNDEEN: Or guide you to resources
16 that will answer you.

17 MS. MATTHEWS: Okay. Thank you.

18 CHAIRMAN LUNDEEN: Thank you very much.

19 So with that I will drop the gavel and we
20 will be back in February, on the 12th. Thank you very
21 much.

22 (Meeting adjourned)

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C E R T I F I C A T E

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

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

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 6th day of February, 2019.

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

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