



COLORADO
Department of Education

Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
October 8, 2014, Part 6

BE IT REMEMBERED THAT on October 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: State board come back to
2 order.

3 MS. NEAL: Mr. Chair.

4 CHAIRMAN LUNDEEN: Please.

5 MS. NEAL: I need to make a brief comment
6 before we have public comment.

7 CHAIRMAN LUNDEEN: Okay.

8 MS. NEAL: Many of you were here this
9 morning when we had a lot of parents complaining, mostly
10 Jeff Co parents, and I spoke at the end of it and
11 suggested that they join local accountability committees
12 and deal with it on a local level, which is when we talk
13 about local control.

14 It's since been reported to me that I spoke
15 in favor the Jeff Co moms in asking for a recall of the
16 board members, and that is absolutely I think anybody on
17 this board can tell you that I never said anything like
18 that, so I don't -- really don't appreciate having my
19 words misrepresented. Thank you.

20 CHAIRMAN LUNDEEN: All right. And I guess
21 I'm going to call for a point of personal privilege. I
22 just got a text myself saying something very similar, and
23 I would say that I distinctly did not speak in any way of
24 that nature, other than I love America and I think we
25 should all participate vigorously in our civil life.



1 I, in fact, suggested that Jeff Co be
2 serious about raising proficiency of 10th graders beyond
3 10 percent in math and 35 percent in reading. So, I
4 would like to disassociate myself from the erroneous
5 report that is apparently floating around out there.
6 Now.

7 MS. NEAL: Now.

8 CHAIRMAN LUNDEEN: No more points of
9 personal privilege necessary, we would love to take
10 public comment. Many of you know the rules. For those
11 of you who haven't been here before, please step to the
12 microphone, state your name when your name is called,
13 identify whatever group you might represent, and if you
14 don't represent a group please just state where you're
15 from. Limit your comments if you would to three minutes,
16 and also please complete your thought. We don't want to
17 cut you off mid-sentence, but please don't go beyond.

18 I'll try and make my little device
19 soundable, or hearable, but also over there's a visual
20 acknowledgement of time over here as well. So, first
21 speaker is Nancy Sellinger (ph).

22 MS. SELLINGER: Thank you. My name is Nancy
23 Sellinger. I'm a fellow parent from the Jefferson County
24 community. I just wanted to speak on behalf of myself as
25 a parent and certainly a citizen of a community that is



1 concerned about what's been happening.

2 Members of the Colorado State Board of
3 Education, please accept my unyielding gratitude to each
4 and every one of you to sit here and do this. Regardless
5 of what your political positions are, each and every one
6 of your voice counts and matters to me.

7 I would like to address the issue of the AP
8 U.S. History course framework and curriculum. As we've
9 known, we've had tremendous numbers of students walk out,
10 protest in Jefferson County, parents get involved,
11 teachers, unfortunately this is beginning a great
12 divisiveness in our community. I'm very saddened by
13 that, because what I felt -- I'm new to Colorado. I'm
14 actually from the Bay Area in California, and what I've
15 noticed was an astonishing respect and commitment to
16 diversity in Colorado.

17 I felt that all voices were respected here,
18 and that people were very honorable in attending to each
19 other no matter what their political stripe was. And I
20 thought that was outstanding. Unfortunately, lately,
21 even the board yourselves have been afflicted by this.
22 There have been inflammatory remarks reported in the
23 media. Sadly, unfounded press releases. Same verbiage
24 that the RNC has come out with. Which, if you sit down
25 and you go through point by point, isn't founded.



1 And I have to tell you this, because sadly a
2 controversial figure has been brought in to the two -- to
3 the Colorado discussion, and I worry that that gentleman,
4 his voice is not respected, and the reason why is because
5 he's just too contentious in this issue. He has an
6 economic stake.

7 Now, each of you represent yourselves, your
8 communities, and the state at large. And I urge you,
9 every time that you speak, to please speak with
10 conscience. When you vote, vote with conscience.

11 Every, single one of us has a duty here to
12 uphold this -- the constitution of the state and the
13 rights of all the citizens of Colorado. And I'm worried
14 that this is spinning out of control, and I would like
15 cool heads to prevail, because your reputation doesn't
16 end today, it carries on, and it's not just our community
17 members and our students that are watching us, it is the
18 world.

19 I have been getting emails constantly from
20 people from around the world saying, "What is going on?"
21 And I want them to look at you as leaders and to respect
22 your opinions and your decisions.

23 I am actually an independent voter, and I
24 made that decision many years ago. I'll be finished just
25 a second. The reason I did that was because I always



1 wanted to be listening to every single voice that ever
2 spoke. I never wanted to just vote party lines. And I
3 urge all of you to do the same. Thank you for listening.

4 CHAIRMAN LUNDEEN: Thank you. Susan Finke.
5 Correct me if I'm mispronouncing anyway.

6 MS. FINKE: You did, actually, it's Susan
7 Fink. That's fine. It's --

8 CHAIRMAN LUNDEEN: Susan Finke.

9 MS. FINKE: Yes. My name is Susan Finke. I
10 am a stepparent of a son at Lakewood High School. He's
11 in the IB program, and also a veteran. From '91 to '98 I
12 served in the U.S. Army in military intelligence. So,
13 this is close to my heart, and I thank you for listening.

14 This is an article written by Jane Robbins.
15 College Board, AP U.S. History ignores valor and
16 sacrifices of America's military.

17 On June 6th, 1984, President Ronald Regan
18 spot on the northern coast of France where 40 years
19 before allied soldiers had stormed the shore to liberate
20 Europe from the long night of Nazi tyranny. As an
21 audience of D-Day veterans and world leaders listened,
22 President Regan introduced the American Rangers who
23 captured the cliffs as champions who helped free a
24 continent. These are the heroes who helped end a war.

25 But starting this year many of our best



1 students won't learn about the Boys of Point du Hoc.
2 Although state and local U.S. History standards recognize
3 and honor the heroism and contributions of American
4 military commanders, service men and women and
5 Congressional Medal of Honor recipients. The College
6 Board's redesigned, Advanced Placement U.S. History
7 ignores them. In fact, it's essentially ignores all of
8 American history from the Revolutionary War to the
9 present day.

10 About 500,000 of our nation's most
11 academically talented high school sophomores and juniors
12 take APUSH. The College of Boards new framework
13 completely omits all American military commanders and
14 notes just two battles; Gettysburg and Sherman's march to
15 the sea. It totally neglects the valor and sacrifices of
16 the American service men and women.

17 Veterans and their families will be dismayed
18 to learn that Washington does not cross the Delaware.
19 William Travis, a South Carolina hero, does not defend
20 the Alamo and the GIs do not liberate Europe. Instead,
21 our students will learn the American expeditionary force
22 in World War I, played a relatively limited role in the
23 war. Yes, it even states American casualties totaled
24 almost 321,000, and that during World War II the atomic
25 bomb raised questions about the American values.



1 In addition, the framework reduces both the
2 Korean war and the Vietnam War to just one sentence while
3 completely omitting the GI bill, the Berlin Airlift, and
4 the Cuban Missile Crisis. Although the APUSH framework
5 largely passes over American military history, it does
6 devote extensive coverage to conflict -- to conflicts
7 with Native Americans.

8 For example, the framework notes five major
9 wars between Native Americans and the colonists, and two
10 major battles between plains Indians and U.S. Calvary.
11 Indeed, the framework devotes more space to diplomatic
12 relations with Native American tribes following the
13 French and Indian War than it does to both World War I
14 and World War II combined.

15 It is also shocking to learn that the
16 framework emits -- I'll finish this sentence if I may --
17 emits all mention of General Eisenhower the supreme
18 allied commander of the D-Day invasion yet sees the need
19 to note Chief Little Turtle, whose warriors killed 600
20 U.S. soldiers in America's worst military disaster
21 against Native American forces.

22 CHAIRMAN LUNDEEN: Thank you.

23 MS. FINKE: And I have a copy for each one
24 of you. Shall I distribute, or --?

25 CHAIRMAN LUNDEEN: Down here and they'll get



1 it to us, thank you. Roger -- little trouble reading,
2 Anghis?

3 MR. ANGHIS: Anghis.

4 CHAIRMAN LUNDEEN: Anghis. Thank you.

5 MR. ANGHIS: My name is Roger Anghis, and
6 I'm just a concerned citizen.

7 I've authored three books on American
8 History. One of them called *Defining America's*
9 *Exceptionalism*, and I have reviewed this current
10 curriculum that is out there concerning our American
11 History, and I find it absolutely appalling.

12 Noah Webster said every child in America
13 should be acquainted with his own country, he should read
14 books that furnish him with ideas that will be useful to
15 him in life and in practice, and as soon as he opens his
16 lips he should rehearse the history of his own country.
17 That history is not in this new curriculum.

18 George Washington has been reduced to a
19 sentence. The study of the Declaration of Independence
20 is one phrase in one sentence. This is deplorable. It
21 ignores the sacrifice of the signers who made their
22 pledge to live their -- to give their lives, their
23 fortunes, and their sacred honor for the sake of freedom.
24 This absolutely destroys any thought of patriotism, and
25 it needs to be stopped.



1 Lincoln's Gettysburg address is ignored.
2 Dr. Martin Luther King's speech, great speech, of *I Have*
3 *a Dream* is ignored. Dr. Martin Luther King is ignored.
4 Theodore Roosevelt, the Cold War, Ben Franklin, James
5 Maddison, Thomas Jefferson barely has a mention.

6 And it doesn't get any better. Documents
7 that are ignored, that are being omitted out of this
8 curriculum, is the *Mayflower Compact*, the *Northwest*
9 *Ordinance*, the *Federalist Papers*, Fredrick Douglas's
10 Independence Day Speech. Woodrow Wilson's *Peace Without*
11 *Victory*, JFK's inaugural speech. In a quote from Walter
12 Williams, says in a 1990 survey there's been -- and
13 there's been no improvement since, almost half of the
14 college seniors could not locate the Civil War within the
15 correct half-century. College.

16 More recently 50 percent of American adults
17 couldn't name the president who ordered the dropping of
18 the first atomic bomb, over 20 percent didn't even know
19 where or if it had even been dropped. This is our public
20 education system.

21 The same people didn't know who America's
22 enemies were during World War II. In a civic survey more
23 American teenagers were able to name the three stooges,
24 as opposed to the three branches of government. A third
25 of the people were asked the origin of the statement from



1 each according to his ability -- to each according to his
2 need. Most of them responded it's in the *Bill of Rights*,
3 when it's actually the *Communist Manifesto*.

4 I'd say that the education system has been
5 successful beyond its wildest dreams, reducing American's
6 ability to think and therefore causing them to have
7 little knowledge of or love of the founding fathers.

8 One more short statement from Thomas
9 Jefferson. "If a nation expects to be ignorant and free,
10 it expects what never was, and never will be. Thank you.

11 CHAIRMAN LUNDEEN: A-N-G-H-I-S?

12 MR. ANGHIS: That's correct, sir.

13 CHAIRMAN LUNDEEN: Thank you. Leanne
14 Anghis.

15 MS. ANGHIS: I also am a concerned citizen.
16 I'm a mom. I'm a grandmother. A resident of the state
17 for most of my life and a citizen of the United States of
18 America. And I am here today for my children's children
19 and all of the youth in our nation, from preschool all
20 the way up to college years.

21 Our youth have a God-given right as citizens
22 of the United States of America to know the true history
23 of our nation and about the great people who took many
24 risks to stand for righteousness and moral clarity, and
25 sacrificed much to protect an honor our country and to



1 keep our republic in tact as it was originally intended.

2 I have reviewed the AP History course
3 developed by the college board and have -- and being
4 evaluated by the Colorado Board of Education for use in
5 our schools. Our American History does not belong to a
6 College Board to revise or omit any part, or all of it,
7 and it does not belong to the Colorado Board of Education
8 to decide exactly what they're going to allow our
9 children to know about the history of our nation.

10 Our children are not wards of the state for
11 indoctrination of a particular worldview and ideology of
12 a group of people. And, unfortunately, the education
13 system has swayed far to one side concerning ideology and
14 what they want our children to learn.

15 Our American history is the facts and
16 accounts as they happened in our great nation and are
17 passed down through the generations through our history
18 books, and by those who experienced it. Of the founding
19 of our nation and our forefathers the battles fought and
20 blood shed for us to develop into and make us a great,
21 God-fearing nation of freedom and American
22 exceptionalism.

23 Our American history belongs to us and our
24 descendants, it does not belong to academia. I do not
25 trust academia, they hire people like Ward Churchill, who



1 spewed his hate to the students in his classes, in his
2 college classes.

3 Bill Lairs (ph) and Bernardine Dohrn, who
4 terrorized our nation, then they hid from the FBI for 10
5 years, and they're hired as college professors and given
6 tenure. I don't trust academia. I'm sorry.

7 I don't trust them to put -- I don't trust
8 to put the lives of our children and their education into
9 their hands and let you be the ones who decide what are
10 children going to learn.

11 My dad, 84 years old, fought in the Korean
12 War. He's told his kids and grandkids the stories of
13 when he served in -- served his country. He proudly gets
14 out the pictures of his Navy days. He gets tears in his
15 eyes because of the honor he had in serving our nation.
16 He is one of millions of Americans who have served a
17 great nation and fought in wars and sacrificed much for
18 all of us to have freedom.

19 Those stories will be passed down to our
20 descendants and their descendants will pass them down to
21 their generations. Our history will never be omitted or
22 revised in the hearts and minds of those who've
23 experienced and been a part of it.

24 No school board can stop that, no agenda can
25 stop that. It will continually go on no mater what



1 educate -- the people in charge of our education think
2 the can stop our children from learning. We've seen it
3 before, they tried to -- they're trying to negate
4 holocaust. It's not going to happen.

5 If I could just finish with this, no one
6 group can hide and dismiss the fact of how great our
7 leaders and bold citizens were in our -- in that they
8 were influenced by Almighty God, and how it's by his
9 grace alone that we, as a nation, stand despite the
10 blatant attempt to tear down our great nation, make it
11 into something that it's not and never will be. Thank
12 you very much.

13 CHAIRMAN LUNDEEN: Thank you. Jack
14 Matthews.

15 MR. MATTHEWS: Hello, board. Thank you for
16 listening to me today. Appreciate your service to this
17 community. I did prepare something real quick. You
18 know, I -- the last time I was here I had talked about --
19 and I'm just a concerned citizen, an employer of STEM
20 students.

21 CHAIRMAN LUNDEEN: And location. I keep
22 forgetting.

23 MR. MATTHEWS: Denver.

24 CHAIRMAN LUNDEEN: Thank you.

25 MR. MATTHEWS: Denver.



1 CHAIRMAN LUNDEEN: It helps us kind of place
2 where people are coming from.

3 MR. MATTHEWS: Yes.

4 CHAIRMAN LUNDEEN: Thank you.

5 MR. MATTHEWS: Thank you.

6 CHAIRMAN LUNDEEN: And I'll give you some
7 time back.

8 MR. MATTHEWS: That's fine. Bless you. So,
9 the last time I see her we spoke briefly about Common
10 Core math and I did raise a bit of a warning. I know
11 everybody's heard it before, but I will tell you that I
12 am starting to see from friends and family that children
13 who are experiencing some of the Common Core math problem
14 now are starting to really dislike math, and that
15 concerns me greatly as I think it's one of the greatest
16 inventions we've ever come up with.

17 And I would like very much for us to re-
18 consider how we teach math, and give us maybe an open-
19 door policy to some other curriculum, and that's been
20 talked about, I think, on the internet and some other
21 places as well, but right now I'm seeing some fallout
22 from some of the students, and I'm -- that is of great
23 concern.

24 I did make some Common Core math decoded for
25 you real quick. This, of course, is going to expose my



1 bias here, but I did say that Race to the Top money is
2 approximately equal to a federal bait and switch. I also
3 said that Bill and Melinda Gates Foundation money is not
4 equal to parental approval.

5 Sorry, it's just some word math we worked
6 through.

7 Quickly, though, I did want to talk about
8 the AP History. I know this is coming up. It's
9 something else I became aware of recently. I have a
10 picture in front of me of my grandfather, he's three
11 months past D-Day in France. He's good looking man. He
12 would, of course, want the World War II area -- era to be
13 included in a framework.

14 I know it is a framework, I know what's
15 going to be said, that you know, you can add to this,
16 detract from the framework as a teacher may want. I'm
17 sure that's what's going to be promoted in some type of
18 marketing. Sorry for my cynicism.

19 But the reality is, is that I think the
20 framework will be taught like other Common Core aspects,
21 and that is to attest. And I think that's going to lead
22 us sorely missing the mark in terms of teaching history
23 to our kids.

24 So that was my point number two, and then
25 point number three is public comment is not really



1 discourse. You can't talk to me. You probably would
2 shout me down if you could, but I'm wondering if we could
3 petition the board for a public meeting, a real public
4 meeting about Common Core, about AP History, about some
5 of the issues that we see that we're all facing. Tensions
6 are rising. I think that would help to mitigate that.
7 Thank you.

8 CHAIRMAN LUNDEEN: Thank you. Angelique
9 Matthews.

10 MS. MATTHEWS: Thank you for the privilege
11 of speaking in a free and -- a free society. I stand
12 here today a naturalized citizen having been born and
13 raised in South Africa. My dad stands with me as a
14 member of society who survived the second World War.

15 Our South African men and women fought with
16 the allied soldiers against Hitler's army, and the forces
17 who joined them. My grandfather and three uncles
18 volunteered to fight to protect freedom. I would like to
19 make mention of a famous series of events that took place
20 during World War II that particularly gripped my heart
21 when I recall what my teacher taught me, and my family
22 shared with me.

23 The series of events have been called The
24 Long March. German authorities evacuated POW camps
25 across Europe to delay the liberation of prisoners. Over



1 80,000 POWs were forced to march westward in the extreme
2 winter conditions for four months in 1945. One of those
3 survivors of the long march was my uncle Nobby (ph), who
4 was the first -- who was first captured by the Italians
5 from whom he escaped, and then captured by the Germans
6 who sent him on the long march. He was 15 years old when
7 he volunteered to fight.

8 My Uncle Richard fought to hold back the
9 tyranny of Hitler and died during the battle. His body
10 was buried in Tikrit, Iraq, where I believe today the
11 ISIS soldiers have desecrated those graves, because white
12 crosses adorn them. I believe those graves are no more.

13 Uncle Thomas fought bravely to shoulder the
14 burden of keeping freedom and suffered a life-altering
15 injury in that war.

16 My grandfather, George Wallace Clark, used
17 his geological skills to dig water wells to keep the
18 allied armies supplied with fresh water throughout
19 Europe. He lost a son in that war in Tikrit while his
20 other son was captured by the Germans and Italians, not
21 knowing whether he was even alive, or where he was. And
22 then he learned of the suffering of his other son who
23 suffered an injury.

24 All but one of his boys were drastically
25 affect by the war. My grandmother, Dorothy Clark, bravely



1 kept the home front safe and sound. One of -- and one of
2 her children who was being kept safe was my mom.

3 I beg this board to remember the sacrifice
4 of American soldiers who sacrificed their lives, their
5 dreams, their hopes, their desires and give everything to
6 stop Hitler's advancing army. American soldiers stopped
7 that horrific war and saved countless lives when they
8 joined the war efforts.

9 If we do not place importance on their
10 sacrifice and on their accounts, how will the next
11 generation know all the history? The AP U.S. History is
12 grievously devoid of the accounts of Hitler and the
13 atrocities against the Jews, Christians, and anyone who
14 would not take up Hitler's cause.

15 I never lived through World War II, but my
16 school board made sure that I knew about the accounts of
17 World War II and Hitler. Please do not dishonor people
18 like my father and mother who lived through the war, and
19 my grandfather and uncles who fought, some died, so that
20 we could have freedom. And please, please, please, do
21 not dishonor the American soldiers who gave their lives,
22 whose bodies lie buried in graves in Europe, who never
23 made it back home to these United States of America and
24 to their loved ones, because they believed in the cause
25 of freedom.



1 Tell our young ones what happened in those
2 years when Adolf Hitler maniacally marched through Europe
3 and Northern Africa and how American blood was spilled to
4 stop his madness.

5 I leave you with one quote by George
6 Santayana, and this is a very famous quote, "To those who
7 do not learn history are doomed to repeat it." Or the
8 original form was, "Those who cannot remember the past,
9 are doomed to repeat it." It is our job to equip the
10 young ones with history, not revision.

11 CHAIRMAN LUNDEEN: Thank you.

12 ? : Thank you.

13 CHAIRMAN LUNDEEN: Andrea Gilmore (ph). No
14 Andrea Gilmore? Rosina Covare (ph). I may have the
15 emphasis on the wrong syllable in your (indiscernible).
16 Is that Co-var, or Co-var-ah?

17 MS. COVARE: It's Co-Var.

18 CHAIRMAN LUNDEEN: Well --

19 MS. COVARE: I'm Rosina Covare, I'm from
20 Denver, Colorado. I'm a very concerned citizen, and a
21 grandmother. And I have children -- I have eight
22 grandchildren in the public schools.

23 Common Core and APUSH history are just about
24 settling scores for race, class, and gender victimhood.
25 This is nothing more than a way to divide parents from



1 their children, and more dependence on the government.

2 The Texas Board of Education just decided in
3 September to opt out of the new AP History course, and
4 exam. This is a real tribute to the courage and
5 conviction of the Texas School Board of Education.

6 The AP framework reflects a view of American
7 History that is critical of American exceptionalism, the
8 free-enterprise system, and emphasizes negative aspects
9 of our nation's history while minimizing positive effects
10 -- aspects. The framework amidst the critical discussion
11 of various critical topics, including the founding
12 fathers and the *Declaration of Independence*,
13 constitutional principles, significant religious
14 influences, military history, commanders, and heroes as
15 well. As other individuals who have traditionally been
16 part of AP History my grandchildren will not be allowed
17 to take the new AP History or any Common Core exams.

18 Would someone on this board tell me why the
19 parents are not allowed to see what their children were
20 tested on before to send off to the dating -- data mining
21 people at this administration. Why is this data such a
22 secretive process? The APUSH history teachers were told
23 not to allow anyone else to see the sample tests.

24 The 30 people on the Common Core had to sign
25 a confidentiality agreement that they would not discuss



1 what went on at their meetings.

2 When Benjamin Franklin and Martin Luther
3 King did not rate any mention, how are parents supposed
4 to trust what is going on in their children's schools?

5 Bill Gates, who is funding much of Common
6 Core, gave the former superintendent in Jefferson County
7 \$5.2-million to put in the data mining program called
8 eBloom. It no longer exists anywhere in the United
9 States. He also funded the small schools within the
10 schools, like we had at Manual High School. It
11 apparently didn't work, and no longer exists.

12 He said in a speech on September 21st, 2013
13 when talking about Common Core, that we won't know for a
14 decade if these reforms will work. Our children should
15 not be thought of as human capital, but as human beings
16 with dignity and respect.

17 I can tell you right now this grandmother is
18 not going down without a fight. You're not going to
19 practice on my grandchildren for 10 years. You did that
20 with No Child Left Behind, you've done it with outcome-
21 based education, you've done it with the New Zealand
22 Literacy Model.

23 I can't even name all the different reforms
24 that have taken place, and where are our scores? They're
25 still at the bottom of the barrel.



1 Bill Gates wants America to spend \$5-billion
2 for video cameras in every classroom. The college fix
3 42423. Why is such control and monitoring necessary?
4 Are we trying to make brown shirts out of our school
5 children?

6 I'll leave you with one Bible quote from
7 Matthew 18:5-6. "Whoever receives one such child in my
8 name receives me. But whoever causes one of these little
9 ones who believe in me to sin, it would be better for him
10 to have a great millstone fastened around his neck and be
11 drowned in the depths of the sea." The punishment by
12 drowning was often used for the worst criminals.

13 And this is a book you ought to all read.
14 It's a novel by Pat Miller, it's called *Willfully*
15 *Ignorant*, and it's what happened under Hitler in Germany.

16 CHAIRMAN LUNDEEN: Thank you. Toni Walker.

17 MS. WALKER: Thank you for letting me speak
18 today. My name is Toni Walker, and I'm from Loveland,
19 Colorado. I stand here today as a teacher, mother, and a
20 proud United States citizen.

21 I live in an exceptionally free country, for
22 now that is, in which people flock here both legally and
23 illegally to be a part of the United States of America.

24 We are a nation running on empty when it
25 concerns division of we the people. Political



1 correctness, debt, scandals, religious division,
2 government intrusion and education in the destruction of
3 the family unit. We are a nation of laws developed
4 through great leaders through blood, sweat and tears of
5 those who have fought and died for this country.

6 The *Declaration of Independence* the *Bill of*
7 *rights* and *The Constitution of the United States* continue
8 to be disregarded by the progressive movement as if they
9 have not experienced the American dream. As far as I'm
10 concerned, they can go elsewhere to live if they don't
11 like it here. I applaud the Jeff Co board of having the
12 courage to stand up for what was established by David
13 Coleman, President of the College Board, the new revision
14 of the AP History.

15 All the Jeff Co board wanted to do was to
16 evaluate this revision. What a responsible thing to do.
17 I commend them. This is undoubtedly a radical,
18 progressive movement to push education even farther than
19 it has already been through the federal government of
20 education takeover through Common Core, 85 percent of
21 what would be taught to our children. The PRCC then come
22 -- then will come its curriculum, then of course the
23 colleges, which are already indoctrinating our children.

24 No one has censored history, but David
25 Coleman and his progressive elites. How a people could



1 be so blind and ignorant to its political agenda is just
2 astounding. With the "analytical" or "critical thinking"
3 and "rigorous" being the token words for our education.

4 Vladimir Lenin said, "Give me four years of
5 your student's mind, you will not uproot the seeds -- the
6 seeds that I sow." I urge the Colorado State of
7 Education and Commissioner Hammond to write the College
8 Board and tell them to undo the revision.

9 To end, I will quote, James, chapter 3,
10 verse 1, Taming the tongue. "Not many of you should
11 presume to be teachers, my brothers, because you know
12 that we who teach will be judged more strictly." Thank
13 you.

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

16 MS. STAPLETON: Hi. My name is Anita from
17 Pueblo County. Today I have 182 letters of opposition to
18 the Common Core, which represents the true voice of
19 Colorado. Bringing the total now to 3,209.

20 Today I charge the Colorado State Board of
21 Education and Commissioner Hammond to write the College
22 Board, to undo the revision work of the new AP History.
23 You each have a responsibility to the citizens who
24 elected you. You each have a responsibility to the
25 students and to the teachers. The new APUSH is an



1 attempt to control curriculum, not only in public
2 schools, but charters, private and home schoolers.

3 This is the rewrite of American culture to
4 an explosive level, which, as the College Board states,
5 Dovetails the Common Core ELA standards in literacy,
6 quote, unquote.

7 The College Board proudly reduces the very
8 principals of a free country to fragments ultimately
9 eliminating the honor and sacrifice of so many.

10 April 7, 1968, (indiscernible) City Vietnam.
11 Daniel John Clevenger, Corporal, HNS Company, 1st
12 Battalion, 27th Marines, 1st Marine Division, 3rd MAF,
13 Pueblo, Colorado.

14 On 7 April, 12 enemy 82, 12-millimeter
15 rounds exploded inside the battalion (indiscernible)
16 perimeter. A marine from HNS Company, Corporal Daniel
17 John Clevenger, was a casualty from an enemy mortar
18 round.

19 Daniel, killed in action, 21 years of age.
20 An only son, college student. Not drafted, voluntarily
21 enlisted. To join the fight to preserve our nation from
22 the spread of communism. He was a soldier of the Young
23 Bloods, a title given to the gallant Marines of youth.
24 Their battalion motto to the sound of the guns. The true
25 essence of the motto was revealed when the patriots in



1 the 1st Battalion, 27th Marines, as a force in readiness,
2 stood tall and unhesitatingly marched to the sound of the
3 guns. While in Vietnam from February to September of
4 1968.

5 The battalion's official song was *Pearly*
6 *Shells*. Yes, Vietnam matters, and more than just a mere
7 combined sentence with the Korean conflict. Each war
8 from the French and Indian War to the present time
9 deserves their place in history.

10 If this board thinks it does not have the
11 authority to make a recommendation to the College Board
12 to preserve our U.S. History of our founding fathers gave
13 us, then you should not be sitting in those seats.

14 And, furthermore, anyone who accepts this
15 new APUSH without protest does not deserve to live in
16 America. I am proud to be an American where at least I
17 know I'm free. I won't forget the men who died, who gave
18 that right to me. So, I proudly stand up next to you, to
19 defend her still today. And I have no doubt, that I love
20 this land. God bless the United States of America.
21 Thank you, daddy.

22 CHAIRMAN LUNDEEN: Thank you. Roshar Bliss
23 (ph)? Roshar Bliss? No? Delores Cop.

24 MS. COP: Good afternoon. I'm Delores
25 Cop. I'm a resident of Evergreen. I'm also a



1 grandmother as well as a mother. And I will tell you
2 that my oldest grandchild, I have learned just this last
3 week, has succumbed to being a homeschooled child
4 starting last Monday, because Common Core did her a great
5 disservice, and she wasn't learning, because they had
6 confused her so much with this wonderful new math that no
7 one could figure out, including her father, whose a
8 chemical engineer for a major drug company.

9 So -- and hopefully the other one will
10 shortly join her at home. So, I'm very proud that my
11 children made that decision. I just want to quickly
12 share with you a couple of things. I do have particular
13 concerns.

14 The book *The Hidden C's of Common Core* by
15 Orlean Koehle talks about PARCC particularly in Chapter
16 7, and she mentions that left-leaning Sir Michael Barber,
17 who -- he-- that he started the U.S. Education Delivery
18 Institute that was partnered with Achieve and is the
19 Chief Education Officer for the Pearson Foundation. I
20 thought, "That's familiar." Yes, that are publishing the
21 ebooks and the tests.

22 We ask the question, "Why is a British
23 subject chosen to head up an American consortium for
24 education reform? Does that not seem to be a little
25 conflict of interest?" He is also so involved in



1 promoting every aspect of Common Core that he and Pearson
2 are benefiting financially from.

3 The selection on Barber illustrates that
4 Common Core is a global plan. It's not just for American
5 students, it's for students worldwide. Aha. And one of
6 the strong beliefs of Sir Barber is that every child is a
7 citizen of the world, and therefore there should be no
8 borders between nations.

9 I will tell you I am proud to be an
10 American. I am proud of this country. My father served
11 in the Air Force during World War II. He and his brother
12 signed up when Pearl Harbor was bombed, and it was an
13 incredible experience for him, but he definitely shared
14 it with this children and we've, in turn, shared it with
15 our grandchildren.

16 And I will tell you, my father was one of
17 the people that helped put men on the moon. He actually
18 was one of the first people to develop the switches that
19 they used in the space capsules in the Mercury, Gemini
20 and Apollo Program. The toggle switches which, up to
21 that time, they had just had the vacuum tubes, and you
22 might remember vacuum tubes, if you're old enough, that
23 were in our television sets before we had the other ways
24 -- means of giving power to the television sets.

25 And we also looked to the space program that



1 give us our cellphones, our microwaves, all the wonderful
2 things and computers that we can actually walk around
3 with. So, God bless America, and I am so proud to be an
4 American.

5 CHAIRMAN LUNDEEN: Thank you. Matthew Paul
6 Vale. Matthew Vale?

7 MR. VALE: Yep.

8 CHAIRMAN LUNDEEN: Oh, there we go.

9 MR. VALE: My name is Matt Vale. I'm from
10 Upstate New York. I've been in this beautiful state of
11 Colorado for about six months now, and it's been a great
12 honor to live here, and I thank you all for your services
13 to the public and to the community.

14 I'm a former Eagle Scout and AP scholar. I
15 got the highest score on the AP U.S. exam several years
16 ago, and I'm very grateful for having that experience to
17 learn more about America in the great detail.

18 And the title, "Advanced Placement" I don't
19 see why that title is deserved when we're omitting things
20 and removing things from the curriculum.

21 I'd like to say some quotes by much wiser
22 and older men than me. This is from George Orwell from
23 the book *1984*, "Who controls the past, controls the
24 future. Who controls the present, controls the past."

25



1 As it stands, the people of the Untied
2 States control the present right now, and we need to keep
3 it that way. Watering down our education system is not
4 the way to do that. This is -- this is censorship by
5 omission, in my opinion, and censorship reflects a
6 society's lack of confidence in itself. It is a hallmark
7 of an authoritarian regime. As Potter Stewart, an
8 Associate Justice of the Supreme Court of the United
9 States.

10 I'm not sure if anybody's read, or if we've
11 all read, *Fahrenheit 451*, but it's a book about
12 censorship as well written by Ray Bradbury, and he says,
13 "You don't have to burn books to destroy a culture. Just
14 get people to stop reading them."

15 By removing these elements from our
16 curriculum, you are getting people to stop reading them,
17 and that is not the way that this country is going to
18 progress and meet the great challenges that await us.

19 This country was founded on a -- the idea of
20 separation of church and state. Something that was a
21 major source of conflict for centuries past, and now for
22 centuries to come we will see the fight between the
23 separation of state and corporation and privatization.
24 And this is a big step in favor or privatization.

25 And I'm going to end with a quote by a great



1 American, "Let us not seek the republican or the
2 democratic answer, but the right answer. Let us not seek
3 to fix the blame for the past." I'll say that again.
4 "Let us not seek the fix the blame for the past. Let us
5 accept responsibility for the future." That was said by
6 John Fitzgerald Kennedy. Thank you.

7 CHAIRMAN LUNDEEN: Thank you. Mary
8 Tooneburg, Toonburg (ph).

9 MS. TOONBURG: Yes. My name is Mary
10 Toonburg. I have a master's degree in education. I want
11 to make three points.

12 I first want to support the suggestion that
13 the teacher that teachers STEM made to have a public
14 discourse where we can ask you questions and we can
15 actually have a dialogue, instead of just this monologue
16 where we just talk to you.

17 This second item I'd like to say is that I
18 request that this board make a recommendation to the
19 state high schools to return to the previous year's U.S.
20 History curriculum, since the new APUSH gives high school
21 content and testing for free college credit, reducing
22 college-degree costs, which incentivizes this class that
23 is not worthy, to be titled U.S. History, but is about
24 racial division. Teaching racial division.

25 Instead, this advance placement takes a



1 clear anti-American stand that repels archived,
2 historical principles, battles, individuals, groups,
3 events, agreements, legislation, critical details and
4 established fact. No clear, strong picture of U.S.
5 History is presented in the new APUSH except a dirty,
6 murky, guilty impression of Americans that might be the
7 writer's version of a social psychology course they label
8 history.

9 The American founding principles that were
10 fought at great sacrifice for thousands of years prior to
11 and incorporated in 1776 and 1787 of the establishment of
12 English Common Law, not City, Civil, or Roman law where
13 the weak will rule over the masses that continues to
14 support our nation are absent in this APUSH.

15 How can we have a strong American soldier
16 and citizen, if they aren't given the truth, but this
17 political indoctrination instead. Because the APUSH
18 classes are taught by teachers in the public high school
19 system on school property and in it's buildings, all of
20 which is paid primarily at the property-owner's tax
21 expense, not only for those who will attend college, but
22 to those that may not actually go on to college, since
23 college is a future event for them.

24 The State School Board has the authority of
25 recommending to the high schools that -- what is best and



1 what it deems unworthy or harmful curriculum as you so
2 well did, and importantly did, in April, recommending
3 against PARCC testing.

4 Just because this content is written by a
5 private for-profit corporation, the same group that wrote
6 Common Core. It is also high school curriculum. The
7 responsibility of the State School Board of Education is
8 to represent the citizens at -- that elected them, to
9 recommend that this curriculum not be given to the
10 students.

11 I just have a few more statements. Because
12 the taxpayers funded facilities and teachers, are used to
13 spread anti-American propaganda in a political, social
14 psychology course, not a history course. Their high
15 school graduation and free college course credit requires
16 to test for the regurgitation of the political opinions
17 of the political writers who financially gain and whose
18 political parties benefit. This is conditionally
19 channeling thought and voter registration and not
20 critical thinking, which is what the purpose of education
21 should be.

22 We know that the state board does not
23 control the college board, but the state board can and
24 should have the courage to dismiss this course as not
25 foundational or comprehensive and is itself



1 discriminatory.

2 The white Anglo-Saxons are presented as
3 tyrants and criminals when they and all races fought and
4 died to establish the rights we now take for granted,
5 fought under unimaginable and unbearable conditions most
6 of all of which is eliminated.

7 So, for this board to do nothing is to have
8 no representation. The board is to stand for the best in
9 education for our students. By its recommendations APUSH
10 is not. This content engenders an emotional response up
11 to (indiscernible) for America, and even makes young
12 people more susceptible to Islamic terror,
13 indoctrination, and training and other indoctrinations.
14 So, this type of content is a serious matter for this
15 country.

16 CHAIRMAN LUNDEEN: Thank you, Mary. Dee
17 Oltmans.

18 MS. OLTMANS: Hello. A lot of subjects have
19 been covered already, so I'm going to do an eclectic. A
20 lot of study went into making this country, and if kids
21 don't read about it, they don't realize the sacrifice of
22 time and effort that went into making the laws that
23 govern this country.

24 Also, there are three learning styles, which
25 if I'm hearing right, Common Core is not going to



1 address; visual, audio, kinesthetic. I don't see that
2 integration into Common Core. I got an email from my
3 niece who is doing Common Core in the state of New York.
4 She's on a blog 20 other mothers, teachers, and they are
5 fed up. They're asking why are we doing Common Core?

6 Kids don't want to go to school any more.
7 Is that the goal or is it to have the parents guide and
8 the teachers teach, but the parents are the guiding light
9 for these kids. I visited 13 countries, and I tell you,
10 I value what we have here. Have you gone and seen what
11 we have here and what we're going to lose if we keep on
12 teaching something that is devaluing the history of this
13 country?

14 My father was in the Navy, in World War II,
15 part of the invasion force in Japan, and my husband's
16 father was part of the invasion force. If they had not
17 dropped those two atomic bombs, I would not be here and
18 my husband wouldn't, so it was of value. Also, the SAT
19 and ACT scores went down after 1965. They added 20
20 points, they went down again, 1980, down 20 points. So,
21 we're really down 40 points. We're not as smart as we
22 think.

23 Also, home schoolers score in the top 15
24 percentile, and its parents who are guiding that. Maybe
25 parents know something that the teacher's union doesn't.



1 I've attended Jefferson county, and I am enthralled with
2 what is happening. At last the taxpayer is being
3 represented. It is the questioning of what is going on.

4 I don't know if you know how it feels to be
5 a taxpayer with the union strong arming you at every
6 meeting for three years. And now we have a chance. We
7 have somebody who's speaking up for us, and we love it,
8 and I hope you realize that. We had -- we did not
9 realize that the other two husbands were lawyers. They
10 were guiding their wives. Now that is free
11 (indiscernible) advice. We don't have that as taxpayers.
12 Thank you.

13 CHAIRMAN LUNDEEN: Thank you. So, I'll loop
14 back around here and ask for Andrea Gilmore, or Rashar
15 Bliss, how are still not in the room. Is there anyone
16 else here who would like to come? If not, thank you so
17 very much for being here. The State Board will stand in
18 recess to its next regularly scheduled time.

19 (Meeting adjourned)

20

21

22

23

24

25



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

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 May, 2019.

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

Verbatim Reporting & Transcription, LLC
1322 Space Park Drive, Suite C165
Houston, Texas 77058
281.724.8600