



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
April 8, 2015, Part 7

BE IT REMEMBERED THAT on April 8, 2015, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board Members:

Steven Durham (R), Chairman
Angelika Schroeder (D), Vice Chairman
Valentina (Val) Flores (D)
Jane Goff (D)
Pam Mazanec (R)
Marcia Neal (R)
Debora Scheffel (R)



1 MADAM CHAIR: Do we have any individual Board
2 reports?

3 UNIDENTIFIED VOICE: Yes.

4 MADAM CHAIR: Angelika.

5 MS. SCHROEDER: So I'm -- I'm not gonna
6 report, although I did do some stuff this month so I'd
7 just like to address a couple of issues. One, I was -- I
8 was struck when Deb was talking about getting into the
9 details and having a deeper understanding. And I'm
10 reminded of the fact that three of us have been here --
11 we're in our seventh year. And we went through the
12 standards, and I mean we went through the standards page
13 by page looking at them.

14 So we have been in the details, and I think
15 that we've not -- I've not appreciated the fact that you
16 have not -- those of you who -- who came after the whole
17 standards issue, and that's part of I think what's
18 missing, and I'm not sure exactly how to address that.

19 UNIDENTIFIED VOICE: We have been looking at
20 the standards. I've been looking at the standards --

21 MS. SCHROEDER: Thank you, ma'am.

22 And so I think that's part of -- it's -- it's
23 setting those expectations, those higher standards, the
24 endless discussions. I was actually part of the standard
25 hearings even before I came on the State Board. I went



1 around the State to listen to the input for that. And
2 that kind of makes you think -- makes you feel like you've
3 got the detail, which I don't think you had the benefit of
4 that and that's hard and so I understand. I'm not sure
5 how we're gonna address that, but I just wanted to respond
6 in that way that I get the fact that three of us feel a
7 whole lot more engaged in the whole thing 'cause we were
8 engaged and it's been a long process so it's been
9 frustrating.

10 Second thing that I'd like to know, I -- I am
11 deeply frustrated about the fact that we have not set cut
12 scores for exams that over 80 percent of our kids took.
13 And so I'm wondering if staff has any other
14 recommendations that we can get there. This is not the
15 legislature and they're not -- I don't believe they're
16 sitting there waiting for us or listening to us for that
17 matter. So I'm wondering is there something we can do
18 here? Does staff have anything that they can help us with
19 that might move this forward so that we have -- as Jane
20 referred to that we have one thing that we move forward as
21 a Board.

22 UNIDENTIFIED VOICE: Madam Chair.

23 UNIDENTIFIED VOICE: Yes.

24 UNIDENTIFIED VOICE: And that's your call
25 (indiscernible) the motion right now (indiscernible) and



1 (indiscernible) okay.

2 UNIDENTIFIED VOICE: (Indiscernible).

3 UNIDENTIFIED VOICE: No, initially we
4 rejected (indiscernible) and no other actions were taken
5 (indiscernible) the time that you as a Board want that,
6 and we can bring suggestions back (indiscernible) as a
7 Board would have to decide.

8 MS. SCHROEDER: So I'll ask my colleagues
9 whether you're willing to entertain, have the staff look
10 at some other cut scores --

11 UNIDENTIFIED VOICE: (Indiscernible).

12 MS. SCHOEDER: -- that have to be -- that
13 have to be justified or explained or something so that we
14 can bring some information forward to the school
15 districts. I would be grateful for your thoughts.

16 MADAM CHAIR: Long term, not right now?

17 MS. SCHOEDER: Well, asap. These kids are
18 graduating. They're never gonna know.

19 UNIDENTIFIED VOICE: Yeah, that's -- they're
20 gonna take the ACT. That is not gonna tell me anything.

21 UNIDENTIFIED VOICE: (Indiscernible).

22 Angelika.

23 MS. SCHROEDER: Yeah.

24 UNIDENTIFIED VOICE: Is your concern -- just
25 -- just to clarify. Is your concern that they won't know



1 or I mean just on -- on that basis, but --

2 MS. SCHROEDER: I'm not just wondering if
3 there's any information --

4 UNIDENTIFIED VOICE: -- require these scores
5 to get into college, right?

6 MS. SCHROEDER: That's not the point.

7 UNIDENTIFIED VOICE: Well, that's -- I --

8 MS. SCHROEDER: Eighty percent of the kids
9 went ahead and took the test, and I would think they would
10 want to know something about it. And I don't know whether
11 it's raw scores. I'm not sure, but I -- I'm certainly
12 open to having staff kind of help us move forward with
13 this -- with this rather than never addressing it.

14 UNIDENTIFIED VOICE: (Indiscernible). I'll say
15 a few unpopular things. It's kind of my nature.

16 UNIDENTIFIED VOICE: Oh, really?

17 UNIDENTIFIED VOICE: The -- first of all,
18 it's not that I think I or other members of the Board are
19 unappreciative of the work that's been done over the last
20 five years, but I think fundamentally I don't agree with
21 it. I don't agree with the outcome. I don't agree that
22 we should have allowed scores to be set in a manner that
23 are completely subjective and can be used to prove failure
24 or success based on the temperament, knowledge and other
25 variables of the people setting those scores. And that's



1 the fundamental problem that I see with these cut scores,
2 and I can't quite get past and I've tried. So -- so the
3 basis of the score notwithstanding all the work as done
4 is the problem.

5 Now, I've lived through four or five
6 education crisis in which you've seen policy makers
7 scramble from one end or the other, starting with Sputnik.
8 And -- and I have a little speech I give about Sputnik
9 periodically. And -- and I have a little speech I give
10 about Sputnik periodically, but the reality is that none
11 of those crisis and all the scrambling around that was
12 done as a result of them improved education one iota.
13 That's just a fact. The trends are static or down. In
14 fact, a few years ago -- it's been a while since I've
15 looked at it, SAT scores peaked in 1965. And I always
16 tell people the reason they peaked that year was not
17 because I took the SAT that year; there were other
18 reasons.

19 So -- so there's a fundamental disagreement
20 and there's a been a fundamental (indiscernible) change
21 over at the legislature and in the public and it's time
22 that we recognize that just maybe we're dealing with a
23 different set of realities. And we ought to discuss those
24 realities to see if we could come to some consensus about
25 whether or not the method that's been used to set these



1 scores makes sense. Is it trustworthy, can it be trusted
2 or has it been brought to us as a result of someone trying
3 to prove an agenda or advance an agenda?

4 And until we have those discussions, these
5 cut scores and all of the consequences that are driven --
6 gonna be driven by PARCC, and we're gonna see that very
7 soon because you don't have to be a genius to know what
8 the result of the PARCC test is. And I don't for one
9 happen to believe they're necessarily more rigorous;
10 they're just different.

11 So we're having the wrong discussion and I --
12 it's not that I'm unappreciative of people working for the
13 past five years, but I think that work has been driven by
14 a set of parameters, a crisis that was created, and just
15 maybe we need to take a different approach to solve that
16 crisis.

17 UNIDENTIFIED VOICE: And there's a book
18 called Manufacturing --

19 MADAM CHAIR: Did you --

20 UNIDENTIFIED VOICE: No, just a comment.

21 MADAM CHAIR: Anybody else? All right. Did
22 you want to say -- do you have something to say? No.
23 Okay.

24 UNIDENTIFIED VOICE: Oh, yeah. There was a
25 great book. It's called *Manufactured Crisis*. That's --



1 UNIDENTIFIED VOICE: I do have --

2 UNIDENTIFIED VOICE: -- a wonderful book on

3 the topic. Thank you, Steve.

4 MADAM CHAIR: Anybody else with Board reports

5 --

6 UNIDENTIFIED VOICE: I -- I just want to know

7 where are we now in this? We have --

8 MADAM CHAIR: Where are we? I think we're --

9 UNIDENTIFIED VOICE: Are we doing --

10 MADAM CHAIR: I think we're in Denver. I'm

11 not real sure.

12 UNIDENTIFIED VOICE: No, I -- I don't know

13 sometimes.

14 MADAM CHAIR: Where are we on what --

15 UNIDENTIFIED VOICE: Where are we on --

16 MADAM CHAIR: -- particular thing?

17 UNIDENTIFIED VOICE: Where did we interrupt

18 this conversation? I know Angelika before she made her

19 statement, what had we just done?

20 UNIDENTIFIED VOICE: We were making comments

21 about --

22 UNIDENTIFIED VOICE: (Indiscernible).

23 UNIDENTIFIED VOICE: Board reports.

24 UNIDENTIFIED VOICE: (Indiscernible).

25 reports.



1 UNIDENTIFIED VOICE: Just Board reports.

2 MADAM CHAIR: You wonder where we are in the
3 agenda?

4 UNIDENTIFIED VOICE: Yeah --

5 UNIDENTIFIED VOICE: Angelika --

6 UNIDENTIFIED VOICE: -- I'm sorry, but
7 sometimes that happens.

8 UNIDENTIFIED VOICE: Okay.

9 UNIDENTIFIED VOICE: That was -- that was
10 Angelika's Board report.

11 MADAM CHAIR: And does anybody have any --
12 any Board good that gives us back -- gets us back on track
13 I hope?

14 UNIDENTIFIED VOICE: I will have a Board
15 report next time --

16 UNIDENTIFIED VOICE: (Indiscernible).

17 UNIDENTIFIED VOICE: -- but very briefly.
18 Very briefly. I did -- we were unbided (ph). We were --
19 there was a -- he called it a regional gathering.
20 Congressman Jared (indiscernible) to talk about the -- a
21 new bill that he is working on together with
22 (indiscernible) last name. The senator from Indiana. I'm
23 -- I'm very tired obviously.

24 But anyway, a bipartisan congressman
25 (indiscernible) and a senator from Indiana are working on



1 a data privacy bill at the congressional level. Now you
2 know, we all know, we've done a lot of work at State
3 levels, local regional levels, lots of looking at it.
4 This is a proposal, nothing more, it's still in very, very
5 raw draft form. There were quite a few superintendents,
6 school Board -- local Board members, parents, community
7 members, some educators. This was on a weekday recently.
8 So it was a good mix of our -- our north end community so
9 to speak.

10 So I just wanted to tell you I did manage to
11 make it to it, and looking forward to -- we'll see what
12 happens, if anything, with the ESCA reauthorization. It's
13 supposed to be and it looks like it will be what's called
14 markup, which is committee hearings in the U.S. Senate
15 starting next week so we may have something to follow
16 along. We'll see. And it'll take a while. That's all.

17 MADAM CHAIR: Okay. Any other Board reports?
18 Deb?

19 MS. SCHEFFEL: This is a comment, too, is
20 that all right?

21 MADAM CHAIR: Sure --

22 MS. SCHEFFEL: It's a comment. I guess I'd
23 like to ask the Board if we could think about how we
24 handle public comment. I think as the Healthy Kids survey
25 has surfaced this so obviously that when we have



1 individuals that work for advocacy organizations or are
2 someone connected to the worth -- work, for example, of
3 the Healthy Kids survey. They're able to take off work.
4 In some ways, they're paid to be here to talk to us about
5 it.

6 Parents, on the other hand, are working.
7 They can't figure out when we're having public comment.
8 It shifts and, you know, we can barely get a couple of
9 people in that really want to speak. And the social media
10 takes off around the issue, but people can't scramble fast
11 enough to get here, and I think it creates a really uneven
12 playing field for us to really hear about people whose
13 students and children are taking this survey, for example,
14 and it could be a host of other issues.

15 So I'd like us to think about how can we
16 handle public comment to get more voices for the public
17 whose kids are taking the survey. I feel like we get lots
18 of voices for people that work for these entities or have
19 something to gain in a sense from getting these data
20 whereas we're doing it on the backs -- in this case at
21 least -- of children and parents and teachers. And -- and
22 I've had teachers say to me, you know, I never want to say
23 anything, but I've really had a lot of issues with that
24 survey.

25 And when do we get their voices? Because of



1 the way we do it, it -- it looks very imbalanced and I
2 don't think it is. And I'd just like us to think about
3 how can we create a more even playing field to get public
4 comments.

5 UNIDENTIFIED VOICE: And I know what you're
6 saying, Deb, and I tend to agree with you. Except that I
7 also know that we have gone out of our way and we added
8 the 10:00 and I think it was Pam that brought that up that
9 some of the parents couldn't come in the evening and so we
10 should -- so we added the 10:00 and then we had the, you
11 know, always, which we still have yet tonight and to --

12 UNIDENTIFIED VOICE: Not on --

13 UNIDENTIFIED VOICE: -- you know, so like we
14 had three different -- and I -- I don't know where they --
15 but you can't say well you can't come and you can 'cause
16 we had three --

17 UNIDENTIFIED VOICE: No, not at all.

18 UNIDENTIFIED VOICE: -- different reporting
19 periods --

20 UNIDENTIFIED VOICE: No, no.

21 UNIDENTIFIED VOICE: But if you told --

22 UNIDENTIFIED VOICE: -- and are having the
23 fourth one.

24 UNIDENTIFIED VOICE: Yeah. Maybe there's a
25 way to have people sign up if they're pro versus con and



1 have some --

2 UNIDENTIFIED VOICE: Yeah, because --

3 UNIDENTIFIED VOICE: -- I mean, I don't know.

4 UNIDENTIFIED VOICE: -- and you know,

5 frankly, and you don't want to say that to most people,

6 but when you have 20 people saying the same thing, it's

7 not particularly advantageous.

8 UNIDENTIFIED VOICE: No.

9 UNIDENTIFIED VOICE: You know? But I don't

10 know how you do -- but it's worth a while --

11 UNIDENTIFIED VOICE: Yeah. Maybe we could

12 think through it.

13 UNIDENTIFIED VOICE: We have a discussion

14 about it --

15 UNIDENTIFIED VOICE: (Indiscernible).

16 UNIDENTIFIED VOICE: We did have a lot of --

17 UNIDENTIFIED VOICE: If we read the letters,

18 then yeah, I don't know what prevents somebody from

19 sending us a letter.

20 UNIDENTIFIED VOICE: But then they don't know

21 if we read it --

22 MS. SCHEFFEL: I mean, I hear from people

23 that say that we sent emails, did you get it, and I didn't

24 get it. I mean, and maybe it's timing --

25 UNIDENTIFIED VOICE: (Indiscernible).



1 MS. SCHEFFEL: -- or I don't know --

2 UNIDENTIFIED VOICE: Well, and --

3 MS. SCHEFFEL: But it's just worth thinking

4 about.

5 UNIDENTIFIED VOICE: But not the --

6 UNIDENTIFIED VOICE: Those 52 emails we've

7 had in the last few days --

8 UNIDENTIFIED VOICE: Yeah, they're

9 (Indiscernible).

10 UNIDENTIFIED VOICE: -- from the same person.

11 UNIDENTIFIED VOICE: I've had a lot more than

12 52.

13 UNIDENTIFIED VOICE: I was gonna say I think

14 it was more than 50.

15 MADAM CHAIR: Well, I just picked that figure

16 out of the air. Okay. In the interest of moving along

17 and moving (indiscernible) anybody else have any Board

18 report they want to make? Okay. We have another list,

19 speaking of public comment. We've got another list here.

20 We have a few more public comment people here. Pamela

21 Norton.

22 UNIDENTIFIED VOICE: (Indiscernible).

23 MADAM CHAIR: Please don't feel guilty since

24 we --

25 UNIDENTIFIED VOICE: Please don't feel



1 unwelcome --

2 MS. NORTON: (Indiscernible).

3 MADAM CHAIR: We're glad to have you here.

4 MS. NORTON: -- to the conversation here
5 today.

6 UNIDENTIFIED VOICE: It's hot in here.

7 MS. NORTON: Good evening. Thank you, State
8 Board members. Thank you, Commissioner Hammond, for
9 giving me the opportunity to speak today about the
10 importance of assessments in standardized testing in
11 Colorado. My name is Pamela Norton. I'm co-founder and
12 president of Activate, social media agency here in Denver.
13 And I am a mother of two and a dog owner and cat owner and
14 some birds.

15 I have firsthand experience with the
16 frustrations of over testing, and I have many friends with
17 children across the Colorado school system that share my
18 concerns. Leading up to the controversial PARCC testing
19 in Colorado this past month, I talked with several friends
20 who said they planned to pull their kids from the test. I
21 also talked to friends whose kids were pressuring them to
22 do so. And yes, my child tried that and he knew exactly
23 what my response was gonna be. I told my friends who
24 planned to pull their kids from the test to stay strong so
25 they could learn from the data the test -- what the test



1 would provide. I asked them how can you ensure your child
2 is getting the best education if you don't know how
3 they're doing. I knew PARCC would not only provide
4 critical information on which concepts our children have
5 mastered and which ones they're still struggling to grasp,
6 but how -- how their test results could compare with other
7 children across our state as well as across the world.

8 For years, we've been living on feel good
9 subjective standards that give us some false sense that
10 our school, blue ribbon or whatever, has the smartest and
11 brightest children. We have had subjective standards for
12 K through 12 ever since this testing conversation began in
13 1959. Since then, we've seen many failed government
14 programs and initiatives until we finally obtained
15 bipartisan agreement six years ago. So we finally after
16 all this work and investment are here today with
17 implemented PARCC (Indiscernible) PARCC standards. So we
18 can -- as -- you know, as parents, teachers, as schools
19 with a benchmark and real insights to ensure our children
20 are competitive with the rest of the nation and world.

21 As a parent with two children in the K
22 through 12 system over the past 14 years, I've been
23 frustrated with the lack of true insights on how my
24 children were doing. The only new information that really
25 showed where my child ranked was the ACT test, and it was



1 too late. He was in the eleventh grade. So what do we do
2 as parents? We're all spending all this money tutoring,
3 doing whatever we can to try to get our kids up. Sorry.

4 So when my son completed his PARCC exam which
5 was this past month, I asked him several questions about
6 his experience with CSEP because he's been taking it since
7 first grade, his first comment was that he liked the PARCC
8 test because it was computer based and he didn't need to
9 use a pencil. He found the format much easier than the
10 old-fashioned method of filling in the bubbles with the
11 pencil. He said he was more engaged with the questions
12 since they were coming from the computer and he liked
13 having 20 minutes to spare since he felt he was able to
14 complete the test faster than previous tests because of
15 the online format.

16 My son said he liked the test questions
17 because they were more in-depth and made him think versus
18 -- and I -- this is an exact quote from my son -- the
19 stupid questions, the CSEP test given -- had given him.

20 MADAM CHAIR: Thank you. We've got the three
21 minute --

22 MS. NORTON: Okay. I just really quickly --

23 MADAM CHAIR: Okay.

24 MS. NORTON: The PARCC test is not the
25 culprit when it comes to over testing. It's local



1 assessments, not State assessments that account for the
2 majority of time spent testing in grade levels across
3 Colorado. With State-wide testing accounting for less
4 than two percent of the time in the classroom. In all of
5 our frustrations regarding over testing, let us not remove
6 the one window that sheds light on the actual conditions
7 of the education system. Sorry.

8 MADAM CHAIR: Thank you. And I have to say I
9 found the comment about him -- your son liking the
10 computer test because that's what people have been telling
11 us for a long time, but yet there were so many kids this
12 year we got all the complaints because it was on the
13 computer and they wanted the other --

14 MS. NORTON: He said it was -- yeah.

15 MADAM CHAIR: I always thought --

16 MS. NORTON: Because that's how they operate
17 today. Our children are all --

18 MADAM CHAIR: Yeah.

19 MS. NORTON: -- mobile --

20 MADAM CHAIR: -- computer, yeah --

21 MS. NORTON: -- and they're all, you know,
22 device related.

23 MADAM CHAIR: Yeah.

24 MS. NORTON: -- and so for their learning,
25 that's --



1 MADAM CHAIR: Interesting thing --

2 UNIDENTIFIED VOICE: Madam Chair.

3 MADAM CHAIR: Nicole Lamdeck. (ph)

4 UNIDENTIFIED VOICE: (Indiscernible).

5 MS. NICOLE: Good afternoon. Thank you for
6 the opportunity to speak with you. My name is Nicole
7 Lamdeck, and I'm the parent of three children attending
8 Denver public schools. I have a bachelor's degree in
9 mathematics and a master's degree in curriculum and
10 instruction. I spent seven years as a high school math
11 teacher, teaching every course from algebra one to AP
12 calculus in three different states. I'm also a member of
13 the Stand for Children Colorado team. I want to be clear,
14 though, that I'm here first and foremost as a mother and a
15 teacher today.

16 From these perspectives, I strongly support
17 the Colorado academic standards and the new aligned tests.
18 I've read the standards and I believe they're strong and
19 include the types of things that I want my kids to learn.
20 They're well researched and thoughtfully mapped out to be
21 developmentally appropriate. They outline what I believe
22 is an important roadmap for educators to follow in order
23 to prepare their students for their college and career.

24 As a teacher, I know that to ensure students
25 are on the right track in reaching the expectations we



1 have set out for them, they need a strong and aligned
2 test. How do we know if the students are mastering their
3 content that their teachers are presenting without an
4 assessment that actually correlates to what they are
5 learning every day? You and I both spent hours of
6 classroom time prepping for a test that deviated from what
7 our teachers were teaching us throughout the year. This
8 is our history, and we've made so much progress since
9 then.

10 Two of my kids, Jonah and Sarah, took the
11 PARCC test a couple of weeks ago. Jonah is a seventh
12 grader at DSST Stapleton Middle School. And when he came
13 home after the first few tests, I asked him how it went.
14 His response was mom, it was not that big of a deal. My
15 daughter's response to the question was I had enough time
16 to check my answers. I checked and rechecked like three
17 times, mom. That was cool because I found a mistake and I
18 was able to correct it. And I got to use the Chromebook
19 which is just like all of my other tests my teachers have
20 given me this year.

21 In a nutshell, both of my kids did not come
22 home distraught, instead they felt confident in their
23 preparedness for their test. Their teachers did not have
24 to stop their lessons to prepare them, instead their year-
25 long learning was what prepared them for their test.



1 In all honesty, the biggest problem we saw
2 come out of the first round of testing was the lack of
3 headphones at the elementary school level. However, the
4 school was prepared ahead of time and asked the students
5 that had the means to to bring their own. If that was the
6 worst of the glitches, then my kid's school did a great
7 job being prepared. I wouldn't have expected the first of
8 testing to be free of implementation issues. This is
9 where our focus should be; finding the problems related to
10 doing a great job implementing this test and fixing them,
11 not abandoning the test.

12 In closing and perhaps most importantly, I'd
13 like to say that as a parent, I want the best for my kids
14 as does everyone here. I want them to be prepared for
15 success in life. After high school, I want them to go to
16 college. I want them to excel at their studies. Find a
17 job their passionate about and go on to live a happy life.
18 I feel quite confident that the education they're getting
19 today under the Colorado academic standards and these new
20 tests is going to prepare them for this. Thank you very
21 much for your time.

22 MADAM CHAIR: Thank you very much for your
23 time.

24 Andrea Lyket (ph) Andrea (indiscernible)

25 Bruce Evans.



1 MR. EVANS: Hello. I hope those seats are
2 comfortable. We've been here a long time.

3 UNIDENTIFIED VOICE: They're more comfortable
4 than those seats.

5 UNIDENTIFIED VOICE: Thanks for asking.

6 MR. EVANS: My name's Bruce Evans. I'm the
7 fire chief at the Upper Pine River Fire Protection
8 District in Bayfield, Colorado. I live in Durango. I
9 have a nine-year old son in the 9-R school system at
10 Riverview Elementary and he's taken the third grade PARCC
11 test.

12 So I would tell you that my wife and myself
13 have spent a lot of time with him, about an hour every
14 night, going over the standards, which are available
15 online to most parents that know how to access a computer
16 and get in there. We spend an hour with him, that doesn't
17 detract from the hour of basketball that I play with him
18 and it doesn't detract from an hour a night that he
19 usually plays on video games.

20 Now, I would tell you the video game thing is
21 important because every kid that gets in there, you know,
22 that's playing video games, whatever fantasy character
23 they're playing usually gets killed off at some point, and
24 what do they do? They don't quit, they come right back
25 and they try it again. So the kids are being socialized



1 to try again and try again and be tested in a -- in a --
2 in a fantasy environment or a gaming environment, and I
3 would say that that equates to what's going on with the
4 PARCC test being a computerized test. My kid came home and
5 said it was no big deal, too.

6 Now, I would tell you that I get a French
7 foreign exchange student -- I just got him on Saturday --
8 every year from the University of Bordeaux. He comes to
9 be interned at the Upper Pine River Fire Protection
10 District in rural Colorado. And the University sends me
11 these kids 'cause I put -- I put down pretty hard program
12 for 'em, but I would tell you when they come here, they
13 come with unbelievable analytical skills, unbelievable
14 writing skills, stuff that I couldn't find locally in the
15 high school system there.

16 Now, I would tell you that that concerns me
17 because one, we're in a global environment and I want my
18 kid to be able to compete with a French student. I want
19 him to create -- be able to compete with a German student
20 and certainly with an Indian or Chinese student.

21 Now, I would tell you that as an employer as
22 the fire chief, I've had a paramedic position open in
23 rural Colorado for almost two years that I can't get
24 filled. It pays \$50,000.00 a year which is a pretty good
25 wage for rural Colorado.



1 Now, I tell you that the skills that I need
2 of that person to fill that spot require somebody to be
3 able to reduce a fraction, and that's a basic skill in the
4 standards. For instance, the other day, I had a crew that
5 was out with a seizure with a pediatric kid. He had a
6 head injury and he needed a medication that needed to be
7 reduced by a fraction to make sure that it was given to
8 him appropriately. And I would tell you that there's a
9 lot of folks I see that I test coming into our
10 organization that don't have that skill, but that's a huge
11 difference between there's a medication error given to a
12 pediatric patient or there's a proper dose given to that
13 kid that's therapeutic.

14 And I would tell you that -- a lot of people
15 will tell you that it's okay to use a calculator in an
16 emergency situation like that, but I really don't want to
17 put some kid's life in jeopardy worried about whether the
18 batteries are full in the -- in the -- in the calculator.
19 I want a human there that can figure out how to
20 analytically get through that situation.

21 So I would tell you that as I finish up my
22 time, I just got one thing that I would like to say. I
23 mean, the words of my favorite president was trust, but
24 verify. And that's part of the testing process as we get
25 through this. I think the teachers are trying to do a



1 good job and put the information out there and you have to
2 test 'em so they know where they're at. And any kid
3 that's coming forward to take the SAT, they want to know
4 where they're at in social studies and sciences because
5 they probably want to bone up a little bit more if they
6 didn't make it in the cut on the PARCC test. Thank you
7 for your time.

8 MADAM CHAIR: Thank you for your time. And I
9 -- you might think we planted these last three after our
10 discussion about PARCC, but you know, I really appreciated
11 this and I -- the reason we got sideways with PARCC was
12 not the test itself, it's where it came from. And -- and
13 a lot of people distrusted that so they chose to -- but
14 your -- editorial, I think a little bit I should --

15 UNIDENTIFIED VOICE: (Indiscernible).

16 MADAM CHAIR: I have my privileges, but I
17 appreciate what you said.

18 And then we have Dr. George Walker who's
19 going to speak to us and enlighten us no doubt. George.

20 MR. WALKER: Good afternoon, Chairwoman Neil
21 and Commissioner Hammond and members of the Board and
22 audience.

23 You should have before you a copy of black-
24 news-dot-com. It says booking photos in light of
25 superintendent, teachers indicted school closing scandal.



1 It says Beverly Hall, the former superintendent Atlanta
2 Public Schools, and 35 other educators have been indicted
3 by a Fulton County jury in a cheating scandal that
4 involves large unexplained test score gains in some
5 Atlanta schools back to 2011. It was on PBS Wednesday and
6 there was 11 people who appeared to be people of color in
7 the photo. All 25 of these people in this -- and I
8 apologize for not giving you a color copy rather than
9 black and white -- appear to be people of color.

10 Now, I've been saying to you, I've been
11 talking to this Board since about '76. For the last seven
12 years, I've been saying since the 1920s, blacks, Latino,
13 Native American Indians have been telling you generally
14 speaking standardized tests are not valid, they're bias,
15 they're scientific racism.

16 Now, they seem to have a hanging judge in
17 Atlanta, and I'm basing this upon what I testified last
18 Thursday before the house judiciary committee. I don't
19 believe in judging people by race. I don't believe in the
20 cops stopping my darker brother and sisters while they're
21 driving because of their complexion. Although I'm of
22 black ancestor -- most people thing I'm white -- that's
23 never happened to me. When I've been stopped by the
24 police when I was younger, it was because I was speeding.
25 I was.



1 I've called the editor of the Atlanta Journal
2 Constitution which seems as instrumental in starting the
3 investigation in this cheating. His name is Kevin Reilly,
4 and I've asked for the race and ethnicity (indiscernible)
5 pictures so I'll have more to quote. Hopefully judge them
6 with an unbiased way.

7 Now, as far as I'm concerned, these people
8 may be heroes. It may be that they're patriots who
9 sabotaged the tests with what they did. In my opinion,
10 they did it in the wrong way. The correct way is to speak
11 out and say these tests are racist. Generally speaking,
12 they are. And not (indiscernible) I don't know that for
13 sure, but I'm saying the hanging judge and I don't agree.
14 I don't want to see 25 black -- it looks like to me,
15 they're light, wouldn't really be Asian, they look like
16 they're black people. They're darker than I am. I don't
17 want to (indiscernible) ruined. Atlantic school system
18 will take years to recover from it.

19 We have some of the same issues in Colorado
20 and (indiscernible) anybody's part in Colorado that I know
21 of. And I know our assistant commissioner (indiscernible)
22 is a man of integrity who is doing the best he can, but
23 I'm gonna try to get some dialogue. I talked to Tom
24 Bossberg (ph) last night at a meeting at Hope North
25 Colorado and he said (indiscernible) of interest in this



1 issue. Let's get some dialogue between Georgia and
2 Colorado, Atlanta and Denver. I'm saying black people,
3 Latinos, Native American Indians, in my opinion have
4 reasons to sabotage standardized testing as it existed for
5 over 100 years. But this is not the way to go about
6 changing it. These careers are ruined. I -- I feel sorry
7 for 'em, and I sure feel sorry for the students who their
8 role models all of sudden they're seeing 'em on TV facing
9 up to 20 years with their hands shackled behind their
10 back. Students will never get over seeing their teacher
11 in these pictures never --

12 UNIDENTIFIED VOICE: I haven't seen it yet,
13 but I will look at it. Thank you very much.

14 MR. WALKER: Thank you.

15 UNIDENTIFIED VOICE: Appreciate it.

16 MR. WALKER: Thank you for your time.

17 MADAM CHAIR: Deanna Miller -- or Anita.

18 Anita, are you really -- you already talked once. This is
19 a different -- different subject so you get to talk --

20 UNIDENTIFIED VOICE: (Indiscernible).

21 MADAM CHAIR: -- twice?

22 UNIDENTIFIED VOICE: (Indiscernible).

23 MADAM CHAIR: Is that the way it works?

24 MS. STAPLETON: (Indiscernible). Colorado

25 Healthy Kids. Just like everybody else.



1 MADAM CHAIR: Okay.

2 MS. STAPLETON: Once again, I'm Anita
3 Stapleton from Pueblo County. I'm here as a parent
4 speaking out against the AP history U.S. history in light
5 of the National Holocaust Day which is next week on April
6 16th.

7 Today we commemorated this date by reminding
8 you, our Colorado State Board of Education, that the
9 holocaust did exist. As we see in the new AP history
10 framework, it has been eliminated. We have Larry Kreeger
11 and Jane Robins have written multiple articles on this and
12 have brought this to the State Board's attention. We are
13 asking as citizens that you write a letter or pass a
14 resolution that Colorado will not accept the rewrite of
15 American history that eliminates the holocaust and any
16 teachings of Hitler. I provided you with the new
17 framework.

18 This is status post, the public comment
19 section that the -- the college Board had asked the
20 community to engage in. I'm going to read you a testimony
21 from my husband really quickly.

22 Michael was stationed in Berlin as an Army
23 soldier right when the wall was coming down. Today I'm
24 sharing you testimony from my husband, Michael. His
25 testimony is to commemorate the National Holocaust Day,



1 April 16th. Two lifetime opportunities that many have not
2 been able to experience, Michael was able to while he was
3 there in Germany.

4 As the wall was coming down, he was able to
5 visit the Sachsenhausen Concentration Camp. This camp was
6 located inside formally Soviet occupied portions of east
7 Germany. Both part of history he experienced cannot be
8 overlooked or reduced to just a mere sentence. The
9 building and fall of the Berlin wall are reminders of how
10 quickly freedom can be lost and gained. The thought of
11 families living in different parts of a large city that
12 divided and kept them from each other for years, some
13 never seeing each other again. They lived in a city
14 divided in sectors and occupied by foreign militaries,
15 some to protect them from further actions and others to
16 enslave them.

17 One day liberation and freedom would come.
18 It was bittersweet for most, but to see people on both
19 sides of the wall embrace freedom was an experience that
20 most Americans can't really comprehend. He states that
21 his visit to the concentration camp was one he can't erase
22 from his mind knowing this was the training camp that was
23 set -- that was designed to set the standard for all
24 concentration camps. This camp did not only house Jewish
25 prisoners, but the Soviet Communist, Polish, homosexuals,



1 British and American were prisoners. It also housed the
2 regular criminals such as the rapist and the murders, all
3 distinctively marked, treated and punished in tragically
4 different ways.

5 He was able to walk on the paths where the
6 homosexuals walked for 12 to 15 hours a day on these
7 testing the boots and the shoes for Hitler's army. Many
8 lost their feet, enduring excruciating pain and eventually
9 their lives. He stood in the building pathology -- the
10 pathology building and witnessed the instruments of
11 torture --

12 MADAM CHAIR: Thank you, Anita --

13 MS. STAPLETON: -- all in the name of medical
14 research and neuroscience.

15 MADAM CHAIR: You've exceeded your time.

16 MS. STAPLETON: So has everybody else and I'm
17 just asking you for one more minute to finish this. I
18 have sat here and listened to many people go over their
19 minutes and I'm just not gonna stop.

20 The pathology room was where skulls were
21 removed leaving the brain exposed to see how long an
22 individual could survive under this state. Chests were
23 cracked open, exposing the hearts for the same purpose.
24 Why? To see if they can build a power horse which would
25 be able to benefit society, government, and build



1 superhumans. He was able to stand in the execution
2 chambers pits in the basement where they stored the bodies
3 before they were taken to the crematorium. The cement in
4 the room still had the pungent odor of blood so strong he
5 could not stay in the room.

6 I am just asking this Board to take serious
7 the changes in the AP U.S. history and to do something
8 about it. You want to talk about putting action, let's do
9 it.

10 MADAM CHAIR: Thank you.

11 MS. STAPLETON: I have articles for you to
12 read on the changes. You have the actual document from
13 the College Board so you can do your own fact finding and
14 comparison. The test will be administered for the first
15 time on May 8th. Please don't roll your eyes, Marcia.
16 I'm telling you this is very near and dear to our hearts.

17 MADAM CHAIR: I agree with you. I agreed
18 with you when you watched it the first time --

19 MS. STAPLETON: I have 40 letters of
20 opposition to the common core adding to the total that I
21 want to enter into public record.

22 MADAM CHAIR: Let's finish this right now. I
23 think it's very ironic --

24 MS. STAPLETON: Thank you very much.

25 MADAM CHAIR: (Indiscernible). against the AP



1 test. We spoke out against it. We did -- you know, we
2 have nothing to do with the AP test, but we didn't speak
3 out against it --

4 UNIDENTIFIED VOICE: (Indiscernible).

5 UNIDENTIFIED VOICE: I don't think we--

6 MADAM CHAIR: And I find it very ironic that
7 we're doing away with the history test, then they're
8 really gonna have -- you know, if they don't have any
9 history, which we are not gonna have because of our
10 history test, then you're gonna have holocaust stories all
11 over the place. I'm sorry I shouldn't get carried away.
12 Calm down, calm down. Deb.

13 MS. SCHEFFEL: I think we should look at the
14 language that we did pass related to (indiscernible) it
15 really wasn't strong language.

16 MADAM CHAIR: Yeah, we could -- yeah, I -- I
17 agree with you. We could write another letter.

18 MS. SCHEFFEL: I think we -- I think we
19 should.

20 MADAM CHAIR: -- 'cause I think we --

21 MS. SCHEFFEL: It is a very important issue.

22 MADAM CHAIR: It was a pretty mild letter.

23 MS. SCHEFFEL: Yeah, it was very bland.

24 MADAM CHAIR: And -- but I do think if we're
25 gonna do that, we ought be talkin' about the fact that



1 people are not teaching history in regular classes. You
2 talk about AP history, they're not teaching it in junior
3 high, they're not teaching it in high school. They're not
4 teaching it anywhere.

5 UNIDENTIFIED VOICE: I certainly agree with
6 that, Marcia.

7 MS. SCHEFFEL: And so as look at the
8 performance indicators, that's the problem with it. I
9 don't think they would based on the performance
10 indicators.

11 MADAM CHAIR: Well, I -- you know, they --
12 now, it had to do with the whole thing. We didn't test it
13 so they didn't teach it.

14 MS. SCHEFFEL: That's a great discussion for
15 us to have.

16 MADAM CHAIR: Yeah, it is, but we won't do
17 that now (indiscernible) have somebody else that wants to
18 talk to us again (indiscernible) Anita (indiscernible)
19 Sarah. Did Sarah go away? Sarah's still here.

20 UNIDENTIFIED VOICE: Deanna --

21 UNIDENTIFIED VOICE: Deanna is still here,
22 too --

23 UNIDENTIFIED VOICE: I think --

24 UNIDENTIFIED VOICE: (Indiscernible).

25 MADAM CHAIR: Well, they both -- they talked



1 before, but because they're using a different subject they
2 --

3 UNIDENTIFIED VOICE: We talked on the agenda
4 items. This is a public comment.

5 UNIDENTIFIED VOICE: No, no, no. I'm not
6 complaining. I was just -- sorry.

7 UNIDENTIFIED VOICE: (Indiscernible).

8 UNIDENTIFIED VOICE: Is our time beginning
9 now?

10 UNIDENTIFIED VOICE: Just because it's 6:20.

11 UNIDENTIFIED VOICE: (Indiscernible).

12 MADAM CHAIR: Go ahead, please --

13 UNIDENTIFIED VOICE: Thank you, Madam Chair.
14 Okay.

15 MADAM CHAIR: (Indiscernible). a little silly
16 here.

17 UNIDENTIFIED VOICE: (Indiscernible).

18 UNIDENTIFIED VOICE: I'm gonna continue on
19 the holocaust theme and tie it in with some of the themes
20 from today. Between 2007 and 2011, the P-20 council
21 brings a broad restructuring of the State's education
22 system and the creation of a Statewide-longitudinal data
23 system, raise to the top and FERPA. We get an active
24 Congress change without congressional approval to allow
25 the freer exchange of data between departments without



1 requiring parental knowledge and consent.

2 There has been exponential growth and data
3 collection and processing through surveys, teacher
4 observation, like (indiscernible) and assessments.
5 Standardized assessments no longer are about subject
6 mastery, they now measure children's opinions; that's why
7 they're more fun. Political things like what do you think
8 about the Monroe doctrine, why would a family leave the
9 United States and what's the value of nonconformity. This
10 is not allowed under federal law for standardized tests
11 and should not be protected under any privacy agreement
12 because it is illegal. You cannot hide illegal action
13 behind a contract. No one is allowed to confirm this is
14 happening or stop it. The CDE and the Colorado Department
15 of Health have urged that the results of such surveys and
16 assessments are so important we can't risk parental
17 oversight or consent or knowledge because it would
18 severely limit the amount of data we could collect.

19 MADAM CHAIR: I have to interrupt. What test
20 was this in that our kids took --

21 UNIDENTIFIED VOICE: The ACT which is aligned
22 to common core and also the -- I think it's the Park test.

23 MADAM CHAIR: ACT had history test in it?

24 UNIDENTIFIED VOICE: My son took ACT Aspire
25 last year and there was an English prompt that asked what



1 is the value of non-conformity. Yes, cross -- it sounds
2 like history.

3 UNIDENTIFIED VOICE: Well --

4 UNIDENTIFIED VOICE: Is my time still
5 running? I'm gonna run out of time here.

6 UNIDENTIFIED VOICE: (Indiscernible).

7 UNIDENTIFIED VOICE: Okay. The CD and the
8 Colorado -- okay. So what is the State's urgency that
9 warrants usurping parents' rights and federal law? What's
10 the big deal anyway and why should parents care? When
11 data computer -- data is computer collected, sorted and
12 compiled by a State then we have a model that can be used
13 as a decision-making model.

14 Edwin Black went to a holocaust museum in
15 D.C. In one of the showcases, they had an IBM sorting
16 machine. He researched and wrote a book about how James
17 Watson, the president of IBM collaborated with Hitler in
18 order to categorize all of the Jews in Germany. The
19 numbers tattooed on their arms was the number given to
20 them by IBM so they could be tracked and sorted. By
21 computerized data processing, they selected who would go
22 to the gas chamber, who would work, who would live and who
23 would die.

24 There -- this is the potential of a decision-
25 making model by cross referencing data, the State can



1 decide now who goes to college, who gets which career and
2 so much more. It is because of such history that the
3 Nuremberg trials inspired laws protecting the rights of
4 vulnerable study subjects like students --

5 MADAM CHAIR: That is your three minutes.

6 UNIDENTIFIED VOICE: She's gonna take my
7 other time.

8 UNIDENTIFIED VOICE: I'll just finish --

9 UNIDENTIFIED VOICE: She's the next one on
10 your list --

11 UNIDENTIFIED VOICE: I'm the next one, Deanna
12 Miller.

13 UNIDENTIFIED VOICE: I'm sorry. I know
14 you're tired. I'll try to hurry. Where did we leave off?

15 UNIDENTIFIED VOICE: Right here. It is --

16 UNIDENTIFIED VOICE: Okay. It is because of
17 such history that the Nuremberg trials inspired laws
18 protecting the rights of vulnerable study subjects like
19 students. The institutional review Board requires in all
20 cases the assent of children and the permission of their
21 parents for research involving survey for interview. In
22 fact, multiple federal laws forbid the federal government
23 from having a student's database, but the feds have
24 managed to accomplish indirectly through the states what
25 it is illegal for them to directly. So through bribery



1 called grants and funding, all three branches of our
2 Colorado government are (indiscernible) and we are being
3 tagged, weighted and measured by our State.

4 In memory of the holocaust, let us never
5 forget what an unbridled government is capable of doing
6 for what is considered the good of society. Let us cling
7 to such concepts as local control transparency parental
8 oversight of their children, federalism and three
9 independent branches of government designed each to keep
10 the other in check from abuse of its power.

11 There may be times when we are powerless to
12 prevent injustice, but there must never be a time when we
13 fail to protect it or to protest. Okay.

14 UNIDENTIFIED VOICE: (Indiscernible).

15 UNIDENTIFIED VOICE: I have a couple more
16 seconds. I did have some people who came this morning for
17 public comment time, but because of the mass amount of
18 people that came for the other, they had to leave, and one
19 of 'em was a rabbi who had a medical procedure today and
20 he did not do it. He elected not to do it to come here
21 and speak and he had to go home.

22 MADAM CHAIR: That's too bad.

23 UNIDENTIFIED VOICE: I know.

24 MADAM CHAIR: I'm sorry about that.

25 Deanna Miller.



1 UNIDENTIFIED VOICE: (Indiscernible).

2 MADAM CHAIR: That was you.

3 UNIDENTIFIED VOICE: That was me.

4 MADAM CHAIR: Janelle Avon (Ph)

5 UNIDENTIFIED VOICE: Ayon.

6 MADAM CHAIR: Ayon.

7 MS. AYON: Good evening. My name is Janelle
8 Ayon, and I am the autistic director for Arts Across
9 Cultures from Hope Online Learning Academy. I'm a co-op
10 program with Douglas County. At Hope Online, we have a
11 blended learning program that engages teachers, students,
12 families with personal relationships.

13 Dr. Flores, and I would like to thank you for
14 making that important comment also as a Mexican-American.

15 Let me tell you a little bit about Arts
16 Across Cultures. Arts Across Cultures is a program for
17 the students of Hope Online where twice a week the kids
18 have (indiscernible) visual arts, media arts, theatre,
19 drama and their program (indiscernible) at the
20 (indiscernible) Art Museum in April as part of the
21 Children's Day Celebration which I invite all of you to
22 join us on April 26th, Sunday, at 12:15 where the children
23 will present their (indiscernible) is hope.

24 UNIDENTIFIED VOICE: (indiscernible)

25 MS. AYON: I'm also the director of education



1 for (indiscernible) Robinson Dance who is celebrating her
2 forty-fifth anniversary here in Colorado.

3 And the arts, I can tell all of you -- I
4 can't give you the data, the statistics, but all of us
5 know that the magic of arts in academics. Arts teaches
6 history. Arts teach-- Art teaches math. Art engages
7 children. It creates community. It's amazing to see how
8 these kids grow. These kids -- at risk -- at-risk
9 children. I'm emotional because this has been my program
10 for five years. And art in privileged communities is a
11 luxury. Art for at-risk communities is a necessity and
12 it's about survival. So in support of helping
13 (indiscernible) our blended program (indiscernible)
14 education (indiscernible) with traditional learning at a
15 (indiscernible) we have programs in Pueblo, we have
16 programs in Colorado Springs. I encourage all of you to
17 come and spend some time in one of our learning centers to
18 really understand what Hope Online is doing for at-risk
19 children.

20 Our kids don't consider themselves at risk
21 because they have programs in athletics, extra-curricular
22 activities, events like prom, graduation at Metropolitan
23 State University. It's a wonderful program. Wonderful
24 alternative program that I invite all of you to -- to come
25 and visit and please join us, again, on April 26th at the



1 (indiscernible) Art Museum for Children's Day
2 (indiscernible) where you will see a combination of white
3 children, black children, brown children, yellow children,
4 celebrating each other's ethnic identity and more
5 important (Indiscernible). as community because of those
6 personal relationships that we build at Hope Online.
7 Thank you.

8 MADAM CHAIR: Thank you for your time.

9 MS. AYON: Thank you.

10 UNIDENTIFIED VOICE: Thank you for coming.

11 UNIDENTIFIED VOICE: (Indiscernible).

12 MADAM CHAIR: Last person on the --

13 UNIDENTIFIED VOICE: (Indiscernible).

14 UNIDENTIFIED VOICE: (Indiscernible). very
15 eloquent --

16 MS. JACK: Greetings. My name is Donna Jack
17 from Evergreen. And thank you very much for the
18 opportunity speak here. I handed out some papers to you
19 about something that I wrote over a year ago. I'm on a
20 committee at Conifer High School. I'm the -- the
21 community rep. And it was concerning a survey that we
22 were very concerned that was being handed out there that
23 particular part of the year. I was horrified with what
24 was on it. Well, lo and behold, when I look at this
25 Healthy Kids Colorado thing, it's the same stuff.



1 So I just want to let you know, the stuff is
2 out there, whether or not it's on this survey or not.
3 Also with the longitudinal data, you've got troubles
4 because you have information on every single child that
5 takes every single survey whether or not they put their
6 name on it, they can put the pieces together. It's gonna
7 all be electronic anyway even if you fill in the little
8 holes -- I mean fill in the dots. They're gonna be able
9 to track down every single survey to individual children.

10 I am appalled because I used to be in
11 education long ago. My kids were little, then now I'm in
12 here I'm a grandma now, and what I see is education is
13 going haywire in this country. Children need to be able
14 to have privacy. They shouldn't have to spill their guts
15 for everybody. This is just not healthy to do this. It
16 also lets their guard down. They're -- they're turning in
17 -- just like in Germany, they are reporting on teachers,
18 they are reporting on neighbors, they are reporting on
19 their family and themselves. Just look at the survey and
20 you will see that.

21 And I just think, anyway, there's a lot in
22 this that I have written that you might find very
23 interesting. In the Healthy Kids survey, it says that
24 it's gonna be private. That's bologna sausage. I have
25 links to different videos that explain to you how they can



1 identify -- and this is -- this is hand done, but they can
2 identify within just a few strokes who the child is. They
3 have everything plugged in internationally right now.

4 I was looking up more about the Healthy
5 survey Colorado online this morning and in one place --
6 this is on one of their things. I can give it to you to
7 copy or send it to you. It says in there that in 2013 for
8 the first time, a consolidated version of this survey was
9 launched to address the needs of several organizations
10 that access your health data to inform programs at both
11 the state and regional levels. The news streamed Healthy
12 Kids Colorado survey was administered, blah, blah, blah,
13 and then they have incentives, even though they just pick
14 a few here and there, they have incentives for anybody who
15 wants to get in on this survey, and you can do it free.

16 I just want to say when you also look at how
17 they interpret their data, if you keep following the links
18 through their things, you start finding out they have some
19 other goals and reasons for sending out this survey. And
20 one of the hints is with question number nine on the
21 second page; which of the following best describes you,
22 heterosexual, straight, gay or lesbian, bi-sexual, not
23 sure. Well, I'll tell you the way they use their data,
24 they're trying to track all of the problems in the world
25 whether or not you're gay or lesbian or whatever. There's



1 other things behind this.

2 I just want to say thank you so much for
3 letting me speak and don't hurry to make decisions. It is
4 better to take time, start getting more information and
5 not just from the ones who are paid to come here, but
6 start getting more information so that you make the right
7 decisions 'cause you can ruin our whole country by making
8 the wrong decisions. Common core is one example.

9 UNIDENTIFIED VOICE: Thank you.

10 UNIDENTIFIED VOICE: Thank you.

11 UNIDENTIFIED VOICE: Thank you very much.

12 MADAM CHAIR: Is there any further business
13 to come before this Board? And if anybody says yes, I'll
14 throw somethin' at 'em. I'm gonna hit 'em with
15 (Indiscernible).

16 UNIDENTIFIED VOICE: Hit 'em with your gavel.

17 MADAM CHAIR: We are out of session until
18 tomorrow morning at 9:30 I guess.

19 UNIDENTIFIED VOICE: Yay. Thank goodness.

20 (Meeting adjourned)

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C E R T I F I C A T E

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

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

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of January, 2018.

/s/ Kimberly C. McCright

Kimberly C. McCright

Certified Vendor and Notary Public

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