



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
May 11, 2016, Part 5, DPS

BE IT REMEMBERED THAT on May 11, 2016, 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)
Joyce Rankin (R)
Debora Scheffel (R)



1 CHAIRMAN DURHAM: Consider item 16.02. Dr.
2 Flores, you asked this to be removed from the consent
3 agenda. Do you have questions? I understand there are
4 people here to answer?

5 UNIDENTIFIED VOICE: Yeah.

6 MS. FLORES: Excuse me. I'm starved.

7 CHAIRMAN DURHAM: Well, I was going to say
8 have your mouth full, so.

9 MS. FLORES: Okay. I know you're coming back
10 to present on you -- on the zone.

11 UNIDENTIFIED VOICE: Yes, not me personally,
12 but (inaudible).

13 MS. FLORES: But that you're coming?

14 UNIDENTIFIED VOICE: (Inaudible) will come
15 back (inaudible).

16 MS. FLORES: Okay. What I -- what I'm
17 interested in is again, some of those questions that I
18 asked Aurora, like what is the -- what is the nature of the
19 zone, what is going to be and why are you -- what are the
20 changes? I mean, what are the details? I guess what I --
21 when I said about -- I wanna see the don'ts list for -- for
22 that, I wanna see the curricula. Yeah, I -- I want to see
23 the details and know that these kids are going to learn. I
24 know you come to the Board and you talk about how you're
25 going to deal with data, and it's data, data, data as if



1 data is an explanation for teaching and you know I -- I --
2 I don't -- I don't see that. I mean, I would be interested
3 and then I think I'm going on.

4 If you were -- if let's say the last group
5 was to tell me, well we're going to do a mini-collect so
6 much data. The Language Arts teacher, the Reading teacher
7 is going to take, you know, three points of data that I'm
8 going to write down where they've learned this or they've
9 learned to spell these words and detail like that and not,
10 we're going to teach them about data and how to collect
11 data. I think it be -- it gets down to, we're gonna teach
12 this and -- and -- and then here's how we're going to see
13 whether they've learned this. I guess I -- I'd like you to
14 talk to me at that level about these schools.

15 UNIDENTIFIED VOICE: Mr. Chair, can I?

16 CHAIRMAN DURHAM: Yes.

17 UNIDENTIFIED VOICE: I just wanna clarify,
18 the person that came from BPS is -- is here because she
19 thought you had questions about the replacement plans for
20 the waivers that were included in the item (inaudible)
21 going to present this morning. That item does not include
22 the approval of any new innovation plans. It just this is
23 set of existing innovation schools that are previously
24 approved. They wanted to make changes in the waivers that
25 they have, so --



1 MS. FLORES: Okay.

2 UNIDENTIFIED VOICE: -- so all that's in
3 there is just some additional waivers to try and align so
4 that this -- again, I suggest what they are trying to just
5 get a common set of those things in place. This is a
6 little bit more of a fine-tuning, I think for them. And
7 actually that -- that may also be the discussion when you
8 see the innovation stuff that comes next month because
9 again, those are also existing innovation schools. Plans
10 were already approved. We're just receiving changes to the
11 set of waivers that they have, so --

12 MS. FLORES: So maybe --

13 UNIDENTIFIED VOICE: -- she's probably not
14 prepared to answer questions about or comment on anyone's
15 innovation plans because that wasn't what was on the --

16 MS. FLORES: So maybe you -- I'm sorry to
17 waste your time. Maybe you'd like to respond to, why are
18 you asking for set innovations or set --

19 UNIDENTIFIED VOICE: Waivers?

20 MS. FLORES: -- waivers to innovations?

21 UNIDENTIFIED VOICE: Sure. So the eight
22 schools that are in front of you today added waivers as
23 part of their renewal process. We do a renewal process
24 with all of our schools at least every three years. And
25 over the course of the time I would say, I originally wrote



1 their plan, and it was approved by this Board. They would
2 like these additional waivers in order to implement their
3 plan and get multiple (inaudible). And so as part of
4 renewal, they added these (inaudible).

5 MS. FLORES: And what are these waivers for?

6 UNIDENTIFIED VOICE: There is a memo actually
7 in your Board packet that provides highlights of this but
8 these are very common waivers, ones that are given
9 frequently by this court for innovation schools either in
10 the categories of personnel, academic programming,
11 budgeting, or time. So there is nothing in this list -- if
12 you want, I can even give you a copy of -- I happen to have
13 a copy of the (inaudible) for the Board. Thanks. But it's
14 color-coded here to show just categorically what they're
15 seeking, but there's nothing, you know, nothing
16 (inaudible) or different than we thought (inaudible).

17 MS. FLORES: Okay. And I don't think I -- I
18 mean I read things but I don't think I saw that.

19 UNIDENTIFIED VOICE: Here's mine copy
20 beautifully color coded, so you might look that over.

21 MS. FLORES: Good.

22 CHAIRMAN DURHAM: (Inaudible). Yeah, yeah.

23 MS. FLORES: So this is one of eight schools?

24 UNIDENTIFIED VOICE: That I think is the
25 summary of the overall (inaudible).



1 CHAIRMAN DURHAM: Okay. The color coding
2 (inaudible), so blue means --

3 UNIDENTIFIED VOICE: On the top is
4 (inaudible).

5 MS. FLORES: And so with personnel, what are
6 you doing? Are you paying more money to them or?

7 UNIDENTIFIED VOICE: I think it's different
8 for each school, and they wrote different replacement plans
9 that I believe were with you as well. So you have the
10 opportunity to look at that, those replacement plans, and
11 there might (inaudible) staff at the school, the
12 administration, and the CSC school, as well as vetted by
13 the (inaudible) department, by my department, and by CDE
14 staff.

15 MS. FLORES: And so let's take collegiate
16 prep.

17 UNIDENTIFIED VOICE: Okay.

18 MS. FLORES: You're going to be on a
19 different schedule for paying teachers, so what is that
20 going to look like?

21 UNIDENTIFIED VOICE: So I don't believe that
22 is one of the waivers that they are seeking to add.

23 MS. FLORES: It's blue and you said that blue
24 was --



1 CHAIRMAN DURHAM: So blue was academic
2 programming.

3 MS. FLORES: Okay.

4 CHAIRMAN DURHAM: So green is push level --

5 MS. FLORES: Oh good.

6 CHAIRMAN DURHAM: Also (inaudible).

7 MS. FLORES: So what is the new program that
8 you're going to do for Collegiate Prep Academy? And I
9 think that's one of the -- ones that's not doing well?

10 UNIDENTIFIED VOICE: So the individual plan
11 itself has many more details about the programming and the
12 narrative explains what they are doing. This is just the
13 waiver to make extra clear. The -- the what those pieces
14 are for all the stakeholders involved. So I can walk you
15 through -- I've brought all the innovation plans, we can
16 walk through and do more specific pieces for each of them.
17 But they develop very strategic plans that are in the
18 narrative section as opposed to the waiver section to -- to
19 describe kind of the questions you were --

20 MS. FLORES: Yeah.

21 UNIDENTIFIED VOICE: -- asking.

22 UNIDENTIFIED VOICE: And it most often as --
23 as a reminder those replacement plans will indicate like a
24 curriculum for example, that the school is going to make
25 some decisions about curriculum not just follow this



1 (inaudible) by the district. So a lot of times receiving a
2 waiver just really means that -- that delegating the
3 authority for the decision making about the area is given
4 to school rather than having all of these district
5 policies.

6 MS. FLORES: And you know this is the whole
7 problem. And I was for that -- I was for that bill that
8 Dominique Morana, Representative Dominique Morana. And --
9 and I know that you're not -- well most of these do look
10 like they are charter schools. Are they chartered?

11 (Overlapping)

12 MS. FLORES: They're not. They're innovation
13 schools. And yet you're -- you know, you come to us for
14 this change in innovation and that change and innovation
15 and -- I mean I've seen this where it's thick with all
16 these changes that are being asked. And yet we -- we don't
17 know what they are and the public doesn't know. When we
18 look at disclosure, I mean really, what the public would
19 really want is disclosure on all of these things that
20 you're asking for here. I think we need disclosure on --
21 on all of this stuff.

22 UNIDENTIFIED VOICE: Mr. Chair, can I --

23 CHAIRMAN DURHAM: Yes.

24 UNIDENTIFIED VOICE: -- just clarify. The
25 local school Board has a really different responsibility



1 than the State Board of Education on these plans. So when
2 someone initially seeks to become an innovations
3 broadcaster, you already have the plan for the school as
4 well as replacement plans for the waivers and you say yes
5 or no. I'm sorry, it's been yes and yes, and I mean it's
6 going to about whether this should become an innovation
7 school. And then locally they bring new those plans, these
8 schools. So changes to program are really something that
9 is vetted and approved by the local Board. The only thing
10 that this Board may exchange is to over time, as if they
11 wanna make changes to the list of waivers to state law that
12 they would have because they believe it would enable them
13 to better implement the -- the program.

14 So the Denver Public School Board approves
15 renewal plans for these schools. And when they make
16 programmatic changes, that Board reviews and approves or
17 does not approve if they want, those changes. But that's
18 not the same that's done here at this Board, that's really
19 done at the local level here. It's just a review of
20 additional waivers to state law.

21 MS. FLORES: And that's what I'm asking. If
22 there's no review, I mean we're just talking words back and
23 forth. And I ask questions and you go -- and well it's
24 here and it's more in a narrative form. Well I didn't see
25 the narrative form and -- and this wasn't even in my -- in



1 my pocket. So I mean, to me this is all new. So when it
2 was stated and you read it, I said sure. Let me ask you
3 about that because you know, they we're approving things
4 and I don't know what we're approving.

5 CHAIRMAN DURHAM: Dr. Flores, would you like
6 to make emotionalize a sober intelligent meeting?

7 MS. FLORES: I would.

8 CHAIRMAN DURHAM: There's a motion to lay
9 this over until the June meeting, is there a second?

10 UNIDENTIFIED VOICE: Would that cause
11 problems?

12 MS. FLORES: Well then that would -- would it
13 be that come together then?

14 CHAIRMAN DURHAM: Yes. Please join us.

15 MR. GREGORY: Gregory Hatcher, Government
16 Affairs from Denver Public Schools. Thank you, Dr. Flores.
17 I think you know, we prefer that we not lay over until June
18 because schools are continuing to -- as they prepare for
19 next school year. I've worked with many of you with the
20 new plans that are before you and again I think one of the
21 things that I think Angie and Gretchen tried to explain as
22 well that these -- the -- the application or what you
23 reviewing now is a change -- just a small changes to the
24 innovation plan that this Board has already approved.



1 And so our hope is that these small changes
2 can be put in place given what leaders have been doing over
3 the last three years of this (inaudible) they've had to --
4 to correct some things that they've seen, that they feel
5 like is best for their community and for their school
6 community. And so we prefer not to wait until June, Mr.
7 Chair, if possible. And we can follow up, our team can
8 follow up with you directly, Dr. Flores --

9 MS. FLORES: Okay.

10 MR. GREGORY: -- at a later date to talk
11 through the specifics of the innovation plan if you'd like.

12 MS. FLORES: Okay, yes.

13 CHAIRMAN DURHAM: Okay. Thank you.

14 UNIDENTIFIED VOICE: I just wanted to note
15 the innovation plans are online (inaudible).

16 MR. GREGORY: To answer your question, Dr.
17 Flores. Just around the disclosure piece so community has
18 complete access to every innovation plan. We'll that they
19 can go into the school and ask for such plan. The
20 principal can give it to them or they can go online to our
21 Board Docs as well to access that.

22 MS. FLORES: Sure and I'm sure I'll be just
23 like one of your public.

24 CHAIRMAN DURHAM: I think one of the -- one
25 of the things maybe we should do in the future. Maybe it's



1 not too late to do now is -- we're asking us to waive what
2 -- in plain English, they want us to waive --

3 MS. FLORES: Exactly.

4 CHAIRMAN DURHAM: -- these five things, one
5 of the five things.

6 (Overlapping)

7 UNIDENTIFIED VOICE: I gave Dr. Flores, a
8 review of that but in your binder is the full list of --
9 this is the statute they're trying to waive. This is the
10 replacement.

11 MS. FLORES: It's not in mine.

12 CHAIRMAN DURHAM: Let -- let's skip. I mean,
13 I'm not as interested in the -- in the replacement plan as
14 I am as a plain English. In 10 words, what is it they want
15 to waive?

16 UNIDENTIFIED VOICE: So again different
17 schools are asking to waive different things. Some of the
18 -- one of things they are waiving are related to the
19 definition of the academic year, noting that they were on
20 different calendars and wanted to be clear about the fact
21 that they work on those extra calendars. Another set of
22 them are around the employment authorities of principals
23 basically saying that our principals get to be the primary
24 deciders of their -- the -- the employment of the people at



1 the school. They have advancement decisions, things like
2 that (inaudible).

3 CHAIRMAN DURHAM: Okay. All right, good.

4 MS. FLORES: Okay.

5 CHAIRMAN DURHAM: All right. Any further
6 questions? Is there a motion on this question? Yes.

7 MS. FLORES: I don't have -- Val, do you have
8 -- move to approve?

9 UNIDENTIFIED VOICE: Move to approve the
10 waiver.

11 CHAIRMAN DURHAM: Ms. Mazanec moves to
12 approve 60 (inaudible) requests waiver from Denver Public
13 Schools, traditional waivers on behalf of Colgate Academy,
14 (inaudible) Road Academy, DIS Board, Denver Montessori,
15 Martin Luther Community College, Summit Academy, Valdez,
16 and Whittier K-8, pursuant to Section 22-33.5-107(3)(a) in
17 the Colorado Revised Statutes.

18 MS. SCHROEDER: That was what you said, huh?

19 UNIDENTIFIED VOICE: Yes.

20 CHAIRMAN DURHAM: Yes. It moved and
21 seconded. That -- is there objection to the adoption of
22 that motion. Seeing none, that motion is prior adopted by
23 vote of seven to nothing. We now are gonna very quickly
24 proceed out of order -- I hope quickly -- to item 18 and --

25 UNIDENTIFIED VOICE: 17 --



1 CHAIRMAN DURHAM: -- 17.01, 17.01 notice of
2 rulemaking for the administration of healthy beverages.

3 UNIDENTIFIED VOICE: Would you like a motion
4 (inaudible)?

5 CHAIRMAN DURHAM: Please.

6 UNIDENTIFIED VOICE: I move to approve the
7 notice of rulemaking for the rules for the administration
8 of the Healthy Beverages Policy 1 CCR 301-79.

9 UNIDENTIFIED VOICE: So I second.

10 CHAIRMAN DURHAM: It's been moved and
11 seconded. Ms. Rankin, seconds. Please, Ms. Emm, go ahead.

12 MS. EMM: Thank you. We are just going to
13 give you very briefly an overview of this notice and Bree
14 Riley is our Acting Director of the Office of School
15 Nutrition, following the retirement of Jane Grant (ph).
16 Shall we (inaudible)?

17 CHAIRMAN DURHAM: Go ahead.

18 MS. EMM: This will be quick. In 2009, rules
19 were promulgated for healthy beverages (inaudible) in
20 schools based on state statute. US state file in 2013 at -
21 - in release to interim final rule. Three years later we
22 are still working with the interim final rule based on
23 Federal guidelines. And we would like to reduce the
24 regulatory burden and align these current rules with
25 federal rules with our state rules. We have reduced the



1 rules from two and a half to one and a half pages. We've
2 aligned definitions in the clarified language. At this
3 time, we don't anticipate any controversy in regards to
4 aligning the rules.

5 We have reached out to school districts and
6 over 30 organizations such as LiveWell, Hunger Free
7 Colorado, as well as universities across the state. So far
8 we've only received two comments, one was from a nutrition
9 director and they said that they aligned and they -- sorry,
10 that they welcomed and needed the alignment. And then the
11 second one was from LiveWell Colorado, a partner
12 organization. They asked about including clarifying
13 language regarding access to free water for students.

14 However these regulations are addressed in
15 the USDA rules and guidance memos and we want to avoid
16 duplicating federal regulations this time and state rules.
17 We are actually working with LiveWell Colorado to find
18 other ways to work on other opportunities to clarify this
19 regulations regarding the free water. We respectfully
20 request to have these rules noticed and the public hearing
21 would occur in August. We thank you for your time and
22 consideration.

23 CHAIRMAN DURHAM: Okay. Yes, Ms. Mazanec?



1 MS. MAZANEC: So I'm unclear about the free
2 water issue. Is LiveWell concerned that there should be
3 free water available to students in schools?

4 UNIDENTIFIED VOICE: It's true.

5 MS. MAZANEC: Do we have --

6 CHAIRMAN DURHAM: Ever heard of drinking
7 wells?

8 MS. MAZANEC: Do we not have drinking
9 fountains anymore?

10 MS. EMM: There are current -- there are
11 current federal regulations that there has to be free
12 potable water available and unrestricted access to any
13 child that is receiving NSLP meals -- sorry, National
14 School Lunch Program meals. So those are our USDA
15 guidelines. So my conversation with LiveWell, they were
16 thinking that we need to clarify that -- that access to
17 free potable water. However, that's already clarified in
18 memos and USDA regulations. So we didn't think that this
19 was an opportunity to clarify that in state rules since
20 they are already covered in federal rules.

21 MS. MAZANEC: So when you say you're working
22 with LiveWell, what are you working to make them understand
23 that or?

24 MS. EMM: We actually are working with them
25 and giving them some additional resources because they do



1 generally have different audience than we do. They took
2 the resources and the next meeting was gonna be like a
3 table, a healthy living, active living human being group.
4 And they were going to bring those resources, explain
5 regulations a bit more and find out if there are other
6 opportunities where we need to clarify.

7 CHAIRMAN DURHAM: May I ask -- I'm just
8 trying to wrap up here. May I ask what resources we gave
9 them?

10 MS. EMM: We gave them USDA memos as well as
11 PowerPoint slides that we have given out to our solicitors
12 across the state.

13 CHAIRMAN DURHAM: Did they allege in any
14 instance that there is a specific example of free water not
15 being available to any Colorado student?

16 MS. EMM: They had mentioned that there was
17 possibly some restrictions at certain schools but they were
18 not able to give me examples of the schools.

19 CHAIRMAN DURHAM: May I suggest before we do
20 anything else with these people, that if they have specific
21 complaints and believe that federal law is being violated
22 they bring specific examples or otherwise we move on. Yes,
23 Ms. Rankin.

24 MS. RANKIN: I just have a -- I read this
25 whole thing and I'd like to know where 2.02 regular school



1 day came from? The -- It is midnight, the night before the
2 first day of class to 30 minutes after the end of the last
3 class period?

4 MS. EMM: Federal regulations starts at
5 midnight before. So in order to streamline it for
6 districts, we were aligning state and federal definitions.

7 MS. RANKIN: Thank you for doing that.

8 CHAIRMAN DURHAM: Yes, Dr. Schroeder.

9 MS. SCHROEDER: Yes. We're going to have a
10 hearing on this and we hope that it's not a big issue but
11 we will be in Grand Junction. So I'm hoping that there's
12 an -- a way for anyone who wants to provide input from the
13 front range that we have the capacity.

14 UNIDENTIFIED VOICE: Do you have appointment?

15 MS. SCHROEDER: No, probably next month.

16 UNIDENTIFIED VOICE: Probably next month.

17 MS. SCHROEDER: This is August.

18 UNIDENTIFIED VOICE: Where going to do -- I
19 thought we were doing this in June?

20 MS. SCHROEDER: Did you say August?

21 UNIDENTIFIED VOICE: August.

22 MS. SCHROEDER: Yeah, two months.

23 UNIDENTIFIED VOICE: That's in July.

24 MS. SCHROEDER: You can come in July if you
25 want to. I ain't gonna be here.



1 (Overlapping)

2 MS. SCHROEDER: So could you help -- could
3 you make sure that there's some opportunity for if somebody
4 actually wants to speak at our hearing that they can get on
5 Skype or whatever it is that we do?

6 UNIDENTIFIED VOICE: Absolutely.

7 MS. SCHROEDER: Please?

8 UNIDENTIFIED VOICE: Yes.

9 MS. SCHROEDER: Because I'm a little nervous
10 about having a meeting that far away from most of the state
11 of Colorado.

12 UNIDENTIFIED VOICE: I wonder if we could
13 even post -- I don't know, postpone until September. I
14 don't know if you would want to wait that long.

15 CHAIRMAN DURHAM: I don't think that's
16 necessary. They can submit written comments and we'd be
17 happy to read brief comments perhaps into the record. It
18 might work as well too.

19 MS. SCHROEDER: Yeah. They should --
20 actually we're going to have that anyway that we may have
21 some folks that wanna comment since majority --

22 CHAIRMAN DURHAM: Any other --

23 MS. SCHROEDER: -- of us are here.

24 CHAIRMAN DURHAM: Any other comments? I'll
25 make one disclosure that I did ask for this rule making to



1 be initiated. It was called to my attention that our rules
2 were unduly burdensome and went well beyond the current
3 federal regulations which make it difficult for companies
4 to do business in more than one state to be able to comply
5 and conform. So I do hope that we are not exceeding
6 federal regulations. I've heard one and already heard one
7 complaint that our hours are different than the federal
8 regulation.

9 So you might check in the comment period to
10 make sure that we've got those issues squared away so that
11 we don't have to spend an inordinate amount of time trying
12 to reconcile those issues. Okay, further questions? So is
13 there an objection to the adoption of motion for -- for
14 notice of ruling. An objection saying -- objection that
15 motions adopted by vote seven to nothing. Thank you very
16 much.

17 UNIDENTIFIED VOICE: Thank you for your time
18 Mr. Chairman. Thank you.

19 CHAIRMAN DURHAM: Now we are at public
20 comment, Ms. Burdsall.

21 UNIDENTIFIED VOICE: What about the bullying?
22 (Overlapping)

23 CHAIRMAN DURHAM: Not usually.

24 MS. FLORES: What about the people on the --

25 UNIDENTIFIED VOICE: Bullying.



1 MS. FLORES: -- the bullying?

2 CHAIRMAN DURHAM: We'll we leave that until
3 tomorrow.

4 MS. FLORES: Oh we did? I thought it was
5 later today?

6 CHAIRMAN DURHAM: Yeah, well that was the
7 first layer. I think that was before we decided to spend
8 two hours with Aurora.

9 UNIDENTIFIED VOICE: Then the fight was
10 canceled then.

11 UNIDENTIFIED VOICE: Later today is already
12 here.

13 CHAIRMAN DURHAM: Yeah. So In fact it's
14 getting very later today. So --

15 MS. SCHROEDER: So we're going to go Board
16 comments after --

17 CHAIRMAN DURHAM: We'll do Board comments
18 last, yeah.

19 UNIDENTIFIED VOICE: Is that when we'll
20 discuss immunization?

21 CHAIRMAN DURHAM: And -- and then we are to
22 discuss immunization and then so. All right we'll start
23 with Anita Stapleton. Ms. Stapleton, and just remember we
24 have three minutes and Ms. Burdsall will -- will keep time.
25 Thank you.



1 MS. STAPLETON: Thank you Mr. Chair, Board
2 members for your service to Colorado's Education System. I
3 am Anita Stapleton from Pueblo County. I submit today the
4 real voice from Colorado parents, teachers, and taxpayers
5 that went out at the federal control of education and
6 common core. With the close of this legislative session, I
7 am very concerned about the passage of HB 1222. The only
8 positive is that the amendment that removes and mandates
9 and opens up choice. However, with this being, said this
10 bill is very dangerous and I prefer to no vote.

11 Until Executive Order 128666 written by
12 President Obama and implemented January 3, 2002 which
13 guided the FERPA Act until it is overturned, nullified,
14 shut down the floodgates of student data remain open. With
15 the push of HR 4366, which is the Strengthening Education
16 through Research Act; SETRA, combined now with the passage
17 of Every Student Succeeds Act, the federal government has
18 complete control. Colorado passed a data privacy bill that
19 in my opinion is weak. It reinforces the leftovers of
20 FERPA in relation to transparency only.

21 Am I grateful for some kind of action out of
22 Colorado? Yes, but in my opinion it is a pacifier. What I
23 request of this Board and the commissioner is that you read
24 the US Department of Education report expanding evidence
25 approaches for learning in a digital world, February 2012.



1 This document which was submitted to over a year ago, is in
2 your hands. I urge you to reference it, read it, learn it.
3 It has all the answers right there. A very short document.
4 It explains the very importance of why noncognitive data is
5 important. Right data alone is important and where the US
6 Department of Education is going with it. This flows out
7 of Congress, enable the agenda of the United States
8 Department of Education to drive the data graph.

9 FERPA had to be gutted in order to make
10 these bills effective. House Bill 1222 plays into the
11 hands of ESSA and SETRA. Digital learning curriculums omit
12 parental and taxpayer oversight, supplies great increase in
13 the data collection without oversight. It complies with
14 the US Department of Education's National Curriculum
15 database, the learning registry which you'll learn about in
16 this document.

17 (Inaudible) of the American Association of
18 State Colleges and Universities stated that research has
19 become the easiest incantation by which virtually anyone
20 could get direct access to this data. With the new FERPA
21 regulations as long as it redefined educational agency can
22 collect and share without parental consent as long as they
23 claim to be doing research to improve instruction,
24 administer student aid programs or develop or validate or
25 administer predictive tests. Great things are not gonna



1 come out of ESSA, they're not going to come out of SETRA
2 and they're not gonna come out of HB 1222. Thank you.

3 CHAIRMAN DURHAM: Thank you, Ms. Stapleton.
4 Emily Yerkes --

5 MS. YERKES: Yerkes.

6 CHAIRMAN DURHAM: Yerkes. Thank you, Ms.
7 Yerkes.

8 MS. YERKES: Good afternoon Mr. Chairman and
9 members of the State Board of Education. Thank you for the
10 opportunity to share my experience with you today. My name
11 is Emily Yerkes. For over a decade I have worked in public
12 schools in Baltimore and Denver as a classroom teacher,
13 instructional coach, and teacher evaluator. I'm currently
14 the language arts teacher leader at DCIS Montebello in
15 Denver Public Schools. I'm here to convey my concern about
16 replacing disaggregated subgroups in school and district
17 accountability systems with combined subgroups, sometimes
18 referred to as a super subgroup. And what I perceive are
19 the consequences of such action.

20 Subgroup distinctions are necessary for
21 accurately assessing student outcomes. Throughout my
22 career, I've worked exclusively in schools where over 90
23 percent of students qualified for free lunch. Nearly 100
24 percent of students I have taught are Black, Latino or
25 multiracial. Over the past five years I've worked for two



1 schools in Northeast Denver with large numbers of English
2 language learners and disproportionate numbers of students
3 who qualify for special education services. In fact, some
4 of my students qualify for inclusion in four of the current
5 subgroups. This does not mean however that their needs and
6 challenges are identical nor that the same interventions
7 will work for each of these groups.

8 By -- by combining distinct groups into one
9 combined subgroup, I fear that these groups of these groups
10 all of which continue to be under served in public
11 education, will be further marginalized as the academic
12 outcomes of particular populations will be obscured leading
13 to less emphasis on supporting the needs of specific groups
14 and celebrating their success.

15 As a teacher, I am not able to plan for the
16 needs of all of my students using only one strategy nor
17 will the state be and districts be able to support all
18 students looking at data for only one combined subgroup.
19 The use of combined subgroups and accountability appears to
20 be prohibited by ESSA. An explanation of the ESSA
21 published by Education Week states that states are
22 prohibited from combining different sets of students into
23 so-called super subgroups for accountability purposes.
24 Although there was such an allowance made under some No



1 Child Left Behind waivers it appears that this practice is
2 no longer valid.

3 Equity and educational opportunities and
4 outcomes is an issue of great concern across the nation and
5 here in Colorado. Electing to combine subgroups of
6 disadvantaged students into one combined subgroup is a step
7 in the wrong direction in ensuring that the students in our
8 state are meeting -- that the schools in our state are
9 meeting the needs of all of our students. Regardless of
10 the motivation to take such action, I urge you to strongly
11 consider the real impact that will befall our most
12 vulnerable children if we fail to recognize and value each
13 distinct subgroup when assessing the academic achievement
14 of our students. Thank you Mr. Chair and members of the
15 Board for your time today.

16 CHAIRMAN DURHAM: Thank you. Emily Volkert.

17 MS. VOLKERT: Good afternoon Mr. Chair and
18 members of the Board. My name is Emily Volkert and I am
19 representing myself. I am an elementary literacy
20 specialist with Denver Public Schools. I taught fifth
21 grade in Nashville Public Schools and bilingual third grade
22 in DPS. I'm pleased to be before the committee today in
23 order to speak about my experience teaching with Colorado's
24 specific standards. When I moved from Nashville to Denver
25 in 2011, I had to re-do almost everything to teach



1 Colorado's academic standards. I quickly learned that
2 Tennessee's old state standards were less vigorous than
3 Colorado's which made me question if the final grades I had
4 just assigned to my students in Nashville would have met
5 Colorado's expectations.

6 The integration of the Common Core standards
7 into Colorado's has further raised expectations for our
8 students and teachers. With Common Core, our students are
9 expected to go deeper in their knowledge of more focused
10 standards. This improves students mastery of the content
11 and empowers students beyond superficial understanding.
12 I'm concerned that recreating Colorado's specific standards
13 would lead to lower expectations possibly driven by a
14 desire to look like we're doing well on tests rather than
15 truly measuring knowledge and critical thinking.

16 Maintaining a Common Core in our standards
17 ensures that we are expecting as much from our students as
18 from other states. At the beginning of Common Core in
19 Colorado, we didn't know what a Common Core lesson was
20 supposed to look like. We quickly learned that one of the
21 main strengths of the Common Core is its implementation in
22 many states across the nation. We connected with teachers
23 across the country and got resources that showed teachers,
24 students and parents what it looks like to successfully
25 meet the standards.



1 Our students regardless of where they live
2 should all be prepared to meet the demands of the 21st
3 century. This interstate collaboration ensures that if a
4 student moves to another state, students and parents will
5 not need a new definition of success. In addition Common
6 Core's wide adoption across the United States allows for
7 easier global comparisons, so we can begin to gauge our
8 academic progress as a nation. Student's success is
9 measured only by Colorado specific standards isn't narrow
10 minded view.

11 I urge you to maintain the current Colorado
12 academic standards that include the Common Core because we
13 all have a broader view of academic success. It will be
14 easier to compare academic progress globally and because
15 these standards lead students and teachers to think deeply
16 about content. These are the students that will be sitting
17 in my seat and your seat in 20 years as well as managing
18 our pensions. We want these students to have a wide base
19 of knowledge and skills that allow them to be successful
20 within and beyond our borders to make our state proud. I
21 thank you Mr. Chair and members of the Board.

22 CHAIRMAN DURHAM: Thank you. Terry Jones.

23 MR. JONES: Mr. Chair and members of the
24 Board, good afternoon. My name is Terry Jones. I'm a math
25 teacher Fort Lupton Middle School, and I'm here



1 representing myself. I'm also a Colorado educated voice
2 fellow at a National Teach Strong Ambassador.
3 Additionally, I'm very honored to represent Colorado on the
4 park report frameworks setting the threshold scores for the
5 math section of the PARCC test. In this summer, I will be
6 part of the team to examine bias or potential bias in any
7 part questions. Thank you very much for the opportunity to
8 speak to you today.

9 About Colorado's decisions concerning
10 educational standards and testing under the new
11 Administrative Succeeds Act legislation. Mr. Chair,
12 members of the Board, I submit that the state of Colorado's
13 education system is on the verge of a renaissance. I made
14 that statement because Colorado made the correct decision
15 when we decided to use PARCC as our state as sensible. In
16 addition to adopting the copy of Common Core State
17 Standard, adding a waiver to them -- to them to create a
18 more red list Colorado academic standards. So far we are
19 staying the course and this ability is what our educational
20 system in Colorado desperately needs right now.

21 We need to adhere to this decision and about
22 changes in school systems tied to better understand our
23 framework, and use the data to make future adjustments. In
24 other words, Colorado made the correct decision. Now we
25 need to trust our educators to do what they do best.



1 Educate students against rigorous standards and
2 collaborate. And trust me, we've got this. Our other
3 option is to change yet again not only the measuring stick
4 but how we also measure. This has will not worked out well
5 for states that chooses path.

6 In Indiana and Oklahoma changed their minds
7 and bowing to political pressure, and now their educational
8 framework is a disastrous state of affairs. Each states
9 for millions of dollars and countless hours only to end up
10 with inefficient assessments because the -- the numerous
11 glitches and the standards are still not settled.
12 Tennessee and the more state that decided to designs and
13 test the standards has created such a mess and even had to
14 cancel testing this year. Florida my home state, decided
15 to go it alone and after millions of dollars, hard
16 feelings, and countless hours, their standards and their
17 testing is almost identical to PARCC in our Colorado
18 academic standards. PARCC cost Colorado about \$24 per
19 student and this is a very reasonable given option to spend
20 millions and countless labor hours while creating enormous
21 amounts of frustration, developing another set of standards
22 and assessments. The time is up. Happy to answer your
23 questions. Thank you very, very much.

24 CHAIRMAN DURHAM: Thank you. Heather
25 Hannity.



1 MS. HANNITY: So we're all going to talk
2 together, if that's okay? We signed up concurrently but --

3 CHAIRMAN DURHAM: Please do.

4 MS. HANNITY: Thank you. Come on. Okay

5 CHAIRMAN DURHAM: Thank you.

6 MS. HANNITY: All right. Well, thanks for
7 having us. Thank you for the Board for allowing us to
8 come. Were this is part of the Children's Hospital Mental
9 Health Youth Action Board. And we're a Board that was
10 created in 2013 by Children's Hospital as a three pronged
11 approach to engaging the community. And our stakeholders
12 in improving mental health and mental health services. So
13 the Youth Action Board this year is made up of 13 youth,
14 ages 15-18 from the Denver Metro area schools. And since
15 2013 we've had about 26 plus, a couple now more this year.
16 Board members representing 18 schools across 18 -- eight
17 school districts. So yeah, it was facilitated by two
18 adults. But the young people drive the campaign's every
19 year.

20 The goals of the Youth Action Board are to
21 advise the department on projects in order to improve our
22 care but also to raise the awareness of child and
23 adolescent mental health issues in the community that we
24 serve by creating a project every year. That will support
25 social change and to develop the leadership skills of young



1 people across the Denver Metro area. Each year young
2 members are offered a training called Youth Mental Health
3 First Aid, and they plan and implement a large social
4 action project related to mental health every year. And so
5 we're here today to tell you a little bit about that action
6 project. And May will tell you a little bit more.

7 MS. MARLEY: Hi, I'm May Marley. I'm one of
8 the youth core leaders of mental health of youth, adult and
9 children's. And this year for our outreach project we
10 wrote six word stories on anything and everything
11 surrounding mental illness and the importance of mental
12 health. So as a group we wrote over 200 stories and we
13 picked 30 of them to be released by the hospital every day
14 for the entire month of May, as May is Mental Health
15 Awareness Month.

16 So we launched a social media campaign
17 encouraging other youth and people to share their mental
18 health stories with the hashtag Monumental Health. We also
19 created a large display Board which we will bring around
20 with us to schools in other locations where we present with
21 an interactive presentation to encourage students and other
22 people to write their own six word stories and share them
23 and post them on the Board in order to encourage a
24 conversation around mental health and normalizing
25 conversations on mental illness which are very important



1 especially to youth. So the reason we made this project
2 which is what Kristen will share is --

3 UNIDENTIFIED VOICE: Oh, but Lydia is gonna
4 go first.

5 MS. MARLEY: Sorry.

6 UNIDENTIFIED VOICE: Describe kind of the
7 flavor which some of that is in your pocket, is it some of
8 the examples, of our project whether you wanted to share
9 one or two. That's right.

10 MS. LYDIA: Hi, my name is Lydia and I'm
11 going to share my favorite six word story. And mine is
12 Strength is a product of bravery. Because I feel that in
13 order to grow as a person you have to step out of your
14 comfort zone, and just -- that's like a hard thing to do in
15 order to -- you'll like -- you'll have to -- that's being
16 brave stepping out of your comfort zone and that's how you
17 can push over.

18 UNIDENTIFIED VOICE: So I just want to thank
19 you guys, I know you're really busy and have a lots to do.
20 But we just want to let you know that we felt this is so
21 important to the students. I'm from Chaparral High School
22 in the past four years we've had five students take their
23 lives. So just mental health is so important and that's
24 like I myself had gone through a couple of mental illness
25 issues and I was so comfortable to come to my school



1 counselor. So in the future, if someone comes and, like,
2 wants mental health in health classes curriculum, just
3 remember us and how important it is. Yeah, thank you for
4 your time.

5 CHAIRMAN DURHAM: Thank you. That concludes
6 our testimony for today. Thank you. We're now, let see --
7 we're now Board -- Board Member reports? No?

8 UNIDENTIFIED VOICE: Organization?

9 CHAIRMAN DURHAM: Right and we will do and
10 Board Member reports.

11 UNIDENTIFIED VOICE: Okay.

12 CHAIRMAN DURHAM: Okay. So we'll start --
13 let me start with Board -- I'll do -- I'll start with
14 organization pace. I think for those that are interested
15 the Board has, I mean the Board has agreed and if we all
16 agreed we can talk about it to ask the attorney general to
17 send a letter to school districts clarifying the --
18 clarifying this -- or informing the school -- school
19 districts of their -- of their obligations under federal
20 privacy laws and state privacy laws. And to ensure that
21 appropriate opt in opt out provisions are being met by --
22 by school districts. If the Attorney General elects not to
23 participate in that activity the Board will then send its
24 own letter to school districts reminding them of their



1 legal obligations under the law. And so I will work
2 through this process and Dr. Scheffel is coming.

3 MS. SCHEFFEL: Can you make sure that we get
4 a -- a clear copy of whatever because we can send it
5 directly to parents, just --

6 CHAIRMAN DURHAM: Right. And -- and if --
7 if we determine what the -- what the attorney general does
8 is inadequate we'll do our own and -- and then will -- Mr.
9 Dill will craft something for us. So I guess maybe that's
10 so incentive for the attorney general to do something so we
11 don't have something worse. Good. Now you want to start
12 Ms. Mazanec, Board Member reports?

13 MS. MAZANEC: I don't think I have anything.

14 CHAIRMAN DURHAM: Okay. Ms. Rankin.

15 MS. RANKIN: I went down to Pueblo, I think
16 it was this last month and spend a day and went to the
17 school Board meeting at night. And just learned a little
18 more about the schools and the school district that I work
19 with down there. And I also went to the Western Slope
20 Superintendents meeting and Angelica was there too, were
21 there for a couple days. And this Friday I'll spend the
22 day at Mesa School District 51. The superintendent there
23 wanted to take me to a graduation ceremony and I also will
24 tour some of the schools, and one particularly successful



1 in blended learning which I'm looking forward to. And I
2 think that's pretty much it for this one .

3 CHAIRMAN DURHAM: Thank you, Ms. Rankin. Is
4 -- Ms. Goff

5 MS. GOFF: Yeah, I don't know what's part of
6 the mark -- month to start at whenever I do these kinds of
7 things. Since the last Board meeting of doing some
8 community a little bit somewhat different type of the
9 community involvement and visiting Commerce City which is
10 primarily centric to Adams 14 District has set up a series
11 of community events or meetings. Social but not
12 necessarily only more of a exposé for their community about
13 things like job opportunities. And -- and yet for the
14 younger set I'm worried the career fair thrust on it but
15 it's been -- it's been delightful to get to know a little
16 bit more of Commerce City through their municipal officials
17 and elected types as well as their school district
18 personnel.

19 So I've done a couple of those didn't
20 accompany the commissioner to an -- an Adams 14 community
21 after school kind of -- kind of his own type of town hall
22 listening to her but it was a good chance for the
23 commissioner to -- to talk about the overall Colorado view
24 that he has. And -- and we both spent some time with the
25 people there. I also have -- had gone to Adams, what used



1 to be called Adams 50 School District to be aware that
2 there is now a Westminster Public Schools.

3 Adams 50 has changed its name and their
4 community foundation breakfast was a couple of weeks ago,
5 and there was a great attendance. They always -- they're
6 growing that events growing quite a bit. The district's
7 growing. That is our standards based competency based
8 school district, it is the only one in the state and
9 they've been at it quite a while so it's going to be some
10 place to follow as we all move through the competency based
11 development. And those are the three school highlights, I
12 think we've all had a month of or rather life we could --
13 we could tell tales about them sure. But it's been a good
14 month. I appreciate it.

15 CHAIRMAN DURHAM: Okay. Yes, Dr. Schroeder.

16 MS. SCHROEDER: The number of us attended the
17 PEBC Luncheon last month. However, not all of us could
18 wait for the presentation by Tim Hodges from Gallup. I
19 really think that that's a very important concept in what
20 they're looking at in their education community is the
21 significance of hope and engagement in learning. And I
22 think their argument is that if you don't have hope there's
23 a real worry whether the system can really be helpful.
24 They have an assist -- an assessment that's free that
25 schools can have their students take in order to get a



1 sense for. Overall their communities, their child -- their
2 students hope and their level of engagement. I think this
3 is something we could be looking at as we look at educator
4 evaluation metrics, accountability metrics et cetera to see
5 what sort of -- what sort of a culture that our students
6 are living in and whether they really are hopeful that what
7 they're doing has -- has merit.

8 I enjoyed the visit to the Western Slope
9 superintendents conference, it was very different than I
10 expected. I think I was in a group of leaders who have a
11 lot of hope. That's most positive, I mean we -- we hear a
12 lot of negative stuff from the superintendents and I didn't
13 hear any of it there. They just kind of roll up their
14 sleeves their, they do have a little bit more flexibility
15 in how they address their challenges, they do it
16 differently. They're very interested in learning more
17 about ESSA as we all are. When there was a converse --
18 conversation about their critical need for more teachers
19 but they have some ideas that I hope we can support. I
20 think the -- the PEBC system is helping but they want that
21 ratcheted up in a bigger way. So I think it's a
22 conversation that we ought to have.

23 What I heard from them was don't import
24 teachers from somewhere else. We need to grow our own
25 because they're the only ones that are going to stay. I



1 think that's an important conversation we should include
2 for the front range that's a different need, but -- but out
3 on the plains or up on the Western Slope we have to really
4 look at how we can fulfill that need differently. There
5 were great conversations. I attended last Tuesday and
6 Wednesday the Reinventing American Schools Program that was
7 put on by a plus -- as well as the Progressive Policy
8 Institute, I think that's what it's called. Visited a
9 couple of schools in DPS. Basically, the program was about
10 the changes or the programs in Denver and the way they look
11 systematically at their schools. And I shared with you
12 this study that was basically presented and it's very
13 helpful in -- then the lessons they're learning is that
14 innovation in and of itself isn't really the results aren't
15 be no different than their regular schools.

16 So I looked at it from the lens of facing
17 the turnaround issues but they're looking at it just as a
18 comprehensive look -- look at their schools, what's
19 working, what's not working, where are some changes that
20 they want to make as a system. But it's a very global
21 systematic look their -- their Board is asking some really
22 hard questions and I found it pretty much fascinating.
23 Finally, we did get our con -- current enrollment. Well
24 actually I haven't read the reports it's kind of long and I
25 didn't want to print it out but I've read some of the



1 summaries. But I was reminded of that when I was in the
2 Vail Area this weekend and read the Vail Daily. The lead
3 article was about graduation from Colorado Mountain
4 College. But what I enjoyed was the fact that 13 of those
5 graduates are actually high school kids who have earned a
6 two year degree already. It pleases me that in the
7 mountains we don't even have these huge communities we are
8 still finding a way or at least State County's finding a
9 way to provide those opportunities for kids is a very
10 positive.

11 MS. FLORES: And do you have district settled
12 out there?

13 MS. SCHROEDER: Pam and I share. Pam, I'm
14 sorry no.

15 MS. FLORES: The other.

16 MS. SCHROEDER: Joyce and I. Joyce and I
17 share Eagle County. And I represent Summit which is
18 Western Slope, and I represent East Grant and West Grant.
19 So I've -- I've never gone before I have I think if I ever
20 attended the superintendent's meeting in Denver I would go
21 out in four pieces. Because I don't think they really want
22 us to attend as their opportunity to talk about us as
23 opposed to work with us. But that approach in the Western
24 Slope was just completely different. It was very
25 collegial.



1 UNIDENTIFIED VOICE: Nice. Angelika, I have
2 to -- I have to share that CMC is next door to the high
3 school, it makes it a little easier.

4 MS. SCHROEDER: It probably doesn't make it
5 easier. But you know in --

6 UNIDENTIFIED VOICE: (Inaudible) Springs too.

7 MS. SCHROEDER: -- yeah. I mean, it still
8 the fact that they are getting that far. And that's --
9 that's was only 13 kids who have a social degrees. A ton
10 of their students are -- are taking classes. And there are
11 more than one high school in Ego as well. So there's one
12 school that's next door but there are more schools than
13 that. I think Ego kind really rocks, yeah they really
14 rock.

15 CHAIRMAN DURHAM: Dr. Scheffel.

16 MS. SCHEFFEL: I do it to spend continued to
17 speak to groups and meet with constituents regarding
18 continuing relevant issues, online education data privacy
19 because on the way they're linked remain big issues for the
20 folks I'm talking to. Then, I'd love to have a session on
21 this at some point where we could look at the documents
22 driving this you know, incentives not to use textbooks,
23 incentives to increase screen time are big issues for
24 parents and -- and for educators. And so the questions
25 over time will the public have a choice as to how education



1 is delivered. We know the data privacy bills getting the
2 right directions but it did not address algorithms that are
3 inside of personalized learning approaches, parents have
4 concerns about that. So participant really just speaking
5 and listening and these issues continue to surface and I'd
6 like us to look at the documents that are driving it
7 because they coming from the federal even international
8 levels and also of course the state level.

9 CHAIRMAN DURHAM: Dr. Flores

10 MS. FLORES: I attended several education
11 legislative meetings on dealing with some of the issues
12 that -- some of the bills that they were trying to pass. I
13 also attended the P -- PEBC meeting and yes this gentleman
14 talked about hope but he said he had little hope when
15 nobody wants to teach. He said that he spoke about small
16 data is opposed to big data and he talked about reform as
17 being big. So you know, and here we are in all this reform
18 area and this guy really spoke against all the things,
19 almost all the things that were -- were kind of doing. And
20 I thought it was interesting that you know, you would bring
21 someone like that who could speak so candidly about the
22 issues that we are purporting to support and yet he's spoke
23 against that.

24 Two, I spoke with Tom Hefti who is a Board
25 Member. Well he's on several Boards including a BlueCross



1 BlueShield. He's a friend of a friend of mine. And I
2 didn't know Tom Hefti his friends introduced me to him and
3 Tom Hefti used to be the person in Wisconsin. Actually, he
4 is in Wisconsin but he now lives part time here because of
5 his grandchildren. In Wisconsin, Tom Hefti used to have
6 the -- the position of being the person responsible for
7 learning about and bringing in federal funds to the state.
8 He told me his dreary story, I mean, I did know that we
9 were 49 in -- in 50 states as far as bringing in monies
10 into -- well, he said -- he said we are 49th, okay. And he
11 -- he --

12 UNIDENTIFIED VOICE: (Inaudible) repeated
13 lie.

14 MS. FLORES: And well, I don't know. He said
15 that one of the things that we didn't do was -- and we
16 could bring in more money if we did some very unsexy things
17 like just fill out forms so that we could you know, get
18 this money. I think he -- I took him over to speak with
19 Pat, and he and Pat and the following day Tom called me and
20 you know, thank me for meeting with him. And apparently
21 the governor's person who is responsible for this you know,
22 talked with him but he said, We need to fill those forms
23 that -- and we could you know get more money especially
24 with teachers that there was money floating out there and
25 we were not getting it.



1 I also went to Civil Rights Forum which is
2 planning with nonprofits on ESSA to invite you to the -- I
3 -- I bet you've already gotten a letter from them, to
4 invite you -- to invite you to speak with them and they are
5 here in Denver a lot of nonprofits. You know, that's one
6 of the things that kind of concerns me about. Well it
7 concerns me in that we're inviting nonprofits and that's
8 great because you know, they do stand behind a lot of
9 people. But don't we have -- doesn't the state when we
10 have this public meeting shouldn't the state have somewhere
11 and announce just anybody who, and I don't mean anybody
12 like anybody, but people just in general who may not be
13 part of a nonprofit but who just want to come and speak
14 about and -- and learn about ESSA and speak about what they
15 -- how they think this money should be -- should be spent.
16 I mean nonprofits are very important I know, but I also
17 think that just the general public, here we are we kind of
18 -- kind of went down on -- what is that district that came
19 before us and we said well there are certain rules you have
20 to follow about where you publish this information about
21 general meetings.

22 Well you know, maybe that's something we
23 need to do. We need to kind of do the same thing where
24 people know to go maybe they don't know to go to the State
25 Board of Education or to the Department of Education to



1 find out rules about these meetings that take place. But I
2 think the general public has a right to know when these
3 meetings take place and not just nonprofits. Not that
4 they're not important. And I think if they're doing a
5 meeting and you're invited to this meeting, maybe that's a
6 way to get, you know maybe we'll get through four people to
7 -- to come in that -- that are just general public people
8 who want to come and speak. That's the end of my
9 presentation.

10 CHAIRMAN DURHAM: Yes, Ms. Goff.

11 MS. GOFF: Along -- along with that, I do
12 agree. I think, actually there's some way we at least here
13 and our -- our little immediate circles . If we could know
14 what -- who is doing some of this information on.

15 CHAIRMAN DURHAM: Specifically, ESSA.

16 MS. GOFF: Yeah.

17 CHAIRMAN DURHAM: Yeah. I have a meeting a
18 week from Thursday with several groups to ask them that
19 question.

20 MS. GOFF: Yeah. I just -- I think that it's
21 worth trying to get our own sense of organization about it.
22 You know, I've got some great stuff from -- I think we all
23 share CCSSO information once well I'm getting great stuff
24 from there I think right now. It's all -- its pretty
25 balanced you know, one topic or another it's all shareable



1 but it's -- I'm not -- I'm getting a little bit nervous
2 just getting a little frustrated by wondering whose saying
3 what and how -- how confused our people can get right then.

4 MR. DILL: That was a great point because
5 everybody is speculating like crazy from PTA to Union to
6 CCSSA everybody was speculating on what the rules would
7 look like when they come out for comment and they all kind
8 of get their comments out and -- and nobody knows for sure.
9 So there's yeah -- there's 50 different conferences is
10 being held on what's coming on the ESSA and say "How do you
11 know about it?"

12 MS. GOFF: Well it's -- it's hard for anybody
13 to keep track of -- so what has been decided or where is
14 this plan and what parts have already been plugged into it.
15 Are we -- are we have really done anything yet, one two
16 things.

17 CHAIRMAN DURHAM: Okay. Your saying I spent
18 most of the month across the street? Got yelled at twice
19 by legislators on -- on CDE business. One was that the
20 some reason when I was accused of hijacking the school
21 finance Act which is -- I wish I had but I had to plead not
22 guilty to that and then the other was for a position the
23 Board had taken in opposition to a bill and after checking
24 we had taken the position of monitoring the bill. So --

25 UNIDENTIFIED VOICE: Which Bill is that?



1 UNIDENTIFIED VOICE: Are they not getting
2 that information, do you feel? Because remember we brought
3 this up -- I brought this up earlier.

4 (Overlapping).

5 CHAIRMAN DURHAM: I mean I think by and large
6 a 100 of them you have to keep in mind so not all of them
7 read everything they've sent.

8 UNIDENTIFIED VOICE: But they'll saying about
9 it anyway.

10 UNIDENTIFIED VOICE: Yup.

11 CHAIRMAN DURHAM: Correct.

12 UNIDENTIFIED VOICE: Okay.

13 CHAIRMAN DURHAM: And yeah that's -- that's
14 normal modus operandi.

15 UNIDENTIFIED VOICE: (Inaudible) I know we
16 are. That's the biggest concern.

17 CHAIRMAN DURHAM: Yeah. So anyway, other
18 than those two incidents time over there was fun and good.
19 That's right but not for this. So anyway, thank you and
20 we'll see you tomorrow. I do have one thing. Can we get
21 tomorrow maybe a quick rundown on kind of how the first
22 listening tours went.

23 (Overlapping)

24 MR. DILL: You've got to count it and there
25 is a presentation on it.



1 CHAIRMAN DURHAM: Tomorrow? Okay, thanks.

2 MR. DILL: And it's -- it's well done.

3 MR. DURHAM: This is definitely caring going
4 on.

5 MS. SCHROEDER: I know.

6 UNIDENTIFIED VOICE: They're just excited to
7 share with you.

8 (Overlapping)

9 CHAIRMAN DURHAM: Okay, good. So we're going
10 to carry over those two items for tomorrow. Why don't we
11 just do a redraft the agenda and put them on last.

12 MS. FLORES: Yes. So you think that would be
13 good.

14 (Overlapping)

15 CHAIRMAN DURHAM: All right, great. Any
16 other questions or comments? If none, will stand and
17 adjourn until 9:00 a.m. tomorrow morning.

18 UNIDENTIFIED VOICE: Okay.

19 CHAIRMAN DURHAM: Thank you.

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 October, 2018.

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

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