



**COLORADO**  
Department of Education

Colorado State Board of Education

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

BE IT REMEMBERED THAT on January 8, 2014,  
the above-entitled meeting was conducted at the Colorado  
Department of Education, before the following Board  
Members:

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



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

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

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

13                  UNIDENTIFIED VOICE: Are they highlighted in  
14 here?

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

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

22                  MS. MARKEL: (Indiscernible.)

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



1 UNIDENTIFIED VOICE: (Indiscernible.)

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

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

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

14 CHAIRMAN LUNDEEN: Okay.

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

18 CHAIRMAN LUNDEEN: Okay.

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

21 MS. MARKEL: Additions and --

22 UNIDENTIFIED VOICE: So maybe  
23 (indiscernible).

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



1 clean version.

2 CHAIRMAN LUNDEEN: Okay.

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

5 UNIDENTIFIED VOICE: What page are you on?

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

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

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

12 UNIDENTIFIED VOICE: Oh, on the BoardDocs?

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

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

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

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

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

23 (Overlapping)

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



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

10 CHAIRMAN LUNDEEN: Okay.

11 UNIDENTIFIED VOICE: What is --

12 UNIDENTIFIED VOICE: Purple.

13 MS. MARKEL: The purple has been removed.

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

16 CHAIRMAN LUNDEEN: What?

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

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

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

23 CHAIRMAN LUNDEEN: Sure. Absolutely.

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



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

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

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

13 UNIDENTIFIED VOICE: Okay. Okay, great.

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

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

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

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



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

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

9 CHAIRMAN LUNDEEN: Okay.

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

12 CHAIRMAN LUNDEEN: Okay.

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

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



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

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

7 MS. MARKEL: Yes.

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

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

15 MS. NEAL: It means nothing.

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

22 I just deleted it (indiscernible) --

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





1 Dr. Scheffel, you had a question.

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

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

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

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

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

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

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



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

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

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

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

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

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

15 MS. MARKEL: (Indiscernible.)

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

25 CHAIRMAN LUNDEEN: Deb.



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

12 UNIDENTIFIED VOICE: (Indiscernible.)

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

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

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

23 CHAIRMAN LUNDEEN: I hear you and I agree.

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



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

6                   MS. SCHEFFEL: Yeah, I think so.

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

15                  CHAIRMAN LUNDEEN: Deb.

16                  UNIDENTIFIED VOICE: I just think we --

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

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

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

23                  CHAIRMAN LUNDEEN: It's under --

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



1 CHAIRMAN LUNDEEN: It's the duties.

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

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

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

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

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

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

18 MS. MARKEL: (Indiscernible.)

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

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



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

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

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

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

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

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



1 MS. NEAL: Can we approve it?

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

4 CHAIRMAN LUNDEEN: Sure.

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

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

10 CHAIRMAN LUNDEEN: Fair enough.

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

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

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

21 CHAIRMAN LUNDEEN: Yep, as --

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

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



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

3 MS. NEAL: -- but consult.

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

7 MS. NEAL: Okay.

8 CHAIRMAN LUNDEEN: So is that --

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

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

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

18 MS. NEAL: So moved.

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

21 MS. MAZANEC: I second.

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

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





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

3 MS. MARKEL: Elaine Gantz Berman.

4 MS. BERMAN: No.

5 MS. MARKEL: Jane Goff.

6 MS. GOFF: Aye.

7 MS. MARKEL: Paul Lundeen.

8 CHAIRMAN LUNDEEN: Aye.

9 MS. MARKEL: Pam Mazanec.

10 MS. MAZANEC: Aye.

11 MS. MARKEL: Marcia Neal.

12 MS. NEAL: Aye.

13 MS. MARKEL: Dr. Debora Scheffel.

14 MS. SCHEFFEL: Yes.

15 MS. MARKEL: Dr. Angelika Schroeder.

16 MS. SCHROEDER: Yes.

17 CHAIRMAN LUNDEEN: Okay. Motion carries.

18 MS. BERMAN: But not unanimously.

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

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

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

25 UNIDENTIFIED VOICE: Okay, good. So anyone?



1 Angelika.

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

10 MS. NEAL: (Indiscernible.)

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

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

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



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

8 Thanks.

9 CHAIRMAN LUNDEEN: Marcia?

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

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



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

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

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

19 CHAIRMAN LUNDEEN: Committees.

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



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

2 UNIDENTIFIED VOICE: Jarrod Fuller (ph)?

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

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

10 CHAIRMAN LUNDEEN: Pam?

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

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

15 MS. SCHEFFEL: No thank you.

16 CHAIRMAN LUNDEEN: Jane?

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

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



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

4 MS. NEAL: No, we know that.

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

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

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

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

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

20 MS. GOFF: And they're not.

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

23 MS. GOFF: You're welcome.

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



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

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

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

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

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

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

25 UNIDENTIFIED VOICE: It's the 15th.



1 MS. BERMAN: The 15th?

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

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

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

13 (Overlapping)

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

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





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

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

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

7 CHAIRMAN LUNDEEN: Excellent.

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

11 MS. NEAL: It was great.

12 UNIDENTIFIED VOICE: It was.

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

19 CHAIRMAN LUNDEEN: Darrell Bradford (ph).

20 MS. NEAL: -- Darrell Bradford moderated.

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



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

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

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

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

23 MS. NEAL: Value-added?

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



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

10 MS. NEAL: Yeah, very interesting.

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

21 CHAIRMAN LUNDEEN: Yeah.

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

24 CHAIRMAN LUNDEEN: It was very interesting.

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



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

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

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

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

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

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

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



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

12                  First to the microphone is Jason Landers.

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

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



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

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

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

25 We must be honest and acknowledge today that



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

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

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



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

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

10 MR. LANDERS: Thank you.

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

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

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





1 effectiveness.

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

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

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

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



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

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

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

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

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

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



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

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

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



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

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

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



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

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

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

22 CHAIRMAN LUNDEEN: Thank you. Carol  
23 Kirkstadt.

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



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

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

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

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

25 It is common sense when you are not



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

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

17 Thank you very much for your time.

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

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



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

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

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

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





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

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

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

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



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

9 That's good. Thank you.

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

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

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



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

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

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



1 trying to keep up with work and life.

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

14 CHAIRMAN LUNDEEN: Thank you. Jan Guyer.

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

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

25 First, the standards are comprehensive in



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

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

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

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



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

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



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

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

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

23 Courtney Smith.

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



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

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

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





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

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

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

25 We want to have the freedom to integrate



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

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

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

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



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

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

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

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



1 Deanna Miller.

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

4 CHAIRMAN LUNDEEN: Sure.

5 MS. MILLER: Is that allowed?

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

8 MS. MILLER: Yes. Okay. Great.

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

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

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

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



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

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

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

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



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

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

10 CHAIRMAN LUNDEEN: Kindergarten.

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

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

16 MS. MILLER: Oh my goodness.

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

20 MS. HENNING: All right. Thank you.

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

23 You were Deanna, correct? Ryan Wilson.

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



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

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

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



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

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

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

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





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

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

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

14 Jay Miller. Jay Miller? No.

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

17 Anita Stapleton.

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

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



1 Pueblo County.

2 Here are the letters -- sorry.

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

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



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

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

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

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



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

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

14                   CHAIRMAN LUNDEEN: Thank you. Toni Walker.

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



1 CHAIRMAN LUNDEEN: No profanity, et cetera.

2 Okay. I wanted to make sure.

3 MS. WALKER: Oh, no, no.

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

6 MS. WALKER: No.

7 CHAIRMAN LUNDEEN: -- okay. Thank you.

8 MS. WALKER: No. Absolutely not.

9 CHAIRMAN LUNDEEN: Please proceed.

10 MS. WALKER: My goodness.

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

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

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



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

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

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



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

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

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

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



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

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

7 UNIDENTIFIED VOICE: All right.

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

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

13 CHAIRMAN LUNDEEN: Thank you. Lori Lund.

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

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





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

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

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

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



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

9 Thank you for your time.

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

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

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



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

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

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

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



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

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

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

24 Thank you.

25 CHAIRMAN LUNDEEN: Thank you very much.



1                   Was there anyone else who wants to speak?

2                   That completes our list.

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

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

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

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



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

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



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

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

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

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

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

12 MS. MATTHEWS: Sorry.

13 CHAIRMAN LUNDEEN: That's all right.

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

19 CHAIRMAN LUNDEEN: Um --

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

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

24 MS. MATTHEWS: Okay.

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



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

7 MS. MATTHEWS: Okay.

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

11 MS. MATTHEWS: So these ladies right here?

12 CHAIRMAN LUNDEEN: Right here.

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

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

17 MS. MATTHEWS: Okay. Thank you.

18 CHAIRMAN LUNDEEN: Thank you very much.

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

22 (Meeting adjourned)

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C E R T I F I C A T E

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

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

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

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

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