



COLORADO
Department of Education

Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
August 13, 2014, Part 5

BE IT REMEMBERED THAT on August 13, 2014,
the above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

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



1 CHAIRMAN LUNDEEN: State Board come back
2 to order. I have number 10.01 as a request for emergency
3 rules for the rules for administration certification and
4 oversight of Colorado online programs; 1CCR301-71.
5 Pursuit to 24-4-103(6), we spent a lot of time in this
6 part of the statute today, you may have noticed that. I
7 mean, the 24-4 -- never mind, it's where we live.

8 The State Board is authorized to adopt
9 emergency rules that finds that immediate adoption of the
10 rules is imperatively necessary to comply with the State
11 or Federal law, or Federal regulation, or for the
12 preservation for public health, safety, or welfare --
13 welfare, and delaying adoption of the rules would be
14 contrary to the public interest. Mr. Commissioner is
15 staff prepared to engage in this issue?

16 MR. HAMMOND: Yes, they are.

17 (Indiscernible) 14-13-82 calls for a couple of things
18 besides the taskforce, but this whole issue of being more
19 flexible on student count and how we do that, we need to
20 have that outlined before October 1 count. So that
21 necessitates the reason for the emergency rules. Then we
22 will come back with permanent rules. We have heard some
23 input, but this is emergency rule hearing, and we've
24 tried to incorporate that within what we've heard and be
25 flexible, and we'll continue (indiscernible). So with



1 that, I'm going to turn it over to Alisa Dorman.

2 MS. DORMAN: Thank you. Mr. Chair? As
3 the commissioner stated, these rules ask -- I'm sorry,
4 this statute dictates actually a couple of things be
5 revisited in board rule. One is that there are some
6 definitions which just were changed in statute, and the
7 rule needs to be updated to align with those. And the
8 other is a provision that the statute created to give
9 authorizers of online schools and programs some
10 flexibility regarding the documentations they used to
11 document student count in the October student count. And
12 so that's why we're coming before you today.

13 We have heard from the field that there
14 are some people who want to be able to implement these
15 changes locally in time for this October count window.
16 We've also heard from some folks that they are not
17 interested in doing that in time for this October count
18 window. So as a result, we have brought you rules that
19 offer local districts the opportunity to choose either of
20 those pathways. They can choose to go through a process
21 outlined in the rules here to indicate to us the way that
22 they will document account if it's different than what
23 has been in place and the existing rules are still there
24 and repeated, so that they could follow those procedures
25 if they choose to.



1 So specifically, the language that's
2 included around possible methods for documentation says a
3 list of things that are possible, and it says it
4 includes, but is not limited to those things, to try and
5 offer that flexibility. So we also anticipate that the
6 taskforce that's been established by the same piece of
7 legislation is going to participate in permanent rule
8 making around this and get real input from people over
9 time about how to do this for next year's October count.
10 But as the commissioner indicated, there isn't time for
11 regular rulemaking prior to having procedures in place
12 for the October 1 count that's coming this fall. So with
13 that in mind, we brought you this draft of rules and we'd
14 welcome your questions.

15 CHAIRMAN LUNDEEN: Okay. Pam, go ahead.

16 MS. MAZANEC: So I understand that you've
17 solicited comment from the field, and I am actually in
18 possession of a letter from one of those, and I
19 understand they really appreciate the changes for the
20 flexibility on the -- the count, but they have some other
21 concerns. So what I want to confirm here is that before
22 we have permanent rules, we can entertain some of those
23 changes.

24 MR. HAMMOND: Mr. Chair?

25 CHAIRMAN LUNDEEN: Please, go ahead.



1 MR. HAMMOND: It is odd, because under the
2 process we are not allowed to obtain comments under
3 emergency rules. That said, we recognize there are
4 people who have some comments out there. We feel that it
5 will be taken care of, and it will definitely be
6 addressed under the normal rulemaking process.

7 MS. MAZANEC: That's all I wanted to
8 confirm.

9 CHAIRMAN LUNDEEN: Is this regarding the
10 teacher/pupil contact requirement?

11 MS. MAZANEC: Yes.

12 CHAIRMAN LUNDEEN: This additional piece
13 of -- okay, so let me ask a follow on question -- does
14 that additional component that is -- as I understand
15 this, it was -- it's being presented in the rule in
16 addition to the flexibility that was previously
17 requested. Does it create any kind of a pinch point if
18 in fact it's rolled into the emergency rule now, and is
19 not dealt with until we get to the permanent rule further
20 down the road? Is it -- I'm not familiar with the issues
21 involved, I'm not familiar with how it might impinge on
22 somebody's ability to administrate or effectively run
23 their school, so I'm just kind of asking some blind
24 questions here, trying to understand what's going on and
25 whether or not we can safely move this emergency rule



1 forward or we're creating additional problems, unintended
2 consequences to jump on Vice Chair's theme for the day.

3 MS. DORMAN: Mr. Chair?

4 CHAIRMAN LUNDEEN: Please.

5 MS. DORMAN: So first -- and I'm going to
6 ask Leanne to speak to this -- I'm sorry, Associate
7 Commissioner Emm?

8 MS. EMM: It's alright, thank you.

9 MS. DORMAN: To speak to this, but I will
10 say that I don't think we're creating any sort of problem
11 that will be hard to fix in the permanent rulemaking.
12 It's a very small definition and it's actually intended
13 to align with the existing language in the School Finance
14 Act; which is related. These rules are sort of
15 inextricably connected.

16 MS. EMM: Thank you, Mr. Chair. To kind
17 of expound on that. When we were looking at this, we
18 felt that it was important to align these rules with the
19 existing School Finance Act rules so that when districts
20 are also looking at the policies and procedures that they
21 need to put in place, that they have the guidance that
22 will hopefully ensure them that they will not have audit
23 findings or something like that. And so this language
24 here aligns that together, and I don't see this as being
25 additional burden from what they are already doing. And



1 also we felt that the language in the statute directed by
2 a teacher coincided very closely with pupil/teacher
3 instruction and we don't necessarily see a difference in
4 those terms. So that's why we were also trying to align
5 the two rules.

6 CHAIRMAN LUNDEEN: Okay, so this -- I will
7 call it the secondary change -- just to define it as
8 different -- requiring "teacher/pupil contact" as a
9 requirement for counting online students is not
10 innovative or is not perceived to be innovative and
11 appears to be an attempt to force online learning as
12 other innovative educational approaches back into a more
13 traditional model. That's -- that's the feedback that
14 I've gotten regarding this. So explain how that is or is
15 not accurate.

16 UNIDENTIFIED VOICE: Mr. Chair?

17 CHAIRMAN LUNDEEN: Please.

18 UNIDENTIFIED VOICE: Thanks. So I know
19 that there have been some questions about the fact that
20 statute doesn't -- isn't very specific about whether it's
21 synchronist or asynchronistic instruction, so in an
22 online school, a teacher may provide instruction by
23 recording themselves delivering something and a student
24 may log in at a different asynchronist time and receive
25 that instruction. And an existing count audit procedure



1 here at the state and under these rules as they are
2 described here, that still is allowed in normal, in an
3 online school process. That is teacher/student
4 instruction, just that it happens asynchronously doesn't
5 change the fact that it still is instruction that's
6 happening between a teacher and a student.

7 CHAIRMAN LUNDEEN: Okay. Any questions?
8 Dr. Scheffel?

9 MS. SCHEFFEL: So are we only looking at
10 the red letter language or -- because these are pre-
11 existing rules, right?

12 UNIDENTIFIED VOICE: That's correct.

13 MS. SCHEFFEL: Are we looking at other
14 language here or just the red?

15 UNIDENTIFIED VOICE: Just the red language
16 and some of the red language actually is just a re-
17 sequencing of information. It's not all new content.

18 MS. SCHEFFEL: Can I just ask a question
19 maybe to clarify, since it was pre-existing? If you look
20 at page two of -- I don't know what it is, but it's
21 (indiscernible) -- it will establish a process and
22 timeline for a continual review of the multidistrict
23 online program after certification. Continual review.
24 It seems pretty intense. As opposed to page seven, the
25 multidistrict online programs intended to begin -- renew



1 -- reviewed twice a year. So is that an inconsistency
2 and are these programs really subject to continual
3 review? In which case you really have to have somebody
4 present continually to review. Can you speak to that?

5 UNIDENTIFIED VOICE: Mr. Chair? So online
6 schools are reviewed the same ways as all other schools
7 in terms of accountability in the state, there's no
8 difference. There is an initial process to become
9 certified as a multidistrict online school and a process
10 to basically notify the state of a much more middle
11 process for schools that are single district online
12 schools. They apply for that once, they receive that,
13 and there isn't currently anyway for that to be either
14 challenged or reviewed over time. So I don't know if
15 that is what this is referring to in the rules, but that
16 is the current process.

17 MS. SCHEFFEL: So you can't clarify why
18 those two phrases are different?

19 UNIDENTIFIED VOICE: I can't, I'm sorry.
20 That pre-dates me. I would have to look into it. I
21 apologize.

22 MR. HAMMOND: That's the current --

23 MS. SCHEFFEL: Maybe you could.

24 UNIDENTIFIED VOICE: I would be happy to
25 look into it, I just can't answer it.



1 MR. HAMMOND: Mr. Chair when we give --
2 when we go through the normal rulemaking process --

3 UNIDENTIFIED VOICE: Yes.

4 MR. HAMMOND: -- the one thing we talked
5 about is when people try and -- we will work with people
6 on this, but one issue we find there is some
7 inconsistencies. Things that need to be cleaned up and
8 you'll see that when we bring (indiscernible).

9 MS. SCHEFFEL: Thank you.

10 UNIDENTIFIED VOICE: Thanks.

11 MR. HAMMOND: That particular issue didn't
12 come up. Another one did.

13 CHAIRMAN LUNDEEN: Other questions?
14 Comments? Concerns? Thought? Insights? If not, motion
15 is in order.

16 MS. NEAL: Mr. Chair, I move pursuant to
17 CRS 24-4-103(6) CRS that immediate adoption of the rules
18 for the administration certification and oversight of
19 Colorado online programs 1CCR301-71 is it imperatively
20 necessary in order to comply with HB14-1382, which allows
21 for flexibility and the documentation of the October
22 count.

23 CHAIRMAN LUNDEEN: Second?

24 UNIDENTIFIED VOICE: Second.

25 CHAIRMAN LUNDEEN: Okay, second is all



1 over the place, Jane's got her finger in the air.

2 UNIDENTIFIED VOICE: Oh no, let Jane do
3 it. I didn't see anyone else's hand.

4 CHAIRMAN LUNDEEN: Okay. And is there any
5 opposition?

6 UNIDENTIFIED VOICE: Nope.

7 CHAIRMAN LUNDEEN: Hearing none, motion
8 carries.

9 MR. HAMMOND: (Indiscernible)

10 CHAIRMAN LUNDEEN: Yes, go ahead.

11 MR. HAMMOND: Given the unique nature of
12 this particular emergency rule and just the way the
13 statute was written, let me say that there -- if there's
14 any -- for those listening out there, if there is anyone
15 that does have -- still feel confused on some of this
16 stuff, we will work with them personally on it. Because
17 we believe that everything that we've heard can be worked
18 out. There should be no confusion. So we will offer
19 that and between me and Leanne and Gretchen, we can make
20 that work.

21 CHAIRMAN LUNDEEN: Yeah, the intention
22 here was to get this active prior to the count date, and
23 if we need to adjust and tweak -- and for heaven's sakes,
24 we don't want to do anything that drives us into the 18th
25 Century in our model, we want to move into the 21st



1 Century. So if we've inadvertently created something
2 that's putting a pinch on innovation, we certainly need
3 to work that out as we go through the final.

4 MR. HAMMOND: If it involves the district,
5 we'll work with the district, okay, but probably most of
6 the issues will be between us and how we interpret
7 something. But we will work that through.

8 CHAIRMAN LUNDEEN: Excellent, thank you.

9 UNIDENTIFIED VOICE: Thank you.

10 CHAIRMAN LUNDEEN: I believe -- does that
11 bring us to 1801? Is that possible?

12 UNIDENTIFIED VOICE: Zipping along.

13 CHAIRMAN LUNDEEN: (Indiscernible) There
14 is no 1801.

15 MS. NEAL: Proposed meeting dates.

16 (Indiscernible -- multiple people speaking at once)

17 CHAIRMAN LUNDEEN: Clearly in my own
18 meeting at this point. We've got an information item; is
19 that possible?

20 (Indiscernible -- multiple people speaking)

21 UNIDENTIFIED VOICE: 1801 is For Your
22 Information, the calendar for the next -- upcoming year.

23 CHAIRMAN LUNDEEN: Oh, which we discussed
24 earlier this morning and can review at our leisure. So
25 we are at Board Member reports, to be followed by public



1 comment? Okay, and we'll see how things move. We may
2 try and pick up of tomorrow's items yet this afternoon,
3 if in fact there is time to do so.

4 UNIDENTIFIED VOICE: And how did we get so
5 caught up so fast?

6 CHAIRMAN LUNDEEN: That would be you. And
7 with that.

8 MS. NEAL: I don't know, Pam, I think
9 we're missing a chunk.

10 CHAIRMAN LUNDEEN: Let's move to Board
11 Member reports.

12 (Indiscernible -- multiple speakers at once)

13 CHAIRMAN LUNDEEN: No reports?

14 UNIDENTIFIED VOICE: So I had the
15 opportunity to attend this year's Education Commission of
16 the States conference, end of June, beginning of July.
17 It's probably the best one I've ever attended.

18 CHAIRMAN LUNDEEN: Say the headline again.

19 UNIDENTIFIED VOICE: Education Commission
20 of the States. They are housed actually in Denver -- ECS
21 conference.

22 CHAIRMAN LUNDEEN: I'm not familiar with
23 it.

24 UNIDENTIFIED VOICE: Brings together
25 legislators, governors, education policy folks, and one



1 of the really special things in the last few years is it
2 also brings together the individual state Teachers of the
3 Year. And has a number of plenary sessions. It's really
4 fascinating because you have the balance of policy folks,
5 and then listening and speaking and asking questions of
6 the Teachers of the Year, and that was particularly
7 powerful this year.

8 On their website, on the ECS website will
9 be a number of the presentations and I just thought it
10 would be helpful to suggest a couple of them to you, if
11 you have time to listen to them. There's a -- the
12 opening session was a gentleman from Gallup who talked a
13 lot about -- apparently Gallup now has an education
14 department or section and they are doing a lot of stuff
15 with school districts, but this was sort of a general
16 one. It talked -- it was interesting because it taught
17 somewhat about perceptions of education in the state, but
18 also about the why of education. It talked about
19 engagement.

20 And this was very powerful for me,
21 because I have been serving on the NASB study group,
22 talking about student engagement, and this individual was
23 talking about the importance for corporations to have
24 adult engagement, and what a difference it makes in
25 corporate America to have folks really engaged with their



1 work as opposed to not -- just having it be a job. It's
2 an excellent speech.

3 Saul Kahn (ph) gave a presentation; he's
4 just very inspiring. So he talked about what he's done,
5 but also what he's going to be doing.

6 UNIDENTIFIED VOICE: What's he going to be
7 doing?

8 UNIDENTIFIED VOICE: He's working with the
9 College Board to put the SAT prep free online, so instead
10 of --

11 UNIDENTIFIED VOICE: Having to pay for it
12 --

13 UNIDENTIFIED VOICE: Instead of paying
14 thousands of dollars for our kids to improve, he's going
15 to be working with them, and it will be all available and
16 free.

17 Oh, here's my cheat sheet, halleluiaah.
18 Another presentation that was a general session that was
19 very enlightening to me, was about the flip classroom.
20 And in fact, the flip classroom originated by two
21 individuals from Colorado and their presentation
22 discussed not only what it is, but why it can be a whole
23 lot better, or why you're just flipping the classroom.
24 And so he talked -- they talked a lot about bloom
25 (indiscernible) and moving students further up in their



1 understanding and that's why it's a valuable -- can be
2 used as an extremely valuable tool for deeper learning.
3 They did a good job, and considering they're in Colorado,
4 we might even want to invite them to talk to us. They
5 did a great presentation.

6 Another really powerful speaker in a
7 number of places I've gone this year has been Jeffery
8 Sharbonow (ph) who's been the National Teacher of the
9 Year this last year. He gave a very -- very nice talk
10 about meaning, and the meaning of words and the kind of
11 arguments we have, and not being very, very clear in what
12 -- what we're arguing about. And that was really great.
13 Then one of the breakouts -- I attended many of them --
14 but one of them was about student data sessions.

15 Talking about the difference between
16 private -- student privacy and student -- I'm sorry --
17 data privacy, data security and our own Dan Dumagallo
18 (ph) was one of the spokes -- one of the speakers at
19 that. I just want to congratulate him, he did an
20 excellent job. It was -- it was a great session. I
21 learned a lot. But it was partly the -- the dynamic of
22 governors and some -- a few federal people, and
23 legislators speaking along with the classroom teachers.
24 I just thought that was quite powerful. And their
25 questions were very insightful. Thank you.



1 CHAIRMAN LUNDEEN: Thank you. Marcia?

2 MS. NEAL: Well, since we have some extra
3 time. As you know, I served on the NASB Rural Schools
4 Council. I went to two meetings, found them very
5 interesting. The third one, I was not able to go, you
6 know, campaigns (indiscernible). So the work is finished
7 and the report will be out soon and I think it will be
8 quite interesting. There are some good conclusions
9 there.

10 But on minor note -- a little negative
11 note -- I noticed in one of their newsletters the other
12 day that the administration had come up with a -- and I'm
13 not real sure on the dollar; I was looking for it and I
14 couldn't find it, but I think it was like five billion
15 dollar grant fund for rural schools to apply. And I'm so
16 tired of people putting money up like that. Rural
17 schools need more, I can see them applying for the grant.
18 It was for innovative practices or something like that.

19 So I noticed -- I thought, oh, there's --
20 we keep doing that and then we get drawn into these
21 things and you can't get out of them. And I don't --
22 that's just a comment I had seen. But the committee
23 itself was very helpful and I enjoyed the work and we did
24 some really -- and it's always really, I think,
25 enlightening, to see how different the different states



1 are, and the way they handle things and the way we handle
2 things, and their idea -- Arkansas for instance, a lady
3 said, "Well, we just close schools if they have less than
4 3,000 students -- we just close them." I'm going, uh,
5 we'd get, you know, hung if we tried to do that. But
6 then you look at theirs and it's all so flat. You could
7 close a school and you are probably going down the road
8 30 miles. We have, you know, you close some of our
9 schools, and they would be completely isolated.

10 It's just such a difference in -- in the
11 various states and the way they look at rural schools.
12 West Virginia has a terrible time right now because of
13 the coal industry and most of their schools were very
14 rural and poor anyway, and now they're shutting down the
15 coal industry and so they are just really struggling.

16 I think the report will be interesting.
17 And it should be out, I think, in another month or so.

18 UNIDENTIFIED VOICE: We're working on a
19 report too, but it's not going to be out until October.

20 UNIDENTIFIED VOICE: Well, they're both
21 coming out at the same time.

22 UNIDENTIFIED VOICE: October?

23 UNIDENTIFIED VOICE: Yeah.

24 MS. NEAL: Well, that is another month or
25 two, isn't it?



1 UNIDENTIFIED VOICE: I'm sorry, you're
2 right.

3 CHAIRMAN LUNDEEN: Is that it, Marcia?

4 MS. NEAL: Yeah.

5 CHAIRMAN LUNDEEN: Ms. Goff?

6 MS. GOFF: I will tie into that -- all of
7 that. Yeah, the product from both of the study groups is
8 anticipated and it should be in October, about the same
9 time as our annual meeting, which we have the honor, all
10 of us, of hosting it this year. So it will be in Denver
11 the week of October 13th. There's only one other small
12 thing going on that week and we'll get through it. But
13 there is a lot of good vibes, I will say, about that --
14 not only that meeting, but about a lot of things that are
15 going on.

16 And coincidentally, but not really, with our
17 conversations today and coming up, we are probably -- we
18 are very close to recommending to the Board of Directors
19 of NASB the option of next year's study groups. Some
20 topics are -- we are still in discussion stage, but it's
21 getting close to -- to making a decision about it. And
22 one of them, I think, is -- I think it will make us happy
23 and we've talked a lot about several things, but the
24 career -- career education study group again, it's time,
25 we go back and we look at the cycling of all the topics



1 and things have evolved and transpired and been updated.
2 You try to keep of track of when is a good time to go
3 revisit and update, so that's one of them.

4 The other is strictly -- we're going to
5 start -- we've actually added a strand or a sandbox to
6 our strategic thinking and priorities at NASB and that is
7 the idea of civic education. So we're going to probably
8 be assembling a group that will look specifically at
9 developing that, because it is a national interest and it
10 is the idea of what we were talking about today. How do
11 we bring out students up to be good citizens? And how do
12 you do that without some basic background knowledge and
13 education about it? So we're going to focus on that, I
14 think, a little bit.

15 Looking forward to the fall, there's great
16 stuff going on. The annual meeting, by the way, I --
17 you're -- I -- you -- even maybe today you will have
18 gotten your registration announcement, and the agendas
19 are coming out very soon. We're also going to get a
20 letter -- Mr. Chair, you will, along with Carey, about
21 appointing our Board Voting Delegate -- singular -- to
22 the annual meeting where the business is conducted and
23 there are officer and Board elections coming up in the --
24 at this fall meeting. And the bylaws, very -- not minor,
25 but very few easy to understand proposed changes to the



1 bylaws about terms of office and vacancies and other
2 responsibilities. So --

3 UNIDENTIFIED VOICE: Did you get yourself
4 another term?

5 MS. GOFF: Me? No.

6 CHAIRMAN LUNDEEN: Back in the court?

7 MS. GOFF: I technically -- well, I will
8 be, regardless of the outcomes, I will be the president -
9 - past president next year. So once you reach that
10 point, you finish -- you finish your NASB term of
11 service and so I -- and then I'm -- three years. I'm
12 done with that part of that. So thank you. That's it.
13 Thanks.

14 CHAIRMAN LUNDEEN: Absolutely.

15 MS. GOFF: Watch for your materials and if
16 you have any questions, let me know.

17 UNIDENTIFIED VOICE: I have a question.
18 So it starts October 15?

19 MS. GOFF: Whatever the --

20 UNIDENTIFIED VOICE: That Wednesday?

21 MS. GOFF: Wednesday is the Board Meeting,
22 so --

23 UNIDENTIFIED VOICE: So it really starts
24 the 16th?

25 MS. GOFF: The actual conference and



1 assembly activities start on the -- whatever the Thursday
2 is.

3 UNIDENTIFIED VOICE: That's the 16th. And
4 you said there's something else going on that week?

5 MS. GOFF: Oh, some political stuff.
6 Ballots are mailed that week.

7 UNIDENTIFIED VOICE: Oh, ballots are
8 mailed, okay.

9 MS. GOFF: It's really kind of the
10 beginning of the election.

11 UNIDENTIFIED VOICE: And are there any
12 highlights we should know about? Like any great speakers
13 or anything that you want to --?

14 MS. GOFF: There will be -- I don't have
15 it right in front of me -- final stages of the agenda are
16 going on. Oh gosh --

17 UNIDENTIFIED VOICE: It's okay.

18 MS. GOFF: We are giving some -- we have
19 chosen the award winners for this year. There is --
20 there are going to be three Distinguished Service awards
21 this year, which are past or current state Board Members
22 who have made great contributions. There's also a Friend
23 of Education Award, which is for another policy member,
24 not a state Board Member, but someone who's contributed
25 to healthy policy development and it needs to be



1 recognized. And there is a Friend of Education -- what
2 did I just call the other one? Policy Leader of the --
3 award -- Year, and then there is a Friend of Education
4 and one of the -- actually, Commissioner Terry Holiday
5 (ph) from the State of Kentucky is the policy leader of
6 the year. Recognizee this year.

7 So three past -- two past presidents of
8 NASB and one soon to be retired from her Board, president
9 of the Illinois State Board, are the three Distinguished
10 Service -- Vinny Hall. So this is for long-term service
11 in achievements. So --

12 UNIDENTIFIED VOICE: It's not Denver,
13 right? It's -- it's --

14 MS. GOFF: It's in -- it's in Westminster.
15 We'll talk about that sometime. But close, none of us has
16 to spend a lot of money on lodging. So we save a few
17 bucks ourselves. But we are -- we're looking forward to
18 it. Just -- we keep our fingers crossed about the
19 weather. That time of the year, you never know. It
20 doesn't look like we'll be involved in the World Series,
21 so we don't have to worry about that. And other such
22 avoidable --

23 (Indiscernible -- multiple speakers at once)

24 MS. GOFF: So thank you very much.

25 UNIDENTIFIED VOICE: As of today, we are



1 the lowest performing baseball team.

2 CHAIRMAN LUNDEEN: In the history of
3 baseball. There's always the Cubs, don't worry about it.
4 Other Board Member reports?

5 UNIDENTIFIED VOICE: Just really quickly,
6 I don't know if I've mentioned, but I'm part of a working
7 group on the National Collaborative on Health and
8 Education and I just got back from D.C. last night. I'm
9 on the metrics working group, so I'm contributing a lot
10 to United Airlines and Frontier.

11 CHAIRMAN LUNDEEN: Dr. Scheffel?

12 MS. SCHEFFEL: No.

13 CHAIRMAN LUNDEEN: You're good? Okay,
14 then we will move to public comment. We have the sign up
15 sheet here. Individuals have signed in. As we always
16 do, I will let you know that our tradition is three
17 minutes to speak. Please identify who you are and if you
18 represent a group, identify that group. If you are not
19 representing your group, but yourself, please tell us
20 where you're from and perhaps the school district that
21 you're most closely associated with. Limit your
22 comments, if you would, to three minutes. We'll give you
23 a heads up when you run out of time and you can finish
24 your thought as long as it can be constructed in one
25 sentence. With that, I will call Clinton Carter.



1 Clinton Carter.

2 MR. CARTER: Hello, sir.

3 CHAIRMAN LUNDEEN: Good afternoon.

4 MR. CARTER: My name is Clinton Carter,
5 I'm just representing myself. I am in Jefferson County
6 School District and I was just coming to comment on the
7 Common Core. Basically it's -- hello, my name is Clinton
8 Carter, I am the father of a 12 year student who is
9 attending seventh grade. I am not real keen on the
10 government terms for Common Core, but I can tell you this
11 in simple terms: Common Core is not common sense. Why
12 would we as parents ever give up our children's rights --
13 rights to their own thoughts and choices? We are not all
14 the same, nor do we all learn the same. Has our
15 government reached the conclusion they know what is best
16 for our children? Do you really think us as adults,
17 parents or grandparents are going to concur or progress
18 to whatever the government thinks is best? As for me, I
19 have a choice and my choice is: If you want my child and
20 I's participation in your schools, well then common sense
21 says, get rid of Common Core.

22 CHAIRMAN LUNDEEN: Thank you, Clinton.

23 MR. CARTER: Thank you.

24 UNIDENTIFIED VOICE: Thank you.

25 CHAIRMAN LUNDEEN: Brandy Buticious (ph)?



1 MS. BUTICOUS: Buticious.

2 CHAIRMAN LUNDEEN: Buticious.

3 MS. BUTICOUS: Good afternoon.

4 CHAIRMAN LUNDEEN: Good afternoon, Brandy.

5 MS. BUTICOUS: My name is Brandy Buticious,
6 I'm a mother of three in Douglas County, Colorado. I'm
7 here today to support my school district's resolution
8 against the Common Core state standards initiatives that
9 was passed last summer.

10 I am a mother concerned about the increase
11 in assessment time that will be taking away from my
12 children's learning experience. I do not believe in
13 across the board style of teaching and assessments as a
14 benefit to my children's education. A square peg does
15 not fit in a round hole. My children learn at different
16 levels, they should be assessed by their teachers and
17 local school and district support staff, not a fund-
18 driven, unproven state-mandated standardized test. Our
19 children are not standard.

20 Colorado is a local control state. I
21 implore you to give the control of education back to our
22 local school districts where it belongs. Thank you.

23 CHAIRMAN LUNDEEN: Thank you very much.

24 Brandy Esigeon (ph)? Close?

25 MS. ESIGEON: You got it right on.



1 CHAIRMAN LUNDEEN: Excellent.

2 MS. ESIGEON: My name is Brandy Esigeon; I
3 have three children attending schools in Douglas County.
4 I spent the greater part of the last year and a half
5 researching the Common Core state standards initiative.
6 I am here today to appeal to you as a parent. The Common
7 Core state standards are unproven, untested, and there is
8 no empirical data anywhere that proves that this will be
9 effective. I have a very difficult time turning my
10 children over the system to serve as guinea pigs in this
11 grand experiment. I'm sure most of you are parents too.
12 Are you comfortable with your children serving as guinea
13 pigs?

14 I want to see Colorado shine in our
15 country as a true leader in education, not the place
16 where we experimented and destroyed the futures of
17 thousands of children. The implementation was done in a
18 shroud of secrecy. Give control back to our local school
19 boards and to the parents. Do the right thing and stop
20 Common Core. And now, I will read a letter on behalf of
21 Shawn Blackwood -- sorry.

22 "Good evening, Colorado Department of
23 Education Board Members. I am unable to attend the
24 upcoming CDE School Board Meeting scheduled on Wednesday,
25 August 13th, so I am sending you my public comment, which



1 I promise is no longer than three minutes.

2 As a mother of two children who are both
3 currently enrolled in the Cherry Creek School District, I
4 am extremely concerned about the new Common Core state
5 standards, which are to be fully implemented in the
6 upcoming 2014-2015 school year. The more research I do,
7 and the more fact checking I do, the more upset I get as
8 it pertains to CCSS. In fact, as you can tell by the
9 time I am sending this email to you, it keeps me awake at
10 night. I would like to ask each of you a series of
11 questions and ask that you answer them honestly with a
12 yes or a no.

13 One: Did state legislatures have any
14 input or control over the content, standards, test and
15 costs? Two: Did state school boards have any input and
16 control over the content, standard and tests? Three:
17 Did parents have any input and control over the content,
18 standards and costs? Four: Did teachers have any input
19 and control over the content, standards, test and costs?
20 Five: Did local school boards have any input, control,
21 over the content, standards, tests and costs? Six: Did
22 the local school boards call a general meeting for
23 parents to explain the Common Core curriculum and costs
24 before the program was adopted? And seven: Did
25 experimental research support the effectiveness of Common



1 Core content and standards, and digital learning with
2 computers?

3 How many questions did you answer with the
4 word "no"? Wow, all seven questions, just as I thought.
5 If Common Core were really a state standards initiative,
6 would it not have originated from the individual states
7 with input and control over the content and standards
8 from state legislatures, state school boards, local,
9 parents, teachers and local school boards? This is not a
10 political issue. It does not matter if you have a D or
11 an R behind your name. This is about having local
12 control of our education system, in addition to having an
13 education system with representation.

14 I ask that you be truthful to yourself as
15 well as to the students, teachers, local school boards,
16 state legislatures and parents of Colorado. And that you
17 do the right thing by taking action, by putting a stop to
18 the Common Core state standards in the great state of
19 Colorado. It is not too late, but time is of the essence
20 and you need to act now. Thank you for your time, and I
21 am confident that you will do the right thing. Shawn
22 Blackwood."

23 MS. NEAL: Thank you.

24 CHAIRMAN LUNDEEN: Thank you. Elizabeth
25 Benley.



1 MS. BAILEY: Bailey, possibly?

2 CHAIRMAN LUNDEEN: Bailey.

3 MS. BAILEY: Hi, I've never done this
4 before, so I'm really nervous.

5 CHAIRMAN LUNDEEN: So far you're doing
6 great.

7 MS. BAILEY: (Indiscernible) to the
8 record, or whatever? Okay, this is a letter from my
9 husband and myself. We live in Lakewood. Steve and
10 Elizabeth Bailey.

11 "Ladies and gentleman of the Board, by
12 accepting "race to the top" funds, and it's condition of
13 signing on to the Common Core standards, you have in
14 essence given up our constitutional 10th Amendment rights
15 for local control of education. And stripped parents of
16 their rights to influence curriculum choices for their
17 own children. You are not alone in this egregious act.
18 Most of the states in our nation did the same thing as
19 they tried to fill budget deficits in the wake of the
20 great recession. However, four states did not. They had
21 the wisdom to look beyond the money." Sorry.

22 CHAIRMAN LUNDEEN: You're doing fine.

23 MS. BAILEY: "Now as more is learned about
24 objectionable aspects of the standards and the
25 consequences of its implementation, opposition is rising



1 nationwide. To date, five states that had originally
2 signed on to Common Core has since kicked the standards
3 out and reclaimed local control. And the (indiscernible)
4 to as the program is growing. The more my husband and I
5 learn about the program, the more we're convinced it has
6 to be stopped in Colorado as well.

7 Here are a few examples of what disturbs
8 us: When states agreed to accept federal grant money and
9 opt in to Common Core, they were required to build huge
10 student databases. The feds recommended that the massive
11 data collection encompass up 416 data points of
12 personally identifiable information for each student,
13 including things like disciplinary records, health
14 history, family income range, religious affiliation, and
15 the parent's political affiliations.

16 In some locations, student's reactions to
17 teaching on various topics are recorded, beginning at the
18 earliest grades. The monitoring can include facial
19 expressions, blood pressure, pupil dilation and body
20 movement, recorded with specially equipped chairs, et
21 cetera. Intervention when reactions deviate from the
22 prescribed norms may be recommended. Data will be
23 collected on students throughout their entire education.
24 Privacy laws have already been changed to allow sharing
25 of this information with other government agencies, and



1 with private entities. Talk about violation of privacy
2 rights.

3 The Common Core standards have engendered
4 changes from textbook publishers. Math curriculum has
5 been dumbed down, and it is reported that confusing
6 methods of teaching are being used, that actually allow
7 for wrong answers to be counted as correct, if the
8 recommended process to arrive at the answer is followed.
9 Mathematics is an exact science. One plus one always
10 equals two, no matter what process you use to arrive at
11 your answer. English textbooks are cutting out much of
12 their classical literature content. Recommendations for
13 reading material includes such disturbing books as, at
14 the fourth grade level: *It's Perfectly Normal*; an
15 illustrated manual on masturbation. At the 11th grade
16 level: *The Bluest Eye*; a pornographic novel about a child
17 molesting priest written from the perpetrators
18 perspective.

19 Common Core mandates teaching to a single
20 set of standards. These standards were not debated
21 locally, agreed upon, and accepted in each state. In
22 fact..." Oh.

23 CHAIRMAN LUNDEEN: Finish your thought.

24 MS. NEAL: Finish your sentence.

25 MS. BAILEY: "Five out of the 30 experts



1 asked to serve on the Common Core Validation Committee,
2 including the only two content specialists in mathematics
3 and in English language arts, refused to validate the
4 standards, even though they were under intense political
5 pressure to do so. The dissenting five were removed from
6 the list of committee members.”

7 CHAIRMAN LUNDEEN: Thank you, Elizabeth.

8 MS. BAILEY: You’re welcome.

9 CHAIRMAN LUNDEEN: Anita Stapleton. You
10 always come bearing gifts.

11 MS. STAPLETON: (Indiscernible) I made
12 that promise. Hi, my name is Anita Stapleton and I am
13 from Pueblo County. Today I am presenting into evidence
14 271 letters of opposition, totally 2,751. These are
15 letters representing the real voice of Colorado,
16 demanding that is State Board of Education repeal Common
17 Core and all of its mandates, and particularly one of the
18 letters came to me from a school teacher.

19 “From my family, all registered to vote.
20 Saw the movie last night, it was 100 percent correct.
21 And I am a public school teacher who can’t speak totally
22 truthfully, or I’ll be unemployed. Please know that
23 there are good teachers out there.”

24 As your constituent, Ms. Marcia Neal, and
25 as a citizen and taxpayer of Colorado, in which Ms.



1 Berman, Ms. Mazanec, Ms. Schroeder, Dr. Scheffel, Mr.
2 Lundeen and Commissioner Hammond, you all are up there
3 representing us and working for us. And I am here today
4 with a voice of complete urgency and sincerity.

5 Colorado's education is at a breaking
6 point. To many districts are financially unprepared to
7 bear the financial burden of implementing Common Core and
8 all of its mandates. It is not just the concern of the
9 PARCC testing that is financially draining, it is the
10 curriculum, the instructional tools that are aligned with
11 this initiative, it is the endless teacher professional
12 development, it is the technology, it is the teacher
13 evaluation models. These expenses are robbing the
14 districts.

15 Currently many districts are implementing
16 their new security systems and policies requiring parents
17 to hand over their Colorado IDs or other forms of ID to
18 have background checks done on them before they have
19 access to the public schools or to their children. How
20 much does that program cost? What data is being
21 collected? Where is it being stored? How much are those
22 contracts with Raptor?

23 I have provided you with a report that
24 shows Colorado will be at a net loss of \$213 million once
25 Common Core is fully implemented. Tax initiatives are



1 already creeping up to help raise the money to help fund
2 this educational reform. Does this Board understand that
3 this is a perpetual financial disaster? Not only is a
4 financial ruin, it is a complete devastation to American
5 culture.

6 I have traveled the state, educating
7 communities about this and how through just the ELA
8 standards -- that's all we've adopted, that and math, but
9 let me mind to tell you, ELA is -- formally known as
10 English, Language and Arts in literacy, in social
11 studies, history, science and technology. This program
12 has laid the groundwork for the (indiscernible) AP
13 History framework adopted by the College Board just this
14 year. I am providing you with a copy of the analysis,
15 questions and answers and rebuttals regarding the
16 complete new U.S. -- I call it the (indiscernible) AP
17 frame book -- framework.

18 You have a responsibility to our state and
19 furthermore to the country to stand against this and push
20 back. I urge you to vote "yes" on the resolutions that
21 are being presented and be a pillar in the fight to serve
22 our republic.

23 CHAIRMAN LUNDEEN: Thank you.

24 MS. NEAL: Thank you.

25 CHAIRMAN LUNDEEN: Donna Jack.



1 MS. JACK: I thought I was speaking
2 tomorrow, do I didn't get time to prepare. But I've got
3 something.

4 CHAIRMAN LUNDEEN: That's all right, we're
5 glad you're here.

6 MS. JACK: I'm so glad to be here. What I
7 want to talk to you is -- well, mainly first give a
8 little bit of background -- I've been involved with
9 education since my boy that was born in -- in '71, was in
10 grade school. So I've been involved quite a bit.

11 I had been involved with (indiscernible)
12 curriculum and working in classrooms and things like that
13 and we've had terrible curriculum through the years, from
14 my viewpoint --

15 CHAIRMAN LUNDEEN: Donna, did you say
16 where you're from?

17 MS. JACK: I'm from Evergreen in Jefferson
18 County, thank you very much.

19 CHAIRMAN LUNDEEN: Helps for context.

20 MS. JACK: Things should have changed long
21 ago, but the difference today is people are becoming
22 aware of what's going on in public education, so I think
23 the ones that are horrified today, don't realize what --
24 what it's been. We've been moving that way. And I think
25 that this one resolution here -- this is the only one I



1 was aware of -- was on the AP History and wanting to hold
2 it off for a year. And I think this is an awfully good
3 idea, because there are many people like me who have been
4 studying and would like to help out, and I would request
5 that it not just be people who are being paid by the
6 system because they are kind of under position of maybe -
7 - maybe they are going to be honest, but they might feel
8 like they are threatened.

9 But anyway, I was looking at the website
10 from PARCC and this framework idea, and they say on
11 there, in the redesigning of the framework, that the
12 framework serves as a bridge between the standards and
13 test tools in a variety of ways including by clarifying
14 areas of emphasis. So they are trying to actually push
15 what is going to be emphasized in the classrooms, in each
16 grade, and what changes in the standards from one grade
17 to the next.

18 I also am in agreement that they are
19 taking out things they shouldn't be taking out in the AP
20 History, and I know that AP, at least from my personal
21 experience, back in the '80s, my one son's girlfriend was
22 a total AP person. She said it was garbage. This was up
23 in Evergreen. And she spoke up to the administration.
24 None of the kids would support her, though they all
25 agreed with her, because they liked the plushy stuff.



1 Then 13 years later, another son of mine was in Conifer
2 High and he gave me reports on the AP classes there and
3 they were very, very negative and he felt they were not
4 worth much. It doesn't mean that they aren't great
5 today, but I think that a year should be taken to go
6 ahead and study and make sure that this is an improvement
7 instead of having things be worse. That it actually
8 reaches the goals that you're aiming for because I want
9 education to be better.

10 Thank you, God bless you all.

11 CHAIRMAN LUNDEEN: Thank you very much.

12 Philip Jahelsa (ph)?

13 MR. JAHELKA: Jahelka (ph).

14 CHAIRMAN LUNDEEN: Jahelka. I'm sorry.

15 MR. JAHELKA: Good afternoon. My name is
16 Philip Jahelka; I was born and raised in Colorado
17 Springs, attended Palmer High School, recently graduated
18 Phi Beta Kappa from Reed College in Portland, Oregon, and
19 will be starting a PhD in Physics at Cal Tech in
20 September.

21 I am here before you because I'm troubled
22 by both the content and the existence of the resolution
23 requesting a delay and re-write of the new AP U.S.
24 History framework. The proposed AP U.S. History
25 resolution presents two main grievances with the new



1 framework.

2 First is that the framework is deficient
3 in requiring knowledge, because it does not explicitly
4 name important topics. In particular, the resolution
5 claims the framework excludes discussion of the U.S.
6 military and omits many other individuals and events that
7 greatly shaped our nation's history. Even I, a
8 physicist, let alone the instructors qualified to teach
9 the course, recognize the absurdity of trying to teach an
10 advanced U.S. History course without including the
11 effects of the Holocaust on American society, or foreign
12 policy, or discussing the importance of Eisenhower's
13 generalship during World War II and his subsequent
14 presidency.

15 Therefore, I dismiss the grievance that
16 the framework lacks sufficiently detailed standards as
17 essentially vapid and merely a distraction for the
18 (indiscernible) that the framework is insufficiently
19 patriotic.

20 Specifically, the resolution claims that
21 the framework emphasizes negative aspects of our nation's
22 history, and that presents a biased and inaccurate view
23 of many important events in American history. In
24 response to these claims, the obvious rebuttal is: By
25 what right are you granted a proud history? History does



1 not serve nationalism or patriotism. Like any other
2 academic field, it is concerned with the production of
3 knowledge. My objection runs deeper than this. The
4 resolution bull-headedly rebukes the recommendations of
5 this nation's leading educators.

6 As far as I could determine from your
7 bios, none of you are or were collegiate history
8 professors. This raises the question of why in the world
9 you think you're qualified to comment on what students
10 need to know to be prepared for college history.

11 Finally, I take issue with the very
12 existence of this resolution. This resolution is an
13 attempt to hold static people's understanding of our
14 history. This fails to recognize that history is a
15 living, breathing pursuit. By failing to acknowledge
16 this, you are attempting to condemn your children to make
17 the same mistakes as yourselves, and this is
18 unforgiveable. I will be happy to discuss any of points
19 further with you personally, and to answer any questions
20 you may have. Thank you for your time.

21 CHAIRMAN LUNDEEN: Thank you very much,
22 Philip. Ed Sutton.

23 UNIDENTIFIED VOICE: Can you make sure
24 that you give you comments to the woman in white? Thank
25 you.



1 MS. NEAL: The woman in white.

2 UNIDENTIFIED VOICE: As opposed to the
3 lady in red.

4 MR. SUTTON: Good afternoon, my name is Ed
5 Sutton; I'm from Jefferson County, Colorado. And thank
6 you for this opportunity to speak to you. I am past
7 president and founder of Jefferson County Students First.
8 My wife and I participate in strongly in the development
9 of D'Evelyn High School. She was one of the founders.
10 And we have been involved in trying to do everything we
11 can to improve education for the last 45 years. My wife
12 is a teacher; teaches physics, chemistry and mathematics
13 and helped develop the curriculum for sciences at
14 D'Evelyn.

15 I'm also very concerned about, first of
16 all, setting aside the proposed AP History curriculum for
17 a minute, about the sovereignty of this board and your
18 ability to make decisions representing us, the citizens
19 who vote for you, and the State of Colorado. I believe
20 that anytime that you subjugate yourself to the federal
21 board of -- Department of Education, or a national
22 program like the Common Core program, you are diluting
23 your responsibility and your ability to move education
24 forward in the state of Colorado in accordance with your
25 constituent's desires. Extremely important, whether you



1 believe in the proposed new AP curriculum for history or
2 not. This is something that should be decided here with
3 this board, and not by some national entity.

4 Secondly, I would like to (indiscernible)
5 in your draft resolution, which I've read and I believe
6 that you've done an excellent job of reviewing what this
7 revised history curriculum is and I don't need to take
8 time to go through that. I will support you in passing
9 this resolution in every way that I can. I've read the -
10 - the course description of the proposed AP program -- 39
11 pages, the exam -- 142 pages. I have not read the actual
12 curriculum, I don't have it.

13 But I do remember -- I'll leave this with
14 you, reading in Terrance Moore's book about Common Core,
15 which I think is one of the definitive works on Common
16 Core, and you may be familiar with Terrance Moore. He
17 describes, while he's sitting in a classroom that's
18 teaching history out of the Common Core syllabus, and he
19 said what the teacher was teaching the students that the
20 reason that the Berlin Wall came down was because of
21 Miquel Gorbachev. One student in the room objected to
22 that. One student. And that student said, well, I
23 understood that Ronald Reagan was the main cause of --
24 for the -- for the Berlin Wall coming down. And the
25 teacher of course corrected that student and said, no,



1 that's not true, it's Miquel Gorbachev. And you can read
2 this, this is right out of the -- right out of the --
3 Terrance Moore's book where he was actually in the
4 classroom and he's -- his credentials are unquestionable
5 when it comes to -- to education.

6 This is the kind of revisionist history
7 that we're faced with, and I believe this is what we
8 don't want to see happen to our existing program. And
9 thank you very much for this opportunity to talk to you.

10 CHAIRMAN LUNDEEN: Thank you, Ed.
11 Katherine Porter.

12 MS. PORTER: Hello, I'm Katherine Porter,
13 I'm from Colorado Springs. Before I begin what I wanted
14 to say, I noticed that a few of you were looking through
15 a catalogue for about the first 40 minutes of public
16 comment while people were speaking, and I wondering what
17 was so interesting to you -- and I would like to
18 respectfully respect that for review, at the end of
19 public comment today.

20 What I would like to talk to you about
21 very quickly is the refusing of the test and some of the
22 issues parents had last year in terms of their kids being
23 forced to sit and stare. Refusal of entry into the
24 school, and some parents refusing the test and the school
25 giving the test to their children anyway. I would like



1 to urge you, as a board, to write a resolution
2 recognizing parental rights, supporting the right of the
3 parents to refuse the standardized tests without
4 coercion, intimidation, or retribution from the school
5 districts. Thank you.

6 UNIDENTIFIED VOICE: Thank you.

7 CHAIRMAN LUNDEEN: Thank you, Katherine.
8 Dr. George Walker.

9 MR. WALKER: Good afternoon, Members of
10 Board, Commissioner. I have been speaking to this board
11 for over 40 years. I've never heard anyone come in here
12 and say: I stand for non-excellence, I want as little
13 excellence in education as I can get. I hear even fewer
14 people come in and -- and talk about the price, the
15 funding, to get that excellence.

16 Earlier this morning, during the report,
17 it was mentioned that the business community is not
18 satisfied with the educational products our schools are
19 turning out. I think businessmen who really are in favor
20 of excellence and getting the best qualities in our
21 students, understand that Colorado is grossly
22 underfunded. Right after the primary where Mr.
23 (Indiscernible) was given the nod as a gubernatorial
24 candidate party of the Republican party, another lawsuit
25 was filed by many of the same people that filed the



1 lawsuit regarding (indiscernible) and basically as I
2 understand it, they are saying Amendment 23, which I
3 voted for, is not -- has now been implemented. I'm not
4 seeing much comment from either gubernatorial candidate
5 about some very controversial educational issues. And I
6 understand most of us in some ways were kind of exhausted
7 by the failure of Amendment 66. I understand that.

8 But there is no more important issue in
9 this state than education excellence, diversity; in my
10 mind they all go together. Common Core, in my opinion,
11 and I've said this before, many of the arguments about it
12 is we simply didn't have the money to do it as well as
13 some people would have liked. We have to have more
14 leadership from our gubernatorial candidates when it
15 comes to education.

16 It's certainly, in my opinion, more
17 important than fracking, marijuana, the Denver Broncos,
18 and several other things that the media -- and I guess,
19 once again earlier this morning, someone said something
20 that we really have to work harder that the media gets
21 out the message. I don't really think it's as much the
22 media's fault as -- and some people may be surprised my
23 saying this, but some people are saying since the
24 defeated Judge Moore in the '80s, people are afraid to
25 take stands on issues because we've learned the way to



1 get elected is say as little as you can. But that's not
2 the way democracy works the best way. You have to say as
3 much as you can about the most important things and that
4 -- that means we have to all, during this election
5 season, talk a lot more about education and education
6 funding. Thank you for your time.

7 CHAIRMAN LUNDEEN: Thank you, George.

8 MS. NEAL: Thank you.

9 CHAIRMAN LUNDEEN: Terry Witton (ph).

10 MR. WHITNEY: Good afternoon, Mr. Chair,
11 Members of the Board, Commissioner Hammond. My name is
12 Terry Whitney, Government Relations Director West Region
13 for the College Board. I would like to spend a little
14 time talking about the AP program and then specifically
15 the resolution that you will be entertaining tomorrow.

16 The College Boards Advance Placement
17 program offers students the opportunity to earn college
18 credit while still in high school. Each AP course,
19 including AP U.S. History, is modeled after a comparable
20 college survey course and aligns with college level
21 course work.

22 AP courses are essential to the College
23 Board's work to expand access to opportunity for
24 students. Research shows that students who succeed in AP
25 courses in high school are more likely to succeed in



1 college. Students also have the potential to save a
2 significant amount of money and time, and in this past
3 February's report to the nation, which we presented to
4 Commissioner Hammond in February, we noted that about \$37
5 million were saved by Colorado parents and students.

6 How are AP courses designed? AP courses
7 are designed by communities of college faculty and expert
8 AP teachers who ensure that each AP subject reflects and
9 accesses college level expectations for an introductory
10 survey course. AP development committees define the
11 scope and the expectations for the course. Articulating
12 through a course framework what students should know and
13 be able to do upon completion of the AP course in order
14 to receive college credit and placement into a sophomore
15 level college course.

16 The committee's work is informed by data
17 collected from a range of colleges and university faculty
18 to ensure that AP course work reflects current
19 scholarship and advances in the discipline. Throughout
20 AP course and exam development, the College Board gathers
21 feedback for the various stakeholders in both secondary
22 schools and higher education institutions. Their
23 feedback is carefully considered to ensure that AP
24 courses and exams are able to provide students with local
25 -- excuse me -- with college level learning experiences



1 and the opportunity to demonstrate their qualifications
2 for advanced placement upon entering college.

3 Because it is a college level course, AP
4 U.S. History is, and always has been, designed to be the
5 second U.S. History course students take. The course is
6 designed with the expectation that students have already
7 studied the foundational facts, figures and events of
8 American history. Accordingly, the course framework
9 provides clarity to teachers and students about the
10 historical concepts that colleges require students to
11 understand and analyze in order to receive college
12 credit. For each concept, unless otherwise noted,
13 teachers have the opportunity to identify specific
14 individuals, events, primary source documents to study.
15 It is not the definition -- is that not the definition of
16 local control?

17 Regarding a resolution, there are a number
18 of mis-statements of fact, specifically the College Board
19 clearly and unequivocally disagrees with the statement,
20 "In an analysis conduct -- in an analysis conducted by AP
21 U.S. History experts, the framework was found to differ
22 radically from the Colorado Academic Standards for Social
23 Studies. This statement is false period, and appears to
24 have been inserted to (indiscernible) from anti-Common
25 Core opponents.



1 As with all of the 32 AP courses the
2 College Board administers in partnership with college
3 professors and secondary teachers, the guiding principle
4 for AP U.S. History is the idea of teaching students to
5 think historically by reading critically and learning how
6 to understand and utilize evidence, skills they will need
7 to succeed in college and/or career. Thank you.

8 CHAIRMAN LUNDEEN: Thank you, Terry.
9 That's everybody whose name is on the list. Is there
10 anyone else here that would like to speak?

11 MS. COPP: I would.

12 CHAIRMAN LUNDEEN: Please, step to the
13 mic, state your name, where are you from, and live within
14 our three minute rule.

15 MS. COPP: Good afternoon, I'm Delores
16 Copp, I live in Evergreen, Colorado. And I have three
17 wonderful grandchildren that are currently in school in
18 Colorado. I'm sorry, in North Carolina. And this past
19 year has been a struggle for those kids as they have been
20 given a lot of this new information, or revised
21 information that's all part of the Common Core curriculum
22 as -- as -- as it has been developed. And I have a
23 particular concern. I have taught at the college level
24 for 20 years and I'm very disturbed by what I'm seeing
25 come through in terms of how they are trying to change,



1 particularly our American history. It's something that
2 we should be very proud of, and not something that we
3 should be pushing under the rug.

4 So I'm very concerned for the students
5 here in Colorado as well as my particular children in
6 North Carolina, that we need to be very careful about
7 what we try to -- to instruct in terms of our students
8 that are coming up through the school system, that it be
9 true and accurate. Otherwise it's going to lead to a lot
10 of confusion down the road.

11 So I do ask the college -- that the
12 Colorado State Board of Education, that you approve this
13 resolution to definitely hold off passing this,
14 implementing it, and take a look at it. And if
15 necessary, rewrite it, but there are some wonderful
16 textbooks that exist that we don't have to change at all.
17 They are just a few years back. And they are on the
18 shelves. They are still there, thank goodness. So it
19 isn't as an instructor using textbooks for all those
20 years -- it is not impossible to go back and pick up
21 something that we already know works in the classroom and
22 go forward from there. Thank you for your time this
23 afternoon.

24 UNIDENTIFIED VOICE: Thank you.

25 CHAIRMAN LUNDEEN: Thank you, Delores.



1 Anyone else interested in speaking? Okay. Thank you
2 very much then. And that will conclude our public
3 session for the day and I guess we may take the time to
4 enter into an executive session on an employment related
5 matter. I think I need to have a motion to do that.

6 UNIDENTIFIED VOICE: I move -- oh.

7 MS. NEAL: That's fine.

8 UNIDENTIFIED VOICE: I'm sorry.

9 MS. NEAL: I don't care. I so move we go
10 into executive session.

11 CHAIRMAN LUNDEEN: No, it's more
12 complicated than that. You know it. The lawyers would
13 not be pleased. Here we go.

14 MS. NEAL: Gee, thanks, Bizy. Here we go.

15 CHAIRMAN LUNDEEN: By motion to convene
16 into executive session, it is pursuant to 24-6-402(3)(b)
17 IR1, Colorado revised statute, to discuss personal
18 matters at the request of the employer receiving the
19 review.

20 MS. NEAL: Yes, Chair and I would make
21 such a motion.

22 CHAIRMAN LUNDEEN: Okay, and we have a
23 motion. And second.

24 UNIDENTIFIED VOICE: I second.

25 CHAIRMAN LUNDEEN: Without objection, we



1 will move into executive session and thank you all for
2 coming today.

3 (Meeting adjourned)

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C E R T I F I C A T E

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

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

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of January, 2019.

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

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