



COLORADO
Department of Education

Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
October 8, 2014, Part 2

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

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



1 CHAIRMAN LUNDEEN: And the audience will
2 join us.

3 MS. NEAL: Order in the court.

4 CHAIRMAN LUNDEEN: So, we are now entering
5 our first session of public comment. We always welcome
6 public comment, are interested in hearing what people
7 have to say. Thanks for participating and being here.
8 Please, when your name is called step to the lectern,
9 speak into the microphone, announce your name and group
10 that you represent. If you represent a group, or where
11 you're from if you're speaking as an individual.

12 Confine yourself to three minutes. Finish
13 your thought if the alarm goes off and you're at three
14 minutes, but please don't start a new sentence or
15 paragraph. The first person who is signed up is Peggy
16 Altof (ph). Peggy.

17 MS. ALTOF: Good morning, Chairman, Lundeen
18 and members of the board. My name is Peggy Altof, I'm
19 retired District 11 Social Studies Coordinator, Board of
20 Directors for the Colorado Council for the Social
21 Studies, the Colorado Council for Economic Education.

22 I'm the past President for the National
23 Council for the Social Studies, and currently work as an
24 independent consultant. All of this amounts to a passion
25 and a profession spanning about 45 years.



1 So, I'm here to talk about social studies.
2 So, when we talk about any content and curriculum and
3 assessment, we really discuss the what, the how, and the
4 how well. The Colorado Academic Standards determine the
5 what that is taught in all districts. While rigorous,
6 the Colorado social studies standards are very teachable,
7 very learnable, and very accessible.

8 It was my privilege to co-chair the social
9 studies standards committee with Fritz Fischer. You may
10 recognize that name, since he addressed you last month.
11 The how, the choice of instructional methods, is usually
12 left to districts and teachers, but lately we've
13 experienced just a little controversy in that arena. But
14 how well is assessment and accountability, and that is
15 usually split between districts and the state.

16 (indiscernible) calls for the taskforce
17 141002 to recommend the federal minimum of assessment to
18 the legislature, which would effectively eliminate the
19 social studies assessment approved by this board in 2010.

20 Although none of us can predict with
21 accuracy what legislative action will be taken, it's
22 important to consider the possibilities. There are three
23 points I want to make.

24 First, social studies is an essential part
25 of a students education. Not every student will grow up



1 to be a scientist, a mathematician, a writer, an artist,
2 or a musician. Not every student will be expected to
3 participate in civic life, and so they must have
4 sufficient background in civics, history, economics, and
5 geography in order to do that competently.

6 Second, the current assessments are helping
7 to assure that students are acquiring social studies
8 content and skills that are necessary to prepare them for
9 their future civic lives. Some of you may have seen
10 former commissioner (indiscernible) comments in the
11 Denver Post editorial on Monday. He said, "We need to
12 strongly connect high standards to a rigorous system of
13 high-stakes testing that alone will compel the engagement
14 and commitment of students, teachers, and parents to the
15 work and sustained effort that is the essential
16 ingredient. A (indiscernible) ingredient of all
17 successful educational enterprises."

18 Finally, a question to you. If the social
19 studies state assessment, one that requires less time
20 than any other in the Colorado assessment system, is
21 eliminated, what additional steps can this board take to
22 ensure that all districts will be held accountable for
23 the what, the how, and the how well of social studies.

24 I hope you can spend some time thinking
25 about this, both individually and collectively, because,



1 as you know, the future of this democratic republic rests
2 on its future citizens.

3 Thank you for listening, and for all the
4 work you do, so that all children in Colorado can become
5 educated and productive citizens.

6 MS. NEAL: Can I clap?

7 CHAIRMAN LUNDEEN: Okay, and with that we'll
8 limit future demonstrations, yes.

9 MS. NEAL: Future applause will not be
10 allowed, only me.

11 MS. NEAL: Dr. Rhonda Williams (ph).

12 UNKNOWN SPEAKER: She didn't hear you.

13 MS. NEAL: Who?

14 CHAIRMAN LUNDEEN: Dr. Rhonda Williams. Is
15 my microphone on? Hello.

16 UNKNOWN SPEAKER: Yeah it is, you just need
17 to talk into there.

18 CHAIRMAN LUNDEEN: I need to follow my own
19 advice, huh? Welcome, Dr. Williams.

20 MS. WILLIAMS: Thank you. Thank you for
21 letting me speak this afternoon. I am here as an
22 associate professor from Colorado Springs area. I'm also
23 Executive Director of the Colorado School Counselor
24 Association, and that's who I'm representing today.

25 This letter is a response to comments made



1 during the September 10 State Board meeting, rulemaking
2 hearing for the Colorado Counselor Corps Grant Program.

3 A number of statements made during this
4 hearing, demonstrated egregious ignorance of the school
5 counseling profession. The misinformation presented by
6 several members of this esteemed board regarding the role
7 of school counselors were both erroneous and insulting.

8 Given that the professional -- the
9 professional school counselor in Colorado look to you as
10 our advocates and leaders in education, it is
11 disappointing that the comments about the role and the
12 education of professional school counselors were not
13 factually based. As an educator of 25 years, 15 of
14 those, which were spent as a school counselor, and now 13
15 years as a counselor educator, I would like to also say
16 that I am on the Counselor Corps Advisory Board. I'm
17 also co-chair, or was co-chair, of the ethics committee
18 for the National Association.

19 Utilizing the professional experience
20 as my guideline, I would like to clarify the graduate-
21 level education required to become professional school
22 counselor in Colorado. The professionals are required to
23 complete a 60-hour master's degree in counseling and
24 human services. Based on the state licensure and
25 criteria dictated by the state board of education.



1 Currently, the highly educated school
2 counselors are the only licensed and consistent mental
3 health providers in K-12 setting. Contrary to what was
4 stated during the September State Board Meeting of
5 education, school counselors are trained in all
6 components of mental health, which include mandatory
7 courses in suicide ideation, threat assessment, crisis
8 intervention, trauma and addictions.

9 School counselors have been trained in
10 educational issues such as response to intervention. 504
11 student plans, classroom guidance, small group
12 facilitation, individual counseling, and family
13 assistance.

14 I understand that as a member of this
15 venerated State Board of Education. It is your job to
16 hold professional school -- or professional educators
17 accountable on many levels. As such, if a group of
18 educators were to publicly make inaccurate and demeaning
19 statements about your profession, undoubtedly and
20 justifiably you would hold those individuals accountable.

21 Based on the erroneous comments made by
22 several members during the September State Board meeting,
23 the Colorado School Counselor Association, and it's 1500
24 constituents, are holding you equally responsible.

25 Promoting the notion that school counselors



1 are taking pregnant young students to Planned Parenthood
2 to seek abortions is not only false, but offensive. Was
3 that my sign?

4 CHAIRMAN LUNDEEN: That was. Thank you, and
5 Samantha Haveland (ph) I think maybe prepared to pick up
6 where you leave off.

7 MS. HAVELAND: Thank you. Samantha
8 Haveland, past president for Colorado School Association,
9 and an experienced counselor from Fort Lupton --
10 Loveland, Colorado in Denver. Even someone with an
11 elementary understanding of the profession understands
12 that our job as school counselors is to listen to
13 students, offer emotional support in which we have been
14 well trained to do, and encourage students to consider
15 the resources available to them, parents being the first
16 and most important. If, perchance, there were to be a
17 school counselor who committed the set offense, their
18 actions would be considered an ethical violation.

19 In the seven years that she has served at the
20 American School Counselor Association ethics committee
21 chair and co-chair. There has never been this type of
22 action reported in Colorado, or in any other state. We, as
23 professional school counselors in the State of Colorado,
24 request an opportunity to give the State Board more accurate
25 information about how we are educated, and to explain the



1 knowledge, skills and disposition that are required to
2 become a professional school counselor.

3 We also request that you help us continue to
4 inform the public with accurate information about our role
5 in the education system. We look to you all as educational
6 leaders and advocates for a profession. However, in this
7 particular meeting, several board members contributed to
8 public misinformation and discredited our profession.

9 The job of school counselors are overloaded
10 with serious situations, such as suicidal ideation, child
11 abuse, dating violence, and grief and loss for students and
12 faculty alike.

13 Our difficult jobs are heart wrenching enough
14 without being demeaned by the body elected to serve as our
15 educator advocates. School counselors should not need to
16 worry -- to be worried about being professionally
17 discounted and discredited by those who we consider our
18 leaders.

19 As school counselors we are passionate and
20 committed to the profession, and to the students we serve.
21 In closing, please make certain the accuracy of who and
22 what you are talking about before you make accusatory and
23 offensive remarks about hard working educational
24 professionals in this state.

25 School counseling is a proud profession that



1 impacts and incredible number of students, faculty, and
2 parents on a daily basis. We deserve more respect and
3 understanding from our leaders than what was given by some
4 during the September State Board meeting. Thank you.

5 CHAIRMAN LUNDEEN: Thank you. Phillip
6 Schraeber (ph). Schraeber or Schraeber?

7 MR. SCHRAEBER: Schraeber.

8 CHAIRMAN LUNDEEN: I'm sorry.

9 MR. SCHRAEBER: Good morning members of the
10 board. My name is Phillip Schraeber, I am a resident of
11 Jefferson County, and I'm not a parent of a student of the
12 Jeff Co -- of a Jeff Co student. I'm here this morning to
13 -- as a member of the general public, to ask the board to
14 clarify for the public two issues affecting Jefferson
15 County.

16 The first issue is based upon recent action of
17 Jefferson County School Board, such as a proposal to change
18 curriculum with new review criteria, is the basis for this
19 and other action the direction of the board based on some
20 kind of known education philosophy, educational theory,
21 educational principles? If so, what is that? What's going
22 on?

23 The second issue is regarding some of the
24 recent action of Jefferson County's school board, and
25 whether or not they're in compliance with the Colorado Open



1 Meeting Law. Last Thursday I went to a Jefferson County
2 Board Meeting to see what all the ruckus was all about, and
3 my concerns about the open meeting law, as well as open
4 debate in Jefferson County, is based upon three
5 observations I made.

6 The first observation was there is a proposal
7 by a board member for a committee for a curriculum review.
8 That doesn't appear to be the sole work product of the board
9 members, so the question is how many other board members
10 had knowledge or input into this proposal? The second --
11 the second observation I made is related to a vote on a
12 proposal introduced by the superintendent again for some
13 curriculum committee. Just prior to the vote the same board
14 member, with her own proposal pending, had asked for more
15 time to study the superintendent's proposal. Yet shortly
16 thereafter voted to adopt that proposal. I just think
17 that's kind of stunning.

18 The third observation is with regarding the
19 superintendent's new proposal that was released prior to
20 the morning of the board meeting. For members of the board
21 not to have knowledge about this proposal prior to the --
22 to it's release strains credibility for two reasons. First
23 of all, the proposal was very technical, it was referring
24 to things like IJ, GP, IA, IJR. I have no clue what those
25 references are, but I would assume that that would require



1 more than a cursory review of the proposal.

2 Second of all, with regarding boards, like
3 yourselves, a zoning board, any kind of a board, is very
4 protective of their -- of their powers -- of your powers
5 and your responsibilities, and so any proposal that is being
6 made to a board would obviously be scrutinized. And I found
7 that this didn't appear to be the case, and so Jefferson
8 County Schools -- I work for a large corporation. Jefferson
9 County Schools is similar in regarding as a -- an employee
10 with a bunch of bosses. If I'm the superintendent and I'm
11 making a proposal to my bosses to maybe change the
12 responsibilities, their duties, I would think they would
13 really kind of take notice.

14 So, this hasty acceptance of the
15 superintendent's proposal by three board members without
16 prior knowledge or input, and before it was even released,
17 and without the need for more study, seems to -- seems to
18 defy reality.

19 So, in closing, I would just ask to -- this
20 board can provide to the public more information regarding
21 what's going on in Jefferson County. Thank you for
22 listening.

23 CHAIRMAN LUNDEEN: Thank you Mr. Schraeber.
24 Amanda Stephens (ph).

25 MR. STEPHENS: Amanda Stephens, I'm a parent



1 in Jeff Co Schools. I have a kindergartener and a fourth-
2 grader. Never did I expect to find myself in a position of
3 such powerlessness in my children's education. The Jeff Co
4 Board majority campaigned with promises of accountability,
5 transparency, and parent choice, but they've delivered the
6 opposite.

7 In preschool, and now kindergarten, my child
8 lost access to an ongoing school readiness assessment. Let
9 me be clear, I did not opt out. A board majority took it
10 away from my child, despite the fact that parents expressed
11 our interest in having it available to our children. We
12 tried to opt in. In the 2015 school year, '15-'16 school
13 year, the protection of law will serve other
14 kindergarteners, but it will be too late for my child.

15 It will also be too late for the students in
16 Jeff Co who could have been served this year in the e-care
17 program. The board majority's decision lost students
18 needed access of -- up to \$1.3-million that otherwise could
19 have been invested in their education.

20 Then there's the lawyer, paid for by my tax
21 dollars, who redacts invoices, uses vague language to
22 describe his time spent on district business, serves only
23 3 of the 5 board members, and has clear conflicts of
24 interest. Due to his ties to charter school voucher and
25 partisan political interest groups, he is more man behind



1 the curtain than justifiable public employee.

2 Then there is the curriculum review committee
3 controversy. The media firestorm brought attention to Jeff
4 Co School Board, but no accountability. The board moved
5 forward to make themselves the final arbiter of curriculum
6 and resources. They broadened the scope of their proposal
7 beyond AP U.S. History, or elementary health, to all Jeff
8 Co. curriculum decisions.

9 The longstanding curriculum policies in Jeff
10 Co provided some sense of balance, a separation of powers,
11 if you will. The board has, quote, legal responsibility
12 for the selection and adoption of all instructional
13 resources, but the responsibility for evaluating,
14 recommending, selecting and discarding instructional
15 resources as delegated to the superintendent and
16 professional staff.

17 By placing this under board committees, the
18 board majority made the role of superintendent, staff,
19 educators, participating community members and students
20 advisory only.

21 The board will make final decision, and they
22 have demonstrated they make decisions for ideological or
23 partisan, not educational reasons. Values-based decisions
24 about my child's education belong to me.

25 The JCEA, Jeff Co's Education Association, or



1 Union, if you prefer, is another form of checks and
2 balances, an entity the school board must negotiate with
3 regarding compensation, class size, work load and other
4 issues that impact the classroom and my child directly.
5 Unless the board refuses to negotiate with them, then, poof,
6 another balance to their power is gone.

7 The community budget surveys ignored,
8 financial oversight, capital asset management, and district
9 accountability recommendations ignored. I don't want to
10 see Jeff Co follow Doug Co in its pursuit of a waiver from
11 public accountability systems centered on student learning
12 outcomes.

13 For years I've been a member of our school
14 accountability team, parents and teachers together have
15 navigated celebrations and concerns about student learning
16 thanks to CDE's Data Lab, Colorado Growth Model, now even
17 participation in state assessments is under threat.

18 No parent should be rendered powerless in her
19 choices for her child's education. No school board should
20 be free to shrug off every partnership, program,
21 curriculum, or tool of accountability at once. Thanks.

22 CHAIRMAN LUNDEEN: Thank you. You have three
23 seconds. Cynthia Curry, thank you very much.

24 MS. CURRY: Good morning. I'm Cindy Curry.
25 I'm a parent in D-38 in Monument, Colorado and I'm here



1 this morning to talk about -- or speak out against the new
2 AP U.S. History framework.

3 I think most of us were brought up with the
4 idea of American Exceptionalism, which is tied to our
5 founding ideals. And most of us agree that in America it
6 doesn't matter where you come from, it doesn't matter who
7 you are, or how much money you have, you have the
8 opportunity to be what you want to be and to succeed in the
9 ways that you dream.

10 But the APUSH framework seeks to change that
11 narrative. It wants to focus on the negative aspect of our
12 history, while ignoring the positive things that Americans
13 have done. I recently read Robert Lucky's book, *George
14 Washington's War*, and was reminded of all the sacrifices
15 our founding fathers and our patriots made to build a
16 country founded on the ideals of freedom and justice for
17 all. Yet the APUSH framework wants to push all that aside
18 and focus our founding mainly on the conflicts that we had
19 with Native Americans.

20 According to APUSH the U.S. was founded by a
21 bunch of racist men and it focuses extensively on slavery
22 and civil rights. Now those are definitely dark moments
23 out of our history, and moments and eras that should be
24 taught, but shouldn't we also address the things that our
25 country did to end slavery, and the things we are continuing



1 to do in our fight for civil rights?

2 The APUSH framework ignores men like Booker T.
3 Washington and Fredrick Douglas, who were born into
4 slavery, yet became great advocates for civil rights, and
5 even consulted politicians on the highest level. APUSH
6 wants to promote the SDS and the Black panthers, while
7 ignoring individuals such as Rosa Parks and Martin Luther
8 King Jr., who were born into a segregated South, yet proved
9 to the country and to the world again, that individuals in
10 America can stand up and make a difference.

11 AP U.S. History wants to ignore many of the
12 military achievements that we have done as a country,
13 including ignoring most of the battles and -- that -- and
14 the bravery of our men and women who fought in the World
15 War II. However, APUSH wants to focus on the Japanese
16 internment that we did. Should we talk and teach students
17 about interning Japanese American citizens? Absolutely.
18 But shouldn't we also talk about the bravery of our men and
19 women who fought in Europe and in the Pacific?

20 And why not go ahead and discuss people like
21 Daniel Inouye, who was born to Japanese immigrants, yet
22 forbidden to serve in our U.S. Army until 1943. Once he
23 enlisted, he was very heroic in service and won the Medal
24 of Honor. He was then elected to the U.S. House of
25 Representatives, and the U.S. Senate, and elected as



1 President -- excuse me, pro tempore, the third -- the third
2 highest position in our country's legal system.

3 APUSH also ignores men and women such as
4 Franklin, Ford, and even Jobs, whose innovative ideas have
5 contributed to success and truly changed the world. I would
6 urge you to send a letter and a statement to the college
7 board that Colorado does not want AP U.S. History. We need
8 control and education decisions for our students in our
9 hands, so that they can learn about all, the good, the bad,
10 and the ugly, but also the good that has been in our
11 history. Thank you for your time.

12 CHAIRMAN LUNDEEN: Thank you very much.
13 Colonel Curtis D. Dale, PhD, United States Air Force,
14 retired.

15 MR. DALE: Give me time to get here before you
16 start.

17 CHAIRMAN LUNDEEN: You tell me when you're
18 ready and I'll hit the button.

19 MR. DALE: Okay. President Lundeen, members
20 of the board, I'm Curt Dale, I'm from Parker. I was invited
21 to come as a veteran of 27 years in the Air Force and Opine
22 (sic) on the Advanced Placement College Board History
23 Curriculum. Holding a B.S., masters and PhD in all the --
24 all in the field of education, wasn't a factor, but that
25 background helped me evaluate this flawed effort.



1 I'm insulted and disappointed, even
2 infuriated, at the attempt at what I'll call advocacy
3 history. Advocacy journalism is when those supposedly
4 unbiased, balanced, and uneven -- and even-handed in
5 reporting instead become advocates of personal agenda.
6 This AP History curriculum is a perfect parallel to advocacy
7 journalism. It is biased against America, finding fault,
8 and ignoring it's best. It finds American exceptionalism
9 repulsive.

10 When I found the efforts of millions of
11 comrades to the arms -- comrades to arms in the Korean War,
12 and my brothers in the Vietnam War, reduced to one sentence
13 in the curriculum I was insulted. I am no hero, but I flew
14 153 combat missions in the course of 3 combat tours in the
15 Vietnam War. Further, I helped fight the Cold War for those
16 27 years. We won it. Is that in the curriculum? Hardly.
17 That would be unseemly given the fault-finding in the
18 curriculum.

19 Dr. Martin Luther King's *I have a Dream* speech
20 is omitted, as is Abraham Lincoln's *Gettysburg Address*. In
21 City Park we have a Dr. Martin Luther King Jr. monument.
22 There's a Martin Luther King Boulevard. What would be the
23 hue and cry if we just remove those -- that monument and
24 those signs? The *I Have a Dream* speech is one of the
25 greatest speeches ever given in America. That speech should



1 be timeless to Americans. These historians have torn it
2 down.

3 The history may fade and the -- or the monument
4 may fade and crumble. If not taught, the central reason Dr.
5 King is admired in his fight for justice and freedom, these
6 inept historians will have robbed Dr. King and the youth.
7 Do we want the importance of the American soldiers, sailors,
8 Marines and airmen of World War I and World War II to fall
9 by the wayside? Do we want to teach that Washington did
10 not cross the Delaware?

11 This reduces the battles ultimate sacrifices
12 and victories of our wars to just reasons to find fault
13 with America. It ignores the founding fathers, but it
14 praises inane figures who contributed nothing to make it
15 and keep America secure and safe.

16 Recipients of the Congressional Medal of Honor
17 are ignored. I had the great honor of meeting Medal of
18 Honor recipients General James Doolittle, Corporal "Woody"
19 Williams, Colonel Bernie Fisher, and others, including a
20 squadron-mate, Gerald O. Young, yet their bravery and
21 willingness to include a -- to give all to preserve this
22 republic aren't even worthy grist for this curriculum.

23 I say scrap this feeble effort at revisionist
24 history. It is unworthy from our -- for our brightest
25 students. They deserve knowing what really happened in



1 building this great nation of its wars and the heroes and
2 the heroines. This collection of half-trues, innuendo,
3 falsehood, and intentional omissions and pure ignorance do
4 not pass muster. It is advocacy history for political
5 purposes. Thank you.

6 CHAIRMAN LUNDEEN: Thank you, sir. Anne
7 Rootkovsky (ph).

8 MS. ROOTKOVSKY: Good morning.

9 CHAIRMAN LUNDEEN: Good morning.

10 MS. ROOTKOVSKY: My name is Anne Rootkovsky,
11 and I am here as a member of the Jefferson County League of
12 Women Voters.

13 The League of Women Voters has a long history
14 of observing public boards, including the Jefferson County
15 School Board. I've been on the Observer Corps from the
16 League watching our school board for several years. During
17 the 2000 -- the year 2014 our observers have become
18 increasingly concerned about what's happening on that Board
19 of Education.

20 The League has many positions regarding
21 governance of such boards, and also a good public education
22 for all students is at the foundation of all beliefs and
23 basic to democracy. A basic principal of the League is
24 that democratic government depends on informed and active
25 participation in government and requires that governmental



1 bodies protect the citizen's right to know by several
2 things, such as giving adequate notice of proposed actions,
3 holding open meetings, and making public records
4 accessible.

5 Members of this current school board have
6 repeatedly broken the public trust by disregarding
7 longstanding protocols. They have made decisions with
8 little discussion and limited facts, and without notifying
9 two members of the school board. It has been clear to the
10 observers that decisions have been made outside the public
11 forum, provided by open meetings.

12 The Jefferson County Board of Education has
13 disregarded its own stated policies. Under one called
14 Governance Process Board Member Covenants GP-08, the
15 following statement appears, "In order to build effective
16 and efficient relationships, board members commit to
17 communications that build mutual expectations and trust."
18 And under that there are over 20 little bullets. One is,
19 "Build and practice trust." Another, "Maintain focus on
20 shared goals." And "Communicate in a timely manner to avoid
21 surprises." Another is, "Withhold judgement on issues
22 until fully formed and discussed." Also, "Share information
23 and knowledge." Which constructively contributes to board
24 work, and it also states that we will not maintain hidden
25 agendas.



1 The League supports strong adherence to
2 Colorado's Sunshine Law. The time has come to bring
3 openness and collaboration back into the operation of the
4 Jefferson County Board of Education.

5 I would ask you to please pay attention to
6 what is going on in Jeff Co, the second largest school
7 district in the state. Thank you.

8 CHAIRMAN LUNDEEN: Thank you. Rich Mancuso
9 (ph).

10 MR. MANCUSO: Thank you for the time. I
11 appreciate this. I'm here, also, to speak about the AP
12 program, and also what I'll do is I'll weave in Common Core,
13 too. And I am a former school teacher in Jefferson County,
14 American History.

15 First, I want to say, there has always been
16 censorship to some degree in every classroom that teaches
17 history. Censorship based upon the preference of a teacher,
18 the likes, the dislikes, as well as the time constraints
19 that we have to cover an entire textbook.

20 So, therefore, there is a form of censorship.
21 I have a female teacher who is across the hall from me, who
22 I love dearly, and I would be a week ahead of her, and all
23 the sudden I'm two weeks behind her, because we're talking
24 about a war and she says, "A war is a testosterone thing."
25 And she just says, "We had a war, and we won it." So,



1 needless to say, I spent more time. I spend time on
2 strategies, battles, leadership.

3 I don't know how many of you have had the
4 opportunity to visit the World War II memorial in
5 Washington D.C. But when I arrived it was a week after
6 the dedication, and I arrived with 54 students from my
7 school, and I stood there as a historian, totally
8 confused. I didn't understand any of the quotes I was
9 reading. The quotes of Franklin Delano Roosevelt,
10 Winston Churchill, Eisenhower. So, I called over a park
11 ranger and I said, "You know, I'm confused, I'm a
12 historian. I don't recognize anything." And he said, "Do
13 you see those little stars? Those little asterisks?" I
14 said, "Yes." He said, "Each one is the elimination of a
15 sentence in their speech."

16 So, we know we have censorship, but for the
17 College Board to put together a document, a book, a
18 strategy, a curriculum, in which we're going to see real
19 censorship.

20 Let me tell you something about students. I
21 love them dearly. They're innocent. They're the most
22 beautiful people on planet earth. They believe
23 everything they hear from their teacher. They believe
24 everything they read in a paper, or a magazine, or see on
25 a screen, and yet I tell them all the time, "Question



1 even the things I say. Question everything." Because
2 you've got to know where people come from when they're
3 delivering their message.

4 I got in trouble with a principal one time
5 because of that. I gave every one of my kids a test to
6 see where they stood politically. I never collected it,
7 I never looked at it, I had no desire to, but they need
8 to know when they hear a person speak from the far left
9 where they are in proportion to that person. Or if they
10 hear a person from the far right speak, where they are.
11 Teacher called me in -- the principal called me in, she
12 was frustrated. I gave her the test. She liked it.

13 So, needless to say, kids have to be
14 challenged. Kids need to know all the information. And,
15 as quoted by the lady from Monument Colorado, they need
16 to know the good, the bad, and the ugly about America.
17 And they cannot be restricted in such a way, because that
18 is true censorship.

19 And before I came to this meeting this
20 morning I was on the computer, and I saw that the College
21 Board did the -- did back off now. So, they have
22 retreated, and they called it because of the public
23 outcry. So, I just want to be one of those people that
24 say I am publicly outraged by it. And also, there are
25 some individuals that between Common Core and the AP are



1 going to become very, very financially solid. And so,
2 their intentions -- I'll end it. Thank you, appreciate
3 it.

4 CHAIRMAN LUNDEEN: Thank you very much.
5 Kris Craft (ph).

6 MS. CRAFT: Before you turn the timer on --

7 CHAIRMAN LUNDEEN: Timer's on -- nope. Now
8 it's on.

9 MS. CRAFT: Thank you. Jetta McCalcky (ph)
10 is with me, and we're piggybacking on this so that we can
11 each get three minutes, and get the same speech in, okay?
12 All right.

13 So, good morning, school board members and
14 stakeholders. Thank you for giving us the opportunity to
15 come. My name is Kristine Craft, and I'm a resident of
16 Jefferson County. I'm a parent, a grandparent, former
17 educational consultant, teacher, coach, and literacy
18 specialist. I am, along with my colleague Jetta
19 McCalcky, here as a taxpayer and a representative for all
20 students in Jefferson County.

21 Parents entrusted us with their most prize
22 possession, their children, for a total of 63 years
23 between the two of us. We have recently just retired.
24 As educators we focused on strong academic results daily,
25 as we stood up for all children. This is the cornerstone



1 of public education and the democracy on which our nation
2 was built. We have a rich and diverse population in
3 Jefferson County Schools. One that strengthened the joy
4 and rigor of our work.

5 As we speak to you, please keep in mind the
6 fact that the recently elected board majority is
7 attempting to bring politics and private agenda to this
8 wonderful district that we know and love. These actions
9 have served to construct barriers between the Board of
10 Education and the constituents. Is this good for kids?

11 Secrecy has emerged as the board majority
12 continually violates the state Sunshine Laws, and employs
13 their own first-time ever, highly paid attorney for the
14 school board. In addition, they have used taxpayer
15 dollars to hire a PR firm, conduct a national search for
16 a new superintendent, as they chose only one candidate
17 emerging from Douglas County, Colorado. This new
18 inexperienced superintendent was offered a three-year
19 contract with a \$280,000 price tag, making him the
20 highest paid superintendent in the state.

21 In addition, the board majority took \$3.7-
22 million taxpayer dollars away from the public
23 neighborhood schools to give to the charters, focusing
24 only on a select population. This was an attack on
25 public schools, an attack on democracy.



1 The promise of 3A included 100 per pupil
2 funding increase for the Jeff Co charter schools. The
3 rest of the funds were designated to maintain programing,
4 staffing, and class size in neighborhood schools, hoping
5 to close the funding gap that had widened even more
6 during the recession. Reallocating \$3.7-million this
7 year, and another \$3.7-million next year, as proposed, to
8 the charter schools from neighborhood schools will result
9 in devastating cuts again to citizens of Jefferson
10 County.

11 When Jefferson County was surveyed about the
12 educational priorities, that -- charter schools were not
13 a top priority. Another example of ignoring the citizens
14 that elected them. Are they focusing on what is best for
15 all kids? Thank you. I hope you didn't have that up
16 very long, because I wasn't looking at you.

17 CHAIRMAN LUNDEEN: You must be Georgette.

18 MS. McCALCKY: And I'm Jetta McCalcky, I'm a
19 retired language arts teacher, middle school. During the
20 recent election we observed the board majority members
21 that serve our district campaign on the platform of being
22 transparent stewards of taxpayer dollars. Promises were
23 made as to how the mill levy funds would be spent, and
24 clearly have not been kept.

25 DPS equalized charter school funding the



1 right way. They spent -- went to the voters with a mill
2 levy override election, that specifically included
3 funding for charters. The voters agreed, the
4 neighborhood schools didn't have to foot the bill. This
5 is an example of transparency and democracy that honors
6 all students.

7 The very same night the board added the
8 \$3.7-million placeholder for charters into the budget,
9 they cut 600,000 placeholder dollars for expanding full
10 day, free kindergarten for our most needy children and
11 families. The community budget forums and the community
12 budget survey found expanding full day kindergarten to be
13 a community priority. Expanding charter school funding
14 was at the bottom of their priority list. Do these
15 actions honor Jeff Co students?

16 Our district is overflowing with highly
17 qualified stellar educators. Many grew up in Jeff Co,
18 attended Jeff Co public schools, and have a deep
19 commitment to the district. They have observed the board
20 majority, ignore signed agreements after mediation,
21 reject fact-finding, and turn a deaf ear to community
22 input. I personally have observed a mass exodus of
23 outstanding leaders, our Chief Academic Officer, Chief
24 Financial Officer, Director of Educational Research and
25 design, plus numerous valued educators, administrators,



1 and content specialists. The facts are simple and clear,
2 the teachers can make thousands of dollars more per year
3 working in other districts with school boards that
4 respect their community they serve and their employees.

5 We have a responsibility to our 85,000
6 students and their parents, grandparents, and neighbors.
7 This responsibility is simply to continue guiding our
8 district in the direction of focusing on real results for
9 all students. All students meaning wealthy or poor,
10 homeless, middle class, minority, healthy, GT and
11 impacted. Our students deserve more, they deserve equity
12 for all, and they are looking to all of us to make this
13 happen. Please help stop the damage. This political
14 personal agenda is imposing on our children. Thank you.

15 CHAIRMAN LUNDEEN: Thank you. And to be
16 clear, you are not Georgette.

17 MS. McCALCKY: I am, I just said Jetta, but
18 I am Georgetta McCalcky, and I'm a retired middle-school
19 teacher in Jeff.

20 CHAIRMAN LUNDEEN: Fair enough. I didn't
21 want to --

22 MS. McCALCKY: I'm sorry I said Jetta, but
23 it's Georgetta.

24 CHAIRMAN LUNDEEN: Okay. So that then ends
25 those who have signed up for public comment at this



1 point. We'll have another public comment session later
2 this afternoon. You want to talk now, or later today,
3 George?

4 UNKNOWN SPEAKER: I'll talk now.

5 CHAIRMAN LUNDEEN: Three minutes. Looking
6 dapper in your new straw hat there.

7 UNKNOWN SPEAKER: It's for my Kansas
8 background in the 1940s when I used to wear bib overalls,
9 too. Perhaps I'm the only black person in the room
10 quote, unquote. I spent time with two great-grandfathers
11 born in slavery, Richard Mitch (ph) and then George
12 Warson Walker (ph), and there are other blacks that can
13 be quoted other than the Reverend Dr. Martin Luther King,
14 saint of the Republican party wants to quote them all the
15 time, perhaps they should do a little bit more about
16 achieving diversity in the party and the schools.

17 Paul, I like you, I think you're fair, but I
18 can't tell you how disappointed I was Wednesday evening
19 to hear over Colorado Matters that for some reason the
20 Republican National Committee has gotten involved in
21 this, and under Colorado backlash it says, Chairman Paul
22 Lundeen, a republican from Monument, Colorado in August
23 issued a (indiscernible) identical to a Republican
24 National Committee adding a demand that the nonprofit
25 (indiscernible) which administrated (indiscernible)



1 framework hold off on this (indiscernible) for a year.

2 Mr. Chair, you're a journalist, and I think
3 you know, and I doubt the (indiscernible) the reporter
4 Michael D. (indiscernible) very well about 20, 25 years
5 ago, when he was a young reporter in the Colorado Daily.
6 I think he was a fair man; I think you're a fair man.
7 However, if the Republican National Committee is being
8 quoted involved, I'd like to hear what the Democratic
9 National Committee has to say. In other words, the
10 tentative fairness, attentative (sic) journalism,
11 attentive of a nonpartisan board seen as that both sides
12 are supposed to have equal say. And nowhere in this
13 article, and I'll leave this copy with it, nowhere do I
14 hear any democrats, no less the Democratic National
15 Committee being quoted.

16 That isn't fair, and I'm not blaming you for
17 it. You were rushed, you were able to give an interview.
18 But I'm saying if we're going to have it -- have the
19 Republican National Committee get involved, let's have
20 the Democratic National Committee get involved, too.

21 CHAIRMAN LUNDEEN: Thank you, George.

22 MS. BERMAN: Thank you.

23 CHAIRMAN LUNDEEN: So that ends this session
24 of public comment. We do have another one later this
25 afternoon. We'll take -- oops.



1 MS. BERMAN: Paul, I'd like to address --
2 and I -- you might want to, also, but I'd like to address
3 the comments made from the people from Jefferson County.
4 I think we would be amiss by not saying anything, given
5 the amount of -- you can't hear me? Okay.

6 I said I'd like to address the comments that
7 were made by people from Jefferson County -- they always
8 want me to be quiet. I think the State Board of
9 Education would be amiss if we didn't say anything. This
10 has gotten more national attention than probably any
11 other education issue in the recent past. I know I just
12 came back from D.C., I know it is everywhere, so I'm just
13 going to give you my perspective, because I think you're
14 going to hear different perspectives from different board
15 members.

16 First of all, I would urge those of you who
17 have come to speak, and who believe deeply in democracy,
18 to keep working at what you're doing and to keep trying
19 to hold the school board accountable. I think you all
20 know the way democracy works; you elect people, and you
21 un-elect people. You're going to have to make the
22 determination if the school board is not meeting the
23 needs and the desires of the majority of parents and
24 citizens in Jefferson County, how you're going to deal
25 with those elections, or recall elections.



1 I have to take my hat off to the students.
2 I know they have missed school, but I think they have
3 really stood up for what they believe. I think Jefferson
4 County is unique in the sense of the community
5 involvement. I have not seen that in a lot of other
6 districts. I think you have been very strong in your
7 convictions, and I think you've been very persistent. In
8 my personal opinion, I think you should continue being
9 strong, and I think you should continue representing your
10 perspective in terms of what you think is best for the
11 students of Jefferson County. I think the final thing I
12 will say it -- is that we are in a very unfortunate
13 position right now in Colorado, and perhaps nationally,
14 in that politics unfortunately is becoming front and
15 center in debates regarding public education.

16 It is very much that way on the State Board
17 of Education that we get along just fine, but we have
18 deep divides amongst the state board, and I think you're
19 seeing that in Jeff Co. We know it's that way in
20 Douglas, and we also have Greely and Loveland and they're
21 -- you're not alone in this, but you are more active and
22 more involved than other school districts, so I take my
23 hats off to you, and I would just say keep at it.

24 CHAIRMAN LUNDEEN: And I don't want to
25 engage in a debate, but I'll just make a brief comment in



1 response, and then -- and then we'll move on with the
2 meeting.

3 MS. NEAL: How about me?

4 CHAIRMAN LUNDEEN: Okay, you make your
5 comment first, and then I'll wrap it up.

6 MS. NEAL: Well, because I did want to add
7 to what Elaine said, and to all the Jeff Co people that
8 were here and the passion that you have. But most of you
9 know, I assume, that I'm a retired teacher, and spent a
10 lot of time in a classroom, so it -- I really understand
11 what you're come -- where you're coming from.

12 One of the things that we've had in --
13 Colorado is a local control state. I hope you all know
14 we can't do anything about local districts. But every
15 district has accountability committees, and in most
16 districts, they have school accountability committees.
17 And I have said to a lot of people in the last year or
18 so, you know, in some ways this is a good thing. Because
19 I know when I was teaching, we had to drag people to be -
20 - "Oh, please, please, come be on accountability
21 committee." And the same people would always be on it,
22 and they really didn't do much, you know, kind of rubber
23 stamped whatever we wanted to do.

24 We -- there -- to have a real, strong
25 accountability committee was sort of rare, and so I would



1 urge you to continue your work on a local basis, and if
2 you don't have accountability committees, form
3 accountability committees. You need to be really
4 involved.

5 Both sides of this question have, you know,
6 made some missteps. Certainly, I think everybody
7 understands that. Nobody intended for this to become a
8 national event, but it has. But I just, you know, you
9 need to continue to work on a local basis through local
10 accountability committees, and I hope it all works out.
11 Jeff Co's a wonderful district, a great place to live,
12 and it -- it's a shame that you have this much discord
13 going on at the present time.

14 CHAIRMAN LUNDEEN: Other comments before I
15 wrap? Sure, Jane, go ahead.

16 MS. GOFF: Thank you. I can identify on a
17 lot of levels with all of this conversation. And the
18 last couple of weeks have been, if I dare use the word,
19 "history" right now, they have been history making in the
20 sense that communities have come to understand a little
21 bit clear -- more clearly what their role is and how it
22 is very important that all parts of the community be
23 involved.

24 As a former classroom teacher, as a former
25 active, still member, of my community on all kinds of



1 fronts, but around community support, parent
2 organizations, and children's causes, I wouldn't know
3 life without that. I am extremely dismayed by what has
4 happened in my home district. I graduated from Jefferson
5 County Schools, I have bene through and witnessed
6 triumphs and hiccups in the road time after time after
7 time.

8 Extremely proud, always will be, of the
9 teaching staff and the potential that's there among the
10 educators who -- many of whom have been there for a long
11 time, they have made their career in Jeff Co. I do think
12 it's very upsetting to see on all fronts, not just the
13 teaching staff, but where parents have perceived they are
14 being ignored, where local -- our local entities and
15 communities have perceived that they are being discounted
16 in their feelings. I'm -- I -- that is not the Jefferson
17 County I have grown up in and learned to work with and
18 appreciate so very deeply.

19 Marcia and Elaine both, as former members of
20 local boards, bring a lot of great perspective to what
21 this is all about in their -- and Dr. Schroeder as well.
22 So our board is made up of a lot of variety of experience
23 and insights and things to bear on the context of when
24 locals are in distress. And this is -- this is a serious
25 issue. It is serious for the integrity of local



1 governing boards, for all governing boards.

2 Marcia's right. There's not a lot of direct
3 impact the state board can have on finding solutions, or
4 rectifying it, but I would say on the bigger scale, this
5 is a -- this would be a very fine time for whether we
6 stick with just the education-governing community, to
7 start having a conversation about what is strong govern -
8 - governance -- what is -- what makes an effective
9 leadership role in local, how do we all share some of the
10 same goals and hopes and dreams for really good
11 leadership when it comes to this very important age, and
12 this challenges we all face in schools?

13 I am -- I will say that. I -- the same time
14 it may sound a little dour, always optimistic, and I know
15 that Jefferson County will rise up together and find the
16 solution.

17 In the meantime, there has got to be some
18 serious consideration of what is right in governing for
19 schools. It is all about the kids, and anything that
20 impacts them negatively or slows that progress down, with
21 their sense of joy in school. It's very important that
22 it be recognized and cared for. So, thanks.

23 CHAIRMAN LUNDEEN: Any other comments before
24 I --? Angelika.

25 MS. SCHROEDER: Sorry. Irresistible



1 impulse. I would call myself somewhat of a veteran of
2 the -- what we called School Board Wars. I served in
3 Boulder, Colorado. We had a time when we had a board
4 that the citizenry felt were not listening to their
5 concerns, and so I'll just make a couple of observations
6 of things I learned at that time. One principles and
7 teachers did everything they could to protect the kids
8 and to make sure the kids continue to learn. And so some
9 people said to me, "Don't worry, the kids will be okay."

10 Secondly, the voters did do what they
11 wished, and they did change the board, and that -- I
12 leave that up to voters in Jeff Co to do the same if
13 they're concerned.

14 Thirdly, there was a really, really deep
15 cost. Because in that time period so many hardworking
16 administrators and teachers left, that by the time I got
17 on the board, we had lost so much of our institutional
18 history. And, of course, Jeff Co has a wonderful, long,
19 institutional history. And you're going to need to work
20 to make sure that you find some way to capture that, so
21 that when you move forward you are not forgetting
22 history. History keeps you from making the same
23 mistakes, right?

24 And so, I encourage you to be keeping track
25 of what's been going on, and to help retain some of your



1 folks, and to hang in there, because this is something
2 that you can change. We hear here a lot of concerns
3 about how we're taking away local control, and that
4 happened until Jeff Co, and all the sudden we started
5 getting letters asking us to interfere. Please know that
6 we should not interfere.

7 As a former school board (indiscernible) I'm
8 going to say we should not interfere with this, because
9 these are your schools. And I applaud you, I applaud
10 your kids, just to hang in there and keep working at what
11 you want to do. Best wishes.

12 CHAIRMAN LUNDEEN: Any other comments? I'll
13 wrap this up. Okay, so first I want to point out that
14 this is a significant departure from our typical
15 behavior. We don't respond to public comment. And so,
16 I've done that specifically to demonstrate that, in,
17 fact, although labeled partisan frequently, the ability
18 to have a conversation that didn't, in fact, gulf our
19 bridges in a philosophical or, perhaps, political divide,
20 can be -- can be done. So that is my first step in this
21 conversation.

22 My second step would be to echo, Elaine,
23 some of the things you said. I am always heartened when
24 the people are engaged in the process of their civic
25 life. And, in fact, to Jane's point, my pathway into the



1 political discussion, the policy discussion, of education
2 came as a member of a school accountability committee,
3 and I would commend it highly to anyone who, in fact,
4 cares to make a difference in their district. Get
5 involved, get involved at whatever level is available.

6 So, thanks for being here, thanks for your
7 participation. I would also, I think, echo back to kind
8 of address where we're at and I hear, in many of these
9 comments, the, "Gee, let's go back to the way it was."
10 And I would echo back to your comments, Elaine,
11 expressing incredible disappointment at the flat TCAP
12 results that we have seen as a state. And I would say
13 that those results -- Jeff Co is not insulated from those
14 results.

15 There are significant and distressing
16 reports of school proficiency, of student proficiency.
17 I've read some reports, I don't have the data in front of
18 me, but less than 90 percent of 10th graders proficient
19 in math. Less than 60 percent of 10th graders proficient
20 in reading. Those clearly are benchmarks of challenge
21 and crisis that, in fact, require an engagement. And
22 they, I believe, are engaging the public in a
23 conversation that is not, as we're experiencing here, as
24 was being fed back to us by the full -- the folks
25 involved at the local level.



1 But it's being fed back because there is
2 challenge. There is difficulty when you make an effort
3 to move forward and move beyond a less than acceptable
4 result. And so, again, I would just wrap up my comments
5 by saying we are always glad to hear, although we do not,
6 as I think all of the board members mentioned, at this
7 dais, have the authority to do much more than, say,
8 engage, do what you're doing, participate in the
9 conversation, but don't settle for an effort -- this is
10 my personal comment. Don't settle for an effort that
11 says let's go back to less than 90 percent proficient in
12 math, and less than 60 percent proficient in reading.
13 So, with that we'll end this section of our meeting.

14 MS. NEAL: Thank you all.

15 CHAIRMAN LUNDEEN: Thank you very much.

16 UNKNOWN SPEAKER: Thank you very much.

17 (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 May, 2019.

/s/ Kimberly C. McCright

Kimberly C. McCright

Certified Vendor and Notary Public

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