

1 BEFORE THE STATE BOARD OF EDUCATION
 STATE OF MISSOURI
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9 MISSOURI LEARNING STANDARDS HEARING
10 TRANSCRIPT OF PROCEEDINGS
11 TAKEN ON BEHALF OF STATE BOARD OF EDUCATION
12 OCTOBER 27, 2014
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BEFORE THE STATE BOARD OF EDUCATION
STATE OF MISSOURI

MISSOURI LEARNING STANDARDS HEARING
TRANSCRIPT OF PROCEEDINGS

Monday, October 27, 2014
11:05 a.m.
205 Jefferson Street
Jefferson City, MO 65102

BOARD MEMBERS PRESENT:

- President Peter Herschend
- Mr. Maynard Wallace
- Mr. Charlie Shields
- Mr. Michael Jones
- Ms. Chris Nicastro
- Mr. John Martin
- Mr. O. Victor Lenz
- Mr. Joe Driskill

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1 TRANSCRIPT OF PROCEEDINGS

2 PRESIDENT HERSCEND: Ladies and
3 gentlemen, good morning. This is the meeting of
4 State Board of Education is called to order. Have
5 the secretary to call the roll, please.

6 MS. BARBOUR: Mr. Wallace?

7 MR. WALLACE: Present.

8 MS. BARBOUR: Mr. Shields?

9 MR. SHIELDS: Here.

10 MS. BARBOUR: Mr. Still?

11 MR. STILL: Yes, here.

12 MS. BARBOUR: Dr. Martin?

13 DR. MARTIN: Here.

14 MS. BARBOUR: Dr. Lenz?

15 DR. LENZ: Yes.

16 MS. BARBOUR: Mr. Driskill?

17 MR. DRISKILL: Here.

18 MS. BARBOUR: President Herschend?

19 PRESIDENT HERSCEND: Here. We have a
20 quorum. This is a public hearing with testimony
21 regarding the current review of the Missouri
22 Learning Standards as provided under Missouri
23 Revised Statutes Section 160.514.4 as amended by
24 House Bill 1490.

25 A transcript will be taken of this

1 testimony. The transcript, as well as any written
2 comments received by the State Board, will be made
3 available to the public.

4 The schedule is that we will run from now
5 until 11 -- actually, we'll make it 11:50 to make
6 up for the five minutes that we're running a little
7 bit late here.

8 We will begin by hearing reports from
9 working groups established by House Bill 1490.
10 Each group has been given three minutes for their
11 report given by the Chairperson of that group.

12 Due to time constraints, there will not be
13 a question and answer session with Board members.
14 We will start public comments time no later than
15 11:50 to allow at least an hour for public comment.

16 The order of the work group reports will
17 be Science K-5, Science 6-12, Social Studies K-5,
18 Social Studies 6-12, English/Language Arts K-5,
19 English/Language Arts 6-12, Math K-5, Math 6-12.

20 And that -- when we have gone through the
21 Chair reports, we will have approximately one hour
22 for comments. And you will be given instructions
23 by staff where to line up and present yourself.

24 So with that, we ask the Chairperson of
25 Science K-5 to come to the table and give us your

1 report.

2 I will be watching while she is coming up
3 here. We have a time keeper. I will watch it.
4 And in order to keep it both fair for everybody and
5 keep the meeting on schedule, we will -- we will
6 flag you -- I will flag you at three minutes and
7 ask you to finish.

8 If you are not finished, I will ask you to
9 finish then so that we do not drag on. I hope
10 that's clear to everybody.

11 So we welcome your name and where you're
12 from and then your report, please.

13 WORK GROUP REPORT

14 BY MS. SALZMAN:

15 MS. SALZMAN: Thank you. My name is
16 Alexandra Salzman. I am the Vice Chair of K
17 through 5 Science. And we convened September 22nd
18 and 23rd.

19 We did not have all members present. Not
20 all members have been appointed or we've had
21 members that have either had to resign, or, for
22 some reason or another, they weren't qualified, so
23 we're still looking for our full deck of cards, I
24 guess you could say.

25 In those early meetings, it was determined

1 very early on that we would need to work closely
2 with the 6 through 12 Science to make sure that
3 there were no knowledge gaps between 5th and 6th
4 grade when we hand off to the higher levels. So we
5 made it a point to ensure that while we move
6 forward, we didn't get so far ahead of ourselves
7 without speaking to that group first.

8 So on the first few days, a lot of
9 housekeeping, you know, how we were going to
10 conduct meetings, meeting time, that sort of thing.

11 And then we decided that we were going to
12 review the GLEs. And that's basically where we're
13 at still. We are reviewing and developing Missouri
14 2008 standards.

15 And once we get done with that, we are
16 going to format those and then look at other --
17 other State standards and use them as a reference
18 guide.

19 We are beefing up our 2008 standards.
20 We're adding an element of engineering that we felt
21 that we were lacking in. So we have one or two
22 content experts that -- that's in our group that
23 are really helping with that, and we're very happy
24 with -- with the results that we have so far.

25 We did get to meet -- later on, we did get

1 to meet with the 6 through 12 group, and we decided
2 between the two groups that the format that we use
3 should match so that we can have a seamless
4 transition from K through 5 standards to 6 through
5 12 standards, so we will be meeting with them again
6 in the future to ensure that everything is -- is
7 lined up and that we're working towards vertical
8 alignment.

9 And that's basically it. There's not --
10 we're still reviewing. There's not a lot of
11 tension in our group. We're functioning very, very
12 well.

13 And to us, this is not about politics.
14 This is not about common core. This is about
15 Missouri children. And we are working diligently
16 to make sure that what we are producing is right
17 for the Missouri children.

18 PRESIDENT HERSCEND: Very good. Thank
19 you very much.

20 MS. SALZMAN: Thank you very much.

21 PRESIDENT HERSCEND: Call then on Science
22 6 to 12. And in addition to your name, please tell
23 us where you're from.

24 WORK GROUP REPORT

25 BY MS. BENZ:

1 MS. BENZ: Yes. Good morning. My name is
2 Kimberly Benz. I'm actually a parent in the First
3 and Florissant School District, and I was elected
4 Vice Chair of the 6th through 12 Science work
5 group.

6 Unfortunately, our Chair was unable to
7 make it. She's an educator and leaving the
8 classroom is a little bit difficult. Yeah.

9 So, basically, we had sent you our report.
10 But I will go through a couple of key points.
11 First of all, our group also is not complete. We
12 have six vacancies. We had had five, but,
13 unfortunately, had one member that had to step out
14 at the request of his Superintendent. So we have
15 six vacancies. And you'll see on our report what
16 those vacancies are as well as what offices had
17 appointed them.

18 And so one of the big questions that we
19 had -- and I know you can't answer this now. But
20 if you could address at some point, how we contact
21 those -- those people who had been appointed, if
22 there's been any -- any communication with them if
23 they will be coming to our work group or if we
24 should move forward without them or if new people
25 would be appointed per the law.

1 When we met on the 22nd and 23rd, those
2 two days were, -- were pretty much trying to figure
3 out what direction we need to go and what resources
4 we had to pull from to start with.

5 We have our current GLEs and the secondary
6 CLEs, and then there is a -- a suggested or a --
7 it's -- it's NGSS, Next Gen Science Standards. And
8 that is what many teachers are kind of going
9 towards right now.

10 But what we've decided to do is we've
11 decided that the CLEs are not up to where we really
12 need to be. However, we have a great opportunity
13 here to take NGSS as well as other standards that
14 have been proven successful around the country such
15 as Massachusetts and South Carolina and really use
16 those to -- to have something that's unique to
17 Missouri and good for Missouri students.

18 When we met with the Elementary Science,
19 we also had agreed that we were going to have a
20 one-page per core concept format. And -- and it
21 was very important that we had vertical alignment.
22 And we meet again in January, January 15th and
23 16th. Thank you.

24 PRESIDENT HERSCHEND: Very good. Thank
25 you very much. Social Sciences, Social Studies, K

1 through 5.

2 WORK GROUP REPORTER BY CRAIG CARSON

3 MR. CARSON: Good morning. Craig Carson,
4 Ozark School District, Ozark, Missouri. K-5 School
5 District -- K-5 work group has been profitable in
6 Social Studies.

7 We are lacking multiple members at this
8 time. But the ones that are there, we are a -- the
9 general concern is that Social Studies is being
10 crowded out of the elementary curriculum by Com
11 Arts and Math.

12 And that -- we still fully believe that
13 what it is to be an American needs to be inside the
14 curriculum, what it is to be a Missourian and a
15 good community member. So that's a general
16 concern.

17 The work group has been profitable. We
18 have a concern about the facilitative role being
19 not supported as we move throughout this year. The
20 facilitators are finished as of now. And so that's
21 a concern for us. It's hard to be an active
22 Chairperson participating in the work group and
23 trying to facilitate good conversations.
24 So that's a concern.

25 The length of this process will be done by

1 October. But it would have been nice to break into
2 sub groups, but we're concerned that there's a lack
3 of expertise in each sub group. So we are better
4 and smarter as a group if we work together. We
5 have varied experiences, and so we've chosen to go
6 through the process as a whole group. It will take
7 us longer to do it that way, but we think that
8 we'll have a better product in the end.

9 We are grateful for the opportunity, and
10 we thank you for any openness, as open as you can
11 be through this process.

12 PRESIDENT HERSCEND: Thank you very much
13 for your report. And Social Studies 6-12? Going
14 once? Is there anybody in the hall? Somebody
15 is --

16 MR. SCHLIMPERT: We have a committee
17 member, but not a Chair.

18 PRESIDENT HERSCEND: Well, is there a
19 report? I don't care whether it's a Chair or what.

20 DR. BYRNE: I can if you permit it.

21 MR. SCHLIMPERT: She's willing if you're
22 willing.

23 PRESIDENT HERSCEND: Oh, yeah. Good
24 morning.

25 WORK GROUP REPORT

1 BY DR. BYRNE:

2 DR. BYRNE: Good morning. My name is
3 Dr. Mary Byrne, and I've been appointed to the 6-12
4 Social Studies group by Lieutenant Governor Peter
5 Kinder.

6 I have to concur with Dr. Carson in that
7 we believe that the -- what puts public in public
8 education is knowledge of your country and your
9 state. We believe it should be a priority of
10 public education.

11 Unfortunately, we recognize that high
12 stakes testing in English, Language Arts and Math
13 has reduced the priority of -- of Social Studies.
14 However, we would like to figure strategies that
15 will at least reclaim the parody of Social Studies
16 with the other content areas.

17 We have a magnificent group of
18 well-educated and very committed teachers working
19 in this group. We have an Administrator from
20 Lebanon and Higher Ed. representative from three
21 Universities, including Missouri Science &
22 Technology.

23 We are working very well because we are
24 promoting children first and love of our country
25 and state. We do not function with a facilitator

1 as anything other than a note taker because we have
2 the expertise within our group to -- to lead the
3 conversation and respect each other.

4 In terms of -- of resources, we are
5 looking at the Ohio Standards, the Massachusetts
6 standards, our own standards and what's called C3
7 from the National Council of Social Studies.

8 We will be revising the format, which our
9 Chair, Brian Schultz, designed. And other members
10 of the group are contributing as well.

11 We feel that we can develop standards that
12 will be not just acceptable, but contribute to the
13 national conversation about standards.

14 And one of the elements we -- we would
15 like to integrate is that we divide -- we were --
16 we were developing a rubrick for developing
17 self-evaluation of our standards.

18 We'll divide into groups possibly based on
19 our qualifications, Higher Ed, K-12 and parents to
20 determine one of the criteria would be readability
21 and understandability. So then we can compare our
22 -- our rating from among ourselves and even field
23 test a standard or two to get input from teachers.

24 So we feel we're -- we're on the road to,
25 like I said, adding to the national conversation

1 about what it takes to make good standards. And I
2 think Missouri can do that.

3 PRESIDENT HERSCEND: Very good. Thank
4 you very much. English/Language Arts, K-5.

5 WORK GROUP REPORT

6 BY MS. SHIPPY:

7 MS. SHIPPY: There are two of us. Okay.
8 My name is Linda Shippy, and I'm the Vice Chair of
9 the English/Language Arts K-5 group appointed by
10 the Governor's office. The Chair, Tonya Popst, was
11 unable to be here today. She was appointed by the
12 Lieutenant Governor, and our report was submitted
13 by our Secretary, Jennifer Hill, who was appointed
14 by the Speaker of the House.

15 Our process has been very similar to some
16 of the testimony that you've been hearing so far.
17 We began by developing our norms, getting to know
18 each other. That pretty much constituted Day 1.

19 Day 2, we did some individual resource --
20 research on different state standards. And from
21 that work that everybody brought to the table, we
22 developed a document that's a comparative research
23 document covering eight states, so we're comparing
24 Missouri to Illinois, Kentucky, Wisconsin, Indiana,
25 Texas, Massachusetts and California.

1 We also have some additional documents
2 attached to that that -- some research documents
3 that give information about NAPE and, also, about
4 the Fordum's Standards Analysis.

5 Our next meeting date is November 7th and
6 followed by another meeting on December 1. Our
7 plan for completion, as you've heard previously, we
8 have yet -- this is coming up. We need to
9 establish our broad range of strands for our
10 standards.

11 We also need to identify the clusters. We
12 also need to discuss a format for those -- for our
13 document and, also, to discuss some coding for
14 those standards.

15 However, we also don't want to do that in
16 isolation. So as you've heard, Social Studies
17 state that they are working together. It is our
18 desire to do that with ELA as well.

19 Obstacles to overcome, we currently have
20 two vacancies on our committee. Higher Ed,
21 Commissioner of Higher Ed and State Board head of
22 Teacher Prep Program.

23 Let's see. We also need some information
24 clarifying information on the copyright use as
25 stated in our report. We're waiting on some

1 feedback from Representative Kurt Barr's office on
2 -- on that particular issue.

3 We also would like to know the 75
4 Performance Standards, we know that those are to be
5 intact to the Show Me Standards, but we wanted to
6 know whether or not there is a restriction or a
7 limit that is expected for the new standards, how
8 many. That would complete our report.

9 MS. SMITH: Yeah.

10 PRESIDENT HERSCEND: Thank you to both of
11 you.

12 MS. SHIPPY: I'm sorry. This is Christy
13 Smith.

14 MS. SMITH: I'm Christy Smith. I'm here
15 on the committee as well. The Chairman asked me to
16 be here with her, so --

17 PRESIDENT HERSCEND: Thank you very much.
18 And then English/Language Arts K -- 6-12.

19 MS. KETERS: Good morning. My name is
20 Dr. Carrie Keters. I am from the Wentzville School
21 District, and I am the Chair for the 6-12
22 English/Language Arts work group.

23 Let's see. A summary of what we have done
24 to this point is we have established meeting norms,
25 dates, times and voting procedures.

1 We have -- we started by identifying what
2 we felt to be our graduate expectations or
3 outcomes. Most specifically, for English/Language
4 Arts, but it was a pretty good brain storm. We are
5 using that as kind of our checkpoint for ourselves
6 to make sure that whatever we discuss is in line
7 with whatever we want for our graduates.

8 We have reviews -- reviewed several State
9 standards, determined what we liked and did not
10 like about each. We are using that information to
11 inform our discussion as we go forward.

12 We have most recently identified clusters
13 or strands for all of our standards and clusters to
14 go underneath each one of those. And we have a
15 general idea at some potential standards that would
16 fall under each strand and cluster. And that is
17 about as far as we've gotten to this point. But we
18 feel great about that. That's pretty work.

19 We plan to meet again in December.
20 Currently, our concerns and obstacles are over just
21 finances, being able to get here, lodging, you
22 know, mileage, those kinds of things. Those are
23 our -- our major concerns from our work group.
24 So --

25 PRESIDENT HERSCHEND: Very good. Thank

1 you very much. Math K -- K-5.

2 WORK GROUP REPORT

3 BY MS. MCCOY:

4 MS. MCCOY: Good morning. My name is Ann
5 McCoy from University of Central Missouri. I'm
6 here representing our Chairperson, Lori Reynolds,
7 who could not be here today.

8 Our group is making great progress. We've
9 met five full days and currently have a rough draft
10 of 5th grade standards that's complete. It is in
11 very rough form, but a partial draft of
12 Kindergarten standards as well.

13 Some of our challenges have been the same
14 as the other groups have reported. We do not have
15 a full group there. We've had 11 of 16 members at
16 our meetings. Some of the people were appointed
17 and did not show up, and then some spots have not
18 been filled.

19 We agreed pretty quickly on some guiding
20 principles for our work. First, we wanted to
21 create standards that had clear language and were
22 developmentally appropriate for Missouri students.

23 We wanted to make sure that there were no
24 gaps in the learning, that there's a clear
25 progression of topics and concept development

1 across the grade levels. And we recognize that we
2 need work very closely with both the 6-12 Math
3 group and then related content areas as well.

4 We began by trying to come up with a set
5 of strands or domains that would run throughout the
6 elementary grades. To do that, we looked at
7 California, Massachusetts, the Missouri GLEs and
8 the Missouri Learning Standards.

9 What we found was there was a lot of
10 similarity across those, and it was not difficult
11 to come up with a -- with a set of domains that we
12 would use to organize our work.

13 After that, we began looking at 5th grade
14 standards. We decided to start there because we
15 wanted to have a clear picture of what the end
16 point would be for our students.

17 We again looked at all the various sets of
18 standards I mentioned earlier to look for
19 similarities and content. We then talked about the
20 language that was in those standards and drafted a
21 standard that seemed to us to convey the concept in
22 a way that would be understandable to teachers and
23 parents across the State.

24 We have been relying a lot on the
25 expertise in the elementary grades that we have in

1 our group. We've also used various resources from
2 the National Council of Teachers and Mathematics,
3 the standards that I mentioned earlier, and then,
4 also, we've worked with the 6-12 group on two
5 different occasions to make sure that there were no
6 gaps that we -- we didn't want to create gaps in
7 the student learning.

8 As I said, we've made good progress. We
9 had a big bit of a rocky start until we got some of
10 the housekeeping details taken care of. But once
11 that was taken care of, we're working as a cohesive
12 group and look forward to making great progress.
13 Our next meeting is November 7th.

14 PRESIDENT HERSCEND: Thank you very much.
15 And finally we go to Math K-12 -- 6-12.

16 WORK GROUP REPORT

17 BY MS. MONGLER:

18 MS. MONGLER: Good morning. Margaret
19 Mongler, St. Joseph, Missouri, co-liaison for the
20 6-12 work group for Mathematics. And I would also
21 like to introduce and have join me Tiffany Jones, a
22 Junior High teacher from Nixa, Missouri, that is
23 the co-liaison.

24 We have met five days. We have 16 of the
25 17 positions filled. We, too, had a lot of

1 discussion the first day but agreed that we wanted
2 to discuss what students should know and be able to
3 do to be best prepared for college and career.

4 We recognize that students in the 21st
5 Century need to be problem solvers. They need to
6 be able to reason and communicate and use tools and
7 technology appropriately.

8 We have reviewed several documents. We
9 began with the document from Higher Ed., the
10 Curriculum Alignment Initiative keeping the end in
11 mind as to what our graduates need to be prepared
12 to do.

13 We've also looked at the ACT College and
14 Career Readiness Standards along with
15 Massachusetts, Mathematics Curriculum Frame Work
16 2000, our current Missouri Learning Standards. And
17 we, too, have referred to the National Council of
18 Teachers of Mathematics Standards and Focal Points.

19 We have moved right along. We do have
20 consensus from the group on sort of a verbal draft
21 of 6 through 8 standards. And we have looked at
22 conceptual categories for courses of Algebra I,
23 Geometry and Algebra II.

24 We've had some very diverse and rich
25 discussions, and we have agreed to meet now by

1 sub-groups focused on each of those content areas.
2 We would bring draft work back to the full group
3 the next time we meet on January 30th.

4 And we do have consensus for 6-8, but,
5 again, we're going to put what we verbalized and
6 what notes we took into writing. And then the
7 other groups will do likewise.

8 We do have a few obstacles. We feel that
9 the cost incurred by members of the group for
10 mileage, lodging, meals and cost of substitutes is
11 a concern, and we do want collaboration as was
12 stated by K-5.

13 We have met with them twice, and we want
14 to continue to meet with them and, also, meet with
15 the Science work group so that there is a focused
16 and coherent set of expectations for our students.
17 Thank you.

18 PRESIDENT HERSCEND: Very good. Thank
19 you very much. That is the wrap-up on the formal
20 presentations. So we move then to the hearing for
21 comments, public comments.

22 Anyone wishing to provide testimony should
23 have already filled out a witness form and be in
24 line at the presenter's table. Staff will give you
25 directions on where to be.

1 Witness forms were handed out in the hall.
2 If you still need one, please raise your hand and
3 we'll get one to you. You may start lining up now,
4 those of you who wish to present, and you will be
5 called in the line order.

6 As with the work groups, each person will
7 be given three minutes to speak. And if there is
8 at the end of the time anybody who wanted to speak
9 but was not able to, we will have provision for
10 your testimony to be in writing, to be submitted in
11 writing, and it will be included with the record
12 either in writing here or submitted by e-mail.

13 Those persons wishing to testify should
14 introduce themselves and identify any group they
15 may be representing. Please state your name and
16 your group.

17 We thank you for your testimony. And as
18 the witnesses come forward, please state your name
19 and let's begin.

20 COMMENTS OF GRETCHEN LOGUE

21 MS. LOGUE: Good morning. My name is a
22 Gretchen Logue from Missouri Coalition Against
23 Common Core.

24 I am commenting on the survey about House
25 Bill 1490 in the standards commenting process. The

1 survey on Survey Monkey should be invalidated and
2 cannot be taken as a serious attempt for citizen
3 input.

4 It is unacceptable for the state to
5 conduct such a survey and gather public input five
6 years after State officials made commitments to
7 adopt and implement the standards.

8 This should have been taken -- this should
9 have taken place prior to commitments being made to
10 adopt, not internationally benchmarked and
11 unvalidated standards.

12 The survey is a, Tell me a standard you
13 don't like survey. When you go to the ELA Math
14 areas, you are taken to the pure CCSS documents.

15 This survey is predicated on Missouri
16 Learning Standards which are identical to common
17 core. These standards are not owned by Missouri.
18 They are owned and copyrighted by NGA and CCSS.
19 This copyright could be enforced by these private
20 non-governmental organizations at any time with
21 possible punitive measures for infringement or the
22 possibilities that these companies could sell them
23 to another entity.

24 This copyright has no identified audience
25 and specifically states that the CCSS can be used

1 royalty free, in whole or in part, if they support
2 this common core state standards initiative.

3 As stated by HB 1490 sponsors, the intent
4 of the Bill is to develop Missouri's own standards
5 and public domain free of conditions or use.

6 Work groups are tasked with developing new
7 standards, and this survey offers no opportunity
8 for citizens to request that any standards revision
9 and rewriting be based on pre-existing standards
10 that have been validated and are research based.

11 We respectfully request this survey be
12 discarded as faulty and a new one written based on
13 what Missouri citizens want to have as authentic
14 Missouri standards versus input on Missouri
15 Learning Standards, also known as common core state
16 standards. Thank you.

17 PRESIDENT HERSCHEID: Thank you very much.

18 COMMENTS OF DR. MARY BYRNE

19 DR. BYRNE: My name is Dr. Mary Byrne.
20 I'm representing myself. And as someone who spent
21 the last 37 years in higher education, one of my
22 concerns has to do with being objective about your
23 self-evaluation and evaluation of products so that
24 you can make informed and detached decisions about
25 what is best for Missouri's children.

1 While we're discussing obstacles, I'd like
2 to point out a concern I have that you may need to
3 deal with as -- as a State Board. And that is that
4 in January of this year, I testified that
5 Governors, including Missouri Governors had signed
6 a Memorandum of Agreement committing states to the
7 development and adoption of common core state
8 standards before they were written.

9 Since January, additional information had
10 been found that calls into question an apparent
11 conflict of interest that it may inhibit the
12 ability of this Board to make unbiased decisions
13 about academic standards constituted by HB 1490.

14 For example, page 3 of the common core
15 standards Memorandum of Agreement describes a
16 national policy forum to include signatory
17 organizations and names the National Association of
18 State Board of Education as one of those
19 organizations.

20 Page C0 of the State Fiscal Stabilization
21 Fund Application includes the signature of Dr. Burt
22 Schulte, the Chief State School Officer at the time
23 who was under the direction of the State Board.

24 The most significant piece of evidence is
25 in the 2010 990 filing of the National Association

1 of State Board of Education which reads, In 2009,
2 48 states and three territories agreed to
3 participate in the process of creating a state -- a
4 set of common core standards. They must adopt 100
5 percent of the common core K-12 standards in
6 English, Language Arts and Mathematics and begin
7 assessment on the common core state standards
8 within three years.

9 NASBE is an equal partner with the Council
10 of Chief State School Officers and the National
11 Governor's Association for this initiative.

12 The three organizations are working
13 closely. NASBE conducted four regional conferences
14 from January to March of 2010 to give State Boards
15 the opportunity to gain information and says that
16 the common core processes or conferences were
17 funded by the Bill and Melinda Gates Foundation.

18 The problem is that the partners with
19 NASBY include ETS, Hought & Mifflin, McGraw Hill,
20 Person, the College Board, West Ed. and Wireless
21 Generation, all of whom stand to profit from the
22 implementation of the common core standards, and
23 their publicized as -- as partners.

24 So my -- my plea is that you -- please put
25 forward the first duty, which is to uphold the

1 compact with Missouri citizens that is through
2 Missouri's Constitution. Article 9 states that our
3 public education is for a general diffusion of
4 knowledge and intelligence for the preservation of
5 rights and liberty's of the people. That is the
6 priority.

7 PRESIDENT HERSCEND: Thank you very much.

8 COMMENTS OF RON STAGGS

9 MR. STAGGS: Good morning.

10 PRESIDENT HERSCEND: Good morning.

11 MR. STAGGS: My name is Ron Staggs. I'm
12 here this -- today as a concerned citizen and a
13 grandparent.

14 I believe I have an interesting
15 perspective on the education process. I graduated
16 from high school in the mid '60s. I completed my
17 undergraduate and graduate work in the late '80s
18 and early '90s. And then I worked in the work
19 environment doing statistical analysis and computer
20 programming.

21 I've been with kids right out of school,
22 and it's sad to say it's not a pleasant picture
23 because the level of knowledge coming out of our
24 high schools has deteriorated significantly.

25 When students come to a -- an adult in

1 these college level classes, they don't even know
2 how to take notes. They want to borrow yours.
3 That's a sad statement. But that's a part of the
4 educational process that should have been developed
5 in high school.

6 I've been following the common core
7 implementation rather closely. I've served in a
8 6th-12 LA work group. It's very apparent that the
9 educational professionals in the meeting are merely
10 reconstituting common core standards under the
11 guise of new Missouri standards.

12 And you can compare that yourself.
13 There's a little wordsmithing there, but it's the
14 same thing. There is no doubt the very same people
15 who have presided over our failing schools want to
16 continue down the same path of dumbing down our
17 students.

18 When offered nationally recognized
19 superior public domain standards such as
20 Massachusetts over common core, they prefer common
21 core. Clearly, they are products of a failed
22 educational system themselves.

23 Ask yourself why would they not want the
24 best for our children? Missouri students deserve
25 better. They deserve the best standards available,

1 and the standards should not be bought and paid for
2 by individuals and corporations whose only interest
3 is a piece of the education expenditure pie.

4 You have heard the expression of garbage
5 in and garbage out. I contend that those
6 responsible in our Universities and colleges for
7 teaching our teachers are imparting methodology
8 techniques, ideology and subject matter that has
9 proven to be ineffective and detrimental to
10 achieving a sound body of knowledge.

11 It is not our teachers' fault that our
12 students are falling behind. They're just teaching
13 what they've been taught in school. But that
14 continues the downward spiral -- downward spiral.

15 I want to leave with you an indictment --
16 two indictments of our educational system.

17 PRESIDENT HERSCEND: 30 seconds, please.

18 MR. STAGGS: I had a college student write
19 out an invoice with the numbers one -- \$189 plus
20 \$95. I quickly added it in my head. He had to
21 call for his friend after several minutes to use a
22 cell phone calculator.

23 I also read a newsletter put out by our
24 school Superintendent. I was appalled at the
25 grammar, the language structure, the punctuation.

1 And it didn't make sense. I was embarrassed that
2 our Superintendent, an education professional,
3 would put something out like that.

4 PRESIDENT HERSCEND: Thank you, sir.

5 MR. STAGGS: Thank you.

6 COMMENTS OF PAM HEDGPETH

7 MS. HEDGPETH: Good morning, I'm Pam
8 Hedgpath. I'm a long-time retired educator from
9 here in Missouri, former Superintendent. And the
10 work I do right now is really building leadership
11 capacity. My focus is on helping leaders take
12 current school settings and take them to that next
13 level. And that doesn't happen unless you have
14 great standards, high expectations for students.

15 And so when I had the opportunity to be a
16 facilitator for one of the work groups, I said yes
17 because I'm all about letting different sides and
18 voices be heard. And so I was the facilitator
19 assigned to the K-5 work group.

20 And guess what? I didn't get to
21 facilitate. I had to sit back and I had to listen
22 to the process unfold. And so as an observer
23 basically, this is what I see. Here's where we're
24 at.

25 We have a great opportunity right now to

1 have lots of voices be heard. But it's really
2 tough because there's a strong political agenda
3 driving this force. And that political agenda
4 oftentimes is not representing the 75 percent of
5 teachers across the State that think the current
6 standards that we have make a lot of sense for
7 kids.

8 They spent a lot of time creating
9 curriculum and activities and assessments that work
10 with that -- that curriculum. So a lot of work is
11 -- is being put to the side as a result of this
12 process.

13 The -- the key concern is the lack of
14 coherence and the lack of continuity between all of
15 the groups doing the work. We don't have a common
16 format. Every work group is doing their own thing
17 in designing what these standards should look like.

18 We all know -- those of us that have been
19 doing work for curriculum work for years know that
20 you have to have that articulation. You have to
21 have those grade progressions starting at the 12th
22 grade and working backwards.

23 My group, K through 5, no conversation
24 with 6 through 12 at this point. So that's a huge
25 concern. And then at the end of the day, when we

1 get what we've got, what -- what if schools aren't
2 happy? What if this is not the direction they want
3 to go with their school?

4 Then I say we've got to take a look at
5 local control. Because if schools have -- have
6 developed curriculum around common core and that's
7 what they think is best for their kids, then they
8 should have the option to maintain that and move
9 forward with that.

10 So we need options. We need options for
11 schools to make those decisions. So at the end of
12 the day, this work has potential, but it needs
13 guidance and it needs direction. It needs the
14 Legislators, and it needs DESE working together to
15 make this happen for the kids of Missouri.

16 Thank you.

17 PRESIDENT HERSCEND: Thank you.

18 COMMENTS OF KEVIN BECKNER

19 MR. BECKNER: Well, good morning. Thanks
20 for the opportunity to be here. My name is Kevin
21 Beckner. I'm the Coordinator of Student Assessment
22 for Parkway Schools, and I'm here representing
23 Parkway and wanted to state our support for high
24 quality standards for our students.

25 In addition to my job being as a Parkway

1 employee, I also am a parent of a Kindergartener
2 and a student who will be in Kindergarten in just a
3 couple of years who will be going through the
4 system.

5 And so what we want to state is our
6 support for standards that make sure that students
7 are fully prepared for the 21st Century. We're
8 already 15 years into the 21st Century, and we need
9 to stop preparing students for something other than
10 the world they're experiencing outside of school.

11 We want to make sure our standards,
12 whether in Science, Social Studies, Math or English
13 really prepare students for a life that's happening
14 outside of our school walls. We want to make sure
15 that they're prepared to transfer what they learn
16 in school to what they're experiencing outside of
17 school.

18 We want to make sure that they are
19 creative, effective problem solvers. We want to
20 make sure that when they see something inside our
21 school walls that they're able to use that fluently
22 when they leave us.

23 So what -- whatever the content is, we
24 want to move beyond the discussion of what the
25 standards should be and who they came from, but

1 really into a discussion of what is it that my
2 children who are going to graduate in 2027 and
3 2030, what is it that they need? What is it going
4 to take to prepare them for the challenges of an
5 ever-changing world?

6 We know that they might have jobs that
7 don't yet exist. So as this Board considers the
8 work of the work teams currently, we would ask that
9 you look forward and keep an eye towards what my
10 children will need to do when they leave school,
11 and we want to state our support for high quality
12 standards that prepare students for the rigors that
13 they're going to experience in life outside of
14 school. Thank you.

15 PRESIDENT HERSCHEID: Thank you.

16 COMMENTS OF JESSICA BOISTER

17 MS. BOISTER: My name is Jessica Boister.
18 I'm here representing parents in Missouri and
19 representing myself. First of all, I'd like to
20 address the concern that was just brought up about
21 facilitators in work groups.

22 I've read and re-read House Bill 1490.
23 And I could be sadly mistaken, but I did not really
24 see a spot that applied for facilitators to be in
25 charge of the work groups when we first came

1 together.

2 I'm also still searching for an answer as
3 far as who is employing these facilitators, where
4 their paychecks are coming from and why they feel
5 that when a group such as K through 5 ELA that
6 successfully managed to get a Chairman, a Vice
7 Chairman and a Secretary elected faster than any
8 other group, why would they need a DESE facilitator
9 telling them how to run their group?

10 I apologize for getting off on that
11 tangent. That was not originally part of my
12 testimony. I'm allowed -- I'm aware we're not
13 allowed to ask you guys those questions, but I'm
14 very hopeful that other people hearing this
15 testimony today will get an answer from you guys as
16 far as where that came from.

17 Now, what I did plan on speaking to you
18 today about was since it is evident that common
19 core is very much going to stay a part of every
20 group -- work group, some more than others,
21 unfortunately, I would like to ask you guys since
22 you will be the ones that get to ultimately adopt
23 or reject what's coming out of these work groups
24 that you consider the ones that are not common core
25 base because you guys will be picking them apart,

1 and the public might not realize that yet, but if
2 they've read House Bill 1490, they will realize it
3 soon.

4 I would also like for you to consider when
5 you're re-reviewing the assessments to align with
6 the standards coming out of these work groups that
7 you consider that Finland has the No. 1 education
8 in the world.

9 Do you know what they have? Common core
10 standards. Do you know what they do not have? A
11 rigorous testing making our children test and test
12 and test. In fact, they do not test their children
13 until they are 16 years old.

14 WOMAN IN AUDIENCE: Amen.

15 MS. BOISTER: And if we're going to be
16 testing our children, quit making my baby girl come
17 home mad because she's a straight A student and you
18 guys want to test her and she's not understanding
19 Engage New York like any other student I've heard
20 coming out of any other teacher I've talked to
21 across Missouri.

22 And it's not just the curriculum. It's
23 any curriculum that they've done to try and align
24 to these common core math standards coming out, and
25 it's all of these tests coming over and over again.

1 WOMAN IN AUDIENCE: Amen.

2 MS. BOISTER: I beg you, consider
3 non-common core standards when you're considering
4 all the common core standards that are clearly
5 going to be put back in front of you.

6 And I beg you to reconsider this rigorous
7 testing that is destroying children across the
8 State of Missouri. Thank you for your time.

9 WOMAN IN AUDIENCE: Amen.

10 COMMENTS OF ROBERT MILLER

11 MR. MILLER: Robert Miller, St. Louis,
12 Missouri, 8915 West Cayman Court. I'm here to talk
13 three minutes about the common core, as I
14 understand it, has national standard curriculum
15 layout for Language Arts, English and Reading and
16 Math, and that's it.

17 And I don't see how individual states can
18 expect to customize Language Arts, which, to me,
19 includes English and Reading and Math. That, to
20 me, has to be on a national standard.

21 What individual states, whether they be
22 political reasons, DESE reasons, State Department
23 of Education reasons, I don't care what they do
24 about Social Studies and local politics or anything
25 of that sort. But I feel that Language Arts and

1 Mathematics needs to be on a national basis.

2 Where are the students going to be at the
3 end of the 2nd grade so they're ready for the 3rd
4 grade? And most importantly, where are these kids
5 going to be when they get out of the 12th grade?

6

7 They're not going to get into any decent
8 university or college -- and I say decent. They'll
9 have to take an ACT. And there's also, I heard
10 earlier, ACT, there's also SAT, which has been most
11 prominent in developing the College Board. And
12 these top colleges and universities, they're going
13 to require an ACT or an SAT.

14 So I'm here for the kids. For no other
15 reason. And I see -- I'm from the Lindbergh School
16 District, have supported them for 90 years. Not
17 quite that long. But anyway, they're No. 1. I'm
18 more concerned about Ferguson and Florissant,
19 Normandy School District, the unaccredited.

20 I don't know if those school districts
21 have even heard of the common core. Those kids
22 aren't going to be able to pass an ACT or an SAT.

23 We need these common standards. And if
24 they're not meeting them by the 12th grade when
25 they get out, they're not going to be able to move

1 themselves forward. That's where the problems are
2 today.

3 And I've heard and read a lot about there
4 seems to be no communications between the
5 Legislators of Missouri and the State Department of
6 Education. I've heard of all of these problems.

7 Though candidates being filled up or
8 whatever, whatever, whatever, whatever, no
9 collaboration, no meal money, travel money, that
10 doesn't concern me. But I still think we need to
11 stay with standard Mathematics and Language Arts.
12 Thank you, too.

13 PRESIDENT HERSCEND: Thank you very much.

14 MR. MILLER: Thank you, sir.

15 COMMENTS OF EDWARD BELL

16 MR. BELL: Good morning.

17 PRESIDENT HERSCEND: Good morning.

18 MR. BELL: My name is Edward Bell. I came
19 to speak on behalf of Bill 1490. I would like to
20 just respond to the points and the provisions based
21 on the merit of the Legislation presented, not any
22 personal feelings.

23 I agree with the premise of being able to
24 evaluate teacher performance as a measure for State
25 and local funding. However, there are no

1 considerations or allotments for factors unrelated
2 to the instructor. And the evaluation is flawed,
3 unfair and unjust.

4 Oftentimes, our schools are under-served,
5 forges inadequate partnerships that end up creating
6 more gaps in the delivery of educational services
7 and are managed by complacent and, simply put, bad
8 supervision.

9 And professionals don't need to be managed
10 or supervised. They should be led. When you have
11 leadership deficits, there are going to be
12 inevitably a breakdown of service instruction and
13 often the blame lies with the instructor evidenced
14 by the evaluation processes being information
15 flowing top down with little or no consideration
16 for information flowing up.

17 In response to Provision 2, I agree with
18 the premise of utilizing quantifiable data as a
19 component of the evaluation process. As the old
20 adage goes, Men and women lie. Numbers don't.
21 With the exception of one caveat, Unless men and
22 women lie about the numbers.

23 Quantifiable data provides the relevancy
24 of qualitative information that educators convey
25 through stories and anecdotes. Those in education

1 know very well that student data is only a
2 component of evaluating student progress.

3 Though good instruction is data driven, it
4 also encompasses the range of outcomes that still
5 highlight or indicate student growth.

6 Often, students come to classrooms behind
7 grade level and don't expect or are able to assist
8 in raising student grade level achievement. But
9 because of previous deficits, the students still
10 may not achieve at their own grade level.

11 Again, if there are not places or spaces
12 for allotments for factors unrelated to instructors
13 that are evaluation involved, perpetuating it is
14 flawed, unfair and unjust.

15 And a last response to Provision 4, it
16 would appear to be uncooperative, unpatriotic and
17 un-American to create standard of no regard for
18 those directly affected by and left with no
19 recourse to amend it or fix the standard. That
20 would appear to be a relative dictatorship than a
21 representative Democracy.

22 Therefore, I disagree and strongly
23 encourage others to disagree with the spirit and
24 tangible intent of this provision. Good education,
25 like good governances, teaches people how to think,

1 not what to think.

2 Any statutes or provisions that discourage
3 a free and fair exchange of ideas and solutions
4 would appear, again, to be flawed, unfair and
5 unjust. Thank you.

6 PRESIDENT HERSCEND: Thank you, sir.

7 MR. SCHLIMPERT: That's it unless there's
8 -- unless there's anybody else.

9 PRESIDENT HERSCEND: Do we have any
10 comments from the audience?

11 COMMENTS OF JULIE THOMAS

12 MS. THOMAS: Comments free and open?
13 Comments? Free and open comments?

14 PRESIDENT HERSCEND: I heard a voice.

15 MS. THOMAS: I just would like to say that
16 I'm a parent, and I am involved --

17 PRESIDENT HERSCEND: Come to the table,
18 please.

19 MS. THOMAS: Well, I didn't know because I
20 didn't fill out a witness form in advance. But --

21 PRESIDENT HERSCEND: You can fill it out
22 afterwards.

23 MS. THOMAS: Okay. Thank you. My name
24 is --

25 PRESIDENT HERSCEND: Three minutes.

1 MS. THOMAS: Three minutes. Oh, boy.
2 That's going to be hard for me. Thank you all for
3 being here. I especially want to thank Senator
4 Emery for staying on top of this.

5 My name is Julie Thomas. I'm part of the
6 6 through 12 Social Studies work group. And we are
7 working fabulously together, I have to say, and I
8 do appreciate every person on that work group and
9 their expertise.

10 But I do want to say that, as a parent, I
11 have been offended greatly at the abuse of power of
12 DESE and, unfortunately, a lot of education
13 associations in trying to sort of remove the voice
14 of parents out of the process.

15 So I -- I appreciate the provisions in the
16 Bill that added parents to the work group. I think
17 that's important. I have children. Public school
18 runs my life. It tells me what time I get up in
19 the morning to feed my kids, if we're going
20 anywhere on the weekends, if we have homework at
21 night, if we can go over to my parents' house for
22 dinner or have family time. And so, you know,
23 parents do need to have a voice in and maintain a
24 voice in the education of their children.

25 When public education was founded in this

1 country, they understood then that it was parents'
2 involvement in the children's education that gave
3 them the motivation. Schools are not going to be
4 able to motivate kids unless they have good home
5 lives, so you cannot punish public schools through
6 excessive testing when that teacher has no idea if
7 that kid came to school on Fruit Loops.

8 I have twin boys, identical. They learn
9 differently. They're 12 years old. One of them by
10 11:00 is done to the day mentally. But, you know
11 what? School's not done. And -- and we still have
12 to maintain the rigors of the school district.

13 You cannot place that burden on teachers,
14 especially in public education. And you need to be
15 able to allow teachers that ability to be creative
16 along with the parents in the education of their
17 child.

18 And so I would just recommend that any
19 time we want to deal with standards, we want to
20 make sure that we are not hindering teachers and
21 parents working together in coming up with creative
22 solutions for no individual children.

23 I did home school my twin boys. They do
24 learn differently. And I did that for just one
25 year. Thank God for public education because I

1 sent them right back. But yes. So thank you for
2 what you do. But we do need to have that
3 involvement together with teachers. So thank you
4 for this time.

5 PRESIDENT HERSCEND: Thank you very much.
6 Yeah. There comes your form. Any other -- is
7 there anybody else who wishes to make a statement
8 for the record here? I'll give you a moment if you
9 wish. Thank you very much.

10 COMMENTS OF TIFFANY JONES

11 MS. JONES: I'm Tiffany Jones, a middle
12 school Math teacher. And the thing that I really
13 would like to bring forward is that we leave
14 politics out of it and put our kids success first.

15 So whether it looks like common core,
16 whether it doesn't, whether it came from another
17 state, none of that should matter as long as what
18 we're choosing is what we think will be the best
19 thing for our students. It doesn't matter where it
20 came from if that's what our students need.

21 So I would -- I would just beg that we put
22 those politics aside and put our kids first. Thank
23 you.

24 PRESIDENT HERSCEND: Thank you very much.
25 Anybody else who wishes to make a statement?

1 Anybody else in the hall?

2 MR. CARSON: May I go as a person?

3 PRESIDENT HERSCEND: You may go as a
4 person, as an individual. I don't know what you
5 were before then. Same three minutes.

6 COMMENTS OF CRAIG CARSON

7 MR. CARSON: Thank you. The one concern I
8 have as a parent -- Craig Carson.

9 PRESIDENT HERSCEND: You need to --

10 MR. CARSON: I'm from Ozark School
11 District, Ozark parent with four kids in the
12 District.

13 The over-arching concern I have as a
14 parent and the concern I have for all the teachers
15 I work with, the 400-plus teachers in our school
16 district is, in four years, there's going to be a
17 -- a change. In two years, rather, there's going
18 to be a change in four different curricular
19 standards.

20 And for teachers, we've got a big shift.
21 And for us to reverse direction quickly is
22 difficult. And I am worried about my particular
23 students, my four kids, and all of the other kids
24 in our school district because teachers don't work
25 as well when they are completely stressed out.

1 And when you change four different
2 curricular sets of standards, then you're going to
3 have teachers who are on the edge of just their
4 livelihood trying to do what they know is best.

5 And they do such a great job in the
6 classroom and balance learning new curriculum
7 strands. For elementary teachers, this is huge.

8 And in southwest Missouri, we don't have
9 big departments creating curriculum for them.
10 These teachers just doing hard work late in the
11 evening, and it's going to be difficult for them.

12 And I encourage you, as a School Board, to
13 think through how do we implement the new changes?
14 So change is good. We'll accept the change. But
15 how do we implement that so it's good for kids and
16 it's good for the assessment process and good for
17 our teachers?

18 Because we're pushing some really good
19 teachers to the edge of break. And that's not good
20 for anybody. It's definitely not good for the kids
21 in our schools.

22 So if you would just consider how -- what
23 does this look like and how do we implement this
24 over time so it's good for all the parties
25 involved, that would be very appreciated.

1 Thanks.

2 PRESIDENT HERSCEND: Thank you. Are
3 there any others? Yes, ma'am.

4 COMMENTS OF NANCY BERGFELD

5 MS. BERGFELD: Good afternoon. My name is
6 Nancy Bergfeld, and I am a School Board Member in
7 Jefferson County, and I'm also a member of the work
8 group for Math 6 through 12, a 37-year educator in
9 Mathematics.

10 And what I would like to say is that I
11 testified against this Bill in both the House and
12 the Senate. I'll be upfront about that. And the
13 reason I did was because of the great success I was
14 having using the current standards in the
15 classroom. So I didn't feel that we should be
16 changing something that showed such great success.

17 However, being a member of the work group,
18 we're trying to be very open-minded. And you heard
19 from our report that we are considering a number of
20 documents that group members suggest.

21 We are trying to make things better for
22 Missouri students and teachers to clarify, to
23 rearrange, if necessary. And my request is that we
24 honor the work of the groups, that all of the time
25 and effort and expertise that is going in from

1 parents, from university professors, from teachers,
2 from Board Members, from all walks of life, I want
3 it to be honored.

4 And I hope that Legislators and State
5 Board and DESE all honor all of the work that's
6 being done and not ignore it. Because we are
7 considering what's best for children.

8 And we talk about that, and we talk about
9 it thoroughly. We're coming together as a group.
10 And I want Legislators, the State Board and DESE to
11 honor the work of the citizens. Thank you so much
12 for giving me this time.

13 PRESIDENT HERSCEND: Thank you very much.
14 Anyone else who wishes to talk? Yes, ma'am. Thank
15 you.

16 COMMENTS OF ABBY VOLMER

17 MS. VOLMER: Good afternoon. My name is
18 Abby Volmer. I am the Curriculum Director for
19 Odessa R-7. And my responsibilities and duties
20 include taking standards and bringing them to the
21 teachers and laying them within the school year and
22 supporting them in their -- the teachers' endeavors
23 to implement the standards.

24 So I ask that as -- when you do adopt
25 standards that you consider these two things. I

1 ask you to consider are we looking at depth? Are
2 we looking at depth of knowledge versus a whole
3 list of -- a long list, breadth of standards? I
4 ask that you bring them to a manageable amount so
5 that the students can get a deeper knowledge and
6 understanding of the content.

7 I heard people address what do the kids
8 need for the 21st Century, and they need the
9 problem solving skills. But to give get the kids
10 to that depth of knowledge, we have to have fewer
11 standards and at a deeper level.

12 It's imperative for these teachers to be
13 able to teach the kids to this level, and it's
14 imperative for the students so they don't go home
15 and cry when they are trying something new.

16 I also ask -- my second request is that in
17 the 21st Century, we need innovation. We all know
18 that we want to have innovation. Innovation is a
19 combination of creativity and content.

20 So as you develop the standards and when
21 you adopt the standards, I ask that you look at a
22 combination of creativity and content so that the
23 students are taken to the level of innovation
24 versus just a thin level of knowledge for a broad
25 piece of knowledge. So I guess that's all I

1 needed. Thank you.

2 PRESIDENT HERSCEND: Thank you very much.
3 Anybody else who wishes to comment? Nobody else in
4 the hall?

5 MR. SCHLIMPERT: No. That's it.

6 PRESIDENT HERSCEND: Okay. Going once,
7 twice. Thank you very much. Ladies and gentlemen,
8 this ends the scheduled process.

9 On behalf of the Board, I want to say
10 thank you to all of you for being here and
11 specifically to those of who stood up to the
12 microphone. It's not an easy task.

13 As previously announced, if there are
14 others who did not or could not speak today,
15 written testimony will be accepted at the DESE web
16 site. If you want to keep a record, it's 1490
17 Comments -- 1490comments@DESE.mo.gov.

18 Testimony provided today and notice of
19 future hearings will be posted on the DESE web site
20 at DESEmo -- .mo.gov.

21 Again, this Board thanks each of you for
22 being here. You make a difference. We are
23 adjourned.

24 (The proceedings were concluded at 12:07 p.m. on
25 October 27, 2014.)

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REPORTER'S CERTIFICATE

STATE OF MISSOURI)

) ss.

COUNTY OF OSAGE)

I, Monnie S. Mealy, Certified Shorthand Reporter,
Certified Court Reporter #0538, and Registered Professional
Reporter, within and for the State of Missouri, do hereby
certify that I was personally present at the proceedings as
set forth in the caption sheet hereof; that I then and there
took down in stenotype the proceedings had at said time and
was thereafter transcribed by me, and is fully and accurately
set forth in the preceding pages.

Monnie S. Mealy, CSR, CCR #0538
Registered Professional Reporter

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