

**2015 HOUSE EDUCATION**

**HCR 3051**

# 2015 HOUSE STANDING COMMITTEE MINUTES

**Education Committee**  
Pioneer Room, State Capitol

HCR 3051  
3/11/2015  
24696

- Subcommittee  
 Conference Committee

Committee Clerk Signature

*Donna Whetham*

## Explanation or reason for introduction of bill/resolution:

Directing the Legislative Management to study all aspects of the development and implementation of the Common Core state standards, examine the strengths and weaknesses of the standards compared to those of other viable options, and clarify and define the role and function of this state in relation to the federal government with respect to the delivery of elementary and secondary education

Attachment # 1.

## Minutes:

**Chairman Nathe:** opened the hearing on HCR 3051.

**Representative Vicky Steiner: District 37:** introduced HCR 3051. I thought it would be wise to study Common Core. Shortly after we took action on the HB regarding Common Core our Congressman Kevin Cramer released a press release that the federal government had begun working to pull it back. Calling it over reaches, some of us had argued. In light of that announcement and in the level of emails we received regarding Common Core. It might be wise to study the aspects of Common Core incorporate the items we see of value and discard the items that we don't see of value. I know some of you are pretty strong on your positions and perhaps I am too. I was disappointed that there wasn't a way to study it or take it beyond where we left it. I felt it was unresolved as it left the house. With this it gives us a chance to see what the feds are doing and what we like about it. I would imagine there are things we like about it and things we want to keep. But until we tear it apart and look at it and feel comfortable with it, I think my constituents back home would appreciate it if the house would approve a measure to at least consider studying it. It says shall study on the bill, so I think this is directing to study. I ask for a do pass on HCR 3051. I have provided a copy of the Press Release from Representative Cramer's office. (See Attachment #1)

**Rep Schreiber Beck:** How do you perceive this study to go within the state? Hire external people to look at this because we certainly wouldn't do it within our own structure would we?

**Representative Steiner:** We have studies in our Education Committee all the time and so I would suggest it as a study for our Education Committee on the interim.

**Representative Jim Kasper: District 46 in Fargo:** I want to thank Representative Steiner for bringing this resolution forward. I think we will agree the discussion we did have on Common Core in the House and before that leading up to it was full of information that was correct, misinformation and maybe in some cases out right wrong information. Many of you know my background is not in the Education Committee, my background is in the IBL Committee. I did graduate from High School contrary to what the Fargo Forum may have thought and I do have a college degree. I did immerse myself in the study of Common Core situation for about 6 months. I tried to hand off the bill to someone with an Education background and was unable to do so. I want to point out some things this study will address and I will hand out this information at the end of my testimony. On January 7, 2015 Mr. Marthaller wrote a memo to Anita Thomas. The memo raised an answer. I am going to read two short paragraphs. " I write in response to your January 5, 2015 inquiry concerning any potential reduction in or loss of federal funding in the event the state were to replace this current state standard academic contents standards and assessments based on the Common Core state standards with another set of state standards and assessments". Down a few paragraphs this is what he says, "provided the state honors it's obligation to adopt and maintain state academic content standards, achievement standards and assessments consistent with the provision of the Act the state would not incur any reduction in or loss of federal funding." So one of the issues about the previous bill about Common Core was that we might lose federal funds. This makes it clear that we would not lose federal funds if we maintained our assessments and standards. In the discussion on the prior bill it was never the intent to not have standards and assessments. The intent all along was to have those and that became confused. We had Anita Thomas further discuss information with the Department of Education just a few days ago on March 4, 2015. She wrote me a memo. I will read a portion from the Department of Education. " During the course of our conversation" This is from Anita Thomas quoting them and I believe Mr Marthaller was on the phone as well, "we discussed North Dakotas situation and specifically asked whether the state would be subject to any sanctions should the decision be made to eliminate the Common Core State Standards also known as the North Dakota State Standards based on the Common Core and the assessments aligned to those standards. We were told that because North Dakota was not one of the more than 40 states that requested and received a grant of ESEA flexibility. The state remains subject to the provisions of the No Child Left Behind Act. We were told that North Dakota could immediately revert to its previous state standards without sanction provided that North Dakota was able to obtain and administer to its students an assessment that is aligned to the previous state standards". So therefore again what we learn from authorities is that if we had dropped out of Common Core we would have been back at No Child Left Behind and if continued to assess like we had in the past which there would be no reason not to, we would not have lost any federal funds or had any adverse consequence to the state of North Dakota. You have heard in the news of Governor Christie, I think who was chairman of the National Governor's Association when the Common Core situation came up, has now indicated he has reservations about Common Core in a press release I believe was last

week. Where he stated publicly it was always his intent that the federal government did not dictate the standards or assessments and that the states were free to choose what they wish to do. Again I believe there is a lot of confusion and misinformation about what we can and cannot do under Common Core. Former Governor Jeb Bush has now also retreated from his position previously where he said Common Core is the next best thing since sliced bread and has indicated he believes that the states out to be able to develop their standards and assessments and it was never the intent of Common Core to do that and to dictate to the states. So Mr. Chairman and Committee members I cite those examples for the point that this study is addressing. Which is I believe it is the obligation of this Legislative Assembly to allow a public hearing and through an interim committee process and bring these facts out in the light of day. I think if this resolution is adopted we would have an interim committee study, hopefully the Legislative Council would select it. To Rep Schreiber Beck's question about how would it work? The Legislative Management if they selected the study would dictate how the study would be handled and conducted. They could assign it to a special committee, they could assign it to the Education Interim Committee. It would be up to them. I hope you would give favorable consideration to HCR 3051. I would answer any questions. (4:30-10:50). (No written testimony presented).

**Rep Schreiber Beck:** The people you have been representing or leading, are they going to be satisfied with the results of this study that Legislative Management does if it is done internally? That is a concern of mine when I asked Representative Steiner that same question. They in my estimation do not trust the state at any level in their education for their children, even if they are home schooling or whatever. If legislative management decides to do this study in a way they are not satisfied with, will they be happy with the results of the study?

**Representative Kasper:** First off, I do not purport nor do I wish to speak for the almost 2000 people that sent me emails wanting us to get out of Common Core. Second, I have no way of knowing how they will react or not. Three, the people I have met because of this situation are, teachers, they are superintendents, principals, parents, people who are home schooling their kids, people who have kids in public schools, Representative Cramer who has made very well know what his feelings are on Common Core. So therefore any effort I believe by this legislature to have an interim committee study will be better than none. Now what will be the result of these people? I suggest that they are not radicals, contrary to how a lot of them are being painted. They are people who care about their kids people that care about the quality of education their kids are going to get. There are Moms and Dads who are already seeing under the Common Core Standards and where this is leading a terrible change in the attitude of their kids and their grades. I believe we owe it to the children and the parents of the state of North Dakota to pass this resolution and let the light of day come forward where there will be an opportunity for those parents to have their input. Because I am sure as in any interim committee study there will be an opportunity for the public to be heard. That will be a place for them to be heard.

**Chairman Nathe:** Any other questions? Any other support of HCR 3051?

**Steve Cates: Parent and Grandparent:** in support of HCR 3051. (20:00-26:48). We have an unbalance when it comes to the information that was presented in the legislative

session. We have a group who have a lot of money and then there are parents who are trying to get out their opinion. I think people would welcome an unbiased discussion. I don't believe there is a full understanding aspect of this. Who is promoting the Common Core Standards? We don't know who and what these people are and we need transparency. I don't think many people understand the significant role of the federal government in design and implementation of education and we need to understand the foundation and the design of this. Then consider the legality with regard to federal law and I don't believe that was fully discussed. Is it all right to have a system to designing curriculum. If you are not a wealthy district you will adopt the curriculum developed for you because you cannot afford to design your own. We need an interim study so we have a greater understanding in the general population. Another thing is this undermines the constitutionality and I don't think that was fully vetted. We don't have any documentation that these standards actually work. Continued to explain why we should support the study. I encourage a do pass on HCR 3051.

**Chairman Nathe:** Any other support for HCR 3051? Seeing none. Any opposition for HCR 3051?

**Nick Archuleta: President of North Dakota United:** 27:25 in opposition to HCR 3051. I think there are consequences of legislation bringing up this as a study. First it will just keep this controversy roiling. The discussion has been had and the vote has been taken. I refer you to the Forum editorial from last Sunday, if you look around the country where Common Core has been challenged and it is failing. Even in Wyoming, where there is a very contentious debate, or was, about the new generation science standards, the state of Wyoming, which is very much invested in the carbon industry, has adopted those standards. So I don't see the benefit for this. When they mentioned Governor's Bush and Christie, they are running for president, I would take everything that any candidate Democrat, Republican or Independent says between now and election day with a grain of salt. I do have some concerns about the study being done internally. There has been sowed such seeds of such distrust of the Department of Public Instruction and of the Legislature, I am wondering if any study particularly one that is conducted in house would satisfy those who are against Common Core. I would urge a do not pass on HCR 3051.

**Chairman Nathe:** Any questions? Any other opposition to HCR 3051? Seeing none. Closed the hearing on HCR 3051.

**Rep Kelsh: Moved Do Not Pass on HCR 3051 and place on Consent Calendar.**

**Rep Mock: seconded.**

**Chairman Nathe:** Any discussion on the do not pass motion? Seeing none.

**A Roll Call Vote was taken. Yes: 3 No: 9 Absent: 1. Motion failed.**

**Rep D. Johnson: Moved Do Pass on HCR 3051 and place it on the consent calendar.**

**Rep Meier: seconded.**

**Chairman Nathe:** Any further discussion? Seeing none.

**A Roll Call Vote was taken. Yes: 9 No: 3 Absent: 1. Motion carried.**

**Rep Meier: will carry the bill.**

Date: 3-11-15  
 Roll Call Vote #: 1

**2015 HOUSE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. 3051**

House Education Committee

Subcommittee

Amendment LC# or Description: \_\_\_\_\_

Recommendation:  Adopt Amendment  
 Do Pass  Do Not Pass  Without Committee Recommendation  
 As Amended  Rerefer to Appropriations  
 Place on Consent Calendar

Other Actions:  Reconsider  \_\_\_\_\_

Motion Made By Rep. Kelsh Seconded By Rep. Mock

Representatives	Yes	No	Representatives	Yes	No
Chairman Nathe		✓	Rep. Hunskor	✓	
Vice Chairman Schatz		✓	Rep. Kelsh	✓	
Rep. Dennis Johnson		✓	Rep. Mock	✓	
Rep. B. Koppelman		✓			
Rep. Looyesen		✓			
Rep. Meier		✓			
Rep. Olson	A				
Rep. Rohr		✓			
Rep. Schreiber Beck		✓			
Rep. Zubke		✓			

Total (Yes) 3 No 9

Absent 1

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent:

*motion failed.*

Date: 3-11-15  
 Roll Call Vote #: 2

**2015 HOUSE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. 3051**

House Education Committee

Subcommittee

Amendment LC# or Description: \_\_\_\_\_

Recommendation:  Adopt Amendment  
 Do Pass     Do Not Pass     Without Committee Recommendation  
 As Amended     Rerefer to Appropriations  
 Place on Consent Calendar  
 Other Actions:  Reconsider     \_\_\_\_\_

Motion Made By Rep Johnson Seconded By Rep Meier

Representatives	Yes	No	Representatives	Yes	No
Chairman Nathe	✓		Rep. Hunskor		✓
Vice Chairman Schatz	✓		Rep. Kelsh		✓
Rep. Dennis Johnson	✓		Rep. Mock		✓
Rep. B. Koppelman	✓				
Rep. Looyesen	✓				
Rep. Meier	✓				
Rep. Olson	A				
Rep. Rohr	✓				
Rep. Schreiber Beck	✓				
Rep. Zubke	✓				

Total (Yes) 9 No 3

Absent 1

Floor Assignment Rep. Meier

If the vote is on an amendment, briefly indicate intent:

**REPORT OF STANDING COMMITTEE**

**HCR 3051: Education Committee (Rep. Nathe, Chairman) recommends DO PASS and BE PLACED ON THE CONSENT CALENDAR (9 YEAS, 3 NAYS, 1 ABSENT AND NOT VOTING). HCR 3051 was placed on the Tenth order on the calendar.**

**2015 SENATE EDUCATION**

**HCR 3051**

# 2015 SENATE STANDING COMMITTEE MINUTES

**Education Committee**  
Missouri River Room, State Capitol

HCR 3051  
3/23/2015  
Job # 25226 (38:06)

- Subcommittee  
 Conference Committee

Committee Clerk Signature



## Explanation or reason for introduction of bill/resolution:

### INITIAL HEARING

To study all aspects of the development and implementation of the Common Core state standards

## Minutes:

4 Attachments

**Chairman Flakoll** called the committee to order at 9:00am with Vice Chairman Rust excused for the hearing.

**Vicky Steiner**, District 37 Representative (*see attachment #1-3*)

**Senator Oban:** After you received this email, did you reach out to the Department of Public Instruction to see if this was true?

**Representative Steiner:** I went to the site that was linked there and it came up. That is as far as I went with it.

**Senator Oban:** I did reach out to the Department of Public Instruction to see if this was actually on the list of the recommended text. It is not. Have you reached out to any of the teachers who were involved in the review of the standards that North Dakota has adopted thus far?

**Representative Steiner:** We had a meeting with Trinity as a legislative team prior to the session. They hand pick their curriculum, so they don't have an issue with Common Core. I did hear from some of the public school teachers personally and privately that they have issues with it but the school district has taken a public position to support it, so they didn't want to go public with it. There is a mix. There is no consensus pro or against. I've had numerous emails from constituents who are concerned. I don't think it is over.

**Senator Oban:** These teachers reviewed the standards not the curriculum.

**Representative Steiner:** To meet those standards, you need to take into account their curriculum because you are testing on some materials that would be covered by curriculum. You must make sure that you have the books that have what the standards will

be asking for, especially in literature. They felt like curriculum is coming and that you won't be able to separate the two. I don't know if that is true or not, I am not a teacher.

(6:55) **Senator Davison:** What are we trying to learn that we don't already know?

**Representative Steiner:** We will learn that maybe other states have pulled away and the federal government is not going to be doing it. We're going to be the only one that is doing it by ourselves.

**Senator Davison:** You think that in two years we will be the only one using these standards? Just because the standards are in place doesn't mean we don't continue to work through the process. There were 46 states that have signed on to it.

**Representative Steiner:** I can get you that list. I think North Dakota should have a resolution of this of its own rather than simply being done talking about Common Core. We need to get this resolved. Concerned parties feel it is unresolved and so do I. We need some consensus.

**Senator Davison:** consensus of whom?

**Representative Steiner:** Consensus of all of the groups who were and are concerned as we brought this forward. There was not consensus moving forward on this program. Why is the federal government pulling back?

**Senator Davison:** When I walked door to door this last election, I had one person ask me about the Common Core. Every time that there is 300 people who don't like a particular issue and send a lot of emails out, you think we should study that issue after we have already gone through the process of reviewing it? Do we have to do that every time?

**Representative Steiner:** We will be reviewing this again anyway like you said. In North Dakota we try to build consensus.

**Chairman Flakoll:** If this resolution were to pass, this neither supports nor discredits common core, correct?

**Representative Steiner:** Correct. It is just to have another discussion.

**Senator Davison:** How is the federal government pulling away?

**Representative Steiner:** The House of Representatives is pulling away from the Common Core program and trying to incorporate some other aspects. I don't know why they decided to do that in February, but it is worthy of a neutral discussion. I don't understand why it is such a problem to have that discussion.

(12:25) **Jim Kasper,** District 46 Representative

**Representative Kasper:** Regarding the review of the standards, if you investigate the process that occurred when North Dakota joined Common Core through the Smarter Balanced Assessment consortium, Governor Hoven and at that time Superintendent Sandstead signed the memorandum of understanding in June 2010. The memorandum of understanding said we will adopt the Common Core. We signed as an advisory committee member, which did not make us a full-fledged member. We became a full-fledged member in June or November 2013. The memorandum of understanding said we would adopt the standards verbatim. It also said that the states had the opportunity to add up to 15% of their own standards; however we adopted the Smarter Balanced standards verbatim. The testing that will be done will be based on the standards that are in the Common Core in Math and English. We will find out what our students have learned with these new

standards. The idea that the 60 some teachers that reviewed and modified the standards is incorrect. When we signed on to Smarter Balanced, we said we were adopting the standards, so we have those standards. We cannot change our standards, but we can change our 15%. The test that will be given to our students is based on their standards and we have no control over the test. It's so secretive that parents can't even look at the test sometimes. Why are the tests secretive? They say they have a patent on it and their proprietary information. That would be a good thing for the study to find out.

Regarding federal control, federal government through the House of Representatives has said it was never their intention when they initiated "Race to the Top" to have federal standards, but as Congress begins to become alerted to what is happening with Smarter Balanced and PARCC, they are beginning to realize that the standards are one size fits all. If we add new standards to North Dakota, what does it do our students as far as the test because North Dakota and our students and teachers are going to be graded on the tests? They control the test. The concern with the House is that they never intended to have a one size fits all of our standards and assessments. Therefore the study might find out what happened. It is very secretive- they don't publish minutes and they are not on a website.

I have received close to 2,000 emails from people all over the state of North Dakota. Of the emails I've received, they came from concerned parents, grandparents and teachers who were afraid to speak up publicly because of retribution by their administration. They say that these common core standards are not good. Our parents have students coming home who are frustrated and depressed because of these new standards and new methods of being taught. The reason for this study is to find out more information.

North Dakota does not have control; we do not set the standards. The control for North Dakota is at UCLA in their board of regents to determine where we are heading with North Dakota. The constitution of North Dakota says that this legislative assembly will determine the course of the education system, but we have lost control.

I brought in 3 experts to testify in the House: Sandra Stotsky, Jim Milgram and John Sour. They were on the original committee that developed the Common Core standards. They refused to sign the document. They said the Common Core standards are not internationally benchmarked or rigorous as they were supposed to be. You may want to find out from them why.

There is a lot of misinformation, lack of understanding and concern about the process and secrecy. That is why I think this study is important- to uncover the facts about common core and smarter balanced and the obligation that North Dakota has with what we have signed to be a part of smarter balanced.

**Chairman Flakoll:** We cannot change the obligation to the federal government. Would we just be studying just the North Dakota position?

**Representative Kasper:** In my opinion the whole aspect of the Smarter Balanced Assessment consortium, how it started and the impact on state standards and assessments would be part of the study. Legislative management would determine how they would impose that study if they chose to do so. I would think the broader the better to bring out the facts.

**(22:40) Steve Cates**

**Cates:** My family and I have been very involved in education. Although not a teacher, I come at this with some background. An interesting phenomenon is that we have a lot of money and professional time and employees bringing forth this aspect of common core. In opposition to that are parents and individual citizens who are doing this on their own time with their own money. There is an uneven representation. What the perception is and what the reality is may be different. We have people talking past each other. I have asked many times publicly to have a debate on this perhaps with the Department of Public Instruction. That suggestion has been rebuffed. We have never actually had a debate on this. The people with the most money and employees seem to be able to dominate the airwaves. There are a number of elected officials who are opposed to the implementation of Common Core. We are not talking about a small band of crazy people in the state that think this is a bad route. That has been inferred and it is not true. We finally got to the point where there is a critical level of knowledge which raises action. We have several of questions that need some answers.

Where did this phenomenon created? Who were the actors who created, funded, promoted or managed its implementation? That has not been well known. If you want to buy a house, you have an inspector check it. If you can you look at the blueprints and try to see how it's built, what the foundation is, and figure out its long-term prospects for success. We need to look at the creation, foundation and the business that brought us to this point. We need that vetted and debated for the state citizens.

It is being promoted as simply standards, but is it just standards? According to the various people that have claimed publicly to create it, this is massive, transformational, systemic reform. The people that have looked at our standards think that they are different but not completely. What else is there here? What is the transformational reform that this is? Is this only the standards or is this building a computer databased infrastructure to deal with standards and have a high level of sophistication in their implementation? Does this also include building and infrastructure as is claimed by Arne Duncan and President Obama? Does this create an infrastructure for measuring teacher efficacy? We need to see that this whole transformational reform was tested and was provided for adoption in its full accuracy to the elected state officials.

As legislators you need to look at your level of control. Whoever controls the test eventually controls the curriculum. We need to establish what level of control the citizens have over the smarter balanced controlled assessments and standards. In 2009 we had 100% control over our standards. The superintendent guided the process, and that is how we did it. I would submit to you that we must test the premise that at this particular time, we have as close to 0 control over our standards and the assessments. What is the level of federal control over our education in North Dakota? We have taken a lot of money to implement this common core agenda. That needs to be fully explained. How much control do we have? Where did this come from? Who implemented it? What is the blueprint that we are putting in place? Is this massive, systemic education reform? We need to answer these questions. Talking past each other with citizens on one side and their tax dollars being used to drown them out on the other is not a good way to do that. We need a vetted, careful discussion of this.

(34:35) **Ron Shaw**, concerned parent

**Shaw:** A couple years ago, I met someone from Bismarck who now lives in Phoenix, Arizona. He was coming here for his 50<sup>th</sup> anniversary from graduation at Bismarck High. We got to know and befriend each other and he flew me to Phoenix last February to attend and speak at Tea Party meetings. I met a woman there by the name of Sandra Dowling who was the Superintendent of Maricopa County Schools for 20 years, a 3.2 million population. I asked her what her feeling was about common core, not loading the question. She says we take a horrible program called "No Child Left Behind" and replace it with an even worse program called Common Core. It has to go. A friend of mine who has 80 years in the North Dakota school system does not want to come out in public because he has a lot of background in education. He says it is the biggest destruction of the American school system in the entire federal education department. He said one generation of this common core and our children will not know what America is. Regarding Obama Care Nancy Pelosi had said that we have to pass this thing to find out what is in it. We are seeing what is in Obama Care and now we are seeing Obama Core, and this thing is horrible.

**Chairman Flakoll** closes the hearing on HCR 3051.

Testimony in support from Superintendent of Public Instruction **Kirsten Baesler** handed in separate from hearing (see attachment #4)

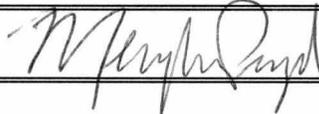
# 2015 SENATE STANDING COMMITTEE MINUTES

**Education Committee**  
Missouri River Room, State Capitol

HCR 3051  
4/1/2015  
Job # 25711 (3:52)

- Subcommittee  
 Conference Committee

Committee Clerk Signature



## Explanation or reason for introduction of bill/resolution:

### COMMITTEE WORK

#### Minutes:

No Attachments

**Chairman Flakoll** called the committee to order at 3:30pm with all committee members present.

**Senator Schaible moves a DO PASS to HCR 3051.**  
**Vice Chairman Rust seconds the motion.**

**Senator Oban:** I think a few of these lines are subjective. I am fine taking a look at the standards that our state is using, but there are some opinions I do not agree with that are stated in here.

**Chairman Flakoll:** one could agree with the suggested general study without agreeing with the specificity within the lines.

**Vice Chairman Rust:** There are contingents of people who are violently opposed to common core state standards. Because the House defeated a bill that would pull this out, there is some consternation by some of those folks. The fact that we will allow them to be exempt from certain tests and also partake in a study will hopefully appease them somewhat. I don't want them to feel that they are disregarded and need to find an alternative education system other than the public schools. I know there are a group of people out there that deserve this study.

**Chairman Flakoll:** It is my understanding that as it left the House Policy Committee on Education, there was also a fairly comprehensive study of various things included. There will be adequate coverages for some options as we move forward.

**A vote was taken: 6 yays, 0 nays, 0 absent.**  
**The motion carries 6-0.**

**Chairman Flakoll** will carry the bill.

**2015 SENATE EDUCATION COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. 3051**

Senate Education \_\_\_\_\_ Committee

Subcommittee

Amendment LC# or Description: \_\_\_\_\_

Recommendation:  Adopt Amendment  
 Do Pass     Do Not Pass     Without Committee Recommendation  
 As Amended     Rerefer to Appropriations  
 Place on Consent Calendar

Other Actions:  Reconsider     \_\_\_\_\_

Motion Made By Senator Schaible    Seconded By Vice Chairman Rust

Senators	Yes	No	Senators	Yes	No
Chairman Flakoll	X		Senator Marcellais	X	
Vice Chairman Rust	X		Senator Oban	X	
Senator Davison	X				
Senator Schaible	X				

Total    (Yes) 6    No 0

Absent 0

Floor Assignment Chairman Flakoll

If the vote is on an amendment, briefly indicate intent:

**REPORT OF STANDING COMMITTEE**

**HCR 3051: Education Committee (Sen. Flakoll, Chairman) recommends DO PASS**  
(6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). HCR 3051 was placed on the  
Fourteenth order on the calendar.

**2015 TESTIMONY**

**HCR 3051**

#1  
HCR 3051  
3/11/15

Feb 12, 2015  
Press Release

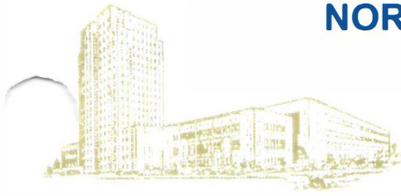
**WASHINGTON, D.C.** – Today Congressman Kevin Cramer said the U.S. House Committee on Education and the Workforce has approved major education reform which reduces federal overreach and restores local control while empowering teachers and parents. The **Student Success Act** replaces the existing No Child Left Behind law, significantly updating and reauthorizing nation's K-12 education funding for the first time since 2001. The legislation is now ready to be considered by the full House of Representatives later this month.

"The Student Success Act, as marked up in committee, returns education decision making to where it belongs: in homes, school districts, and states," said Cramer. "An important part of this legislation prohibits the Secretary of Education from expanding federal control over education by coercing states into adopting Common Core standards."

**The legislation:**

- **Increases local flexibility**
  - More than 65 federal programs are merged into a new Local Academic Flexible Grant, designed to put funding decisions back into the hands of states and local entities
  - Prevents the Secretary of Education from forcing states to adopt Common Core or any other common standards or assessments
  - School and teacher quality standards are also turned over to states and local school systems, repealing such overreaching measures as the Adequate Yearly Progress (AYP) metric and the Highly Qualified Teacher requirement
- **Strengthens impact aid**
  - School districts located near federal lands, Indian reservations, military bases, or other areas impacted by the presence of the federal government will receive stronger Impact Aid support
- **Eliminates waste at the federal level**
  - The Secretary of Education is required to identify and eliminate full-time Department of Education positions which are no longer necessary as a result of the efficiency measures in the bill

# NORTH DAKOTA HOUSE OF REPRESENTATIVES



STATE CAPITOL  
600 EAST BOULEVARD  
BISMARCK, ND 58505-0360



## Representative Vicky Steiner

District 37  
859 Senior Avenue  
Dickinson, ND 58601-3755

Residence: 701-225-4227  
Cell: 701-290-1376  
vsteiner@nd.gov

## COMMITTEES:

Finance and Taxation  
Government and Veterans Affairs

Monday, March 23, 2015

### Support HCR 3051-Sponsor Rep. Vicky Steiner, District 37

Chairman Flakoll and Members of Senate Education Committee:

My name is Vicky Steiner, District 37.

Please give House Concurrent Resolution 3051 a Do Pass recommendation.

Shortly after we took action on a House bill regarding Common Core, our Congressman, Kevin Cramer released a press release that the federal government had begun working to pull it back.

I've enclosed the announcement from his office.

In light of this announcement, I believe the state should study the aspects of Common Core, incorporate and discard items as it relates to our values.

On the House side, the issue seemed unresolved when we received many emails of concern. This study should include a chance to hear how we can include more public input in our approach to education.

Please give HCR 3051 a Do Pass recommendation.

Thank you Mr. Chairman.

#2  
3/23/15  
HCR 3051

**Steiner, Vicky L.**

**From:** pamelasund <pamelasund@cableone.net>  
**Sent:** Monday, March 16, 2015 9:12 PM  
**To:** Amerman, Bill D.; Anderson, Bert; Anderson, Dick D.; Anderson, Pamela K.; Beadle, Thomas R.; Becker, Richard S.; Becker, Rick C.; Bellow, Larry D.; Belter, Wesley R.; Boe, Tracy L.; Boehning, Randy G.; Boschee, Joshua A.; Brabandt, Roger L.; Brandenburg, Michael D.; Carlson, Al H.; Damschen, Charles D.; Delmore, Lois M.; Delzer, Jeff W.; Devlin, Bill R.; Dockter, Jason D.; Dosch, Mark A.; Fehr, Alan; Frantsvog, Robert; Froseth, Glen A.; Glasheim, Eliot A.; Guggisberg, Ron L.; Haak, Jessica E.; Hanson, Ben W.; Hatlestad, Patrick R.; Hawken, Kathy K.; Headland, Craig A.; Hofstad, Curt L.; Hogan, Kathy L.; Holman, Richard G.; Hunskor, Bob L.; Johnson, Dennis E.; Johnson, Mary C.; Kading, Tom; Karls, Karen; Kasper, Jim M.; Keiser, George J.; Kelsch, Jonathan F.; Kempenich, Keith A.; Kiefert, Dwight H.; Klein, Matthew M.; Klemin, Lawrence R.; Koppelman, Ben; Koppelman, Kim A.; Kreidt, Gary L.; Kretschmar, William E.; Laning, Vernon R.; Larson, Diane K.; Lefor, Mike; Looyesen, Alex; Louser, Scott C.; Maragos, Andrew G.; Martinson, Bob W.; Meier, Lisa M.; Mitskog, Alisa; Mock, Corey R.; Monson, David C.; Mooney, Gail; Muscha, Naomi T.; Nathe, Mike R.; Nelson, Jon O.; Nelson, Marvin E.; Olson, Christopher D.; Onstad, Kenton B.; Oversen, Kylie; Owens, Mark S.; Paur, Gary A.; Pollert, Chet A.; Porter, Todd K.; Rohr, Karen M.; Ruby, Dan J.; Sanford, Mark S.; Schatz, Mike A.; Schmidt, James E.; Schneider, Mary; Schreiber Beck, Cynthia; Seibel, Jay; Silbernagel, Peter F.; Skarphol, Bob J.; Steiner, Vicky L.; Streyle, Roscoe K.; Strinden, Marie J.; Sukut, Gary; Thoreson, Blair; Toman, Nathan P.; Trottier, Wayne A.; Vigesaa, Donald W.; Wallman, Kris; Weisz, Robin L.; Zubke, Denton B.; Anderson, Jr., Howard C.; Armstrong, Kelly; Axness, Tyler; Bekkedahl, Brad; Bowman, Bill L.; raburkhard@nd.gov; Campbell, Tom S.; Carlisle, Ron; Casper, Jon; Cook, Dwight C.; Davison, Kyle; Dever, Dick D.; Dotzenrod, Jim A.; rebele@nd.gov; Flakoll, Tim; Grabinger, John; Heckaman, Joan M.; Hogue, David J.; Holmberg, Ray E.; Kilzer, Ralph L.; Klein, Jerry J.; Krebsbach, Karen K.; Laffen, Lonnie J.; Larsen, Oley L.; Lee, Gary A.; Lee, Judy E.; Luick, Larry E.; Marcellais, Richard; Mathern, Tim; Miller, Joe T.; Murphy, Philip M.; Nelson, Carolyn C.; Oban, Erin; O'Connell, David P.; doehlk@nd.gov; Poolman, Nicole; Robinson, Larry J.; Rust, David S.; Schaible, Donald G.; Schneider, Mac J.; Sinner, George B.; Sorvaag, Ronald G.; Triplett, Constance T.; Unruh, Jessica K.; Wanzek, Terry M.; Wardner, Rich P.; Warner, John M.  
**Subject:** DPI Common Core Pornographic Passage

**Dear Legislators,**

Legislators who have received my email about the ND DPI pornographic Common Core passage below, have asked me if the entire legislature has been alerted to this ND DPI material. To ensure that each of you has received this information, I am sending this email tonight.

Please consider the following:

**Please note the following passage below from a Common Core exemplary text recommended for ND high school students. This material is listed and promoted on the ND DPI web site. You can buy the book through a link on the DPI web site. The book is listed in Appendix B. The pornographic passages in this**

**book are in keeping with the Common Core education standards and curriculum. North Dakota must adhere to the Common Core reading list per ND DPI's agreement with Common Core creators.**

The following excerpt is from *Dreaming in Cuban*, a Common Core book recommended by North Dakota DPI for 10th graders: [*Note: Caution advised - graphic text follows*]:

Hugo and Felicia stripped in their room, dissolving easily into one another, and made love against the whitewashed walls. Hugo bit Felicia's breast and left purplish bands of bruises on her upper thighs. He knelt before her in the tub and massaged black Spanish soap between her legs. He entered her repeatedly from behind.

Felicia learned what pleased him. She tied his arms above his head with their underclothing and slapping him sharply when he asked.

"You're my bitch," Hugo said, groaning.

In the morning he left, promising to return in the summer.

To view the ND DPI document where this book is listed (on page 152), click on the link below.

[http://www.dpi.state.nd.us/standard/content/ELA/common\\_core/ELA\\_Appendix\\_B.pdf](http://www.dpi.state.nd.us/standard/content/ELA/common_core/ELA_Appendix_B.pdf)

**I'm sure many of you were already aware of this passage, but I thought I should take the time to alert you what you continue to support.**

Thank you.

Pamela Sund Herschlip, Fargo, ND

#3  
3/23/15  
HCR 3051

Feb 12, 2015  
Press Release

**WASHINGTON, D.C.** – Today Congressman Kevin Cramer said the U.S. House Committee on Education and the Workforce has approved major education reform which reduces federal overreach and restores local control while empowering teachers and parents. The **Student Success Act** replaces the existing No Child Left Behind law, significantly updating and reauthorizing nation’s K-12 education funding for the first time since 2001. The legislation is now ready to be considered by the full House of Representatives later this month.

“The Student Success Act, as marked up in committee, returns education decision making to where it belongs: in homes, school districts, and states,” said Cramer. “An important part of this legislation prohibits the Secretary of Education from expanding federal control over education by coercing states into adopting Common Core standards.”

**The legislation:**

- **Increases local flexibility**
  - More than 65 federal programs are merged into a new Local Academic Flexible Grant, designed to put funding decisions back into the hands of states and local entities
  - Prevents the Secretary of Education from forcing states to adopt Common Core or any other common standards or assessments
  - School and teacher quality standards are also turned over to states and local school systems, repealing such overreaching measures as the Adequate Yearly Progress (AYP) metric and the Highly Qualified Teacher requirement
- **Strengthens impact aid**
  - School districts located near federal lands, Indian reservations, military bases, or other areas impacted by the presence of the federal government will receive stronger Impact Aid support
- **Eliminates waste at the federal level**
  - The Secretary of Education is required to identify and eliminate full-time Department of Education positions which are no longer necessary as a result of the efficiency measures in the bill

**TESTIMONY ON HCR3051  
SENATE EDUCATION COMMITTEE**

**March 23, 2015**

**By: Kirsten Baesler, State Superintendent  
701-328-4570**

**Department of Public Instruction**

Chairman Flakoll and members of the Senate Education Committee, my name is Kirsten Baesler. I am the North Dakota superintendent of public instruction.

I want to provide information and give my support for House Concurrent Resolution 3051. HCR3051 asks for an interim legislative study of how our North Dakota academic standards are developed and adopted, and a look at the federal government's role in education.

We at the North Dakota Department of Public Instruction are always trying to strengthen the delivery of elementary and secondary education in our state.

We welcome a legislative review of how all of our state's learning standards are developed and implemented. We believe we have a good and transparent process that seeks various opinions about our standards, but we also strive for continuous improvement, and we look forward to suggestions about how our procedures could be made better.

This proposed study is also timely because Congress appears to be more amenable than it has been in many years to reauthorizing the Elementary and Secondary Education Act, which is better known as No Child Left Behind.

As part of this debate, Congress will be attempting to define and clarify its role in the provision of elementary and secondary education. There are intense fundamental disagreements about what this role should be, and even whether the federal government should have any role whatsoever in education. This proposed legislative study offers us a way to follow those policy deliberations in Washington, keep legislators and the public informed about what is going on, and respond accordingly in North Dakota.

I respectfully request that the committee give a "Do Pass" recommendation to HCR3051. I also hope that when the time comes, the Legislative Management Committee will choose this resolution for an interim study.

Thank you for your time today.

###