



The **FACTS** about Common Core



OUR Children are **NOT** common





The **FACTS** about Common Core



What is Common Core?

- Common Core is top-down education adopted by 45 states without any empirical evidence and was “forced” upon States via the Race to the Top grant program, before they were even completed
- CCSSI was NOT state-driven, National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) together formed the Common Core State Standards Initiative (CCSSI) in 2009
- NGA and CCSSO are DC based trade associations; neither of which had any authority from states to write national school standards
- The primary drafter of the Common Core State Standards Initiative (CCSSI) is Achieve, Inc. funded by the Bill & Melinda Gates Foundation
- “Internationally benchmarked” is no longer up on the CoreStandards.org website because it was NEVER internationally benchmarked
- Common Core is a one size fits all and does not address unique individuality of each child (High Achievers, Special Education) teaches children all the same thing at the same time regardless of developmental or language differences



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“Definition of Rigorous”

- Characterized by or proceeding from rigor; harsh, strict, or severe rigorous discipline; uncomfortably severe; extreme or harsh; exhaustive; stern - stringent – rigid; heavy-handed, tough, authoritarian...

**Is this how you want your
children/students treated?**

Not a good word when you're applying it to an educational program for children whose minds are still developing



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Five Main Points Concerning Common Core:

1. Data Mining of our children's personnel information to harvest for third parties without our consent or knowledge - Statewide Longitudinal Data Systems; PII (Personal Identifiable Information)
2. Parental participation rights stripped as parents had no input to these standards
3. Local control and curriculum participation lost as curriculums created to the NATIONAL tests now
4. Local school tax dollars; money being used for untested and unproven education reform with an unknown price tag
5. Child's future; will be determined by the standardized tests they are forced to take and what their outcome will be in the future



The **FACTS** about Common Core P-20 Coordination

*New York State: Race to the Top:
Selection Criteria and Competition Priorities*

Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment *(not scored)*

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

New York State is working to coordinate all parts of education – from early childhood through graduate school – with social service agencies, workforce development organizations, health agencies, criminal justice agencies, and community organizations. The goal is to create a P-20 system that will follow individuals from birth through adulthood in order to provide the support needed to improve education and other outcomes.

The greatest problem in doing this is the current lack of shared knowledge among all the agencies and stakeholders who deal with children and adults statewide. Therefore, the essential basis of this P-20 coordination must be the following: (1) the seamless sharing of information through a multi-institutional database, and (2) follow-up actions developed through an analysis of that information. Our major tool: a continuously updated electronic transcript that will follow an individual from early childhood

Harvesting
of personal
information





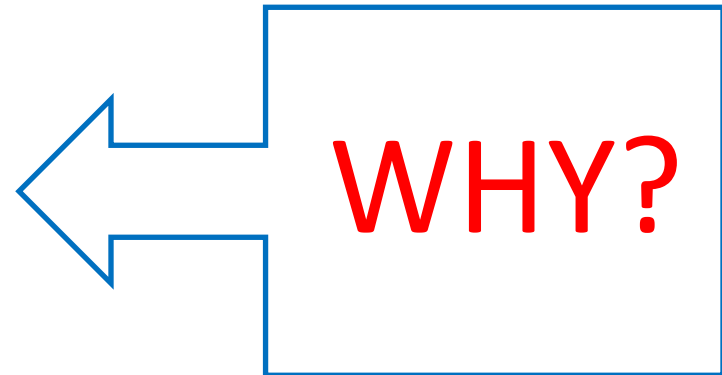
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What is being harvested without parental consent?

Our children are MORE than the sum of their data points...

- Personal Identifiable Information (i.e. biometric data, SSN, anything capable of being tracked back to the child)
- Religious affiliation
- Voting status
- Family income
- Dwelling ownership/arrangement
- Bus stop arrival/pickup times
- Health care plan





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Who is Harvesting Children's/Students Personal Information? Who are they?

inBloom

Amplify.

- School officials from several states **committed** to harvesting of information. They are: New York, Louisiana, Colorado, Delaware, Georgia, Illinois, Kentucky, North Carolina, Massachusetts
- Due to parent's pushback as of **5/29/13** Kentucky, Delaware, and Georgia have **pulled out**; Massachusetts and North Carolina may **NEVER** upload student data
- Amplify Education, a subsidiary of Rupert Murdoch's New Corporation built the infrastructure. Once finalized, the Gates Foundation handed over the database to a new non-profit called, inBloom, Inc. whose responsibility is to manage the personal information of all children/students they are tracking
- InBloom , Inc. was created by the Bill & Melinda Gates Foundation (who funded \$100M) and the Carnegie Corporation of New York



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How secure is inBloom?



E. Breach Remediation

inBloom, Inc and inBloom, Inc Contractors strive to keep inBloom and PII secure, and inBloom, Inc uses reasonable administrative, technical, and physical safeguards to do so, however, inBloom, Inc cannot guarantee the security of the information stored in inBloom or that the information will not be intercepted when it is being transmitted. inBloom, Inc and inBloom, Inc Contractors will maintain and update incident response plans that establish procedures to follow in case a breach occurs. inBloom, Inc and inBloom, Inc Contractors will also identify individuals within their respective organizations responsible for implementing incident response plans if a breach should occur.



The **FACTS** about Common Core



Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21st Century U.S. Department of Education - Office of Educational Technology

"The MIT Media Lab Mood Meter (Hernandez, Hoque, & Picard, n.d.) is a device that can be used to detect emotion (smiles) among groups The camera captures facial expressions, and software on the laptop extracts geometric properties on faces (like distance between corner lips and eyes) to provide a smile intensity score." (page 44)

"In addition, functional Magnetic Resonance Imaging (fMRI) and physiological indicators offer insight into the biology and neuroscience underlying observed student behaviors." (page 32)

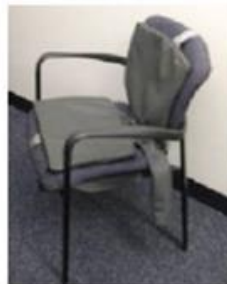
"While this type of tool may not be necessary in a small class of students, it could be useful for examining emotional responses in informal learning environments for large groups, like museums." (page 44)

Exhibit 11. Four parallel streams of affective sensors used while a student is engaged in Wayang Outpost, an online tutoring system

Facial Expression
Camera



Posture
Analysis Seat



Pressure Mouse



Wireless Skin
Conductance Sensor



Source: *Promoting Grit, Tenacity and Perseverance: Critical Factors for Success in the 21st Century*



The **FACTS** about Common Core



FERPA: Family Educational Rights & Privacy Act of 1974

- FERPA was changed in December 2011 via Executive Order and new amendments were implemented in January 2012 without any congressional oversight
- This was done so states could now legally harvest children's/students personal information; without FERPA being changed this would not have been possible
- According to FERPA “Schools do not need parental consent to share student records with any **school official** who has a **legitimate educational interest**,” according to the Department of Education. The department defines **school official** to include private companies hired by the school, so long as they use the data only for the purposes spelled out in their contracts



The **FACTS** about Common Core



FERPA: Family Educational Rights & Privacy Act of 1974

Who is Allowed to Share Data?

Can you share data with a department not controlled by the state education authority?

	Old FERPA regulations	New FERPA regulations
Children aged 0-6	No	Yes
Children 7 years and older	No	Yes

Can you share data with an agency running early childhood education programs, postsecondary education programs, special education programs, job training, career and technical education programs, and adult education programs?

	Old FERPA regulations	New FERPA regulations
Children aged 0-6	No	Yes
Children 7 and older	No	Yes

Can you share data with an agency running programs to improve social, emotional and physical development?

	Old FERPA regulations	New FERPA regulations
Children aged 0-6	No	Yes
Children 7 and older	No	No



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Diminishing of Parental Participation Rights

- Common Core is controlled by unaccountable outsiders (Achieve, Inc., NGA, CCSSO, Pearson, Bill and Melinda Gates Foundation among others)
- School Administrators, Board Members and Teachers have no control over standards because they are copyrighted by the National Governors Association and the Counsel of Chief State School Officers
- Where do parents go if they have an issue or concern with the curriculum? There is currently no escalation path



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What is the **REAL** Cost to Implement Common Core?

- New York State was awarded \$700M through RttT of which Port Chester received \$241,777
- \$150M was added from competitive awards from subsequent competitions (\$20M for data systems, \$8M Teacher Quality Partnerships, \$37M Teacher Incentive Fund and \$85M Investing in Innovation) bringing the total to \$845M
- Total RttT implementation cost for NYS is currently estimated to be \$1.1Bn leaving a gap of about \$255M. Where will the money come from?
- Where is the detailed cost analysis on Common Core, how much it would cost and how it would be paid for?



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What is the **REAL** Cost to Implement Common Core in PCSD?

- RttT funding will end on September 31, 2015 for those states/school districts who received grants. Any funds not spent will revert back to the federal government
- How will the PCSD fund Common Core after all the grants have dried up?
 - Is there a budget for this?
 - What is the impact to the tax payers?



The **FACTS** about Common Core



Loss of Local Control

- Curriculum no longer comes from local or state level as standardized tests are now nationalized and therefore the local curriculum must be aligned to these tests
- Standards can not be changed or deviated from in any way because the CCSSI is copyrighted by the NGA and CCSSO
- 15% can be added but this will **NOT** be part of the assessments
- Elected officials, whether it be at the state or local Boards of Education level are reduced to administrative agents with virtually no authority over the curriculum, instructional materials, or assessments within their local school districts
- Assessments are created by PARCC and are in alignment with the Common Core State Standards Initiative



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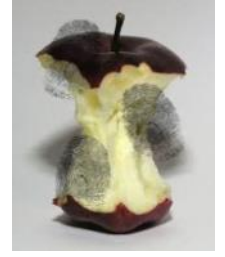


Testing and Assessments

- Tests are cloaked in secrecy and parents have no access to them
- The amount of testing put on children is excessive and unnecessary
 - Both parents and children are not told what the tests are for causing unnecessary stress
 - Children should not be used as a gauge for teachers performance as they do not understand the importance of this task
 - Children should not be used as guinea pigs for commercial organizations such as Pearson. They should use and fund focus groups, not public education
- Testing was already conducted with inadequate training for teaching staff and in some cases tests were conducted where the curriculum had not even been taught yet. How is that possible?



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Bottom Line

Our Children's Future: More Than a Number

- Standardized tests are a necessary gauge but should not account for the child's full ability of what they can achieve and should therefore not be categorized
- Standardized tests these children are **forced** to take are currently designed to determine what path they will follow in their life by 5th grade. What happens to the late bloomers?
- Specific procedures were not mentioned to accommodate children with learning disabilities (IEP's) based on the Core Standards website, "Applications to Students with Disabilities" A description that is less than two pages! Just now they are being developed



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Untested and Unproven

- CCSSI was **NOT** developed by educators, parents or local school boards. It was developed by Achieve, Inc. and branded by two trade organizations, NGA and CCSSO
- The only mathematician, Dr. James Milgram of Stanford University, on the Math Standards validation committee refused to sign off as he considered them to be “**mediocre**”
- Dr. Sandra Stotsky, who presided over making Massachusetts #1 in the country in English Language Arts Standards, refused to sign off as she described them “**empty skills sets**” that won’t prepare students for authentic college course work.
- “International benchmarked” has now been replaced by “relevant to the world” on the www.corestandards.org web site




The **FACTS** about Common Core



“If I have a problem with something my son is learning in class, I can't go to the school district, I can't even go to the state anymore. It's out of our hands.”

**COMMON CORE
EDUCATION
STANDARDS PUT
DISTANT
BUREAUCRATS
BEFORE PARENTS.**

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