PARENTS! STUDENTS! TEACHERS! STATE OFFICIALS!
UNCONSTITUTIONAL FEDERAL EDUCATION TAKEOVER!

STOP COMMON CORE : Common Core is a stealth, federal takeover of school curriculum and lowered standards across America. It was developed without the U. S. Constitution and State Legislative authority.

HOW DID COMMON CORE COME ABOUT? CC was enabled by the Federal Stimulus Law and the Dept. of Education's "Race To The Top" program. The Administration bribed cash-starved states into adopting unseen instructional standards as a condition for winning millions of dollars in grants. States signed on before the curriculum was fully written. Governors and State school Superintendents signed onto Common Core Standards without input from State Legislators, State school boards, parents and taxpayers. MT applied for RTTP funds, received none, but agreed to accept the CC standards and signed on to the Smarter Balanced Assessment Consortium. This is a bribe, bait and switch!

HOW DOES THIS AFFECT AMERICA'S EDUCATIONAL SYSTEM? Our schools will be controlled by a 'central authority' with no input concerning what they learn. States, parents, students, teachers, communities or local schools have NO input. Federal bureaucrats control and enforce everything.

WHO PAYS FOR THIS EDUCATIONAL SYSTEM? Of course the taxpayers, state-by-state, foot the bill. Nationally over $16 Billion. An estimated $40 Million for MT!

ORWELLIAN DATA TRACKING OF CHILDREN: A profile of over 400 issues will follow every child with a massive data tracking record. Information will be available to the government, organizations, private companies, but parents don't have to be informed of the profile! We are talking about academic records, health care records, disciplinary backgrounds, family incomes, voting preferences, religious affiliation, social issues, moods, habits, values, and on and on. Your child will be watched from Birth through Death. This is called the Longitudinal Data System. Parents cannot opt-out.

CURRICULUM: It starts with switching American literature with pop culture song lyrics. Then come subjective feelings, opinions instead of facts, beliefs, political correctness, multi-culturalism, social justice, diversity, climate change and social (socialist) studies instead of American history. Globalist child robots are replacing the American ideal, patriotism and freedom to choose your own career and religion. The Constitution hasn't been a priority for decades. We are losing our children fast, as you know! We CAN stop this at the state level NOW! That's where we still have power--States' Rights. And it starts locally in your school and district.

HERE'S HOW THE PUZZLE UNFOLDS: National Standards are set by the 'System'. Then National Assessments measure student & teacher. This forces a 'cookie cutter, one-size-fits-all, National Curriculum. Then, teachers' salaries are tied to student performance and test scores. *(Teachers must teach, WORD FOR WORD, to the test, each day. This is strictly enforced and already happening in Florida.)*

THE ULTIMATE RESULT is a national indoctrination of our children away from American sovereignty and traditional values to prepare them to be global citizens. And on a parallel track they are profiling every child from Pre-School into the workplace.

The Common Core State Standards (CCSS) was not the product of any federal action of any type. That being the case, the U.S. Constitution is not at play. In Montana the Board of Public Education has the authority to adopt standards like the CCSS, NOT the Legislature.

The Department of Education (USED) did encourage states to adopt these standards, but did not fund their development. Only 11 states were awarded grants spoken to here. Montana did write a Race to the Top (RTTT) grant which was not funded. Governor Schweitzer and Superintendent Juneau did sign a non-binding MOA stating that Montana would participate in developing the standards and consider adopting them when they were finalized.

Since each state that adopted the CCSS used their legal process for adoption and these standards did not come from the USED, states remain in control as they always have. All rights afforded parents, communities, students, and teachers still exist as they did before adoption of the CCSS.

This is an estimate made by the Pioneer Institute, which has been refuted by the Fordham Institute and the Montanan Legislative Fiscal Division.

Adoption of the CCSS did not have any increased data collection requirements. The '400 issues' are part of a <u>model</u> for data collection commissioned by the USED and is not a requirement. Montana collects only up to 86 data points on students which include NONE of the data points noted. OPI has implemented a longitudinal data system to track school and district data over time. not individual student data.

Adoption of the CCSS did not require the use of any specific materials or curriculum. Locally elected Trustees still retain the authority to select which textbooks, literature, curriculum, software, and teacher training they choose.

The standards have been adopted nationwide by 44 states, but that does not make these national/federally mandated standards. Assessments are being designed to test students on what they know are able to do relative to these standards. It is not required that teachers in Montana be measured by student results on this test. Teachers in Montana are not required to teach anything word for word.

Locally elected Trustees still retain the authority they had before the standards were adopted. There can be no national indoctrination of children in locally governed schools.

Myths Verses Facts

Myth. Common Core (CC) was a state-led initiative.
Fact . The CC standards were initiated by private interests in Washington, DC, without any representation from the states. Eventually the creators realized the need to present a facade of state involvement and therefore enlisted the National Governors Association (NGA) (a trade association that doesn't include all governors) and the Council of Chief State School Officers (CCSSO), another DC-based trade association. Neither of these groups had a grant of authority from any particular state or states to write the standards.

This is patently false. Further if it were true, how then could the CCSS be a federal mandated initiative? Trade associations are nothing more that organizations of like-minded individuals, often professionals that receive financial support from corporate sources. The MTSBA is a trade association. CCSSO and NGA helped facilitate the writing of the CCSS at the request of their members and did not need authority from states.

Myth. The federal government is not involved in the Common Core scheme.
Fact. The US Department of Education (USED) was deeply involved in the meetings that led to creation of Common Core. Moreover, it has poured hundreds of millions of dollars into the two consortia that are creating the national tests that will align with CC.

The USED was not involved in the creation of the CCSS. As a part of the Race to the Top Grant Program, a total $320 million was awarded to two consortia of states to develop next generation assessments aligned to the CCSS. When the grant reaches its end in September of 2014, the questions developed will be the property of the states in the consortia, not the USED.

Myth. States that adopted CC did so voluntarily, without federal coercion.
Fact. Most states that adopted CC did so to be eligible to compete for federal Race to the Top funding. To have a chance at that money, recession-racked states agreed to adopt the CC standards and the aligned national tests sight unseen.

The USED did require the adoption of the rigorous college and career ready standards which included the CCSS in order to receive RTTT grant funds. Only 11 states received these grants. One state that did officially adopt the CCSS before the final version was released. Montana was last to adopt because of the time and caution taken to review the standards before adoption.

Myth. Under Common Core, the states will still control their standards.
Fact. A state that adopts CC must accept the standards word for word. It may not change or delete anything.

States did agree to initially adopt the standards word for word as developed. States further agreed to not add more that 15% to the standards. As with any standards developed in the past, revisions will be made and can occur state by state if so desired. There is no penalty or sanction if a state revises the standards before or after adoption.

Myth. Common Core is only a set of standards, not curriculum; states will still control their curriculum.
Fact. The point of standards is to drive curriculum. Ultimately, all the CC states will be teaching pretty much the same curriculum. In fact, the testing consortia being funded by USED admitted in their grant applications that they would use the money to develop curriculum models.

Standards are the 'what' of the content that needs to be taught. Curriculum is the 'how' the content will be delivered. The standards do not drive the 'how', only the 'what'.

Myth. Common Core standards are rigorous and will make our children "college-ready."
Fact. Even the Fordham Institute, a proponent of CC, admits that several states had standards superior to CC and that many states had standards at least as good. CC has been described as a "race to the middle".

Here is another example of 'cherry picking' sources. The Fordham Institute debunked the cost estimate to states made by the Pioneer Institute, but is now used as an authority on the rigor of the standards. There were several states that did believe their standards were higher than the CCSS and did not adopt or partially adopted the CCSS. Montana commissioned a gap analysis that demonstrated that although the Montana standards were rigorous, they were not as rigorous as the CCSS.

Myth. The Common Core standards are "internationally benchmarked."
Fact. No information was presented to the Validation Committee to show how CC stacked up against standards of other high-achieving countries. CC reveals that American students will be prepared, at best, for a community college and not a standard four year college. The CC website now says the standards are "internationally informed."

This is patently false. The CCCSS website has ample evidence to the contrary. Remember these are standards to prepare students to ready to be successful for an entry level job or higher education experience. This would include community colleges, private colleges, and universities private and public.