

Cooper, Kathy

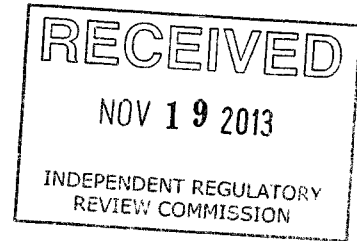
From: ContactForm@state.pa.us
Sent: Monday, November 18, 2013 8:36 AM
To: Help
Subject: IRRC Website - New Message

Follow Up Flag: Follow up
Flag Status: Completed

2976



A new message has arrived from the IRRC Website



First Name: Diane

Last Name: Welsh

City/State: Exton, PA

Email: 19341

Subject: Keystone Exams

Message:

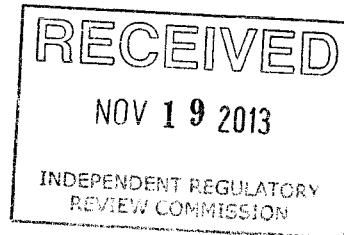
From everything I've read, the Keystone Exams are very bad news for the tax payers and students in Pennsylvania. I am the mother of a 34 year old who was identified with a learning disability in elementary school. Tests were a real problem for him. He was allowed to take his tests out of the classroom, and received extra instruction so that he could graduate from high school, graduate from college and have a very successful career. A pass/fail test is disasterous for many children, and expecting all kids to pass a test to graduate is a very BAD idea.

Cooper, Kathy

From: ContactForm@state.pa.us
Sent: Tuesday, November 19, 2013 7:37 AM
To: Help
Subject: IRRC Website - New Message



A new message has arrived from the IRRC Website



First Name: Michael

Last Name: Boland

City/State: Souderton, PA

Email: michael.boland@verizon.net

Subject: Revisions to Title 22. Education - CHAPTER 4. ACADEMIC STANDARDS AND ASSESSMENT

Message:

Commissioners - I stand in support of the revisions to the Chapter 4 regulations. As two examples I would like to highlight: Proficiency for the class of 2015 - The attendant confusion and misinformation surrounding this item alone should remove it as a requirement. Some students were required to take a course exam almost a year after completing the course: that is nothing if not inane. Additionally, modifying requirements midstream is simply unfair to all involved. Keystone Exams counting one-third of a grade - Any component weighted so heavily is too much. As education reform is addressed, I would prefer to see requirements hew to Pennsylvania, rather than national, led reforms. Regards, Michael Boland

Cooper, Kathy

From: Steve.Barker33 <steve.barker33@verizon.net>
Sent: Monday, November 18, 2013 5:56 PM
To: David Sumner; Johnson, Leslie A. Lewis; Wilmarth, Fiona E.; Yohn, Cheryl; Cooper, Kathy; Hoffman, Stephen F.; Michelle L. Elliott; Schalles, Scott R.; Smith, James M.
Subject: Common Core

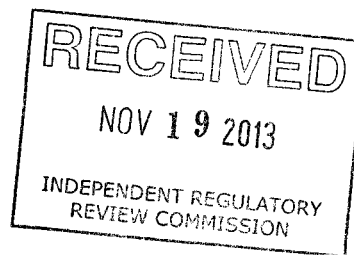
Dear IRRC Member,

Common Core threatens to dumb-down curriculum standards, take away local control, and collect personal data on every student and their families. And, the government will take even more of my hard-earned tax dollars to do it!

The most insidious aspect is the highly personal database that Common Core establishes into the private lives of the students and their families.

Sincerely,

Steve Barker
1095 Wade Lane
Oakmont, PA 15139
T: 412-820-2584
F: 412-820-0219

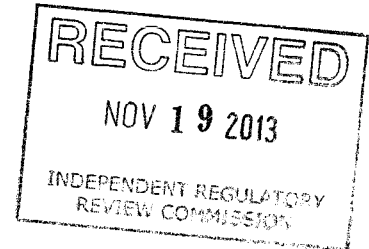


Cooper, Kathy

From: ContactForm@state.pa.us
Sent: Monday, November 18, 2013 8:57 PM
To: Help
Subject: IRRC Website - New Message



A new message has arrived from the IRRC Website



First Name: Diane

Last Name: Brownfield

City/State: Coatesville, Pennsylvania 19320

Email: ntfx830@aol.com

Subject: Pa Common Core also Common Core State Standards

Message:

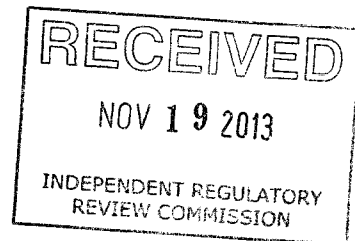
Please consider carefully the long term impacts on education in Pa if these state standards are adopted as law in Pa. The name is misleading and that is the tip of the iceberg. With a lot of support from my fellow elected school board members on the Coatesville area school board we passed a resolution opposing Pa Common Core on November 12th 2013. The financial costs are unknown and unfunded mandates, remediation will be expensive. Especially if large percentages of students taking the Keystone exams do not achieve at proficiency levels. Privacy issues for Pa citizens, students and parents are also in danger since FERPA regulations were changed at the federal government level so that PA residents parents and students rights are no longer preserved by the state of PA as a result. Finally, PA Common Core better as Common Core State Standards is not scientifically vetted and passed through peer review. Respectfully submitted, Diane Brownfield Coatesville Area Board School Representative

Cooper, Kathy

From: ContactForm@state.pa.us
Sent: Monday, November 18, 2013 6:59 PM
To: Help
Subject: IRRC Website - New Message



A new message has arrived from the IRRC Website



First Name: Betty

Last Name: Cook

City/State: Easst Stroudsburg, PA

Email: betty_a_cook@hotmail.com

Subject: Keystone Graduation Exams

Message:

I stand with State Senator Andy Dinniman and oppose the Keystone Graduation Exams (part of the proposed Chapter 4 Final-Form Regulations). it is fundamentally wrong, irresponsible, and financially distressing on school districts throughout the state. please vote against the Keystone Graduation Exams. thank you

Cooper, Kathy

From: ContactForm@state.pa.us
Sent: Monday, November 18, 2013 4:17 PM
To: Help
Subject: IRRC Website - New Message



A new message has arrived from the IRRC Website

First Name: Patricia

Last Name: Yoder

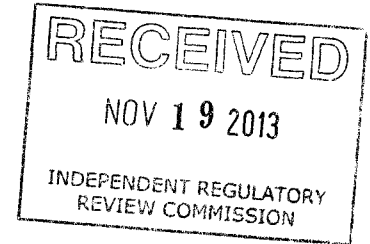
City/State: Honey Brook, PA

Email: PLYoder2@AOL.com

Subject: Keystone Graduation Exams

Message:

My husband and I are opposed to the Kesystone Graduation Exams that would be necessary to pass to receive a high school diploma. We, our children and now our grandchildren all attended PA public schools. I am a retired teacher from this state. I am in favor of students needing to know basic subjects in order to graduate, but the requirements being set forward in these exams are going to be beyond the reach of many children who have attended school regularly and have done their best to achieve. I'm really concerned about the algebra factor. Teachers are now spending many teaching hours preparing for required tests. Colleges look at what subjects students have taken and they are aware of academic college prep courses. I think student drop out will be more of a choice for students who know they cannot get by these exams even with additional tutoring. Please consider carefully what you are voting for. Thanks you for the opportunity to express my views.



Cooper, Kathy

From: ContactForm@state.pa.us
Sent: Monday, November 18, 2013 8:36 AM
To: Help
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A new message has arrived from the IRRC Website

First Name: Diane

Last Name: Welsh

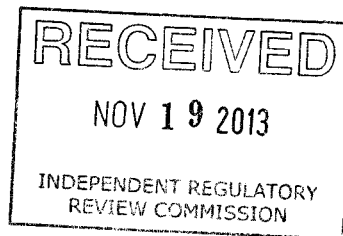
City/State: Exton, PA

Email: 19341

Subject: Keystone Exams

Message:

From everything I've read, the Keystone Exams are very bad news for the tax payers and students in Pennsylvania. I am the mother of a 34 year old who was identified with a learning disability in elementary school. Tests were a real problem for him. He was allowed to take his tests out of the classroom, and received extra instruction so that he could graduate from high school, graduate from college and have a very successful career. A pass/fail test is disasterous for many children, and expecting all kids to pass a test to graduate is a very BAD idea.



Cooper, Kathy

From: ContactForm@state.pa.us
Sent: Tuesday, November 19, 2013 8:27 AM
To: Help
Subject: IRRC Website - New Message



A new message has arrived from the IRRC Website

First Name: Jane

Last Name: Sheats

City/State: ,

Email: jsheats9@gmail.com

Subject: Proposed Revisions to Chapter 4

Message:

I am for the approval of the proposed revisions to Title 22. That the Keystone exams should begin for the graduating class of 2017 and should NOT be 1/3 of the students final grade.

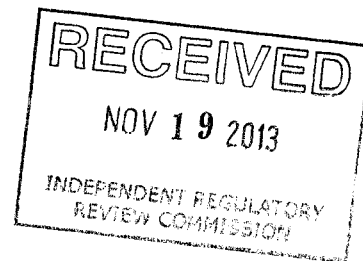


Cooper, Kathy

From: Muzz Meyers <mmeyers630@gmail.com>
Sent: Tuesday, November 19, 2013 8:46 AM
To: IRRC
Subject: keystone testing

Please stop the testing madness. Focus more money on teacher training and professional development and less on testing. This will have a dramatic negative impact on those who are already failing to serve.

Thank you,
Richard Meyers
Pittsburgh, PA

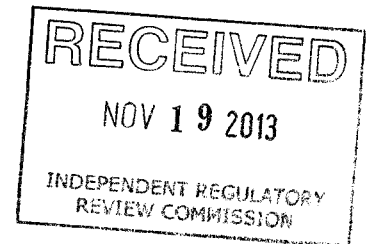


Cooper, Kathy

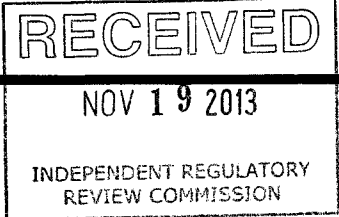
From: cjsharpless@verizon.net
Sent: Tuesday, November 19, 2013 8:55 AM
To: IRRC
Subject: Keystone stigmatism

I can only reiterate what local school boards and superintendents have already expressed; that mandating a standardized test to be a requirement for obtaining a high school degree will pigeon-hole, stigmatize, and otherwise mark certain students with a scarlet letter they can not remove. The fact that a student would have to earn a project based degree if unable to perform adequately on a "one size fits all" test automatically labels these children, and permanently. The very idea stirs up the notion of the Nazi educational model. The individual schools know best, by being able to know what works for its students and families on a more personal level in order to best guide the appropriate education to implement. Children with IEP's and those who excel but are experiential learners will be left behind to languish. Students who fully understand the lessons and can exhibit practical knowledge and application but do not test well will get swept up in a loop of unnecessary remediation and held back on expanding into other necessary electives. The option of home schooling will become disallowed, and much needed technical school educations will become a distraction to "teaching for the test". We will cease in educating the whole student. This is not right, it is a grave injustice to our youth and our communities. Keystone Exams should be simply a diagnostic tool, as is the PSSA's and other similar standardized testing, to determine if there is a deficit or a need to make adjustments to a child's educational path to better reach them and their individual needs or learning styles. Not to force them to learn to test identically to every other student in order to earn a high school degree. This should not be a scare tactic to make students take standardized tests more seriously.

I sincerely thank you for your time and consideration on this matter;
Cynthia J. Sharpless
~mother of 3
304 Five Points Rd.
Coatesville, PA 19320



Cooper, Kathy



From: Sheri Fabiani <ohannawriter@yahoo.com>
Sent: Tuesday, November 19, 2013 8:57 AM
To: IRRC
Subject: Regulation # 6-326: Academic Standards and Assessment and IRRC#2976

Implementation of the Common Core education curriculum will bring with it many negative effects. Firstly, Common Core is a **federal mandate** of standards, though it is marketed as being “state led,” and is tied to the stimulus package such that education funding would only be given to those who accepted the Common Core. Agreement to the Common Core was to be done sight unseen and without knowing what the costs (new curriculum, textbooks, tests, software, etc. will be needed as well) or outcome would be. Common Core weakens state and local control of education, leaving parents out of the equation completely. Common Core cannot be modified or accepted in part. It is copyrighted to be used as a whole, and state and local authority cannot override it. That is totally unacceptable. The time and money being spent on this should go toward a comprehensive education the local school boards and parents should agree on.

Common Core reduces the academic rigor that should be expected in school. Cursive writing has even been dropped from the curriculum, making students unable to read historical documents or even a journal or letter from their grandparents! Common Core’s philosophy of education has not been actually tested and top educators give it poor reviews. In Kentucky, where Common Core was implemented in 2010, math and reading scores actually dropped by one-third! This is hardly providing a better education for our children. Students will be taught to use the “lattice method” to multiply numbers, drawing diagrams and going through a series of steps that further complicates basic multiplication. Common Core claims to be “internationally benchmarked”, but there is no evidence of this, and Common Core Math has been found to be two years behind the benchmark. This is not a good education.

As we have already seen with government standardization in education, teachers are forced to teach “to the test” or “along the Core” rather than allowing teachers to be teachers, using their talents to bring about meaningful discussion, creativity in learning, personal connection, etc. There are no variations for students at varying levels of understanding or with special needs. Common Core treats all students as if they are cookie-cutter formed, with the same abilities, the same culture, etc. This is a one-size-fits-all standard for all of our children. It is bad policy, and it simply will not work.

Lastly, Common Core is set up in such a way for the federal government to collect, store, and reference 400 data points of information in a student’s lifetime. This data is not just grades and discipline; it includes medical records and political and religious affiliations. That is a HUGE loss of privacy and, to our shame, federal privacy statues were re-written to accommodate the data sharing of RTTT. Although the State of Pennsylvania has said they currently will not expand their data collection, the framework will still be there, ready to comply with this requirement at any time. That is simply unacceptable. The federal government has more than enough data on its citizens.

Implementation of the Common Core is a bad idea and wrong for so many reasons. Not only for those listed above, but also because the nation never voted on it. It never went before Congress or before the voters of this great nation. It was made a condition of eligibility for federal stimulus funds and was agreed upon sight unseen by 45 states. In other words, it was essentially forced on the nation without a fair hearing, and without giving the people a choice.

Regards,
Gregory P. and Sheri L. Fabiani

Cooper, Kathy

From: Susan Lee <seslee@aol.com>
Sent: Tuesday, November 19, 2013 8:23 AM
To: IRRC
Subject: Keystone Exams

Please do not saddle our school district with further unfunded mandates. I am opposed to using the Keystone Exams as a graduation requirement.
I am a resident of Tredyffrin Township.

Sincerely,

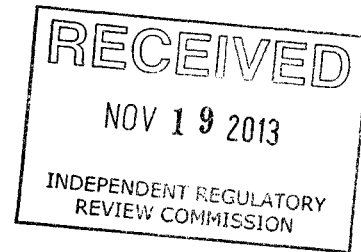
Susan Lee



Cooper, Kathy

From: William Murphy <wmurphy4790@gmail.com>
Sent: Monday, November 18, 2013 4:44 PM
To: IRRC
Subject: Keystone Exams

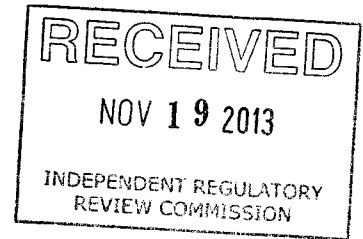
My husband and I want to emphatically voice our opinion regarding the passing of Keystone exams being mandatory for graduation from high school. We agree with the West Chester School District that it should be up to the individual district to determine high school graduation requirements. keystones are another standardized test that does not show the intelligence or abilities of students. We also believe that these tests do more harm than good, they take away more constructive teaching time and like many of these tests, force teachers to take detours from the curriculum that are for state funding rather than letting them focus on material that will benefit these children in life. We will support efforts that help our children become successful, not those that do not show any relative value to their growth and achievements. We support the efforts to change these tests to none mandatory and to support the District with the recommendation that such changes will help also with the remediation costs that will be incurred if this mandate remains. Nora and William Murphy



Cooper, Kathy

From: Betty Dunkel <dunkelbw@verizon.net>
Sent: Monday, November 18, 2013 4:53 PM
To: IRRC; David Sumner; pclymer@pahousegop.com; Office, PA Governor's
Subject: PA Common Core Standards

Importance: High



To Those Copied:

Many, many families and citizens of Pennsylvania are extremely concerned about the Common Core State Standards (CCSS) being forced upon our schools and our students. My comments to the Independent Regulatory Review Commission, David Sumner, to State House Education Committee Chairman, Paul Clymer, and to Governor Corbett are as follows:

I urge you to reject the proposed Chapter 4 regulations proposed by the Pennsylvania Department of Education and the Pennsylvania State Board of Education. The Keystone Graduation Exams would require students to pass tests in algebra 1, biology, and literature in order to graduate regardless of their grade point average. This testing, along with the remediation it will require, creates a large unfunded mandate on local school districts. The DOE has no plan to pay for the implementation of the Keystone exams that are estimated to cost \$300 million or more. These costs will be passed on to taxpayers and will end up as school property tax hikes. Many of us are on fixed incomes and are struggling to pay our bills and taxes. We are very concerned about these newly anticipated taxes, the pension crisis facing us, and the new transportation taxes. It is too much!

The CCSS initiative is an unproven experimental set of national standards. There is no empirical data to support them. They are unproven. No local school board members, school administrative staff, teachers or parents were involved in the discussion, development, or preparation of CCSS. Further, states were incentivized (bribed) to adopt the standards with "Race to the Top" monies and faced penalties and loss of funds if they did not adopt the standards. The federal government should not impose unfunded mandates on our states.

Under CCSS school districts are bound to an established copyright from which they can't delete, replace, or add over 15% of changes even if all parties agree. This eliminates academic freedom, teacher autonomy, it stifles creativity and innovation and leads to robotic learning environments. Supporting corporations such as Microsoft stand to make billions with the implementation of CCSS.

Most disturbing is the requirement to collect massive amounts of information on our students and their families starting in pre-school through college and until they have a job. Maybe longer. I am very upset at the total loss of privacy and the potential for privacy breach. There are statutes that prohibit collection of data on students without parental approval. We need to protect our students.

More and more, CCSS is becoming the Obamacare of education, another massive government program. Please do not force the federal Common Core program on our Pennsylvania schools.

Respectfully,

Mrs. Betty Dunkel-Hernon
36 Henredon Drive
Phoenixville, PA 19460
(610) 933-2015

Cooper, Kathy

From: Rich and Dee <richdeemattis@verizon.net>
Sent: Monday, November 18, 2013 5:32 PM
To: IRRC
Subject: Keystone Exams

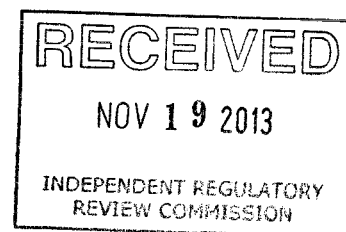
To the IRRC:

As residents of Chester County, PA and parents of elementary school children, we feel the T/E School Board Resolution Opposing the Keystone Exams and the Four-County Superintendent Letter Opposing the Keystone Exams accurately represent both ourselves and their other constituents.

Standardized tests rate how well a student can take a standardized test, and are no measure of real learning, intelligence and talents. These tests divert teachers' time and creativity into narrow channels of test preparation. It is a misappropriation of resources to finance such standardized tests when funding isn't available for PA schools more basic needs. For instance, nearly 30 schools in Philadelphia, Pennsylvania were forced to close. Many other Pennsylvania schools struggle to operate without adequate employees or core teaching materials. These tests are expensive to develop and implement. Those financial resources are better spent on directly educating students rather than enriching a testing company.

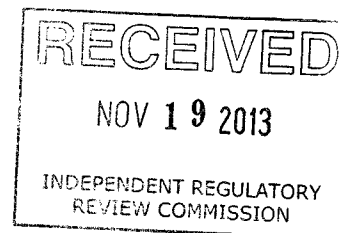
Thank you for carefully considering what is in the best interests of Pennsylvania's school children. We hope you will give close attention to the arguments opposing the Keystone Exams.

Regards,
Deanne and Richard Mattis



Cooper, Kathy

From: phwood2@juno.com
Sent: Monday, November 18, 2013 5:30 PM
To: IRRC
Subject: keystones



Dear Sir/Madam:

As a taxpayer, parent and former School Director, I am writing in opposition to your approval of the Keystone exams.

These requirements are an unfunded mandate and place a financial burden on the districts. Act 1 limits the percentage that districts can increase taxes. Pension costs continue to escalate and there is little extra money in district budgets. This means that the costs of the keystones must come from the instructional budget. There has, to this point, been no State money allocated to alleviate the costs to the districts.

Districts at this time have little or no information on what the requirements will cost, making it extremely difficult to budget.

The requirement that Keystone exams must be passed for a student to graduate means that some students, who might otherwise stay in school to graduate, will leave before graduating. This will be exacerbated by the fact that remediation will very likely take place during whatever time is allocated to art and music. Some students are motivated to stay in school by the availability of these subjects. This will no longer be the case and there will very likely be an increase in the number of students who fail to graduate.

Students already take many tests and evaluations. More tests take even more time away from instruction.

There has been a general lack of clarity and an apparent lack of planning with regard to requirements, costs and potential unintended consequences.

For all of these reasons, and more, I ask that you not approve the Keystone exams.

Sincerely,

Patricia Wood

386 Old State Road
Berwyn, PA 19312
phwood2@juno.com

Do THIS before eating carbs (every time)

Cooper, Kathy

From: Tom & Michele Hawes <mthawes514@yahoo.com>
Sent: Monday, November 18, 2013 6:20 PM
To: IRRC
Subject: Keystone Exams

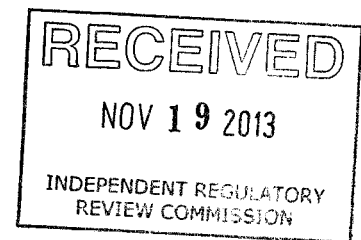
I live in the West Chester Area School District. I am writing in support of the resolution being adopted by the Board of School Directors of the West Chester Area School District OPPOSING the use of the Keystone Exams as a requirement for graduation.

It is my belief that the use of a one-time high stakes test as a graduation requirement is not fair. It puts an unnecessary amount of stress on teachers and most importantly, students.

There are many intelligent hard-working students who perform well on the daily course work and examinations within their class who do NOT perform well on a high stakes test such as the the Keystone Exams.

These tests should not be a requirement for graduation.

Sincerely,
Michele Hawes
149 Sidesaddle Place
West Chester, PA 19382
(610) 455-1022

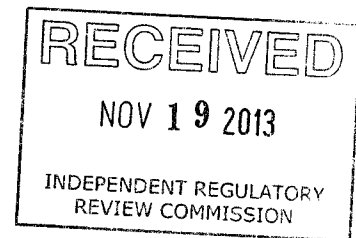


Cooper, Kathy

From: jstahelek@verizon.net
Sent: Monday, November 18, 2013 6:44 PM
To: IRRC
Subject: Keystone Exams

My children are in the West Chester Area school district and we want to keep graduation requirements at the local level. We are against the Keystone exams being a graduation requirement.

Thanks,
James A. Stahelek
211 Laydon Lane
West Chester, PA 19380
610 918-1755



Cooper, Kathy

From: Gwenn Mascioli <gwennmascioli@verizon.net>
Sent: Monday, November 18, 2013 6:58 PM
To: IRRC
Subject: STOP - please stop - this has gone too far

To: Independent Regulatory Review Commission

I strongly oppose many aspects of the Keystone Exams.

I do not believe that a "standardized measurement" of our unique children will help school districts in crisis. Furthermore, the strong school districts with motivated and high achieving students should be left alone. There are many measures, including graduation rates as well as college enrollment, that can prove that a school district such as Tredyffrin Easttown School District is doing a very good job.

The money to administer Keystone Exams should be funneled into the districts in crisis – in a meaningful way. There is not a one-size fits all solution to education problems in our state.

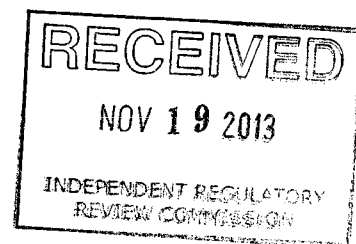
You may want to explore this option: <http://www.richerpicture.com/>

Ok – so most likely Keystones will come barreling through.

At this moment I choose to let you know that I disagree with making the Keystone Exam (Standardized Test) a Graduation Requirement.

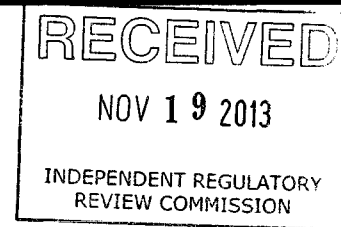
I would love for you to reconsider the whole concept of Keystone Exams – but, in lieu of that **please DO NOT ATTACH KEYSTONE EXAMS TO A GRADUATION REQUIREMENT.**

Thank you,
Gwenn Mascioli
12 Williams Lane, Berwyn, PA



Cooper, Kathy

From: Martin Beech <beechmartin@msn.com>
Sent: Monday, November 18, 2013 7:03 PM
To: IRRC
Subject: Keystone Exams



Dear members of the Independent Regulatory Review Commission,
I understand that tomorrow you will be reviewing the Keystone Exams proposal. As a retired Pennsylvania teacher, and as a life-long resident of Pennsylvania I feel impelled to tell you that I think Pennsylvania is about to make a huge mistake.

I already think that the schools today are spending a disproportionate amount of time and money on standardized testing in an effort to demonstrate that our students are being educated. To add high-stakes testing to our current graduation requirements will not improve matters at all. There are many types of learning and many different areas of learning that are not covered by the high-stakes tests, but are equally important to a well-rounded student and future citizen. These areas will be pushed more and more to the background as the must-pass-the-test areas become predominant.

Another concern is for students who don't excel at test taking, (for many different reasons), but are good at learning and demonstrating learned skills in other ways. These students tend to get very agitated about taking "important" tests, so much so, that they tend to do even more poorly than if the stakes were not so high. In the present system, these students can still do good work and graduate; indeed, I have seen many of my past students who were very nervous test takers, but otherwise good students, who went on to become successful adults. With the proposed system, many of those same students, may have had to suffer delayed (or no?) graduation with "remedial" work needed so that they could pass the test. I am guessing that there may be many students like this. Who will be paying for the extra remedial work (that is mainly made necessary to pass a test)? Current proposals indicate that the state is not putting itself in a position to take care of this, thus, we have another unfunded mandate foisted upon our school systems. These systems have already been damaged by budget cuts to many areas because of lack of state funding. How much worse will it be, if more money needs to be spent on making sure that students can pass standardized tests.

Unless, the state is willing to pay all extra costs that will be involved to get our students to graduation, as well as provide funding for other past mandates, I believe that we should get rid of the Keystone Exams, or at least not make them part of an absolute graduation requirement.

We have worked so hard to get students to stay in school and to do their best, it is a shame that they could indeed fulfill all requirements, but then not receive a diploma because of a score on a standardized test.

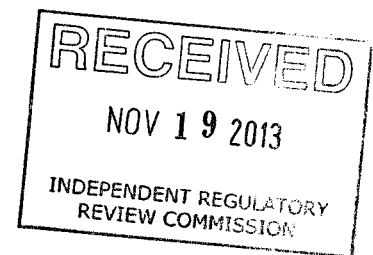
Sincerely,
Martin Beech

Cooper, Kathy

From: Barbara Guido <barbarag999@aol.com>
Sent: Monday, November 18, 2013 7:11 PM
To: IRRC
Subject: keystone exams

Please DO NOT use Keystone exams as a criteria for graduation.
Stop this please.

Barbara Guido
Cell: 610-639-1698
Home: 610-647-2780



Cooper, Kathy

From: Sue & Rich Fitzgerald <fitzwood@comcast.net>
Sent: Monday, November 18, 2013 7:41 PM
To: IRRC
Cc: Gwenn Mascioli
Subject: Fwd: NO KEYSTONE EXAM REQUIREMENTS PLEASE!!

To: Independent Regulatory Review Commission

As a parent in the Tredyffrin-Easttown school district, I feel it is important for you to know that I - and many other parents like me - strongly oppose many aspects of the Keystone Exams.

Our school district, like others in the state, is facing a looming financial crisis. Cuts are being made that impact our children and the quality of education they receive. Tredyffrin-Easttown school district is one of the best in the state, and Conestoga High is consistently recognized among the top high schools in the nation. I do not understand how adding another standardized test could possibly benefit an already high-achieving school population. I do know, however, that new standardized testing will result in more time taken away from productive classroom learning, additional costs to administer and tabulate, regulate and oversee the tests. I suggest a more appropriate solution would be to channel the testing funds back into the districts in a more meaningful and productive way.

There is not a one-size fits all solution to education problems in our state. Please consider exploring another option: <http://www.richerpicture.com/>

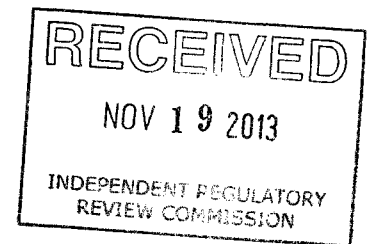
Thank you for your consideration.

Yours sincerely,

Sue Fitzgerald

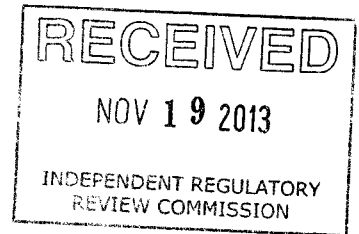
330 Bair Rd,

Berwyn PA 19312



Cooper, Kathy

From: Christine Dunleavy <jactdun@yahoo.com>
Sent: Monday, November 18, 2013 7:46 PM
To: IRRC
Subject: Keystone Exams



Dear IRRC:

I am writing to express my concern with the implementation of the Keystone Exams as a graduation requirement for several reasons. As an educator for over twenty years I certainly respect the idea of examinations to determine content learned and standards met. However the idea that a "one size fits all" is not the best way to determine success.

There is no question that the remediation process will put more burden on less affluent school districts, already stretched to the limit with budget issues. And when those students are "remediated", retest and are either not proficient again, or in some cases when they get one or two more right answers to gain proficiency, are they really more set for life's challenges or a college curriculum... I think not. Affluent schools who want to improve their profile, will just "throw money at it". Who could forget the sight at one affluent high school, the year they did not make the former AYP for the first time, of the gym being set up like the MCATS were being administered (with rented tables and chairs) and coolers of food being rolled in to make the students full and comfortable. Rented tables, chairs, food at less affluent schools? I do not think so.

The issue of teaching to the test is alive and well. Ask current high school Biology teachers if they use dissection as part of the curriculum. The answer is no. Why? dissection is not on the Keystone Exam will be the answer. However, terms are on the Keystone, so let's really inspire the students to want to become doctors, surgeons and veterinarians with more terms to study.

The focus on Keystone exams takes away the personality in teaching. Let teachers do what they do best, let the local education agencies govern what requirements should be met for earning a high school diploma. The most important resource we have is letting our qualified teachers use their skills and personalities to motivate students. Pat Conroy's Great Teacher Theory from the Lords of Discipline says it best (and the Keystone takes away)

A cornerstone of the theory is that great teachers had great personalities and that the greatest teachers had outrageous personalities. I did not like decorum or rectitude in a classroom; I preferred a highly oxygenated atmosphere, a climate of intemperance, rhetoric, and feverish melodrama. And I wanted my teachers to make me smart. A great teacher is my adversary, my conqueror, commissioned to chastise me. He leaves me tame and grateful for the new language he has purloined from other kings whose granaries are filled and whose libraries are famous. He tells me that teaching is the art of theft: of knowing what to steal and from whom. Bad teachers do not touch me; the great ones never leave me. They ride with me during all my days, and I pass on to others what they have imparted to me. I exchange their handy gifts with strangers on trains, and I pretend the gifts are mine. I steal from the great teachers. And the truly wonderful thing about them is they would applaud my theft, laugh at the thought of it, realizing they had taught me their larcenous skills well!"- Pat Conroy

Sincerely,

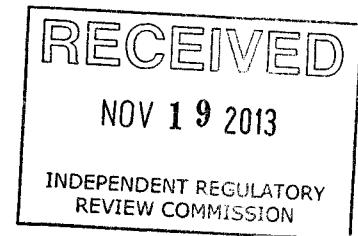
Tim Dunleavy

Cooper, Kathy

From: Dede Veale <dtbirdies5@gmail.com>
Sent: Monday, November 18, 2013 7:53 PM
To: IRRC
Subject: Keystone exams

You are over burdening these schools with more exams and while you may think they are a good idea they are costly and extremely time consuming for the school boards and especially our already underpaid teachers. The state governments keeps making these new tests and I am not sure where they are in helping the schools get them done! These tests cost our district alone thousands and thousands of dollars and the state expects the schools to cover the costs. Each year this district alone has tried and tried to live without many services as it is to make ends meet and now our PA government thinks this is a good idea. You need to come and actually talk to the teachers and the districts that have to run these exams and see the burden you will be putting on them. To me this is a case where you think this is a good idea but you are NOT the ones paying for it or the one having to implement it. The state government I am sure could spend their time worrying about other things then trying to put more state government tests on our districts. **ENOUGH IS ENOUGH THESE TESTS ARE NOT NECESSARY IN THIS STATE! SERIOUSLY SPEND YOUR TIME ON ANYTHING BUT MAKING THE TEACHERS AND STUDENTS LIVES MORE DIFFICULT!!!!!!!**

Dede Veale
1220 S. Leopard Rd
Berwyn, PA 19312
T/E School District



Cooper, Kathy

From: Deb Martinez <martinez5mex@gmail.com>
Sent: Monday, November 18, 2013 8:00 PM
To: IRRC
Subject: Keystone to become a requirement for HS graduation.

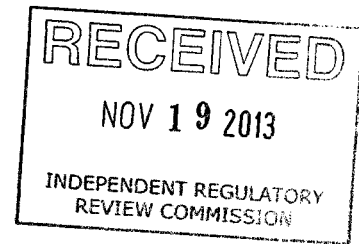
To whom it may concern:

We strongly disagree with the Keystone Exams becoming a graduation requirement by the time our daughter graduates from High School. As parents of children who do well in school but struggle on the standardized testing like SATS and Keystones, we don't believe it is fair to penalize children who may learn differently or who aren't good test takers. Secondly, the schools spend a lot of time already preparing kids for these tests that they don't know how to do some of the basics anymore and it is hurting our kids more than helping them.

Please reconsider and do NOT make the Keystone exams a requirement within the next several years. Our children will NOT benefit from this plan.

Sincerely,

*Yone and Deb Martinez
Parents to 3 students at Rustin High School*



"Enter his gates with thanksgiving and his courts with praise; give thanks to him and praise his name. For the LORD is good and his love endures forever; his faithfulness continues through all generations". Psalm 100:4-5

Cooper, Kathy

From: Rachel <rkmpavis@gmail.com>
Sent: Monday, November 18, 2013 8:14 PM
To: IRRC
Subject: Opposition to Keystone Exams

To whom it may concern:

Please accept this letter as my opposition to the keystone exams. I believe these exams are not helping create better students but rather hurting them. I do not want my children to be taking any more tests than they already do. I also do not want the teachers teaching to the tests.

Thank you,

Rachel Pavis

Sent from my iPhone



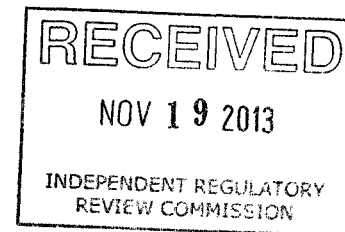
Cooper, Kathy

From: Wendy Hughes <willner5@comcast.net>
Sent: Monday, November 18, 2013 9:10 PM
To: IRRC
Subject: No Keystone Exams

No more testing!! Enough is enough unless you also provide sufficient funding for struggling schools to bolster their resources to help the students. Also I don't want my school district, which clearly excels in educating, to waste resources and time on yet more standardized tests.

**Wendy Hughes
Mother of three Tredyffrin-Easttown School District students**

Sent from my iPhone



Cooper, Kathy

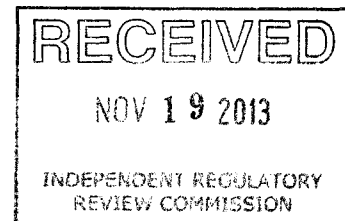
From: Fred Hartman <frederick.math@gmail.com>
Sent: Monday, November 18, 2013 9:15 PM
To: IRRC
Subject: Keystone Exams Against

I am not in favor of these expensive exams. PA has chosen to develop a test that could become a graduation requirement yet less than half of last years test taker scored proficient or better.

The cost of this unfunded mandate is not in the best interest of public education for the state.

Sincerely,

Fred Hartman



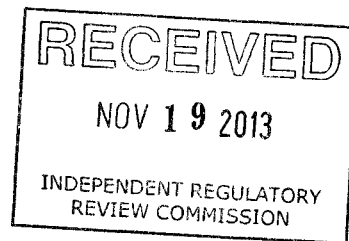
Cooper, Kathy

From: Nancy Veronesi <nmveronesi@yahoo.com>
Sent: Monday, November 18, 2013 9:22 PM
To: IRRC
Subject: Please say no to Keystone Exams!

There is too much time spent on testing and teaching to the test, rather than letting the students learn appropriate material and learn to be thinking, productive citizens. It is not fair for the already cash strapped school districts to have to provide 'remediation' to students who do not pass the Keystone exams. The Philadelphia school district, for example, cannot even afford supplies that teachers and students need - how is this going to help them? Do you really think that these tests are the best way to measure if the student is learning?

Enough with the unfunded mandates. Just say no to the Keystone exams!

thank you,
Nancy Veronesi
Tredyffrin Easttown School District parent



Cooper, Kathy

From: Maria <maria007@verizon.net>
Sent: Monday, November 18, 2013 9:29 PM
To: IRRC
Subject: Keystone Exams - Opposing High School Graduation Exams

Hello,

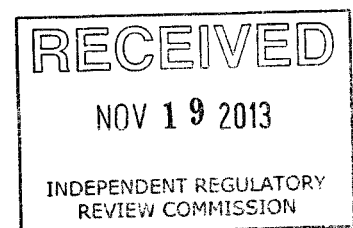
I am the mother of a new 9th grader child and very concerned over the Keystone Exams. My child has been complaining that all the teachers re-directed to teach towards the exams. Why is this exam necessary? I don't feel the teaching is for the children anymore but geared towards passing that state exam. Why focus on such a test? What have been the results in other states? Is this something that is better for the student or the states standings?

I choose public education for two reasons, 1) I like our school district and all the opportunities it provides for my children, 2) I simply cannot afford private education.

The school boards are even opposing this idea, doesn't that tell you anything? They are firsthand when it comes to seeing through the education system.

The impact that I see here is : more work for the teachers, adding to assessments through course exams, portfolios, hands-on and oral just to name a few. The keystones expect high standards; increasing student stress which will lead to less than normal test scores; increase in remediation course which impacts the school districts; the cost !; I don't want my child to have to take remedial courses and pass the opportunity to take electives that will help him with his career goal.

*Maria Gallagher
West Chester Area School District
Chester County, PA*



Cooper, Kathy

From: Kerry Puia <kerry.puia1@gmail.com>
Sent: Monday, November 18, 2013 9:24 PM
To: IRRC
Subject: keystone exams

This is in regards to the Keystone Exams. I have never and still do not support this costly, ineffective and burdensome set of exams to measure what? We know what state of affairs each school district is in. Why not fix the "wheel" rather than re-invent it? This is has and is costing all of us tax payers millions of dollars and I am sure it is benefiting someone at the other end economically.

Also for a program that cost as much as it did, it was rolled out with lots of kinks and issues. Unbelievable.

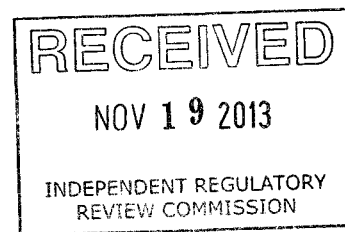
Lets mention the burden our educators are under in revamping the current curriculum geared to take another test in addition to the all the other state tests. Also the stress and burden on the student.

Fortunately, we live in a great school district that produces great students. Tredyffrin Easttown does not need another measuring tool.

FOCUS on the school districts that are failing.

I have read, voted on this before, and now am experiencing this through my children and the school and DO NOT SUPPORT this set of exams.

--
Regards,
Kerry Puia
484-843-1256



Cooper, Kathy

From: Mrs C. Yeagle <mrsceagle@gmail.com>
Sent: Monday, November 18, 2013 9:30 PM
To: IRRC
Subject: Keystone testing

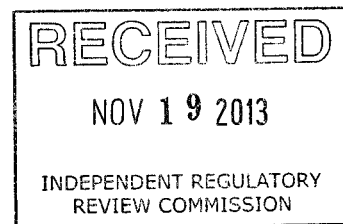
Slow down! Please look carefully at the data and evidence before pushing through another unfunded education mandate. Take the time to see if you have all of the information on the effectiveness and intended results of yet another standardized testing scenario for our schools. Please consider delaying the implementation of the graduation requirement until further piloting of the Keystone Exams demonstrates how effective the tests are as a tool to measure student and school success.

Thank you for your time and consideration.

Sincerely,

Mrs. Cathie Yeagle

Sent from my iPad



Cooper, Kathy

From: Steven Silva <sjsilva12@gmail.com>
Sent: Monday, November 18, 2013 9:50 PM
To: IRRC
Subject: keystone exams

To Whom It May Concern:

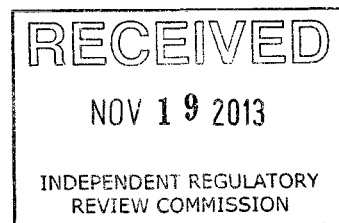
I am writing to express my opposition to the proposal to implement Keystone Exams as a requirement for graduation in Pennsylvania. This commonwealth has a history of allowing its local districts to exert control over the education of its students. While state standards are important, there are exponentially better ways to ensure compliance with those standards beyond standardized testing.

Standardized testing is uneven in its application in terms of curriculum and its fairness to students of varying abilities and educational experience. Students who achieve at a high level in their classwork, including AP courses that replicate college coursework can struggle on a state standardized test. Is it educationally appropriate to tell that student that while they may thrive in a college setting, they are not worthy of a Pennsylvania high school diploma because of a state-mandated test? That sounds anathema to what our commonwealth has promoted among its ideals from its inception.

For the cost of this program - and it is folly to suggest there is none - a district would be better served using its resources to expand its curriculum, lower its class size and invest in professional development opportunities to strengthen the quality of its teachers. If we want to send our state's students the wrong message about what constitutes success in school and appropriate preparation for the real world, give them a standardized test. But if you want to actually ensure our kids learn and contribute to our state's growth, put some actual thought into the process, worry less about profits for educational profits that develop these pointless tests and worry more about doing right by our kids.

Steven J. Silva

--



Cooper, Kathy

From: Jodi Knapp <jodimk@gmail.com>
Sent: Monday, November 18, 2013 9:54 PM
To: IRRC
Subject: Keystones

I am writing as a concerned parent of two children, both attending Henderson High School in West Chester, PA. I have been made aware of the resolution pending to require students to pass the Keystone Exams in order to graduate.

The Keystone Exams, originally designed as end-of-course exams, were re-purposed in 2012-13 to be an accountability measure to replace the 11th grade PSSAs. This change in direction increased the hours of testing time for many students. This increase in studying for the exams takes away from regular classroom study, and thus seems to place an emphasis on test taking rather than actual learning. In addition, this year, high school students were required to take Keystone Exams in biology, literature, and algebra (often years after students had taken the courses, which makes no sense as that required review for students who had successfully passed these courses and were on to higher levels of study). This type of testing (and re-testing for students who were not proficient) created unanticipated hours of planning for test preparation, administration, remediation and review, again a take away from actual learning to instead have our children learn how to take a test.

It infuriates me that I am paying good tax dollars so that my child can learn how to fill in circles on a test, while achieving high levels of stress knowing that this one test could delete hours and years of hard study. Both of my children are straight A/B students and to have to tell them that if they don't do well on ONE test, it could make or break their high school career is distressing.

I beg to ask, what are the Keystone's accomplishing in addition to

* added stress: many students must spend up to three or four weeks to prepare and take the Keystone, while also having to deal with AP exams and schools' final exam. In addition, students also take the PSAT, SAT and ACT college entrance exams in the spring.

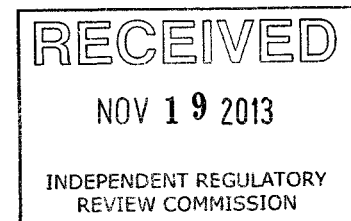
* added expense: school districts are expected to allocate more resources to supplemental instruction in literature, algebra, and biology at the expense and detriment of other subject areas.

Please take time to exam all the issues surrounding the Keystone Exam and eliminate the passing requirement.

Thank you very much,

--

Jodi Knapp

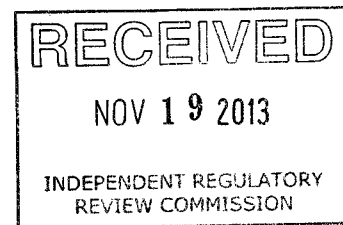


Cooper, Kathy

From: cjk133@aol.com
Sent: Monday, November 18, 2013 9:59 PM
To: IRRC
Subject: Keystone Exams

As parents of two good students in the TE School District, I cannot tell you how much I object to the idea of implementing the Keystone Exams as is being contemplated. Our kids have way too much emphasis on test taking already. The joy of discovering and learning takes back seat far too often to test taking during the school year even now - before the addition of the Keystone Exams. Also, the pressure on a young person of having their year long learning efforts reduced to how they happen to perform on an Exam will be very detrimental to many students. Many kids at this age simply freeze and are not good test takers especially with so much at stake and the pressure so great. Finally, the teachers and schools are the best judge of student readiness to move on and also know how to best make use of valuable classroom time - which should not include teaching to yet another test. You are killing the joy of learning - which is far more valuable than any additional test could ever be.

Cynthia Kendall Lindquist and John W. Lindquist, Wayne, PA

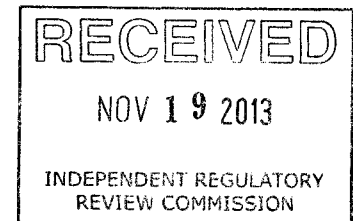


Cooper, Kathy

From: Michelle <mmwaugh@verizon.net>
Sent: Monday, November 18, 2013 10:12 PM
To: IRRC
Subject: We Oppose the Keystone Exams

To whom it may concern,
We strongly oppose the Keystone Exams as a graduation requirement. Please
leave requirements at the local level.

Thank you,
A concerned parent



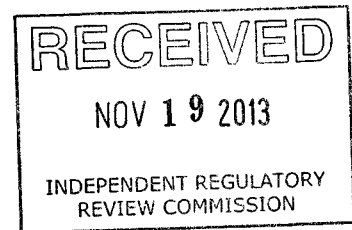
Cooper, Kathy

From: Brian Krug <bskrug@hotmail.com>
Sent: Monday, November 18, 2013 10:18 PM
To: IRRC
Subject: Please respect the wisdom of Local Schools

To Whom It May Concern,

Please do not allow the Keystone Exams to become a requirement for high school graduation! Doing so will rob teachers of some of the crucial autonomy they currently possess in how they instruct and assess their students. As a teacher's autonomy is whittled away, they are less free to adapt their teaching to and realize the full potential of their students. Furthermore, taking away such autonomy drains motivation from teachers. Who knows the educational needs, unlocked potential, and current achievement of my children better than their teachers? Therefore, I urge you to do all in your power to cause the State to reconsider this detrimental new requirement.

Thank you for your consideration,
Brian S. Krug
Father of Lucy (6th grade), Caleb (3rd grade), Levi (2nd grade), and Heidi (1st grade)



Cooper, Kathy

From: Jill Ohler <jillohler@comcast.net>
Sent: Monday, November 18, 2013 10:32 PM
To: IRRC
Subject: Keystone exams

To whom it may concern,

These tests are very burdensome and put much unneeded stress on our children. Please think of the kids in this day and age and all the stress that has been put on them already in comparison to years past. The students need time to be children. Please help our kids grow up slowly but no putting such unneeded stress on them with these tests. Please do away with these tests!

Thank you,

Jill Ohler, parent of three children.



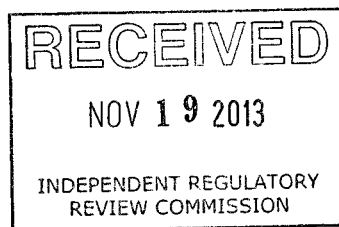
Cooper, Kathy

From: The Duerrs <waduerr@verizon.net>
Sent: Monday, November 18, 2013 11:19 PM
To: IRRC
Subject: Opposition to Keystone Exams

I oppose the Keystone Graduation Exams for the following reasons: 1. the tests were developed with no input from a course teacher or local district; 2. students could pass all their classes but fail a Keystone Exam and not get a diploma; 3. PA Dept. of Ed provides no funding for remediation costs, therefore cost would be passed to taxpayers; 4. Keystone Exams would further promote "teaching to the test", reducing valuable classroom instruction.

The Keystone Graduation Exams get a failing grade!

Ann Duerr
110 Stuart Ave.
Downingtown, Pa.



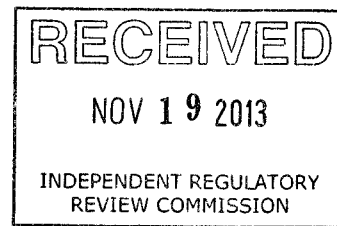
Cooper, Kathy

From: dubldocs@comcast.net
Sent: Tuesday, November 19, 2013 12:52 AM
To: IRRC
Subject: Keystone exam

I am opposed to the Pennsylvania Keystone Exam. It is wrong to teach to tests and the stakes in this exam are so high that I'm sure that teaching to the test will only increase. If a student can get all A's on an exam yet fail to get a diploma because of the Keystone test. It will also be expensive to implement these across the state and will cost more \$\$ to remediate kids who fail. I ask you to get rid of the keystone exams.

Sincerely,

Coleen Carignan



Cooper, Kathy

From: Judith McDonald <judymcdonald1@hotmail.com>
Sent: Tuesday, November 19, 2013 4:31 AM
To: IRRC
Subject: I oppose the Keystone Graduation Exams

I oppose the Keystone Graduation Exams. This needless requirement will cost me, the tax payer, a huge amount of money, as the mandate is not funded. I know the governor says it won't cost a cent, but we all know that is not true. This is only to teach students to pass exams--not to learn the subject material. Give the schools, teachers & students the proper level of school funding & they will pass the tests with flying colors. But do not waste their time teaching them to the test, or waste my tax dollars for this mandate.

Judy McDonald
579 Ridge Rd.
Spring City, PA 19475



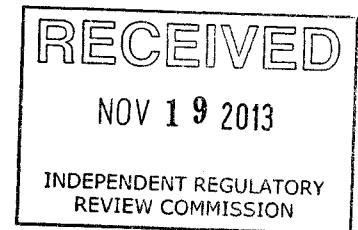
Cooper, Kathy

From: Sharon MacNamara <sharonmac1023@yahoo.com>
Sent: Tuesday, November 19, 2013 5:30 AM
To: IRRC
Subject: Keystone graduation requirements

Dear Committee Chairs,

I am writing to express my concern about the Keystone testing graduation requirement. This latest attempt at high stakes testing is destroying my children's education. Rather than sending my children to school to get an education, they are simply learning how to take tests. Please stop this cycle of high stakes testing and let our teachers teach and our kids learn.

Sharon MacNamara
Sent from my iPhone



Cooper, Kathy

From: Sheila Startup <smstartup@verizon.net>
Sent: Tuesday, November 19, 2013 6:01 AM
To: IRRC
Subject: Keystone exams

Thank you for the opportunity to present written comments regarding Regulation #6 – 326: Academic Standards and Assessment, which amends existing regulations to reflect Pennsylvania's Common Core Standards in English language arts; address test security concerns; and require students to demonstrate proficiency on the Keystone Exams in order to graduate from high school.

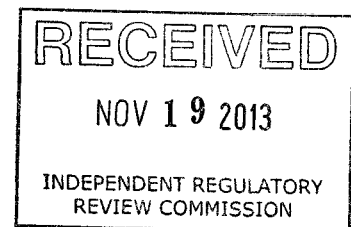
As a high school teacher I see the impact of these high stakes tests:
The Keystone Exams, originally designed as end-of-course exams, were re-purposed in 2012-13 to be an accountability measure to replace the 11th grade PSSAs. This change in direction increased the hours of testing time for many students- students spend up to three to four weeks taking the Keystone Exams, AP exams, and their schools' final exams.

Districts are required to provide supplemental instruction to students who take a Keystone Exam as a graduation requirement and who do not score proficient. Students are to be retested up to two times and then are permitted to take an alternate assessment. As a result, school districts are expected to allocate more resources to supplemental instruction in literature, algebra, and biology at the expense and detriment of other subject areas.

These exams have not helped our kids succeed- they succeed in spite of the exams. Public school test scores and graduation rates are the highest they've ever been, and dropout rates are at their lowest point. There are also financial implications with the tests It is estimated that Pennsylvania will spend \$300 million dollars annually to administer the Keystone Exams, money that would inarguably be better spent in providing teachers with professional development and students with additional resources in the classroom to enable them to succeed.

I urge the Independent Regulatory Review Commission and the General Assembly not to require Keystone Exams as graduation requirements.

Thanks so much for giving the public the opportunity to be heard.
Sheila Startup
West Chester, PA



Cooper, Kathy

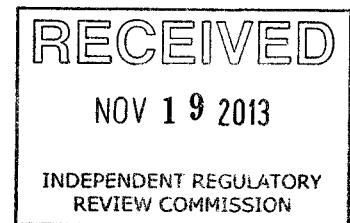
From: Jennifer Shea <jenshea1@hotmail.com>
Sent: Tuesday, November 19, 2013 7:44 AM
To: IRRC
Subject: opposition to keystone exams as graduation requirent

Good Morning -

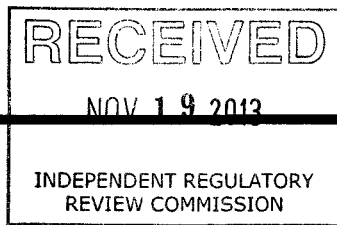
I believe that this is a bad idea and that individual school districts should be allowed to develop their own set of graduation requirements.

Thank you!

Jen Shea-Schwacke



Cooper, Kathy



From: Antonia Keg <akeg@verizon.net>
Sent: Tuesday, November 19, 2013 7:45 AM
To: IRRC
Subject: Please do not approve the Keystone Exams as graduation requirements

Greetings,

I urge the IRRC to disapprove the final Chapter 4 regulations on the grounds that the Keystone Exams will become yet another high-stakes test for Pennsylvania students. I respect supporting data provided by the State Board that tests must have incentive, i.e., a diploma, for students to take them seriously. I respect the fact that attempting to use the tests as one-third of a course grade resulted in logistical problems. What I cannot fathom, however, is that there is truly no middle ground solution to effectively assess our students on the PA Core Standards without holding their diplomas hostage.

In addition, I do not believe we have seen enough of the PA Core Standards to argue that they will indeed result in a motivated, creative and focused generation of college and career ready students, at least not any more/less than our previous PA standards. Still, as a parent, I continue to support my district in moving forward with these standards, confident that curriculum remains a local decision. However, I strongly urge the IRRC to explore every option before passing the current regulations which would allow the Keystone Exams to serve as graduation requirements.

I followed the past months of hearings and forums on both the Common Core and Keystone Exams. During that period, I also followed numerous hearings and forums concerning the growing need for our schools to become more aware of the issues of bullying, suicide prevention and the general need to keep our students physically and emotionally safe in our schools. In our critical quest to graduate a "college and career ready" population, please stop and think about the impact of Keystones as high-stakes tests, on a personal and daily basis, to the mental and physical health of the students in this state. Also please question whether assessing students on these standards, in order to receive a diploma, will really produce the college and career ready students we are being promised by the State Board and PDE.

With respect, to approve the Keystones as graduation requirements will likely contribute to a group of followers, who are great at "performing" *only* because the incentive of the diploma is placed in front of them. I hope you will agree that such an assessment system does not produce creativity, initiative, or collaboration -all vital components of a productive and competitive workforce – but more likely results in boredom, indifference and mediocrity.

In closing, please consider sending these regulations back to the State Board/PDE with the recommendation to remove the Keystones as graduation requirements. Suggest to the state's education experts that they provide innovative ideas that will aid districts across the state in utilizing the current tests in a way that will best serve the unique needs of their particular student populations. Pennsylvania is capable of becoming an educational leader by taking the time to develop an assessment system that will truly gauge not only the knowledge, but the traits our colleges and employers seek. Most important, we will free our students from yet another high-stakes test, thereby putting their interests, rather than those of the business community, military or legislature, at the forefront of educational reform in this state.

Thank you,
Antonia Keg, parent
West Chester PA

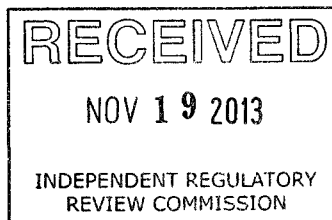
Cooper, Kathy

From: peggstaar@verizon.net
Sent: Monday, November 18, 2013 4:37 PM
To: IRRC
Subject: Keystone Graduation Exams

I strongly oppose the implementation of the Keystone Graduation Exams. The exams add undue stress to students, do not accurately gauge student achievement, and take more time from instruction. Furthermore, any required remediation and supplementary instruction for students will not be funded by the State Department of Education. As a former teacher, I urge you to vote against the use of these exams to assess the new Common Core standards.

Sincerely,

Margaret L. Staarman
307 Benning Lane
Downingtown, PA 19335



Cooper, Kathy

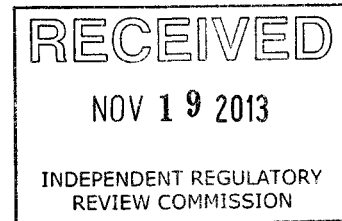
From: Sharo, Cynthia <cynthia.sharo@teleflex.com>
Sent: Monday, November 18, 2013 3:58 PM
To: IRRC
Subject: Keystone Exams

As a PA taxpayer for my local school district (Tredyffrin-Easttown), I am opposed to the Keystone Exams. They will cost us more in taxes because teachers will have to teach to the test, instead of just teaching. Remediation costs will raise my taxes because the school district will be required to have more resources. This will generate the need for more testing and take away from the current curriculum.

I understand that exceptions from taking the tests can be made which nullifies the tests so why even have them. Also I expect that there will be certain schools that will assist the students in taking them as schools have been caught doing with other standardized tests.

Please do not approve the Keystone Exams.

Cynthia Sharo



2976

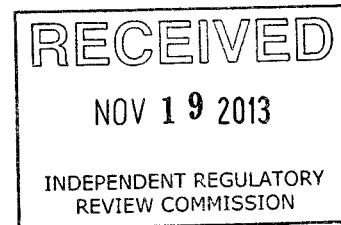
Cooper, Kathy

From: dibellayoga <dibellayoga@verizon.net>
Sent: Monday, November 18, 2013 4:04 PM
To: IRRC
Subject: graduation exams

I am writing to state my opposition to a state mandated graduation exam. There is a growing awareness that our school system is already burdened with too much standardized tests, with little benefit to student success demonstrated. It places a too much stress on many school districts that are stressed financially and facing yearly cutbacks.

Standardizing testing does not guarantee a quality education. I urge you to oppose this rule.

Pauline DiBella
#4 Old Forge Crossing
Devon, PA
610-687-8793



*namaste,
Polly*

Polly DiBella, CYST, RYT 500
dibellayoga at the Depot Shoppes
31 Plank Avenue #304, Paoli, PA 19301
610-578-0733 // www.dibellayoga.com

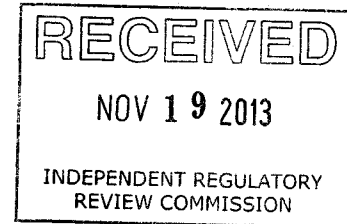
Please respond to this email if you want to be removed from the group list.

FAX: 717-783-2664

2976

361 Coldstream Drive
Berwyn, PA 19312-1111
November 18, 2013

Independent Regulatory Review Commission
333 Market Street
Harrisburg, PA 17101



Attention: David Sumner, Executive Director

Re: IRRC No. 2976

As a former teacher, Mother and Grandmother I am disheartened to learn that local control of our children's education may be surrendered to a national set of standards or "assessments".

Common Core foists unfunded standardized tests on our state schools without any legislative deliberation or approval. Federal interference in school curriculum is contrary to the canons of our constitution, the 10th amendment.

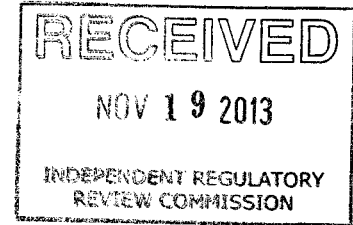
Pennsylvania is a diverse state. Each and every school is unique - every teacher has his/her strengths just as each child has different talents and aptitudes. National standards hamper creativity. ONE size does **not** fit all.

Sincerely yours,

Margaret M. Layden

Cooper, Kathy

From: Michael Morocco <railingman110@yahoo.com>
Sent: Monday, November 18, 2013 8:43 PM
To: IRRC
Cc: Michael Morocco
Subject: Opposition to Common Core



To whom it may concern,

I would like to express three major points why Common Core is not good for Pennsylvania or the Country.

For the past eighteen months, in preparation for a run for a local school board, I have spent much time and effort examining Common Core. One could get caught up in the details, curricula, and testing "standards" but instead, I would hope you would consider these broader problems with Common Core.

1. Despite comments to the contrary, the people who developed and promote Common Core do not necessarily represent the standards of the locally elected school board directors, teachers, parents, or administrators. With literally thousands of school districts representing a diversity of ideas, culture (both social and economic), reducing them all to a "Common Standard" would be impossible, nor would it be desirable. In promoting a common standard we eliminate the diversity of thought and application of what is learned which is essential for a well rounded education. People in the city *sould* have a different prospective of what is effective education than people in the country *to site a simplistic example*.

2. Both Lincoln and Hitler have said that the control of the philosophy in the classroom will lead to the ultimate philosophy in society (not necessarily solely by the ballot box). In this day and age of heated political ideology ranging from ultraconservative to liberal, leaving a relative few un-elected people in charge of what goes into our children's heads eight hours a day has the potential to do great harm in shaping the political and social outcomes of our country. Such opinion-shaping of our country shouldn't be the task of one group of people. You cannot read all content when approving the curriculum and the battle to shape the minds (and votes) of our children will be a battle heavily tilted to idealogy of the people with the authority to write the curriculum used in a regulation such as Common Core. **This point alone terrifies me, and it should terrify every American.**

3. Finally, where in the world does it say that public education should help private industry create employees for work based on some theoretical grading scale which reduces the potential for some students to be the next Henry Ford or Walt Disney? China is great at pigeon-holing their students at the eight grade using *their* grading system. How many children will never be able to dream their dream let alone *achieve* their dream simply because they didn't have good enough grades in some subject that didn't interest them? I would prefer that our children be given a great education based on local standards, ideas, and home grown excitement. Let industry be compelled to

compete with higher salaries and benefits for those students they want, not dictate to our teachers what is best for **our children**. As for the schools that currently don't do well based on the numbers of drop-outs, etc. there are already programs in place to help those particular schools with their challenges.

Common Core is a *shoe-horn* into *socialist-style societal engineering* which has no place in America.

I hope you will agree, despite some well-meaning distant bureaucrat wanting what's best for the masses, our children's parents, local teachers, administrators, and school boards need to be in charge of what goes into our children's minds. There are legal and moral bases for these points of view. We already have enough regulation in the classroom...we do not need more.

Respectfully yours,

Mike Morocco Sr.
412 607 0809

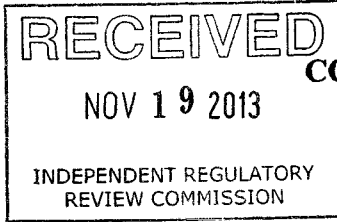
2976

United Nations
Agenda

PROBLEMS WITH COMMON CORE

IRRC

#2976



**COMMON CORE IS THE NATIONAL TAKEOVER
OF THE AMERICAN EDUCATION SYSTEM**

The Violation of Federal Law

Common Core is the national takeover of the American Education System by private organizations (like the Bill and Melinda Gates Foundation and the Eli Broad Foundation along with NGA, CCSSO and Achieve), our federal government (President Obama and Arne Duncan) using federal funds from the Stimulus Plan and Race to the Top, and through the implementation of the standards alone.

Parentalrights.org, "Common Core: The 'State-Led' Myth," May 2, 2013 (and also)

Pennsylvanians Against Common Core: "What is Common Core? Federally Mandated School Curriculum: Common Core In Pennsylvania"

Common Core involves federal government intervention in education which violates our U. S. Constitution's 10 Amendment stating that public education is in the hands of the state and the people.

Pennsylvanians Against Common Core, "What is Common Core? Federally Mandated School Curriculum: Common Core in Pennsylvania," (and also)

Stop Common Core, flyer (and also)

The United States Constitution (and also)

Home School Legal Defense Association, "Common Core Issues" (and also)

Robert S. Eitel and Kent D. Talbert, "The Road to a National Curriculum: The Legal Aspects of the Common Core Standards, Race to the Top, and Conditional Waivers," A Pioneer Institute White Paper no. 81 (February 2012): 7 (and also)

Common Core is in violation of three laws: the General Education Provision Act, the Department of Education Organization Act, and the Elementary and Secondary Education Act--as amended by the No Child Left Behind Act in 2001.

Stop Common Core, flyer

Common Core was a plan implemented in secret meetings without public debate by private trade associations who now own and have copyrighted the standards without accountability to parents and students and the individual states.

Parentalrights.org, "Common Core: The 'State-led' Myth," May 2, 2013 (and also)

Home School Legal Defense Association, "Common Core Issues," (and also)

Emmett McGroarty and Jane Robbins, "Controlling Education from the Top: Why Common Core is Bad for America," A Pioneer Institute White Paper no. 87 (May 2012): 4 (and also)

"Achieve," Achieve, accessed June 8, 2013, <http://www.achieve.org/files/About%20AchieveADP-Apr2012.pdf>. The College Board and ACT were also key advisors in the development of the Common

Core: see "Frequently Asked Questions," Common Core Standards State Initiative, accessed June 8, 2013, <http://www.corestandards.org/resources/frequently-asked-questions> and ACT, The Alignment of Common Core and ACT's College and Career Readiness System (ACT, June 2010). (and also)

The New York Daily News, "Stop the rush to Common Core," by Neal McCluskey, Williamson Evers, and Sandra Stotsky, July 1, 2013 (and also)

Pennsylvanians Against Common Core

Federal Coercion

Common Core's "Benchmarking for Success" standards were given to our president as part of his transition to the White House. They are declared "internationally benchmarked standards" in math and language arts for grades K-12. The Obama administration would make good on this promise by funding and overseeing the development of the assessment tests that states have promised to implement in

Common Core in Pennsylvania--School Choice may be eliminated with the intrusion of Common Core.
Home School Legal Defense Association, "Common Core Issues"

THE COST OF COMMON CORE

Common Core in Pennsylvania—Common Core Standards will cost PA taxpayers an estimated \$650 million over 7 years for textbooks, teacher training, and technology plus an increasing cost for testing.

Stop Common Core, flyer

Common Core coaching is projected to be expensive.

An Article on Fairfield Math Advocates explains CPM Professional Development this way:

"Teachers who participate in coaching change their practice more so than those who are not coached... Sounds Expensive! But if we are going to drastically change the instructional method of teaching math, of course we want to do it correctly...after all we don't want the students to fail!

Coaching includes:

Individualized On-Site Coaching, \$20,650 + travel/lodging expenses, fee for up to five teachers

Individualized Coaching with Virtual Support, \$14,600 + travel/lodging expenses, fee for up to five teachers

Visitation with Virtual Support, \$9,100 + travel/lodging, expenses, fee for up to five teachers

Monthly Mathematics Team Facilitation, \$10,350 + travel/lodging expenses

Personalized Plan for Your Site, plan based on components of the plans listed above

Fairfield Math Advocates, a curriculum report, <http://fairfieldmathadvocates.com/on-siz-fits-all/cpm-using-team-roles-with-study-teams...>

Additional Costs To Integrate All
schools information (implemented
each independently) in database

GENERAL ACADEMIC FLAWS OF COMMON CORE

Common Core State Standards have never been tested. The standards are experimental with no proof that it will boost student achievement.

Stop Common Core, flyer (and also)

New York Daily News, "Stop the rush to Common Core," by Neal McCluskey, Williamson Evers, and Sandra Stotsky, July 1, 2013,

Common Core proponents claim that the standards are internationally benchmarked, but they cannot provide information to support their claims according to Stotsky and Milgram.

Townhall.com, "Jeb Bush's Latest Common Core Snit Fit," by Michelle Malkin, (and also)

New York Daily News, "Stop the rush to the Common Core," by Neal McCluskey, Williamson Evers, and Sandra Stotsky, July 1, 2013

Common Core is centralized education. America and other nations with decentralized education, have had much more success in education performance than the methods of centralized education. Home school students have excelled over public school students with decentralized education.

Home School Legal Defense Association, "Common Core Issues,"

Common Core is representative of Collaborate Education. It may lead to a U.N. Agenda 21.

1. Common Core classrooms are arranged in table settings instead of individual desks. The Collaborate view is that there are no individual students, but a collaborate of team workers. Desks may be placed in one square set of four desks facing each other.
2. At the four desks are four types of students: (A) one gifted student, (B) one advantaged student, (C) one disadvantaged student, and (D) one mentally disabled student. PSSA Testing-Level B, Common Core Testing Level-C/ The purpose is to close the gap between students. The students work together as a team with the gifted students helping the less gifted.
3. The Collaborate Classroom with 21st Century Technology plus 21st Century Curriculum equals Common Core Standards.
4. A collaborate community, plus global technology, plus international curriculum equals Agenda 21.

Common Core's uniform standards reduce the benefits of competition between states and districts, who vie to attract residents and businesses.

New York Daily News, "Stop the rush to the Common Core," by Neal McCluskey, Williamson Evers, Sandra Stotsky, July 1, 2013

Common Core's uniform standards cripple individual choice in education considering the uniqueness and different needs of the students. Home schools and religious schools may be pulled into Common Core.

New York Daily News, "Stop the rush to the Common Core," by Neal McCluskey, Williamson Evers, Sandra Stotsky, July 1, 2013

Common Core validation committee member, Sandra Stotsky published and explained that Common Core standards disguises its equally low outcomes for all demographic groups and many state boards of education may follow up their unexamined adoption of Common Core standards with lower graduation requirements in the name of alignment.

Townhall.com, "Common Core Won't Make Kids Smarter," by Phyllis Schlafly, 7/16/2013

Common Core advocates say that Common Core standards are not curriculum but are merely standards. But, it's clear that the curriculum must be aligned with the Common Core tests so teachers will be compelled to teach to the test.

Townhall.com, "Common Core Won't Make Kids Smarter," by Phyllis Schlafly, 7/16/2013

Common Core is rigid and technology-laden. Teachers are pressured to maintain standards at the

national pace making it harder to address personal student needs. Students are more computer bound making less time for teacher-student interaction.

Home School Legal Defense Association, "Common Core Issues"

Common Core requires 9-year-olds to be expert typists. The new national education guidelines require students across the country to take the same online exam: PARCC test. Students as young as 9-years-old must type a full page. Fifth-graders must type two pages. That's quite a challenge for many young children, particularly those from low-income families who haven't interacted with computers as frequently as their peers. There is concern that Common Core may lose student handwriting skills.

The Daily Caller, "Common Core requires 9-year-olds to be expert typists," by Robby Soave, October 2, 2013 (also voiced concerns)

Common Core high school curriculum includes the reading of "The Bluest Eye," a story which contains graphic depictions from the perpetrator's point of view. Critics feel that children are not mature enough to process the violent, incestuous sex scenes. The American Academy of Pediatrics states that exposure to such material may contribute to aggressive behavior, desensitization, teen pregnancy, and promiscuity.

Politichicks, "(WARNING: Graphic) Common Core Approved Child Pornography," by Macey France, August 20, 2013

COMMON CORE MATHEMATICS STANDARDS

Common Core math standards will put Pennsylvania students two years behind their counterparts in high-performing countries.

Stop Common Core, www.stopcommoncore.com, flyer (and also)

James Milgram, Stanford University Professor, dissenting member of the Common Core math standards committee, Townhall.com, "Jeb Bush's Latest Common Core Snit Fit," by Michelle Malkin, September 20, 2013,

Common Core's "college and career ready" standard has never been defined, however, it does reflect that students will only be prepared for a nonselective two-year community college and not a university.

Stop Common Core, flyer

Common Core teaches "fuzzy math." An example of "fuzzy math," is $8+6=8+2+4=10+4=14$ vs. $8+6+14$.

Pennsylvanians Against Common Core (and also)

Daily Caller, "Obama math: under new Common Core, 3 times $4=11$ (Video)" by Eric Owens, August 18, 2013

Common Core does not complete the teaching and use of the standard algorithms of arithmetic until grades 5-6.

Truth In American Education, "Common Core's Serious Flaws," by Shane Vander Hart, July 3, 2013

Common Core defers the study of many Algebra I concepts to grade 9. This makes it difficult for mathematically able students to complete an authentic Algebra I course in grade 8. As the 2013 NAEP results indicate, over 30% of 13-year-olds nationwide take Algebra I, a percentage that has been increasing regularly since 1970. This percentage will decrease rapidly if schools choose not to make it possible for able students in mathematics to accelerate in grades 5, 6, and 7 so they can take an authentic Algebra I course in grade 8 and if grade 8 students who have completed Algebra I are not allowed to take an end-of-course Algebra I test at the end of grade 8.

Truth In American Education, "Common Core's Serious Flaws," by Shane Vander Hart, July 3, 2013

Common Core standards require teaching geometry with an experimental method, never used

successfully anywhere in the world.

Stop Common Core, flyer

Common Core students may graduate from high school at a 7th grade reading level.

Stop Common Core, flyer

FAIRFIELD COLLEGE PREPARATORY MATHEMATICS

Common Core's College Preparatory Mathematics fall short on the content review.

Most of the program is BELOW the specified standards level and there is too much of an assumption that work will be done in the team. Some standards are not met while others are not adequately met.

The program has such a pedagogical bias toward group work that it is not clear what, if anything, is expected of students outside of the classroom environment and includes such little direct instruction that it would be extremely difficult for a student who had to miss to fill in the gaps.

Properties of Exponents are shortchanged. Quadratic Formula is used without proof for a couple of chapters before a proof is given that only a leap of insight would call a proof.

Reputable Professors critique CPM:

In response to inquiry based learning strategies propagated by CPM/other reform math--Basing most learning on student discovery is time consuming, does not ensure that students end up learning the right concepts, and can delay or prevent progression to the next level.

Sandra Stotsky, Harvard School of Education graduate and member of NMAP, coauthored an analysis on reform math ideology.

Being told wrongly by a fellow student is far worse than being told what is correct by a competent teacher.

*Professor Bishop, Professor of Mathematics and past member of CA's Content Review Panel
Fairfield Math Advocates, Fairfield Curriculum on College Preparatory Mathematics*

Common Core's CPM program has self-directed group learning in which the students consult their team members to discover the correct answer. The teacher is basically a facilitator in the classroom. Students are responsible not only for their subject mastery, but those of the peers. Memorization and skill practice are discouraged. CPM requires student to surmount any and all group social issues within the group dynamics while trying to solidify the understanding of mathematical material.

Fairfield Math Advocates, CPM curriculum

Common Core's cooperative method does not explain how the program works for students with learning disabilities.

Since there is no pre-assessment of prior knowledge of material before grouping students, working together in mixed ability groups has proven to be onerous and frustrating for all students to date. A student is not allowed to move ahead or accelerate (John Dewey ideology) until everyone in the group understands and has mastered a concept.

(See source above)

Common Core testing data is lacking in independent studies and data.

No independent studies or data have shown how students of CPM's method of instruction will perform on SAT, ACT and AP exams. Parents and students are apprehensive regarding the lack of information knowing that scores weigh heavily with competitive college admissions. Colleges use test scores to award "merit aid" scholarships, which is financial aid not based on need.

(See source above)

MANSFIELD COLLEGE PREPARATORY MATHEMATICS

Common Core CPM in Algebra I for the 8th graders showed CMT Math scores dropped. In Illinois, after two years of CPM instructional math the percent of students meeting College Readiness Benchmarks dropped percipitously from 39% to 18.7%.

Concerns:

1. the "student-center" learning concept which has very little direct teacher instruction
2. the substantial group work and group grading (with randomized groupings)
3. the significant lack of math content and rigor throughout all texts
4. the spiraling instruction within/across the texts failing to provide closure
5. the rigidity of the curriculum not allowing for independent learning
6. the incompleteness of the text with too much reliance on on-line assistance and classroom work
7. the controversy surrounding CPM and the lack of data supporting performance results

Drawbacks:

Lacks teacher support material
Testing material is poorly organized
Does not strengthen partnership between teacher and student
Spiraling teaching method is confusing
CPM curriculum is impossible for differentiating lessons for IEP and 504 students
Relies too excessively on group work, "group think," and group grades
Relies too excessively on students teaching other students
Relies too excessively on pure self-discovery and "guess and check"
Unproven method of teaching and curriculum
No evidence of improvement in performance-SAT scores
Students not adequately prepared for higher level math
Fairfield Math Advocates, CPM curriculum

TIGARD-TUALATIN SCHOOL DISTRICT AND FAIRFIELD PARENTS AND STUDENTS EXPERIENCES WITH COMMON CORE

1. Parents are soothing crying and frustrated children!
2. Students feel a responsibility to try and guide other students through the problems so that all at the table are proficient. No one moves ahead until everyone masters the concept.
3. Students who loved math and excelled in math last year are struggling with the new CPM instructional methods (group learning: group grades; limited teacher instruction). They do not look forward to math class!
4. Students are receiving A's in this math, but when working with their parents at home, parents are finding their children know very little.
5. Students state CPM lacks new and challenging content. My daughter asked me if she really had to waste her time drawing boxes, using tiles, and guessing for answers.
6. Students rely on others in the group for answers.
7. Students state that some groups spend most of the time arguing over the answer. The student who has "bullied" them with their work submits the group answer--sometimes the answer is wrong, resulting in a poor group grade.

8. Students who did well in CPM classes then later transfer to private schools are usually a year behind. CPM does not translate well to traditional math in private schools.
9. Students who don't understand a concept and don't want to be perceived as "dumb" or don't want to be teased by the group, will remain quiet and pretend to understand. Kids do not want to stand out!
10. Students are frustrated with the use of guess and check table to write an equation if they can already write an equation without it. Even if they get the answer on the first guess, they are required to make several guesses.
11. Students are frustrated with using algebra tiles to combine like terms. It is time consuming when one can either do it in his or her head or just write it out on paper.
12. CPM is not for everyone, as students have different styles of learning. We need to adhere to their individual needs not to the "group" needs.
13. CPM textbooks is so disjointed.
14. Traditional Textbook provides examples and explanations that are clear and concise.
15. CPM Homework doesn't even pertain to a new concept that they are learning.
16. CPM Homework is sometimes on material never covered and isn't even explained in the text.
17. CPM instructional teaching format is exclusively peer teaching.
18. CPM de-emphasizes memorizing formulas, concepts and math facts.
19. CPM curriculum discourages opportunities for those that are advanced to be placed in an advanced program.
20. CPM math is about social skill building and the teacher cannot teach the class as a whole.
21. CPM curriculum Should be a CHOICE or Bring Back a stronger curriculum.
Fairfield Math Advocates, CPM curriculum

Common Core's CPM places an overly enthusiastic emphasis on explaining math answers in written form. This method penalizes students who are strong in understanding mathematical concepts and formulas but weak in organizing thoughts and explanations in written expression. Strong math students are not always the best writers.

COMMON CORE ENGLISH LANGUAGE ARTS PROGRAM

Common Core ELA standards are moving away from the classics toward informational texts which include presidential executive orders, propaganda, leftwing activist bias without balance, DNA and crime detection, vertical farming, digital media, European imperialism, great speeches, and civil rights movements.

Note from Mark Bauerlein: (Disclosure: I served on the ELA "Feedback Committee" for the Council of Chief State School Officers.) The push for information texts was not supposed to displace outstanding literary texts. Rather, it answered the call for more general background knowledge, more broad familiarity with history, science, art and ideas—all of which would, among other things, enhance

literary study.

Truth In American Education, "Video: Homeschooling Advocate Warns Common Core Abandon Classics," by Shane Vander Hart on April 15, 2011 (and also)

Townhall.com, "Common Core Won't Make Kids Smarter," by Phyllis Schlafly, 7/16/2013 (and also)

New York Daily News, "Common Core v.s. great literature," by Mark Bauerlein, July 10, 2013, (and also)

Townhall.com, "Rotten to the Core (Part 2): Readin,' Writin,' and Deconstruction," by Michelle Malkin (and also)

Townhall.com, "The Role of Educators," by Thomas Sowell, January 8, 2013

Common Core expects English teachers to spend at least 50% of their reading instructional time on informational texts at every grade level.

Townhall.com, "Jeb Bush's Latest Common Core Snit Fit," by Michelle Malkin,

September 20, 2013, (and also)

Truth In American Education, "Common Core's Serious Flaws," by Shane Vander Hart, July 3, 2013

Common Core reduces analytical skills involving literary works and "other subject materials,"

Townhall.com, "Jeb Bush's Latest Common Core Snit Fit," by Michelle Malkin, September 20, 2013, (and also)

Truth in American Education, "Common Core's Serious Flaws," by Shane Vander Hart, July 3, 2013

Common Core, in English classes, does not give the context of an historical document and is instructed to be shared with students devoid of any emotion. English classes now include the reading of the "Gettysburg Address." English professor Mary Graber describes Common Core training exercises. They are to read the "Gettysburg Address" without emotion and without providing any historical context. Malkin found her own reference to educator instruction, "refrain from giving background context or substantial instructional guidance at the outset."

Townhall.com, "Rotten to the Core (Part 2)": Readin,' Writin,' and Deconstruction," by Michelle Malkin, January 25, 2013

Word clouds are used to chart, decode, and "deconstruct" Lincoln's speech.

Townhall.com, "Rotten to the Core (Part 2)": Readin,' Writin,' and Deconstruction," by Michelle Malkin, January 25, 2013

Common Core's middle school writing standards are developmentally inappropriate for average middle school students. Most students have limited understanding of words like "claims," "relevant evidence," and academic "arguments" and find it difficult to compose an argument with claims and evidence. Nor does the document clarify the difference between an academic argument (explanatory writing) and persuasive writing, confusing teachers and students alike.

Truth In American Education, "Common Core's Serious Flaws," by Shane Vander Hart, July 3, 2013

Most of Common Core's college-readiness and grade-level standards in ELA are empty skills lacking in content knowledge.

Truth In American Education, "Common Core's Serious Flaws," by Shane Vander Hart, July 3, 2013 (and also)

Townhall.com, "Jeb Bush's Latest Common Core Snit Fit," by Michelle Malkin, September 20, 2013,

COMMON CORE HISTORY PROGRAM

Background: Cara M. Palmer, M. Ed., American History Instructor at Heritage Academy wrote a paper, "How the Two Align: Common Core State Standards and Heritage Academy's American History Curriculum. Briefly, these are her findings on Common Core. She is a proponent of great education and moral principles to help our country meet the challenges of a free people.

"Pay particular attention to the overall message that is being taught to the future citizens of our nation."

Many of the historical texts do not benefit, protect, or preserve our country, but pull America down. A large composite of the texts are related to racism. Religion and beliefs were not selected. History documents are dispersed among other subjects like ELA. There is no section devoted entirely to History/Social Studies for grades K-5 as in grades 6th through graduation. (footnote)

After examining the Common Core standards, Cara Palmer noted that the suggested texts did not seem to benefit, protect, or preserve our country--they pulled America down. Texts that show the benefits of religion and beliefs in our free nation were not picked for the course studies. Of the 333 texts selected for grades K-College and Career Ready, at least 72% were related to significant historical periods and topics taught in American History classes today. Of these 72 texts, at least 32 focus on the stark topic of racism (slavery, segregation, white supremacy, etc) which comes out to be approximately 42% of the American History content. Approximately, only 10 of the 72 have the actual words or fundamental documents written by the men who had key roles in America's founding as a free nation (two of which are a collection of primary documents from American History) and of that ten only four are found in the sections assigned for History/Social Studies. Many prominent primary documents are found dispersed in other subjects like ELA.

The first document a child will read, under the Common Core Standards, related to American History is in K-1. It is the story of George Washington Carver titled, "A Weed is a Flower: The Life of George Washington Carver (Liki 1965). It shows the black perspective without showing the positives of American's founding, government, or principles. This pattern continues throughout each grade. American leaders are down played or shown in a less positive light. Patriotic sources are missing.

Although an inspiring story, the first page points out that George was the "son of slaves" and "there was no hope for the future." It explains that George changed his life from evil to good, despair to hope, and hatred to love. The story describes his family running in fear from a band of white kidnappers and tells the sad story that he never saw his mother again. This is the only American History related text that these students will get in those grades. There are no patriotic texts, songs, etc., nor stories of noble Americans. Does this omission show a fair perspective of America? Why can't they learn the basic structure of government or basic principles of freedom taught by the founders of our country?

Common Core rewrites our History textbooks.

The Advance Placement history textbook has rewritten the Second Amendment.

The Second Amendment: A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

The textbook version implies that we're only allowed to keep and bear arms if we're in a State militia, a clear misrepresentation of the 2nd Amendment.

Foundations of Freedom, ACLJ (and also)

Saving our Future, "AP History Textbook Rewrites the Second Amendment, posted September 19, 2013

Common Core classroom work tasks students with revising and editing the "outdated" Bill of Rights.

In Bryant, Arkansas, sixth grade students were tasked with revising and editing the Bill of Rights. One student did not understand what the Amendments meant. The class was not taught about how the bills are amended leaving students with the idea that amendments are changed by committee and not by the Congress. Sound familiar?

Eag News, The Free Patriot, "Common Core Assignment: The Constitution is Outdated," by Allison Martinex

Common Core's radical left curriculum blames Americans for 9/11 in a school-viewed video.

In Texas, a mom was furious after discovering that her son's school was teaching students that the United States is partly to blame for the 9/11 terrorist attacks that claimed the lives of nearly 3,000

people. The mother posted the test on Facebook. The test reportedly covered content in a video fifth grade students watched in class. The disturbing test question was, "Why might the United States be a target for terrorism?" The answer, "Decisions we made in the United States have had negative effects on people elsewhere."

Glenn Beck, "America to blame for 9/11? That's what schools are teaching kids," March 22, 2013,

COMMON CORE'S ANTI-BULLYING PROGRAM

PENNSYLVANIA'S ANTI-BULLYING LEGISLATION

Common Core in Pennsylvania--Pennsylvania's Common Core anti-bullying legislation, while protecting the rights of gays, could adversely affect the rights of others who voice their opinions against aspects of the program. Senator Bob Casey recently reintroduced his gay-friendly anti-bullying bill. It would amend the Safe and Drug Free Schools and Communities Act to require all districts funded through the Elementary and Secondary Education Act to have policies prohibiting bullying and harrasment. Its inclusion of the words "sexual orientation and gender identity" means those with deeply held religious beliefs who believe that engaging in homosexual acts is sinful could be accused of bullying if they voice their beliefs.

American Family Association of Pennsylvania Weekly Update, Volume 3, Issue 9, March 1, 2013

An example of this bias may be noted here: At Fort Campbell, KY Lt. Col. Jack Rich sent subordinates an email labeling the Family Research Council and American Family Association as "domestic hate groups," stating their values don't align with "Army values" (repeal of DADT) because they oppose homosexuality.

American Family Association of Pennsylvania Weekly Update, Volume 3, Issue 15, April 12, 2013

Common Core in Pennsylvania--Pennsylvania's Anti-Bullying legislation was introduced as the Pennsylvania Safe Schools Act (Previously HB 2636).

Representative Dan Truitt (R-156th) introduced the Pennsylvania Safe Schools Act. The measure was drafted and spearheaded by a social justice group, Pennsylvania Student Equality Coalition. At its Core, says Truitt, the bill requires school districts to develop a more comprehensive policy to define bullying, establish procedures for responding to it, establish procedures for reporting it, and train school district employees.

To minimize the burden on schools districts, the legislation also requires the Department of Education (PDE) to develop a model policy and corresponding on-line training program that school districts can adopt if they prefer not to develop their own policy and training program. The legislation also requires the PDE to create an on-line "Safe Schools Portal," that school district personnel can use to enter and track incidents of bullying and acts of violence that the districts are already required to report to PDE. This system, in turn, would automatically generate periodic reports and e-mail them to principals, superintendents, PDE officials, and legislators on a specified schedule. ...This legislation will automate that process (annual safe school reports) so that more data can be reported with considerably less effort by school administrators.

December 13, 2012 Memorandum from Representative Dan Truitt to All House members on PASS Act

Common Core in Minnesota--Other Common Core warnings from Minnesota: As public schools already face challenges in teaching reading, writing, and arithmetic, intense pressure from radical homosexual agenda is forcing schools to deal with a number of issues never before presented. There has been major attempts to normalize the homosexual lifestyle through education curriculum such as Comprehensive Sex Education, Anti-Bullying Policies, and the such (even going so far as to attempt to normalize bestiality.) While the mainstream media wants to make this lifestyle out to be normal, healthy behavior, we want to make you aware of the actual statistics linked to this dangerous behavior:

Capt. Wm. Riddle, LAP says "30,000 sexually abused children in Los Angeles were victims of homosexuals"

About 1/3 of all sexual abuse cases among children are committed by homosexuals, and about 1/2 of all such cases among foster children are committed by homosexual providers. Please consider that less than 2% of America is gay.

50% of the calls to a hotline to report "queer bashing" involved domestic violence (i.e., homosexuals beating up other homosexuals).

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33% of homosexuals ADMIT to minor/adult sex.

There is a notable homosexual group, consisting of thousands of members, known as the North American Man and Boy Love Association (NAMBLA). This is a child molesting homosexual group whose cry is "SEX BEFORE 8 BEFORE IT'S TOO LATE." This group can be seen marching in most major homosexual parades across the United States.

Homosexuals commit about 33% of all reported child molestations in the United States.

73% of all homosexuals have had sex with boys under 19 years of age.

Many homosexuals admit that they are pedophiles: "The love between men and boys is at the foundation of homosexuality". At least 20% of homosexuals approve of homosexual sex between children and adults.

Because homosexuals can't reproduce naturally, they resort to recruiting children (parades, literature, and infiltrate society and positions giving them access to children).

Comment: Whether Dean's style is appropriate or not, warnings like this should be heeded to make sure these issues are not hidden in massive bills!

Freedom Post, "Bradlee Dean: Minnesota Warned About Homosexuality: Throw Rocks At God And You will Learn How Gravity Works." May 2013

Common Core's gay rights clauses may cost school districts money.

Buried in the proposed rewrite of the nation's massive education law are protections for gay and lesbian students that its supporters liken to the landmark 1972 protections for the rights of female athletes in high school and college.

Senate Democrats, on Tuesday, released a 1,150 page revision of the law governing the nation's elementary and secondary schools, formally known as the Elementary and Secondary Education Act but more commonly called No Child Left Behind. In it, they include student non-discrimination language that, if passed, would threaten school's funding if gay and lesbian students are bullied or harassed. (Legislation text starts on Page 694 of the massive school bill) The bill bans discrimination against students who are gay--or who are perceived as gay--in any program that receives federal education dollars. Schools that do not provide sufficient protection to gays and lesbians could find their dollars cut.

Newsmax, "Education Bill Rewrite Would Protect Gay Students," by Philip Elliott, June 5, 2013

OTHER RADICAL CURRICULUM AGENDAS FOUND IN AMERICAN SCHOOLS

CREATE

Create in Green Bay, WI--State officials contend that the CREATE program is nothing more than an effort to help teachers better understand and serve minority students. But as EAGnews previously reported CREATE appears to have a much more broad and progressive agenda than simply working to close the achievement gap between students of color and their white counterparts. Many of the 2013 state conference presentations focused on how public schools supposedly promote "white culture" and "white privilege to the detriment of students of color. Presenters called on educators to recognize and acknowledge their white privilege and encourage their students to do the same. Only then, presenters argue, can all students truly receive a multicultural education.

The conference also focused on teaching race-based topics in the classroom and how to respond to student resistance when talking about white privilege. The goal seems to be to crush dissent, convince white kids that they need to feel guilty about themselves and the society they grew up in and to convince minority kids that current American social structures are hopelessly stacked against them.

Presenters claim students learn American history from a "Eurocentric" or white privilege (sorry portions of this paper were deleted as it took an opposite view)_____people of color. Moreover, they believe teaching the idea of Americans being exceptional stems from institutionalized privilege. They recommend reading materials by authors who are not very fond of the United States and want students to share their dim view.

What is the point of the lessons? The lessons appear to undermine the American narrative.
Eagnews, "Controversial teacher conference focuses on crushing student resistance to radical ideology,"
by Ashleigh Costello

As reported by Fox News, the "American Diversity," class at Delavan-Darien High School in Wisconsin is under fire for a curriculum on "white guilt." After seeing her son's school handouts, a mom became alarmed and said, "I felt it was indoctrination. This is a radical left agenda and ideology that is now embedded in our school." The parent said the students were taught, "If you're white, you're oppressing. If you're non-white, you've been a victim."
gopusa.com, School teaches that Whites are 'Oppressors', January 17, 2013

The Young America's Foundation looked into the matter as well and found that students were being taught an "uncited definition of 'white privilege'."

In critical race theory, white privilege is a set of advantages that are believed to be enjoyed by white people beyond those commonly experienced by non-white people in the same social, political, and economic spaces (nation, community, workplace, income, etc.).

So rather than bringing kids together, this class seeks to break them apart. Again, this is not some left-wing college course. This is a high school class that is part of a larger "Education and Training" career cluster. How about focusing on Math, Science, English, and History? What is the point of a class that tells one group that they are oppressors and another group that they are oppressed? (Liberation Theology)
gopusa.com, "School Teaches that Whites are 'Oppressors', January 17, 2013

C-SCOPE

C-SCOPE trends toward centralization, revises history, and is pro-Islamic.
Candice Lanier reported December 1, 2012, on the move by the federal government to replace traditional

curriculum with government information documents. This is part of the the trend towards the centralization of education, which has resulted in parents and teachers having less impact on what goes on in the classroom while the federal government's control is expanded. One of the main concerns regarding the government information documents is the high potential for politicized curriculum. Add to that the revisionist history being taught in some classrooms, along with the promotion of one religion over another. _____. An example of this can be found in the Texas Education Service Center Curriculum collaborative (TESCCC) and its company, CSCOPE, a major producer of curriculum used in the Texas education system. A report shows that CSCOPE has portrayed participants in the Boston Tea Party as terrorists and is also accused of having developed an anti-Christian, pro-Islam curriculum.

C-SCOPE curriculum, by law, is supposed to be accessible to parents, according to the Texas C-SCOPE Review:

"I was contacted about the matter by Ginger Russell, whose mother, Janice VanCleve, writes homeschool science materials which she graciously gave a book to each of my own children. Mrs. Russell says that parents have been denied access to the curriculum and that the teachers were given a "gag order," signing a copy of the gag order without legal counsel, but they are finding ways of obtaining the curriculum and getting the word out on CSCOPE. Russell and VanCleve have teamed up to create the Texas C-SCOPE Review website to inform the parents of what their children are being taught with this curriculum."

CSCOPE is linked to Islamic bias and Islamic organizations.

In Florida, controversy has been brewing over a world history book published by Prentice Hall Pearson and which has been described as a "1054 page monster" that is biased against Christianity and Judaism. Due to complaints in the 2007 edition, some of the anti-Christian, anti-Semitic misinformation has been removed from the 2013 edition. Citizens for National Security and Act for America were key in getting this content removed. However, according to The Report Card the 2013 edition still commits great sins of omission in favor of Islam."

Shabbir Mansuri and Susan Douglass were retained by Pearson as consultants to review the material in the world history and are associated with the Council on Islamic Education (CIE), which The Report Card describes as a "front for the Muslim Brotherhood in America. Steve Emerson of Discover the Networks reports that the CIE is the leading contributor and consultant to publishers of textbooks that include Islamic-related content. CIE promotes sanitized, inaccurate information about Islam in K-12 education.

CAIR, the Council on American-Islamic Relations, has ties to Hamas. CAIR has been accused of distributing misleading and biased information regarding Islam, for the purpose of implementing Sharia law in the U. S. CAIR told Dave Gaubatz, "We will attack the heart of America," which they are doing via textbooks and schools. The plan is to destroy American society from within.

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Gulen Charter Schools, the largest taxpayer supported charter school networks promotes Islamic beliefs. Their 135 U. S. charter schools enroll more than 45,000 students. The schools are under investigation. The Cosmos Foundation, a Gulen enterprise received \$10,550,000 from Bill Gate's foundation and \$41,570,721 from taxpayers.

Candice Lanier, "Jihad in U. S. Schools: Anti-Christian, Revisionist History Curriculum Backed by Cair and Muslim Brotherhood," January 7, 2013

Education speaker, Jeanine McGregor, has been investigating CSCOPE, a progressive online curriculum being used in about 80% of all Texas Schools and the Board of Education has no control of the content of this material being taught to our schools.

Examples of CSCOPE include the classroom where the teacher tasked the students with dressing in Islamic clothing and instructing them to refer to the 911 hijackers as "freedom fighters" and not "terrorists." Another was the 5th grade class quiz about 911. The students were asked why the U. S. was a target for terrorism. The answer was: "Decisions we made in the United States have had negative effects on others. She also noted our tax dollars were funding CSCOPE.

Jeanine McGregor, "CSCOPE In Our Schools," April 12, 2013

CSCOPE has contributed to failing schools. It is not teaching multiplication tables, using the proven

phonics method to learn reading v.s. sight reading, and no longer deems cursive writing as necessary. According to the Texas Education Agency, 315,000 students are attending failing schools in Texas despite the fact that educational spending in Texas has risen at a rate five times as fast as enrollment. (Superintendents are controlled by TASA AND TASB-check how much taxes the school pays to them)
Texas CSCOPE Review, "Superintendents Have Taken Control of Texas Schools," by Janice, 4/24/2013

Many believe that CSCOPE is an end run around Common Core after it was rejected by the governor. It is interesting to note what veteran Texas teacher, Donna Garner said about a CSCOPE hearing she attended. She said that basically two groups attended the meeting--school administrators and school boards v.s. parents and citizens of Texas. The first group was concerned about "control" and the second group was concerned about "student learning."
(See source above)

CSCOPE has been linked to underground Weatherman terrorist, Bill Ayers, and Linda Darling Hammond, a proponent of Common Core. It was noted that lesson plans disappear from computers after the lesson. Christianity is skewed in the lessons calling them "cannibals" due to the misinterpretation of the "Lord's Supper,".
Texas CSCOPE Review, "CSCOPE Connection to Terrorist," by John Griffing, WND, January 14, 2013

CSCOPE complaints from faculty members and parents noted the curriculum as a lack of transparency, a lack of oversight from the State Board of Education, and for imposing oppressive working conditions on its faculty members.

David Barton revealed on Glenn Beck's show that CSCOPE is considered "instructional materials" not "curriculum" so it is not subjected to regulations by the State Board of Education. He brought artifacts showing how today's lesson plans lean increasingly toward political correctness. It eliminates national values, Americanism or exceptionalism, the study of federalism and majority rule along with patriotic symbols. Symbols, leaders, religious holidays, and American military history are discarded. CSCOPE heroes for 1-3 grades will have a dozen secular progressives and about three conservatives or political moderates. Communalism and collectivism are the core of the materials.
The Blaze, "CSCOPE: Exposing the nation's Most Controversial Public School Curriculum System," by Tiffany Gabbey, March 7, 2013

DATA MINING

Common Core's database is a joint project of the Bill and Melinda Gates Foundation which provided most of the funding, the Carnegie Corporation of New York and school officials. Amplify Education, a division of Rupert Murdoch's News Corp. built the infrastructure. The database has been turned over to the newly created inBloom Inc., the company who will run the database.

Reuters, "K-12 student database jazzes tech startups, spooks parents (and also)

"Time to Opt Out of Creepy Fed Ed Data-Mining Racket," by Michelle Malkin, March 15, 2013

According to the American Principles Project, this Common Core database is "merely one part of a much broader plan by the federal government to track individuals from birth through their participation in the workforce." The stimulus package created a "State Fiscal Stabilization Fund to bribe states into constructing "longitudinal data systems" to collect data on public-school students."

Townhall.com, "Rotten to the core: The Feds' Invasive Student Tracking Database," by Michelle Malkin, March 8, 2013

The Department of Education revealed its progressive designs to measure and track children's "competencies," "recognizing bias in sources," "flexibility," "cultural awareness and competence," "appreciation for diversity," "empathy," "perspective taking," "trust and service orientation."

"Time To Opt Out of Creepy Fed Ed Data-Mining Racket," by Michelle Malkin, March 15, 2013

Common Core amasses large amounts of personal information about students.

The information included on the database includes name, address, sometimes a social security number, learning disabilities, test scores, attendances, career goals, attitudes toward school, home work completion, healthcare histories, income information, religious affiliations, voting status, blood types, school grades, hobbies, interests, records of interactions with school counselors, disciplinary records.

Reuters, "K-12 student database jazzes tech startups, spooks parents," by Stephanie Simon, March 3, 2013 (and also)

Townhall.com, "Rotten to the Core: The Feds' Invasive Student Tracking Database," by Michelle Malkin, March 8, 2013 (and also)

Parentalrights.org, "National Database of School Children Launched, March 20, 2013

The data mining techniques used include "using cameras to judge facial expressions, iris scans (optical fingerprints for biometric information, an electronic seat that judges posture, a pressure-sensitive computer mouse and a biometric wrap on kids' wrists, functional magnetic resonance imaging."

Townhall/Rachael Alexander/3/18/13 (and also)

"Time to Opt Out of Creepy Fed Ed Data-Mining Racket," by Michelle Malkin, March 15, 2013 (and also)

Examiner.com, "Schools conducted iris scans on students as young as six without permission," by Angel Clark, May 29, 2013

Common Core allows local education officials to retain legal control over their students' information, but federal law allows them to share files in their portion of the world with private companies selling educational products and services, like CompassLearning.

Reuters, "K-12 student database jazzes tech startups, spooks parents, " by Stephanie Simon, March 3, 2013

Vendors are salivating at the business possibilities in exploiting public school students.

"Time to Opt Out of Creepy Fed Ed Data-Mining Racket," by Michelle Malkin, March 15, 2013

Federal officials say the database project complies with privacy laws. Privacy rights once covered under the Family Educational Rights and Privacy Act (FERPA) formerly guaranteed that parents could access the data collected by schools concerning their children but barred schools from sharing this information with third

parties. But the Department of Education has reshaped FERPA so that any government or private entity that the department says is evaluating an educational program has access to students' personally identifiable information. 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 database also gives school administrators full control over student files so they can choose to share test scores with a vendor but withhold social security and disability records. That is hardly reassuring to parents.

Reuters, "K-12 student database jazzes tech startups, spooks parents, by Stephanie Simon, March 3, 2013

Proponents claim there is an upside to the database. Student subject areas can be identified, , learning software can be geared to the student's interests, student development can be monitored by the teacher,
(See above source)

Streamlining the system to coordinate all apps between schools is anticipated to be a difficult task, but the extra steps add expense.
(See above source)

The creators of the Common Core standards have now taken jobs with testing companies which stand to make millions of dollars developing tests based on the standards they created.
(Townhall/Rachael Alexander/3/18/13)

Common Core's database may also be the implementation of our nation into the United Nations.
The committee that oversees implementation of the United Nations' Convention on the Rights of the Child (CRC) would be proud. They routinely include the following in their Concluding Observations to a nation's periodic report on CRC implementation: "The Committee reiterates its recommendation for the State party to set up a national and comprehensive data collection system and to analyze the data collected as a basis for consistently assessing progress achieved in the realization of child rights and to help design policies and programmes to strengthen the implementation of the Convention."

Parentalrights.org, "National Database of School Children Launched," March 20, 2013

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