SAVE ALABAMA’S VALUES AND EDUCATION

History

In 2011 Alabama Department of Education (ALDOE) highlighted it was overall 25th in the national education standing according *Education Week* Magazine.

In **2012,** **in exchange** for **No Child Left Behind** waivers from the U.S. Department of Education (USDOE), **ALDOE was** **REQUIRED** to: 1. transition to **CCRS**, 2. develop and administer **Assessments,** 3. develop and implement **guidelines tied to the Assessments** for local **teachers and principal evaluations**, and 4. develop and **implement a State-based system of differentiated recognition.**

In **2012/13** ALDOE implemented Math/ ELA Common Core State Standards (CCSS)/assessments. ALDOE was **allowed to add up to 15% additional state specific standards** and **renamed** them Alabama College and Career Ready Standards

Note 1: The **Math & ELA** **CCSS were also used extensively** **in History/Social Studies, Science and Technical documents**.

Note 2. Various concerns: never vetted, mental issues, national standards

Note 3. Who was really in charge of selecting the curriculum **local or state**?

Note 4. Standardized lesson plans aligned with the standards

Note 5. In **2013** the Alabama High School Graduation Exam (AHSGE) was removed. This **exam was the backbone of maintaining integrity** and the credibility of the Alabama High School Diploma. I believe this was done to ensure the appearance of a successful transition of the education system.

Note 6: In 2015, ALDOE changed the approach to discipline: “**Implement** a Positive Behavior Support or other related student and school culture program to support the student ownership of their actions that includes **alternatives to traditional disciplinary sanctions**.”

Note 7. **Data** is collected from the assessments. How is the data used? Please continue reading.

Socialism/Indoctrination

*Comprehensive Counseling and State Model for Alabama Public Schools* **(**Counseling Plan), **the glue that brings it all together**, accomplishes **two goals:**

**#1 Goal: Socialism**

Counselors used the **data** to place students on a career pathway in grade 8. The following are quotes from the Counseling Plan which demonstrate State/Federal **control/influence** over student career pathways:

- “Counselors for Grades 8-12 **must guide** students in the development and

Annual revision of a **four-year educational/career plan**” pg. 1

- “Ensures that each grade 8-12 counselor **guides students** in the development

and annual revision of a high school four-year educational plan” pg. 22

- “Ensures that each counselor demonstrates accurate and appropriate

interpretation of **assessment data**” pg. 22

-“Ensures that each counselor provides equal access and **appropriate placement**

**for all students by utilizing test data** and” pg. 22

**#2 Goal: Indoctrination**

The following are examples of competencies (**values/beliefs**) that are **introduced** to students during a grade-cluster timeframe and reinforced through the 12th grade:

Competency **(Indoctrination**) Grade-cluster.

**Type of competency which impacts parental religious beliefs**

“Respect alternative points of view” **3-5** pg. 19

**Types of competencies used to program students into complying with counselor’s Placement**

“understand that work is an important and satisfying means **K-2** pg. 18

of personal expression”

“use assessment results in educational planning” **6-8** pg. 16

For the last five years we have had a declining student population in public schools. We are bouncing all around last place in national educational standing according to National Assessment of Education Progress (see attachment). By 2017, we were 45th in the nation.

**Bottom Line: CCSS + ASSESSMENTS = DATA to place students on pathway and Competencies are used to indoctrinate children at an early age so they conform to the processes.**