

USE THE 5 Magic Questions TO FIGHT ESSA

The **5 Magic Questions** help parents understand subjective and non-academic standards that have been added to Common Core. "Mental Health" therapy has been legislated into ESSA as social, emotional, and behavioral objectives. Examples: positive behavior intervention and supports, response to Intervention, multi-tiered system of supports, specialized individual support systems, early intervening systems, universal design for learning. **Use the 5 Magic Questions to address the debate about these psychological Interventions in ESSA.**

1. How do you measure social, emotional, and behavioral standards?

Social, emotional, behavioral standards are NOT A CURRICULUM OR A PROGRAM LISTED IN YOUR STATE STANDARDS. Non-academic standards are embedded in academic programs. These techniques monitor behavior in the classroom. How will Grit be measured? How do you measure a bias in a child? Must children be diagnosed? Will they be graded by observation or take a pencil-and-paper test? How will performance or behavior be assessed? How do teachers identify behavioral deficiencies? Will phone apps or videos be used? Where are the academics?

2. How are behaviors and values scored, or what is the proficiency level?

What behavior is "appropriate" and to what degree? How does Your Teacher identify or log a "proficiency" level or rating for dispositions? How is aggressive behavior defined or how are interpersonal skills monitored before Interventions or Experimental Treatments are applied to your child? Do teachers keep logs of the attitudes, values, and behavioral assessments? Does this subjective, personal data go into the state longitudinal data system? Are data re-disclosed?

3. Who decided what IS the CORRECT attitude, value, disposition, or behavior?

Special Education teams are teaching teachers psychological therapies to control and monitor the behavior of normal children in the classroom. CHILD FIND experimental techniques have been named in the ESSA legislation. Do these special education teams have the right to access your child without your permission? Have parents been sidelined when the school thinks they know better than the parent? Have you been informed when these interventions begin?

4. How will my child's social, emotional, and behavior be remediated?

What are you going to do to my child to change their attitudes, values, and dispositions in order to conform to social and emotional standards? Is artificial stress applied to a child's decision making, interpersonal skills, environmental attitudes, or adapting to change? Is this personality change? What interventions and techniques will be used? What risks are involved? What justification does the school have to change my child's attitudes, disposition or personality traits? Are we talking about mental health psychotherapy without the consent of parents?

5. What if the parent disagrees with how behavior and values are measured in ESSA, or how interventions will be applied in the classroom?

Who has the ultimate authority over the child...parents or ESSA? Did you give informed written parental permission? Who gets this personal data? What about privacy? Data tracking? Data Trafficking? Civil Rights? Can the federal government create standards for values and dispositions? Can parents opt out of an intervention mandated by ESSA for "correct" attitudes, values, beliefs, and dispositions? **These statements and questions clarify problems with non-academic standards. Join Child Abuse in the Classroom, A Legal Challenge to ESSA.**