



School Districts fund federal data mining facilitators

As many local school districts are struggling to pay their teachers, purchase textbooks, or fund other classroom needs, parents and taxpayers may be interested in knowing that they might be employing a highly paid “specialist” to comply with federal data mining mandates of our nation’s public school children.

[The headlines in Fayette County, Georgia](#) tell of a newly created position by their Board of Education: RTI and PBIS (Response to Intervention and Positive Behavior Intervention and Support) Specialist.

A quick search on the Internet and you will find that this is a popular staffing position in many school districts.

If you don’t have a clue as to what [PBIS](#) is all about, you are not alone. While the stated purpose is to “Help schools design effective environments that increase teaching and learning for all students.” It would appear that much of the purpose of this little publicized program is data mining our students and sharing the information with the federal government. Most parents aren’t aware their students take part in “nosey” surveys and they more than likely never gave their permission to have their child questioned on private and confidential matters that one could say infringes on the student’s Fifth Amendment right to not incriminate themselves.

The federal PBIS program is just one of many used to collect data on our children, teachers, school administrators, and school performance. [The National Center for Education and Statistics](#) has been collecting this data for decades. Parents have had no idea what kind of data is being gathered using their children as the “snitches.”

[Many surveys](#) include questions about student use of illegal substances such as alcohol, tobacco, marijuana, and other drugs; suicide consideration and attempts; gang membership; skipping school; bullying (receiving and giving); and bringing weapons to school. Other questions relate to home activities and personal life, while others questions ask the student to rate their teacher’s performance in the classroom. ALL information that is personally identifiable to the student via student ID numbers which are linked to their names and social security numbers.

Teachers are just as in the dark as parents are about the line of questioning. They are just following “orders” when a request comes to send a few students out of the classroom to take a survey. Most often these surveys are taken on a computer keeping the content of the questions away from prying adult eyes.

In fact, [SB 167](#), Georgia's 2013/2014 Common Core "withdrawal legislation" had 10 pages addressing "privacy" issues affirming that data mining of private information on our students would continue in Georgia as long as we continue to take education grants from the federal government which almost always require data reporting. A quick check of any state which is pursuing the same legislation will probably find very similar language.

QUESTIONS FOR LOCAL SCHOOL BOARD MEMBERS:

Local school boards are being told that this is only a program to foster “positive behavior” in students and they are believing it, BUT... seems to go against what the feds are training the facilitators to teach. To help all parents, teachers, and the community to be comfortable with PBIS the training materials for teachers should be made available to the public. The PBIS agreement of accountability measures should be made public. Any lesson plans/computer programs/worksheets/videos to be used in the classroom with students should be open for review. Also any surveys and assessments of students and teachers should be made public BEFORE implementation. Parents should be allowed to OPT IN their students to all programs and surveys once they understand the program.

DATA MINING:

This is the link to the GADOE PBIS program: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education->

[Services/Pages/Interested-in-SWB.aspx](#)

In this [Workshop Description](#) : **Data Based Decision Making** - Participants will learn **how to use their data** within the problem solving process. **Multiple data sources** are used in this process, ensuring that a "complete picture" of the issue or problem is obtained, and that solutions are arrived at after careful consideration of all suggestions and ideas.

The "[District Agreement](#)" states the district should "**Assist with collecting, interpreting and action planning around data** (e.g. Team implementation Checklist, Benchmarks of Quality, Self-Assessment Survey, & PBIS Evaluation).

Question for School Boards: WHAT data? This descriptions of training workshops and agreements seems to be centered around data mining using the pretense of helping foster "better behavior" in the classroom. Are our schools going to be active participants in data mining the mental health of our students and families? If so, parents have a right to know.

"Positive" Behavior:

In this [federal training program for PBIS on slide 24](#) it states that under PBIS "**the values of the school are positive and clearly modeled by staff and students.**"

Question for School Boards:..... since this is a federal program... **WHO defines the values of the school?** Will the community/parents/teachers give the input of the values we support or will the feds define it for us? Remember: **the feds believe a positive environment is equity in gender identification. They are pushing the LGBTQQ agenda.**

When the feds talk about positive school environment "diversity" is mentioned... The federal government includes **LGBT and gender non-conforming youth**. See [page 2 of this training document](#):

https://www.pbis.org/common/cms/files/pbisresources/BullyingCBradshaw_GSugaiHANDOUT_May17_NEPBIS.pdf

Here is another federal PBIS training program:

[Supporting Students Who Identify as LGBTQ - PBIS](#)

https://www.pbis.org/Common/Cms/files/Forum14_Presentations/C9_Supporting_StudentsGLBTQ_10-16-14.pptx

Supporting Students Who Identify as GLBTQAA: A School-wide Approach ... issues and risks that students who identify as LGBTQ face within the school setting.

If a school district ever plans to include LGBTQQ diversity training to our students under the guise of "anti-bullying," parents need to be aware.

This is a column by Sue Ella Deadwyler, a Georgia citizen legislative watchdog:

From Health Ed to Perversion

Radio Commentary, WMVV 90.7, WMVW 91.7 New Life FM, October 30, 2015

When the education establishment decided to teach situation ethics instead of absolute values, the change came through new regulations, school policies, curriculum content, and new courses. Those changes affect everything students are taught, but the most dramatic culture change occurred in sex education, which has been thoroughly corrupted, and parental rights have been trampled.

Originally, health education was added to the curriculum to guide boys and girls through puberty by explaining how the human body matures into adulthood. However, atheism quickly filled the void left when absolutes were rejected. Soon health education morphed into sex education that first taught students to reserve sexual activity until marriage. The focus, then, was on abstinence, until someone decided children have a right to be sexually active, regardless of their age or laws or morality. So, students were taught to practice "safe sex," then "safer sex."

Not content with that progress, the powers-that-be decided to provide trips to abortion clinics for kids whose safe-sex method failed, and all would be well. No one would tell mom or dad. To further their agenda, homosexual activists convinced the education establishment to include lesbian, gay, bisexual, transgender (LGBT) instruction in sex education that, already, had become courses in sexuality training, instead of information about maturing into adulthood and the process of reproduction.

To accommodate the recent LGBT emphasis on transgender selection for children, the National Education Association (NEA) adopted several new business items during their annual conference in July this year. Each new item builds on the other.

Item 30 requires members of the NEA to be instructed in ways transgender students and staff can be authorized to access bathrooms and locker rooms, regardless of their anatomic identity.

Item 45 endorses policies that allow students to change the name they're called at school, without a court-ordered name change.

Item 74 says schools must adopt a gender-neutral dress code, so students can dress in "drag" if they want to, any day at any time.

Item New I endorsed same-sex marriage.

Item New B, specifically, supports the use of LGBTQ educational programs.

So, in this country, **public education has become so perverted that young children are now being told they can choose whether they want to be a boy or girl, and act accordingly, regardless of their anatomy.** Considering all that, can public education be restored to truth, common sense, and reality?

For *Georgia Insight* I'm Sue Ella Deadwyler, your Capitol correspondent