

PORTRAIT OF A GRADUATE ALERT:

Protect Our Kids from Disposition Engines in _____ Schools

The Problem: Schools Are Becoming Emotional Profiling Machines

Portrait of a Graduate (PoG) is sold as a “community vision,” but it’s a national framework from AASA and Battelle for Kids. It uses AI tools like **Impacter Pathway** (and others) to:

- Record your child’s voice in personal reflections (“Tell us about gratitude” or “a time you overcame a challenge”) – emotionally driven, personal information.
- Score inner traits (empathy, purpose, grit, growth mindset) using AI language analysis
- Flag “deficits” and trigger interventions
- Require mandatory peer-to-peer sharing with **no real opt-out** in public schools

This isn’t teaching academics. It’s profiling and shaping kids’ inner worlds—creating “cookie-cutter” dispositions under the guise of “future-ready” skills. Hence the name: “disposition engines”.

Similar Disposition Engines Already in Use

- ReadyLab (engage2learn) — AI scores authentic work for soft skills
- Bodyswaps (Bodyswaps Ltd) — VR simulations score empathy and leadership
- Mursion (Mursion, Inc.) — Virtual humans score interpersonal skills
- VirtualSpeech (VirtualSpeech) — AI analyzes speech for confidence
- Snorkl (Snorkl) — Analyzes verbal responses for reflection
- SchoolAI (SchoolAI) — Tracks mood and motivation

What Parents Must Demand – NOW

- 1 **Opt-in ONLY** for gray areas — emotional reflections, peer-to-peer, AI profiling, SEL surveys. Require explicit parental consent **before** any child participates. No more reactive opt-outs after exposure.
- 2 **Full Transparency** — Who owns the data? How long is it kept? Who accesses it? Demand independent audits of AI scoring and data practices.
- 3 **No Escape from Peer Pressure? Explain Why** — Why are mandatory group reflections structural with no meaningful opt-out? Why are kids’ inner worlds being scored and corrected?
- 4 **Prioritize Academics** — Refocus resources on reading, math, science, and critical thinking -not algorithmic character engineering.
- 5 **Protect Parental Rights** — Support state legislation requiring opt-in for non-academic profiling and emotional data collection.

Take Action Today

- Attend the next _____ School Board meeting and speak speech examples attached.
- Contact board members: [Insert board email/phone list or website link]
- Share this flyer and the Soul Scanner II webinar recording with other parents.
- Follow Parents on the Level for updates and support: Facebook, X @ParentsLevel, [parentsonthelevel.com](https://www.parentsonthelevel.com)

Our kids deserve real education—not emotional surveillance.

Protect their hearts and minds. Demand answers. Act now.

Three-minute speeches for school board meetings to stay ahead of Impacter Pathway and other disposition engines in your school district. You may need to adjust the contents to suite your particular situation.

SPEECH WITH PoG ESTABLISHED:

Good afternoon, Chair and members of the _____ County School Board.

My name is _____ and I'm a parent (or citizen) in this district.

I'm deeply concerned about the Portrait of a Graduate framework that is already part of our district's vision. On the district website, PoG lists six competencies: (Check your sight for your exact descriptors.) Fearless Learner, Global Citizen, Innovative Problem Solver, Resilient Individual, Confident Communicator, Engaged Collaborator. These go far beyond academics into measuring and shaping students' inner traits: mindset, empathy, resilience, global awareness.

Nationwide, districts using similar PoG models pair them with AI tools like Impacter Pathway. These tools record students' voices in personal reflections—asking kids to share stories about gratitude, purpose, or overcoming challenges—then use AI to score their emotional and character traits. They build predictive profiles and flag “deficits” for interventions. Participation is mandatory in public schools, with no real opt-out, and mandatory peer-to-peer sharing creates strong conformity pressure.

I'm not assuming this district uses Impacter Pathway specifically—but I am asking:

- Are we using any AI or digital tools to measure or track PoG competencies?
- If so, who owns the data? How long is it kept? Who can access it?
- Why is there no meaningful opt-out from peer-to-peer activities that require students to publicly demonstrate these traits?
- How are we ensuring these inner-world assessments don't override family values or parental rights?

Florida law protects parents' authority over their children's moral and emotional development. I respectfully demand the board:

- Require **explicit parental opt-in** for any emotional reflection, peer-to-peer activity, AI profiling, or non-academic trait measurement.
- Provide **full public transparency** about any tools, data practices, and scoring used for PoG.
- Prioritize **core academics**—reading, math, science, critical thinking—over disposition engineering.

Our kids deserve real education, not emotional surveillance. Thank you for your time and for listening to parents. I'm happy to provide more information.

SPEECH WITHOUT PoG ESTABLISHED:

Good [morning/afternoon/evening], everyone. My name is _____, I reside at _____ and I am a parent/citizen in this district. Thank you for listening today.

If your school district does **not** have a Portrait of a Graduate framework, count yourself fortunate—for now. But please don't relax. What I'm about to share is happening in hundreds of districts across the country, and it's moving fast. These programs rarely arrive with fanfare; they slip in through strategic plans, "future-ready" language, or a well-meaning committee meeting.

Portrait of a Graduate is marketed as a local, parent-driven vision for what graduates should be. In reality, it's a national framework driven by organizations like AASA—the American Association of School Administrators—and Battelle for Kids. They provide the templates, the core competencies (empathy, resilience, global citizenship, equity-mindedness), the facilitation process, and even the graphic designs. Districts are told to "customize" it, but the blueprint is pre-written and remarkably uniform across states.

Once adopted, PoG shifts the purpose of schooling. It's no longer mainly about teaching kids to read fluently, compute accurately, or understand history. It becomes about measuring and shaping their inner traits—mindsets, emotions, values—through mandatory activities and, in many cases, AI tools.

One prominent example is **Impacter Pathway**. Students are prompted to record audio or video reflections on personal experiences: times of gratitude, purpose, or overcoming challenges. AI then analyzes their language—word choice, tone, pauses—and scores them on traits like growth mindset, empathy, self-control, and purpose. It builds predictive profiles and flags "deficits" for interventions. Participation is embedded in the school day, with no real opt-out in public schools. Peer-to-peer sharing adds social pressure to perform the "right" mindset. Your superintendent may be a member of AASA and can tell you more.

This isn't just happening in California. Similar tools and frameworks are spreading: ReadyLab, Bodyswaps, Mursion, VirtualSpeech, Snorkl, SchoolAI—platforms that use AI to profile and "upskill" students' non-academic dispositions.

The pattern is clear: first the vision (PoG), then the measurement (AI), then the enforcement (mandatory peer reflection, no escape). Parents are often the last to know—until their child comes home changed, or their privacy is quietly compromised.

If your district doesn't have PoG yet, you have time to act **before** it arrives.

- Are we considering any Portrait of a Graduate framework?
- Will we use AI or digital tools to measure students' emotions, mindsets, or character traits?

- Will there be explicit parental opt-in required for any such activities?
- Do other surveillance systems like GoGuardian or Securly that measure the CASEL 5 competencies use AI in our district?
- I would like these answers in writing, so I will follow up via email.
- I would insist that PoG, if adopted, would be for an “opt-in” only since it probes our students’ inner thoughts and scores them with AI profiling. This feels “Orwellian”.
- We desire academics first = reading, writing, math, science.
- Our children’s hearts and minds belong to their families, not national organizations, AI algorithms, or school systems that think they know better.

Truly, respectfully, thank you for listening. If your district leaders ever discuss “future ready graduates” or “Portrait of a Learner”, please remember this warning and act early. I’m happy to answer questions or to share more resources. Let’s protect our kids together.

Questions? Contact us on parentsonthelevel.com or at parentsonthelevel@gmail.com