

# The Process Plan

When we challenge school superintendents about ideologically driven curricula, we're often met with dismissive responses like, "We don't use those lessons." This deflection comes only after parents invest significant effort—sometimes hours of research and persistent requests—to access and review these programs. Such responses not only undermine our concerns but also insult our intelligence. Why should our tax dollars fund educational systems or companies that develop and distribute questionable curricula while administrators claim they aren't being used? More critically, why should we entrust our children to educators who fail to act as gatekeepers, allowing materials that may promote ideologies contrary to many families' values or even basic biological truths?

Many of these programs are dynamic and constantly updated, making it nearly impossible to ensure they remain free of concerning content. Additionally, systems like the Devereux Student Strengths Assessment (DESSA) are being used in some schools to evaluate children's Social and Emotional Learning (SEL) competencies. These assessments often aim to shape students' mindsets in ways that may conflict with your family's beliefs or objective reality.

Parents, this is a call to action. Your children's hearts and minds are at stake. Do not let administrators dismiss your concerns or obscure the truth. Demand full transparency about curricula and assessment tools. Research what your children are being taught. Attend school board meetings, ask hard questions, and hold educators accountable. Are America's schools truly safe for your children? Get involved, stand firm, and protect their future. Let's work the process plan together!

# The Process Plan



## STEPS FOR PROPERLY EVALUATING YOUR SCHOOL:

**PROGRESSIVELY** work through this information with your school district: (Every school district is required by law to provide public records upon request. Simply make the request to the superintendent or ask if they have a designated public records officer.) **A comprehensive example is in this packet.**

Before you challenge anything at the school, gather information. You will find that the information tells a story, leads to questions, opens doors, invites conversations and then triggers officials (usually because you found something). Know that to be effective, this is a long process. **ALWAYS USE EMAIL TO BUILD A PUBLIC RECORD.**

### 1. **Request a list of Vendors (esp. Publishers/Ed Tech)**

Follow up for select vendors ask how they are funded (what grant resource).

2. **Meet with every school board member for coffee.** Simply get to know them personally. Ask their level of concern and where improvement is necessary. Ask what they are doing to push for better academics and other issues. Build a relationship. You can always have follow up calls and meetings to probe later.

3. **Meet the Superintendent.** Ask same questions. Ask if they have key staff members that you could meet with also. (Come in with a list of all department directors and principals.)

4. **Get contact information** for everyone you speak to. Talk to teachers. Ask friends if they know teachers. HUMINT (human intelligence) will give you confidence and direction.

5. **Request a list of all grants**, both federal and private that are used to purchase curriculum, teaching resources, or to provide services.

6. For specific vendors of concern, **request Contracts, Memorandum of Understandings (MOUs) Grant Stipulations.** What does the grant require and are any elements incendiary? Should the school board/state reject it?

7. **List all free teaching resources in use that involve mental health, news delivery or curriculum.**

8. **Request access codes for fluid/dynamic digital curricula in order to review the lessons, just like a static textbook.**

9 **Mental Health:** Find out how many counselors, how many psychologists, how many social workers, **how many ASCA (American School Counselors Association members) are on staff.** These are the main players in unhealthy interventions. Be sure to review and file appropriate opt-out forms to fortify your parental rights.

10. **Social and Emotional Learning (SEL)** – Probe for any outsourced mental health vendors, their curricula and their qualifications. (Since SEL has been exposed, it may be “fire-walled” by using outside counseling/mental health services to minimize chances of discovery.

11. **CSE** (Comprehensive Sex Education) – LGBTQ+ clubs, outside organizations (like Crisis Pregnancy or other organizations) that teach sex ed in health classes, health advisory committees, new curriculum considerations, Erin's Law Materials (Monique Burr/Darkness to Light, ), HIV/AIDS and Date Rape Resources.
12. **DEI** – get their superintendent's view of DEI and his input on how central it is to the mission of the school. If they downplay or are too dismissive, ask questions to see what they know.
13. **LIBRARY:** Ask for a list of all donors and resources that contribute to the school library/media center.
14. **Title IX** – same as DEI – what is the superintendent's view? Does the school's Title IX officer personally align with the recently proposed Title IX regulations? Is the website representing the actual law, (not the Biden rule) properly to date? Get this in writing by email. If they won't write it down, you have a transparency issue and a politicized leader, claiming to care for kids.
15. **Law Compliance:** read your state education laws, make a list of what your state requires and see if your school is in compliance. (Finding a volunteer attorney in your county would be a great person for this part of the exposé.) Several states have stipulations for schools to adhere to, such as the following:
  - a. **Posting all curricula** on website.
  - b. **Public comment periods** on curriculum adoption with access codes for digital programs.
  - c. **Sex education public comment** and preview of curricula.
  - d. **Health Advisory Committee** formation stipulations and process (is it a voting committee or just a consulting committee?) Who was on the committee and how many of them are school employees/teachers or related to them?
  - e. **Necessary opt-out information** – sex ed, surveys, etc.
  - f. Go to **parentalrights.org** to check for your state specific information.
16. **Attend school board meetings and workshops.** Share the responsibility with like minded folks who have time to help spread the workload. Watch meeting agendas for contracts, new curriculum, vendor approvals, spending and compare to your vendor list and research.

**Note:** Teams should try to fairly **gain ALL perspectives;** the school board's overall voice, and the voice of each individual school board member and administrator on any topic of concern. We are about truth, not "gotcha" moments.

# Its time to Pick the LOC!!!

Dear Parents,



We've coined the term LOC—Level of Confidence—to represent the trust you place in our American school system. To build that confidence, you must actively investigate the complex terminologies, teaching methods, and processes embedded in your child's education. This requires digging beyond surface-level assurances to uncover what's really being taught.

As you evaluate these systems, you're also sending a clear message to your school superintendent: you see through the lack of transparency. Our schools, funded by significant taxpayer dollars, too often deliver underwhelming results at an exorbitant cost. Local control of education belongs to you—the citizens of your community—but it's only effective if you actively engage.

Without your involvement, questionable ideologies, including those that may conflict with your values, can take root in classrooms. The longer we delay, the more our children are exposed to curricula and cultures that may not align with your principles.

What are you prepared to do to protect your child? Start by investigating the technology they use at school. Are their school-issued devices monitored for internet access? Is their personal phone synced to school systems, potentially exposing them to unfiltered content? These technologies, and the educational theories behind them, carry risks that demand your attention.

Parents, it's time to wake up. Attend school board meetings, demand access to curricula, and question how your tax dollars are being spent. Your child's education—and their future—depends on your vigilance. Build your LOC by taking action today.

Number 1  
looks level  
to me!



# PARENTS LEVEL OF CONFIDENCE

in their local school

**PICK THE LOC PROCESS**

**spotlight**

**caution light**

**stop light**

Level 1



Level 2



Level 3



**STOP THE MADNESS**



**No Agendas,  
No Data Collection**



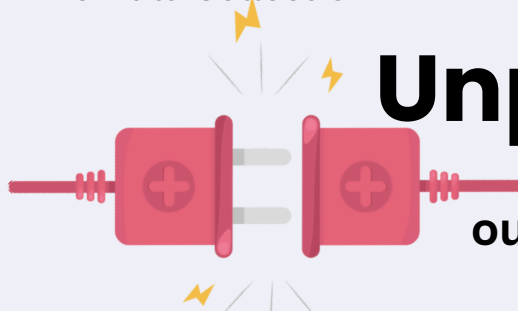
**Lack of  
Transparency**



**Ideologies,  
Data Collection**

**Unplug it**

Quit selling  
our kids' **DATA**



parentsonthelevel.com





Date \_\_\_\_\_

**Dear School Superintendent:**

**I am not fully convinced that I can entrust my student to your staff due to mental health programming, ideological influences, intrusive surveys, updated Title IX regulations, data collection, inappropriate books, materials and more. Please inform which level you believe your school to be and let's discuss.**

**Sincerely,**

\_\_\_\_\_

**Parent of:**

\_\_\_\_\_



- **Secure Curriculum**
  - no data collection
  - no interoperability
  - no fluid access to update
- **No Applied Ideologies**
  - No DEI, Marxist Division
- **Full Transparency**
  - Parents Respected
- **Books that Build Character**
- **Schools that Love America**
- **Free from Radical Sex Education**
- **Free from Mental Health Systems**
  - No SEL programs
- **Free from School Based Healthcare**

# Level 2



PARENT'S LEVEL OF CONFIDENCE

- Parents “managed” without input or access to school curricula or systems.
- Possible denial of data collection.
- Superintendent or officials call with assurance that systems are safe.
- Officials reluctant to put answers in writing, they only want to call.
- Warm, enticing messaging regarding schools as the “community hub” or the “school family”
- Lack of parental consent notifications.
- Mental Health, School Based Health Care promotion.
- No clear denouncing of DEI
- Cultural Climate Office
- On the fence about inclusion.



# Level 3



PARENT'S LEVEL OF CONFIDENCE

- **Unsecure Curriculum-SEL Infused**
  - data collection
  - full interoperability
  - fluid access to update
  - CASEL 5 assessments
- **Applied Ideologies**
  - Diversity, Equity & Inclusion (DEI)
  - Culturally Responsive Teaching Pedagogy
  - Media Literacy/Censorship of Conservative Voice and Resources
- **No Transparency**
  - Parents seen as obstacles
- **No Library Book Ratings/Restrictions**
- **America is Disparaged**
- **Radical Sex Education**
- **Mental Health Systems Dominate**
- **School Based Healthcare Promoted**
- **Adoption of Biden/Harris Title IX Regulations**