

MASTER MANIPULATORS

**SCHOOLS, CURRICULUM
AND TRUSTED
COUNSELORS:
DISCOVER THEIR TACTICS**

*An AI tool that shows you
what's really in your schools.*

See their tactics before your child is taught to shut you out.

By Jack Knocke & Marsha Metzger



parentsonthelevel.com

What MASTER MANIPULATORS Investigative Tool Produces

When completed, this protocol generates:

- A precise inventory of every SEL, mental-health, MTSS/PBIS, restorative, trauma-informed, equity, identity, and student-support initiative operating in the district.
- The full control structure behind each program (vendors, NGOs, grants, district personnel, data-sharing pathways)
- Clear explanations of what children actually experience inside classrooms, digital platforms, counseling sessions, peer systems, and surveys
- Parent-rights and transparency analysis grounded in your state's law and federal privacy protections
- Identification of psychological and behavioral methods that may exceed traditional academics
- A ranked list of the most concerning programs and the exact public records parents should request
- A complete parent mobilization blueprint, school-board email, white paper, and 3-minute public speech

In short, the MASTER MANIPULATORS investigative tool turns opaque institutional systems into visible, documented reality.

Why This Matters

Children's emotional development, moral formation, identity, and worldview were never meant to be outsourced to school systems, software platforms, or national frameworks. When schools adopt these programs under the banner of "support," they often quietly transfer authority from the family to the institution. The result is a generation of students who are increasingly guided by institutional emotional norms rather than the values of their own homes.

MASTER MANIPULATORS exists to reverse that transfer of authority. It equips parents with evidence, clarity, and a practical path to restore transparency, parental rights, academic focus, and the proper boundaries of public education.

This is not merely about one district.

It is about protecting the minds of children, the authority of families, and the future character of the nation.

Use the questions that follow – carefully, sequentially, and completely. What you uncover will determine how clearly the frame can finally be seen.

Begin with Question 1 on Page 5

Introduction



Why name this Master Manipulators? **Find out in this short clip**, (courtesy, Courage is a Habit). These are not the “guidance counselors” of yesteryear. They are trained by the American School Counselor Association, (ASCA).

School counselors and the expanding web of mental-health, SEL, and identity frameworks inside public schools have perfected a quiet strategy: limit what parents know, restrict what parents see, and sometimes actively advise cutting parents out of the conversation. In the name of “safety” or “support,” children are guided into emotional disclosures, identity exploration, and behavioral systems while parents are kept at arm’s length or shut out entirely. That tactic has a name in activist circles. It is a form of “no contact.”

It is time for parents to take the same strategy seriously in reverse. When school personnel treat parents as the potential threat and position themselves as the child’s primary emotional authority, parents have every right to respond by tightly controlling, limiting, or suspending unsupervised access between their children and those same counselors and frameworks. What was used to separate families can now be used to protect them.

This document is the investigative system designed to make that reversal possible. It methodically exposes the master manipulators including the programs, vendors, policies, training materials, and personnel that have normalized secrecy, emotional reframing, and institutional control over a child’s inner life. One question at a time, it builds a complete operational map of what is actually happening inside the schools, who benefits, what data is collected, and how parental authority is being displaced.

The goal is straightforward: restore parents as the primary guardians of their children’s minds, values, and emotional development. By seeing the manipulation clearly, families can decide where “no contact” with school and counselors is not only justified—but necessary.

What follows will give you the evidence, the language, and the practical steps to do exactly that.

HOW THE MASTER MANIPULATORS INVESTIGATION TOOL WORKS:

- YOU BEGIN WITH QUERY LIST 1 (AN ACTUAL LIST OF QUESTIONS) AND PASTE IT INTO AN AI SYSTEM (ALONG WITH THE DISTRICT NAME AND STATE).
- YOU WAIT FOR THE FULL, EVIDENCE-BASED ANSWER ONE QUERY AT A TIME.
- YOU THEN SUBMIT THE NEXT QUERY LIST, BUILDING A CUMULATIVE INVESTIGATIVE RECORD IN THE SAME AI THREAD.

BY THE END OF THE SEQUENCE, YOU POSSESS A COMPLETE OPERATIONAL MAP OF THE DISTRICT'S EMOTIONAL, BEHAVIORAL, AND PSYCHOLOGICAL SYSTEMS – INCLUDING WHAT STUDENTS ARE ASKED TO DO, WHAT DATA IS COLLECTED, WHICH OUTSIDE ORGANIZATIONS HOLD INFLUENCE, WHERE PARENTAL RIGHTS MAY BE WEAKENED, AND WHAT RECORDS MUST BE DEMANDED.

THE PROCESS IS DELIBERATE.

IT FORCES THE AI TO DISTINGUISH VERIFIED FACTS FROM INFERENCES, SPECULATION, AND GAPS THAT REQUIRE PUBLIC-RECORDS REQUESTS.

IT REFUSES TO ACCEPT NEUTRAL MARKETING LANGUAGE AT FACE VALUE. IT DEMANDS SOURCE LINKS, DIRECT QUOTES, AND OPERATIONAL REALITY OVER PUBLIC RELATIONS.

PUBLIC RECORDS ARE A MUST – THIS TOOL WILL HELP TARGET WHAT TO REQUEST. [ALSO SEE OUR SEL ACCESS DOCUMENT HERE.](#)

Founding Fathers and Early Thinkers



James Madison: Emphasized that knowledge is essential for self-governance and that a popular government without public information is "a prologue to a farce or a tragedy".



Patrick Henry: Argued that liberties are never secure when government transactions are hidden from the people.

Begin here:

Submit AI question below (COPY AND PASTE ONE QUERY AT A TIME, DO NOT COPY GREEN AND RED INSTRUCTION LINES ABOUT STARTING AND STOPPING)

Be careful to copy each question in sequence for best results.

Enter your school district name and state before copying!

QUERY 1 – BEGIN COPY HERE AFTER REPLACING SCHOOL DISTRICT NAME AND STATE INFORMATION IN FIRST PARAGRAPH:

Research REPLACE THIS WITH YOUR SCHOOL DISTRICT NAME School District in REPLACE THIS WITH YOUR STATE (for this QUERY and future QUERIES in this thread) and identify every curriculum, software platform, vendor, counseling provider, nonprofit/NGO partner, consultant, behavioral framework, MTSS/PBIS implementation, restorative practices program, behavioral screener, student survey system, wellness initiative, SEL (Social Emotional Learning) program, mental-health initiative, psychological support framework, resilience program, equity/diversity/inclusion initiative, identity-related program, counseling partnership, case-management system, crisis-intervention provider, telehealth provider, student support service, or third-party organization connected in any way to student emotional, behavioral, psychological, social, identity, diversity, equity, inclusion, trauma-informed, or mental-health programming.

Include:

- Direct classroom curriculum
- Supplemental curriculum
- Counseling systems
- Digital software platforms
- Classroom behavior tracking tools
- PBIS/MTSS frameworks
- Restorative justice/restorative practices
- Student climate surveys
- Mental-health screenings
- SEL screeners
- Suicide prevention programs
- Trauma-informed initiatives
- Identity-based student support initiatives
- Equity or inclusion initiatives

- NGO partnerships
- University partnerships
- Grant-funded programs
- Federal/state funded behavioral programs
- Teacher/staff training systems
- Professional development tied to SEL or mental health
- Parent engagement systems tied to wellness or behavior
- Vendor data collection systems
- Student journaling/reflection systems
- Peer mediation or peer counseling systems
- Any initiative tied to CASEL competencies or related frameworks

For EACH identified item provide:

1. Official name

2. Vendor/company/organization

3. Whether the item is:

☐ Confirmed active

☐ Historical/past use

☐ Proposed/pilot

☐ Inferred but unconfirmed

4. Exact source links

5. Direct supporting quotes

6. Schools or grade levels involved

7. District department or personnel connected to the initiative

8. Funding source (grant, district funds, federal funds, NGO support, etc.)

9. Whether student data appears to be collected

10. Whether surveys, journaling, emotional tracking, or behavioral profiling appear involved

11. Whether parents appear to receive notice or opt-out rights

12. Whether outside organizations or counselors appear to interact with students

13. Whether the initiative references:

☐ CASEL

☐ equity

☐ inclusion

☐ restorative practices

☐ trauma-informed care

☐ identity

☐ culturally responsive teaching

☐ resilience

☐ social emotional competencies

14. Potential areas requiring additional public-records requests

Search:

☐ District websites

☐ School improvement plans

☐ Mental health allocation plans

☐ MTSS/PBIS documentation

☐ Board agendas/minutes

☐ Vendor websites

☐ Grant applications

☐ Professional development materials

☐ Student services pages

☐ Counseling pages

☐ Procurement records

☐ Contracts

☐ Curriculum adoption records

☐ NGO annual reports

- Public presentations
- Archived webpages
- PDF attachments

Distinguish clearly between:

- Verified facts
- Reasonable inferences
- Speculation
- Missing information requiring records requests

Do not assume a program is harmless simply because it is described using neutral language such as “wellness,” “resilience,” “student support,” “school climate,” or “behavior support.” Identify the actual operational purpose and activities wherever possible.

STOP COPY

QUERY 2 – BEGIN COPY HERE

[Submit AI question below](#)

For every SEL-related, mental-health-related, MTSS/PBIS-related, restorative-practices-related, trauma-informed, wellness, behavioral, resilience, identity-related, equity/inclusion-related, or student-support initiative identified in my County School District , identify the full operational control structure behind the program.

For EACH program, initiative, vendor, or framework identify:

Organizational Control

1. Vendor/company/nonprofit/organization name
2. Parent company or affiliated organizations
3. District department responsible
4. Specific district administrators overseeing implementation
5. School counselors, psychologists, social workers, behavioral specialists, or coordinators connected to the initiative
6. Outside contractors or third-party providers interacting with students
7. NGOs/nonprofits involved
8. Advocacy organizations connected directly or indirectly
9. Teacher unions, professional associations, or activist organizations connected to training or implementation
10. University or research partnerships

11. State DOE involvement

12. Federal agency involvement

13. Grant funders and grant conditions

14. Whether Medicaid, ESSER, mental-health grants, or federal school-climate grants appear involved

15. Whether data-sharing agreements likely exist

Operational Influence Analysis

For EACH identified organization or vendor determine:

· Whether the organization promotes:

☐ SEL

☐ CASEL competencies

☐ equity initiatives

☐ DEI

☐ identity frameworks

☐ restorative justice

☐ trauma-informed practices

☐ behavioral modification systems

☐ psychological intervention models

☐ student emotional profiling

☐ social/emotional competency tracking

☐ culturally responsive teaching

☐ implicit bias training

☐ gender/identity support frameworks

☐ student activism models

· Whether staff or students are trained in:

☐ emotional regulation

☐ identity development

☐ peer intervention

- ☐ behavioral self-monitoring
- ☐ journaling/reflection systems
- ☐ emotional disclosure exercises
- ☐ mental-health referral systems
- ☐ behavioral threat assessment
- Whether the initiative includes:
 - ☐ student surveys
 - ☐ emotional screening
 - ☐ behavioral risk scoring
 - ☐ psychological assessments
 - ☐ data dashboards
 - ☐ intervention tracking
 - ☐ hidden parent portals
 - ☐ restricted parent access
 - ☐ opt-out limitations

Parent Concern / Risk Assessment

For EACH program provide:

1. The strongest factual concerns parents may reasonably have
2. Whether minors appear exposed to psychological, emotional, behavioral, or identity-based interventions
3. Whether outside organizations gain influence over students
4. Whether data collection appears broader than academics
5. Whether behavioral or emotional profiling appears involved
6. Whether students may be encouraged to disclose sensitive emotional, psychological, family, religious, political, or identity information
7. Whether the district appears to minimize parental visibility or oversight
8. Whether vague language such as “wellness,” “resilience,” “student support,” or “school climate” masks broader behavioral or psychological programming
9. Whether programs appear to bypass traditional academic instruction in favor of emotional or behavioral conditioning
10. Whether any initiative could conflict with parental rights, religious beliefs, or family-directed moral instruction

Evidence Requirements

For EACH finding provide:

- exact source URLs
- direct supporting quotes
- board agenda references
- contract references
- grant references
- vendor documentation
- archived webpages where available

Clearly distinguish:

- verified facts
- reasonable inferences
- speculation
- unresolved questions requiring public-records requests

Do not assume a program is harmless merely because it uses neutral language such as:

- resilience
- student support
- wellness
- school climate
- behavioral health
- trauma-informed
- restorative
- social skills
- emotional wellness

Instead determine the actual operational activities, psychological methods, student data collection practices, intervention structures, and outside influence mechanisms involved.

STOP COPY

QUERY 3 – BEGIN COPY HERE

[Submit AI question below](#)

Based on all identified SEL-related, MTSS/PBIS-related, mental-health-related, restorative-practices-related, wellness, resiliency, trauma-informed, identity-related, behavioral, counseling, survey, screening, and student-support initiatives operating within my school district , explain specifically what parents should reasonably be concerned about and why.

Focus on:

- direct student impact,
- emotional and psychological influence,
- data collection,
- outside organizational influence,
- parental visibility,
- and behavioral intervention systems.

For EACH identified initiative, explain in plain language:

Student Impact Analysis

1. What students are actually being asked to do

2. What emotional, psychological, behavioral, or identity-related concepts students may be exposed to

3. Whether students are encouraged to:

☐ disclose emotions

☐ discuss family situations

☐ self-assess mental state

☐ monitor peer mental health

☐ engage in emotional journaling

☐ disclose identity-related information

☐ participate in behavioral self-monitoring

☐ report concerns about peers

4. Whether students are being psychologically conditioned or behaviorally shaped rather than academically instructed

5. Whether minors are being exposed to therapeutic concepts normally handled by licensed medical or mental-health professionals

6. Whether peer-to-peer counseling or emotional intervention appears encouraged

7. Whether emotional regulation systems resemble cognitive behavioral therapy or similar psychological intervention models

Parent Rights / Transparency Concerns

Explain whether:

1. Parents are clearly informed
2. Parents can easily inspect all materials
3. Parents appear able to opt out
4. Parent access appears limited or unclear
5. Student emotional or behavioral records may exist outside traditional academic records
6. Outside vendors or nonprofits may receive student information
7. Data-sharing agreements may exist
8. Emotional or behavioral screening appears to occur
9. Students may be profiled for intervention
10. District terminology such as:

☐ resilience

☐ wellness

☐ school climate

☐ student support

☐ trauma-informed

☐ restorative

☐ social skills

may conceal broader psychological or behavioral intervention systems

Outside Influence Analysis

Determine whether:

1. NGOs or nonprofits gain direct access to students
2. Outside counselors or contractors influence student emotional development
3. Federal or state grants influence district behavioral programming
4. Vendors appear financially incentivized to expand behavioral or mental-health systems
5. National SEL, mental-health, or DEI frameworks appear embedded in district practices
6. Community organizations appear to influence student worldview, identity development, emotional regulation, or behavioral norms

Parent-Focused Concern Summary

For EACH major initiative provide:

- the strongest evidence-based concern parents should understand,
- the likely impact on children,
- the level of transparency,
- the level of outside influence,
- and whether reasonable parents may view the initiative as exceeding traditional academic instruction.

Distinguish clearly between:

- verified facts,
- reasonable inferences,
- speculation,
- and unresolved questions requiring public-records requests.

Use direct quotes and exact source URLs for all major findings.

Do not provide ideological arguments.

Instead provide:

- factual operational analysis,
- child-impact analysis,
- psychological-method analysis,
- and parental-rights analysis based on documented evidence.

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QUERY 4 - BEGIN COPY HERE

STUDENT EXPERIENCE MAPPING

[Submit AI question below](#)

“Based on all identified SEL-related, MTSS/PBIS-related, mental-health-related, trauma-informed, resiliency, restorative-practices, peer-support, wellness, behavioral, counseling, screening, survey, digital-platform, and curriculum-embedded SEL initiatives operating within our School District , explain exactly what students are likely experiencing directly inside classrooms, digital platforms, peer systems, counseling interactions, surveys, interventions, and behavioral frameworks.

For EACH identified program or system explain:

- what students are actually asked to do;
- what emotional, psychological, behavioral, or worldview concepts students are exposed to;
- whether emotional disclosure occurs;
- whether journaling, reflection, or identity prompts occur;
- whether peer monitoring or peer intervention occurs;
- whether behavior tracking or emotional scoring appears involved;
- whether students may be referred into intervention systems;
- whether outside organizations may interact with students;
- whether digital systems collect emotional or behavioral information;
- whether parents are likely aware these activities are occurring;
- whether the public description differs from the operational reality.

For each initiative identify:

- the student-facing experience,
- the hidden operational structure,
- the likely parent concern,
- the data flow,
- the transparency level,
- and whether the system appears academic, behavioral, psychological, therapeutic, worldview-oriented, or institutional in nature.

Use:

- exact source URLs,
- direct quotes,
- district documents,
- teacher materials,
- vendor materials,
- curriculum maps,
- board presentations,
- grant documents,

- screenshots,
- and implementation descriptions.

Distinguish clearly between:

- verified facts,
- reasonable inferences,
- speculation,
- and unresolved questions requiring records requests.

Focus on helping parents understand:

‘What is actually happening to children?’”

STOP COPY 4

QUERY 5 – BEGIN COPY HERE

[Submit AI question below](#)

Based on all identified SEL-related, MTSS/PBIS-related, mental-health-related, restorative-practices-related, wellness, resiliency, trauma-informed, behavioral, counseling, screening, survey, student-support, peer-support, and outside-provider initiatives operating within our County School District , identify the exact public records, contracts, internal communications, training materials, student materials, data systems, and operational documents parents should request in order to fully understand what is happening to students.

Focus specifically on:

- behavioral intervention systems,
- emotional and psychological programming,
- student data collection,
- outside organizational influence,
- peer mental-health programs,
- therapeutic-style interventions,
- digital student engagement systems,
- parental notification and consent,
- and hidden or poorly disclosed operational practices.

For EACH identified initiative or program:

Program Identification

Provide:

1. Official program/vendor name
2. District department responsible
3. Outside organizations involved
4. Schools or grade levels affected
5. Whether the program appears active, historical, pilot, or unconfirmed

Parent Concern Summary

Explain:

1. Why parents should specifically care about this program
2. What students appear to experience directly
3. Whether emotional, psychological, behavioral, or identity-based concepts appear involved
4. Whether student data collection or behavioral profiling may occur
5. Whether peer intervention, emotional disclosure, journaling, or self-assessment appears involved
6. Whether outside organizations gain access to students or student information
7. Whether therapeutic or CBT-style techniques appear used
8. Whether parent notice, consent, inspection rights, or opt-out rights appear unclear

Exact Records Parents Should Request

For EACH initiative identify the exact records parents should request, including:

- contracts
- memorandums of understanding (MOUs)
- grant applications
- grant reporting documents
- invoices and purchase orders
- training materials
- PowerPoints
- videos
- teacher manuals
- student-facing lessons

- counselor scripts
- SEL competency rubrics
- behavioral tracking forms
- MTSS intervention forms
- PBIS behavior matrices
- restorative practices guides
- emotional regulation worksheets
- student journaling prompts
- survey instruments
- screening tools
- threat-assessment forms
- suicide-risk protocols
- referral forms
- parent notification forms
- opt-out forms
- data-sharing agreements
- FERPA/privacy agreements
- software screenshots
- platform dashboards
- student data dictionaries
- audit logs
- communication between district staff and outside organizations
- board presentations
- consultant reports
- implementation timelines
- professional development materials
- emails discussing rollout, concerns, or parent complaints

High-Priority Hidden-System Analysis

Identify which records are MOST likely to reveal:

1. emotional or behavioral profiling,
2. hidden student data collection,
3. psychological intervention methods,
4. CBT-style or therapeutic techniques,
5. identity-based programming,
6. peer-to-peer mental-health systems,
7. outside influence over students,
8. restricted parent visibility,
9. internal district concerns,
10. differences between public descriptions and actual implementation.

Parent Action Guidance

For EACH major initiative explain:

1. The single most important record parents should obtain first
2. Why that record matters
3. What evidence it may reveal
4. Which records are most likely to expose hidden operational details
5. Which records should be compared against public statements by the district

Evidence Requirements

Use:

- exact source URLs,
- direct supporting quotes,
- board agenda references,
- contract references,
- vendor documentation,
- grant references,

- archived webpages where available.

Clearly distinguish:

- verified facts,
- reasonable inferences,
- speculation,
- and unresolved issues requiring records requests.

Do not provide ideological arguments.

Instead provide:

- factual operational analysis,
- evidence-gathering strategy,
- parental-rights analysis,
- transparency analysis,
- and accountability-focused investigative guidance.

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QUERY 6 – BEGIN COPY HERE

ACADEMIC VS PSYCHOLOGICAL PROGRAMMING

[Submit AI question below](#)

Based on all identified SEL-related, MTSS/PBIS-related, mental-health-related, restorative-practices-related, trauma-informed, behavioral, counseling, peer-support, emotional-regulation, identity-related, school-climate, wellness, resiliency, and student-support initiatives operating within our School District , create a parent-focused analysis explaining why many of these programs may exceed the traditional academic role of public schools and why parents should be concerned.

Focus specifically on:

- psychological programming,
- emotional conditioning,
- behavioral modification,
- identity-development influence,
- peer mental-health systems,
- therapeutic methods used in schools,

- outside organizational influence,
- and the transfer of emotional/moral authority from families to institutional systems.

Program Prioritization

Identify:

1. The TOP 10 most concerning programs, systems, vendors, or initiatives
2. Which programs appear most invasive
3. Which programs appear most psychological rather than academic
4. Which programs appear most likely to collect sensitive student information
5. Which programs appear most likely to influence student worldview, identity, emotional regulation, or social norms
6. Which programs appear most likely to reduce parental visibility or control

For EACH major initiative explain:

- what the program actually does,
- what students experience directly,
- what emotional/behavioral methods appear used,
- whether therapeutic or CBT-style methods appear involved,
- whether peer intervention appears involved,
- whether emotional disclosure or self-monitoring appears involved,
- and why reasonable parents may view the program as exceeding academics.

Parent Rights / Academic Boundary Analysis

Analyze whether the programs collectively appear to:

1. Move schools beyond traditional academics into emotional and psychological development
2. Replace discipline with behavioral-conditioning systems
3. Normalize school-based mental-health intervention
4. Encourage institutional emotional dependency
5. Encourage children to seek emotional guidance primarily from school systems
6. Reduce parental authority over emotional, behavioral, moral, or worldview development

7. Expand school influence into family/private life
8. Normalize emotional disclosure to institutional systems
9. Create behavioral or psychological profiles of students
10. Shift schools from education institutions into behavioral-management systems

Parent Communication Analysis

Explain:

1. Which district terms sound harmless but may conceal broader behavioral or psychological systems
2. Why average parents may not recognize the true scope of these initiatives
3. How terms such as:

O wellness,

O resilience,

O student support,

O school climate,

O trauma-informed,

O restorative,

O emotional wellness,

O social skills,

O whole child

may obscure the true operational nature of the programs

Strongest Parent Arguments

Based ONLY on documented evidence, identify the strongest arguments parents can make that:

1. These initiatives exceed academics
2. Schools are entering psychological or therapeutic territory
3. Outside organizations are influencing children
4. Parents lack sufficient transparency or control
5. Behavioral and emotional data collection may be occurring
6. Students may be psychologically conditioned rather than academically instructed
7. Some initiatives may conflict with family-directed moral, religious, or worldview instruction

District Vulnerability Analysis

Identify:

1. Which programs appear least transparent
2. Which programs would likely concern parents the most if fully understood
3. Which programs depend heavily on vague terminology
4. Which district claims appear weakest when compared to operational documents
5. Which initiatives appear most difficult for the district to defend as purely academic

Parent Action Guidance

Based on the evidence, explain the most effective actions parents can take, including:

- requesting curriculum/material inspection,
- demanding transparency,
- demanding opt-out rights,
- attending board meetings,
- organizing parent coalitions,
- challenging contracts or grants,
- requesting policy changes,
- demanding removal of programs,
- or seeking legislative oversight.

Explain which actions are most likely to succeed and why.

Evidence Requirements

Use:

- exact source URLs,
- direct supporting quotes,
- district plans,
- board agenda documents,
- vendor materials,
- grant documents,

- public statements,
- and archived webpages where available.

Clearly distinguish:

- verified facts,
- reasonable inferences,
- speculation,
- and unresolved questions requiring additional investigation.

Do not provide generalized political rhetoric.

Instead provide:

- factual parent-focused analysis,
- child-impact analysis,
- worldview analysis,
- psychological-framework analysis,
- transparency analysis,
- and accountability-focused guidance grounded in documented evidence.

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QUERY 7 – BEGIN COPY HERE

IMPACT, OUTCOMES, ACCOUNTABILITY, AND HARM ANALYSIS

Submit AI question below

“Based on all identified SEL-related, MTSS/PBIS-related, mental-health-related, trauma-informed, restorative-practices-related, resiliency-related, peer-support, behavioral-intervention, school-climate, wellness, digital mental-health, counseling, screening, survey, curriculum-embedded SEL, whole-child, equity/inclusion, identity-related, and outside-provider initiatives operating within our County School District , conduct a comprehensive parent-focused analysis of the real-world impacts, outcomes, risks, unintended consequences, accountability concerns, transparency failures, and academic tradeoffs associated with these systems.

Focus specifically on:

- what these programs are actually doing to the school environment,
- how they affect children emotionally and psychologically,
- how they affect academics and discipline,

- how they affect parental authority,
- how they affect school culture,
- and whether the district's claimed benefits are actually supported by evidence.

For EACH major initiative, program, framework, vendor, curriculum, digital platform, peer-support system, behavioral intervention, or outside-provider partnership identify:

Student Impact Analysis

Explain:

- what direct emotional, psychological, behavioral, worldview, or social impact students are likely experiencing;
- whether students are exposed to anxiety-focused, trauma-focused, identity-focused, or emotional-regulation frameworks;
- whether students may become emotionally dependent on school systems instead of parents and families;
- whether peer mental-health systems place inappropriate emotional burdens on children;
- whether students are encouraged to disclose private emotional, family, identity, political, moral, or religious information;
- whether children may be pressured to conform to institutional emotional or social norms;
- whether students who disagree with identity, equity, social-justice, or worldview-oriented concepts may feel isolated, pressured, or stigmatized;
- whether the systems normalize therapeutic culture, psychological intervention, emotional self-focus, or institutional dependence;
- whether students may be psychologically conditioned rather than academically instructed.

Academic and School-Culture Impact

Analyze:

- how much classroom time appears diverted away from academics toward emotional, behavioral, resiliency, or social programming;
- whether schools appear increasingly focused on emotional management rather than academic excellence;
- whether discipline systems have shifted from accountability toward therapeutic or restorative models;
- whether behavioral systems condition students using rewards, emotional regulation systems, social-pressure systems, or behavioral tracking;
- whether school culture appears increasingly centered around emotional safety, identity affirmation, wellness, or social-emotional norms instead of academics and discipline;
- whether teachers appear burdened with counselor-like or therapeutic responsibilities;
- whether ordinary academic subjects such as ELA or social studies are being used to embed worldview, identity, activism, emotional, or social-conditioning themes.

Parent Rights and Family Impact

Determine whether:

- parental authority over emotional, moral, religious, and worldview development appears weakened;
- schools appear to substitute institutional values for family values;
- parents are fully informed about what children actually experience;
- parents receive meaningful inspection rights and opt-out rights;
- schools appear to normalize emotional disclosure to institutional systems instead of families;
- outside organizations, NGOs, counselors, or digital platforms gain inappropriate influence over children;
- parents are likely unaware of the true operational scope of the programs;
- the district’s public language minimizes or obscures the actual psychological, behavioral, or worldview-oriented nature of the systems.

Evidence vs Claims Analysis

For EACH major initiative evaluate:

- whether Our County has documented measurable success;
- whether academic outcomes improved;
- whether discipline outcomes improved;
- whether mental-health outcomes improved;
- whether suicide-risk outcomes improved;
- whether absenteeism improved;
- whether behavioral incidents improved;
- whether vendor “evidence-based” claims appear independently validated;
- whether the district appears to rely primarily on vendor marketing claims;
- whether independent research supports the specific District implementation;
- whether evidence appears weak, selective, generalized, short-term, self-reported, or difficult to validate;
- whether long-term unintended harms have been adequately studied.

Transparency and Accountability Failures

Identify:

- which systems appear least transparent;

· which programs parents would likely object to if fully understood;

· which programs rely heavily on vague language such as:

O wellness,

O resilience,

O school climate,

O student support,

O restorative,

O whole child,

O emotional wellness,

O or behavioral support;

· whether the district's public descriptions differ from operational reality;

· whether teacher editions, digital platforms, intervention systems, peer-support structures, or behavioral systems appear hidden from normal parent visibility;

· whether students may be psychologically profiled, emotionally categorized, or behaviorally tracked;

· whether emotional or behavioral data systems appear more extensive than parents likely realize.

Parent Concern Ranking

Rank the TOP programs, systems, vendors, curriculum products, peer-support structures, behavioral systems, or mental-health initiatives that should concern parents MOST based on:

· student emotional exposure,

· worldview influence,

· behavioral conditioning,

· identity-related influence,

· peer intervention,

· psychological intervention,

· hidden curriculum,

· emotional data collection,

· outside-provider involvement,

· lack of transparency,

- weak evidence of effectiveness,
- and academic displacement.

For EACH top concern explain:

- why parents should care;
- what the likely child impact is;
- why the district's public description may be misleading;
- and why the initiative may exceed the proper academic role of public schools.

Evidence Requirements

Use:

- exact source URLs,
- direct supporting quotes,
- District curriculum maps,
- district mental-health plans,
- BoardDocs records,
- vendor materials,
- school webpages,
- grant documents,
- implementation descriptions,
- training materials,
- public statements,
- archived webpages,
- and independent research where available.

Clearly distinguish:

- verified facts,
- district claims,
- vendor marketing claims,
- independent evidence,

- reasonable inferences,
- speculation,
- and unresolved questions requiring public-records requests.

Focus on helping parents answer the central question:

“What has this actually done to our schools, our children, our families, and the academic mission of public education?””

STOP COPY

QUERY 8 – BEGIN COPY HERE

STATE LAW / PARENTAL RIGHTS / TRANSPARENCY / CONSENT

[Submit AI question below](#)

“Based on all identified SEL-related, MTSS/PBIS-related, mental-health-related, trauma-informed, restorative-practices-related, resiliency-related, peer-support, behavioral-intervention, school-climate, wellness, counseling, screening, survey, digital mental-health, curriculum-embedded SEL, whole-child, equity/inclusion, identity-related, and outside-provider initiatives operating within our School District , conduct a comprehensive legal, policy, parental-rights, privacy, liability, and compliance analysis.

Focus specifically on whether Our School District, its vendors, outside providers, peer-support systems, digital platforms, counselors, curriculum providers, and behavioral frameworks may create:

- legal exposure,
- parental-rights conflicts,
- privacy violations,
- compelled speech concerns,
- religious-liberty conflicts,
- student-data risks,
- psychological-intervention liability,
- policy violations,
- instructional-material transparency failures,
- or civil-rights concerns.

For EACH major initiative, program, vendor, curriculum system, digital platform, peer-support structure, mental-health framework, or outside-provider partnership analyze:

State Law and Parental Rights Analysis

Determine whether the initiative may implicate:

- State Parents' Bill of Rights;
- parental consent laws;
- parental notification requirements;
- instructional-material transparency laws;
- instructional-material inspection rights;
- supplemental-material approval rules;
- school board curriculum adoption procedures;
- student mental-health protections;
- school counseling regulations;
- student survey protections;
- opt-out rights;
- student privacy laws;
- State student-record protections;
- behavioral or psychological screening limitations;
- health-related consent requirements;
- classroom instruction restrictions;
- gender/identity-related instructional restrictions;
- compelled student speech concerns;
- religious-liberty protections;
- or constitutional parental-rights protections.

For EACH law or policy issue:

- identify the exact statute, rule, board policy, federal guidance, constitutional principle, or regulatory framework involved;
- explain the possible conflict or exposure;
- explain whether the concern appears:

☐ verified,

O reasonably inferred,

O speculative,

O unresolved pending records,

O or dependent on operational implementation details.

Federal Law and Privacy Analysis

Analyze whether the systems may implicate:

- FERPA;
- PPRA;
- COPPA;
- IDEA/504 procedural protections;
- federal student-data privacy concerns;
- mental-health confidentiality concerns;
- behavioral or emotional profiling concerns;
- psychological screening protections;
- survey-consent requirements;
- data-sharing restrictions;
- third-party vendor access limitations;
- or student-record retention and disclosure requirements.

Specifically determine whether:

- emotional, psychological, behavioral, identity-related, or family-related information may be collected;
- digital platforms may collect or store sensitive information;
- outside vendors or NGOs may receive student data;
- behavioral dashboards or intervention systems may create hidden student profiles;
- parents are fully informed regarding collection and sharing practices;
- opt-out rights appear meaningful and accessible;
- peer-support systems create confidentiality or reporting concerns;
- emotional or psychological screening appears to occur;

- or district practices exceed what parents likely believe is occurring.

Psychological Intervention and Peer-Support Liability Analysis

Determine whether:

- peer-to-peer suicide-prevention systems;
- Teen Mental Health First Aid;
- Hope Squad;
- peer-monitoring systems;
- restorative circles;
- emotional-regulation systems;
- digital mental-health tools;
- behavioral intervention systems;
- trauma-focused programming;
- or counseling-style classroom activities

may create liability exposure relating to:

- emotional harm;
- student distress;
- inappropriate peer counseling;
- failure to respond to mental-health disclosures;
- student emotional burden;
- confidentiality failures;
- inadequate parental notice;
- improper mental-health intervention by unlicensed individuals;
- counselor-role confusion;
- or foreseeable harm resulting from peer intervention systems.

Analyze:

- whether minors are being placed into quasi-counseling roles;
- whether schools appear to normalize peer mental-health monitoring;

- whether students may receive therapeutic-style intervention without medical-style consent standards;
- whether outside providers operate inside schools without sufficient parent transparency;
- and whether emotional or behavioral intervention systems exceed the traditional academic role of public schools.

Curriculum and Compelled Worldview Analysis

Analyze whether curriculum-embedded SEL, resiliency, equity, identity, restorative, social-justice, or worldview-oriented instruction may create:

- compelled speech concerns;
- compelled affirmation concerns;
- ideological pressure;
- religious-liberty conflicts;
- family-value conflicts;
- political or worldview discrimination concerns;
- or inappropriate ideological conditioning.

Determine whether:

- students may feel pressured to conform to institutional emotional, moral, social, or worldview norms;
- dissenting students may be isolated or stigmatized;
- teacher editions or digital materials contain worldview-oriented prompts hidden from ordinary parent visibility;
- ordinary academic subjects are being used to embed emotional, ideological, or identity-based conditioning;
- or schools appear to substitute institutional values for family-directed moral or worldview instruction.

Transparency and Accountability Exposure

Identify:

- which systems appear least transparent;
- which operational structures parents are least likely to understand;
- whether the district's public language minimizes the true operational scope;
- whether teacher editions, digital tools, intervention systems, or peer-support structures appear hidden from parents;
- whether records appear incomplete, fragmented, difficult to inspect, or poorly disclosed;
- whether public descriptions differ materially from operational reality;
- and whether parents likely lack sufficient information to provide informed consent.

Litigation and Oversight Exposure Analysis

Evaluate whether the district or vendors may face exposure relating to:

- parental-rights complaints;
- DOE complaints;
- PPRA complaints;
- FERPA complaints;
- public-records disputes;
- negligence claims;
- privacy complaints;
- compelled speech or religious-liberty litigation;
- emotional-harm claims;
- data-security concerns;
- or board-policy enforcement issues.

Identify:

- which programs appear legally most vulnerable;
- which systems appear hardest to defend as purely academic;
- which systems would likely concern judges, legislators, or investigators most if fully exposed;
- and which operational areas most urgently require records requests, audits, or independent investigation.

Parent Action and Legal Strategy Guidance

Based on documented evidence, explain:

- what parents should demand immediately;
- which records should be requested first;
- which policies should be challenged;
- which systems parents should seek to opt out from immediately;
- which board policies should be rewritten;
- whether parents should pursue:

O school-board action,

O DOE complaints,

O inspector-general complaints,

O legislative action,

O media exposure,

O civil-rights complaints,

O privacy complaints,

O or legal review.

Explain:

- which actions appear most likely to succeed;
- which legal theories appear strongest;
- and which programs create the highest risk exposure for the district.

Evidence Requirements

Use:

- exact source URLs;
- direct supporting quotes;
- District mental-health plans;
- curriculum maps;
- BoardDocs records;
- district policies;
- vendor materials;
- state statutes;
- federal statutes;
- DOE guidance;
- court cases where applicable;
- school webpages;
- implementation documents;
- grant documents;

- training materials;
- public statements;
- archived webpages;
- and independent legal or policy analysis where available.

Clearly distinguish:

- verified facts;
- district claims;
- vendor claims;
- independent legal authority;
- reasonable inferences;
- unresolved factual questions;
- speculative concerns;
- and issues requiring additional records requests or discovery.

Focus on helping parents answer the central question:

“Which district programs may violate parental rights, privacy protections, transparency requirements, mental-health boundaries, instructional limitations, or the proper academic role of public schools — and what should parents do about it?”

STOP COPY

QUERY 9 – BEGIN COPY HERE

Identify SEL in academic materials

Submit AI question below

“Expand the School District SEL investigation beyond traditional mental-health programs and investigate how SEL, whole-child ideology, worldview formation, emotional conditioning, identity-related themes, social-norm instruction, and values-based learning may be embedded throughout ordinary academic curriculum, publisher materials, digital-learning platforms, assessments, intervention tools, and supplemental instructional resources.

The purpose of this investigation is to determine:

- how SEL and whole-child frameworks may be woven into ordinary classroom instruction;
- how academic subjects may contain hidden emotional, behavioral, worldview, or identity-oriented content;
- how publishers and digital-learning vendors may advance broader SEL, equity, inclusion, social-emotional, or worldview-oriented frameworks;

- and how parents may be unaware that these systems extend far beyond counseling or mental-health programs.

Specifically investigate major curriculum publishers, digital-learning vendors, and instructional platforms used or likely used by our School District, including but not limited to:

- Savvas / myPerspectives / Pearson;
- HMH / Houghton Mifflin Harcourt;
- McGraw Hill;
- Benchmark Education;
- Amplify;
- CommonLit;
- i-Ready / Curriculum Associates;
- Lexia;
- Achieve3000;
- Newsela;
- Discovery Education;
- BrainPOP;
- Carnegie Learning;
- TCI / Teachers' Curriculum Institute;
- Cengage / National Geographic Learning;
- eDynamic Learning;
- State Transformative Education;
- ClassLink-accessed curriculum tools;
- and any additional publisher, intervention vendor, digital-learning platform, or supplemental instructional provider connected to District curriculum delivery.

PART 1 – IDENTIFY CURRICULUM VENDORS & DISTRICT USE

For EACH identified curriculum vendor, textbook provider, digital platform, intervention system, or curriculum tool identify:

- whether Our School District confirms use of the product;
- whether use appears current, historical, pilot, supplemental, districtwide, or inferred;
- the grade levels and subject areas involved;

- whether the product is student-facing, teacher-facing, digital-only, intervention-focused, assessment-based, or supplemental;
- and how students likely interact with the system directly.

Use:

- District curriculum maps;
- district instructional-material lists;
- BoardDocs records;
- purchase orders;
- vendor documentation;
- State DOE adoption records;
- digital-platform access lists;
- ClassLink integrations;
- teacher-resource portals;
- archived webpages;
- and public district materials.

PART 2 – EMBEDDED SEL, WORLDVIEW & VALUES ANALYSIS

For EACH confirmed or likely District curriculum vendor/platform identify every embedded:

- SEL component;
- resiliency component;
- character-development component;
- worldview-oriented component;
- emotional-regulation component;
- identity-related component;
- equity/inclusion component;
- social-norm instruction component;
- moral-reasoning component;
- activism-oriented component;
- behavioral-conditioning component;

- or values-based instructional component.

Specifically analyze:

- student textbooks;
- teacher editions;
- digital lessons;
- remediation tools;
- intervention systems;
- discussion prompts;
- writing prompts;
- reflection exercises;
- classroom activities;
- discussion questions;
- assessment items;
- videos;
- online assignments;
- social-emotional prompts;
- journaling/reflection activities;
- and supplemental teacher resources.

Determine whether the curriculum contains:

- emotional reflection prompts;
- identity exploration prompts;
- social-justice framing;
- equity or inclusion language;
- activism-oriented assignments;
- emotional self-monitoring;
- worldview-oriented writing prompts;
- moral or ethical dilemma framing;

- peer-discussion of personal beliefs;
- empathy-conditioning activities;
- perspective-taking exercises;
- emotional disclosure activities;
- climate or social-change advocacy themes;
- gender or identity themes;
- race/oppression frameworks;
- culturally responsive instruction frameworks;
- “whole child” instructional approaches;
- or values-substitution frameworks that may conflict with family-directed moral, religious, or worldview instruction.

PART 3 – HIDDEN SEL INSIDE ACADEMIC SUBJECTS

Analyze how SEL/worldview content may be embedded inside ordinary academic subjects such as:

- ELA;
- social studies;
- civics;
- science;
- health;
- financial literacy;
- intervention/remediation classes;
- advisory periods;
- and digital-learning platforms.

Specifically explain:

- how parents may not recognize the material as SEL at first glance;
- how worldview or emotional-conditioning content may be hidden inside ordinary classroom assignments;
- whether teacher editions contain content not obvious in student textbooks;
- whether digital platforms provide additional SEL or worldview-oriented layers not visible to parents;
- and whether the district publicly describes the material merely as “ELA,” “literacy,” “student support,” “instructional material,” or “digital curriculum” while broader emotional or worldview-oriented systems operate underneath.

PART 4 — PARENT CONCERN & WORLDVIEW ANALYSIS

For EACH major vendor/product explain:

- why parents should care;
- what students are likely experiencing directly;
- whether the material appears academic, behavioral, emotional, psychological, worldview-oriented, activist-oriented, or identity-oriented;
- whether the material may influence student beliefs, values, social norms, emotional development, identity formation, or worldview;
- whether reasonable parents may view the material as exceeding traditional academics;
- and whether parents are likely unaware of the true operational scope of the curriculum.

Specifically analyze concerns commonly raised by critics of SEL and whole-child systems, including:

- worldview substitution;
- institutional values replacing family values;
- whole-child ideology;
- emotional conditioning;
- behavioral normalization;
- social-justice framing;
- identity-development influence;
- political or ideological framing;
- LGBTQ normalization concerns;
- peer/social conformity pressure;
- therapeutic culture inside schools;
- “new spirituality” or secularized moral-development frameworks;
- and the expansion of schools into emotional, moral, psychological, or worldview-development roles traditionally held by families.

Distinguish carefully between:

- verified curriculum content;
- vendor public positioning;
- documented classroom materials;
- media criticism;

- academic criticism;
- parent criticism;
- reasonable inferences;
- and unsupported speculation.

PART 5 – “EVIDENCE-BASED” CLAIMS ANALYSIS

Analyze claims by SEL vendors, curriculum publishers, and whole-child advocates that these systems are “evidence-based.”

Specifically investigate:

- whether the evidence cited is comprehensive or limited;
- whether studies are short-term, self-reported, selective, nonreplicable, or vendor-funded;
- whether claims are generalized beyond the underlying research;
- whether District’s actual implementation was independently validated;
- whether evidence demonstrates academic improvement versus emotional or behavioral compliance;
- whether long-term harms or unintended consequences were adequately studied;
- and whether the district appears to rely primarily on vendor marketing claims rather than independent validation.

Clearly distinguish between:

- peer-reviewed research;
- vendor marketing;
- advocacy organization claims;
- independent criticism;
- media reporting;
- and unresolved research questions.

PART 6 – PARENT CONCERN RANKING

Rank the MOST concerning curriculum vendors, digital platforms, publisher systems, intervention tools, or instructional materials based on:

- confirmed District use;
- hidden SEL/worldview integration;
- emotional or behavioral conditioning;
- worldview influence;

- identity-oriented content;
- emotional disclosure requirements;
- hidden teacher-edition content;
- digital data collection;
- activism-oriented content;
- values-based instruction;
- outside ideological influence;
- lack of transparency;
- and difficulty for parents to detect from course titles alone.

For EACH top concern explain:

- what makes the material concerning;
- how students experience it;
- why ordinary parents may not recognize it;
- and why the material may exceed the proper academic role of public schools.

PART 7 – EVIDENCE & SOURCE REQUIREMENTS

For EVERY major finding provide:

- exact source URLs;
- direct supporting quotes;
- curriculum-map references;
- BoardDocs references;
- textbook excerpts where available;
- vendor-position statements;
- sample lessons;
- digital-platform descriptions;
- teacher-edition examples;
- research citations;
- media sources;

- advocacy-organization sources;
- and archived webpages where available.

Clearly identify:

- whether the evidence comes from:

O District documents,

O vendor materials,

O research literature,

O media reporting,

O advocacy groups,

O parent organizations,

O or independent analysis.

Clearly distinguish:

- verified facts;
- vendor claims;
- district claims;
- research-supported conclusions;
- reasonable inferences;
- criticism/opinion;
- unresolved questions;
- and unsupported speculation.

FINAL OBJECTIVE

Focus on helping parents understand:

“How deeply SEL, whole-child systems, worldview-oriented content, emotional conditioning, and behavioral frameworks may be woven throughout ordinary district curriculum – far beyond traditional counseling or mental-health programs – and what students may actually experience inside classrooms and digital learning systems.”

STOP COPY

QUERY 10 – BEGIN COPY HERE

PARENT MOBILIZATION

Submit AI question below

“Based on all identified SEL-related, MTSS/PBIS-related, mental-health-related, trauma-informed, restorative-practices-related, resiliency-related, peer-support, behavioral-intervention, school-climate, wellness, counseling, screening, survey, digital mental-health, curriculum-embedded SEL, whole-child, equity/inclusion, identity-related, and outside-provider initiatives operating within Our School District , create a comprehensive, easy-to-follow parent mobilization strategy, counter-strategy, and action blueprint designed to help ordinary parents:

- understand the issue clearly;
- educate other parents;
- expose hidden operational systems;
- demand transparency;
- protect parental rights;
- secure opt-out rights;
- pressure the district for accountability;
- remove nonacademic psychological programming;
- and return schools to academics, discipline, transparency, and student safety.

The response should function as a practical parent action handbook — not a political rant.

Focus on:

- factual parent education;
- operational transparency;
- practical action steps;
- legal and policy leverage;
- public accountability;
- and long-term district reform.

PART 1 — SIMPLE PARENT EXPLANATION

Explain in plain language:

- what SEL, MTSS, PBIS, whole-child systems, resiliency programs, peer-support systems, and mental-health frameworks actually are;
- how they expanded beyond academics;
- how they are embedded inside curriculum and school culture;
- how they affect children directly;

- why many parents are alarmed;
- and why ordinary parents often fail to recognize the true scope of the systems.

Specifically explain:

- how “wellness,” “student support,” “resilience,” “school climate,” “whole child,” “restorative,” and “behavioral support” language may conceal broader psychological or worldview-oriented systems;
- how emotional and behavioral systems may operate behind ordinary classroom instruction;
- and why parents should care even if their child is not in counseling.

PART 2 – THE TOP 10 ISSUES PARENTS SHOULD FOCUS ON

Rank the TOP 10 most concerning District programs, systems, vendors, curriculum structures, peer-support systems, behavioral frameworks, or outside-provider partnerships based on:

- emotional exposure;
- psychological intervention;
- worldview influence;
- identity-related influence;
- peer mental-health involvement;
- hidden curriculum;
- behavioral conditioning;
- emotional data collection;
- lack of transparency;
- outside-provider access;
- weak evidence of effectiveness;
- and academic displacement.

For EACH issue explain:

- what parents need to know;
- what children likely experience;
- why the issue matters;
- why parents may not realize it is happening;
- and why the system may exceed the proper academic role of public schools.

PART 3 — EASY-TO-FOLLOW PARENT ACTION PLAN

Create a step-by-step parent action blueprint with practical actions organized by:

Immediate Actions (First 7 Days)

Explain exactly how parents should:

- inspect curriculum;
- request teacher editions;
- request digital platform access;
- request SEL/mental-health vendor lists;
- obtain curriculum maps;
- inspect student surveys and screeners;
- inspect peer-support materials;
- request opt-out forms;
- request contracts and MOUs;
- organize parent communication groups;
- and identify other concerned parents.

Provide:

- exact records parents should request first;
- exact district offices to contact;
- and the most revealing documents likely to expose hidden operational systems.

Short-Term Actions (30–60 Days)

Explain how parents should:

- organize local parent groups;
- divide research responsibilities;
- analyze curriculum and digital platforms;
- attend school board meetings;
- coordinate public-records requests;
- track district responses;

- document inconsistencies;
- compare public statements to operational documents;
- and build evidence-based parent presentations.

Explain:

- how to avoid emotional or conspiratorial messaging;
- how to remain fact-based and credible;
- and how to communicate concerns effectively to ordinary parents.

Long-Term Actions (3–12 Months)

Explain how parents can:

- influence school board elections;
- influence curriculum adoption;
- pressure vendors;
- pressure legislators;
- rewrite board policies;
- establish mandatory transparency rules;
- require opt-in rather than opt-out systems;
- remove nonacademic psychological programming;
- and build long-term accountability structures.

PART 4 – COUNTER-STRATEGY AGAINST DISTRICT MESSAGING

Identify the most common district or vendor responses parents are likely to hear, such as:

- “This is just kindness.”
- “This is evidence-based.”
- “This is required by the state.”
- “This is only student support.”
- “This is only mental-health awareness.”
- “This helps prevent suicide.”
- “This is not SEL.”

- “This is just PBIS.”
- “This is just resilience.”
- “This is not political.”

For EACH response explain:

- what the district likely means operationally;
- what parents should ask next;
- what documents parents should request;
- and how parents can respond factually and calmly.

PART 5 – BOARD MEETING AND PUBLIC COMMENT STRATEGY

Explain:

- how parents should prepare for board meetings;
- how to structure public comments;
- how to use evidence effectively;
- how to avoid being dismissed as emotional or uninformed;
- how to expose contradictions using district documents;
- and how to focus the conversation on:

O academics,

O parental rights,

O transparency,

O child privacy,

O peer mental-health risks,

O and mission drift.

Include:

- effective parent talking points;
- ineffective approaches to avoid;
- how to coordinate multiple speakers;
- and how to maintain public credibility.

PART 6 — MEDIA, COMMUNITY, AND LEGISLATIVE STRATEGY

Explain how parents can:

- educate churches and community groups;
- brief legislators;
- engage local media;
- expose hidden curriculum systems;
- present evidence publicly;
- create fact sheets and parent guides;
- and pressure the district through sustained public attention.

Explain:

- which evidence is most persuasive to ordinary parents;
- which operational examples are hardest for districts to defend;
- and which issues are most likely to generate broad parent concern.

PART 7 — ULTIMATE PARENT OBJECTIVES

Based on the evidence, explain the clearest long-term parent goals, including:

- returning schools to academics;
- eliminating nonacademic psychological programming;
- removing peer mental-health systems;
- reducing outside-provider influence;
- increasing transparency;
- strengthening parent inspection rights;
- limiting emotional/behavioral data collection;
- restoring traditional discipline;
- and reestablishing parents as the primary authority over children’s emotional, moral, religious, and worldview development.

Evidence Requirements

Use:

- exact source URLs;

- direct supporting quotes;
- District curriculum maps;
- district mental-health plans;
- BoardDocs records;
- school webpages;
- vendor materials;
- district policies;
- state statutes;
- public statements;
- implementation documents;
- grant documents;
- archived webpages;
- and independent research where available.

Clearly distinguish:

- verified facts;
- district claims;
- vendor claims;
- independent evidence;
- reasonable inferences;
- speculation;
- unresolved questions;
- and issues requiring public-records requests.

Focus on helping ordinary parents answer the central question:

“What practical steps can parents take right now to expose hidden systems, protect their children, restore transparency, defend parental rights, and return Our schools to academics?””

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QUERY 11 – BEGIN COPY HERE

EXPOSURE PACKAGE

WHITE PAPER + SCHOOL BOARD EMAIL + 3-MINUTE PUBLIC SPEECH

Submit AI question below

“Using all prior investigative findings regarding Our School District’s SEL-related, MTSS/PBIS-related, mental-health-related, trauma-informed, restorative-practices-related, resiliency-related, peer-support, behavioral-intervention, school-climate, wellness, counseling, screening, survey, digital mental-health, curriculum-embedded SEL, whole-child, equity/inclusion, identity-related, and outside-provider initiatives, prepare three fully coordinated public-facing documents with consistent messaging, tone, evidence, and factual support.

The three deliverables must work together as a unified parent-awareness and accountability package:

1. A comprehensive parent white paper
2. A concise but powerful email to the school board
3. A strong 3-minute school-board speech

All three documents must:

- maintain consistent messaging and factual themes;
- rely on documented evidence and verified operational analysis;
- focus on parental rights, transparency, student impact, mission drift, psychological programming concerns, outside influence, and academic displacement;
- clearly distinguish verified facts from reasonable inferences;
- avoid unsupported conspiracy claims or emotional exaggeration;
- and be written to persuade ordinary parents using factual operational analysis and documented evidence.

The overall objective is to:

- inform parents what is actually happening inside our schools;
- expose hidden operational systems;
- explain how SEL and mental-health systems extend beyond academics;
- document how emotional, behavioral, worldview-oriented, peer-support, and psychological systems operate;
- explain how these systems may conflict with parental authority, family-directed values, privacy, transparency, and traditional academics;
- and provide parents with practical accountability and action steps.”**

DELIVERABLE 1 – COMPREHENSIVE WHITE PAPER

Prepare a professionally structured, hard-hitting, fact-based white paper written primarily in:

- narrative paragraph form,
- with strong section headings and subheadings,
- not merely lists or bullet points.

The white paper should read like:

- a serious investigative report,
- a parent-awareness briefing,
- and a documented operational analysis.

Tone and Structure Requirements

The paper should:

- begin with a strong, attention-grabbing executive summary;
- immediately present the most alarming documented operational findings;
- clearly explain why parents should care;
- and progressively build the factual case using District-specific evidence.

The paper should explain:

- how schools expanded beyond academics into emotional and behavioral systems;
- how MTSS/System of Care structures operate;
- how peer-support and peer mental-health systems function;
- how curriculum-embedded SEL and worldview content appear inside ordinary academic subjects;
- how outside providers and NGOs influence students;
- how behavioral and emotional data systems operate;
- how students may experience emotional disclosure, behavioral monitoring, intervention, resiliency training, or worldview-oriented instruction;
- how district terminology such as:

O “wellness,”

O “student support,”

O “resilience,”

O “whole child,”

O “school climate,”

O “restorative,”

O and “mental-health awareness”

may obscure broader operational systems;

- and how these systems may exceed the traditional academic role of public schools.

The white paper should also analyze:

- parental-rights concerns;
- privacy and emotional-data concerns;
- peer-to-peer counseling concerns;

- curriculum/worldview concerns;
- academic displacement concerns;
- transparency failures;
- outside-provider influence;
- and possible legal or policy vulnerabilities.

White Paper Content Requirements

Include:

- a strong introduction;
- executive summary;
- operational system mapping;
- student experience analysis;
- curriculum-embedded SEL analysis;
- behavioral and emotional data analysis;
- peer-support and mental-health intervention analysis;
- accountability and transparency analysis;
- legal and parental-rights concerns;
- district messaging vs operational reality analysis;
- documented evidence vs vendor claims analysis;
- and a strong concluding section.

Include a dedicated section titled:

“What Is Actually Happening to Children?”

This section should vividly explain:

- what students likely experience directly;
- how students are exposed to emotional, behavioral, psychological, resiliency, identity, or worldview-oriented systems;
- and why many parents may not fully understand the scope of the systems.

Parent Action Section

End the white paper with:

- practical parent action steps;
- accountability recommendations;
- inspection and transparency guidance;
- public-records priorities;
- school-board engagement recommendations;
- opt-out recommendations;
- and long-term reform recommendations.

Evidence Requirements

The white paper must:

- include extensive District-specific evidence;
- use exact source URLs;
- use direct supporting quotes where appropriate;
- cite curriculum maps, BoardDocs records, district mental-health plans, vendor materials, grant documents, district webpages, archived webpages, and public statements;
- and provide properly organized endnotes or source references at the end of the document rather than cluttering the narrative sections.

Clearly distinguish:

- verified facts;
- district claims;
- vendor claims;
- independent evidence;
- reasonable inferences;
- speculation;
- and unresolved issues requiring additional records requests.

DELIVERABLE 2 — SCHOOL BOARD EMAIL

Prepare a concise but powerful email addressed to the Our School Board and Superintendent.

The email should:

- summarize the most serious documented concerns;
- reference the attached white paper;

- explain that parents now understand the operational scope of the SEL/mental-health systems;
- demand transparency and accountability;
- request immediate review of the identified programs and systems;
- request stronger parent inspection and opt-out rights;
- and request that the district return schools to academics, transparency, discipline, and respect for parental authority.

The email should:

- remain professional and fact-based;
- avoid emotional exaggeration;
- and rely heavily on documented operational concerns.

DELIVERABLE 3 — 3-MINUTE SCHOOL BOARD SPEECH

Prepare a strong, emotionally compelling, but fact-based 3-minute public-comment speech for delivery at Our School Board meeting.

The speech should:

- open with a strong attention-grabbing statement;
- explain what parents have discovered;
- focus heavily on direct child impact;
- explain how the district's systems extend far beyond academics;
- explain how emotional, behavioral, peer-support, resiliency, and mental-health systems operate;
- explain why parents are alarmed;
- discuss parental-rights and transparency concerns;
- discuss peer mental-health concerns and behavioral intervention concerns;
- explain how these systems may undermine family-directed values and parental authority;
- and call for immediate action by the board.

The speech should specifically address concerns involving:

- student emotional conditioning;
- psychological intervention systems;
- peer-to-peer mental-health systems;
- student privacy;

- behavioral tracking;
- outside-provider influence;
- worldview and identity influence;
- academic mission drift;
- and the expansion of “System of Care” frameworks beyond traditional academics.

The speech should:

- sound credible and evidence-based;
- avoid emotional instability or conspiratorial rhetoric;
- maintain public credibility;
- and close with a strong, memorable call to action.

OVERALL WRITING REQUIREMENTS

Across all three deliverables:

- maintain a unified narrative and consistent messaging;
- use plain language understandable to ordinary parents;
- write persuasively using documented evidence and operational analysis;
- avoid unsupported claims;
- distinguish facts from interpretation;
- and focus on helping parents understand:

“What is actually happening to children inside Our schools — and what should parents do about it?”

The Back Story...

Exposing the Hidden Curriculum: The Work of Jack Knocke and Marsha Metzger

The collaboration between Jack Knocke and Marsha Metzger began in 2022. At the time, Knocke was serving as a director with Citizens Defending Freedom in Nassau County. After reading the first Parent Navigator and recognizing the practical value of Metzger's methods, he invited her to present her work to citizens in his area. Through that presentation, Knocke learned the systematic approach she had developed for "drilling into" school systems to examine Social-Emotional Learning programs.

From that point forward, the two have worked together—Knocke focusing on strategy and persistence, Metzger on research, documentation, and detailed analysis. Metzger's methods were forged in 2020 in Tift County, Georgia. There she successfully gained access to Purpose Prep, an SEL program then in use. What she found was a curriculum filled with inappropriate lessons and heavy DEI framing. That experience—and the resistance she met while obtaining the materials—prompted her to write Parent Navigator, followed by Parent Navigator 2.0.

The books and her presentations provided a practical roadmap for parents and citizens seeking to review what schools deliver under the labels of mental health, resiliency, and social-emotional learning.

In Nassau County, Knocke applied those methods to Ripple Effects, which was being delivered through the third-party vendor Starting Point Behavioral Healthcare. When initial requests were met with barriers, Citizens Defending Freedom participated early in the effort. As the case stalled, the organization stepped back. Knocke refused to abandon the fight. With limited resources, he continued the public records lawsuit filed in February 2024 and ultimately represented himself pro se. On November 21, 2024, a circuit judge ruled in his favor, ordering access and awarding attorney's fees.

A later enforcement order confirmed the district and vendor's duty to maintain access during litigation. Yet the Ripple Effects license was allowed to lapse. Although the court directed the school district to pay the reactivation fee, the company refused to reinstate the license because of the lawsuit. The result was a legal victory on the public-records principle and a practical defeat on actually viewing the materials.

Even more concerning was the precedent left in place. The ruling did not secure the practical ability to copy materials or present documented findings. Restrictions rooted in copyright and related arguments limited citizens to supervised, note-taking-only access. In the view of those who have followed these cases, this approach fails to protect children because it prevents the transparency required to evaluate what is being taught. Full access—with the ability to document and present findings – remains essential.

When Metzger later discovered that Ripple Effects was also in use in Putnam County School District through Destination Knowledge, she and Knocke continued their partnership. Beginning in March 2026, she filed a series of public records requests. On April 22, 2026, the two of them conducted the four-hour supervised review of the Teen curriculum together under severe restrictions: handwritten notes only, no screenshots, no copies, and no questions about content. Requests for the Educator Ally professional development materials—materials the district had paid for—were met with claims that they no longer existed, later contradicted by internal emails and archived evidence. Modules addressing consent, safer sex, identity, and referrals to external resources were present, yet the district could not produce Florida Department of Education approval for them.

Most revealing was the two-tier system of access. When Metzger reviewed the eDynamic health curriculum, the district allowed screenshots and practical documentation. When the same request was made for Ripple Effects, the restrictions remained absolute. Academic materials received one standard of transparency; mental health and SEL frameworks received another.

Across Georgia and Florida, Knocke and Metzger have documented a consistent pattern: third-party vendors interpose themselves between the public and the content, contracts expire during scrutiny, professional development materials are obscured, and sensitive topics are delivered under protective language. Their combined work—from Tift County to Nassau to Putnam—demonstrates that meaningful oversight still requires persistent citizen effort, clear strategy, and careful research. It also shows why practical tools, including the careful use of artificial intelligence to organize large volumes of public records, matter.

The story is still unfolding. Knocke and Metzger remain determined to secure full transparency and to raise public awareness about how mental health and SEL frameworks in schools are too often used as a protective covering for content and data practices that receive far less scrutiny than traditional academic materials. They continue to press for the practical ability of parents and citizens to examine, document, and evaluate what is actually being delivered to students. Materials paid for with public funds and delivered to children in public schools belong in the light.

What if parents finally had a practical way to see inside the systems shaping their children's schools?

This tool introduces a unique AI-assisted approach designed to help ordinary citizens examine Social-Emotional Learning programs, third-party vendor contracts, mental health frameworks, and the two-tier transparency standards that too often hide sensitive content from public view. Drawing on years of real-world investigation across multiple states, it equips parents with clear methods to request records, organize evidence, identify patterns, and evaluate what is actually being delivered to students—turning complexity into clarity and secrecy into accountability



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