

15 HARMFUL ELEMENTS OF SEL (Social and Emotional Learning)

1. **ALL 15 HARMFUL ELEMENTS OF CSE**¹ (COMPREHENSIVE SEX EDUCATION, SEE PAGE 92 IN PARENT NAVIGATOR) MAY BE PRESENT IN VARIOUS SEL PROGRAMS. WE STRONGLY EMPHASIZE NUMBER 14: **SEL UNDERMINES PARENTAL RIGHTS** - This framework is mostly designed by [CASEL](https://casel.org/)² and it is authorized by governing authorities, with full access to collect the most personal data of students and their families. Some argue that transformative SEL has become the “parenting voice”, intended to encompass the [“whole child”](https://www.wholechildpolicy.org/what-whole-child-policy)³ placing the so-called “missing piece” of education in the forefront of lessons, promoted with dire importance. In 2020, Karen Neimi, the former CEO of CASEL announced an updated definition: *“Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”* [Karen Niemi, former President, CASEL.](https://www.the74million.org/article/niemi-casel-is-updating-the-most-widely-recognized-definition-of-social-emotional-learning-heres-why/)⁴ By design, this “framework” is now well established, woven throughout every subject, with the perennial endurance of invasive kudzu. One could effectively describe the Five Competencies of SEL as a proselytizing technique, designed for [transforming the worldview of children](https://www.edweek.org/teaching-learning/culturally-responsive-teaching-culturally-responsive-pedagogy/2022/04)⁵ intentionally with [Culturally Responsive Teaching pedagogy.](https://www.edweek.org/teaching-learning/culturally-responsive-teaching-culturally-responsive-pedagogy/2022/04)⁶
2. **PROMOTES DATA COLLECTION** –See examples: [Project Unicorn](https://www.projectunicorn.org/)⁷, [Common Educational Data Standards](https://ceds.ed.gov/domainEntitySchema.aspx)⁸ Government longitudinal data bases are collecting data on students to follow them for life to measure outcomes for the working classes of society and the “collective good.” Parents have not consented to this data collection and many responses are private information best suited between a counselor and a patient. [Phone apps](https://www.forbes.com/councils/forbesbusinessdevelopmentcouncil/2023/11/27/the-impact-of-mobile-apps-in-education-learning-on-the-go/)⁹ among others are also used for students to provide data through ed-tech platforms. With this in mind, it would not be difficult to transition any of these software

¹ <https://www.comprehensivesexualityeducation.org/15-harmful-elements-of-cse/>

² <https://casel.org/about-us/our-history/>

³ <https://www.wholechildpolicy.org/what-whole-child-policy>

⁴ <https://www.the74million.org/article/niemi-casel-is-updating-the-most-widely-recognized-definition-of-social-emotional-learning-heres-why/>

⁵ [transforming the worldview of children](https://www.edweek.org/teaching-learning/culturally-responsive-teaching-culturally-responsive-pedagogy/2022/04)

⁶ <https://www.edweek.org/teaching-learning/culturally-responsive-teaching-culturally-responsive-pedagogy/2022/04>

⁷ <https://www.projectunicorn.org/>

⁸ <https://ceds.ed.gov/domainEntitySchema.aspx>

⁹ <https://www.forbes.com/councils/forbesbusinessdevelopmentcouncil/2023/11/27/the-impact-of-mobile-apps-in-education-learning-on-the-go/>

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programs into an infrastructure for totalitarian control. Class action lawsuits are now on file and will hopefully curb schools from continued participation, see [here](#)¹⁰ and [here](#)¹¹.

3. **IMPERSONATES MENTAL HEALTH SERVICES** – Many SEL programs are designed to shape the child’s *developing brain* to accept particular worldviews regarding sexuality, racial attitudes, and other social and political issues, operating under the guise of providing all students with mental health benefits. All students are enrolled in Mental Health assessments in the American School System in the Multi-Tiered System of Supports apparatus. Once [School Based Healthcare Clinics](#)¹² have been initiated in a school district, parents should read all materials related to their state’s policies and grant funding requirements/allowances. It is HIGHLY recommended for parents to deny access for their children and to [file parental notification letters](#).
4. **PROMOTES PSYCHOLOGICAL EVALUATIONS BY UNQUALIFIED TEACHERS** – “[Interventions](#)”¹³ may be “prescribed” by a teacher or counselor with limited training that may adversely impact a student’s psychological health and their permanent data file. The numbers of trained counselors are limited in most schools, so most SEL interventions likely will be administered by untrained or [poorly trained personnel](#).¹⁴
5. **INVOLVES PROBLEMATIC PRIVACY POLICIES** may disclose student data to law enforcement officials that could be used against parents in some states in regard to the personal choices that may align with their sacred beliefs. If situations are detected regarding gender, sexual orientation or other “[sexual rights](#)”¹⁵ violations, this could become a window for family disruption or separation in some states. See sexual rights example [here](#). Transformative SEL touches the entire school in every subject, [including health classes](#)¹⁶.
6. **SEL IS A BELIEF SYSTEM OR WORLDVIEW WITH OCCULT ORIGINS** - originally hosted at the [Fetzer](#)¹⁷ Institute, where “New Age” religion was most successfully promoted in America. According to the [Fetzer Library](#)¹⁸, Mr. Fetzer is also linked to [Alice Bailey, an occultist](#)¹⁹ and she founded the Lucifer Publishing Company (now known as the [Lucis Publishing Company](#)) and is also affiliated with the [Lucis Trust](#)²⁰. [David J. Sluyter, Senior Advisor, Fetzer Institute](#)²¹, is also listed as one of the founders of CASEL. Bailey also wrote the book, [Education in the New Age](#), demonstratively a book that carries the

¹⁰ <https://www.classaction.org/news/class-action-accuses-powerschool-of-extreme-invasion-of-student-privacy-via-naviance-platform>

¹¹ <https://localnewsmatters.org/2024/05/09/class-action-suit-targets-widespread-mining-and-sale-of-student-data-without-consent/>

¹² <http://www.schoolbasedhealthcare.org/about-cshe/staff>

¹³ <https://mtss4success.org/special-topics/social-emotional-learning>

¹⁴ <https://pioneerinstitute.org/featured/new-study-finds-multiple-problems-with-push-for-social-emotional-learning-in-k-12-education/>

¹⁵ <https://www.ippf.org/resource/exclaim-young-peoples-guide-sexual-rights-ippf-declaration>

¹⁶ <https://www.etr.org/blog/5-ways-your-health-education-curriculum-can-support-social-and-emotional-learning/>

¹⁷ <https://fetzer.org/about/history>

¹⁸ <https://fetzerlibrary.com/search/result?keyword=alice>

¹⁹ https://www.lucistrust.org/books/about_alice_a_bailey

²⁰ <https://www.lucistrust.org/>

²¹ <https://casel.org/about-us/our-history/>

“essence” of SEL, promoting “wholeness” that is demonstrated in the “Whole Child” efforts through the body, mind and spirit. [See Fetzer Theory of Change document.](#)²²

7. **SPIRITUALLY, MENTALLY AND EMOTIONALLY ABUSIVE** –[Sacred family beliefs may be classified as unkind or unacceptable instead of a matter of morality.](#) SEL teachings may result in a double-bind; forcing students to choose between two leaders in authority over them (their parents versus their teacher) due to opposing worldviews. The child is then left to “flesh out” which path is the one that will bring him the most relief.
8. **REQUIRES THAT STUDENTS ACCEPT FALSE CONCEPTS** – SOGI (Sexual Orientation and Gender Identity) These identities are not based in science and present false concepts as if they are based in factual truth. [Some assignments force students to produce false confessions or coerced admissions](#) regarding oppression and expressed acceptance of ideologies that may contradict sincerely held beliefs. Title IX in conjunction with this framework, data collection and interventions can convert students into the transgender cult, believing they can recreate themselves. Students are also driven to sources that are deemed credible while steering them away from sources that are many times more factual or considered more conservative in the name of [Media Literacy](#)²³, a concept now codified in several states.
9. **SYSTEMATICALLY UNDERMINES ESTABLISHED PROTOCOLS AND LAWS**—according to [CASEL](#)²⁴: *“Schools were being inundated with a slew of positive youth development programs such as drug prevention, violence prevention, sex education, civic education, and moral education, to name a few. SEL was introduced as a **FRAMEWORK** that addresses the needs of young people and helps to align and coordinate school programs and programming.”*²⁵ By asserting this non-academic, incognito “framework”, they are able to circumvent parental rights protections such as Health Advisory Committees, parent reviews, opt-out forms, etc. in nearly all curriculum. Pedagogies are also active among many teachers where [students may experience conflicting feelings](#) toward parents and adopt their sectarian views demonstrated through Culturally Responsive or Relative Teaching practices that are derived from Critical Theory which is illegal in several states.
10. **DYNAMIC/FLUID CURRICULA PREVENTS MEANINGFUL REGULATION OR SURVEILLANCE-** [Integrated into the publisher’s live website](#)²⁶, updates and changes can occur at any time. When first purchased, lessons may seem helpful and desirable with little to no controversial elements; however, in some cases later investigations reveal a “bait and switch” tactic, possibly introducing controversial lesson updates, (woke ideology, CRT, etc.). Due to the size of these video libraries, it is impossible to pre-approve or monitor lessons, especially in live form. Investigations are time-consuming and working parents (if even aware) would not have the amount of time needed to adequately safeguard their students. Parents are denied access unless they take time off from work and

²² <https://www.etr.org/blog/5-ways-your-health-education-curriculum-can-support-social-and-emotional-learning/>

²³ <https://rumble.com/v3x4ssy-the-media-literacy-scam.html>

²⁴ <https://www.etr.org/blog/5-ways-your-health-education-curriculum-can-support-social-and-emotional-learning/>

²⁵ <https://web.archive.org/web/20210905145829/https://casel.org/history/>

²⁶ <https://www.dropbox.com/scl/fi/ke03wphjznqp7v442lunv/Constantly-Revised-Puberty-the-Wonder-Years.png?rlkey=tw64y22negws2bjyu1cdyo5wo&st=gikklara&dl=0> (Facebook Picture)

review items at the schools, an impossible task as the lessons are vast and in video form, and access is limited and guarded supposedly due to a copywrite infringement of publishers. (Although digital curricula are supposed to be treated just like books.) Lesson assignments are customized, so it is impossible to know which lessons will be assigned, to determine which lessons should be reviewed; and even if a parent did know the advance lesson plans, the lessons could be updated at any time. Impossible. Parents are given a zero-sum game to play.

11. **REVISIONIST LESSONS** – Due to the progressive integration of SEL with other classes, revisionist history, science, “human” geography and even math concepts have been observed in schools that fully embrace SEL. CASEL promotes itself as the “[lever for equity and social justice](#).”²⁷
12. **SCHOOLS ARE HEAVILY FUNDED WITH TARGETED GRANTS** –[Learning loss is identified as a primary need](#)²⁸ for SEL with [abundant](#)²⁹ [funding](#)³⁰. This point alone requires constant investigation and becomes very detailed.
13. **WAS FOUNDED & FINANCED BY GLOBALISTS** – CASEL’s website reveals its corporate and foundational connections. [Corporate & Foundation Partners](#)³¹: (Allow way back archive website time to load.) Corporate are listed as Allstate Foundation, Chan-Zuckerberg Initiative, LG, Susan Crown Exchange. Foundation Partners are listed as Bill & Melinda Gates Foundation, New Profit, The NoVo Foundation (Warren Buffet family), [Founders](#) Eileen Rockefeller Growald and more.³² The goal of these organizations is global education and many would also argue indoctrination.
14. **PROMOTES ACTIVISM, ALLEGIANCE AND DIVISION**- SEL is promoted as the “[lever for equity and social justice](#)”³³, [archived link here](#)³⁴. Critical Race Theory and Marxist lessons are taught regarding oppression, oppressors, “intersectionality”, race, gender, and religion in ways that promote illegal, sectarian concepts. Community organizing events and **afterschool** programs are routinely promoted. CASEL is committed to the morally bankrupt “woke doctrine” of radical progressives. Consider their [SEL PLEDGE](#)³⁵: **(PAGE 21 IN PARENT NAVIGATOR.)**
15. **REQUIRES SPECIAL KNOWLEDGE TO EXPOSE SHIELDING STRATEGIES- BUT YOU CAN FIGHT BACK WITH THE INFORMATION BELOW:**
 - **Digital access is needed to review curriculum. This is accomplished with your own “student account” and you must insist that the administrators provide it to you, (if necessary, use an open record request, parents should be able to**

²⁷ <https://www.youtube.com/watch?v=UPWrnBA2274>

²⁸ <https://edsources.org/2021/why-mental-health-is-the-key-to-dealing-with-learning-loss/653087>

²⁹ <https://casel.org/wp-content/uploads/2021/05/SEL-Policy-Brief-on-ARP.pdf>

³⁰ <https://www.ncsl.org/ncsl-in-dc/standing-committees/education/cares-act-elementary-and-secondary-school-emergency-relief-fund-tracker.aspx>

³¹ <https://web.archive.org/web/20211215161833/https://casel.org/about-us/supporters/>

³² <https://casel.org/about-us/supporters/>

³³ <https://www.youtube.com/watch?v=UPWrnBA2274>

³⁴ https://web.archive.org/web/20240000000000*/https://www.youtube.com/watch?v=UPWrnBA2274

³⁵ <https://web.archive.org/web/20210205190140/https://selexchange.casel.org/Together-for-SEL-Pledge>

get access, but they may have to review it at the school unless you get an attorney involved).

- Administrators may say you need the publisher’s permission to review curriculum. Tell them digital curriculum is subject to review just like a book. Show them your state laws on parental rights of review.
- If a school uses the excuse of “FERPA” (Family Educational Rights and Privacy Act) to refuse access, insist you only want to see curriculum, not personal work completed by students.
- Copyright infringement is another tactic they may use to discourage access. Politely tell them you are just reviewing it and not selling it. Digital resources are the same as a static book. Expose their lack of transparency, make it part of the story. Emailing the board with an attorney copied produces results many times.
- Schools may also say they cannot make “mock accounts” because public records are for something that exists and mock accounts do not exist. Yes, this has happened.
- Schools may try to provide “scope and sequence” documents for the program to see if you will accept that as a curriculum. This is more like a table of contents, not the actual curriculum. However, if that is all you can get, try using a search engine to locate the lessons they have listed online many times via YouTube.
- Currently, Parents on the Level sees no viable way to opt any children out of SEL materials in the American School System because of its integration measures in all digital curriculum for the goals of Transformational SEL, a plan for school-wide transformation, possibly producing [fully transformed students](#) that turn against the worldview of their family.
- Stand-alone SEL curricula ratings are found on the [CASEL website](#).³⁶

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Author: Marsha Metzger,
Parents on the Level
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³⁶ <https://pg.casel.org/review-programs/>
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