

## **Globalist Organizations are Hijacking Kansas Education**

### **A Summary**

“The Kansans Can Vision for Education calls for a more student-focused system that provides support and resources for individual success and will require everyone to work together to make it a reality. Together, Kansans Can.”

*The Kansas Can Vision for Education, 2014*

Said another way, “it takes a village”. But what makes up that education “village” is being imposed upon Kansas parents, students and families by non-American, unelected, unaccountable, globalist NGO’s including (but not limited to) the World Health Organization, the United Nations, UNESCO and the World Economic Forum.

#### **“Defining Success**

A successful Kansas high school graduate has the **academic preparation, cognitive preparation, technical skills, employability skills** and **civic engagement** to be successful in postsecondary education, in the attainment of an industry-recognized certification or in the workforce, without the need for remediation.”

*The Kansas Can Vision for Education, 2014*

In the State of Kansas and across the nation, the globalist education model and values of the aforementioned organizations have been imposed on American students & families through a coerced implementation of the CDC’s Whole Child Community Schools model. The central objective of that system in schools is to replace teaching academics with “a complete transformation by making every school a “healthy” school that becomes the hub of the community with wraparound psycho-social-emotional and physical social services on campuses with an expansion of Medicaid.”

This includes, but is not limited to forced implementation of:

SEL Social Emotional Learning

DEI(B) Diversity Equity Inclusion & Belonging

CSE Comprehensive Sexual Education based in Queer Theory & rooted in SEL

Mental Health Services via MTSS

Medical Health Clinics via Medicaid

This implementation becomes “forced” through federal & state funding strings as well as accreditation requirements.

By declaring a “right” to mental health and medical services, the WCCS model seeks to implement the globalist education principles and values by creating “Community Schools” that every child - public school, private school, religious school, homeschool alike - would be assigned to. Each one of these tentacles of the globalist monster **tramples on a parent’s God-given rights to direct the upbringing of their children.**

Indeed, we have today, right here in Johnson County, school districts who make it known that they will omit and/or lie to parents about gender transitioning psychological counseling and social transitioning of minor students. Both SMSD USD 512 and Olathe USD 223 consult themselves in such a manner with or without official BOE policy. In a medical care setting, parents are completely cut-off from providing consent for treatment and access to student medical records without the minor child’s permission. *Planned Parenthood* is lobbying nationwide to be the top provider of medical services in schools, which is why they now endorse candidates for local school board races.

And what of the “results” of this globalist game plan for education? The short answer is **CATASTROPHIC**. After several years of unprecedented levels of these new age, globalist components in Kansas schools:

- Child & teen mental health has never been so dire; “Up to 33% of kids will become worse after a school intervention compared to those with no intervention at all. Negative outcomes include an increase in internalizing symptoms, decrease in prosocial behavior and a decrease in parental relationship quality.”,
- Overtly or covertly teach children that gender is a “social construct”, they can choose their own, their sex was “assigned at birth” and are encouraged to keep secrets from their parents; gender social transitions (children claiming to be “trans”) has increased by over 300% in just 5 years (scientifically impossible to be organic),
- Parents are being kept out of school buildings or only allowed in very limited spaces such as front office conference rooms; in some cases parents are forced to complete security or background checks to participate in their child’s building activities, which is a violation of our 4th Amendment rights,
- School activities like (but not limited to) class work and homework are nearly 100% digital, which both means many hours on screens daily as well as limited parent access to curriculum and what their children are exposed to through school-issued devices,
- Surveys, posters, flags, clubs, counselor sessions, curriculum, digital access, library books and materials push students to “come out” publicly as to their sexual preferences, expose students to child sexual abuse material & sexual fetishes and impose sexual values that may or may not (and often don’t) align with a child’s family values,
- After 10+ years of globalist activism being the priority in schools, academic proficiencies have consistently declined:

## **KSDE Academic Performance Data**

**[ksreportcard.ksde.org](https://ksreportcard.ksde.org)**

### **KANSAS K-12 STUDENTS BELOW EFFECTIVE LEVEL - ELA**

2023 - 66.80% with 32.89% testing at Level 1 Limited Ability

2024 - 66.44% with 32.77% testing at Level 1 Limited Ability

### **KANSAS K-12 STUDENTS BELOW EFFECTIVE LEVEL - MATH**

2023 - 68.68% with 33.13% testing at Level 1 Limited Ability

2024 - 68.38% with 33.24% testing at Level 1 Limited Ability

### **KANSAS K-12 STUDENTS BELOW EFFECTIVE LEVEL - SCIENCE**

2023 - 68.85% with 40.31% testing at Level 1 Limited Ability

2024 - 67.70% with 39.72% testing at Level 1 Limited Ability

Kansas students, parents, families and citizens need to get out from under the powers, rules, regulations and policies of the UN, WHO, WEF, UNESCO and globalist organizations for the survival of our nation and the blessings of Liberty that our US and State Constitutions protect.

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## Global Health Education

### Whole School, Whole Community, Whole Child, and the Whole Culture

#### I. UNESCO ASCD CDC WSCC

<https://unescochair-ghe.org/2022/11/28/whole-school-whole-community-whole-child-and-the-whole-culture/>

"In 2014 the Whole School, Whole Community, Whole Child Model (WSCC) - a collaboration between the US Centers for Disease Control and Prevention (CDC) and ASCD - was launched. It was a response to the "call for greater alignment, integration, and collaboration between education and health to improve each child's cognitive, physical, social, and emotional development."

"In the following years...became preeminent school health framework in US..."

#### SoLD Alliance CASEL

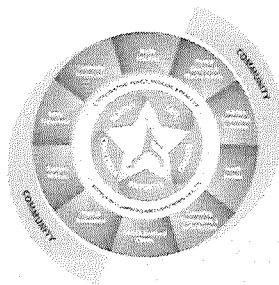
- "SoLD Allies elevate the science of learning and development and advance key shifts in research, practice, and policy to transform education and youth development systems to be aligned with science and designed for **equity**."

#### II. **Youtube webinar, "Implementing the WSCC Model: 5 Years Later - Perspectives from CDC and ASCD, 2020**

Presenters: Holly Hunt, SOPHE, (previous) CDC Division of Adolescent and School Health  
Sean Slade, ASCA

...in the past five years, 2015-2020, WSCC model spread globally and across the U.S.

Slade: "The pennants [in the WSCC wheel/model] are based on Maslow's hierarchy."



#### ○ Maslow

- AI generated: Abraham Maslow was a psychologist who was *sympathetic to the perennial philosophy, which views all religions as sharing a common origin*. Maslow believed that peak experiences, or moments of intense understanding, love, or happiness, were the source of all religions.

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- Similar to the Theosophists at the United Nations...
  - “Other roots of modern-day transpersonal psychology can be traced to theosophy, “**New Thought**,” Christian Science, and the mental-healing/mind-cure movements of mid-to-late 19th century America. These social movements prefigured “transpersonal medicine” – the **integration of mind and body and spirit, the connection between physical and mental health, and the turning to “alternative” medicines that is evident today** (Achterberg, 1985; Dossey, 1982, 1999; Gerber, 2001; Lawlis, 1996; Schlitz & Amorok, 2004; Taylor, 1999, chap. 7). These are important strands of American popular culture that link America’s visionary “folk” psychology and alternative realities tradition with the broad themes of transpersonal psychology today (Taylor, 1999).” (Chapter 1 – Introduction to Transpersonal Psychology)
  - Fetzer religion youth

WSCC-mental, social and emotional, plus physical health

-emphasis on community and family; “school still act frequently and consistently with its community,” (and the other way around, however, the school (a forced community, not a natural one, is the ‘center’)


Who is Lord Colby? Diane Allensworth (1987)

- Education has been “**more around content and academics, less emphasis on health and well-being**”  
Note: they see this as problematic
- “**Our real purpose in education is not to deliver content** and to only have the students parsing an algebraic test. Our purpose is helping to **develop future citizens** who are ready to enter society to be part of society; be active in society fully prepared to do that.”
  - Change the dialogue to a more holistic focus
- “**Our role, to help the child develop socially, emotionally, mentally, physically, as well as cognitively.**”
- **Infusion** of WSCC into ESSA (how this gets into our states)--extension of NCLB
  - Whole child and WSCC are the same thing
- Next evolution: stakeholders--agencies and funders across the country invested in (YOUR) children: “who are invested in the health, well-being, growth and development of our children and youth.”
  - Hospitals (that offer gender transition to minors?), Robert Wood Johnson Foundation, others

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- (Robert Wood Johnson Medical school resident mentioned in New Discourses related to social determinants of health—registering, tracking? Psychiatric patients to vote!!)

*Next presenter:*

Hunt: use school health “coordinators” (see HB 2236)

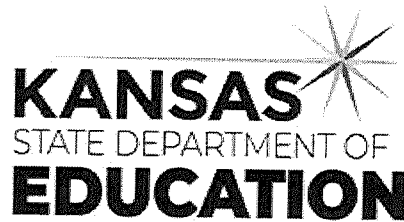
- “Effective use of **data**”
- Priority areas “mental health, social emotional learning as well as equity” 40:42
  - Be inclusive of a more comprehensive approach
  - Know the science
  - School Health Index
    - Using data for continuous improvement
    - Virtually Healthy School
      - “School counselors like (fictional character) Ms. Kowalski are able to help students through tough times. They can teach coping skills and provide tools, such as anger management techniques. And, **they can help students deal with life's highs and lows through individual and small group counseling and through classroom guidance lessons delivered to all students** (unvetted unregulated therapy in a group setting). Many students struggle with issues not related to academics. In some cases, students are dealing with violence, family illness, serious diseases, or even tragedies. These issues may be the underlying reasons for disruptive behavior or poor academic performance.” -CDC
      - Another example, The Community of Colby
        - where students can be “referred to a behavioral health center”
- Another priority  related to sexual health (Holly Hunt)

Slade: UConn WSCC Model

SOPHE training modules, school health “teams and councils”



HEALTH  
EDUCATION  
HEALTH  
ADVOCACY  
HEALTH  
EQUITY



(note the similarities!)

"Social emotional learning brief"

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End.

### III. Community Schools circa 1989

In 1989 **Shirley McCune**, Senior Director of the U.S. Department of Education - funded MidContinent Regional Education Laboratory (McREL), told the teachers in South Kitsap, WA: "The school of the future must be far different than that of today to meet the changing needs of society."

Shirley McCune on that school of the future:

When you walk into the building, there's a row of offices. In one are drug counselors. One is for social security. Another, family and child psychologists. Yet another has a doctor and nurse who do well-child exams.

There's a child-care center, and tied into it are classes for teenagers where they learn the importance of child-rearing skills.

In the gym, homemakers are taking exercise classes. After work, more men and women will show up for their fitness workout.

These are **community learning centers** (aka "community schools" aka Whole Child, Whole School), not just schools.

- "Restructuring" schools, similar to "transforming" education, "transformative" SEL
- Workshops in South Kitsap reflected whole language models (our kids can't read), cooperative learning, and integrating technology with curriculum

Source: "The Deliberate Dumbing Down of America," Charlotte Thomson Iserbyt, 1999

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Lisa Logan-



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“Community schools will allow children to access medical services that are typically facilitated by parents and offered outside of school *while they’re at school* (even sexual and reproductive health—including access to “morning after pills” and puberty blockers, vaccines, mental health counseling, spiritual guidance, etc.). The end goal is to eventually pass bills to remove parental consent for said services, so that youth can decide for themselves (as a “right”) that they need/want these interventions”

<https://lisalogan.substack.com/p/the-uns-master-plan-to-destroy-us>

- IV. Links between the United Nations, Robert Muller, Common Core, U.N. Lucis Trust, Theosophy, Right Human Relations, Alice Bailey, Fetzer, SEL, WSCC, Earth Government, education

Links between Liberation Theology (Marxism dressed up as Catholicism), Klaus Schwab (WEF), Paulo Freire, abysmal education proficiency (Math and Reading) across the country

BOTH lead to DEI, CRT, SEL

Links between Futurists (John Naisbett, Klaus Schwab (WEF), Shirley McCune (KS), and Randy Watson (KS)

All lead to Kansans Can

- V. Dangers of Mental Health ‘clinics’ in schools

- Possible ADHD prescription, SSRIs
- The fields of counseling, social work, and psychology have been infused with leftist activism. “[T]he professions standard bearers (like the APA and ACA) have recently engaged in a lockstep embrace of liberation and decolonial psychologies, which are *foundationally oriented towards facilitating insurgency and armed struggle*,” Kernodle. The Kids are Not Alright
- Is Mental Health a Right?  
“The United Nations (UN), World Health Organization (WHO), World Federation of Mental Health (WFMH), various NGOs, and others have repeatedly told us that everyone has a right to the highest attainable standard of mental health.” Kernodle
- Positive Rights a la the United Nations vs. Natural Rights

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## Enforcement of “Mental Health”

Thus, we can see that the alleged right to mental health (and accompanying mental health care) cannot be considered a *natural* right but rather requires the contrivance of rights put forth by the United Nations.

Given this context, one can very quickly see how the right to be accepted by others contradicts the foundation of American freedoms and is necessarily tied up with censorship, psychological abuse, and other forms of tyranny. (ibid..)

- In a school setting, the very real danger of a Social Worker, unlicensed counselor or therapist, enabling the social transitioning of a child while keeping it a secret from the child’s parents

### VI. Dangers of Medical Clinics in schools

- Connections between Planned Parenthood and the United Nations (partners)  
<https://www.ippf.org/our-approach/advocacy/un>
- Comprehensive Sexuality
- “Wrap around services,” another term

*BOTH become a wedge between children and their families, with endless opportunities to divide families, or simply further erode the sacred duty of parents to care for their own children by placing more and more of their care to the State, in a “State is god” framework.*

- VII. International organizations shall have no power to enforce any policy or regulation within the state of Kansas or it’s political subdivisions thereof.  
<https://legiscan.com/KS/bill/HB2204/2025>

2003 Idaho House Bill requesting United States dissolve membership with the United Nations. historical bill possible text for speech