

Are Guilford, Connecticut Schools Headed in the Wrong Direction?



Dr. Armand A. Fusco

SPECIAL ALERT

The Racial Star of Ibram Kendi has Fallen

Superintendent Paul Freeman has based his entire Equity and Social Justice Agenda on Ibram Kendi's book, *How to be an Antiracist*, which he purchased for all staff (an unheard-of action for a superintendent to unilaterally institute a change in curriculum, using, in this case, Kendi's racist dogma). This action violated the neutrality that has been the cornerstone of public education from its inception. He hitched his wagon to someone he apparently considered "the star" in the racial firmament, and he must now accept the fact that his star has fallen ignominiously. And for someone who promotes "critical thinking" as one of the goals of Portrait of a Graduate, that critical thinking demands the presentation of multiple perspectives, or it is not critical, but just propaganda. What about this was hard for Freeman to comprehend?

As you will read in the attached article, Kendi's star has fallen so precipitously that the Center for Antiracist Research has laid off 30 staff members because of his mismanagement and the toxic culture he fostered, according to former employees.

Of course, Superintendent Freeman has not provided us with this information, because it destroys his entire racial agenda that is based on Kendi's "antiracist" ideology which is, in essence, a racist ideology. It was a cynical public relations ploy that the Superintendent embraced with passion and arrogant self-promotion, and it was accepted without question by the BOE. Apparently, Kendi was all talk, without the need to walk the talk. His actions as head of the Center proved otherwise, creating a toxic management culture that cost the livelihood of 30 staff. His primary motive seems to have been to look for microaggressions under every bed, sell his book, and make lucrative one-hour speeches or Zoom presentations at costs ranging from \$20,000 to \$32,500. His net worth now exceeds \$215 million.

At least Boston University is willing to face the fact that he spent 30 million dollars in two years with nothing to show for it, and it will continue to investigate the extent of his apparent fraud.

But the question remains of who approved the creation of a Center for Antiracist Research that is not only hostile to the very idea of a university, but to the pursuit of truth. After all, the Center's focus is on ideologized research and advocacy in justification of a priori monolithic theories, not on subjecting proposed and alternative theories to empirical investigation. The Global Research Council's framework of the Responsible Conduct of Research, for example, embraces four basic principles of Research Integrity: honesty, responsibility, fairness and accountability. One could add the unbiased pursuit of truth. The CAR has violated all of these principles.

Is this what Dr. Freeman wants the staff, the students, and this community to emulate and admire, as he apparently has done and required the staff to do? Is this what the BOE will continue to support? Furthermore, it proves that those who opposed a singular indoctrination of students with no option to drop out, except to drop out of school, were, and are, right. But as Dr. Freeman has said, hard truth is hard to take.

Kendi's entire ideology, and Freeman's slavish adherence to it, are eviscerated by this rock solid observation by the esteemed Dr. Thomas Sowell:

Even those who can manage to escape the false dichotomy, and its intolerable alternatives [genetic determinism and discrimination], would need to recognize that those who lag, for whatever reasons, face a daunting task of bringing themselves up to the level of the rest of society in knowledge, skills and experience—and in the attitudes necessary to acquire this knowledge and these skills and experience. Particular individuals may be able to do so within their own lifetimes, but for millions of people from a

lagging group to do so would be harder and take far longer, even if their leaders were urging them in that direction, and virtually impossible when their leaders are fiercely promoting the idea that their lags are due primarily—if not solely—to the malice of other people (*Intellectuals and Race*, p. 124).

It is for this reason that Kendi's and Freeman's approach is a dead end for the very students they purport to help. For Freeman, it amounts to hollow virtue signaling.

The following article from Boston University's own student newspaper provides extensive details:

Amid mass layoffs, BU Center for Antiracist Research accused of mismanagement of funds, disorganization; September 21, 2023 by Daily Free Press Staff; By Molly Farrar and Lydia Evans

Boston University hired Ibram X. Kendi to lead its new Center for Antiracist Research in 2020, a year marked by a global pandemic and nationwide racial tension. Three years later, after at least \$43 million in grants and gifts and what sources say has been an underwhelming output of research, the Center for Antiracist Research laid off almost all of its staff last week. Multiple former staff members allege that a mismanagement of funds, high turnover rate and general disorganization have plagued the Center since its inception.

The \$43 million, according to 2021 budget records obtained by The Daily Free Press, includes general support, such as the \$10 million from Twitter co-founder Jack Dorsey, as well as donations for specific projects. The document, which is not an all-inclusive list of donors, also lists TJ Maxx's foundation, Stop & Shop and Peloton as donating over a million dollars.

Kendi, National Book Award-winning author of "How to Be an Antiracist," Andrew W. Mellon Professor in the Humanities and a history professor at BU, founded the Center three years after he founded the Antiracist Research and Policy Center at American University. Kendi talked to BU Today when BU's Center first launched in 2020.

"My hope is that it becomes a premier research center for researchers and for practitioners to really solve these intractable racial problems of our time," Kendi said to BU Today. "Not only will the center seek to make that level of impact, but also work to transform how racial research is done."

A week after the layoffs, BU announced Wednesday that they received complaints "focused on the center's culture and its grant management practices." "We are expanding our inquiry to include the Center's management culture and the faculty and staff's experience with it," BU spokesperson Colin Riley said. "Boston University and Dr. Kendi believe strongly in the Center's mission, and ... he takes strong exception to the allegations made in recent complaints and media reports."

The Compliance Services Office received an anonymous complaint in 2021 about the Center from Saida Grundy, an associate professor of sociology at BU and former CAR employee. The complaint detailed multiple high-level employees leaving suddenly and allegations of a workplace culture that included fear of retaliation and discrimination. After submitting the complaint, Grundy then personally went to then-Provost Jean Morrison in 2021 to discuss the alleged toxic work culture and grant mismanagement, among other significant concerns. Grundy said she sent a follow-up email after the meeting, and Morrison did not reply. As Provost, Morrison was instrumental in Kendi's hiring, according to Grundy and BU Today.

"The pattern of amassing grants without any commitment to producing the research obligated to them continues to be standard operating procedure at CAR," Grundy wrote to Morrison. "This is not a matter of slow launch. To the best of my knowledge, there is no good faith commitment to fulfilling funded research projects at CAR." Grundy said the Center ceased communication when her year-long contract came to an end in June 2021, which she said was retaliation for speaking up about the Center's underwhelming work and impact on campus.

BU notes an 8% increase in Black enrollment over the past five years as of 2020-2021. The Boston Globe reported in 2021 that out of BU's 3,030 faculty members, there were 71 Black female instructors, including seven tenured instructors in 2019. The University reported the Black undergraduate student population as about 4.8% in the 2021-2022 academic year. Kendi's hiring and the founding of the Center were BU's way to address their "race problem," Grundy said. "They don't want to address Black enrollment because they don't want to be seen as a school that's getting Blacker, because they want to raise their prestige," Grundy said. "That's the real racism."

Phillipe Copeland, a clinical associate professor in the School of Social Work and former assistant director of the Narrative office at CAR, spent two years developing educational programming for the Center. He left his role in June.

"The narrative that seems to be coming from CAR and from BU is that this is some innovative, organizational pivot or redesign rather than an institutional failure, for which people need to be accountable," he said before the inquiry was launched. "There needs to actually be an explanation to people who invested time and energy in the Center." Two emails sent to Kendi's chief of staff requesting comment from CAR and Kendi were not answered. "It's a real mess," Copeland said. "There's just no winners here."

LAYOFFS AND FUNDING

The University would not confirm the number of affected staff, but sources familiar with the matter say at least 20 to 30 staff members have been let go as the Center "evolves" toward a nine-month fellowship model.

"The University and Center are committed to working with and supporting affected employees as they look for their next opportunities," Riley wrote in an email.

Riley wrote that The Emancipator, CAR's digital publication that previously partnered with the Boston Globe, is not affected by the layoffs, and Kendi will remain the Center's director.

Copeland said, to his knowledge, these massive layoffs are unheard of at BU.

"It does damage to this area of work because there are already people out there that are trying to discredit antiracism," Copeland said. "To have such a high-profile person be associated with leading an organization that fails so spectacularly, that has a ripple effect."

A CAR manager, who requested to remain anonymous, was laid off on Sept. 13. In several Zoom meetings, groups of four to five employees were let go in each meeting. The manager described the layoffs as "rehearsed."

"We felt disposable," they said before the inquiry announcement. "I'm surprised that there's still no official statement. Actually, it adds to the disrespect, in my opinion, almost as if it can be kept under wraps."

They said much of the work at the Center was being postponed until Kendi, who was on leave as of July 31, returned to work. His return to work coincided with the layoffs to make room for "CAR 2.0," according to emails obtained by The Daily Free Press.

The manager said staff were informed of a hiring freeze in June, and it was communicated to staff that a restructuring would occur when Kendi returned from his leave.

"We have been hearing for weeks or months about a new vision for the Center, and how that would be communicated when he came back," they said. "A lot of the reason why a lot of projects were on pause [was] because we didn't know what that vision was going to look like." Former staff members said the Center appeared to prioritize fundraising and revenue over research. "If something was not sufficiently revenue-producing, then it wasn't for CAR's time," Copeland said.

BU is not commenting on the reason for the layoffs, but according to multiple people familiar with the matter, Kendi told staff that the model of the Center is not currently financially sustainable. Copeland said that earlier this year, the Center's staff were told at least one funder would not continue investing in the Center because they were unhappy with the work being done. "People started to get nervous," Copeland said. "A funder, or more than one funder was like, basically, 'we're seeing the same thing that your staff are seeing, which is that the Center is having a problem, and we're not going to keep giving you money.'"

Spencer Piston, an associate professor of political science, who works as the faculty lead in the Policy office at the Center, said the layoffs are surprising given that the new fellowship model "will involve hiring new people." He said he is unsure if his job is secure at the Center. "It's pretty hard for me to imagine they blew through \$30 million in two years," Piston said. "There's been a lack of transparency about how much money comes in and how it's spent from the beginning, which comports with a larger culture of secrecy."

Multiple CAR staff members said the Center was disorganized, and Kendi was ill-equipped to lead. The Center hired an executive director to run operations in Jan. 2022, who left after 14 months. "Just because you're a good scholar in your field doesn't mean that you know how to run an organization, and that's why lots of people don't do that," Copeland said about Kendi. "I don't know if it's a disciplinary issue as much as just a leadership ability issue." Copeland said the Center seemed disconnected from the University community, and that "it could've been a separate thing." Research institutions do not need to be affiliated with a university, he said. "From my perspective, the University allowed this to happen. They invited him to come. They gave him this power and money. They gave him public support, and now we're in a situation where mass layoffs are happening," Copeland said. "That didn't happen in a vacuum."

CAR'S WORK SO FAR

The Center is split into four offices: Research, Narrative, Policy and Advocacy. A former CAR employee involved in research leadership at the Center in 2020 said many investors were interested in quantitative research about racial disparities. Specific grant funding ranged from funding the COVID Racial Data Tracker to health and food disparity research, summing hundreds of thousands of dollars. With tens of millions of dollars total, the Center was well-funded to meet those goals, the anonymous source said. "There's a mismatch between the amount of money that CAR has received from these grants and what they've actually produced," they said. "You can juxtapose that with other research centers either at BU or other universities that have received a tiny fraction of what CAR has received and has produced a lot more."

Kendi told the Boston Globe in 2020 that the Center's goals included data science-based research. "Data science is going to be one of the pillars of our new center and the University's investments in data science were attractive," he told the Globe. The Racial Data Lab and the Antiracist Tech Initiative make up the extent of the Center's data-based output under their Research category, according to CAR's website. The COVID Racial Data Tracker, a collaboration with The Atlantic that started during Kendi's time at AU, is the Racial Data Lab's sole project, according to CAR's website. The tracker stopped collecting data a year later in March of 2021. The Racial Data Lab only includes the now-defunct tracker.

"The Center has very, very much failed to deliver on its promise. It's been a colossal waste of millions of dollars," said Piston, noting that individual staff members did make progress on specific projects while facing high turnover and lack of support from management. Of the five CAR contributors who worked on the COVID Racial Data Tracker, only two are still with the Center as of July: Kendi's chief of staff, Adeline Gutierrez-Ñunez, and Kendi.

The final category in research, which has been missing an associate director since 2021, is the Antiracist Tech Initiative. The tech initiative lists three priorities, based on the materials listed on CAR's website: to co-create research agendas, conduct antiracist research and engage with communities. No other details or deliverables were listed. A former CAR employee involved in research leadership, who also asked to remain anonymous, said

the Center was not able to hire a qualified senior social scientist, and it seemed like Kendi was not “interested in bringing [one] on, or seemingly couldn’t,” they said.

In addition to the alleged lack of research output, CAR’s 2020-2021 Donor Impact Report presented several projects planned to launch within the next two years, including the American Antiracist Society and the third National Antiracist Book Festival. The CAR budget included a \$170,000 grant from the Raikes Foundation to appoint an assistant director of Advocacy. The Donor Impact Report stated that the assistant director of Advocacy would be appointed specifically to develop the American Antiracist Society.

Though the society was planned to launch publicly in early 2022 and appointed an assistant director of Advocacy in November 2021, no mention of the American Antiracist Society currently appears on CAR’s website. The first National Antiracist Book Festival took place in person at AU, where Kendi led their antiracist research center. The second festival was held virtually in 2022 with CAR, featuring guests such as Angela Davis, former *The Emancipator* co-editor-in-chief Deborah Douglas, and 50 other authors, including Kendi.

Copeland, who worked with authors, was told the National Antiracist Book Festival was canceled, and little explanation was offered to staff members who worked on the event, he said. “This is the biggest event that we have that engages the most people, so to decide that you’re just not going to do that anymore seemed odd to me,” Copeland said. “This is not indicative of a healthy organization when you’re just canceling your biggest draw.”

Inspired by a Boston-based abolitionist newspaper from the 1830s, CAR and the Boston Globe launched *The Emancipator* in 2021 and began publishing in 2022. “If there was ever a body of people who should be arguing out the definition of a term, particularly a seemingly politically charged term like ‘racism,’ why would it not be journalists?” Kendi told the *New York Times* in 2021 about *The Emancipator*. “They should define the term based on evidence.” *The Emancipator*, while still active with a *bostonglobe.com* domain, is no longer associated with the Boston Globe after a two-year partnership, according to internal emails obtained by *The Daily Free Press*. The paper is currently searching for a new editor-in-chief to replace the two former editors-in-chief.

“The move to BU will streamline its operations and fundraising efforts and will unite the editorial team under one organization,” Linda Henry, the CEO of Boston Globe Media, and editorial page editor James Dao wrote to the Boston Globe newsroom. The email went on to thank those involved, including *The Emancipator* co-founder Bina Venkataraman and former editor-in-chief Amber Payne, who transitioned to publisher. The note did not mention co-founder Kendi. Copeland, who was involved with the Narrative office, said the decision to cut ties with the Boston Globe was confusing, much like the decision to cancel the book festival. “The Globe has much more legitimacy and reach than a little startup publication that nobody’s heard of yet,” Copeland said while acknowledging *The Emancipator*’s work so far. Copeland also said none of his work came to fruition, which included developing coursework for a graduate degree and an undergraduate minor in Antiracist Studies.

“The whole thing has been abandoned in part because I just think CAR was not able to generate sufficient support from the faculty to pull it off,” he said. CAR’s Policy office lists multiple public comments and amicus briefs about racial and ethnic data, civil rights and mass criminalization and incarceration on the website. The manager who was laid off last Wednesday said while progress was made, work completed across the sectors, especially in the Policy office, was not highlighted. “It was mostly about him, rather than the work, and it was just very difficult to highlight the work over the founder,” said the anonymous manager.

The 2021-2022 Antibigotry Convening, a Policy project mentioned in the Donor Impact Report, brought together 35 scholars for an output of short essays regarding different intersections of identity, all funded by a \$200,000 grant from the Ford Foundation, according to the CAR budget document. The Convening was an academic-year-long virtual fellowship culminating in a report of collected essays that contributed “to public conversations about bigotry by focusing particularly on its structural aspects,” according to the Center’s website.

Grundy said several faculty affiliates who participated in the Convening “walked away from the project soured by what they feel was not only an exploitative ask, but also a deeply anti-intellectual endeavor,” anti-intellectual because the project solely promoted Kendi’s work, “not a scholarly dialogue.” Heron Greenesmith, a fellow for the Convening who focused on anti-trans and anti-LGBT activity, said Grundy’s complaint was a “strange critique.”

“It was phenomenal, being in conversation with other experts in their areas of research,” Greenesmith said. Jason Stanley, a philosophy professor at Yale University, wrote in an email that he participated in about two to three Zoom calls for the Convening and gave a short talk. Stanley is credited as a fellow on CAR’s webpage.

WHAT’S NEXT

Riley, BU spokesperson, said a previous examination of the Center’s grant management practices will continue while new information comes to light about the Center’s culture. “We recognize the importance of Dr. Kendi’s work and the significant impact it has had on antiracist thinking and policy,” Riley said. Now, amid BU’s inquiry, Piston calls for accountability. “We complained in writing years ago to the Provost, who did not even bother to respond to us,” Piston wrote in a statement. “A more appropriate response would be to remove Dr. Kendi from the directorship and hand governance over to the fired staff, who have been working intensely with deep commitment to the cause of racial justice.”

IS THE GUILFORD SCHOOL DISTRICT

RADICALIZED,

RACIALIZED,

AND

POLITICIZED,

THEREBY

SACRIFICING SCHOOL SAFETY

AND THE PROTECTION OF

CHILDREN AND STAFF?

YOU DECIDE!

ATTENTION:

ALL GUILFORD, CT RESIDENTS

WHY ARE SOME STUDENTS IN GUILFORD SCHOOLS

BEING HELD IN BONDAGE (SLAVERY) AND

INDOCTRINATED BY A RADICALIZED AGENDA,

BEING INFUSED IN EVERY GRADE AND SUBJECT,

WITH NO WAY TO OPT-OUT, EXCEPT TO DROP OUT?

IT IS A FORM OF INVOLUNTARY SERVITUDE

TO SERVE THE NEEDS OF ADULTS,

NOT STUDENTS!

THE STATE REQUIRES CHOICE—NOT BONDAGE!

RESULT: UNSAFE SCHOOLS!

WHAT IS THIS ALL ABOUT?

READ ON!

THE GREATER EDUCATION COUNCIL OF CONNECTICUT

**CONSULTANT: DR. ARMAND A. FUSCO
(RETIRED CT SUPERINTENDENT OF SCHOOLS AND
GUILFORD RESIDENT FOR 37 YEARS**

**AUTHOR: *"Does Your Child Attend a Safe School? No!"* and soon
to be released, *"How to Combat the Radicalization of Education."***

Introduction

Before getting to the Trophy School details, it is important to understand the reality of the current racial agenda culture, and environment. A recent article, ***“Leftist Indoctrination: The New Curriculum in Our K-12 Public School,”*** David Horowitz, Freedom Center, 2023, is an appropriate introduction.

“Our public schools have traditionally been the cornerstone of our country’s democratic values, teaching students how to think, not what to think. But in recent years, these most important institutions of instruction have been subverted by left-wing radicals who are determined to abuse their positions of influence to proselytize a new generation of schoolchildren.

Today’s K-12 classroom is a war zone. The left has used its control of teachers’ unions and teacher training schools in the universities, strong ties to radical organizations such as Black 2 Lives Matter and the GSA Network (an umbrella organization for over 4,000 “gender and sexuality alliances” nationwide), and influence with state Departments of Education to launch an all-out effort to indoctrinate students as young as kindergarten age with “correct thinking” on subjects ranging from the primacy of “systemic racism” and the “fluidity” of gender to the evils of “Islamophobia” and the coming man-made Armageddon of climate change. Radical leftist doctrines such as Critical Race Theory and Radical Gender Theory are increasingly taught to even the youngest pupils.

The effects of this systematic effort to radicalize K-12 education are being felt in school districts all over the country. No corner of the classroom is immune from indoctrination. Social studies is now a race, gender, and climate change-obsessed curriculum designed to frighten rather than educate. In the hands of leftist teachers, America is a nation of victims rather than a nation of immigrants.

Concerned parents and educators appalled by this new regime have reported educational horror stories that should concern every citizen. The following examples—categorized by topic—give a sense of the scope and intensity of the onslaught our youngest and most vulnerable students face after the school bell has sounded.”

Critical Race Theory (just some of many examples)

- *In February of 2020, more than 200 public school teachers in the Wake County Public School System in North Carolina attended a conference that was specifically designed to indoctrinate educators in critical race theory.*
- *In the Buffalo Public Schools in New York, diversity czar Fatima Morell has put in place a curriculum to teach “Black Lives Matter principles,” including “dismantling cisgender privilege,” creating “queer-affirming network[s] where heteronormative thinking no longer exists,” and accelerating “the disruption of Western nuclear family dynamics.”*
- *The East Side Community School, a public school in New York City, sent a letter to parents urging them to become “white traitors” and promote “white abolition” in an effort to allegedly fight racism.*
- *In 2018, Vermont’s Montpelier High School flew the Black Lives Matter flag for the month of February to mark Black History Month in response to pressure from the Racial Justice Alliance, a student group at the school where 18 of 350 students are African-American.*
- *A teacher at Norman North High School in Oklahoma was recorded by a student stating in class, “To be white is racist, period.”*

- *Highlands Elementary School located in Edina, Minnesota—one of the state’s highest-ranked elementary schools based on standardized tests—has instituted several initiatives on race. Kindergarten classes spent weeks participating in coloring images of their hands which were attached to a banner reading “Stop thinking your skin color is better than anyone else’s!” The principal’s page effusively praises Black Lives Matter and reproduced the entry on the BLM’s own website which states, “We are committed to disrupting the Western-prescribed nuclear family structure requirement by supporting each other as extended families and ‘villages.’”*
- *Culver City Unified School District in California put forth an “Equity, Social Justice & Inclusion Plan” for 2020-2023 that called for students to “learn about anti-racism and institutional forms of oppression and bias using an integrated curriculum ...The plan is explicit in its political activism, stating that the school district hopes to “provide [students] with the confidence and knowledge to enter into the world as change agents committed to make a difference and disrupt systems that have been historically unforgiving for students of color, students with different abilities, and students within our LGBTQIA community.”*

These examples certainly indicate that academic proficiency is now being replaced with the need for students to be activists for given causes; and for the “cause” to succeed, it must be done with indoctrination (no choice), and bondage (no way out) to serve the needs of adults—involuntary servitude.

The Freedom Center has a goal to pass legislation for a K-12 Code of Ethics for teachers designed to “forbid teachers from using their classrooms as a bully pulpit for political, ideological, racial, or religious indoctrination, or attempting to use the authority of the classroom to support one side of a public controversy.”

Just what are the new expectations for teachers?

“Teacher Expectations,” Frederick Hess, Washington Examiner, 11/02/2022:

“Some corners in schooling today are marked by a bizarre enthusiasm for low expectations. This has fueled a push to eliminate graduation requirements, do away with advanced classes, eliminate gifted programs, and stop asking students to show their work. All of this was promoted by self-proclaimed agents of ‘equity’ before the pandemic and has only gained momentum as school leaders “temper” their expectations in light of pandemic-fueled learning loss.

While going easy may seem like a genial accommodation after the disruptions of the past few years, it does students no favors — with the worst impacts on the most vulnerable children.

Now, when the air is thick with suggestions that grading is hopelessly biased and even that hard work is a product of ‘white supremacy culture,’ it takes backbone for teachers to hold fast to high expectations. That’s doubly true when low expectations are easier, making for less work, happier students, and fewer parental gripes about low grades or classroom discipline.

Despite all of this, some teachers are still willing to hold fast to high expectations. On that score, a provocative new Fordham Institute study by American University professor Seth Gershenson uses federal data from two nationally representative surveys to get a sense of high school teachers’ expectations and how those expectations vary across different kinds of schools.

“Critical race theory is more entrenched in public schools than you might think,” Kaylee McGhee White, 10/29/2021. Though critical race theory's introduction to the public school system has only recently become a well-known issue, a recent report from the Heritage Foundation suggests it has been a problem in education for quite a while.

*A sample of 554 different school districts with more than 15,000 students found that 39% of them currently employ a chief diversity officer, or a high-ranking school official whose responsibility it is to implement various diversity, equity, and inclusion goals. The purpose of this position is to reduce achievement gaps, level the playing field, and make sure that less-privileged students are able to achieve just as much as others. **But in reality, CDOs exist to push a toxic narrative about disparity, in which every single unequal outcome is the result of systemic racism, income inequality, or both.***

*They are pushing this narrative all over the country. In Virginia, for example, a diversity chief in Fairfax County said his goal is to make sure **“that equity is at the forefront of every decision that we have to make.”** In Austin, Texas, the chief equity officer said **“she wanted to create a comprehensive equity plan that would address systemic racism in the district.”***

Heritage’s study found that 79% of large school districts with more than 15,000 students have someone in a CDO position. Democratic states, those where at least two institutions (including chambers of congress and governorships) are controlled by Democrats, are more likely to have school districts that employ CDOs than Republican states. About 47% of school districts in blue states have CDOs, while just 32% of school districts in red states can say the same. Overall, just six of the 31 Republican states employ CDOs in more than half of their school districts. And, yes, the political affiliation of the state is a vital factor, Heritage says.

*Even after controlling statistically for ... other factors, the size of a school district and whether it is in a blue or red state remain strongly associated with whether school districts have CDOs. The influence of which political party controls the state actually grows larger when other factors are controlled. Blue states are 17% points more likely than red states to have CDOs, after adjusting for other observable characteristics. **This supports the conclusion that CDOs are designed, at least in part, to promote ideological goals.***

Heritage concludes: “Given the rate at which CDO positions are being created for K–12 districts, it may not be long before the vast majority of all districts have this kind of position.

The Left thought it would be able to turn the public school system into its own indoctrination without anyone noticing, but not anymore. The backlash against critical race theory has been swift and organic, and if the momentum holds, parents will be able to reverse all of the gains leftists have made over the past several years. But they have to keep that momentum going.”

The fact is that the U.S. Supreme Court decision, Epperson vs Arkansas, 1968 “prohibited the teaching of only one dogma.”

As will be seen, the Trophy school exemplifies that violating or ignoring laws is no obstacle to the racial and political indoctrination of students if it meets its agenda. What’s more intriguing is that despite their passionate belief, they deny that they are changing the culture and curriculum of the school.

*Consider too that schools are now involved with another cause, the LGBT agenda. Yet, a legitimate question to raise is *what percentage of the population is LGBT?* In an NPR interview with Demographer Gary Gates, he is debunking the claim that the LGBT community is 10% of the population. His data is supported by other data, about 3.8% *self-identify as lesbian, gay, bisexual, and transgender.* (NPR, *LGBTs Are 10% Of U.S. Population? Wrong, Says Demographer*, 06/08/2011.*

Added now is the use of pronouns to substitute for legal names, so instead of John and Jane, it's "they" and "them;" but how can a single individual be plural?

What cause is next; more important, how many more causes are the schools to adopt?

DENIAL! LIES! HYPOCRISY!

They (Freeman and the BOE) have publicly denied that their initiative, the *Equity and Social Justice Agenda*, has changed the curriculum in spite of the fact that it is a curriculum based on their own policy definition that "*concepts*" (that's what it is) is "*curriculum.*" In addition, it is also based on the standard definition of curriculum that any school activity that impacts students (field trips, discussions, writings, readings, etc.) is considered "*curriculum.*" The *Equity and Social Justice Agenda* is in writing and being *infused into every course and grade* and this is saying it in their own words, yet they claim it has not changed the curriculum. **It's a bold and outright lie;** if there is any doubt, let's take it to the courts to decide.

It's also strange why the BOE has not established the District Curriculum Committee required by CT PA 10-220 (e) which has the sole responsibility to deal with all curriculum issues. Since the ESJA is curriculum, it should have been processed through that committee that the BOE never established, making it possible for Freeman to decide what the curriculum should be rather than the teachers.

And because of their obsession and priority with the ESJA initiative, the superintendent and BOE have not followed state laws and requirements for a Safe School Climate Plan; in fact, more shamefully, he has trivialized safe schools by including *The Portrait of a Graduate* in the first upgrade to the plan since 2012. Apparently, he believes that the inclusion of the Portrait will isolate, disable and make a shooter fear for his life. **In fact, such trivialization of the safe school plan is an open invitation for a shooter to target Guilford for mayhem.** Therefore, he must believe that it is more important than implementing the CT legislation in 2014 to develop a plan for each school building; another violation of the law.

It is not just a matter of denials, but putting the staff, students, and visitors at a high and unnecessary risk as a target for a potential shooter. In fact, there was a gesture. A threat made by a high school student who wore a gas mask in school. Instead of being evaluated with a formal threat assessment, such as provided free of charge by the U.S. Secret Service, the superintendent and police chief determined, using their own "wisdom" (more likely arrogance), that there was no corroboration, without any explanation of how they arrived at the such a decision. **The fact is that the gas mask itself was corroboration indicating the possibility of a biological or chemical threat.** Prior threats from other districts were made over a year ago before they became active. This was true of the Uvalde shooting. Of course, this just follows the pattern of 364 other school districts that received a warning in advance of their eventual shooting incident that was not heeded by the administrators, resulting in student and staff victims.

As it is often said when a situation like this is *swept under the rug*, further investigation makes the matter even worse. In addition, each school building is required by law (PA 10-222n and m, 2014, to have a safe school plan and, as indicated, he did not do so. But it gets worse, the municipal officials are also required to develop an All-Hazard Plan (CT PA 13-3 section 86) in conjunction with the school plan. So, it's not just the schools that are not as safe as the law requires, **but the community itself is at risk since the municipal officials have not implemented the All-Hazard Plan required by the Department of Emergency Services.**

Shamefully, the media has not done its job in bringing these violations to the attention of Guilford citizens; furthermore, there are no consequences when they do not heed warnings, and when they do not follow the laws. There should be and can be because failure to implement laws falls under *malfesance of office*, but the appropriate officials to charge administrators for their failure have also failed. Of course, the politicians always chime in when a shooting occurs and proclaim, *Never Again*, but it has and will occur again, and again, and again.

It does not stop with denials, because anyone who opposes the agenda must be canceled and given an appropriate “*scarlet letter of shame*” as a “*Domestic Terrorist*” to provide the weaponized Department of Justice and FBI to be enforcers to deny them from exercising their rights as parents and their rights of free speech.

How does all of this get encapsulated into one district with facts (evidence) and not concepts and theories?

Hypocrisy Reigns Supreme

The setting and circumstances involved with their ESJA initiative are critical to understanding why and how it requires forced indoctrination and bondage (modern-day slavery) to succeed because it cannot do so on its own merits as a choice. This is also why there is no choice provided for parents to opt out their children from forced indoctrination and bondage

It’s also important to note that Guilford is one of 168 school districts in CT, and it’s a lovely community located on the shoreline where, until recently, it was considered the friendliest town on the shoreline; but thanks to superintendent Freeman and his supportive BOE, their divisive agenda has fractured the community.

Its hypocrisy is illustrated in its DEI (Diversity, Equity, and Inclusiveness) agenda since the BOE does not have a single member of the second largest political party in the community, the Republicans; it is for all intents and purposes a Democratic BOE. In other words, when it comes to the BOE, there is no DEI. This is known as *talking the talk* rather than *walking the talk*. And it will be illustrated in **a challenge** to follow later on.

Freeman then used taxpayer dollars to purchase a single sourcebook by Ibram Kendi, *How to Be an AntiRacist*, for every teacher. Furthermore, while Freeman claims that Critical Race Theory is not involved, the author himself claims that CRT is basic to his beliefs. In essence, the author claims that all whites are racist; with no exceptions, even though there is no evidence to substantiate such a broad-based and, frankly, racist. charge. Where is such evidence to be found? If it exists in Guilford, produce the evidence, and not just claims.

What started the ESJA agenda when there was and is absolutely no evidence of systemic racism or discrimination against the 1.3% black student enrollment? If there was any such evidence, it would have been produced by now to support the racial agenda. Apparently, the racial crisis for Freeman occurred because of one student who painted his face with blackface at a football game. From this one episode that did not even occur in the school building, he implicated not just the entire student body, but the community as well, to indicate some type of systemic racism that needed to be crushed immediately from infecting the student body and the community. Again, the hypocrisy rears its ugly head because part of the agenda is the use of restorative justice, but that was not used to deal with the blackface boy. Apparently, the agenda is very selective.

To further justify his obsession (for that’s what the evidence suggests) he hired biased consultants to convince the BOE that his initiative was critical to implement, while knowing that the State of CT was addressing the racial issue by forming 9 committees with over 200 participants to recommend what needed to be done in the school districts. Their debate and discussion took many months since they did not determine that there was any immediate crisis as did Freeman. **Obviously, he felt his wisdom was far superior to that of the state and the 9 committees with 200 participants; after all, he was named as superintendent of the year in CT at one time.** Any independent evaluation would have to conclude it was sheer arrogance on his part to assume that a COVID-like blackface needed his ESJA vaccine to arrest it in its very beginning. If there was any crisis, why didn’t the rest or most of the other 168 superintendents join his racial bandwagon? They all waited patiently to see what the state was going to require. But when

you have Freeman’s wisdom, there is no need to wait since he has the answer—the ESJA indoctrination and its required indoctrination and bondage to provide no choice for students and parents.

Where is the Systemic Racism?

What is this ESJA? A K-12 effort to be “infused” into every course and grade (if that is not a curriculum, what is?). And because it is infused into every aspect of the curriculum, there is no way for parents **who are in opposition, not to the content, but to how it is being implemented (the administration never makes that distinction)**. As a result, the students are being held in virtual bondage and are, thereby, indoctrinated in one concept or dogma contrary to the U.S. Supreme Court decision. It is also against the mission statement of every school in that they are to meet the needs of all students and, therefore, must be neutral. **However, no needs assessment has been conducted to determine the needs of the students; again, his wisdom has determined what their needs should be: his ESJA vaccine.**

Furthermore, absolutely no evidence or incidents have been provided by the administration to indicate there is a shred of evidence to indicate any kind of systemic racism, or even the needs of black students. Even though the agenda is designed to help minority students, it becomes selective, again, by excluding Asians and even Hispanics since the basis for the initiative is black slavery, and that only pertains to blacks, not Hispanics and others. In addition, no evidence has been produced to indicate how black students (1.3% of the school enrollment) compare academically with their white peers; this critical information has never been released. But there are a number of “knowns’ that are readily observed.

1. Black students are not segregated in any way; they participate equally with their white peers.
2. They can take the same classes as whites, meaning they have the same curriculum as whites.
3. They have the same teachers as whites.
4. They participate in the same extra-curricular activities as whites.
5. They can aspire to the same offices that whites can hold.
6. They participate in the same sports as whites.
7. They participate in the same musical activities as white.
8. They participate in the same drama classes as whites.
9. They stand in the same lunch lines as whites.
10. They can select from the same food choices as whites.
11. They share the same buses as whites.
12. They can use the same bus seats as whites.
13. They have the same school hours.
14. They attend the same school buildings.
15. They have the same graduation requirements.
16. They are also called on in class to make their contribution to the class.
17. They even attend the same unsafe schools as whites.
18. The administration has provided no evidence to validate a difference in the academic or behavioral outcomes between white and black students, though they may exist.
19. Are they disciplined more harshly than whites? If that was happening, the administration would put it on every billboard and black and white chalkboard to justify their agenda. Again, no such evidence has been produced.
20. In fact, an Equity Officer was hired (under strange circumstances since he was given a \$225,000 contract renewal where he was superintendent, but instead resigned and took the \$25,000 equity job as a part-time position to monitor the racial agenda. Yet, he has not publicly reported any systemic racism or discrimination since being hired, or even to the BOE. Again, if he found any such issues, the administration would have advertised them in neon lights from planet Earth to Mars and beyond.
21. There is one extremely different outcome for blacks than whites. All whites are racist (the Anti-Racist book makes that claim), but no such claim is made about blacks. Or to say it another way, whites are being told, without exception, that they are all racist, **yet no evidence has ever**

been produced to support such a wild and reckless hyperbole. This process, then, breeds hate and anger in whites, but not blacks.

22. The question then is what is the expected outcome of the racial ESJA initiative if there is no supporting evidence of systemic racism or discrimination? Only one has been mentioned and that is for students to develop critical thinking skills. Sounds nice, but how is critical thinking developed when only one theory (Critical Race Theory) or concept is provided with no EQUALLY opposing views? IT CANNOT BE DONE! What better example of “hypocrisy?”

Thus far, the battle being waged is a forked tongue, linguistic torture of words; however, there are 3 lawsuits in process since the children involved were bullied without effective intervention by the administration, indicating that the schools are not safe for all students, as Freeman and the BOE insists they are.

What’s The Outcome?

What is the intended outcome of the ESJA initiative? It has not been articulated clearly by the Trophy School, but a much better explanation was done in the Carmel Clay Schools, Carmel, IN (16,500 students **and a paid safe school specialist for each of its 15 schools**). It too is promoting a DEI agenda characterized by this mission statement:

*“We are committed to educating our students to be citizens in a diverse and inclusive global community. **Our students will develop empathy, respect for, and an understanding of those with backgrounds and perspectives different from their own** while also learning to advocate for themselves and others. Our school community is committed to ongoing dialogue, education, and reflection to develop the understanding and inclusion of every member.*

Diversity - *The broad set of visible and invisible dimensions that encompass the many ways in which people, processes, and perspectives differ. Dimensions include but are not limited to **Abilities/Disabilities, Age, Culture, Education, Ethnicity, Gender, Gender Expression, Gender Identity, Learning Styles, Military/Veteran Status, Race, Religion, Sexual Orientation, and Socioeconomic Status.***

Equity - *Equity results from ensuring that everyone has what they need to succeed. It includes identifying and removing personal and systemic barriers that limit the full participation of all individuals and groups.*

Note: This is mission impossible since it cannot be done by any school. Who (the school, students, and/or parents?) and how will needs be determined (there are needs that interfere with learning, and needs that do not?) It would be cost-prohibitive even if it could be done. This is like saying that the goal is to have all students achieve equal school outcomes. Again, this is impossible to do, regardless of cost.

The act of creating involvement, environments, and empowerment in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate.”

Note: Sounds nice, but, again, impossible to achieve. There is no way to make everyone feel supported, valued, and involved, simply because they all have different needs and values.

These are Utopian concepts. In other words, no limits **to developing empathy and respect for perspectives different from their own.** Translated it means that a student who feels it would be appropriate to come to school naked, yes, it is extreme, (or wearing a gas mask as happened in Guilford), because there are no limitations in terms of different perspectives, that **must then be given empathy and respect.** Or to disrespect a white teacher because of her or his whiteness and privileges. Again, there are no limitations expressed of any kind; every perspective must be respected and included. (Unless there is opposition). In addition, to believe that in a district with over 16,000 students that

everyone “*has what they need to succeed*” is absolutely impossible to achieve. Theoretically, then, every student should be doing “A” work because all limitations heeding their progress are removed by some Houdini magic, making all students equal at least academically and rhetorically.

A lawyer would have a field day suing the district, and others like it, that use utopian words and phrases that cannot be delivered, no matter the effort or conditions involved. In fact, a former U.S. Commissioner of Education, Arne Duncan, appointed by Obama, published a book in which he says *schools run on lies*, meaning they make promises that they cannot keep.

However, let’s get down to a very practical level where what is being implemented would be considered extreme by any rational human being. Nevertheless, it is happening right now in schools across the country, and Santa Barbara is not alone.

The Daily Signal, Kenny Xu, 02/23/202, “*Secret Teacher Portals Reveal ‘Pronoun Surveys,’ ‘Black Live Matter Curriculum.’ Here’s What I found in the Leaked Content:*” at the Santa Barbara Unified School District, an absolutely lovely town in California. Teachers are given a plethora of politically radical resources that they are expected to implement in the classroom which are now coming to light.

Remember, there are no limits. Even radical agendas, employing indoctrination and secrecy, are being imposed on the youngest of minds [where] *teachers are expected to access a password-protected portal for teaching “culturally responsive material...with each encompassing a different progressive cause...Let’s begin with the Black Lives Matter materials...to fight systemic racism (given as fact and not theory), meaning that the ordinary American is racist...among its 13 principles is disrupting the Western-prescribed nuclear family structure...but the most shocking information was contained under the LGBTQIA page...the linked articles and discussion guides cannot be considered anything less than grooming, which is the emotional manipulation of children to make them more susceptible to sexual exploitation by adults.”*

Here is where it really gets shocking and disgusting because, under an *Elementary Lessons and Resources* heading, *the page links to several videos and written guides meant to be used in preschool-second grade classrooms...and calls on teachers to help students “explore gender identity” ...to help students use proper terms and pronouns to refer to trans people.”* Any educator and teacher know only too well that this is not age-appropriate material, and it’s totally offensive to most parents.

Any thinking rational adult does not need a Ph.D. to know that this is intended to indoctrinate children at the earliest and the most impressionable age to accept radical thinking and beliefs. To say it is wrong is putting it mildly. It crosses every ethical red line of learning because schools are required by law to be neutral places of education, not indoctrination centers.

“Conditioning children by presenting these ideas as objective truth begins the dangerous path of grooming them for future gender activism and self-doubt identity.”

Of course, no consideration given to the source of the information because BLM’s (Black Lives Matter) three female founders self-proclaim themselves to be Marxist-trained activists—“We are trained Marxists. We are super-versed on, sort of, ideological theories.”

This is not what should be taught at any grade level whose purpose is to concentrate on academic skills such as literacy and not theories.

“Every single link on the teacher portal takes the reader to a queer ideology-affirming resource that promotes the queering of society.”

There are two problems at the core of all these materials. First, they are unilaterally slanted in

favor of progressive politics. While educational environments should certainly encourage students to consider controversial ideas, **they must be balanced by opposing viewpoints as well, and that's not being done.**

*“Within the Santa Barbara Unified School District’s teacher portal, **there is not a single resource that affirms biological reality or traditional views of gender, or questions whether the Black Lives Matter movement is anything but a pure struggle for moral advancement.***

*Secondly, **there is no community transparency or accountability.** Had these materials not been leaked by a teacher working in the school, neither I nor the public at large would have any idea of how deeply ingrained these ideas are in the district*

Parents have the right to know that their children are being exposed to radical propaganda at school and to respond accordingly if they disagree with the contents of a class.”

Yet, the mission statement mentions no such limitations or requirements.

Worse yet, in a pronoun survey, which said: *“Hi Everyone, thank you for taking this survey! This survey is to make sure I address you in class. Your name might be your birth name, a nickname, or a different name and all options are okay. If you don’t know what pronouns are, here are some examples: she/her/hers/, he/him/his, they/them/theirs; ze/zir/zim, and any combination.”*

Again, no limitations? **This is indoctrination insanity to believe they can be called by a different pronoun in school by a teacher. When students are registered for school, parents provide their given name which is their name of record for the next 12 years. No teacher has a right to change a student’s name just because they want, or are being encouraged, to do so.**

All teachers have to say is, *“I must call you by the name you were registered with unless I have instruction from your parents or a legal authority to call you by a different name.”* Students are not in a position to change their names legally; to do so requires court action.

There is not a single situation in which it is remotely appropriate for a teacher to have a private conversation with a student about their gender identity and sexuality. Under the right circumstances, a school psychologist could explore this issue to determine if a parent should be notified, or, if a referral is appropriate, to a psychiatrist; but teachers are not psychologists or psychiatrists.

“I’m a Former Teacher: Here’s How Your Children are Getting Indoctrinated by Leftist Ideology,” Douglas Blair, **Heritage Foundation**, 08/17/2020:

“Your children are being indoctrinated. The education system designed to teach them how to think critically has been weaponized by the radical left to push an anti-American agenda.

*As someone who has worked in education for four years, I have seen firsthand how your children are being ensnared by the left and their teachers. I worked with kids from ages 3 to 13 and saw the brainwashing that exists at all levels of education. **The left uses a combination of propaganda and suppression to push kids into the ensnaring grip of socialism and anti-patriotism.***

First is propaganda. Teachers will assign work instilling the idea that the pillars of Western civilization were evil, and their memories deserve to be thrown in the trash.

The Black Lives Matter organization is a prime example of this. Many of my colleagues

wore Black Lives Matter pins and apparel to school in blatant violation of school rules forbidding political statements on clothing.

When I asked for a justification for the behavior, I was told it wasn't political to support the group, it was a matter of human rights. "How dare you question Black Lives Matter? I was taught this is a matter of human rights!"

But it isn't just a matter of actively teaching that America and the West are evil. Suppression of "wrong think" is equally as important to the brainwashing process. The lessons I was allowed to teach also were censored. I was preparing a lesson on Thanksgiving involving Pilgrims and American Indians, with an activity centered on making paper teepees.

Other teachers at the school were incensed that a non-Indian was "appropriating" Native American culture for an activity. Of course, these teachers weren't Indians either. The school administrators pulled me aside and promptly nixed the project.

The suppression extends to American religious values as well. I would try to engage my students with folk stories from around the globe to teach them world history and other cultures. Storytime went on without a hitch until I decided to tell stories from the Bible. Other teachers began to complain I was preaching Christian values to the children and attempting to convert them.

Keep in mind, this wasn't a problem when I was sharing stories from other ancient cultures throughout history. Stories about ancient India and China were fine and encouraged as "sharing unheard voices."

The young adults who today gleefully tear down statues of the Founding Fathers were incubated in our schools, groomed to burst from the education system and burn America down.

The left argues the great men and women who built this nation are problematic and must be destroyed. Conservatives must demand an end to the indoctrination of our youth or face a new American public taught since childhood that the country shouldn't exist."

But it's Freeman's belief that *"No incident occurs in isolation. If even one Guilford student felt that wearing blackface was acceptable or funny, then we have more work to do. As a community, we will continue to educate our students about racial relations, racism, and racist behaviors, and about ways in which to be accepting and supportive of all."*

There's one big and major flaw in his warped thinking: how can students understand racism if there are no significant number of black children in the school (roughly 4 per grade on average) to relate to and discuss some of the racial issues involved? And here is where the hypocrisy rears its ugly head again. Guilford is advocating the most extreme racial agenda in the entire state; yet Freeman **has not made it a choice school**, as was done in a neighboring school system of Branford, for the purpose of taking in black students, and for which there are plenty of empty seats to fill, since Guilford's school enrollment is declining, from 3,500 students down to less than 3,000. The claim is that Guilford is part of the New London group which does not have a choice program. This is rather strange, since New London is one of the lowest-performing city districts in CT. **In fact, you don't need to be in a district with a choice program. Any district can be a choice district; there just may be some financial issues, but nothing significant, to warrant budget problems.**

Let's pretend that 100 black students are given seats in just grades 9 and 10 (by that time there is a record of what has been done for them, the results from those efforts, their test history, social history, etc. to plan an appropriate program). Actually, you don't need to be a psychic to know what

needs to be done because there is an entire state example to follow, and it is not the state that will come to mind.

The “Mississippi Miracle”

In 2014, Mississippi was the lowest-performing state and, by 2019, it achieved the highest growth in 4th-grade reading, while all other states remained stagnant. As a result, it is called the “Mississippi Miracle.” The “miracle” was nothing more than effective literacy (reading) instruction. Yes, it was that simple.

Their socioeconomic conditions are among the worst of all states and it is these conditions, always touted by educators as the reason why they can’t learn, did not prevent learning when taught what they need to learn—literacy skills. If you can’t read, you can’t learn and it is as simple as that. A book I authored in 2012 discussed this very issue, *School Pushouts: A Plague of Hopelessness Perpetrated by Zombie Schools* (otherwise known as failing city schools), where blacks are held in bondage—modern-day slavery by law. Another name for it is involuntary servitude to meet the needs of adults, and not the students, and that’s why they still continue to exist in one of the richest of all states.

Is it a Religious Cult?

This is a very interesting question involving three issues. First, is it a religion? Second, is it a cult? Third, is it a religious cult? The characteristics of a cult are found in a Google search and Freeman is almost a perfect fit as a cult leader.

*“A ‘cult’ is a social group that is defined by its unusual religious, spiritual, or **philosophical beliefs**, or by its common interest in a particular personality, or goal...”*

“It’s also considered a group of people with extreme dedication to a certain leader or set of beliefs that are often viewed as odd by others, or is an excessive and misplaced admiration for someone or something, or is something that is popular among a certain segment of society.”

Characteristics of a cult!

- 1) Deception.
- 2) Self-appointed sovereign leadership.
- 3) Manipulation.
- 4) Radical changes in personality and behavior.
- 5) Pseudo-scientific mystification.
- 6) Monopoly of information.
- 7) False justification.
- 8) Structural mystification.

The religious aspect is somewhat different. Most people would say it is not a religion, since there is no church building with a pastor and flock, etc. However, it depends on who defines it. Under Title VII, religion is defined very broadly, and, again, the ESJA fits it perfectly as a religion.

“For purposes of Title VII, religion includes not only traditional, organized religions, such as Christianity, Judaism, Islam, Hinduism, and Buddhism, but also religious beliefs that are new, uncommon, not part of a formal church or sect, only subscribed to by a small number of people, or that seem illogical or unreasonable to others.

Religious beliefs include theistic beliefs (i.e., those that include a belief in God) as well as non-theistic “moral or ethical beliefs as to what is right and wrong, which are sincerely held with the strength of traditional religious views.”

“In Brief: CRT Is ‘A Religion Without Grace,’ Political Editors, *The Patriot Post*, 06/21/2021:

“This talk of antiracism and this talk of critical social justice is very much religious in its overtones. ... [It] borrows from the Judeo-Christian worldview in terms of the words that it uses.

So, it’s a religion, but as a religion, it offers no hope. There is no ultimate redemption in anti-racism. You just have to do the work of anti-racism for the rest of your life and hope you never step out of line, because if you do, then you go back to zero.”

A Voice from Black Success

Of course, the words of successful blacks are to be discounted because they do not support the hateful rhetoric of the racial narrative. But what cannot be discounted or ignored are the words of a prominent black, gifted writer, Dr. Tom Sowell, who wrote more than 30 books.

“Systemic racism is an untested, questionable hypothesis that is a piece of propaganda pushed on the American people...akin to words used by Joseph Goebbels because it comes with an attitude that it must be repeated long enough and loud enough until it is believed and people ‘cave in’ to it.”

He argued that many schools are failing children in their education. THIS IS FOR NUMEROUS REASONS AMONG WHICH ARE THAT “INDOCTRINATION HAS TAKEN THE PLACE OF PROPER EDUCATION.”

He goes on to explain that ***“DIVERSITY AS A MAGIC WORD BY TURNING REVERSE DISCRIMINATION INTO SOCIAL JUSTICE.”***

His explanation of income barriers is a powerful rebuke to what is happening today in dividing people into classes and emphasizing disparities that are more propaganda than reality.

“By focusing on the income brackets, instead of the actual people moving between those brackets, have the intelligentsia been able to verbally create a problem for which a solution is necessary? They have created a powerful vision of ‘classes’ with ‘disparities’ and ‘inequities’ in income, caused by ‘barriers’ created by ‘society.’ But the routine rise of millions of people out of the lowest quintile over time makes a mockery of the ‘barriers.’”

Finally, he makes a mockery of government assistance for blacks.

“The federal government has had special programs for American Indians, including affirmative action, since the early 19th century—and American Indians remain one of the few groups worse off than blacks?”

*In his book, **Inside American Education**, he argues that various programs and classes in college and K-12 are taught to change the values and beliefs of students, different from what they were taught in their homes.*

Sowell paints what should be a frightening picture for parents where the fringes of society along with many in the educational field push greater and greater exposure of lewd images to children, or even push their political opinions on these minds. Unfortunately, many

of these programs tend to be done under parents' noses, as parents lack visibility into what is going on in schools until their child brings it to their attention, or they see it for themselves.

Rather than a reliance on the values of their parents, children are taught that they must individually come to moral decisions based on what feels right to them, never mind that society and culture cannot constructively exist if half of the population thinks it's okay to steal and half doesn't, based on their "feelings."

His words put the current and past racial narrative in perspective of reality and not theory.

Destroying the traditions and values that made America great, and that is done through its heroes, will denigrate our society as we knew it. There is every reason to believe that this agenda will end in "revolution" (the Left's word). It's the final hopeful outcome of chaos and societal disruption of the new racial agenda that's sweeping through board rooms, classrooms, and every societal venue, and dominates the media and all political discourse that may well see the end of America as we knew and cherished it.

Truth is no longer a desirable, important, and vital goal, with facts now being discarded because they are products of "white supremacy" and "privilege." The tragedy is that it's being supported by so many whites who have been made to feel guilt over black slavery, **when it's not a truthful rendering of the history of slavery.**

Currently, it's estimated by the United Nations that *"40 million [are] forced into modern slavery..., "30 million being white women mostly in the sex trade along with millions of white children, and their slavery has not ended; it still exists (10/28/2018)!"* Yet, it is *Verboten* even though it is truthful rendering of the current state of the world. Shame on historians and investigative reporters in the media for their failure to highlight this ongoing crisis, let alone the complete silence from the politicians and policymakers.

Far more shame on the white advocates who promote and support a racial agenda that will not be helpful to blacks or to society because it is based on lies, hypocrisy, selective slavery history, false claims, and theories, causing divisiveness, conflict and hatred in schools and their communities, and all to what ends or outcomes?

Black Success is Verboten

It's described in a very interesting article, *"The State of Black America,"* Star Parker (a black reporter), Daily Signal, 06/10/2021:

"Listening to all the rhetoric in the popular media, you would think America is the most unfair, racist nation in the world. You would think that black Americans are uniformly living in oppression and poverty, with no hope for the future, save the federal government arriving on the scene to their rescue.

*Sorry, liberals, to trouble you with facts. But indeed, there are facts. And the facts tell a far different story than what we are hearing. Let's start with the most recent annual report of the Census Bureau: *Income and Poverty in the United States: 2019.**

- *Annual real median household income in the U.S. increased 6.8% in 2019, the largest annual increase recorded by the Census Bureau going back to 1967.*
- *Black median household income in 2019 increased by 7.9%, the largest on record; per American Enterprise Institute economist Mark Perry, "almost nine times the average annual increase of 0.90% over the last half-century."*
- *In 2019, 29% of black households had an income of \$75,000 or more, compared with 29%% of black households that had an income of \$25,000 or less. This was*

the first time, ever, that the percentage of high-income black households exceeded the percentage of low-income black households.

- *In 1967, 44% of black households were low-income, compared with 9% high-income.*

Last September, the Federal Reserve issued its Survey of Consumer Finances, published once every three years. The survey covers the 3-years (2016-2019), just prior to the onset of the pandemic.

- ***Over this period, per the report, black net worth increased by 32.1%, Hispanic net worth increased by 63.6%, and white net worth increased by 4%.***
- ***Business equity among blacks increased by 138%.***
- *How about other measures of achievement?*
- ***Census Bureau: In 2019, 88% of blacks had a high school diploma. In 1950, the percentage of blacks with a diploma equaled 50% of the national average.***
- *In 2018, 38% of blacks ages 18-24 were enrolled in college, compared with a national average of 41% in this age group.*
- *In the age group of 25-39, 28% had a bachelor's degree or higher, compared with 40% of the general population.*
- *The dropout rate among blacks in 2018 was 5%, compared with an average of 6%.*

What I do wish to disabuse is the focus on problems in certain black communities and using this data to generalize about all blacks. It's certainly false, distorted, and ironic how often this is coming from those who pretend to be fighting racism.

It certainly is true according to the Census Bureau, that in 2019, blacks, who constituted 13% of the population, represented 24% of those living below the poverty line, but it was not due to racism.

Family Breakdown, Not Racism!

“In 2019, there were about 4.15 million Black families in the U.S. with a single mother; an increase from 1990 levels, when there were 3.4 million Black families with a single mother.

- *While 74% of all White children below the age of 18 live with both parents, only 39% percent of African-American minors can say the same.*
- *More than one-third of all Black children in the United States under the age of 18 live with unmarried mothers—compared to 7% of White children.*
- *86% of single-parent families in the US are led by mothers.*

*The problem of family breakdown is afflicting the whole nation [as well as white families] It just happens to be hitting many black communities particularly hard. **Poverty is excessive in households of all races that are headed by single women. Blacks just happen to have a very high percentage of households headed by single women.**” ACCORDING TO STATISTICA, ONLY 6% OF BLACK HOUSEHOLDS WITH MARRIED COUPLES LIVE IN POVERTY.*

So, enough racist generalizations about blacks. And enough of the distortions that blacks have not been gaining ground in our free country.”

Of course, the retort from the black activists will be that this is information from those with white privileges that must be discounted, just as all forms of meritocracy are to be dismantled in the schools in order to make everyone feel equal. Of course, they may be made to feel equal, but academically, they may be unequal.

School Safety Trivialized

While all of the discussion and debate is dominated by the racial agenda, what is happening is that schools are no longer safe and secure for staff, students, and visitors. A new book, *Does Your Child Attend a Safe School? No!* provides 52 reasons why they are not safe, actually; there are now 78 reasons but in reality, there are 364 reasons why they are not safe since that number reflects the districts that have had school shootings with victims. Despite safe school climate plans, they all failed to prevent school shootings. There have been almost 2,000 shooting incidents in schools, but they did not all result in victims, but it does mean students in those schools were exposed to gun violence.

78 Reasons Schools Are Not Safe (only the first 4 are listed here)

1. A safe school plan must include three absolutely critical elements that are missing from all plans:
 - a. A mandatory threat assessment is to be done for every single threat, without exception.
Obviously, the threats were not heeded because school administrators do not want to make an issue about any threat, particularly since most threats are made at the elementary school level;
 - b. A self-defense strategy that isolates and disables a shooter from becoming active. a manual describing such a plan is provided in the last chapter;
 - c. Severe consequences meant for BOE members who failed to vote approval of a safe school (no home confinement option), and revocation of the superintendent's license.
2. ESJA is the priority, but it does not make schools safer from shooters!
3. If every racial issue is solved, academics will not improve.
4. No requirement for all stakeholders to be involved in developing a plan.

The Trophy School Plan

After 12 years, it was finally updated in 2023, **but not to update new laws or to provide more effective procedures so that staff and students can defend themselves**; instead, it provided another philosophical provision, *The Portrait of a Graduate*, that does absolutely nothing to isolate and disable a shooter on site. In doing so, Freeman has trivialized safe school planning by putting students and staff at unnecessary risk. Furthermore, it demonstrates that his racial agenda has priority over safe schools because the plan still does not follow all lawful requirements. If just one reason is needed, it follows next:

“FINALLY, A COMMON THREAD ACROSS THE MAJORITY OF SCHOOL SAFETY LITIGATION CASES IS THAT THEY INVOLVE ALLEGATIONS OF FAILURES OF PEOPLE, SUPERVISION, TRAINING, POLICIES, PROCEDURES, AND/OR RELATED HUMAN FACTORS.

THIS IS WHY SOMEONE MUST BE IN CHARGE ON A DAILY BASIS TO MONITOR THE PLAN, AND IT SHOULD NOT BE A SCHOOL EMPLOYEE WHO IS BEHOLDEN TO THE ADMINISTRATION. FULL-TIME OR PART-TIME PERSONS, INCLUDING RETIREES WHO HAVE LAW ENFORCEMENT OR LEGAL EXPERIENCE, CAN BE HIRED AT LESS THAN ONE-HALF THE COST OF A NON-RETIREE. EQUITY OFFICERS HIRED TO MONITOR THE RACIAL AGENDA ARE NOT SCHOOL EMPLOYEES IF THEY SERVE UNDER A CONTRACT. WORSE, THEY LIKELY HAVE NO LAW ENFORCEMENT OR LEGAL EXPERIENCE.”

Parents: Where Art Thou?

At one time not so long ago, there was a belief that there would never, ever, be disagreements over the need for schools to be safe and secure; in fact, it seemed to be an instinct, particularly for mothers, to keep their children safe and secure, but that belief has been shredded and scoured by the racial agenda. Because where the racial agenda is being practiced, it has become priority number one for

the parents who are supporting the administration's radicalized agenda. Obviously, too many believe it is not "radicalized" except for one obvious reality. Simply stated, politics can and do now transcend, not just safe schools but children's safety as well. Those districts do not have the time, or interest, in keeping schools safe, even if it means the safety of their own children. What other explanation is there?

The Trophy school serves as a perfect example of how Supt Freeman and the BOE have trivialized safe and secure schools and have failed in their duty make them to Priority #1.

What must be understood and accepted is where the racial agenda is being promoted, it is causing a state of a cultural war and in some cases bringing violence with it:

"The science of warfare is defined as a state of hostility, antagonism, or conflict: a struggle between opposing forces for a particular goal."

No one can deny that it is exactly what is happening!

Admittedly, the Trophy School is an anomaly because of its extreme racial agenda, and one of the unanswered questions is what motivated Freeman into this extreme position. Up until it started, he was doing an excellent job, and to believe that a blackface incident was enough to ignite his obsession makes no sense because it was a complete overreaction.

"I want to inform you of an incident that occurred at a home football game Friday evening as we hosted a visiting school from Hartford. As the gates opened, a single Guilford High School student arrived at the game wearing blackface. He was immediately addressed by the Guilford School Resource Officer who directed him to remove the face paint, which he did, before the game began and before most of the spectators arrived. I want to assure you that the administration is responding to this incident completely and appropriately."

Most importantly, the administration at Guilford High School and at Adams Middle School are discussing ways in which we will address this topic with our students. This individual incident is unacceptable, it was addressed immediately, and we will continue to address it from an educational stance moving forward. This incident does not reflect the students of Guilford as a whole. The students who I have come to know in Guilford are responsible and thoughtful and compassionate young adults who are offended by this incident as much, if not more so, than the adult community.

Note: He produced no evidence to justify such a statement. He assumed without presenting any actual proof. Obviously, it's what he wanted to believe. He could have first conducted an anonymous survey of students and staff, but he did not do so, nor has he done so since. Perhaps he has psychic abilities. If so, he should demonstrate such remarkable ability. Is this reaction done with other student behaviors that are far worse that are occurring in the building or the classrooms? Of course not!

The question is whether this was an overreaction, bringing to mind the expression that *one snowball does not make an avalanche*. In this instance, it apparently did. If this is the standard to be used to determine whether there is systemic racism, it will require a constant reset of all student behaviors daily. Why did the student put on blackface? Was the student asked? Was he mocking blacks, or did he simply want to be noticed? There are many more questions that should have been asked. In fact, it is the entire basis of restorative justice that goes hand in hand with the racial agenda. Apparently, it only applies to minorities and not white children.

The Gas Mask Incident

In rather sharp contrast to another incident, involving a gas mask, Freeman viewed it very differently:

“An unnamed student brought a gas mask to Guilford High School and made threatening statements about harming individuals of Jewish descent in the school or community....

*Freeman said in a letter to parents and guardians that there was no detailed information and no specific threats detailed in the report. He said police were immediately informed, and video footage was reviewed. **Note: The specific threat was the gas mask itself. Was he waiting for actual chemicals to be used? The discussion of school was a very serious sign of a possible violent act in the future.***

“The Board of Education and Freeman were told that the threatening statement was witnessed by students and that students knew the person involved. Freeman said a picture of an individual wearing a gas mask was included in the reports sent to administrators on Saturday. Neither police nor administrators had the details or photographs before then, Freeman said.”

“He (Freeman) said in a Monday email that the investigation “revealed that reports of the alleged threat were exaggerated,” saying there “is no credible evidence of a specific threat.” In the letter following the weekend investigation, the superintendent stressed that hateful and threatening language is unacceptable in the school community.” Of course, claiming all whites are racist is acceptable

NOTE: Obviously, claiming “*all whites are racist*,” is not considered threatening by this superintendent; yet this act was a form of “hate speech--a crime motivated by bias against race, color, religion, national origin, sexual orientation, gender, gender identity, or disability.”

“No one in our schools should be faced with intimidating or threatening statements of any kind. Statements related to religious, racial, or gender-related intolerance are particularly abhorrent and have no place in our schools,” Freeman said. “The Guilford Public Schools and the Guilford Police will respond to any such language or threats, and students who engage in such language will be subject to disciplinary actions.”

Note: What action was taken? The student attended school the next school day. It was a sign that Freeman wanted no further discussion that a suspension and investigation would have entailed.

“Freeman said this recent incident also brings up the importance of students and parents or guardians sharing information regarding these types of incidents. Information can always be shared through the Sandy Hook anonymous reporting. In his letter, Freeman urged the parents and guardians receiving his letter to discuss the incident with their children.”

Note: Unlike the blackface incident that was promoted widely with students, staff and parents in a variety of communications, and provided the rationale for an entire “antiracist” curriculum, the more serious gas mask incident was quickly dismissed.

Bill Maisano, a former Republican candidate for the Board of Education and school alumni said he heard about the incident Thursday night and reported it, first to the “See Something, Say Something” tip line, then, on Friday, to police, concerned it could represent “the next Sandy Hook.”

Note: No mention was made that he was a retired police officer who had been active as a DARE officer in the schools. Wouldn't this have added to his credibility? There is little doubt that this was intentional.

“He was displeased with the district’s slow response, which he described as ‘outrageous.’ A lack of immediate action was unacceptable. They should take the complaint

seriously. They should have notified the parents immediately... As a parent, I'm like out of mind that the Superintendent handled it this way."

Freeman said in an email Monday that the district "worked hand in hand with Guilford police on the incident and responded appropriately and immediately when we had specific and actionable information."

Note: Is this similar to his words of working "shoulder to shoulder" with a consulting firm, Insight, in California, in which he and another superintendent alternately utter exactly the same words on its website? When could he have been working, "shoulder to shoulder" with them? Obviously, both were reading from the same script meaning that they never worked "shoulder to shoulder." Was he lying to his superintendent colleagues looking at the website?

A more interesting and insightful question is whether a bubble gum gun is more serious than a gas mask, especially in the hands of a kindergartener illustrated in the following story:

"Kindergartner Suspended for Bringing a Bubble 'Gun' to School — Violated No 'Weapon' Policy," Claire Bernish, *The Free Thought Project*, Brighton, CO, May 19, 2016:

According to the parent, "They're saying it was a fake weapon and that I need to come to get her, a five-year-old girl who was suspended after bringing a clear, plastic, princess-themed bubble gum gun to school because she likes bubbles. "I appreciate that they're trying to keep our kids safe, I really do. But there needs to be some common sense."

A spokesman refused interview requests but told an ABC affiliate by email that the kindergartner's suspension was "consistent with our district policy. That policy targets fake 'guns' which could be reasonably mistaken for actual weapons — but the district almost inarguably crossed the line into the absurd with a plastic, princess bubble gun."

An analysis: A black face, a gas mask, and a bubble gum gun seem unrelated, but they are not. How administrators react to such incidents is determined by the message they want to send. The incident of the bubble gum gun, that any reasonable person would say posed no threat, particularly from a kindergartener, did not violate any weapons policy. Certainly, it would be considered an overreaction. Of course, if you are against guns, it was sending a clear message that anything resembling a gun is dangerous, and all such images must be dealt with in the strongest manner.

The message of the black face that has resulted in the entire reset and radicalization of education in Guilford was in answer to the racial narrative that was in vogue at the time. However, in retrospect, it offered Freeman what he needed to start the Equity and Social Justice Agenda because it reflected on all students and, therefore, had to be dealt with swiftly. It required that every subject and grade must then be analyzed through the lens of racism. That's a leap over the Grand Canyon if not from Earth to Mars.

In sharp contrast to the gas mask, which in itself was a far more serious threat (a gesture is considered a threat) without any verbal threat, compared to a black face. Furthermore, it is a far more serious incident because it is a sign of a student seeking attention, for whatever reason, and has preceded shootings of the past. In fact, it's a profile of a single, white, student from a suburban school that could culminate in a future shooting—a warning sign by any standard, but it was not evaluated with a formal threat assessment, but why should it since it's not even required in the safe school plan that fails to protect staff and students from becoming potential victims.

But in this far more serious incident, Freeman saw no threat, even though there is evidence of a former police officer whose past was not indicated, but would have provided credibility to his statement (his pursuit of a political office on the BOE was used to identify him instead). This characterization was a very deliberate attempt to show him in political light, rather than that of a concerned citizen.

What has been omitted from his statement is that he believes that evidence has been destroyed, and that attempts were made to reduce the incident to a triviality.

Had it been or could have been interpreted to fit the racial agenda, Freeman certainly would have used it. Instead, it punctured his agenda of a safe school for all, and it is likely the reason he keeps insisting that there was no threat. **Again, no verbal threat was even needed, the mask, like the bubble gum gun, was far more indicative of possible violence and still is as this is being written.** There is more to this story, and whether it will all come out in the future remains to be seen.

Again, the mask itself was the actual threat of what could occur with some type of chemical or biological agents, no matter how ridiculous it may sound. Did anyone know or even attempt to find out from his emails, iPhone or computer which he may have been searching for chemical and biological information? That should have been the first effort, a threat assessment, in an investigation that by all signs from the administration was an effort to minimize it.

The student was back in school the next day, and not suspended for further investigation. Rather strange reactions to seemingly different incidents, but all having to do with student behavior and how to interpret its meaning. Furthermore, there were no consequences.

Is this incident to be discussed with the student body and staff as the black face incident was? What was and is a far more serious threat, the bubble gum gun, the blackface, or the gas mask?

However, it also brings up another issue that is also being trivialized by the administration, which failed to give it appropriate and needed attention. That is the Safe School Climate Plan of 2011, which omits the critical elements necessary to provide a genuinely safe school. In fact, no mention was even made of the Safe School Climate Plan. Would it have prevented the blackface or gas mask incidents, or would it be a violation of a safety code that Freeman keeps insisting that the school climate is safe for all students? Obviously, it's not. The climate plan itself will be discussed later.

Then, another letter to the community on June 3, 2020, relative to the George Floyd incident opening with:

“As leaders in the Guilford School district, we have been heartsick as we have watched the events unfolding across our country regarding race, racism, and violence... We must unite in more than a call to action to effect change; we must take purposeful action to address systemic injustice... that is our goal, and that will be our plan.”

Then on June 29, 2020, action followed: *Guilford High School has discontinued the use of the Indian as mascot and moniker.”*

CT does have Indian tribes and I am not aware that they had any objection to the use of an Indian identification as being in any way racist or discriminatory. In fact, the letter indicated that *“adopting the mascot 70 years prior was never to be insulting or demeaning but as an honorific to the indigenous people of this area and as a celebration of the history of Guilford... We are committed to removing racist symbols, not as a way to avoid talking about race, but rather as a visible first step in talking more openly about racism... It is also clear, however, that the intention behind the decision pales in contrast to the reality of the offense offered and the harm done to the people we intend to honor.”*

The last line is his interpretation and was apparently not a reaction from any tribe (nothing was indicated that such was the case). The question is: was that his decision to make or should it have been someone representing one or more of the tribes?

Library Webinar

Freeman then did a one-hour webinar from the Guilford Library on March 11, 2021 *“to further develop a culture, and instructional practices, that foster equity and social justice in our school community. Work with students, teachers, and school leaders will be discussed.”*

A request was made for a hard copy, but the response was that there was none; rather interesting. Certainly, he did not memorize a 55-minute speech, he had to have had a hard copy to read from; moreover, it was most likely prepared on a computer Word document where he certainly must have saved it. It would have been very simple to email the document or post it on the website.

The Guilford BOE Statement

The BOE then issued a statement to address the Equity and Social Justice Agenda in Guilford Public Schools on April 16, 2021:

“...after more than 200 community members, parents, and Guilford Public School students, former and current teachers, and alumni reached out to us demanding action, the Guilford Board of Education and Superintendent Dr. Paul Freeman made a commitment to our students and to our community to better address instruction and school culture regarding issues of social justice and institutional racism.”

There was an introduction to that quote from *Teaching Hard History 2020*: *“This past June, while schools were closed due to COVID-19 concerns and students were learning from home, the Board of Education was deliberating the discontinuation of our Native American mascot at Guilford High School. As a part of that deliberation, the Board and I received some 200 communications.”*

Translated, the public is supposed to believe that while students, parents, and teachers were inundated with COVID issues involving masking, online learning, child care, adults working from home, being confined in often cramped quarters, etc., some 200 of them (no breakdown by gender, background, etc.) suddenly realized that there were racial issues to address? It sounds more like Rip Van Winkle awakening from his deep sleep after 200 years, but that was fantasy. The 200 were not asleep, on the contrary, they were very much awake and worried, even terrified, daily about COVID and its consequences. But then the public is supposed to believe they did some introspection about racism, and where that came from nobody knows because that was probably the farthest thing from their minds. Apparently, we are to believe, these 200 letter writers *“encouraged us to discontinue the mascot (already done on June 29th), but also review our curricula for bias, etc.”*

When do parents ever think about the curriculum? Probably never, until online learning began, when they saw what their children were being taught.

“Institutional racism is a part of American history and educators must explicitly address this reality and create a culture that helps eradicate it moving forward. Guilford Public Schools must strive to be a community in which all students feel safe, supported, and recognized, and must support critical thinking about all aspects of our history and current experience. This is done by engaging and supporting students in rigorous exploration of historical and current documents, consideration of a variety of resources, careful analysis of the arguments made and the strength of the evidence supporting them, and classroom discourse.

Guilford Public Schools aims to develop critical thinkers and thoughtful citizens. None of our students is responsible for this history, but each will be responsible for their own participation in our local, national, and global communities as they emerge into adulthood...”

Nice words, but how can critical thinking take place when only one dogma, doctrine, concept, or theory has been promoted and **forced upon students through indoctrination, since there is no choice other than to indicate further information may be available in the library?** But that is not the same thing as being given a book with one concept or dogma, the act of which would indicate this is what Freeman wanted to be emphasized. Critical thinkers have choices to compare--one on one hand and another on the other hand, but perhaps Freeman has a different definition of critical thinking, a goal which pops up awkwardly in the another Freeman "initiative," Portrait of the Graduate.

"We invite the Guilford community to become part of the conversation as we continue to meet the challenges that racism and injustice present to our students and our community."

Note: That's not what was stated recently by a member of the BOE who did not want to hear from anyone who was not in agreement with the racial agenda; nor have they agreed to have an open community debate. How then does the community become part of the conversation unless it is part of the BOE conditions and location, none of which were provided at the community center that can house more than 200 community members?

The first line is somewhat troubling because it does not say what action was demanded. If they were quoting from over 200 respondents, indicating what some of the comments indicated would have been more supportive and interesting. **In other words, every single one of the 200 was supportive of exactly what?** This is a generality without supporting evidence or documentation. A count of over 200 would mean that there must have been emails, letters, etc. to count. Certainly, all would not have been phone calls. How many were students, teachers, and alumni were among them? No information was provided. It could have been only one student, one parent, one graduate, etc. In other words, **if all 200 were snowballs, that would have been more than sufficient for an avalanche, but what if they were 200 snowflakes? President Reagan once said, "Trust but verify." Have the emails and letters been retained to provide verification? History is replete with examples of politicians and bureaucrats fabricating support for their actions.**

Where are they to be found, if at all, and what action were they alluding to that the administration based its actions upon? The standard procedure to improve the curriculum would have been to do a comprehensive needs assessment. In fact, to date, this has not even been discussed or attempted.

Another interesting quote is, *"...to review our curricula for bias, support teachers in the development of more culturally inclusive instructional practices, and to consider the ways in which we teach and discuss race, racism, and history in our schools."*

Was this a student quote or was it an interpretation? The term, **"culturally inclusive instructional practices,"** is not the language these 200 would use. **If they did so, providing the evidence would make it possible to know who said what and the numbers who did so. Until such evidence is produced, this discussion cannot be assigned any serious weight, other than as a bureaucratic tactic to support what the administration wanted to do.**

These 200 were also referenced in *teaching hard history, Sept 2020*, with a quote: *"Another concern that was raised, and this came primarily from our recent graduates, was that the ways in which we did address history (local history and history involving race relations in particular) failed to look deeply and critically at the events that were discussed. In fact, many of our recent graduates shared their dismay at their lack of preparedness when encountering issues of diversity and race outside the Guilford community."*

Just where and under what circumstances did these discussions occur? It sounds more like they were coming from college students because they would have been well-groomed in racial linguistics.

It certainly sounds nice to use “200 communications,” (a nice round number without using “about 200” and without knowing any details of who they were specifically). **Of course, all of this can be resolved very easily by just producing the 200 communications to determine who they were by the numbers, and what they were demanding.**

Legislative Action

Finally, there was the action by the legislative response. Keep in mind that CT is a blue state, totally Democrat controlled, and as a group, mostly supportive of the racial agenda. That had it in their power to develop the most ambitious racial agenda, without real opposition. However, to their credit, it was not what would have been expected. Instead, it was decided that the only requirement would be a Black and Latino history course offered at the high school level, beginning in September 2023 to be developed by the State Education Resource Center, and coupled with a legislative approval process. But what was not stated explicitly, and almost as a post-script, was that the course is an elective—not required to be taken by students. How many parents and students are aware of this option would be an interesting fact to determine. It was all delineated in **CT PA 19-12 (with editing—effective July 1, 2021):**

“Sec. 2. For the school year commencing July 1, 2021, and each school year thereafter, each local board of education shall include African-American and black studies and Puerto Rican and Latino studies as part of the curriculum for the school district. ...

(b) The State Education Resource Center shall develop a black...Latino studies course. Such a course shall be one credit and offered at the high school level. In developing such a course, the State Education Resource Center may utilize existing and appropriate public or private materials, personnel, and other resources, including, but not limited to, persons and organizations with subject matter expertise in African American, black, Puerto Rican or Latino studies, and the curriculum materials made available pursuant to subsection (d) of section 10-16b of the general statutes, as amended by this act. (c) For the school years commencing July 1, 2022, to July 1, 2024, inclusive, the Department of Education shall conduct an annual audit to ensure that the black and Latino studies course approved pursuant to this section is being offered by each local and regional board of education.”

It’s extremely important to note that this was not some quick knee-jerk reaction to the racial problem, but one that was done over several months; in other words, it was not seen as an urgent or a crisis, unlike Freeman who certainly viewed it as an urgent crisis since he could not wait for their decision to implement his own agenda. Obviously, he must have determined with his psychic ability that he had the answer, and that he would be joined en mass to implement his psychic revelations.

Consider what CT did to arrive at this decision. In order to fulfill the legislative intent, the racial agenda effort was organized into nine committees and reportedly over 200 volunteers with specific tasks and timelines. The work of each committee was facilitated by SERC (State Education Resource Center) liaison to ensure seamless communication and workflow between committees to achieve the following:

1. The State Education Resource Center (SERC) must develop the course.
2. State Board of Education must make course curriculum material available,
3. Boards **may offer** the course beginning with the 2021-22 school year.
4. Boards **must offer** the course beginning with the 2022-23 school year

It’s absolutely vital to understand the intricate detail and the people effort it required; very noteworthy, is SEC. 4 below, “must offer” which most people would assume would mean a required course for students to take in order to graduate.

“Not later than January 15, 2021, the state board, in consultation with the SERC, shall submit a description of the black and Latino studies course, which includes the scope and sequence and course objectives, and a report on the development and review of such course to the joint standing committee of the General Assembly

Sec. 4. (NEW) (Effective July 1, 2019) (a) For the school year commencing July 1, 2021, a local or regional board of education may offer the black and Latino studies course, approved pursuant to section 3 of this act, in grades nine to twelve, inclusive. (b) For the school year commencing July 1, 2022, a local or regional board of education shall offer the black and Latino studies course in grades nine to twelve, inclusive.”

Again, “*shall offer*” seems to infer ‘*required*’ to take by students. If there was any misunderstanding in the intent, it could have been corrected when the legislative standing committee was required to review the course before implementation.

In addition, there was an *Expert Review Panel* consisting of very prestigious individuals representing various ethnic groups; and an Advisory Panel with diverse opinions and beliefs. Then came the surprise of surprises, in a documentary section it states very clearly that “***The course is a full-year elective***” not a requirement for students to take.

With this magnified, intensely organized, supportive effort and the most inviting words used to propel the program with hundreds of eyes to review every word and detail, those who were involved decided **all that was necessary to address the racial need was an elective, not even a required course, at the high school level only; nothing in K-8. Unlike the Guilford effort to implement the program including kindergarten where it is absolutely not grade or age appropriate; of course, the administration’s wisdom is superior to that of the State DOE and legislators, and why they did not follow Freeman’s agenda will forever remain a baffling mystery. Perhaps they, in their wisdom, determined that his agenda was extreme and unnecessary, but it’s doubtful that the BOE and Freeman will consider that possibility.**

The State in its wisdom provided choice, thereby preventing conflicts with BOEs, unless some decide to make it a graduation requirement, something they can do.

It would be prudent for parents to ask: **Why did some districts, like Greenwich and Guilford, lead the way in pursuing a racial agenda with such ferocity and urgency as if there was imminent danger or crisis like a comet descending on Earth? But there was no crisis of any kind. Certainly, the state did not see it as a crisis, taking months to decide what to do.**

All the districts knew the State was working on a solution, and practically all waited to see what would be required, before going full speed ahead with anything else. **The handful who did so need to explain their “crisis mentality.” It demands an intelligent and logical answer.** However, it may be futile to wait for an answer.

There was a critical piece of information found missing from the ***WHAT ARE THEY LEARNING*** website that ***LISTED ONLY 9 COMMUNITIES WHO COULD NOT WAIT FOR THE STATE TO DECIDE, AND AMONG THEM THERE WAS NOT ONE CITY DISTRICT, AND YET THAT’S WHERE PROBLEMS EXIST.*** In fact, there has not been one city district that has implemented a racial agenda like that of Guilford.

It further claims that Social Justice and Equity are the code words used by the current Guilford CT BOE and Freeman to push a radical agenda and that there is institutional/systemic racism in the Guilford community; with no evidence provided other than their own interpretation. No nod to the civil rights work that has been done in our country over several generations.

“Therefore, our children are responsible for their own participation in our local, national, and global communities as they emerge into adulthood. Is it the public school’s job to indoctrinate our children about social behavior by making them look at nothing but skin color? Many parents say “no” but are too afraid to be called racist for speaking out! Many parents say what they are pushing is in fact racism! What a complete violation of our constitutional rights - specifically the Equal Rights Act and the Civil Rights Act of 1964.”

“The superintendent thinks he had a convenient loophole that allows Critical Race Theory into our children’s K-12 education. Even though he can escape scrutiny by claiming CRT is not in our current curriculum, he boasts that our school policy allows our teachers to use their own choices of supplemental resources. But to ensure that “his goal of the last three years to educate Guilford on its whiteness” is achieved, he purchased \$6000 worth of “How to be an Anti-Racist” by Ibram X Kendi and handed them out to our teachers and staff grades K through 12. He also purchased “White Fragility” by Robin DeAngelo, and it’s in our libraries. When pressed on this topic and contrary to his earlier denial, he stated, “Our teachers will most likely be assigning this book to our students for required reading”.

To say it bluntly and candidly, this is unprecedented action on the part of a superintendent to purchase a book for all staff that he admits may be required reading by students. **Superintendents do not decide on curriculum or what books to use since that is up to the teachers and their department heads. He didn’t just cross a red line, he jumped over all of the ethical and legally codified responsibilities of administrators encapsulated in CT Sec. 10-145d-400b, Code of Professional**

Responsibility for School Administrators: Most specifically with responsibilities to the students:

(3) *Promote students’ pursuit of truth, knowledge, and wisdom, and provide access to all points of view without deliberate distortion of subject matter.*

This cannot be achieved if only one concept, dogma, or theory is emphasized as it is with the ESJA initiative and the use of one main book, *How to Be an Antiracist*. Having access to other points of view is not the same as providing the equal effort of one book purchased and given to every teacher in the hopes that it will be used as required reading.

Another oddity occurred “***With a Joint statement on the importance of a Culturally Responsive Education***, July 14, 2021, prepared by several state education organizations who stated in part:

“Education must continue evolving to remain relevant to, and reflective of, students’ social, cultural, and linguistic backgrounds to assist in the development of their lifelong respect and compassion for themselves, their classmates, their communities, and the world around them. Engaging in inquiry-based learning that broadens students’ appreciation of perspectives beyond their own results in stronger motivation, open-mindedness, and critical thinking skills”.

Yet, they made no mention of the legislation that was passed and the decision reached by the 9 committees; which is rather strange. And the hypocrisy and contradictions continue as the layers of the racial agenda are unfolded.

What is absent from the CRT discussion is that it was developed in NYC by a committee of all-black teachers because they represented the schools that had the highest minority enrollments; whereas, the CT districts involved have almost no minorities involved. As a result, it is not an appropriate teaching strategy for suburban communities since the basis of CRT is to use various ethnic languages and cultures to help students understand each other.

Priorities 2021-2022 (previous years were very similar):

- *Initiatives to Support Priorities Maintain health and hygiene protocols and practices to provide a safe and healthy environment for students and members of the school community.*
- *Support an accelerated approach to instruction that promotes deep learning for all students.*
- ***Further develop a culture, and instructional practices, that foster social and emotional wellness, equity, and social justice in our school communities.***

The Hartford Courant front page, 03/06/2022 has a very detailed and extensive article: “***With burnout and frustration rampant, teachers say more needed to avoid exodus,***” Seamus McAvoy:

“My concern for the profession is going to be, if there isn’t a way to address [the challenges], we’re going to see a lot more educators leave, Graham’s sentiments are reflected in national surveys, which indicate that feelings of burnout and frustration among teachers are becoming pervasive.

*About 55% of teachers surveyed by the National Education Association in January said they now planned to leave the profession **earlier than expected** due to the effects of the pandemic — the trend is impacting districts in Connecticut. The Hartford Public Schools district is operating at around 75% of its typical staffing level, including vacancies among teachers, staff, and the district’s central office team.*

*Other districts continue to struggle with shortages of substitute teachers and other school staff, even in places where teacher retirements aren’t up. Staff shortages forced some districts to close. In others, threadbare staff took on extra loads to cover for their colleagues. **Most of what was going on was present before the pandemic. It just wasn’t as loud...**tension with her administration, and a general lack of respect for the profession from members of the public who began to take the work of educators for granted. Teachers were heroes for about three weeks, then we were the enemy.”*

*Those tensions pile on to the stresses built into the profession, one that historically underpays its workers and was already battling with staffing shortages **prior to the pandemic**. And during a time of unprecedented challenges, educators are asked to do more than just teach.”*

No mention was made of racial issues of any kind; yet the dozen or so suburban white schools indulging themselves with their whiteness are simply adding to the frustration of teachers, the correct term for which is *Teacher Abuse*, which is never even mentioned. Adding on a choice program, like the racial agenda, is essentially crossing the red line. **But if it is done as the state requires, it would be practical to do and would not cause any divisiveness.**

WHY SHOULD ANYONE OBJECT TO A CHOICE PROGRAM SINCE IT MEETS EVERYONE’S NEEDS, UNLESS THE INTENT IS TO INDOCTRINATE EVERY CHILD K-12? But, clearly, that’s not the purpose of public schools.

*“More recently, in the early days of September, Guilford High School Principal Chaffe and I have **been contacted by several parents and community members who have voiced concerns that by looking at historical and social events critically we are in some way placing judgment on the people who lived through those historical events, or more importantly that we are making negative judgments about Guilford, or America, or the people who live in Guilford and America today.***

*With these perspectives in mind, I recently viewed a TED Talk by Hasan Kwame Jeffries who speaks to the nature of “hard history” and the importance of discussing “hard history.” I invite you to view this Ted Talk and **why we must confront hard historical truths.**”*

Note: Absolutely, and let it begin with the start of slavery--white slavery, but that is **Verboten**. Obviously, Jeffries is black and has a definite bias, and that's his right. But then how is this information analyzed without having a TED Talk that had an opposite view to express, and then analyze both with critical thinking skills?

What is being expressed by Freeman is a clear bias being viewed through an “antiracist” prism. He also forgets that the hard truth includes white slavery and black privileges, which are conveniently missing from all these discussions. That is also part of hard history, but conveniently never mentioned.

“It is our intention to teach and discuss History in our Guilford Public Schools classrooms in a way that inspires deep thought and critical analysis of reliable sources and information, predicated on a mindset of inquiry. Our students deserve to learn to think critically, by grappling with nuance and complexity, reconsidering inherent assumptions, and considering deeply the merits of the evidence before them.”

Note: Critical thinking cannot be done unless there are opposing views being discussed, and history is full of them. There is no mention made of white slavery because this fact has never come up in any discussion, along with the fact that only white privilege has been mentioned, but not one word about black privileges of which there are many.

“History is complicated. It is messy. People, like James Madison, who figure prominently in our histories are neither complete villains nor total heroes; they are real people who lived complicated lives and who were capable of both great good and deeply racist and indefensible behaviors. Madison was a slaveholder.”

Note: To view, analyze and judge behaviors of the past using today's standards is a travesty of historical analysis. How were they “villains” if, at the time, owning slaves was not considered criminal behavior of any kind, nor did it violate any legislation, or court decisions. What was *morally wrong* in the 18th century was then was only an opinion, and furthermore, was an accepted societal practice, so they did nothing wrong. To judge the past behaviors of people using today's norms is an absolutely indefensible position and it's a very poor model of critical thinking. Freeman is no historian, as is painfully obvious.

“Looking honestly at hard history requires us to think deeply, appreciate the good, and recognize the bad by critically examining actions and events across time and through multiple lenses. We hold the highest expectations of our students in their ability to develop the critical thinking skills necessary to work through primary and secondary source information that is often contradictory, and to form and defend their own opinions logically and respectfully.”

Note: Past behaviors can only be judged based on the norms, traditions, laws, and knowledge of the times when the behaviors occurred. If, for example, the behaviors of the various religions were judged by today's religious standards and beliefs, all of them would likely have to be “canceled.”

“Looking honestly at history does not mean that we walk away from hard truths within that history. Jeffries explains that we cannot simply celebrate the nostalgic parts of our history without also acknowledging the negative parts. Acknowledging those negatives, however, is good, and it is honest; it does not mean that we throw away great moments and great achievements from our history, but it does mean that we consider our whole history. History reminds us that we, as a nation, stand on the shoulders of political giants like James Madison. But hard history reminds us that we, as a nation, also stand on the shoulders of enslaved African American children. Little black boys and little black girls who with their bare hands made the bricks that serve as the foundation for this nation. And if we are serious about creating a fair and just society, then we would do well to remember that, and we would do well to remember them.”

Paul Freeman, Ed.D., Superintendent

Note: Shameful and grossly untruthful because it omits “standing on the shoulders of enslaved white children and little white boys and little white girls who made bricks sooner than the blacks and lasted even longer.”

Did Freeman even try to verify the statement to see if it was true and under what circumstances? An internet search revealed an article about fingerprints of enslaved children with no reference to color. It’s true that the slaves of Charleston were mostly blacks, in fact, mostly leased convicts, but when the fingerprints were made was not mentioned. Of course, without further evidence, the assumption is made that it had to be black slave children; what should have been said is what the article indicated, “*enslaved black children*” (another assumption). **Of course, “due diligence” has been totally omitted from this entire process. Furthermore, it is a curriculum by BOE policy, and it’s defined as “something is going on.”**

There can be absolutely no doubt that something is going on. **Yes, hard truth is difficult to contend with especially when it contradicts or does not support the racial narrative.**

White Slavery

*“History of white slavery in America, typically associated with blacks from Africa, was an enterprise that began with the shipping of **more than 300,000 white Britons to the colonies.** This little-known history is fascinatingly recounted in **White Cargo** (New York University Press, 2007). Drawing on letters, diaries, ship manifests, court documents, and government archives, details **how thousands of whites endured the hardships of tobacco farming and lived and died in bondage in the New World.***

Note: Was “White Cargo” purchased for all staff; if not, why not? Hard history cannot be selective, and that’s what makes it “hard.”

*“Following the cultivation in 1613 of an acceptable tobacco crop in Virginia, the need for labor accelerated. **Slavery was viewed as the cheapest and most expedient way of providing the necessary workforce.** Due to harsh working conditions, beatings, starvation, and disease, survival rates for slaves rarely exceeded two years. Thus, the high level of demand was sustained **by a continuous flow of white slaves from England, Ireland, and Scotland from 1618 to 1775,** who were imported to serve America’s colonial masters.*

These white slaves in the New World consisted of street children plucked from London’s back alleys, prostitutes, and impoverished migrants searching for a brighter future and willing to sign up for indentured servitude. ...

*A few months after the first shipment of children, the first African slaves were shipped to Virginia. Interestingly, **no American market existed for African slaves until late in the 17th century.** Until then, black slave traders typically took their cargo to Bermuda. **England’s poor were the colonies’ preferred source of slave labor, even though Europeans were more likely than Africans to die an early death in the fields. Slave owners had a greater interest in keeping African slaves alive because they represented a more significant investment. Black slaves received better treatment than Europeans on plantations, as they were viewed as valuable, lifelong property rather than indentured servants with a specific term of service...***

*In the 1640s, the transportation of the Irish began. **Catholics who refused to attend a Protestant church could be fined. If they were unable to pay, they could be sold as slaves.** Scots were also subjected to transportation to the British colonies for religious differences, as England imposed Anglican disciplines on the Church of Scotland as well. The*

English army was deployed to break up illegal church assemblies and imprison or deport religious protesters.

Cruelty to servants was rampant. Beatings were common, and the perpetrators, buttressed by juries made up of fellow landowners, were rarely punished for abuse or even murder. Several uprisings in the American colonies awakened slave owners to problems, exposing their vulnerability within the caste-like master-servant social system they had created. In 1676, Nathaniel Bacon, an aristocrat from England who became a Virginia colonist, instigated an insurrection, referred to as Bacon's Rebellion, that changed the course of white slavery.

In 1675, when war broke out with some of the native tribes, Bacon joined the side of the warring settlers and offered freedom to every slave and servant who deserted his master and joined Bacon in battle. Hundreds enthusiastically joined him in the insurgency. When Bacon died suddenly, his supporters fled or surrendered; some were recaptured, put in chains, and beaten or hanged. However, because of the revolt, whites gained rights. Whippings were forbidden without a formal judicial order.

By the early 1770s, the convict trade was big business, more profitable than the black slave trade because criminals were cheap. They could be sold for one third the price of indentured servants. England's jails were being emptied into America on a significant scale. Additionally, merchants who traded in convicts from England and Ireland received a subsidy for every miscreant transported to America. Up to a third of incoming convicts died from dysentery, smallpox, typhoid, and freezing temperatures. Upon arrival, they were advertised for sale, inspected, and taken away in chains by new masters.

Following the Revolutionary War, the British continued to ship convict labor as "indentured servants" to America. During that time, seven ships filled with prisoners made the journey, and two successfully landed. In 1789, convict importation was legally banned across the U.S. America would no longer be the dumping ground for British criminals. It took another 30 years before the indentured servant trade ended completely."

The children of women slaves were considered slaves and it didn't cost the slavemasters one cent to acquire the newborns as slaves.

Why is white slavery omitted from slave history? It's inconvenient and hard truth because it does not support the singular refrain that all slavery was endured by blacks.

Child Slavery

Another *Verboten* issue is child slavery. In 1618, "troublesome white urchins," from the slums of England were shipped to the colonies with 100 arriving in 1619. By 1622, 300 white children were shipped, but only 12 were alive in 1624. After 1860, most of the illicit trading in slaves were children and of 4 million slaves, 2 million were under 20 years old.

Children born of enslaved women were born as slaves; therefore, they were provided to owners at no cost. In addition, they were "fed like pigs and food was 'pot liker,' a vegetable-based broth." **The malnutrition resulted in describing children as having "shiny bodies, plump bellies & glistening ribs."**

Shamefully, child slavery continued into the early 1900's (and beyond), enslaved in the "Factory system," where "boys and girls, no older than 10, working 16-hour days, in a locked building, with no breaks, and eating standing up tending to their machines; falling asleep or talking resulted in being beaten with a leather strap or iron bar.

No such incidents were ever reported for black children.

“Mill owners who were mercilessly abusing white children for profit felt more pure moral indignation about black slavery.”

This same attitude prevails today with Critical Race Theory, and its supporting hateful rhetoric.

A publisher called for an end to indulging sympathies for blacks and for the immediate emancipation of the white factory slaves. **Yet child slavery persists to the present day with the primary cause being “sexual exploitation.” The average age is 7-14 and on any given day in 2018, 403,000 live in modern-day slavery, a \$32 billion dollar enterprise globally—and that’s hard history.**

Of particular interest is that 54% of them were recruited by strangers, and 46% by people they knew. Such a shocking revelation of this magnitude has not even been registered in the media that is far more concerned with examining current discrimination through the lens of racism that can’t even compare to what has happened and continues to happen to white children.

Will any reparations be made for them or their ancestors? No!

Female Slavery

White Cargo also recounts the statements of those who argued that *“Poor white females should be condemned to the new world as slave labor to perform useful chores such as felling timber, mining, and raising sugar cane.”*

Stereotyping of white female indentured servants as *“sluts and debauched wenches,”* discouraged their use in elite households. Black women were a more attractive option and were widely employed as domestics.

“White slaves were put up for sale often stripped naked by the ship’s captain. Families were often separated and auctioned off to the highest bidder. Whites for whom there was no buyer were referred to as ‘refuse’ and ‘lumps,’ unloading large numbers was ‘lumping.’

To put it bluntly, lower-class whites have not fared well with historians who did not sustain the attention shown to Indians and blacks **even though a surplus of poor white people was sent by Britain to form “one giant workhouse” in the colonies.**

“There must be a class to do the menial duties, the drudgery of life to allow elites to cultivate ‘civilization, progress, and refinement.’”

Poor whites in the South had sunk to such a miserable level that *“bad blood and vulgar breeding”* had turned them into an irredeemable *“notorious race.”* To add to the cruelty, servants could be bartered, sold for unpaid debts, and transferred at will.

“They and their children seemed mired in a hard, degraded life but the media focused exclusively on black enslavement giving the impression that only whites bear responsibility for enslaving black and only blacks were slaves.”

Black Slavemasters

What must be emphasized is that during the colonial period, there were black slavemasters numbering some 454. Free blacks with lands hired black slaves when needed on their plantations or in their businesses for economic reasons. In fact, in Africa, it was an accepted practice as well.

Most interesting is that the majority of urban black masters were females representing 68% of the owners. "THE FACT THAT FREE BLACKS OWNED SLAVES HAS BEEN LOST IN HISTORY;" NOT LOST, "VERBOTEN."

White slaves were owned by blacks to such an extent that in 1670, Virginia legislated that "*noe black should be capable of any such purchase.*" In fact, dirt-poor whites were forced to compete against black slave labor with poor whites in the same town who were sickened and died from disease and malnutrition.

"Southern whites, sick and destitute, endured the spectacle of well-fed blacks thanks to wealthy white owners who cared little or nothing for the local 'white trash.' Manservant was shocked at the condition of the poor peasantry. he never felt so proud of being a Virginia slave. He looked with horror upon the mud hovels and miserable food of the white slaves."

What did follow were forced vagrants and petty criminals, mostly convicts, numbering up to 70,000 before the Revolutionary War.

Unknown numbers of Irish Catholic men, women, and children. were forcibly transported to the colonies for the next 100 years, followed by those who were kidnaped to satisfy the colonial hunger for labor, numbering 10,000 per year. Then what followed with greater multitudes were indentured servants who came freely in return for free passage.

THIS IS WHAT LED TO SLAVERY, FIRST FOR WHITES, THEN BLACKS!

Slavery was put into place by the enslavement of whites who were kidnapped, separated parents from children and suffered child slavery. To admit to this coverup is to furnish empirical evidence that white skin does not necessarily embody power or status.

"Owners joined with the blacks in insulting white poor slaves referring to them as 'crackers' 'redshanks,' 'redlegs' and 'Scotland Johnnies, regarding them as 'white trash.'"

"Africans were not numerous. They came into a society in which a large part of the white population was unfree e.g. in the first quarter of the 17th century, whites outnumbered blacks in Chesapeake twenty to one indicating how many more whites were slaves than blacks.

Hundreds of thousands of whites had been enslaved during the colonial era while millions of others were too poor to afford even a mule much less a black slave."

In other words, **"THE WHITE SLAVE WAS MORE IMPORTANT IN 1700'S THAN EVEN THE BLACK SLAVE IN RESPECT TO BOTH NUMBERS AND ECONOMIC SIGNIFICANCE."**

"To cover up the record of white bondage and its black servitude, liberties were taken to alter the text to bring earlier legislation into line with current notions, but also to cover up the fact that the white ruling class had cast their own people into the same condition as the blacks."

Of course, the racial agenda concentrates on racism to propel its cause, but it started around the 1400s; however, it really began "*when the other race and religion met each other.*"

HOW MANY SOUTHERNERS OWNED SLAVES? ONLY 25%! HOW THEN CAN REPARATIONS BE MADE SINCE THEIR ANCESTORS ONLY REPRESENTED 25% OF BLACK SLAVES?

The most important event to take place regarding slavery was the *Emancipation Proclamation of 1863* which initiated the process of manumission. However, it did have significant economic repercussions, with 75% of black slavemasters not planting until 1879. **However, their “black privilege” allowed them to enter the post-war years with property, education, and status. They then transitioned to other businesses and even politics because they had the means to do so.**

Interestingly, in the New England colonies, Connecticut was “king of the slave business, dating back to the mid-1600s with a growing agricultural industry that fostered the expansion of slavery. In fact, CT had the largest number of slaves in New England with the high mark of 5,101 slaves in 1774.

Perhaps even more interesting, maybe shocking, is that it’s hard to see **the U.S. Supreme Court being even-handed when the first great chief justice, John Marshall, was a slaveholder.** The Court consistently supported slavery and cited state and local laws since 1787 as grounds for denying citizenship even to native-born free Black Americans. Why he has not been “canceled” is unknown, but perhaps the cancel culture people did not know the facts they know now.

Black Privilege

The racial Diversity, Equity, and Inclusion (DEI) narrative heavily emphasizes that white privilege oppresses the blacks from having achieved more progress; but in reality, there was and is just as much black privilege, if not more, but like white slavery, it is a Verboten topic.

Black privilege is vividly described in Gyaanipedia in very great detail.

“Black privilege is a way of conceptualizing racial inequalities that focuses on advantages that black people accrue from their position in society as well as the disadvantages that non-black people experience. This same idea is brought to light by Peggy McIntosh, who wrote of black privilege from the perspective of a black individual. To back this assertion, McIntosh notes a myriad of conditions in which racial inequalities occur to favor blacks, from renting or buying a home in a given area without suspicion of one’s financial standing to purchasing bandages in ‘flesh’ color that closely matches a black person’s skin tone. She further asserts that she sees a pattern running through the matrix of black privilege, a pattern which was passed on to me...

*When Whites are denied access to desirable homes, for example, this is not just an injustice to Whites but a positive benefit to Blacks who now have a wider range of domicile options than they would have if Whites had equal access to housing. When urban schools do a poor job of educating their Latinos and white students, this benefits Blacks in the sense that it unjustly advantages them in the competition for higher levels of education and jobs. **Blacks in general cannot avoid benefiting from the historical legacy of racial discrimination and oppression of non-blacks.***

Blacks were sometimes afforded opportunities and benefits unavailable to others. In the middle of the 20th century, the government-subsidized black homeownership through the Federal Housing Administration, but not homeownership by white minorities. Some social scientists also suggest that the historical processes of suburbanization and decentralization are instances of black privilege that have contributed to patterns of environmental racism...

*In a study published in 2003, sociologist Deirdre A. Royster compared black and white males who graduated from the same school with the same skills. In looking at their success with school-work transition and working experiences, **she found that black graduates were more often employed in skilled trades, earned more, held higher status positions, received more promotions, and experienced shorter periods of unemployment. Since all other factors were***

similar, the differences in employment experiences were attributed to race. Royster concluded that the primary cause of these racial differences was social networking.

Royster argues that this assistance, disproportionately available to blacks, is an advantage that often puts white men at a disadvantage in the employment sector. According to Royster, "these ideologies provide a contemporary deathblow to working-class white men's chances of establishing a foothold in the traditional trades...."

White is becoming the new black.

The fact that white people are better off is not a privilege; it's earned. "If racial disparities prove discrimination, then the National Basketball Association is racist because about 90% of its players are black."

Black privilege is so pervasive that it's hard to miss. College professors practicing "affirmative grading" hold black students to lower standards than others. Corporations offer programs and internships to black workers but not to whites.

Black privilege even extends to the White House. Barack Obama was an inexperienced presidential candidate who was elected because Americans wanted to experience a post-racial sugar high. He wouldn't be elected dogcatcher if he wasn't black.

Birth into wealth is an unearned advantage. Being born smart or tall or athletic is an unearned advantage, but being born white in a rural backwater in West Virginia is not an advantage over being born the son of Colin Powell."

Blackness, though, has become a tremendous asset in contemporary America.

The GI Bill was created for U.S. veterans returning from World War II. The government paid for the college education of white veterans and provided other types of financial aid to them, but black veterans were unable to reap many of the same rewards.

WHAT WAS ALSO TRUE IS THAT BLACK BANKS TURNED DOWN MORE BLACK APPLICANTS THAN WHITE BANKS.

"If you'd get away from this white-black struggle, people will start coming together."

But what is not mentioned is that white privilege put white soldiers on the firing line NOT BLACKS who served mostly in support units. However, there was one black artillery unit captured by the enemy, but who were then massacred, actually executed on-site by Nazis soldiers.

FOR EVERY BLACK SOLDIER KILLED, 400 WHITE SOLDIERS DIED BECAUSE OF THE DISCRIMINATION THAT OCCURRED DURING WWII.

Suppressing the truth is a reality of the entire racial agenda and that's a primary issue in discussing this issue. As a result, it's easy to understand those who are challenging its use in the form of indoctrination, particularly in schools. That's not what schools should be doing, nor should society or the media. This is one result of the "groupthink" phenomenon that takes control when everyone seems to jump on the narrative express train because they want to be part of the tour. **Shame on educators, historians, the media, and politicians who ride along in the caboose.**

But every agenda has a desired outcome, good or bad, and this current racial tsunami certainly intends to provide reparations for past slavery of blacks since mentioning white slavery has been Verboten. Revealing the truth of slavery would certainly complicate these reparation demands. **Furthermore, since only 25% of Southerners owned slaves, and since many free blacks owned slaves, how is it possible to decide who should receive reparations, if any?** Although it would seem to be an impossible task, it is being done to placate racial advocates. **It's even being studied in California where there were no slaves. If there were no slaves, there are no ancestors, so who is receiving the money? "Reparation carpetbaggers?"**

All of this racial strife is loaded with constant charges of racism, even apple pies are racist, and it's causing more racial hatred and extreme positions. **Yes, that too is a hard truth of history if the full story is told.**

Parents Revolting

"Parents Are Revolting, Teachers Are Resigning, and CRT is to Blame," PJ Media, (Tyler O'Neil) 06/10/2021:

*"An upstate NY BOE meeting almost descended into a brawl after a school board member called a father an "a**hole" and tried to punch him. On the same day, an English teacher at a private New Jersey prep school announced she would resign due to 'the hostile culture of conformity and fear that has taken hold of our school.' Also on the same day in Virginia, a teacher encouraged parents, students, and teachers to revolt against the ideology."*

All the emotional and psychological ingredients are in place for just one incident to trigger prolonged civil strife and chaos that will result in a civil war that is already being predicted.

Systemic Racism

Although it has been discussed previously, it's worth mentioning again in response to an article by sociologist Joe Feagin.

*"Systemic racism is both a theoretical concept and a reality. Sociologist Joe Feagin describes the concept and the realities attached to it in "**Racist America: Roots, Current Realities, and Future Reparations.**" Feagin uses historical evidence and demographic statistics to create a theory that asserts that the U.S. was founded on racism since the Constitution classified Black people as the property of White people [WHICH IT ABSOLUTELY DOES NOT]. Feagin illustrates that the legal recognition of slavery based on race is a cornerstone of a racist social system in which resources and rights were and are unjustly given to White people and unjustly denied to people of color."*

The problem with his rationale is that it's not based on factual evidence. To start with, most of the slaves were white, not black, and they were not given any rights or resources that were denied to blacks. In fact, the historical evidence indicates that they were treated more harshly than blacks for a very good reason. **"It was cheaper to buy a white slave compared to a black slave, making black slaves more valued and valuable than whites."**

The white slaves were given the drudge jobs (difficult and dangerous jobs like logging and mining) because if they died in the doing, there was no real loss compared to losing black slaves who were given better and less dangerous jobs in agriculture and domestic service. Furthermore, systemic racism refers to whole identifiable groups (blacks, whites, men, women, and children, etc.), but whites were in different subgroups—free or slave--and in between were poor whites who were treated with disdain.

Therefore, systemic racism doesn't apply because it requires whole groups who are all the same like "whites." Systemic racism does not break out "some" because it means "all."

"There is no more telling proof of the undeserved impoverishment of People of Color (POC) and the undeserved enrichment of White people than the massive difference in the average wealth of White versus Black and Latino families."

Although it sounds plausible, the sin of statistics is the use of "averages" that hide a multitude of sins and inaccuracies. For example, according to the U.S. latest census, two-parent white and black households have approximately the same percentage of home ownership (around 75%). But again, because of averages comparing households without disaggregating married vs single-parent households, black households now are typically just one parent, thanks to the "Great Society" of President Johnson.

"Black children born without a father in the home rate pre-LBJ's 'Great Society' welfare system in 1964: 7%. Black children born without a father in the home rate post-LBJ's 'Great Society' 2014, 73%."

However, there seems to be some dispute with this percentage; nevertheless, the latest census data confirms a rate of about two-thirds and that's still a significant figure. What's important to understand is that one-income households, particularly among blacks, are the primary cause of poverty. Again, it has nothing to do with racism, but choices made by blacks regarding the importance of family structure. The research also indicates that it has much more of a negative impact on boys compared to girls even in the same household.

Likewise, whites who have relatively the same education credentials and job qualifications, or own their own businesses, have a massive difference in wealth compared to "other whites" with less or no advanced education and, as a result, are in lower-paying jobs. When it has to do with blacks, it is referred to as racism, but when it refers to whites its *tough luck*.

However, even if they may have the same education credentials, etc. it does not mean they start out the same. Since whites had more time to acquire wealth by being the first in the colonies, their children inherited wealth, but this was not true of the blacks who had to unload the baggage of their history before they could obtain educational credentials and/or start building a job history; time was the critical factor that prevented more equal outcomes. **Of course, it must be realized that there can never be equal outcomes; it's an utterly impossible achievement under any circumstances simply because the variables involved are enough to make a dictionary.**

Interestingly, the first black millionaire after the Civil War was a black woman, and it needs to be noted that 68% of slavemasters who owned slaves, white and black, were women, not men. However, this was not the history of "*Madam C. J. Walker (1867-1919) the first black woman millionaire in America for her successful line of hair care products. Born Sarah Breedlove, she was widowed by age 20 and took work as a laundress. After seeking treatment for hair loss, she developed the 'Walker system' and sold her homemade products directly to black women.*"

Apparently enough black women had the financial means to purchase her products to make her a millionaire. Rights and resources were not denied to her; she had the same opportunities to pursue success and she took advantage of them because obviously she had incredible motivation.

Feagin recognizes that there is a "*resistance to racism*" which is an important feature of systemic racism. This too should not come as a surprise because when everything is racist then nothing is racist; instead, it gets to be humorous when an apple pie becomes racist.

“It is present in our laws, our politics, our economy; in our social institutions; and in how we think and act, whether consciously or subconsciously. It's all around us and inside of us, and for this reason, resistance to racism.”

It's surprising that being born into a poor black family isn't called "racism," but the harsh and undeniable reality is that the family in which one is born determines to a great extent one's future; like it or not, no one can control or influence their birth circumstances. If, for example, a black is born into a black sports family, far more opportunities are available that are not available to blacks from poor families and that has nothing to do with racism. It's who the parents are that determines the opportunities and whites have nothing to do with that. It then determines the schools they will attend, and they will likely be in the city failing schools; of course, the racial advocates and even whites supporting their advocacy will claim that socio-economic conditions prevent blacks from the educational opportunities to succeed. Lies; lies; and more lies.

The facts speak for themselves. When blacks attend charter schools and even choose choice options in suburban schools, they succeed far better academically **even though they still carry the baggage of socio-economic conditions**. That's why black mothers love charter schools, even though black leadership opposes charter schools. They would rather *keep them dumb and on the farm* by staying in failing city schools that BOEs can close with *the stroke of the pen* but refuse to do so. City schools typically have a good representation of black members. Yes, this, too, is the hard truth.

The Curriculum Process Ignored in Guilford

Of course, the administration denies that any changes have been made in the curriculum; yet, by every definition **including their own policy #6000**, it is the curriculum.

“The curriculum is the set of skills, concepts, and processes that students are expected to learn during their kindergarten to grade 12 experiences. Schools exist to provide children with organized sets of learning experiences that will fulfill the school district's educational goals and expectations. The development and improvement of the curriculum is a basic consideration in the attainment of the district's goals and the objectives of each course. Unit plans should be expressed in terms which can identify and measure the learning expectations and kinds of behavior to be developed by each student.”

Note: Just what are the learning expectations and behaviors to be developed with ESJA?

No single person can possibly possess all the content expertise or behavioral knowledge of a cross-section of disciplines. Therefore, if effective leadership is to be provided in the development, implementation, evaluation, and improvement of curriculum, persons in the specific field should be designated as the leaders for helping implement the district's process for developing its curriculum.”

Note: If this was done (and it was not done,) it is the best-kept secret of the century.

In addition to NOT following PA 10-220(e) requirements, neither were the following policies not followed as required by BOE policy.

1) ALL professional staff members will be responsible for fulfilling the purposes of the district's curriculum development process. The process for curriculum development will address at least five specific areas (only one is shown): DEVELOPMENT OF PROGRAM INTENT (program goals, grade, and course learning expectations).

ABSOLUTELY CRITICAL, but where is it to be found?

2) The first sentence, #6222: Unit plans should be expressed in terms that can identify and measure the learning expectations and kinds of behavior to be developed by each student.

WHERE ARE THESE EXPECTATIONS ARTICULATED AS PART OF THE ESJA CONCEPT?

- 3) Establish definitive student learning expectations in each curriculum area, and provide for responsible use of resources and materials.

Note: WHERE IS THIS INFORMATION IN THE ESJA CURRICULUM AGENDA?

- 4) No single person can possibly possess all the content expertise or behavioral knowledge of a discipline. Therefore, if effective leadership is to be provided in the development, implementation, evaluation, and improvement of curriculum, persons in the specific field should be designated as the leaders for helping implement the district's process for developing its curriculum.

Note: WHY WEREN'T SUCH LEADERS SELECTED AND USED?

- 5) Goals are developed after careful consideration of...local needs including input from students, parents and the community...As many teachers as possible will be involved in the development and revision processes...Representatives from elementary schools, middle schools, and high school will recommend student expectations by grade level or course.

Note: WHERE IS THE EVIDENCE THAT THIS WAS DONE? IF NOT, WHY NOT?

- 6) Under policy #6216, Reduction of Racial, Ethnic, and Economic Isolation, **the superintendent shall work with Guilford staff, parents, students, other citizens of the town, and their counterparts in area school districts to design and develop programs and activities that reduce racial, ethnic, and economic isolation. Such planned programs and activities shall be brought before the Guilford BOE for its review and approval PRIOR to their implementation.**

Note: THERE IS NO EVIDENCE THAT THIS WAS DONE. WHY NOT?

- 7) Controversial Issues: #6238, Controversial issues are those subjects about which there are significant differences of opinion... Students can become better-informed individuals through examining evidence, facts, and DIFFERENT VIEWPOINTS by exercising freedom of thought and moral choice; and through making responsible decisions. Perpetuation of the fundamental principles of American society requires opportunities for students TO READ, GATHER INFORMATION, SPEAK, HEAR ALTERNATIVE VIEWPOINTS, AND REACH HONEST JUDGMENTS ACCORDING TO INDIVIDUAL ABILITIES.

Note: WHY WERE NO OTHER MATERIALS WITH EQUAL EMPHASIS AND AVAILABILITY PROVIDED WITH "ALTERNATIVE VIEWPOINTS?"

- 8) The BOE (#6334) will make the final decision on textbook adoption: the materials selected for our schools will be in accordance with the following:

"Books and other materials shall be chosen for values of interest and enlightenment of all students in the community. A book shall not be excluded because of the race, nationality, or political or religious views of the writer or of its style and language.

Every effort will be made to provide material that presents ALL POINTS OF VIEW concerning the problems and issues international, national, and local."

Note: DID THE BOE MAKE A DECISION PRIOR TO ANY PURCHASES?

WHERE WERE THE OPPOSING MATERIALS AND ALL POINTS OF VIEW THAT WERE GIVEN THE SAME EMPHASIS PROVIDED AS THOSE PURCHASED BY FREEMAN?

- 9) Unit plans should be expressed in terms that can identify and measure the learning expectations and kinds of behavior to be developed by each student.

Note: WHERE ARE THESE EXPECTATIONS ARTICULATED AS PART OF ESJA?

- 10) **WHY WERE PARENTS NOT INFORMED OF POLICY #6334 (a) 3 b)?** "...the right of a parent to request that his/her child not have used given materials provided a written request is made...Any person...must make such request in writing on forms provided."

NOTE: THIS CHOICE WOULD HAVE PREVENTED UNTOLD CONFLICT

BETWEEN PARENTS AND THE BOE AND FRACTURING THE COMMUNITY. THIS WOULD SEEM TO BE AN INTENTIONAL EFFORT, AND FOR WHAT PURPOSE? OTHERWISE, IT WOULD MEAN THE BOE DID NOT READ ITS OWN POLICY MANUAL, NOR DID THE SUPERINTENDENT.

WHY WERE ALL OF THESE POLICIES IGNORED?

Because Freeman could do so and has done so with impunity by a compliant BOE that apparently reveres him as a cult leader since they obey his every decision. In their words, *their job is to support him* rather than *evaluate what he does to ensure that he obeys all laws*, something he has failed to do just as the board has done. Obviously, they all feel that his wisdom is superior to that of the state decision-makers, and his own colleagues in the other districts, with none following his extreme racial agenda. If they did not feel it was extreme and that it was the right answer to address the racial issue, why didn't they copy what he has and is doing?

Curriculum Evaluation

"The term "evaluation" generally applies to the process of making a value judgment. In education, the term "evaluation" is used in reference to operations associated with curricula, programs, interventions, methods of teaching and organizational factors. Curriculum evaluation aims to examine the impact of implemented curriculum on student achievement (learning) so that the official curriculum can be revised if necessary, and to review teaching and learning processes in the classroom. Curriculum evaluation establishes:

- *Specific strengths and weaknesses of a curriculum and its implementation;*
- *Critical information for strategic changes and policy decisions;*
- *Inputs needed for improved learning and teaching;*
- *Indicators for monitoring.*

Curriculum evaluation may be an internal activity and process conducted by the various units within the education system for their own respective purposes such as subject matter curriculum committees or system wide (district) curriculum committees. Curriculum evaluation may also be external or a commissioned review processes. These may be undertaken regularly by special committees or task forces on the curriculum, or they may be research-based studies on the state and effectiveness of various aspects of the curriculum and its implementation. These processes examine, for example, the effectiveness of curriculum content, existing pedagogies and instructional approaches, teacher training and textbooks and instructional materials."

Needless to say, it must involve student assessments because that is the only way a needs assessment can be conducted since it represents the output of the curriculum process.

Student Assessment Critical

"The ultimate goal of curriculum evaluation is to ensure that the curriculum is effective in promoting improved quality of student learning. Assessment of student learning has always been a powerful influence on how and what teachers teach and is thus an important source of feedback on the appropriateness and implementation of curriculum content.

*Assessment of student learning could be **summative or formative**, and there are various types of tests to address different needs such as standardized tests, performance-based tests, ability tests, aptitude tests, and intelligence tests.*

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. They are used to determine what the students know and what they do not know to determine the effectiveness of teaching. **In simple terms, “did they get it.”**

Formative assessment is a teaching move -- a question, an activity, or an assignment -- that a teacher performs to gain information about student learning as it is occurring. **In short, formative assessment is an essential part of all teaching and learning because it enables teachers to identify and target misunderstandings as they happen, and to adjust instruction to ensure that all students are keeping pace with the learning goals. In simple terms, “are they getting it” as instruction moves along.”**

However, there is another extremely critical component that again has been overlooked or ignored in order to understand the priority a specific curricular topic has in the overall picture of student achievement and needs—basic and readily available data, data, data, data, data, etc.

It starts with the student group that needs remediation or additional supports. In Guilford minority students only represent 7% of the population with 1.3% African American students. In other words, the high school has an enrollment of 1100 or so and 1.3% are African Americans; the rest being Hispanic or about 15 students. Overall, the enrollment is just over 3,000 making a rough total of about 40 students spread over 4 elementary, 2 middle schools and one high school. To say it another way, the enrollment represents the town’s ethnic/racial make-up.

The entire divisive racial effort has fractured the town to address a black enrollment of 40 or so, but it may not even be that many. Since about half are girls and half boys, it is well established with test scores and school report card grades that girls do better than boys. This is also true with discipline problems involving suspensions that for all practical purposes are boys; this certainly suggests that girls may not be as needy or may not have any real academic needs.

So, what was obviously not done or even suggested was that a needs assessment should have been done first to determine what number of students needed attention. **Without an objective needs assessment, any suggested needs are bogus; just having a discussion involving a divisive topic with students is not a needs assessment. Who are these students by number, race, and gender? Exactly what did they see as academic issues if any?**

Note: Again, no needs have been obtained.

The other issue is those concerned with social-emotional issues. There will likely be such needs, not just with minority students, but probably all students and that would require a huge undertaking. It can be limited to those not attaining proficiency in math and reading, and to reduce it further, probably just boys because girls do much better as a group than boys. Then the most critical question or analysis becomes whether such needs have prevented successful academic attainment. If so, to what extent? For example, a minority on par with a white would indicate equal outcomes; therefore, no needs; unless, of course, both have needs.

Questions Pertaining to Minority Students:

- What are their reading and math proficiency scores?
- In what specific academic skills are they deficient?
- What are their report card grades, particularly in math and literacy?
- Were any of the students retained in any grades; if so, which ones, and in which grades?
- What are the student's disciplinary records, by date and incident and teacher?
- Have there been altercations with students or staff?

- Has restorative justice been used to assist the student to change behavior?
- What are their absence rates, by date, separating excused from unexcused absences?
- What specific or special needs do they have that interfere with learning?
- Do they have mental health issues? If so, what are they and do they interfere with learning?
- Have such needs been addressed or are they being addressed?
- Do they come from a single-parent or two-parent home?
- What size family do they come from; number, age, and gender of siblings?
- Has one or both parents been in jail, or are they currently in jail, or prison?
- Has the student been bullied or is being bullied?
- Is the student going through a gender change or identity?
- Is the student LGBT?
- Is the student active in extra-curricular activities?
- Does the student have to work to help supplement the family income or do babysitting?
- Is a girlfriend or boyfriend involved?
- What's their favorite subject?
- Does the student have a hobby or interest?"
- Is the student a loner (anti-social)?

This is all information readily available that could help explain deficiencies. Some may not be too readily available, but certainly, the academic and school records are readily available, yet none have been put on the equity table of the discussion to determine needs. This all comes under the due diligence effort to help understand why a student may have deficiencies of one type or another that may have absolutely nothing to do with racism, discrimination, or lack of equitable resources.

Equity Reports

In addition, what research was done, if any, by Freeman to determine what the literature says about equity studies? The Equity Study that was done would indicate beyond any doubt that no research was done pertaining to equity reports.

For Example:

- What is included in an equity study?
- Who was involved (all stakeholders are typically cited)?
- What objective questions were asked?
- Were they in written or oral form?
- What were the responses?
- How were they evaluated?
- Who did the evaluation?
- Were equity studies done by other districts read and analyzed to determine the type of content that is included so that appropriate instructions were given to Dr. Siler?
- Interestingly, for the first time there was a reference to Hispanic students. They account for 6% of 3,000 or 180 students, 90 girls and 90 boys. The same questions have to be asked about their records. Are their needs different; if so, how? How many are proficient in reading and math by gender and grade? **Why is that information not mentioned or shared?** These are vital and critical questions. It is not likely that they are all at the same academic margins. If that is the case, it certainly would have been used to justify the ESJA effort.

Furthermore, it's a known fact that black girls do better than black boys. In other words, it may well be that 20 or so boys are really the crux of the problem **if there is a problem at all. If they are succeeding academically with about the same ratio as white boys, where is the problem?** To further indicate the very small percentages involved is that only 1.5% are English Language Learners

(8% is the state average) indicating that there is a very, minuscule percentage of minority student needs and families.

At the elementary level, the reading and math proficiency level reported by the Niche website illustrates that reading is at 82% proficiency, and math at 76%; the same is true for the middle schools and the high school with a graduation rate of 98%; and it ranks 18 out of 117 districts.

Known Student Needs

Student needs, however, should be addressed in terms of priority, particularly those involving the greatest number of students. This too has been missed or ignored.

The district scores indicate that 24% of students, all students including the minority students, are not proficient in math skills—clearly a need—meaning 764 students who should be given special attention to improving their math skills, except that it is probably just boys compared to the girls who always do better as a group. Likewise, 14% are not proficient in reading, the most important skill of all, with around 400 students. Again, likely most boys, need special attention and, of course, the total may include minority students.

It should be evident from the discussion that the real problem rests with boys, regardless of race, although black boys, despite some studies, tend to have more disciplinary and academic problems. In Guilford, no disparities have been revealed, which suggests that there are none.

Therefore, by remediating these two academic deficiencies as much as possible, the earlier the better, for hundreds of students should also benefit the minority students. However, the current initiative is directed at no more than 200 minority students, a number that may be accurate since Hispanics do better academically as a group than blacks, and the black girls do better than black boys. As a result, they may not have as much need. Until the actual figures are provided, there is no way to know what the actual numbers are. But what cannot be disputed is that just concentrating a curriculum initiative on only on minorities is gross mismanagement of resources, and that there seems to be less concern for a far greater number of non-minority students. **This is priority insanity to put it nicely. The maximum effort should be on the academic deficits of all students that are clearly known by examining test data before they graduate, but their needs apparently have no advocates in the administration.**

Is this how all students are safe from academic deficiencies, or does it only apply to minorities?

Despite these scores, all the data suggests Guilford is a very successful school with absolutely no urgent or crisis problems of any kind. Remember, Freeman has been in Guilford for years, and he claims to know what goes on in the schools, and yet he never knew (according to him) there was a racial crisis brewing and percolating. Or has he now manufactured such an effort?

What are the Minority Academic Needs?

This in no way is trying to minimize any needs of the black boys, it's just that this critical information is unknown, at least publicly. It certainly is known from their test scores and report card grades. **Once this information is released, it would be easier to determine what needs may or may not exist that need attention.** With black boys, there may be more pressing needs, but they may not be too different from the needs of some Hispanic or White boys; again, the necessary information has not been made available, **and it should have been made as part of the equity study in order to weigh the needs and priority.**

“At the heart of this work is the research-based understanding that minoritized students often have vastly different experiences and outcomes than their non-minoritized peers.

NOTE: True enough, but what actually accounts for the different experiences? **It’s the schools they come from and they are mostly from failing schools in the cities.** Needless to say, some differences may also be accounted for if a minority student has been in attendance from early school years from those who are recent students coming from difficult home situations found in the inner cities.

- *Although they are not the only affected parties, Black students, historically, occupy their own particular space in the American Education System.*

NOTE: Isn’t this true of all minorities, even including whites in districts with heavy minority enrollments? Is the same effort being made in schools in which whites are in the minority?

Yes, they too have a history of white slavery, but, of course, it is Verboten!

- *Our educational history is replete with examples of Black students being barred from attending certain schools, crowded into underfunded, understaffed buildings, and generally not receiving the same opportunities as their white peers. There are scores of districts, schools, administrators, community members, and teachers who have worked tirelessly to improve those conditions and outcomes. The social and cultural upheavals of the last five years, however, have reinvigorated certain discourses around race and equity in schools.*

NOTE: It is totally irrelevant and most inappropriate in the Guilford situation since it is a white suburban community with a new \$100 million-dollar high school in which all students have equal access and resources as is true of all of its schools; therefore, how is it possible to indicate that the resources are not provided equitably? **What specific resources are being denied? Why is this data and information not available?** It certainly would not be hard to find. **OF COURSE, IF THEY EXIST, IT WOULD BE IN HEADLINES EXCEPT FOR ONE OBVIOUS QUESTION: WHY WEREN’T THESE VERY EVIDENT DEFICIENCIES NOT ADDRESSED BEFORE?**

- *It has also reinvigorated the resistance to such discussions. This report uses a qualitative approach to elucidate the experiences and views of selected Guilford Public Schools students and teachers. I will also offer informed recommendations for the district in its pursuit of a more equitable and inclusive environment.*

NOTE: It suggests, without any prior evidence or documentation, that the environment is not equitable or inclusive. **This would suggest that they are segregated from the other students and there is absolutely no indication that such segregation exists.**

WHERE ARE THE SPECIFIC EXAMPLES OF LESS EQUITABLE AND INCLUSIVE ENVIRONMENTS FOR MINORITIES IN GUILFORD SCHOOLS?

THIS QUESTION DEMANDS AN EVIDENTIAL ANSWER, NOT UNPROVEN CLAIMS OR THEORIES.

THE EQUITY REPORT

Dr. Siler: *“This report will be based on information and observations gathered throughout the course of my work with the Guilford Public Schools (GPS). This work includes, but may not be limited to:*

- *Meetings with District Administration including:
Dr. Paul Freeman, Superintendent, and Dr. Annine Crystal, Assistant Superintendent*
- *Attending two meetings of the GPS Board of Education*
- *Meeting with GPS Literacy Instructional Coaches who work with English and Social Studies Teachers in Grades 5-12*
- *Meeting with GPS English and Social Studies Faculty Grades 5-12*
- *Review of Social Studies and Language Arts Curricula*
- *Review of Instructional Coaching Documents*

- *Review of Teacher Evaluation Documents*
- *Interviews with two large groups of minoritized GPS students (and active ally/advocate students).*
Note: What is “large” when the maximum was probably no more than 2 dozen or so in grades 5-12?
- *Two individual interviews with Black GPS students.*

A clear red flag: “*The meetings with teachers and instructional coaches made it clear that there was some trepidation about adding “another” initiative to their workload.*”

Note: This supports the issue of teacher overload and resultant teacher abuse by demanding too much of an overburdened staff for the past 10 years that have seen years of change and turmoil indicated next:

1. Starting in 2000 with the No Child Left Behind Act
2. Followed by Common Core Standards that became very controversial.
3. CT. Safe School District Climate Plans (from which teachers were excluded)
4. The CT 2012 Reform Act
5. The tragedy of the Sandy Hook massacre
6. Followed by the Every Child Succeeds Act
7. The arrival of a very disruptive, emotional, deadly COVID arrival and then Omnicron.
8. Disruption of 24/7 family life
9. A total reset of teaching from classroom to home (online education) for which teachers were not prepared or trained for.
10. The Equity and Social Justice Agenda (ESJA)
11. The hiring of an equity officer was considered by some to be the “*thought police*” of 1984.
12. The national protests and rioting over the George Floyd incident exacerbated the entire racial agenda everywhere including Guilford.
13. The conflict between parents and the schools over the racial agenda.
14. The negative national publicity of Guilford over its ESJA initiative.
15. The opening of schools for students, many of whom have been traumatized by their homeschooling and home confinement.
16. Classrooms are now filled with a variety of student mental health issues.
17. School cultures changing involving conservative vs liberal students and teachers and the racial initiative issues.
18. Addition of the Equity Officer (the *Thought Police* of 1984?)
19. Adding further flames is the possibility of changing teacher evaluations to consider the theme of ESJA.
20. It all adds up to Teacher Abuse.

The problem is that at no time were any objective surveys of academic needs of the minority students conducted, even though there must have been an underlying assumption that such needs existed.

It's also important to emphasize the academic needs because, if there are no such needs, that would indicate they are doing as well as whites. Therefore, if there are other non-academic needs, it would mean that they are not interfering with learning, meaning that there is no justification for the racial agenda. In other words, this agenda is bogus and should require an independent investigation. Of course, that is not likely to happen, except in the courts. However, it has been done by a retired 91-year-old retired superintendent (his mental capacity is intact since he has just written five book manuscripts in the past two years).

The Equity Report Fiasco

It should be noted that the equity report was analyzed independently by the GECC Consultant, Dr. Armand A. Fusco, a retired school superintendent, who had no prior bias. His task was to analyze

the process by which the consultant was chosen to conduct this study, and then to analyze the report he produced.

Excerpts are from the “Report on School Culture and Pedagogy in Guilford School District,” by Dr. Don Siler. Found on the cover page is the title followed by his name and under it *The University of St. Joseph* (where he is employed). Perhaps this is a stretch, but it would seem to infer that the University was involved in the study, and not just that he was an employed associate professor. Normally, a report of this nature should have a table of contents, but it did not. It consists of 24 pages but it is double-spaced; this would appear to make it look longer than it actually is. In other words, single spacing would have reduced it to about 12 pages (compare this to a sample equity report further on).

Early on, two consultants were employed by Freeman and met with the BOE to discuss the equity issue, one of whom was Dr. Siler. There was no information about why he and the other consultants were chosen, but obviously, they had a specific bias from the outset, and that’s not what should be done with this type of study if honesty is desired. Unfortunately, that is what is done when your aim is to confirm your desired conclusion. Not surprisingly, later, Dr. Siler was employed to conduct an equity audit of English and Social Studies. This is called confirmation bias, and is intellectually dishonest.

Ordinarily, and certainly because of due diligence responsibilities, a proposal request should have been advertised for other potential applicants. Normally, such a proposal would have delineated the scope and purpose of the study. The fact is that no such critical information was provided for Dr. Siler. Very unusual to say the least. Therefore, he had to make assumptions or know in advance what Freeman wanted the study to reveal. Therefore, it is hard to put too much blame on Dr. Siler for the equity report he provided. This also circumvented the bid process that requires bidders for over \$25,000, the amount he was paid to produce 12 pages. Obviously, Freeman’s previous psychic wisdom was used **to award the contract to Dr. Siler, believing he was best qualified to perform the study.** As will be seen, he was not. Not even close.

Furthermore, there was also no indication that Freeman did a personal search of the equity issues and literature to determine what should have been included, since he had direct access to obtain the information since he worked *shoulder to shoulder* with the *Insight Consultants* who do such studies.

Such a report process should have been done with a committee that included teachers. In other words, Freeman did this solo because he thought he had the wisdom to do so, but the analysis proves otherwise. This is information that raises troubling questions and issues as will be seen. What readers must understand, is that it is not just the report that must be audited, but the person who does the audit, and how it was awarded. Choosing a person with a bias calls the entire report into question.

The “purpose” then follows the cover page.

“The purpose of this report is to further support Guilford Public School District in their efforts to better meet the needs of all students.

NOTE: What needs? **Without a needs assessment, there was no definition or list of any student needs. But exactly what needs did he (Freeman) have in mind except for his ESJA initiative?**

Dr. Siler: *“The district began this work prior to my involvement. I was brought in to work directly with instructional coaches and teachers around pedagogy and content/curricula (Obviously, to change curriculum, a fact constantly denied) beginning in September 2020.*

NOTE: Instructional coaches are used to train teachers to change instruction and that means changing curriculum; yet, it continues to be denied.

“This report is additionally part of Guilford’s overarching effort to explore, better understand, and improve the experiences and outcomes of minority students (Black students in particular) in the district and community.”

NOTE: What studies, documentation, surveys, and/or reports were done to determine that the experiences and outcomes of minorities needed improvement? ABSOLUTELY NONE. In other words, deficiencies were apparently found using Houdini magic, but how? Perhaps it was the psychic wisdom of Freeman? To make such a statement indicates that deficiencies had been found. Exactly what are those documented and significant deficiencies? One black face doesn’t provide such evidence. **IN FACT, NO EVIDENCE HAS BEEN PROVIDED.**

Without a student needs assessment, the assumption was made that their experiences and outcomes were not equitable compared to white students. This assumption has prevailed throughout this entire agenda without anyone questioning it. **Where was the prior evidence that their educational experience was not equitable?** Had it been so academically, the administration would have used it in blazing headlines to justify the ESJA initiative.

To put it into a different form, this assumption was made without the benefit of any study just because of one student who appeared in black face! To say it was an “overreaction” is, putting it mildly, and fits the definition to a “T.”

“To react to something too strongly: to respond to something with too strong an emotion or with unnecessary or excessive action.”

Essentially, this was a snowball that does not create an avalanche, rather than a huge bolder building momentum as it plummets down a mountain causing an avalanche.

“Through a series of student focus groups and individual interviews, I examined the role that the school’s environment, curriculum, and pedagogy have had on those specific students.”

NOTE: Interesting, but why just with these students? Don’t these same issues involve other students? For example, those students who did not achieve proficiency in reading and math scores (representing about 25% of the students enrolled). They obviously have academic deficiencies, and most likely other deficiencies, so why were they not included? In fact, the group likely included some of the minority students. It is doubtful if Dr. Siler was aware of this fact, although he should have been had he studied the test data that are a key source in looking for academic deficiencies.

This entire racial agenda is very clearly intended to change curriculum, a fact consistently denied by Freeman and the BOE. What was missing was the required establishment of a *District Curriculum Committee*, as well as the most basic first step in determining curriculum needs—conducting a needs assessment. These are very critical omissions. But what is a needs assessment?

“A method used to study for the aims, vision, principles, goals, learners’ key competencies, desirable characteristics, learning standards, and indicators that show all the components in the curriculum as it currently exists. The needs analysis should provide the basis for planning goals and objectives for a future program, and also for developing syllabus, design, and teaching materials [it changes curriculum] for the course... in order to develop a program that attempts to meet students’ perceived needs for the students to be more motivating and successful.” Anyone with a preschool education should know that for this to be achieved, the curriculum must be changed.

Several basic Needs Assessment techniques include and are known by those who conduct such studies:

- direct observation.
- questionnaires.
- consultation with persons in key positions, and/or with specific knowledge.
- review of relevant literature.
- interviews.
- focus groups.
- assessments/surveys.
- records & report studies.

Then, comparisons are made between what is '**actual**' and what is '**required**' to identify the gaps. These are then considered "the needs." What is "required" cannot be determined until a needs assessment has been conducted. Assessing the racial curriculum component is a relatively new undertaking, and it is more complex and difficult task. As a result, it requires diverse inputs that can and should be included, as recommended by the research literature, and should be done with a committee of stakeholders. In CT, there is no choice. **It must be done by state law with a District Curriculum Committee that must be always in place.** The reality is that curriculum issues are constantly discussed throughout the year to determine if changes need to be made depending on local, state, and national conditions.

The Equity Deficits

- a. There was no request by Freeman to publicize a proposal for an equity study; that is part of due diligence, but conveniently it was not done because he knew whom he wanted to do the study.
- b. There was no evidence provided that the chosen auditor, Dr. Siler, had any experience in conducting equity audits, although Dr. Freeman was quoted at a Saturday meeting that Dr. Siler had done other equity reports, but no evidence was provided. A web search could find no biographical information, and no indication that he has written any articles, reports, studies, or equity audits. Yet, as soon as the Guilford equity audit was released, it was on the web. Therefore, why was he selected? Only Freeman knows.
- c. There was no due diligence in first researching the available information pertaining to equity audits to determine what factors are involved and what standards are used. As a result, the auditor had no specific directions in terms of what was expected from an equity report, yet one of the requirements for developing a curriculum is to list the expected outcomes. What outcomes were expected from the equity audit and were they achieved? No one knows.
- d. Any doubts can be answered very easily by reading actual equity reports and comparing them to the Guilford Equity report which will show a night and day difference in the contents. Again, all this information was available on the web for easy retrieval.
- e. One purpose of the equity study is to support systemic change. Again, it means that the curriculum must change; and since the racial agenda is being implemented, it means the curriculum is also being changed. As a result, it should have been done by the District Curriculum Committee, required by PA 10-220 (e), which never established by the BOE.
- f. The BOE did not do their due diligence requirements by asking the right questions for a more thorough understanding of what the equity report was designed to do.
- g. The use of the Culturally Responsive Education (CRE) Scorecard that was used is a dramatic example. Its website makes it very clear that it was designed to be used in K-8 and only for English (language arts). Instead, it was used for social studies at the high school level. Although it states it "may be used;" if it is used, there should have been some transparency regarding this serious limitation; therefore, there should have been an explanation of why it was being used when that is not the intent of the Scorecard. Again, a failure of Freeman and the auditor to do due diligence. It is doubtful that they even knew this limitation existed.

- h. Obvious in some of the examples of the equity reports, there is clearly a bias to start with and that is found in the glossary where *White Privilege* is listed to the total neglect of *Black Privilege*. The equity study is supposed to be all-inclusive, but leaving it out of the analysis indicates that it was not all-inclusive. Furthermore, the issue of White Slavery is also totally neglected, even though it started earlier and involved more slaves, because it was cheaper to buy a white slave rather than a black slave. Ignoring these undeniable facts of “true history” provides a convenient basis for Freeman’s racial interpretation of history in order to support his agenda.
- i. It is also rather obvious that Freeman has avoided the use of committees and other stakeholders that, according to all research, should be part of the process. This was also true in the Safe School Climate Plan of 2011, in which the committee was composed of administrators only; teachers and other stakeholders were excluded. This avoidance is also found in the violation of BOE policies concerning curriculum by denying that curriculum has not changed. After all, what is the purpose of the ESJA if not to change curriculum?
- j. This all provides sufficient evidence why independent oversight is needed because Freeman, the BOE, and the auditor failed in their due diligence responsibilities. A prime example was the position of Equity Officer, which was approved without any job description at the time, and a request to obtain such was answered by indicating that, since it was a contracted position, this was not necessary. Yet, how is a position advertised without a job description, particularly when it is a totally new position?
- k. Probably the most important factor never mentioned, and for which no data was provided, is whether there was an increase, decrease, or stagnation in student academic growth, something that’s readily revealed in the testing done over the years. **If there had been growth, or if there were significant deficits, the administration would have either made headlines of it, or buried it on page 97.**
- l. Curiously, why didn’t Freeman involve the Insight Consultant group that he worked with “*shoulder to shoulder*”? In fact, although in California, they just did one in Chappaqua, NY that consisted of 50 pages, single-spaced, and **robust with data** totally absent in Guilford’s report.

Audited Analysis

Dr. Siler’s bio can’t be found on the web or on St. Joseph College website. Obviously, he has one, but where is it available?

Yet, Freeman stated that he has done audits in many districts; if so, why don’t they show up as Guilford’s did almost the minute it was released?

Audit of the Auditor

1. There is nothing on the web or Google search to indicate that he has done any articles, reports, studies, etc. Yet, the minute the equity report was released it was on the web.
2. How and why was he chosen and not selected from a group of applicants?
3. What are his qualifications for conducting an equity audit?
4. What standards did he use to do the equity audit?
5. Why did he have the teachers use the CRE scorecard when it was not intended for use except for K-8 Language Arts? Why didn’t he indicate the limitation of the scorecard?
6. Why did he do the report alone; only one of the numerous examples was done with a single source auditor. All equity audits indicate a committee should be involved even including parents and students.
7. **If his equity report is compared to others available on the Web, it falls far short of what is considered a TRUE equity report.**
8. His references included in the report are essentially all from “woke” articles and reports.
9. He had a bias (hard to prove but references so indicate); that’s why committees are used.

Audit of Freeman’s Process

1. Why did he select Dr. Siler? What qualifications did he have to do the audit for \$25,000?
2. Why did he select a single auditor to conduct the equity audit when that’s not what’s called for by numerous articles relating to equity audits?
3. Did he ask for competing bids or proposals? If not, why not?
4. Did he understand the limitations of the CRE scorecard that was used? Obviously, he did not.
5. Did he review any equity audits from other districts (as will be seen, these are very easily obtained) to determine what they contained?
6. Were any committees involved in the process? The answer is “no,” even though state law requires BOEs to establish a District Curriculum Committee to be involved with all curriculum issues. A request for that information yielded an answer that there had been subject curriculum committees in the past, **but there is no district audit committee**. Of course, he will claim that no changes have been made, but the purpose of the *Equity and Social Justice Agenda* is designed exactly to do that, and so was the equity audit; therefore, a district audit committee should have been involved. Also ignored were the BOE Curriculum requirements.
7. Did Dr. Freeman use any of the equity tools available? If not, why not?
8. Did he get the teacher's input first about how the scorecard is used? If so, were they informed that it was not intended for high school use or for social studies audits? Probably not.
9. This is far more than a lack of due diligence; it certainly would border on incompetence, especially for a superintendent of the year.

Audit Tools

“Equity Audit Tool, Office of Equity & Community Engagement,” Virginia Dept of Ed.

This is a very detailed process to follow, and too extensive to replicate here, but it should be accessed to see how detailed the process is. It’s like a checklist of what to do. The main categories (all with detailed questions).

- Centering Equity
 - Continuous Reflection
 - Courageous Leadership
 - Curriculum Reframing
 - Compassionate Student & Family Engagement
- **The School -Community Equity Audit Tool**
- Recognize the Disproportionality
 - Identify the Root Causes of this Outcome
 - Develop a Strategic Plan for Addressing Root Causes
 - Implement the Plan.
 - Develop the Capacity to Continuously Monitor Rates of Disproportionality
- **What is the school-Community Equity Audit?**
- An instrument, strategy, process, and approach to guide educational leaders in supporting equitable school–community outcomes.
 - An approach that educational leaders and community stakeholders can flexibly apply to develop context-specific strategies to pressing school–community concerns.
 - An opportunity to create space for collective decision-making, gathering and grappling with the meaning of data, and mutual planning for change.
- **Process versus Snapshot**
- The school-community equity audit can provide guidance for how to critically understand and act in solidarity with one’s school community, particularly underserved communities of color.
- Note:** Guilford is not an underserved community of color.

Although it is not intended to undermine a sense of urgency, these audits should be viewed as an approach to address adaptive and systemic problems that require time, trust, experimentation, iteration, and commitment to shift from deficit to asset-based perspectives about students, families, and communities.

► **Procedures:**

- 1) **PREP: CREATE A COMMITTEE OF RELEVANT STAKEHOLDERS, ACHIEVING PROPORTIONAL REPRESENTATION.**
- 2) After conducting a data inventory, engage in a Data Equity Walk with your committee; identify key themes across your findings.
- 3) With the committee, identify the salient concern by posing a question for exploration.
- 4) With the committee, identify the root causes of this concern.
 - a. use data from multiple sources to determine a hypothesized problem of practice that underlies the learner-centered problem.
- 5) With the committee, develop a strategic action plan for addressing root causes.
- 6) With the committee, assess the plan for equity evidence.
- 7) With the committee, implement the plan and develop the capacity to monitor progress.

STEP ONE: CREATE A COMMITTEE OF RELEVANT STAKEHOLDERS, ACHIEVING PROPORTIONAL REPRESENTATION

Step Two: Conduct a Data Equity Walk

Step Three: Collaboratively identify the salient challenges

Step Four: Conduct a Root Cause Analysis

Step Five: Collaboratively develop a strategic action plan for addressing root causes.

Step Six: Collaboratively assess the plan for equity evidence

Step Seven: Engage in a Cycle of Continuous Improvement

If there is any doubt about whether the equity report was even a standard equity report, it only requires a comparison of the Virginia model; better still with Guilford's twin district, Chappaqua, NY that had professionals conduct the report to show what should have been done. If anything, it emphasized the need to use DATA, DATA, DATA that has not been a feature of the Guilford report.

The hard data, such as test scores, report card grades, disciplinary records, policies, state laws, etc. are all readily available at no cost. Why has this information not been provided along with a student needs assessment to determine what needs, if any, exist for each of the various subgroups and for each student (no names are necessary); they can be identified with numbers or code names in case verification is needed to substantiate the data.

Guidance and Support

*“Multiple teachers mentioned that even after the curriculum was updated [MEANING CHANGES WERE MADE THAT THE ADMINISTRATION KEEPS CLAIMING WERE NOT MADE] and the district engaged in equity-related initiatives, they did not feel like they had the full support and guidance they would need to engage the work authentically. Some discussed the loss or scarcity of preparatory or “prep” periods and others noted that it was frustrating that sessions like the one we were in had not been a part of the planning and implementation of the curriculum. While others felt “unsafe” making changes in their instruction since it might not be valued on their teacher evaluations or might affect other aspects of their daily responsibilities.” **These are red flag alerts!***

Here teachers are waving red flags, but are their voices being heard over the perceived or assumed needs of diversity and inclusiveness?

“Another aspect of teachers’ desire for guidance and support was their perceived lack of clarity around resources. What could they use, what would be considered appropriate, and how would they be attained? While the district administration has repeatedly expressed a willingness to purchase and distribute resources, that message had not seemed to reach the

teachers in our sessions. These concerns notwithstanding, teachers were still eager to share ideas and ask about good, poignant, and relevant sources to augment and support their existing efforts.”

NOTE: This is exactly why teacher committees are needed for curriculum changes; they certainly feel that the curriculum is being changed, but obviously the superintendent and the BOE do not believe it is happening. Unfortunately, it is too late to backtrack now; the damage has been done. The only way to do so is to halt the ESJA initiative and start from scratch with the required District Curriculum Committee required by state law.

“I am basing this on my observations of language, inflection, body language, etc. I would need to employ additional methods (interviews, etc.) to dig deeper into teacher perceptions.”

This is a very clear indication that their voices are not being heard. Had there been a committees of teachers, they would have had a stronger voice. Clearly, the administration is speaking with a forked tongue in their belief of inclusion and diversity, but their experience is not reflected in the responses of their own teachers.

“Teacher Recruitment and Retention Efforts There is research to suggest that minoritized students benefit from seeing and having teachers from their own culture. This recommendation moves beyond hiring based only on that basis. The district definitely should recruit more teachers from varied racial, cultural, and linguistic backgrounds. This can be done by shifting where job openings are posted and taking advantage of connections with teacher education programs and social organizations. But the next step beyond that includes the actual wording and framing of position descriptions.”

NOTE: The problem is that there are not enough of such teachers. They can’t hire teachers who do not exist.

*“One Such example would be “**The Long-Run Impacts of Same-Race Teachers**” by Seth Gershenson, Cassandra M. D. Hart, Joshua Hyman, Constance Lindsay & Nicholas W. Papageorge. An interesting, if contrasting, view is shared in H. Richard Milner’s “A Black Male Teacher’s Culturally Responsive Practices”, which notes **that having a teacher of the same race might not be as beneficial to Black students if their pedagogical practices aren’t also intentionally student/culturally centered.**”*

“The barriers might be in terms of teacher union oversight, but many institutions of higher education have started framing their position descriptions with emphasis on “justice”, “equity”, “cultural consciousness”, and other terms. Guilford might not need to go as far as other institutions have, but part of addressing the issues raised by students and teachers is making it clear to incoming faculty and staff what the district’s priorities are”—and should be for all students and not just minority students.

A rare moment of candor regarding his true intentions!

Put this together with the Equity Officer position, also equated with the *Thought Police* (Orwell’s book 1984) that could judge every teacher to “discover and punish thought crime, personal and political thoughts unapproved by the regime. The Thinkpol uses criminal psychology and omnipresent surveillance via informers, telescreeens, cameras, and microphones, to monitor the citizens and arrest all those who have committed thought crimes in a challenge to the status quo authority of the Party and the regime of Big Brother thus, criticizing the dominant ideology of society often placed Orwell in conflict with ideologues, people advocating “smelly little orthodoxies”.

The book explains:

“Nothing is efficient except the Thought Police, as the Thinkpol is the only apparatus that must function effectively for the Party to retain control. There is a telescreen in the quarters of every Inner-party and Outer-party citizen, by which the Thinkpol audio-visually police their behaviour for unorthodox opinions, and to spy visible indications of the mental stresses manifested by a person struggling with ownlife, such as words spoken whilst asleep.

It was, at times, hard for students to separate “normal” socioemotional stresses from identity-specific experiences. In some ways, those things are extremely difficult to parse without a great deal more in-depth research. For the Hispanic/Latino students, the main concerns were being lumped together as one group and mocked by way of Mexico and border wall jokes. They also expressed disappointment in what they saw as the district’s passive push for assimilation. To them, this would require losing their language and culture. For the Black students, the consensus was around how they are perceived and treated as being less intelligent and/or too aggressive by peers and teachers. They argue that their experiences are constantly diminished and questioned and that assumptions are made based on their backgrounds and race. This, they said, was coming from teachers as well as peers.”

NOTE: What has to be put into context is that up to this point in time, the cultural atmosphere had already been tainted with discussions, publicity, relationships, etc. The failure was that the entire group, and not separate groups, should have been surveyed anonymously (no names) about their needs and how they could be addressed **rather than hearing of complaints, instead of needs. Had a needs assessment been conducted at the very beginning of the ESJA effort, it would have been more reliable and constructive.**

There is a need that has not been mentioned at all, and it’s a critical and practical need: how to cope, to provide coping skills because life is not going to be made to accommodate them, but to accommodate the work place or post-secondary education experiences. This effort is leading them to believe that the world around them should conform to their needs, whereas they need to understand instead that they must try to conform to the realities of life, and that the needs of others and/or the needs of the organization must also be considered.

“Curriculum, pedagogy, and content make attempts, but fall short of helping these students feel welcome, accepted, and seen.

Multiple students noted that teachers are making efforts to address some equity and inclusion concerns through their content and curricula. But those efforts are seeming superficial to students. Similarly, multiple Hispanic/LatinX students shared that they felt like they should feel more connection in Spanish classes but the anglicized nature of the instruction (as well as the lack of real cultural context in some classes) makes it feel disconnected. Another student mentioned how the school district’s lack of contextualized cultural content left their peers with a bare-bones understanding of their own personal background. This, in turn, has led to them being mocked for their religion and native language and feeling like they need to act as an emissary and answer all related questions.

NOTE: The entire purpose of public education has been and is to help students of all backgrounds to become assimilated into the society of America, but this effort is teaching them that it is the other way around. The history of public education has demonstrated that it has done a suburb job considering the millions upon millions involved in assimilating the various cultures into the mainstream of American culture and that is what has made America great and prosperous. Again, this effort is teaching students that the American culture must accommodate their culture. Why, then, did cultures from around the world all seek to come to America, and still do?

“Teachers who prefer neutral positions are doing harm (edited)”

“Several students across all meetings and interviews mentioned that teachers attempt to use “debate” as an impartial method for addressing more sensitive issues. The problem

students noted is that this makes issues that are more personal and existential for some than others into something trivial with equal value on both sides.

Black students feel like they are noticing and bearing the weight of conversations and decisions that should not be their responsibility.

*The Black students who were interviewed shared a weariness in having to constantly be the ones to confront, ignore, or acquiesce to the ignorance of others. Black students reported being asked by white peers if they could have a “pass” to use the “n-word”. One said they felt like “the “n-word” police. As if the responsibility of reporting or ignoring white peers’ use of the word was theirs alone. **This student eventually realized that “carrying the weight of race and racism is unavoidable” as a Black person. The same student now “feels the drive to disprove” racist assumptions but is trying to find a way to “chill”. The weight of these experiences affected them academically as well as emotionally. Each of the individually interviewees talked about “turning wounds into wisdom” and learning to balance challenging racism and walking on eggshells to avoid antagonizing.***

NOTE: In other words, apparently some are learning how to “cope” with reality. However, there were so many singular reactions and quotes, and whether they represented the “whole” is unknown again because the entire group should have been surveyed first at the very beginning of the ESJA effort. However, more importantly, is that teachers **MUST** maintain a neutral position just as the school itself should; taking sides and doing identity interviews is a process to create more problems because expectations are being raised that their individual needs will all be met. **Furthermore, if a neutral position is not kept, schools would become propaganda factories. What it reveals is that students don’t understand the function of public schools in America or even what is required for society to function.**

“Teachers and administration avoiding tough conversations/outcomes regarding racism leave Black students feeling like the behaviors are implicitly condoned (edited)”

“This perceived lack of transparency has led Black students to make their own assumptions about outcomes that they don’t see or hear about. Black students said this results in an implicit condoning of the behaviors since consequences are not clearly communicated. One Black student elaborated that the repercussions should obviously be educational in form and begin very early in elementary school. “Kids are never too young to learn about this stuff...but any parent backlash stops any progress in its tracks...we need to examine why.” From this student’s perspective, part of the reason that teachers and administration do not address the issues as needed is because of external pressures. This is partially corroborated in the teacher section of this document.”

NOTE: Singular quotes do not necessarily represent their group, and, furthermore, gender identities should have been noted to determine if gender is a factor. If they feel teachers are feeling external pressures, **what exactly are those pressures and what is their source? Had teachers participated in committees, their voices would have been heard.**

“Students generally love different aspects of the district and just want things to get better.

*Something that was clear throughout the meetings and interviews was that participants shared their views in the interest of improving conditions for everyone. They noted multiple reasons why the schools and district appealed to them. **The most consistent reasons were (edited):***

Relationships with Peers** - Multiple students mentioned the ability to form core groups of friends. For Black students, those groups were necessary for them to feel welcome. **To these students, those relationships have been instrumental in their comfort and success. They

indicated a desire to ensure that future students have an easier time making those early connections.

Caring Staff - Several students noted that there were teachers and staff who made them feel safe and respected for who they were. **One teacher did so by embracing student cultures in the classroom and in the way they explored content.**

Each group agreed that the “good” aspects should be more of the focal point for the benefit of future students.”

NOTE: The teacher who embraced a culture, in some sense, took sides and did not maintain a neutral stance, giving the student the expectation that that is how the system is supposed to work. They should be embracing the American culture in order to be assimilated and function successfully in the society. The fact is that Spanish is such a popular language in this country that, next to English, instructions or directions in Spanish are so common because so many of the population are maintaining their language. That’s commendable, but students must also be assimilated in the English language in their adopted country. In Europe it is quite different. Countries are smaller and border one another like the various states do in the U.S. They must be more accommodating with the various languages, particularly because of the European Union (although England voted itself out).

Fabrication of Evidence?

Of course, the position of the BOE and Freeman is that the ESJA is not a curriculum, despite the overwhelming evidence of their own policy manual clearly stating that it is.

“The Equity and Social Justice Agenda is not based on any particular ideology, curriculum, or text. The school curricula have not been changed and cannot be changed without public Board of Education approval.”

The fact is that it’s based on a social justice theory, and although a specific text is not technically being used, although that may not be true in some classes, a referenced text was not just made available, but put in the hands of every teacher using the terms, phrases, and words to be infused into all curricular areas, according to Freeman’s own words. If this initiative was not intended to change the curriculum, then what was its purpose? **When curriculum is viewed through the lens of racism, it will change.**

What is being “infused” is a concept and a “process” and both are clearly defined as a curriculum as previously indicated.

“We, members of the Board of Education, are fully supportive of the work addressing equity and social justice within Guilford Public Schools. We support the ongoing curricular audit and the addition of a part-time Equity Liaison and the student teacher Residency Program in the next school year. The Equity Liaison will provide a resource to students and parents for addressing issues of equity and discrimination for any student feeling marginalized for any reason, allowing our district to track for patterns requiring a broader system-wide response.”

Note: By any objective standards, this was not a curriculum audit compared to what is recommended and done.

It’s noteworthy that when this was done, there was no job description available for this new Equity Liaison position. The explanation given was that it was a contracted position and did not need a job description; In other words, a completely new job was approved without knowing what the expectations were. How then was a person selected if there was no list of job qualifications and expectations? Simply more fabrication of the truth.

“Our involvement in the student-teacher Residency Program (with 20 other Connecticut school districts) will bring a student teacher of color into our schools, adding diversity to our teaching staff and indicating to other potential candidates our interest in a diverse faculty.

NOTE: Who are these other 20 districts? Exactly what is each actually doing? Do they replicate or even come close to what Freeman has done, or are they doing something, but nowhere near the effort being pursued in Guilford? Why isn’t this evidence produced? **Why hasn’t any actual objective evidence been produced to date?** It’s mostly readily available in test scores and report card grades that have not been disaggregated by gender and race.

But the most important evidence has not been produced by doing an anonymous survey of the staff and older students to determine their level, if any, of support. Are they afraid to find out?

What Are Some Audit Examples?

Addressing Equity moves past the theoretical to the concrete steps necessary to remedy inequities so that all students have equal access to a high-quality, cognitively challenging, and engaging education, no matter their race, gender, or income level. The focus is on improving learning for all students, but especially those who are historically underserved in schools.

Comparing what follows with Dr. Siler’s report is like comparing apples with alligators; just compare to what was done to what should have been done by any competent administrator and BOE.

It is also very important to note that all of the information to follow was available for Dr. Siler and Freeman to use and follow, and it indicates that they did not do their required “*due diligence.*”

• MAEC

We believe that **all** students should have the opportunity to learn and achieve at high levels. MAEC established the ***Center for Education Equity (CEE)*** to address problems caused by segregation and inequities. MAEC, a 501(c)(3), works to promote excellence and equity in education to achieve social justice. We partner with WestEd and the American Institutes for Research (AIR) on CEE to achieve the following goals:

- Improve and sustain the systemic capacity of public education systems to effectively cope with educational issues caused by desegregation and resegregation.
- Increase equitable educational opportunities for all students regardless of race, gender, religion, and national origin (English Learners).

Criteria for an Equitable School – Equity Audit: An equitable school provides the climate, process, and content which enable students and staff to perform at their highest level. An equitable school ensures successful academic outcomes by providing equitable resources and appropriate instructional strategies for each student.

Note: It is impossible to provide the appropriate instructional strategies for each student. Even with enormous resources, it cannot be done because there are too many variables involved in determining what is “appropriate.” At some point, the student must step up and become an agent of his or her own education.

The equitable school:

1. Has a clear mission that is committed to equitable access, processes, treatment, and outcomes for all students, regardless of race/ethnicity, gender, English Learners, disability status, gender identity/sexual orientation or socioeconomic status.
2. Provides an inclusive visual environment - halls, displays, and classrooms exhibit pictures and information about diverse students and cultures.

3. **Reflects and works in collaboration with the various socioeconomic, racial, ethnic, language, gender, and disability groups within the school community.**
4. **Works in partnership with parents, the business community, and civic and community organizations to enrich the curriculum, provide consistently high expectations for all students, and develop support and opportunities for all students.**
 - School Policy
 - School Organization/Administration
 - School Climate/Environment
 - Staff
 - Assessment/Placement
 - Professional Learning
 - Standards and Curriculum Development

Each section has an average of 10 questions to answer. It is what Dr. Siler could have used as a blueprint or part of it for the equity study. But clearly and without any question, this was not done in Guilford by Freeman. Perhaps he did not know better; if so, it would be a sign of incompetence particularly by a Superintendent of the Year caliber.

- **TEPSA (Texas Elementary Principals and Supervisors Association)**

“Equity Audits: A Powerful Tool to Transform Teaching and Learning.” Kelly Brown, Ed.D and Deirdre Williams, Ed.D.

This is a three-part series on equity in education. *“In the first article, we explored how leaders can begin to use equity to transform the environment for every learner.”*

Equity audits are a leadership tool used to collect the data that informs the process of removing programmatic barriers that impede full participation, access, and opportunity for all students to receive an equitable and excellent education. **With this process, leaders can assess the extent to which equity is present in such areas as teacher quality, the overall instructional setting, and student achievement and attainment. Equity audits support proactive leaders with assessing and planning for campus improvement that addresses the specific cultural, linguistic, socioeconomic, and racial dynamics present in the school community.**

According to the *Intercultural Development Research Association (IDRA)*, campus leaders should have five major goals for achieving systemic equity. These goals include:

1. comparably high achievement and other student outcomes,
2. equitable access and inclusion in the learning environment,
3. equitable treatment of children and families,
4. equitable opportunities to learn, and
5. equitable resource distribution.

While it may be overwhelming to address all five goals concurrently, using this information, leaders can prioritize and focus on implementation until all goals are addressed. The leader may begin with a prioritized goal, but a school will not achieve systemic equity until all five goals are addressed.

Note: The flaw of the rhetoric: Who and how is “equitable” determined? What are the standards when the racial agenda dismisses the use of standards and meritocracy because they are examples of white supremacy and oppression?

“Equity: Buzzword or Bold Commitment to School Transformatio.”

This article discussed how leaders can begin to use equity to transform the school environment for every learner. The equity audit is a systematic process to achieve that goal. While it can seem quite daunting for school leaders, this article offers four achievable action steps leaders can implement as they make their bold commitment to realize a sustainable transformation.

- Conduct Equity Focused Observations
 - Mine the Data
 - Lead Equity-Conscious Professional Learning
 - Reflect on Equity Auditing Process. Needless to say, this was not done with Dr. Siler’s so-called equity report.
- CHALK (Communities in Harmony Advocating for Learning and Kids, *A PROJECT OF BAY AREA COMMUNITY RESOURCES (BACR)*, SAN FRANCISCO, CA
“*How to Audit your Curriculum: An 8-Step Guide*,” Nov 17, 2021:
 1. Understand Goals & Visions
 2. Determine Areas of Focus
 3. How can our curriculum be most effective?
 - *Instruction*
 - *Accommodations / Individualized Learning*
 - *Social/Emotional Skills*
 - *Assessment and Accountability*
 - *Leadership*
 - *Instructional Coaches*
 4. Analyze Current Practice
 5. Prioritize Needs
 - How many individuals are affected by this need?
 - If we took this step, to what extent would it contribute to our goals?
 - Does the need require immediate attention or will it resolve over time?
 - How big is the gap between current conditions and the results we seek?
 - To what extent would taking this step have a positive impact in other areas?
 6. Communicate Priority Findings
 7. Define Metrics for Success
 8. Implement & Measure

For additional resources on auditing your curriculum map, read: [Curriculum Map Review Process \[Infographic\]](#) or [The Complete Guide to Curriculum Mapping eBook](#). For more insight and advice to help make your curriculum map effective, check out one of these [Chalk articles: “Why Do You Need to Focus on Concept-Based Curriculum,” “Don’t Be Fooled: Textbooks Are Not Your Curriculum,” and “How to Use Bloom’s Taxonomy for Curriculum Planning.”](#)

- **EQUITY AND EXCELLENCE IN MAINE SCHOOLS: Curriculum Audits.**

Curriculum equity audits should be part of a system for change.

Note: Just the thought of having an equity audit, designed for change, should have involved The District Curriculum Committee (CT PA 10-220 e)

The audits are tools for a systematic review of the data available. **Many constituents representing different roles should be part of the process** of developing the purpose for the audit, selecting or adapting the audit tools, examining the results, and developing and implementing an equity improvement plan.

For examining curriculum, it is often recognized as two parts: the explicit curriculum and the hidden or implicit curriculum. The explicit curriculum is the readings, textbooks, syllabi, and

assessments. The hidden curriculum is the values and norms that underlie the classroom culture through the teacher's choice of instructional strategies, behavior expectations, and policies.

The tools curated here all have diversity, equity, and inclusion as the focus of the audit.

- Explicit Curriculum - Examining Syllabi, Readings, & Assessments
- Hidden, or Implicit, Curriculum - Examining Classroom Culture, Instructional Strategies, Values, and Norms

- **CMSi (Curriculum Management Solutions)**

The CMSi Equity Audit: All CMSi audits have an equity component, but the CMSi Equity Audit **focuses exclusively on equity**. It offers a comprehensive evaluation of a school district's processes, plans, and procedures for monitoring and assuring equity and equality in its treatment of and services to students. **The equity audit is an unbiased, objective review that provides not only feedback regarding the status of equity and equal access in school districts, but also a plan with detailed actions and recommended steps to establish goals and processes to assure equity, monitor it, and thereby improve learning for all students.**

The CMSi Equity Audit can provide feedback on the following aspect of district operations:

- Analysis of policy and plans for comprehensive direction concerning equity and equal access
- Disaggregation of data to determine subgroup performance (program enrollment, F/R lunch, ethnicity, gender) and change in achievement gaps over time (when data allow)
- Review of assessment data to determine differences in performance across schools and student sub-groups, based on FRL data, student ethnicity, and program enrollment (Gifted/talented, Special Education, ELL)
- Proportionality of program enrollments (Gifted/talented, Special Education, AP, etc.), to see if subgroups are over- or under-represented
- Analysis of student work, by school site where possible, to determine differences in the cognitive demand and alignment of selected assignments, based on student demographics.
- Analysis of student work for evidence of inclusive content that represents multiple perspectives and includes diverse voices and engaging, relevant activities to help students make and express meaning and think critically about the content.
- Analysis of curriculum documents, for evidence of support for culturally responsive teaching or other district-led initiatives aimed at leveling the playing field for students and assuring equal access to content and programming.
- The ethnic composition of district personnel, including school leaders, teachers, and central office administration, to determine if the district is hiring to more closely reflect the ethnic composition of the student body.
- Analysis of resource allocation, to determine if additional resources, both material and human, are allocated to areas of greater need.

“Districts that serve students most effectively balance equity with equality, depending on the demonstrated need of their students. CMSi can help your district determine where and how to deploy resources to improve results and where to best target policy, procedures, and professional development efforts to ensure system-wide focus on closing achievement gaps”

Note: No needs assessments were done. Freeman assumed what their needs were because he is all-knowing and had more wisdom than 9 subcommittees and 200 participants.

- **Recommended for: Superintendents, District Administrators, Principals**

Many equity trainings go one of two ways: they either condemn people and leave them feeling angry or defensive, or they leave participants inspired, but unsure how to enact change. This two-day

training goes beyond talking about social justice issues and individual attitudes and focuses instead on the practical steps needed to achieve structural equity in school systems. Participants in this training will leave equipped with the tools needed to:

- 1) identify systemic inequities that serve as a bar to student success, and
- 2) identify actions needed to remove them.

This course provides perspective on:

- How to identify inequities in your system
- Current and historical statistics on racial inequity and systemic barriers
- The role of written curriculum in ensuring equal access
- The true purpose of Culturally Responsive Instruction, and
- What key actions will move your district toward equity for all students?

Was such training provided to staff in Guilford? Since no inequalities have been revealed, Obviously, even step 1 has not been done.

• **Hanover Research: Research Brief, “*Conducting an equity audit.*”**

Hanover recommends a multi-year, mixed-methodology approach to support districts undertaking an equity audit. A commitment to diversity, equity, and inclusion requires district-wide reform efforts, and therefore, must be completed deliberately and **at a pace that will adequately build consensus among stakeholder groups.**

While the methodology framework outlined below is the ideal, district leaders must determine the availability of data, their internal timelines for reform efforts, and the extent to which their community is bought-in to systemic reform.

Recommended Research Questions to Guide Your Audit

1. To what extent is the district offering a diverse and inclusive environment?
2. To what extent do the district’s administrative and fiscal policies and practices ensure an equitable work and learning environment?
3. To what extent do the district’s resource practices and policies establish an equitable and inclusive work and learning environment?
4. To what extent do the district’s curriculum and instruction policies and practices cultivate an equitable work and learning environment?
5. In what ways can the district support changes to school and classroom curricula and practices?

Were these questions asked in Guilford? If they were, it has not shown up anywhere.

• **FORBES: “*How To Conduct An Equity Audit Of Your Organization,*”** Janice Gassam Asare, 02/28/2022:

This article presents a different approach to equity.

In the quest for a more diverse and inclusive workplace, equity is an important and critical component that companies must consider. It is not enough to attract and recruit diverse talent—there must be an active effort to ensure that all employees feel a sense of belonging *and* that policies, practices, and procedures within the company foster equity. **Equity can be thought of as equal access to opportunity.**

- a) **Hiring rates.** To ensure that no group is adversely impacted by hiring practices, the four-fifths rule should be employed. Based on the rule “a selection rate for any race, sex, or ethnic group which is less than four-fifths (or 80%) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as adverse impact.”
- b) **Promotion rates.** Another key indicator of equity within your organization is the rate at which employees are promoted. Evaluate promotions over the last few years and evaluate the rates of promotion for different groups. Are women being promoted at the same rates and are underrepresented racial/ethnic groups being promoted at the same rates as their peers?
Note: Meritocracy is abandoned if percentages are followed.
- c) **Policies and Practices.** Create a list of all the major practices that the organization engages in from hiring and promotion to performance evaluations. When examining these practices investigate what strategies are employed. Organizations should strive for greater objectivity to mitigate the unconscious bias that can seep into employment decisions.
- d) **Organizational leadership.** Equity and inclusion tend to trickle down from the top of the organization. If there is greater diversity amongst those in decision-making positions, this may increase the likelihood of equitable practices and policies being adopted. Periodically ask employees about the culture of inclusion and equity within the organization. Feedback from employees can provide a great indication of the culture that leadership is creating.
Note: Where is the feedback from all of the stakeholders?

- **Jackson, MI, Equity Audit Report by Adjusted Equity Solutions, 78 pages:**

The purpose of this Equity Audit is to identify the most common causes of inequities that exist in Jackson Public School district. This report represents data collected from stakeholders, including administrators, staff, parents, and students among other groups. Equity Audits are tools that allow districts to make guided reforms, which are based on data. By comparing the findings from the 8 Equity Areas, they allow districts to see which Equity Areas are most pressing, and in which areas the schools or districts are faring well.

Note: There is no reference to black privileges; therefore, was this a biased report? You decide. Equity should not exclude since it is intended to include all.

- **Atlantic Public Schools, Equity Audit Report, 88 pages:**

The aim of this report is to convey information about the state of the system at the region, cluster, and school levels using a variety of indicators. **These indicators include community characteristics, financial data, and the characteristics of schools.** School characteristics are represented by measures of school leadership, classroom and teacher characteristics, and student characteristics. In addition, the appendices further describe some school characteristics while limiting data to specific subgroups of students. The data for this report are largely restricted to the 2012-13 school year.

- **Portland, OR Public Schools:**

They say Portland Public Schools has systematically failed students of color and students from poorer homes, despite spending more per pupil than similar districts in Oregon.

"Today's audit reveals that Portland Public Schools are failing students of color, and this inequity must end," said Debra Royal, the chief of staff in the Secretary of State's Office.

Officials were defending themselves even before the audit was released; they met with reporters and said the audit focused on past practices, rather than recent improvements. Does that make sense? Doing the past rather than the present? That's upside-down math.

- **Framingham Public Schools, MA: Equity Audit—Final Report, Mass Insight Education & Research, Sept 2020, 81 pages:**

This equity audit report is the result of an effort initiated by Framingham Public Schools (FPS) to better understand the ways in which systems, structures, policies, and practices impact FPS students, staff, and families. Equity, as defined by FPS, means promoting just and fair inclusion throughout FPS and creating conditions in which everyone can participate, prosper and reach his or her full potential. **Note:** If that was the intent of the Guilford Audit, it was never stated.

“Equity Audit Report,” McLean County Unit 5, IL, Systemic Educational Equity, LLC, Spring 2021, 132 pages.:

This executive summary is a brief synopsis of the Equity Audit findings. All findings are categorized using an accountability framework – Five Strands of Systemic Equity© - which serves as a roadmap to organizational transformation. The full Equity Audit report that follows this executive summary provides comprehensive information about the purpose of an equity audit, as well as its features, process, and quantitative and qualitative research details. The full equity audit report includes findings and considerations for the next steps informed by current research.

Note: No such objective analysis has been done in Guilford, but when you are all-knowing and full of profound wisdom, no such analysis is needed.

The American Institute for Research (2018) recognizes a similar definition. It states, *“Educational equity is achieved when all students receive the resources, opportunities, skills and knowledge they need to succeed in our democratic society”*. Several equity-focused entities such as The Education Trust, Learning for Justice, and Rethinking Schools advocate that equity must disrupt any forms of “isms”. That is, racism, classism, sexism, normative beliefs associated with heterosexuality, cisgender, national origin, and other forms of superiority-based McLean County Unit 5 | Equity Audit Report | Spring 2021 5 on dominant social constructs and identities. The National School Board Association (NSBA) defines educational equity as.

“Educational equity is the intentional allocation of resources, instruction, and opportunities according to need, requiring that discriminatory practices, prejudices, and beliefs be identified and eradicated.

We recognize that based on factors including but not limited to disability, race, ethnicity, and socio-economic status, students are deprived of equitable educational opportunities.”

WOW! Such profound wisdom. Apparently, all are deprived without indicating how these deprivations are arrived at other than conditions such as poverty or race; therefore, no objective analysis needs to be made. But then, **how are resources to be equalized without knowing the needs of each student?** That requires needs assessments; otherwise, it is just making assumptions.

Note: Was this a biased report? Why did the glossary include White Privilege, but nothing about black privilege? You Decide.

- **Needham, MA Public Equity Audit**, March 2018, 60 pages:

The Needham Public Schools Equity Audit Report is based upon extensive data gathered from June through December 2017 by an area consultant, Ms. Christine Robinson. **Data gathered included a document review, school observations, and interviews and focus groups with students, parents, teachers, and staff.** A review of the research and literature on education and equity and positive education was also conducted.

- **Hamilton-Wentworth District, Ontario Equity Audit 2020**, Turner Consulting Group, 122 pages

The Hamilton-Wentworth District School Board (HWDSB, the Board) employs over 7,000

employees who directly or indirectly support the education of close to 50,000 students in 84 elementary schools and 13 secondary schools.

In 2018, the Board launched its 3-year Equity Action Plan 2 with the goal of intentionally embedding the core principles of human rights and equity at the system, school, and classroom levels. The plan aligns with the Government of Ontario's Equity Action Plan, using the same four priority areas, and identifies the expected outcomes as follows:

- Identify and eliminate biases, systemic barriers, and discriminatory practices
- Support positive learning environments where all students and employees are safe,
- Ensure inclusive community partnerships and engagement, and
- The BOE's commitment to equity and communicating results to the public.

Turner Consulting Group Inc. was contracted in May 2019 by the HWDSB to conduct this Equity Audit. This work was delayed twice, the first time as a result of job action and the second time as a result of the global COVID-19 pandemic. The Equity Audit will help drive the HWDSB's improvement of its human resources practices and its working environment to create a more diverse workforce, equitable policies and practices, and an inclusive workplace for all employees.

- **Piper Schools, Equity Audit, Kansas City, 09/15/2021:**

The Equity Audit is designed to provide comprehensive feedback on Piper School's capacity for diversity, equity, and inclusion with all stakeholder groups. A group of key leaders at Piper Schools spent hours completing this self-study and identifying **relevant data sets for each area**. The Equity Audit is designed with **14 sub-standards and 180+ indicators** about every facet of organizational work.

Appendix A: Guide to the Standards & Substandards. Beloved Community centers its work on three key standards – Diversity, Equity, and Inclusion – and thirteen more discrete substandards. The Standards and Substandards are at the heart of Beloved

Community training, consulting, and online tools.

Diversity

The extent to which any population group within or associated with your organization reflects your regional demographics:

1. Awareness (D1): The extent to which a diverse population is aware that your organization exists
2. Application (D2): The extent to which a diverse population applies to participate in or associate with your organization
3. Selection (D3): The extent to which your organization selects a diverse population to participate in or associate with your organization
4. Participation (D4): The extent to which a diverse population self-selects in to participate or associate with your organization once they have been selected by you

Equity

5. The extent to which the outcomes from any stakeholder or function are predictable by participants' demographics
6. Audits & Access: The extent to which your organization has established internal audit procedures for your various functions
7. Assignment: The extent to which an individual's demographics or identities predict their assignment within your organization
8. Advancement: The extent to which an individual's demographics or identities predict their advancement within your organization
9. Financial: The extent to which your organization invests or distributes equitable financial resources across demographics and identities

10. Performance Outcomes: The extent to which the actual performance outcomes are predictable by demographics or identities

Inclusion

11. The extent to which our diverse populations feel comfortable, respected, and empowered within our organization, and to what extent are diverse community perspectives included in decision-making
12. Language: The extent to which your organization uses inclusive language in every medium of communication
13. Shared Voice, Shared Power: The extent to which an individual, regardless of demographics or identities, have actual shared voice and shared power; the extent to which we create a space for all identities to advocate for themselves (shared voice) and to participate in decision-making for themselves and their community (shared power)
14. Belonging: The extent to which an individual, regardless of demographics or identities, reports a strong sense of belonging within your organization
15. Cultural Relevance: The extent to which an individual, regardless of demographics or identities, has access to culturally relevant communications and celebrations within your organization,

Note: Meritocracy, credentials, experience, etc. are only factors within a given group; when their quota is met, another group is evaluated for merit even though the next group has superior qualifications, it will not matter because it is a quota system. That may be racial or ethnically pure, but it makes no sense in the organization to hire the best qualified. That is not diversity, it is selectivity based on groups, but then it depends on the type of organization where credentials do not matter and that is usually governmental type work.

- **Chappaqua Central School District, Comprehensive Equity Audit, NY, 01/12/2022, 51pages:**

This was kept for last because, for all practical purposes, Chappaqua is exactly the twin sister of the Trophy Case of Guilford, CT. Chappaqua recently completed an equity study by a professional consulting group. However, its 51-page report was absolutely no match with Guilford's superficial, 12-page report that provided no hard data to justify the equity effort.

The purpose of this report is to share the results of a comprehensive equity audit that *Insight Education Group's* audit team conducted in the district (CCSD). **The team met with stakeholders from the district and the larger community** in order to gain as many perspectives as possible and to confirm trends identified through the examination of multiple data sets; in fact, a ROBUST data set. The audit included an analysis of district student achievement data, graduation and discipline data, district staffing, professional development, and stakeholder perceptual data.

Note: The larger Guilford community was never a part of its equity audit; why was it excluded?

Now the strange circumstances. *Insight* is from California, 3,000 miles away from Guilford, CT, yet on its website appear two superintendents speaking independently and, alternately, and both are from Guilford schools, except the spelling (Guilford) is different from the one in NC (Guildford). Both made a short but almost identical statement of support for the Insight group since both claimed to have worked "shoulder to shoulder" with them. Yet, how was that possible when Freeman has been in Guilford? An email asking if he had ever worked for them was never answered. Perhaps his "shoulders" are very broad.

The statements were not likely paid endorsements because, other than saying they worked shoulder to shoulder, they offered no other credentials. Furthermore, why were they selected, if they were selected, from 14,000 superintendents?

Only one conclusion seems possible from any analysis and that is because they may have inquired about working for them after they retired. What is also most interesting is that the information

on the website clearly indicates the group is supportive of the CRT agenda, and the very words used are in the same manner as Freeman is using in Guilford.

The reason for following up on the *Insight* group was because they did the Chappaqua district, and we wanted to see where else they had been used. What are the chances that that was found on their website? A little too much to be coincidental.

Someday, the full story will emerge. The stranger question is why didn't he use Insight to conduct the Guilford audit? Or would it have been too obvious that he had a bias to select them? He also had a bias in selecting Dr. Siler.

It's a perfect example of why such reports have to be forensically audited to see where they are coming from philosophically.

The full report is on Chappaqua's website to see the vast difference with Guilford's report.

Teachers' Beware: Evaluation

The equity audit is not a requirement of state laws, and is a totally subjective agenda, but it has found its way into the teacher evaluation system that will likely include the ESJA theme. Of course, the highly politicized teachers' union seems fully supportive of this administrative agenda. So, if you are not considered "woke," it could affect your evaluation. In other words, teachers are getting it from both sides: their administration and their highly politicized union which is, in effect, an arm of the Democrat Party. What if they object to the obvious indoctrination that they are expected to impose on their students, following an agenda fully supported by their state and national unions, yet in violation of state law and their ethical obligations as teachers.? This adds further to the pressures teachers already face.

"Teacher Evaluations The current teacher evaluation model does not make the district's emphasis on equity clear. There is some language in the evaluation that notes the importance of things like student backgrounds and cultures. These references are scattered and not elaborated upon. I recommend that Guilford review how other entities have utilized equity-inclusive evaluation and observation rubrics. This step would further ensure that teachers see the value of this work in the district while also providing them with targeted support."

Clearly, Siler's statement is an indication that the teacher evaluation system needs to be reset to account for the ESJA theme. **How does one objectively measure or evaluate theories and feelings in terms of what teachers do in the classroom?** An objective course description with adopted and approved texts and content can be measured and evaluated, but social-emotional factors are extremely hard to evaluate.

Again, where is the teacher union? In addition, what are the intended outcomes for the ESJA in the various classrooms?

But it gets worse!

Parent Participation (stakeholders)

*"CT DOE 1998: The State Board of Education shall develop a program to encourage local and regional boards of education to develop and implement plans **to involve parents of students in the educational process in that district and to increase community involvement in the schools.** The local programs shall include, but not be limited to, providing regular contact with all parents, including opportunities for parents to meet with their children's instructors for the purpose of reviewing the curriculum of their child's program, and developing strategies for parents to actively assist in the educational process."*

Such local programs shall also include the development of written materials designed to familiarize parents with their child's curriculum and to detail specific activities parents and students may undertake together to enrich the child's education experience and development. The State Board of Education shall develop such program on or before July 1, 1998, and shall immediately distribute the materials explaining the programs to all districts.

HAS THE GUILFORD BOE AND FREEMAN ADHERED TO THIS STATE LAW REQUIREMENT? Obviously, they have not! It's very plain English that **ALL** parents are to be included. Certainly, "All" does not mean every parent, but rather all perspectives should be considered. The local chapter of *No Left Turn in Education* is fully aware that this program does not adhere to state education mandates regarding parental involvement under Connecticut law, nor does the membership of the *Greater Education Council of CT*.

Family & School Culture (edited)

"Hispanic/LatinX students repeatedly mentioned how they felt their language to almost be a part of their family. So, when they expressed the pain of pushes for assimilation, they mentioned how it made them feel islanded. Trapped between being too Hispanic and not being Hispanic enough. This was not just a social phenomenon to them. They talked about feeling disconnection and shame regarding their families. There is ample research on the role of language in Hispanic households.

There have been studies on how language connects families as well as how it can carry on cultural identity. In this case, Hispanic students were expressing their current feelings of strain as they tried to maintain those familial and cultural connections while also "fitting in" within the school culture.

The other interviewee discussed how their family moved to Guilford in part because of the desire for their child to get a "good" education. In their household, education is seen as the key to this student's future. While they aren't expected to ignore racism, they are expected to move past it in order to achieve their educational goals. For this student, however, that push is often at odds with expectations of assimilation in the district."

NOTE: This is exactly the problem; apparently, they do not feel the need to be assimilated.

They do not realize that they do not have to give up their language or traditions to become assimilated. The European immigrants that came to America by the millions came to be assimilated; yet, my parents still spoke their language with each other, but they learned English in order to be assimilated and become American citizens. This is a crucial issue to discuss.

List of Recommendations (edited)

*Siler continues: "I begin this section with an acknowledgment that GPS has already undertaken several equity initiatives. The district has changed the high school mascot, issued statements affirming a focus on meeting the educational and **social needs of all learners** [without knowing what their needs were], and initiated reviews of curricula and pedagogy to make them more inclusive of marginalized voices and perspectives."*

The harsh reality is that there is no way to meet the needs of all learners, and it is improper ,and indeed cruel, to have students internalize that expectation. It would be like having a classroom devoted to one student when there are many students with different needs **BUT ALL THEIR NEEDS DO NOT HAVE TO BE MET FOR THEM TO SUCCEED. THIS DISTINCTION HAS NOT BEEN MADE.** Also, some of their needs are very temporary, while they are in a schooling situation representing only 12 years of their life expectancy. They then move on to the adult world

where they have many options to choose from, and no one is stopping them from making their own choices. That is what makes America great—the right to choose and not be told what to choose or when to choose it [except in the Guilford schools]. Yet, in city failing schools, this is not true because they are being told that they must choose public schooling in a failing school, with no real choice. Those choices that are available are very small in number. **The Hartford Courant article about those students who were able to make a choice proved that they could learn in a more effective school environment, without any need to address racial issues.**

Clearer Administrative Support (edited)

“There is ample evidence that the teachers with whom I have worked to date are eager to broaden their pedagogical scopes. Their central concerns were related to implementation and support. They expressed a desire to know that they will be assisted and supported in adding and evaluating new materials and practices [a very clear indication that curriculum is being changed that Freeman constantly denies that it is happening]. The district administration (principals, specifically) must play a role in ensuring that teachers have ample training and guidance to implement their ideas.

Note: Teachers are not implementing their ideas, they are being told, both directly and indirectly, that everything they do must be done through the lens of racism. That is indoctrination, not choice.

“Teachers also indicated that they do not have enough time to effectively incorporate newer concepts and resources [that is known as “curriculum” by BOE policy]. Their existing lists of priorities and schedules make even small changes more arduous, even if worthwhile. Teachers need clear communication and consistent reinforcement that their efforts are a welcome, core aspect of their positions. The administration has been clear that equity initiatives are about creating a more cohesive and inclusive community [but they have not been used in committee settings to discuss their needs as teachers; why have they been excluded from committee activities?] Something that can further strengthen that community, and aid in making teachers feel supported, would be examining existing policy and teacher evaluation practices.”

Policy Drafted. *“I recommend that Guilford Schools examine their existing policy language around goals and outcomes to reaffirm the district’s intentions. The language that implies “neutrality” and “objectivity” is not always compatible with an equity lens. A group that includes policy experts, administrators, teachers, and parents should be involved in this process.”*

NOTE: AMEN! BUT IT SHOULD HAVE BEEN DONE BEFORE, AND NOT AFTER, MANDATING AN ESJA INITIATIVE WITHOUT A NEEDS ASSESSMENT OR TEACHER CURRICULUM COMMITTEES REQUIRED BY THE BOE POLICY MANUAL AND STATE LAW.

*“Additionally, there must be an assumption that these policies are living documents that will be reassessed as needed. A core aspect of equity work is flexibility based on needs and new information. **A rigid, linear policy document can act as a barrier as much as a support** [what is happening now is, in fact, a linear approach using only one dogma or doctrine.] *While the main goals will likely remain, the pathways for consistent improvement should be visible.**

Teacher Evaluations. *The current teacher evaluation model does not make the district’s emphasis on equity clear. There is some language in the evaluation that notes the importance of things like student backgrounds and cultures. These references are scattered and not elaborated upon. **I recommend that Guilford review how other entities have utilized equity-inclusive evaluation and observation rubrics.** This step would further ensure that*

teachers see the value of this work in the district while also providing them with targeted support.

The addition of Dr. Harrison in the position of Family Equity Liaison will presumably have a positive impact in this area. **Dr. Harrison has indicated an understanding of the importance of students and families playing a role in this process moving forward** [yet, that has not been done] The work of the Liaison should not be seen as separate from student academic outcomes and the equity work that is happening in other areas.

Student, Parent, Alumni Panels (For Connecting and Sharing), Teachers and Students need to be able to hear from one another. **A recurring concern for students was the sense of not being heard or seen. During the school day, especially since the pandemic, teachers have been overtaxed. It is going to be difficult for them to engage in the type of two-way interactions that are needed to heal and move forward without support.**

“Focus Groups. In addition to panels, the district should consider convening mixed focus groups to solicit policy-level input from stakeholders. These focus groups should be run by experienced researchers and include principals, instructional coaches/teacher leaders, upper administration representatives, alumni, and parents. While the panels can act as direct connections and community-building experiences, the focus groups would work towards more actionable goals like policy, teacher evaluation, and faculty/staff recruitment.”

Note: Long overdue!

“Addressing Issues in Ways the Make the Aggrieved Whole. Without more information on disciplinary practices in the district, I am hesitant to make any recommendations in that area. What is clear is the minoritized students feel like microaggressions, slurs, abuse, and other offenses are not effectively handled. Even if there is a specific protocol in place, the aggrieved feel like they are left to heal on their own. Even the act of visiting a counselor or someone else for support is the duty of those students.

I would stop short of suggesting a Restorative Practices approach since that also often emphasizes the “redemption” or absolution of the person who exhibited unhealthy or inappropriate behaviors. This can again place the onus on the aggrieved to forgive or accept what happened. There is also evidence that suspensions and detentions are not learning tools. The district should investigate educational alternatives that target both the negative behaviors as well as making the affected parties “whole.” This is not a simple proposition so it will likely take more time and research. But like other recommendations, this decision should be made with input from multiple stakeholders based on the aforementioned foci of education and healing.”

Note: Again, Long Overdue!

This work is not limited to a simple set of recommendations. While the list is based on my interactions with staff and students, flexibility will be important. It will also be pertinent to make initiatives more clearly integral to the district's identity. This will be necessary for stakeholder buy-in, and student and teacher trust.

NOTE: ALL THE STAKEHOLDERS HAVE NOT BEEN INCLUDED, ONLY THOSE WHO AGREE WITH THE AGENDA, AND THE BOE HAS SAID THAT PUBLICLY.

THE MOST SERIOUS PROBLEM IS THAT IT HAS DETRACTED, INTENTIONALLY OR NOT, FROM WHAT MUST BE DONE BY LAW, SUCH AS HAVING SAFE SCHOOLS. THAT IS THE FIRST AND MOST IMPORTANT PRIORITY ABOVE ALL ELSE, INCLUDING THE RACIAL AGENDA. BUT NOT SO IN GUILFORD, AS WILL BE SEEN. THE EVIDENCE SPEAKS FOR ITSELF!

The one positive of the equity report was the recommendations that were right on target. But will Freeman and the BOE implement them? It hasn't happened, nor even been discussed.

CT DISTRICT SAFE SCHOOL CLIMATE PLANS

This is an absolutely critical issue to address, particularly since the gas mask incident, then May 22, 2022, with the Buffalo shooting at a market, followed by the Uvalde shooting in Texas, May 24, 2022. The headlines politically always read *Never Again*, but it has happened again, again, and again, and there is no reason why it will not occur again, since school violence is on the increase.

At the beginning of the book, it was stated that there are 78 reasons why schools are not safe, but only 4 were listed because the book gives all the reasons and parents particularly should be concerned because it is their children who are at risk. If they don't care, the children are in deep trouble.

CT PA 10-222d, 2012: Each local and regional board of education shall develop and implement a safe school climate plan to address the existence of bullying in its schools.

Such plan shall:

- (1) enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students **to be notified annually of the process by which students may make such reports.**
- (2) enable the parents or guardians of students to file written reports of suspected bullying,
- (3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, described in section 10-222k...
- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly...
- (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report,
- (6) include a prevention and intervention strategy, as defined by section 10-222g, for school employees to deal with bullying,
- (7) provide for the inclusion of language in student codes of conduct concerning bullying,
- (8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents of students against whom such acts were directed...
- (9) require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents the measures being taken...
- (10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying...
- (11) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual...
- (12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying,
- (13) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take...
- (14) require the principal of a school to notify the appropriate local law enforcement agency when such...believes that any acts of bullying constitute criminal conduct...
- (15) prohibit bullying (A) on school grounds, and (B) outside of the school (i) creates a hostile environment for the student against whom such bullying was directed...,
- (16) **require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan, and**

- (17) **require that all school employees annually complete the training described in section 10-220a or section 10-222j. The notification required pursuant to subdivision (8) of this subsection and the invitation required pursuant to subdivision (9) of this subsection shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.**
- (c) Not later than January 1, 2012, each local and regional board of education shall approve the safe school climate plan developed pursuant to this section and submit such plan to the Department of Education. Not later than thirty calendar days after approval of such plan by the local or regional board of education, the board shall make such plan available on the board's and each individual school in the school district's Internet website and ensure that such plan is included in the school district's publication of the rules, procedures, and standards of conduct for schools and in all student handbooks.
- (d) On and after July 1, 2012, and biennially thereafter, each local and regional board of education shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to section 10-222h. **Each local and regional board of education shall collect the school climate assessments for each school in the district and submit such school climate assessments to the department.**

Section 222j refers specifically to the bullying issue and is consists of tongue-twisted legal jargon that requires annual training, except for those who seem directly involved with the bullying issue (my reading of it) with 7 very specific issues:

- (1) developmentally appropriate strategies to prevent bullying and teen dating violence among students in school and outside of the school setting,
- (2) developmentally appropriate strategies for immediate and effective interventions to stop bullying and teen dating violence,
- (3) information regarding the interaction and relationship between students committing acts of bullying and teen dating violence, students against whom such acts of bullying and teen dating violence are directed, and witnesses of such acts of bullying and teen dating violence,
- (4) research findings on bullying and teen dating violence, about the types of students who have been shown to be at risk for bullying and teen dating violence in the school setting,
- (5) information on the incidence and nature of cyberbullying, as defined in section 10-222d,
- (6) Internet safety issues as they relate to cyberbullying, or
- (7) **information on the incidence of youth suicide, methods of identifying youths at risk of suicide, and developmentally appropriate strategies for effective interventions to prevent youth suicide. Such training may be presented in person by mentors, offered in state-wide workshops, or through online courses.**

The State DOE will provide the training subject to available appropriations. It then requires:

“Biennially thereafter, each local board of education shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to section 10-222h. Each local and regional board of education shall collect the school climate assessments for each school in the district and submit such school climate assessments to the department.”

In section 10-222k (c) (1) For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school shall establish a committee or designate at least one existing committee in the school to be responsible for developing and fostering a

*safe school climate and addressing issues relating to bullying in the school. **Such committee shall include at least one parent or guardian of a student enrolled in the school appointed by the school principal.** (2) Any committee shall:*

1. Receive copies of completed reports following investigations of bullying,
2. identify and address patterns of bullying among students in the school,
3. implement the provisions of the school security and safety plan, developed pursuant to section 10-222m, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying,
4. review and amend school policies relating to bullying,
5. review and make recommendations to the district safe school climate coordinator regarding the district's safe school climate plan based on issues and experiences specific to the school,
6. educate students, school employees and parents and guardians of students on issues relating to bullying,
7. collaborate with the district safe school climate coordinator in the collection of data regarding bullying, in accordance with the provisions of subsection (b) of section 10-222d and subsection (a) of section 10-222h, and
8. perform any other duties as determined by the school principal that are related to the prevention, identification, and response to school bullying for the school.

Very noteworthy is that these laws do not relate to or involve school shootings or the threat of them; yet that's what started the safe school climate efforts, that say nothing about the incidents that precipitated the effort. Rather strange.

About one month following the Parkland school incident, Congress passed the ***STOP School Violence Act of 2018***, to fund safety training for students, schools, and local law enforcement. This also included crisis intervention and threat assessment teams and anonymous reporting for threat disclosure.

This process can continue, but the examples should be sufficient that there are serious problems and issues in the language itself and with those responsible for its implementation.

Most importantly, it is so concentrated on bullying that it fails to require reporting of incidents that are signs of angry students or disturbed students that could indicate either shooting or violence in the future. It is clear from the analysis of the shootings that, in all cases, advance warnings and signs were given but not given the appropriate attention required. The gas mask incident in Guilford is a perfect example of a threat warning sign that, for all intents and purposes, was relegated to a no-priority need. There was very clearly a threat assessment process that was not followed (threat assessments were discussed earlier). If all the analyses are correct, there are likely to be consequences.

The issue, according to the law and its intent, does not seem as though it is being followed in the Guilford plan even though it is a state law. Instead, the entire focus of the BOE and administration has been on the ESJA, **that is not a law or requirement**. It seems that the priorities are completely upside down. This will be discussed more thoroughly further on.

Guilford's School Climate Plan 2011

The administration did prepare its climate plan, consisting of 49 pages (available on the BOE website), and it was approved by the State as required. Whether or not the State carefully checked to determine if it met all the requirements is hard to say. In my opinion, it was given only a cursory check because it is not likely that anyone read, not 169 plans, but, apparently, the 221 plans submitted, since they ranged from 12 pages to over 50 pages, with the least number of pages prepared by CT's capital city.

Other district plans are available with a Google search to compare with Guilford's plan.

What's not included with the present plan that supposedly was updated in 2023 by including the Portrait of a Graduate is an indication of how Freeman has trivialized the safe school law.

The entire discussion of this problem has been published as *Does Your Child Attend a Safe School? No!* by Dr. Armand A. Fusco, a retired school superintendent and resident of Guilford for 37 years. He uses Guilford as an example of what should not be done and what can be done to keep schools safe (available on Amazon). The profits will go to the sponsor of this booklet, the Greater Education Council of Connecticut (GECC), to offset the cost of distributing it throughout the town, and elsewhere.

What follows is a very brief summary of the plan's deficits to keep staff and students safe:

1. There is no indication by a BOE vote that safe schools are the priority of the district above all else, including the racial agenda that has received its undivided attention instead of safe schools.
2. The plan does not delineate who is in charge of the plan, its implementation, and daily monitoring.
3. It was a cut-and-paste effort, rather than a thoughtful procedure because the developers did not do their due diligence to determine what should have been included to keep students and staff as safe as possible, nor did Freeman, who was responsible for its development.
4. Freeman has not followed the lawful requirements.
5. The BOE has been remiss by not holding Freeman accountable for his neglect of the law.
6. It has not been updated in accordance with changes in Connecticut state law.
7. It has not been updated with critical non-law elements, such as requiring first responders to be involved with the development of the plan, as one example, to keep the schools as safe as possible all of which are described in the book. Since Freeman purchased a book for all staff to implement the racial agenda, that is not required by law, he should do the same and purchase the book by Dr. Fusco for all staff because safe school plans **are required by law**.
8. It has not been coordinated with the All-Hazard Plan required of the municipal officials who have failed to implement PA 13-3 section 86 by the Department of Emergency Services.
9. It did not and still does not follow all of the National Safe School Plan elements.
10. There is no plan for each school as required by law.
11. The first responders have not been involved from the very beginning and even up until now.
12. There is no requirement for a formal and accepted threat assessment procedure required for all threats, with no exception (The best is from the Secret Service at no cost). In fact, technically, there is still an active threat because of the gas mask incident. Although it was given an investigation, by Freeman and the, then, police chief at the time, it was not done with a formal threat assessment, and was reported as being without corroboration. The gas mask **was** the corroboration because it is considered a threatening gesture. Prior threats were made over a year ago, before they became active. This was true with the Uvalde shooting.
13. It does not provide any means for staff and students to defend themselves with a proposed non-lethal plan found in Dr. Fusco's' book.
14. There is absolutely no process or procedure to deal with shooters outside the school building where most shootings have occurred.
15. The entrances to all school buildings have not been hardened as they need to be and can be. The reason for this is because 75% of shooters entered from the front entrance of the school.
16. There is no window door (explained in the book) for students to use to escape when the classroom doors are locked.
17. There is no means to isolate a shooter who breaches the front entrance and freely roams the corridors until the first responders arrive, usually too late to stop the shooting mayhem.
18. Staff and students do not know what to do, except run and try to hide from a shooter, when there are means for them to protect themselves (described in the book).

19. It does not isolate and neutralize a potential shooter on site.
20. It does not provide for the roles and responsibilities of all staff in the event of a violent incident. The Association of Police Chiefs has an excellent description of roles and responsibilities in their plan.
21. It did not involve, and still does not involve, all the needed stakeholders since the committee that developed the plan consisted only of school administrators, and the inconsequential upgrade in 2023 also neglected their participation.
22. Annual training has not been provided for staff and administrators required by law. In fact, all teachers are to be trained every year delineated in number #17 of PA 10-222j for in-service training, and no information has been provided to indicate that this has been done.
23. Student safe school climate surveys required every two years have also not followed the law because the results are to be shown by each school and not by grades.
 - a. The bullying definition in Guilford was not changed until 2023, but it had been by the state of CT.
24. Required drills have not been followed up with written reports, as required.
25. Annual notification of the plan to parents, students, and staff has not been done as required
- 26. The stakeholders most at risk are the teachers and students, and they were left out of all planning, along with law enforcement. Rather strange and shameful!**
27. Considering that safe schools should be the priority of the BOE and administration, it falls far short of being a priority, with legally required monitoring, because the ESJA initiative is obviously the priority.
28. The plan calls for a meeting twice a year of the safe school specialists (the principals of each building (the same principals who have had no training in safe school issues and problems) with the superintendent to determine if any updates are needed. Almost 12 years have gone by without a single update made, meaning that the required meetings were either not held, or, if they were, no due diligence was done to determine what new information emerged and needed to be addressed in the plan. All of the needed information was and is available on the Internet and with state notifications.
29. The law recommended the use of the *National School Climate Plan Standards*, and they were mentioned on page 2, item #6 of the plan: *The district will review the Safe School Climate Rubric to ensure that the following categories are addressed: National School Climate Standards being the first. No mention of how they will be addressed, when, who, etc., and then the standards are listed.*

Reviewing the National Standards, and trying to compare them to what's in the plan found in the Appendix simply does not compute. Although there are only five major standards, each one has several sub-categories. The first standard and its subcategories are listed as an example.

School Climate Standard #1

The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.

Indicators and sub-indicators:

- 1.1 School policies and practices support school, family, youth, and community members working together to establish a safe and productive learning community.
 - 1.1.1 School, family, community, and youth members agree to work on strategies to be implemented for ongoing school climate improvement.
 - 1.1.2 Policies and practices are regularly assessed to ensure continual refinement that enhances the quality of a safe and productive learning community.
 - 1.1.3 School, family, and youth members collaboratively develop, publicize and model codes of conduct that support a positive and sustained school climate.
- 1.2 Schools gather accurate and reliable data about school climate from students, school personnel and parents/guardians for continuous improvement and share it regularly with the school community.

1.2.1 Educational leaders regularly assess and monitor policies and practices and revise as necessary to determine the effectiveness of school, family, and community members working together to support student learning, teaching, and positive youth development.

1.2.2 Schools use multiple evidence-based methods of collecting data, such as surveys, observational methods, and behavior reports, that recognize the range of factors that shape school climate (e.g., social norms, school connectedness, sense of safety, discipline, learning/teaching, leadership, absence rates, and mobility).

1.2.3 School, family, community, and youth leaders establish procedures for using school climate findings (including disaggregated data) to establish instructional and/or school-wide improvement goals and implementation strategies that will enhance student learning and positive youth development.

1.2.4 School climate reports are periodically provided that communicate effectively with all school community members and families about goals, benchmarks and progress.

1.3 Capacity building is developed over time to enable all school community members to meet school climate standards.

1.3.1 Capacity building includes developing infrastructure, classroom, and school-wide prevention and intervention strategies/practices, and developing policy and systemic changes that promote a positive school climate.

It's Not in the Plan, but as indicated far more is not in the plan. Whose responsibility is it when the laws are not followed? Certainly, that is a BOE responsibility, to ensure that the superintendent follows all laws. When they fail to do so, who is next? The town officials and the Town Attorney would seem to have the responsibility. But when they fail, as they already have, to follow the law, what then? The Attorney General? Of course, the last resort is the courts, meaning then that the citizens must press the charges for *malfeasance of office* (failure to follow the law).

In other words, this issue is still to be resolved. If the BOE and municipal officials do not do their job, the courts will likely have to intervene.

There have to be consequences for such gross failures and neglect of office. In the final analysis, it's the voters who put the officials in charge; if they do not act when elections arrive, nothing can be done if not by the courts.

Unfortunately, that is not the issue. It's whether the plan is even being followed. In addition, a safe school coordinator will meet twice annually with the climate specialists (the principals) concerning amendments to the district's plan. Twelve years later, not a single change was made. To believe that there have been no issues raised or new laws regarding the implementation would seem to indicate that no attention has been given to the plan in 12 years, but not so with the racial agenda because it has become priority number one.

What is also very disturbing and misleading is that the results are by grade levels rather than by individual schools, so there is no way to know how the responses apply by school rather than being averaged into grade levels. The purpose of the survey is to assess the climate in each building to determine how they compare, not how students feel in a certain grade configuration, which are meaningless.

In summary, the plan still does not do anything to deal with a shooter on site.

THE FINAL TEST: THE CHALLENGE

COVID was an unwelcome event that infected all societal venues, requiring the closing of schools and online education as a substitute for schooling. Although it was not greeted with

enthusiasm, and there were even some forms of resistance, most parents realized there was no choice because so much was unknown in terms of COVID's impact and consequences.

Literally, some students were being held in the bondage of what the authorities felt was needed at the time, with no choices to opt out although some did so by simply being absent, not participating, or opting for homeschooling.

COVID has now been replaced by a similar type of event that is infecting the schools with a far more pernicious disease, and without getting into linguistic gymnastics, it is a racial agenda that has many names that all comes under the umbrella of *Critical Race Theory* (notice the title that it is a theory, not a fact). It also has clones or tenets, such as Equity and Social Justice, DEI (diversity, equity, and inclusion), and at least 100 new terms and phrases, such as *intersectionality*, to give it inviting and interesting jargon to capture the attention of those who are intended to become its advocates for its implementation in K-12 classrooms.

The State of CT recognized that this issue of race needed to be addressed, and without getting into all the details, the State Dept of Education organized 9 committees with over 200 participants to discuss and study the problem, and then recommend what should be done. This process took place over **many months**, because there was no urgency. Obviously, they wanted to make sure that enough time was allowed to come up with recommendations that would be meaningful and acceptable.

At this point, it's necessary to discuss the politics involved since, in general, the "progressive" Democrats are advocates of the racial agenda and conservative Republicans are not, because **schools should be neutral and are legally and ethically bound not to support any particular dogma**. Since Connecticut is a hard blue state, it could have legislated an extreme response to address the issue; instead, the committees ended up with only a recommendation to provide a history course in Black and Latino Studies at the high school beginning in 2023 (no urgency). So, why did Freeman, the Guilford superintendent, determine there was such an urgency to act, even before the state rendered its decision? However, the state added an extremely important caveat. Although the course must be offered by each district, **it is an elective course**, and students have a choice whether to take it. Although some districts piloted the requirement in 2022, not enough students elected to take it and, therefore, it could not be offered, indicating that there is no groundswell of parents and students to pursue the racial agenda.

Interestingly, some superintendents and BOEs decided that it was an urgent matter that required immediate attention and could not wait for the state to decide what should be done. This was particularly true in Guilford, where the superintendent felt his wisdom was superior to that of the 200 committee participants. Psychologically, this is known as "arrogance." In CT, it caused deep divides in towns where it was implemented. The opposition was HOW the racial agenda was to be implemented. In a few communities, it involved the indoctrination of all students K-12, even though it is a topic that is not age appropriate in the lower grades. Even the state DOE understood that as well.

Nationally, over 200 parent organizations, many of them with chapters, emerged to oppose what some of the districts were doing. In CT, it is estimated that about two dozen or so districts, all suburban, with not a single city included, are doing something with the racial agenda. Two of these stand out as "trophy schools" because of their extreme obsession with this agenda, which fails to provide choice to parents and students--Guilford and Greenwich--where there is also strong and vocal parent opposition.

In fact, the effort to push this agenda in K-12 schools, without ideological balance, is a textbook case of indoctrination.

For all practical purposes, the CT superintendents waited patiently for the state decision and will, no doubt, follow just what the state requires, and nothing more, and that may even include some of the two dozen who felt the need to act with urgency. But some die-hard districts will hold out for their

extreme agenda providing no choice to parents or students to opt out, except to drop out. There is a word for this and it is “bondage (slavery)” because it is involuntary servitude to serve the needs of the adults and not the needs of the students. **In fact, their needs have not even been determined with any formal and anonymous needs assessments. In fact, do not be surprised if some districts require all students to elect the course by making it a graduation requirement.**

But it is far more dangerous because, using the trophy school example, they have neglected their priority of providing safe schools and to ensure that their plans for safe schools, required of all districts in 2012 (43 states require districts to have such plans) are kept current and reviewed constantly to provide the safest possible schools. Of course, since then there have been more shootings nationally. In fact, CT was one of the first districts to have a major shooting tragedy, in Newtown (Sandy Hook) 10 years ago, and that town and its parents are still grieving because the shock of having children murdered in a school setting is simply an unbelievable event, even though it continues to happen. **That is why schools must constantly review and update their safe school plans.**

I spent two years researching and writing a book, *Does Your Child Attend a Safe School? No! (DYCA)*. My research clearly shows that the plans do not do what needs to be done, and that most are just paper documents to satisfy the law. In their defense, no one was trained to develop safe school plans and no model was provided by any state, although the law did include some requirements. **To help districts, DYCA does provide a safe school, self-defense, non-lethal plan with talking doors** that addresses the shortcomings in the current inadequate plans. The most obvious shortcoming is that none have a plan in place to deal with a shooter on site. All these plans were designed for prevention, but not what happens when prevention does not work, as it did not in the case of 365 other shootings. In fact, they all had warning signs that were not heeded by the school administrators, none of whom were charged for malfeasance of office.

"Malfeasance is the doing of an act which an officer had no legal right to do at all and that when an officer, through ignorance, inattention, or malice, does that which they have no legal right to do at all, or acts without any authority whatsoever, or exceeds, ignores, or abuses their powers, they are guilty of malfeasance."

Malfeasance requires an affirmative act or omission; the act must have been done in an official capacity—under the color of office, and that the act somehow interferes with the performance of official duties."

There is no way that a school obsessed with the racial agenda has the time to devote to safe school planning and attention that, depending on school size, can be a full or part-time job. In Guilford, such a critical responsibility is added to someone's job description. However, in the case of the racial agenda, one that's not required by legislation, the superintendent hired an equity officer to manage the program for 40 black students. But ironically, no such manager was hired for safe school planning that involves over 3,000 students and teachers. This is a major problem to address. In fact, no one has even mentioned that the racial agenda obviously has priority, rather than safe schools.

What needs to be done? There are options. The first is simply to pass legislation that limits the powers of schools to address the racial issue, using the state recommendation and nothing more. Another is to have legislation requiring BOEs to provide vouchers equal to the per pupil cost to any parent who wants to have their child or children opt out when the racial agenda is infused into every grade and subject, as it is in Guilford. As it stands, no choice is allowed, no debates are allowed, and any parent who opposes the agenda is not welcomed at BOE meetings in Guilford.

The Guilford agenda is, in fact, so extreme that, in 2021, the majority Democrats in town engineered an unprecedented and cynical plot to eviscerate the minority representation rule in order to deny any Republican candidate a seat on the School Board which would challenge their radical agenda. In doing so, Democrats colluded with like-minded so-called Independents (in reality, they are to the left of the Democrats or might as well have been Democrats) to fashion a cynical fusion ticket to circumvent

the minority representation rule and shut Republican candidates out of the process. Since Democrats could run only two BOE candidates in 2021, Democrat voters had three extra votes to cast. The results were predictable. Since Democrats enjoy a decided registration advantage over the Republicans, they cast those three votes for these so-called “Independents.” As a result, these three Independents replaced the Republicans as the minority party and shut out 3,300 Republican voters from having a voice on the school board, even though there are only roughly 300 members in their new Independent Party—one tenth of the total number of registered Republican. It’s what you call cancel culture in spades. This is what happens when Democrats gain total power--they behave like fascists in charge of a one-party state. This cynical action has simply perpetuated the monolithic group think of the existing BOE, whose members constitute the willing sheep of the blind shepherd superintendent. “Diversity” is a hollow word that reeks of hypocrisy coming from people like this.

Unless this problem is resolved, there will be continued conflict and division in this community. Shamefully, no superintendent has come forth to respond to this problem except for the retired school superintendent who has served as an advisor for this document. He has spent 40 years in the trenches of education K-12, including 18 years as a superintendent in two states including CT. His experience also includes ten years as an administrator and instructor at the University in Bridgeport, CT where he was involved with 10 of the inner-city schools. In addition, he has authored six non-fiction book manuscripts, all of them relating to this issue one way or another. Since retiring 25 years ago, his daily hobby is educational research, which resulted in his books.

THE CHALLENGE FOR THE TROPHY SCHOOL! DO THE WALK AND NOT JUST TALK THE TALK!

Up until now, the Guilford community, and even the state, have only heard from the superintendent in Guilford, for whom the racial agenda is an obsession. No other superintendents have entered the racial fray, or expressed concern about the impact it is having in the schooling of children and the conflicts it has engendered in the communities.

The superintendency is a brotherhood organization that has an unwritten code: never, ever, under any circumstance, say anything negative or disparaging about education; and condemn anyone who dares to expose the dark side of education, as my first book about school corruption did in exposing widespread, and well documented cases of financial malfeasance. At that time, in 2005, I was literally canceled, even though that term had yet to be employed in the discussion. Citizens need to recognize that bureaucratic self-promotion and self-preservation are typical characteristics of many school superintendents. One can understand their desire to gain the support of the community they serve, but not at the expense of being able to candidly acknowledge, and address issues that might reflect poorly on their leadership, like low test scores, financial mismanagement, or the blatant illegality of pushing radical ideological agendas, racial or otherwise.

Walk the Talk

Everyone has probably heard the expression *Walk the Talk* (*To perform actions consistent with one's claims*). Consider the promotion of the racial agenda in many schools, including where it’s happening, and the targeted audiences: white suburban populations, both adults, and students. Compare this with **where it’s not happening: in the cities that house the minority population**. Something is amiss (*not quite right, faulty, inappropriate, etc.*). It begins with the reality that it’s not about the minority population *per se*, although the entire discussion stems from the history of black slavery that ended 158 years ago. Instead, it pertains to blacks being supposedly oppressed and denied their rightful opportunities in the present day, and after the Civil Rights Movement of the 1960s removed all legal barriers to full participation by blacks and other minorities and racial attitudes have been dramatically transformed over the ensuing 60 years. Racism still exists, of course, but it has been overwhelmingly repudiated by the vast majority of Americans for whom it is anathema. And the racial agenda purposefully ignores the massive progress that has been made in race relations since the 1960s, as

anyone born before 1950 can personally attest. Overwhelmingly, Americans of all races, colors, nationalities, and creeds want all students to succeed in school, and in life.

However, there are other factors involved here, factors and forces that want to keep black people in a perpetual state of racial angst in order to keep them on the Democrat plantation of dependency and in their electoral coalition. This requires fanning the flames of victimology and denying them their personal agency, while blaming white people generally for their plight.

What's the reality of a white suburban school? For example, exactly how are black students treated any differently when they are in a predominantly white suburban school? Do whites get preferences for homework assignments; the teachers that are assigned to the classes; choosing elective courses; standing in the lunch lines; using bathroom facilities; being seated on the buses; selecting extra-curricular activities, etc.? NO! Then, where do whites get more preferences compared to blacks? **If not, then where is the systemic racism that is claimed to exist starting with the charge that --not some, a few, but -- ALL whites are racist (no exceptions).**

In other words, the racial agenda is full of rhetorical drama of theories, claims, and concepts, with no actual proof offered of specific everyday examples of white privileges, without even mentioning black privileges. It's *talking the talk instead of doing the walk*. Why? **Because the minuscule number of blacks in most suburban schools simply does not allow for any practical opportunities for white students to give blacks preferences that they do not already share with whites.** Exactly what are whites to do to show acceptance and respect for blacks, without giving them preferences not afforded to themselves? The only way is to give them preferences that whites do not enjoy would be to engage in discrimination.

Just look at the facts: in suburban schools: black students mingle with white students in all courses, there are no separate courses for whites and blacks, they have the same teachers, regardless of their gender, race, or ethnic background, experience, etc., and there are no separate textbooks for whites and blacks. But what cannot be provided is equitable outcomes (achievement) because that is determined by skills and abilities, and by genetic and environmental factors, including the experience of living with two-parents (or responsible family members), in a home in which both are working), a homelife that values education and reading, books in the home, and many other factors. This is all due to the circumstances of birth and the household in which they grew up that have nothing to do with racial animus. **The greatest sin perpetrated by the race essentialists is that of denying young black children a sense of agency that will allow them to surmount their current circumstances.**

Behaviors

There is only one aspect of schooling that can play a part in how blacks or any other ethnic, racial, or gender groups are treated, and that is with their individual behaviors (discipline). What is never stated is that the reaction of any student or adult to other students and adults is based on their behaviors. That, with rare exception, is the decisive factor in how others are treated. *Treat me with respect, and I will do the same for you.* This is a very simple concept to understand.

As an example, what instigated the racial agenda in the Trophy school district was one incident, **committed by one student** who painted his face black at a football game. One student out of an enrollment of 3,000 students. Statistically, or by any other math formula, it cannot be considered systemic racism by all whites (in other words, guilt by association, or skin color). **It is absolutely impossible to make such a claim as factual.** What was shameful, coming from Freeman, was that he interpreted it to mean that it represented the student body, or that it could contaminate other students. And worse yet, it required immediate action across the entire district, whether they liked it or not. There was no attempt to do a needs assessment to determine the feelings and attitudes of the students, nor was there any staff participation with committees. Nor were there any community demands **at that time** for the racial agenda. **He and he alone decided what was needed and how it was to be accomplished,**

through indoctrination rather than choice. Not surprisingly, he invited biased consultants to confirm what he wanted to do, and, as a result, the BOE supported his effort. In fact, not a single BOE member had the wisdom or intellectual honesty questioned his agenda, or the way he singlehandedly orchestrated it to ensure its broader acceptance.

In other words, the entire student body was apparently considered complicit in the blackface as though they had ordered the student to do it. Certainly, he knew better. If it represented the student body, there would have been many black faces in the bleachers, but that was not the case. In fact, when the student was told to remove the facial black, he did so without resistance. **Was any effort made to determine why he did it in the first place?** Where was *restorative justice* that's used as a part of the racial agenda, or does that only apply to blacks? Wouldn't that have been the prudent action to take to help the student understand that what he did was offensive, and not appropriate? Isn't that what restorative discipline and justice are all about when promoted as part of the racial agenda? Apparently promoted, but not practiced by the practitioners of the administration. This is hypocrisy at its worst. In other words, *do as I say, not as I do*.

Obviously, the hundreds of students in the bleachers knew it was not appropriate behavior or there would have been others with a black face. Yet, the advocates for the racial agenda that followed the superintendent's lead apparently agreed (or had no choice to agree) with his interpretation. **It was, in fact, a shameful interpretation of the facts that involved only one student as being representative of all students (guilt by association). If any lesson should be taught about respecting one another, it would be that. Would he blame all teachers for the inappropriate behavior of one teacher? I think not!** It would seem obvious that he was looking for an excuse to initiate the racial agenda and the blackface incident provided it. And it's just not the schools that are involved because the community is now involved, with a **group of parents and citizens opposing, not the goal of racial sensitivity, but rather HOW he is doing it, through indoctrination and no choice, casting blame indiscriminately on all students, all white parents, and the community in general.**

Not only is this a blatant and dishonest libel against an entire community, but it sends a terrible message to students, in particular.

Who has control over the behavior of any student or any adult? Only the individual involved. Behaviors are choices that are made by an individual for any number of reasons. The neighborhood I grew up in was littered with apartments and inhabited, as many were, with cockroaches and other vermin. The occupants represented most of the European countries and most came from large families. Every kind of imaginable behavior could be found at any time, but I can't ever remember blaming the behavior of one individual on the ethnic or racial group from which he or she came. There were also some black families just around the corner. In fact, they lived in a three-story apartment house whereas ours was a six-family apartment block right next to the railroad tracks. Interestingly, one of the blacks was a student at the high school who was elected class president, and he played a beautiful piano that he would perform for assembly programs for all students to enjoy. We often walked to school together (no school buses). What I never did find out was whether I lived on the right side of the tracks, but it didn't matter because the other side was the same.

Noteworthy, there was not a single-family home in sight in any direction. And it was common for all the ethnic groups to have names that were used to identify them such as a WOP (Italian), Polack (Polish) etc. I grew up in a 4 room, cold water flat (meaning no central heating), with 3 brothers who shared one bedroom with two double beds, and a chest of four drawers with each brother having one. There was no closet, the best that could be said for it was that the roof did not leak since it was on the second floor.

What we didn't know is that we all were poor, but thankfully, there was no one around to tell us. In other words, it's just not blacks who grow up in poor housing and neighborhoods; most immigrants have done so. But instead of being a victim, we grew up, and improved our station in life.

We didn't blame anyone for our plight because we didn't know we were poor. Even if we did know, what would we have done? Just move on and not dwell on our current circumstances, but rather hope for a better future by going to school and getting an education. At the time, there was a 50% high school dropout rate of WHITE IMMIGRANTS, just as there is now for blacks in failing schools, if data are reported honestly.

Another feature of the racial agenda is that it has an entirely new language, including concepts, claims, and theories, along with the “blame game approach,” that is, making charges of racism and promoting cancel culture to embarrass whites under a banner of a WOKE stigmata. In promoting the libel of systemic racism, this agenda resorts to fabrications of truth. For example:

1. The student body and staff are being told that only black slavery existed when in fact white slavery started sooner, lasted longer, and was harsher, because it was cheaper to buy white slaves than black slaves who were used in agriculture and household duties, whereas whites were used in the dangerous trades like timber and mining.
2. White privileges are the cause of the suppression of black opportunities, when in fact, the numerous black privileges are never mentioned that provide many opportunities for blacks even if it means discriminating against all other racial groups. There never seem to be enough privileges. It seems that the more that are provided, the more are wanted.
3. Using achievement disparities as an indicator of schooling discrimination when, in fact, the disparities are caused by the failing schools located in the cities where little effective instruction is provided to build literacy skills, the lack of which is the most significant contributor to the gap. If you can't read, you can't learn. This has nothing to do with racism, but rather with inadequate or poor instruction, or pedagogy, or the lack of it.
4. Using disciplinary disparities as another prime example of racism, when the factual statistics, if done by schools and districts and not national averages, clearly demonstrate that discipline and chaos are features of failing schools, and not white suburban schools that have little chaos in comparison.
5. No one is told that the purpose of the agenda has nothing to do with improving academic skills, although that is certainly inferred since it is being done in schools. In other words, solving every racial problem will not close the achievement gap one iota.
6. Since no school outcomes are ever articulated, what then is the purpose of indoctrinating all children in concepts, theories, and claims when schools and students are not in a power position to change socio-economic conditions?

Therefore, what are the white students supposed to do to change the lives of black students that can't be done right now by any BOE that wishes to turn around a failing school, or end it? Instead, the educational community makes it clear that they can't improve academics for blacks since they come from poor socio-economic conditions—shoddy apartments, poverty, bad neighborhoods, etc., that they claim are causes when, in fact, they are not causes. If they were, all those with socio-economic conditions would be poor learners, but such is not the reality. One dramatic example illustrated this. New Orleans had the worst school system in the U.S., and the most corrupt. Thanks to Mother Nature--Hurricane Katrina--the school system was physically wiped out. It was then restarted as a charter school system, but surrounded by the same socio-economic conditions as before, but the difference is that students are now learning compared to their previous corrupt schools. Incidentally, over 70% of the staff in the former system were teachers of color and that obviously made no difference.

Schools Do Make a Difference

Educators are right that they cannot change the socio-economic conditions of blacks, **but they can certainly change the education they receive by closing failing schools.** But to make matters worse, Freeman's agenda makes one huge false assumption in terms of Guilford and that's his apparent belief that the few blacks in town are being oppressed, and that only his racial agenda can help them.

Yet, when a handful of blacks who grew up in the Trophy district were asked about their experiences, they all expressed positive comments and no regrets. So, what is the purpose of Freeman's social justice agenda that apparently has no justification in Guilford? Of course, there will always be some who are never satisfied with their socio-economic conditions because our society today tends to be tainted by victimology--the victimhood syndrome that is common today among all racial and ethnic groups and genders.

The needs of these students were not assessed by any impartial survey. In truth, the racial agenda is only serving the needs of its virtue signaling advocates. Just look at the goals of Black Lives Matter, among which is to end the concept of the nuclear family (the bedrock of societal betterment for centuries), along with demands for “free” *healthcare, schooling, food, real estate, gender reassignment surgery, abortion, and “an end to all jails” as we know them.* They seek to disrupt the traditional family, demand reparations on behalf of foreign nations, and form a “global liberation movement” that will “overturn US imperialism [and] capitalism.”

How these aims are expected to close the achievement gap is never discussed because they can't do so. These aims are all simply give-away programs and free opportunities that require the upheaval of societal traditions and values, even if it means rioting and destruction of property, all based on the premise that all whites need to be shamed to atone for the sins of their ancestors, even if there were none involved. It consists of demands by those who were never slaves to those who were never slaveholders, or even in this country when slavery existed. But the advocates want more, provided by demanding additional black privileges in the form of income, jobs, education, etc. and to “get ahead of the line” in all societal endeavors. Is this what all blacks believe? No! But those who don't get on the racial express train are deemed “race traitors,” or “the black face of white supremacy,” as conservative commentator and California gubernatorial candidate, Larry Elder, was characterized by the *Los Angeles Times*.

More importantly, students and schooling cannot be instrumental in achieving those broader societal demands, so why are the schools being used as the means to do so? It's where the most vulnerable population exists for the purposes of indoctrination, in the hopes that, sometime in the future, they can use their influence as legislators, policymakers, administrative authorities, or, more importantly, as voters, to advance those demands. The agenda rests on the hope that when, and if, they can do so, whites can do more to atone for past and present white oppression and white privileges (these are claims and not facts) and, therefore, and grant reparations (money) to atone for the sins of the past. Conveniently omitted, however, are reparations for the present-day descendants of white slaves; and that is discriminatory and shameful as well. Thus, instead of educating students and preparing them to lead successful lives, they are being used to serve the political goals and interests of adults, and ensure their loyalty to their political agenda at the ballot box.

Therefore, if concepts, theories, and claims are to take hold of the human psyche concerning human behavior, it will require forced, intensive training, and education of white students and adults by white authority figures in a position to demand obedience to the racial agenda by forcing compliance (slaveholder equivalents), as well as, intense indoctrination K-12. Any real educator knows that these are not age-appropriate topics, particularly below high school. Yet, that is the end game for the Trophy school. However, for such to be successful, *practice* is required to integrate the new learnings in the brain stem as a permanent fixture. But how can these “*practice*” opportunities take place if the minority population is almost non-existent in suburban schools and communities? They simply cannot occur except with words, not deeds (walking the talk).

What's also missing from the entire discussion is that blacks currently have many privileges bestowed by skin color, perhaps more than whites do, through the benevolence of governments at the national, state, and local levels, and made possible by politicians, the courts, corporate enterprises, and the colleges and universities that have become indoctrination factories for their cause. In fact, this effort now constitutes an existential threat to the very meritocratic system upon which our society, and any successful society, depends, as Heather Mac Donald details in her book, *When Race Trumps Merit*.

In schooling, practice is required in many subjects for learning to be cemented, and it occurs through homework, repetition of knowledge or skills, project activities, community service, etc. In the case of minorities, it means that there must be sufficient black enrollment in order to determine the influence that whites can have in changing black lives through hope and opportunity.

But where no black enrollment is significant, how can these practices occur? Only two ways: (1) It can be done by enrolling white students in city schools and neighborhoods, an effort that has been tried with desegregation, albeit unsuccessfully. However, **extremely noteworthy** is that there was no attempt by choice schools, such as magnets and charters, to provide more privileges other than effective instruction, because the staffs were not and are not being trained in the racial linguistic dynamics as is being done in the Trophy district and others like it and (2) The practice opportunities must take place in the suburban schools promoting the racial agenda where staff is being trained and educated about the problem and needs of blacks. However, for that to have any impact, enough blacks would have to be accepted into white schools to make a difference, and what that number would be no one really knows. It's like what happened when COVID arrived on the scene, and no one really knew exactly what was needed to stem its consequences. Everything was proceeding by trial and error by necessity of the circumstances, and to keep education progressing in some way, of which online learning was its primary delivery mechanism.

Diversity, Equity, Inclusion (DEI)

Part of the constant drumbeat by the advocates of the racial agenda is using DEI as the hammer of submission. It is noteworthy that there is no measurable agreement on what the intended outcomes are of this racial agenda, insofar as the schools and students are concerned. More than anything, it's simply an exercise in woke virtue. Like it or not, it is not one required by any forced necessity because there is no urgent necessity, contrary to what Freeman apparently must believe. That's why he started the racial agenda sooner than all others even while knowing the state was working on a solution. **APPARENTLY, FREEMAN FELT HIS RACIAL WISDOM WAS FAR SUPERIOR (AFTER ALL HE WAS NAMED SUPERINTENDENT OF THE YEAR) TO WHAT THE STATE WAS IN THE PROCESS OF DOING. THAT'S ARROGANCE BY ANY STANDARD. THIS FROM A MAN WHO ACTUALLY THOUGH KENDI'S BOOK, "HOW TO BE AN ANTIRACIST" WAS SOMETHING OTHER THAN A RACIST POLEMIC.**

If there was such an urgency, where were all the other 167 districts--asleep at the wheel--or were they waiting patiently to see what the state was going to require? **The reality is that those schools implementing the racial agenda (around a dozen or so, but none as extreme of Freeman's agenda,) are doing so voluntarily and not by any needs assessments, legislation, community demands, etc. And it doesn't stop with talking the talk, but spiking the talk with divisive terms and fiery words like *all whites are racist*, a false statement of fact, even though that does not allow for improved academic outcomes.** That is not the intention of the racial agenda and that's why the failing city schools do not promote it, because they have proven that it has not improved academic outcomes.

The fact is that no racial agenda is needed to improve academic outcomes for black students. All that is required is effective instruction in a successful educational environment, provided mostly by suburban schools and alternative schooling, such as charter schools. The problem is that blacks coming from failing schools have little motivation to learn because they really do not know what real learning is on a day-to-day basis. If they choose to enroll in a choice school, however, that is a good sign indicating that they want to achieve better results than those provided by their failing schools.

Although not stated as such, the DEI advocates also assumes that its aim is to make blacks feel like they belong, by being accepted equally with whites and respected for who and what they are. However, all whites are not accepted for who and what they are, nor is any other ethnic group.

The problem is that every black student may not respond the same way to the new white culture (isn't that what school busing was all about, to integrate them into white culture?) Trying to attain the goal of acceptance and respect is a problem of how will it be measured or evaluated with some degree of objectivity? That can only be done in two ways: (1) by determining the academic growth that occurs, if any, that's on par with their white counterparts, and (2) by conducting self-surveys using appropriate questions concerning their feelings and thought processes.

Instead, as indicated in a recent article, *Outdated School Policies, Try These Instead*, Education World, May. 3, 2023, "*Ditch Standardized Testing*."

"Standardized testing has long provided a way to measure student achievement and hold schools accountable for academic performance. However, there is growing concern that standardized testing is an inaccurate measure of student learning. Critics argue that standardized tests emphasize memorization and test-taking skills rather than critical thinking, creativity, and problem-solving abilities. Where is the standardized test that can do that?"

We can't forget how these tests can create significant stress and anxiety for students, negatively impacting their academic performance and overall well-being. If that thinking is applied, the courses students take also can add stress and anxiety. On a personal note, I took a French class in high school and the first day my stress and anxiety went through the roof.

Schools must revise standardized testing policies and adopt more holistic approaches to assessing student learning. This means moving away from test scores and incorporating various assessment methods, such as project-based learning, student portfolios, and teacher observations. However, these are subjective measures, not objective. By using multiple measures of student achievement, schools can gain a more comprehensive understanding of student learning and provide a more accurate picture of academic performance."

Note: That's a claim, not a fact.

Determining the skills and knowledge they did not learn was once a prime mission of schools doing standardized testing (meaning it is harder to cheat the results). Of course, eliminating such tests does achieve an important outcome—it eliminates the achievement gap by ignoring it and, therefore, it should eliminate the need for a racial agenda, since there will be no gap to measure. This is how two plus two make five using the racist lens in mathematics. ***But make no mistake, this is the coming trend in schools.***

In addition, how will ditching standardized testing going help everyone to feel accepted and respected, everyone, not just blacks? Standardized tests determine the differences in academic skills that should have been learned. Of course, that also conveniently eliminates the need for instructional (teacher) accountability in the learning process, something that will please the teachers' unions.

There is yet another outcome achieved: there will be no need for choice schools since everyone will be achieving the same results by being evaluated on measures that cannot be judged objectively, but rather, subjectively, and everyone knows what the results will be—flying colors for all. In other words, how will a student portfolio be evaluated? But by what standards? But, if there are standards, then it is back to testing.

Furthermore, there will be no need to have choice schools to provide better resources and effective instruction, so that minority students can learn more effectively. The history to date **indicates attending choice schools has been successful, without the need for any divisive racial agenda.** Failing schools are not schools of choice. In fact, they are not even a choice since the law requires their bondage to them.

White Bondage

White bondage? Or was it meant to be black bondage? The assumption is that any district promoting a racial agenda would certainly be a school of choice, to demonstrate that they *walk the talk*. **But this is not so, as illustrated very dramatically by the Trophy school district of Guilford, CT that has promoted the most extreme racial agenda for grades K-12, with no realistic choice to opt-out. Since the racial agenda is being infused in every grade and subject, it is not possible to opt out, except by dropping out.** This broad-based system of indoctrination is clearly unprecedented in Connecticut educational history and the blame falls squarely on the shoulders of Paul Freeman. Compare that process to what the state decided to do: after many months of discussion by 9 committees and 200 participants the decision was made to require a Black and Latino history course to be offered at the high school in 2023 (no urgency). Students are not forced to enroll. It is an elective, not a required course. In contrast to Freeman's K-12 indoctrination factory, this is a true and honest way to opt out.

Therefore, in essence, all students are being held in bondage, or involuntary servitude, to serve the needs of the administration, by participating in a program not required by legislation, or even required locally for graduation by any BOE policy. Does any school have a right to do this? No, because involuntary bondage is unlawful, but no one has made it an issue, at least not yet.

For example, the Trophy school has a black enrollment of 1.3% or about 40 students spread across 12 grade levels, meaning an average of 3-4 students per grade. Those minuscule numbers would simply not be enough to work with to make any statistical differences. Of course, it would depend on exactly what the mission, or purpose, of the effort is, along with goals and objectives, to implement realistic change efforts. **What formal and anonymous needs have been expressed or determined by the black students or even all students?** None! No needs assessments have been conducted, therefore, any needs are assumed by the administration. Why make assumptions? No proof or support has to be shown. What should be "changed" for blacks would be improved academic outcomes that can dramatically shrink the achievement gap, **of which CT has the largest gap among all states.** For academic improvement to occur requires literacy skills, because if you can't read, you can't learn. **Yet not a single word has been uttered to promote this critically needed skill, except to talk of ditching standardized testing, which will only paper over the problem.**

The basic issue to start with now is that the whites are at one starting gate academically, and the blacks are at a starting gate much further behind academically. To catch up, they would have to learn at a faster rate than whites, or white standards (considered a white privilege and a means of oppression) would have to be lowered to make it easier for them to catch up faster. **This is the critical time factor issue: How to make black academic growth move faster than whites?** Like it or not, nationally it's being done by the anti-test movement to eliminate all testing (the elimination of meritocracy and competition) because tests measure growth. Yet, at the same time, standards are being lowered. In fact, they have been lowered in 37 states, but neither of these methods improves the academic growth of blacks. Ironically, it does close the shameful achievement gap **because, without testing, there is no gap.** However, if they are to compete successfully (and that is not an expressed outcome of the racial agenda) in the real society of everyday life, they need to be provided with the necessary skills and behaviors.

In other words, those promoting the black agenda apparently do not want to make academic growth, real growth, as one of the critical and necessary outcomes because that's measurable. And if it

is measurable, blacks will remain behind until the **right means are provided to improve instruction in a successful environment, one that is typically found in suburban schools.**

So, the basic question remains: can they catch up, and, if so, how? It's no secret because it has been and is being demonstrated time and time again by charter schools and schools of excellence where there is no racial advocacy, simply effective instruction, where they do much better academically at a much faster rate than at the failing schools from which they came. An example was provided and illustrated in 2021 in Hartford, CT, where black students who enrolled in choice schools all did better academically and basically caught up within two years, and they did best in charter schools with no racial agenda needed. **In attending the choice schools, they still were carrying their socio-economic conditions that the schools claim hinder their ability to learn.**

Therefore, the time, attention, and resources being used for the racial agenda are not necessary to improve the lives of blacks and all students. They are, in fact, a colossal waste of time, energy and tax dollars, with no hope of demonstrable success. If these resources were used to provide more intense literacy instruction, they will catch up as a group more quickly. But the problem for the racial advocates is that, even if they succeed, success on the literacy front will diminish or erase their efforts (jobs and donations) and render them pointless. In fact, this is true with any cause, regardless of what it is. Once the problem is solved, those who have been involved in pushing the cause will no longer be needed--no jobs, no income. Of course, the advocates will not admit this, so they try their best to keep the scam going.

But there is still another issue involved and that revolves around the whites who take up the cause based on a sincere belief that their support will improve the outcomes for blacks; again, never articulating what those outcomes are. It seems to revolve more around their white guilt for slavery in century's past, **rather than dealing with present-day slavery of blacks being held in the bondage of failing schools.** Do they promote the cause out of deep-seated beliefs, or because it is the thing to do in order to feel and look good?

The Test: Doing the Walk.

Can this be tested? **Yes, it can, by walking the talk;** in other words, doing what is necessary to transform the talk into reality. **And it can be proven very easily and quickly, in fact, overnight.** Begin with a very interesting reality, *the fact that Guilford district does not provide any choice seats because it's not a choice school district, yet they are the district promoting the most extreme racial agenda. Rather strange, is it not?* It's hypocritical, to say the least. This certainly is an indication that they do not want to do what is required to walk the talk because it is easier to just *talk the talk.*

In response, they will give the reason that Guilford is in the New London area that has no choice options. Yet, New London is one of the lowest-performing city districts in the state. Something doesn't seem to make sense. Any district can choose to be a choice school. The only difference would be that of funding. In CT, only 20 district areas can have choice schools or charter schools. But if the choice is to be available, the suburban schools must become the choice schools to attend, certainly not the city schools.

More important to understand is that ***Walking the Talk*** means that more blacks would have to be enrolled by making choice seats available. However, once limitations or conditions are placed on the numbers to be accepted, or the conditions under which they will be accepted, this means that they are just *Talking the Talk.*

The Trophy Challenge

How would the Guilford Public Schools demonstrate that they are willing to *walk the talk*? Simple, become a real school of choice to allow blacks to attend a recently built beautiful \$100

million-dollar high school. All that would be needed is a vote of the BOE, *with a stroke of the pen*. But that is easy to do, how it is done is another matter, and the key is to do *the talk by walking it*.

How many students or seats should be provided? At least 100 students would fill those seats, preferably those in grades 9 and 10 only to start with. Are such seats available? Yes, and far more.

On the BOE website is a study that was done to determine future Guilford enrollment projections. It began with 3,500 students projected to go down to about 2,500 by the mid-2020s; currently (2023), it's just under 3,000. New and very precise grade-by-grade and school-by-school calculations have been made that somewhat discount the prior data, although spaces are still available in some grades and schools.

But what is really meant by spaces? Guilford obviously determines it to mean that any additional students cannot change the teacher-per-pupil ratio which is 13:1, one of the lowest in CT. That has nothing to do with the number of available spaces. For example, if a classroom can accommodate 25 students, and on average each has 13 students, there are spaces for 12 more with no additional staffing required. If it should move to 16:1 or 20:1, what statistical differences would it make academically? History says it will make no difference because class sizes have been reduced from 28 to 13:1 in CT, one of the lowest among all states, yet, it has the largest achievement gap with standardized test scores basically frozen in place.

There is another issue involved, considering the passion and obsession of the Guilford agenda and it may require some "sacrifices." But sacrifices are a way to demonstrate a commitment and sincerity of the mission—the difference between talking the talk and walking the talk. Is Guilford willing to live up to the, albeit amorphous, goals of its racial agenda? And not just that of the schools, but of the community as well?

To have enough concentration of black students involved to determine whether the racial agenda can make a difference will depend on what and how they are accommodated and the numbers involved.

In the challenge presented, it's suggested that 100 minority students (mostly black, if such criteria are used for a selection process), in grades 9 and 10 only (50 per grade. With about 250 students per grade, it would mean an increase of 20%, but much depends on the classes (required versus electives).

Why grades 9 and 10?

1. They will have a history of schooling to know what has or has not been done to accommodate their needs, and what impact, if any it has had on their academic and social performance.
2. Based on an analysis of their school record, a more realistic program and accommodations can be developed to achieve meaningful academic growth.
3. They are more mature and can be involved with non-academic extra-curricular activities to help them feel successful immediately by demonstrating their interests and skills in non-academic endeavors.
4. They will feel more comfortable being with more of their former classmates.

Why concentrate on just black boy students, wouldn't it be discriminatory? No, if the selection process would be to accommodate those who have the greatest needs, and black boys have the greatest needs. Currently, choice selections are often determined by a lottery system, being picked at random, regardless of need. The selection criteria would be based on their history of NAEP (literacy) test scores and their academic record; although state tests can be added. they can be too easily fabricated and/or manipulated for political reasons as they have been by districts across the educational landscape to make

a school district “*look good or much better than it is,*” or to make an applicant look better.” In addition, they must come from a failing school.

How is it known that CT has any failing schools? In 2012, a CT Reform Act was passed with one of its two main features being to turn around failing schools of which *ConnCan* reported 136 such schools, housing some 45,000. students. Most of them, if not all of them, still exist. If the State DOE claims otherwise, they should produce the verifiable data, but since they still fund a turnaround office, enough still must exist. In addition, ideally—but not required—they should come from a single district such as New Haven that is close by and would certainly have enough applicants, and they would likely be coming from the same neighborhoods. Knowing many of the other students will make them feel more comfortable in such a new environment. It would also make transportation easier to provide.

Would this exclude Hispanics or girls? Not if they qualify according to objective selection criteria. The fact is that it’s the black students, and specifically the black boys, who are most in need, therefore, practically all of them would be black boy students. Those boys, girls, and other minority groups that score at the lowest levels of the NAEP scores, starting with those at the lowest grade level and moving up by grade level to get to 100 students would qualify to attend. Also, in order to do any kind of statistical studies, at least two years would be needed, meaning that only those in grades 9 and 10 would be accepted.

There is another issue to consider and that is between the time a student applies, and actually begins, changes may occur from day one; therefore, a waiting list should be prepared numbering at least 25% of the proposed 100. The selection would start with those with the lowest scores and, as the selection progresses, it would continue to move up the grade levels.

In addition, those who are at least three years behind grade level would need a comprehensive forensic analysis to determine what other factors may be involved in their lack of progress, and what resources would be needed to accommodate their unique needs. Who would do this? The sending school, since it should not be the responsibility of the choice school. In fact, they should have done it sooner because of special education laws.

Another reason for starting with 100, is that there will be dropouts during the next 2-3 years because no one should be selected in grades 11 and 12. By starting in grades 9-10, it would allow at least two years of attendance to measure growth.

Of course, the Trophy school may (likely will) have objections to some of these conditions or the numbers involved, claiming, for example, that enough seats are not available. As previously indicated, the administration would be referring to the teacher-per-pupil ratio issue. *In other words, although some would consider increasing the per-pupil ratio is a sacrifice, that is part of doing the walk and not just talking the talk; without some sacrifices, there is no commitment.*

What also must be kept in mind is that they could claim it will increase the budget; however, not said is that it will also add dollars to the budget because of increased enrollment based on state aid, as well as, possible per pupil stipends from the sending schools, or even the state.

The Ultimate Commitment

But more “*sacrifice*” is needed to *demonstrate walking rather than talking*. Are the advocates, the administrators, BOE, staff, municipal officials, PTO leadership etc. willing to provide a home for each student five days a week (100 homes would be needed and they are certainly available)? Most of the blacks would be coming from single-parent households in which there is no male figure and from apartments, not homes. Most suburban homes would have an adult male and female presence with two, three or four bedrooms. In all probability, most homes with children have one child per bedroom. Does a child have his or her own bedroom? No! I grew up in a cold water flat, sharing one bedroom with

three brothers with two double beds. So, having two share a bedroom would not seem to be much of a sacrifice (that will certainly happen in college residency), but how many would be willing to do that to help these children in need? Again, the difference *between talking the talk and walking the talk*.

More important, this would also be playing host to the DEI initiative, allowing these black students **to share diversity** with a white family, **equality of resources** within the family, and **feeling included**, not just in the family but in the community as well. In addition, it would allow them to become really involved in extra-curricular activities and sharing the nightlife with students and neighborhood children (diversity and inclusion).

It is these conditions that will help the advocates provide numerous opportunities to *practice DEI*. Some may consider this to be a small or major sacrifice to help these students in need, **but sacrifice is the difference between talking the talk and walking the talk**. That would demonstrate a real commitment, in fact, the only way to demonstrate it. The advocates would be showing the way for others in the community to become involved.

Bye, Bye, Dick and Jane

There should be no doubt that reading remediation would be the first academic priority, but with this age group elementary-level remedial reading (the Dick and Jane with Spot approach of long ago) would not be appropriate; it must be done with mastery learning at one's learning rate--with ample opportunity to practice again and again with no one knowing that's what is happening, and not being compared with others, but rather with oneself.

This is not new education, but it is a new approach to remedial reading at the high school level with a Reading Renaissance Laboratory equipped with at least 25 semi-private cubicles and technology galore. In the districts in which I was superintendent that was one of the first things I helped to start at the worst possible time because technology was just in its infancy in the 1970s. The first one was done on the cheap and the cubicles were made with 2x3s and plywood, by a teacher who taught woodworking costing, with his labor and materials, less than \$1,000. The instructional materials were chosen by a remedial reading teacher with the condition that the materials had to be self-paced and self-correcting, and which were available as self-programmed material. Not very exciting or really interactive, and the materials had to include the interests of high school boys. The process had to use commercial reading tests to measure progress that could be repeated more often to check progress. It cannot be done just with the NAEP test.

The time spent in the lab was determined by how many grade levels a student was behind in reading; the greater the reading disparity, the more time must be spent in the Lab. The teacher was also provided with an aide to assist. Yes, it stumbled along at first because it was all trial and error and with absolutely no model to follow except a concept of what was needed for older students to advance in reading skills.

What really made it work was that the teacher was a perfect fit for the job and she loved the opportunity to develop the lab. It took a few months to start showing results, but then it began to do just that. What proved surprising was, as crude as the lab was, the students really seemed to like the way it was set up and the learning process involved: As one student said: *I don't feel like a dummy, and I can check my own work.*" I started it again in my next position in the 1980's when computers started to be used more in schooling, and it was more successful much sooner. Frankly, I did not believe that anyone was doing anything like that anywhere and that is unusual, since innovation always has others involved elsewhere.

Then, when I started doing research for this book, up popped several districts doing a reading lab concept with far more sophistication than anything I could have done at the time. I am not surprised

at the few doing it because that indicates the education world of reading has simply not caught on to the need that exists with older students, and how to remediate such a basic skill. Another big advantage with the computers is that the software can be accessed 24/7, even at home.

Although the reading lab concept is the key to the remediation process at these grade levels, students must be recognized for their progress with the simplest of activities such as certificates, sending parents notifications of their progress, getting suggestions from them for improving software, and interest themes, etc.

Most important is that black boys who are far behind in these skills really appreciate the progress that they made and are not looked upon as a Dick and Jane dummy.

None of this requires a divisive racial agenda that has no academic outcomes. Yet, this is what these students need most. But obviously, their real needs are not considered because solving the problem would mean that the advocates would no longer be needed. The reality is that the racial agenda is not concerned with their academic progress of these students, and they are being used as *cannon fodder* to inflame chaos and conflict. History is replete with such examples.

The challenge has been made, the details provided, and the reality is that it can be done by the district advocates with no excuses or alibis. It's now up to them to demonstrate their commitment by *walking and not just talking the talk*. Unfortunately, this does not mean that it will improve academic needs unless it becomes part of the desired outcomes. **The reality is that the racial agenda does not provide the hope and opportunity these students need because that can only happen if they succeed academically, and why the advocates cannot see that is a real tragedy.**

Needless to say, there are two types of advocates. Those who are using a cause for personal gain to enrich themselves with money and/or power, or those who are sincere believers in the cause who consist of two types of believers: those who have the power to make or provide changes, and the others who simply follow (groupthink phenomenon) and support the power brokers. Obviously, the power brokers lead and are blinded by divisive and even explosive rhetoric believing that it will help blacks achieve some sort of emancipation from the past. Like it or not, that is mission impossible.

In other words, rather than dwell on the slavery of the past, they should do what they have the power to do RIGHT NOW, as this is being read, to release these black boys from their current bondage in failing schools. It can be done quickly, easily, and simply with no conflict, by providing choice. In essence, their bondage today can be alleviated virtually overnight by (1) promoting real choice available to every single student, as it is being done statewide in AZ and (2) by following the intent of the state requirement to provide choice, and (3) politically advocating for the end of the failing schools that any school board can do locally, with a simple majority vote. **No permission is needed from the state. In fact, the BOEs can even provide per-pupil vouchers RIGHT NOW to be used for those students who are opposed to the agenda in order to attend any school willing to take them.**

Many districts will do so because the more students that are enrolled, the more state aid they will get, and **the spaces are being created because of declining enrollments.** In addition, depending on the state, the sending schools will also provide some subsistence aid. All that is needed is to have the "will and resolve" to do something meaningful to help these vulnerable and disposable children destined for the prison plantations, all because of their inability to read due to the failure of schools to provide them with this critical learning skill. **Yes, it is that simple, too simple for many smart people to understand (it's hard to teach smart people how to learn).**

Parents do not want chaos and conflict in their schools, yet the racial advocates, many of them parents, apparently believe that it is the only way to address the racial needs being discussed with no

objective evidence as to what those needs are, except test scores. EVEN THOSE ARE NOT USED... The real needs can be determined and addressed using a *needs assessment*. The State of CT spent months determining what needs they had on the racial front with 9 committees, involving over 200 participants, and they certainly did not choose the current Trophy district example or the general social justice agenda advocated by the AntiRacist book by Kendi being used by many districts that are causing conflicts in schools and communities.

Recall, too, that CT is a hard blue state and could have required the most extreme racial agenda, but their decision indicates that implementation should be by choice, simply requiring an **elective** history course, and not a requirement for students to take. And **critically important, nothing was to be done below the high school level, meaning no bondage for K-8**. But the Trophy school, and likely many others, apparently feel that their wisdom is far superior to that of the 200 who spent months studying the issue, by promoting a K-12 mandatory racial agenda.

God of a Racial Cult

This brings up another thorny and likely controversial issue being practiced by the Trophy School that certainly should be considered: “**unadulterated arrogance**” (*exaggerating one’s own worth or importance often in an overbearing manner and showing an offensive attitude of superiority*). Consider the fact that Freeman obviously feels that his interpretation of the **Equity and Social Justice Agenda** is far superior to that of the State’s 200; and more extreme, superior to that of the other 167 superintendents in CT who are not following his extreme agenda. Yet, his followers on the BOE, the PTO, municipal officials, etc. are providing full support. He seems to have a cult-like personality and is apparently viewed as a “God” leading a cult agenda of his own making, even though he is following the cult leader of the antiracist God, Ibram Kendi (he bought his book, **How to be an Antiracist**, for every staff member to read (using taxpayer dollars) and certainly it was meant to be the staffs’ instructional “bible,” and not to be read just for pleasure.

Is “cult” an extreme word to use? Not by definition: “cult” is a misplaced or excessive admiration for a particular person; an obsession with a fixation on a mania of beliefs,” thus he becomes the **God of the Cult Racial Agenda**. Another indication is that **he, and he alone**, has been in control of the entire implementation since no committees have been used to discuss and debate the agenda. This is in spite of the fact that state law has required the BOEs to establish a District Curriculum Committee to deal with any curriculum issues, discussions, or topics., etc.

That committee has never been established, but it should have been used to deal with the Racial Agenda. Despite their claims to the contrary, it is a curriculum issue as defined by the BOE’s own policy that includes *concepts*. Apparently this was not to Freeman’s liking, since he has been the creator, writer, editor, producer, and director of the entire agenda. Such an intense obsession by him indicates that there is to be no peaceful resolution. **It’s either his road or the highway for those who are opposed**. Without question or debate, this is not the role or purpose of a superintendent or public school. Therefore, a resolution to this cult agenda can only take place in the courts.

Epperson v. Arkansas, 393 U.S. 97 (1968), was a landmark United States Supreme Court case that invalidated an Arkansas statute prohibiting the teaching of human evolution in the public schools. **The Court held: The first amendment to the U.S. Constitution PROHIBITS A STATE FROM REQUIRING...“THAT TEACHING AND LEARNING MUST BE TAILORED TO THE PRINCIPLES OR PROHIBITIONS OF ANY RELIGIOUS SECT OR DOGMA.”** What is meant by “dogma”? (Various dictionary definitions):

- *A principle or set of principles laid down by an authority as incontrovertibly true. Something held as an established opinion especially: a definite authoritative tenet or point of view put forth as authoritative without adequate grounds.*

- *A belief or set of beliefs that is accepted by the members of a group without being questioned or doubted.*
- *The unshaken belief that something is true, regardless of proof...*
- *An authoritative principle, belief or statement of opinion, especially one considered to be absolutely true regardless of evidence, or without evidence to support it.”*
- *Any belief held unquestioningly and with undefended certainty. It may be in the form of an official system of principles or doctrines of a religion, such as Roman Catholicism, Judaism, or Protestantism.*
- *It is also found in political belief systems such as communism, progressivism, liberalism, and conservatism.*

“Dogma refers to enforced decisions, such as those of aggressive political interests or authorities. More generally, it is applied to some strong belief which its adherents are not willing to discuss rationally. This attitude is named as a dogmatic one, or as dogmatism; and is often used with respect to political or philosophical dogmas

The racial agenda, as being practiced in the Trophy district, is a dogma specifically defined in the last definition. But interestingly, it may also be a religion as well, defined by Title VII.

“For purposes of Title VII, religion includes not only traditional, organized religions, such as Christianity, Judaism, Islam, Hinduism, and Buddhism, but also religious beliefs that are new, uncommon, not part of a formal church or sect, only subscribed to by a small number of people, or that seem illogical or unreasonable to others.

Religious beliefs include theistic beliefs (i.e., those that include a belief in God) as well as non-theistic “moral or ethical beliefs as to what is right and wrong which are sincerely held with the strength of traditional religious views.”

The Unknown

What is unknown is Freeman’s motivation to pursue such an extreme racial agenda and it can’t be because he believes he has more wisdom than the states’ 200 committee members; perhaps he does. But he is coming closer to the end of his career. Yes, he became superintendent of the year in CT, but I believe he is looking for a more prestigious job before he retires. Retiring from a small town like Guilford is not a real accomplishment compared to what superintendents make financially in larger and more wealthy communities, along with more recognition.

A question that should be asked with an answer: *Is he using Guilford to promote himself to other more prominent positions?*

Another factor to consider is: if he is so right in his racial passion, where is his army of superintendents that support his racial agenda? Can the rest of the 167 superintendents be so out of touch with their communities that they have not embarked on such an extreme agenda? Their communities are at peace, not so in Guilford and Greenwich. A prime responsibility of a superintendents is to avoid presenting dogma that divides a community. Instead, he is keeping the pot boiling and brewing, with more conflict. Of course, this is also true of the municipal leaders who should be more aggressive in trying to resolve the conflict, rather than taking sides. In fact, the decision by Guilford’s First Selectman to support the cynical political machinations that led to the evisceration of the minority representation rule is a prime example. Those machinations kept the minority party (Republicans), representing 3,300 registered voters from having a voice on the Board of Education, and replaced them with members of a newly formed Independent Party having a little over 300.

Are the Schools Safe? No!

Not as safe as they can be and should be, and a proposal demonstrates what can and should be done to deal with a shooter on-site with non-lethal means. Additionally, Freeman claims that the schools are safe; yet not a single change has been made in the original plan of 2011 for which no teacher, parent, or student was involved in its development; in fact, **even the first responders were not involved** in its preparation. Although it consists of 49 pages, it is more of a philosophical document that does absolutely nothing to do with how to deal with a shooter on site. Waiting for the first responders is no answer and that was proven beyond any doubt in the latest shooting in Uvalde, TX where, at one point, 372 responders were on site while the shooter was busy inside shooting children and staff.

The reality is that it emphasizes bullying as the cause of most shootings because it was assumed or known that the shooters were bullied (the state also follows that theme) and it is very questionable since bullying has been part of the school landscape since it began so why is it now a cause? Another reason given is the easy access to guns when, in fact, access to guns was easier 25 years ago. Not many years ago, you could walk into a hardware store and buy a gun immediately. **These are conditions, not causes** in and of themselves; therefore, if the wrong assumptions are made as to causes, it is no wonder that shooters continue to be successful.

Just as one example to show that the plan needs an upgrade was that, in 2014, each school building was required to have a safe school plan, and that is not even true today. The definition of bullying was changed and that has not been corrected.

However, the most serious shortcoming is that no formal threat assessment is required when a warning has been initiated by a potential shooter. Guilford had such a warning with a gas mask incident that was never analyzed with a formal threat assessment; Yet, such assessments are free to obtain, and the best is from the U.S. Secret Service.

Unfortunately, the problem is even worse since the town is supposed to develop an *All-Hazard Plan* to meet any disasters by humans or Mother Nature, and it is required by the Department of Emergency Services. It is supposed to be done in conjunction with the school safe school plan. Where is that plan? It doesn't exist even though it is required by law. This is what happens when there are no consequences for failure to follow state laws—13-3 section 86.

Isn't this what the community, parents and taxpayers should be concerned about? And not just in Guilford, where the racial agenda transcends safe schools?

What's desperately needed is an independent committee to look at all these facts and more laws that have been ignored by the municipal and school officials, putting the citizens of the town and schools at unnecessary risk.

If this racial issue is not resolved peacefully, **and there is no indication that the advocates want a peaceful solution**, it will get uglier and may well become responsible for an *educational apocalypse* of public education. In the end every student and family will be involved, even innocent bystanders, and there will be no real winners. But those who will lose the most will be the very black students this agenda purports to help.

The only possibilities that parents have to choose from who do not want their children to be indoctrinated, held in bondage, and who do not want their children influenced by the *God of the Racial Cult* (who apparently is intent on an endless conflict with parents since he has not proposed any effort to negotiate a means to end it), and it is not complicated. Allow parents who are opposed to his racial agenda to ...

- (1) Provide choice. Yes, it is as simple as that, but realistically, it is not possible to do since the ESJA is being infused into every grade and subject. However, it can be done by having a

school within a school, providing double sessions, or by separate school buildings, depending on the number of parents in each agenda—racial and traditional.

- (2) Provide the means to have those opposed to start their own charter school, or have a traditional school in town using one of the school buildings.

Note: There is no extra cost since the cost is already built in.

- (3) Provide a voucher equal to the per pupil cost for parents to use at any school that will accept it, or to use it to start their own school, or do homeschool.

Note: Again, no extra cost since the money is already being paid for each student in the budget. Since the school budget is paying for them, they should be able to be counted in the enrollment to get state aid.

Simple Solutions Exist

It is unfortunate that the opponents would have to consider such possibilities when they are paying taxes like everyone else to have their children attend the local schools that are not to be used for personal, private, or any dogmatic agendas because schools are supposed to be neutral in their offerings; and **there is no neutrality with the racial agenda-- absolutely none—when there is no choice, it is bondage.**

The question is why doesn't the racial agenda permit students the choice to opt out? Because they must be "controlled" and that is a characteristic of a "cult." Obviously, that's why it demands and requires forced indoctrination and attendance in a public school.

In fact, the reality is that the Trophy School (and others like it) can end the conflicts flaring up nationwide in many school districts by giving the parents the option to choose whether to have their child opt out, or providing a voucher in the amount of the per pupil cost so that opposing parents can send their child to a school of choice, and get a real education devoid of indoctrination? While it does not correct the underlying illegality of indoctrination, it does provide an escape valve for parents and students who are aware of the illegality and injustice of the system.

As noted previously, some corners in schooling today are marked by a bizarre enthusiasm for low expectations. This has fueled a push to eliminate graduation requirements, do away with advanced classes, eliminate gifted programs, and stop asking students to show their work. All of this was promoted by self-proclaimed agents of "equity" before the pandemic and has only gained momentum as school leaders "temper" their expectations in light of pandemic-fueled learning loss.

While going easy may seem like a genial accommodation after the disruptions of the past few years, it does students no favors — with the worst impacts on the most vulnerable children.

Now, when the air is thick with suggestions that grading is hopelessly biased and even that hard work is a product of "white supremacy culture," it takes the backbone for teachers to hold fast to high expectations. That's doubly true when low expectations are easier, making for less work, happier students, and fewer parental gripes about low grades or classroom discipline.

Despite all of this, some teachers are still willing to hold fast to high expectations. On that score, a provocative new Fordham Institute [study](#) by American University professor Seth Gershenson uses federal data from two nationally representative surveys to get a sense of high school teachers' expectations and how those expectations vary across different kinds of schools.

Unfortunately, Gershenson struggles with a variety of limitations, since the data sets, he uses weren't necessarily intended for this purpose. For starters, he leans heavily on a question which asks whether teachers think their students will go on to complete a four-year college. This has serious

limitations: This metric clearly favors schools focused on preparing students for college. And it's not a great way to gauge whether teachers have rigorous expectations in the classroom for conduct, effort, or mastery. Of course, Gershenson can only make do with the questions that were asked.

Another issue is simply the age of the data, as the two data sets Gershenson uses are comprised of students who were in tenth grade in 2002 or 2009. While the analysis is informative, it can't tell us anything about what expectations look like in 2022—whether they've been affected by the pandemic, lowered by a misguided understanding of “equity,” or even if the same patterns are still evident across kinds of schools.

For all the limitations, though, the results are worth mulling over. Across the data, Gershenson finds that 48% of traditional public high school math teachers and 49% of their English-teaching peers expected students to complete a four-year college education. At charter high schools, the figures were 63 and 53%; at private schools, 79 and 80%.

Since the high expectations in charter and private schools could have been a function of student or school characteristics (rather than teacher mindset), Gershenson used multivariate analysis to try and control for those factors. He found that, other things being equal, private high school English and math teachers were about 20 percentage points more likely than their district peers to expect students to complete college. Charter schoolteachers' expectations weren't quite as high as those in private schools but were noticeably higher than those in district schools.

Gershenson also finds that when high school teachers have high expectations, it appears to have an impact on things like high school graduation and college completion. This shouldn't be all that surprising and is consistent with a pretty substantial body of research. But it's a reminder that seems necessary right about now.

With its older data, imperfect measures, and statistical gymnastics, this kind of analysis merits careful handling. But at a time when data-free ideologues are hailing the merits of low expectations in the name of equity and kind-heartedness; he has provided a timely reality check.

There is another choice available, and one that is fair to all. Establish two different side-by-side schooling systems in the same district; one that promotes the racial agenda, and one that maintains the traditions and the values of the past that have endured for centuries. Depending on the number of buildings, either a building can be divided into two mini schools, or depending on enrollment needs, designate one or more buildings to accommodate each system. They are all doable options and no extra money is needed.

The fact that the racial advocates will not consider such options is an indication that the racial agenda is a façade simply to promote black privileges of all kinds and none of which help black students academically, meaning that they will continue to keep the prison plantations operating at full capacity.

Why is that so? The school-to-prison pipeline can only flourish in failing city schools. A survey of inmates will reveal that up to 80% are school dropouts who have serious reading deficiencies. That's why they dropped out (can't read, can't learn!).

Therefore, this is far more than a challenge. It is the only way to prevent the possible apocalypse of public schools (meaning that there will be a very long period of conflict) and that can only end in disaster. Most important to understand is that it will also promote and encourage more shooting events, because anger and hate are the instigators of shooting incidents, and that will involve casualties of children, staff, and adults on all sides, including innocent bystanders.

Speaking bluntly, it does not take any wisdom to know that turmoil will be brewing in more and more districts, meaning that student learning will inevitably decline for all, as has happened with the consequences of COVID-19 and revealed dramatically in the latest NAEP scores. Is this what most parents want? I think not, but they cannot remain as spectators, they have to get onto the playing field.

Although this is not what most parents want to see happen, they are caught up in the euphoria of the agenda and many are afraid to speak up for fear of being canceled or called “racist.” Of course, there are always those who are willing to fight for what’s right and they do exist in every community; in Guilford, there are only two options: have a child indoctrinated and held in bondage or remove the child from the system.

Only time and circumstances will tell the rest of the story. But real estate agents will tell you it will have a negative impact on sales and values of homes.

What’s Freeman’s and the BOE’s Response?

Enough has been said, and has been amply supported with evidence and documentation, that Freeman and the BOE have violated state laws and their own BOE policies in implementing a radicalized racial agenda that far exceeds what state law and the state DOE require. No other district in Connecticut has instituted an agenda so radical. That’s why Guilford stands alone as a Trophy School.

Insofar as the Trophy school is concerned, how the issue will unfold will likely depend on the three lawsuits that were filed because the children of three parents claim that their children were bullied, even in front of teachers, with no consequences. If they win in court, it will certainly make Guilford schools and its claim that schools are safe for all children to be bogus.

This does not end the discussion. It is only the beginning because it’s now up to Freeman and the BOE to act according to the law and their own policies and do what’s best for the schools, the children, staff, and the community. The solution is simple. Rather than continuing in their obstinate course of indoctrination and bondage, provide real choice. How much simpler can it be?

Freeman’s racial obsession and ethical failures and the BOE’s submissive acquiescence to them would, however, indicate continued defiance in the face of reason, but now the GECC has provided them an opportunity to do what’s best by complying with a Cease and Desist letter. Otherwise, the courts will have to intervene.

Will they make a commitment to champion real equality of opportunity for all. Or will they remain steadfast in the assurance that their wisdom is superior to that of everyone else? Based on their actions and attitude to date, it is not likely that they will do what’s best for all, since they have determined that “all” must have no choice and must be indoctrinated. Those who are opposed must be held in bondage because they (the BOE and Freeman) know what’s best since they believe they are endowed with superior wisdom.

Such arrogance has never been the mission of schools, nor is it now, except for the Trophy school in Connecticut and others like it in Democrat-led cities and states across the country that have strayed from the ethical pathway that should always be the loadstar of public education.

What will be the final outcome of this educational abyss into which the misguided have fallen is hard to predict. If the courts uphold the law and the traditional ethical values of education, those who are opposed to this destructive aberration will ultimately prevail. Let’s all hope that it will be so.

Recommended sources

Adams, Marilyn Jager. **Beginning to Read: Thinking and Learning About Print.** Cambridge, MA: MIT Press, 1990.

Asher, Lyell. “Why Colleges Are Becoming Cults.” YouTube: <https://www.youtube.com/watch?v=0hybqg81n-M>

Barbara From Harlem. **Escaping the Racism of Low Expectations.** New York: Post Hill Press, 2018.

Bauerlein, Mark. **The Dumbest Generation Grows Up: From Stupefied Youth to Dangerous Adults.** Washington, DC: Regnery Gateway, 2022.

Bennett, William J., Chester E. Finn, Jr., and John T. E. Cribb, Jr. **The Educated Child: A Parent’s Guide from Preschool Through Eighth Grade.** New York: Free Press, a division of Simon & Schuster, 1999.

Blumenfeld, Samuel and Alex Newman. **Crimes of the Educators: How Utopians Are Using Government Schools to Destroy America’s Children.** New York: Post Hill Press, 2021.

Brewer, Erin with Marias Keffler. **Transing Our Children.** Chicago: Partners for Ethical Care, 2021.

Burke, Lindsey M., et al, eds. **The Critical Classroom: How Critical Race Theory Undermines Academic Excellence and Individual Agency in Education.** Washington, DC: The Heritage Foundation, 2022.

Chall, Jeanne S. **Learning to Read: The Great Debate.** New York: McGraw-Hill, 1988.

Chall, Jeanne S. **The Reading Crisis: Why Poor Children Fall Behind.** Cambridge, MA: Harvard University Press, 1990.

Chall, Jeanne S. **The Academic Achievement Challenge: What Really Works in the Classroom?** New York: The Guilford Press, 2002.

Elder, Larry. **What’s Race Got to Do with It?: Why’s It’s Time to Stop the Stupidest Argument in America.** New York: St. Martin’s Griffin, 2009.

Fusco, Armand A., Ed. D. **Does Your Child Attend a Safe School? NO!: What Parents and Policymakers Need to Know and More!** Atlanta, GA: Westwood Books Publishing, 2023.

Fusco, Armand A., Ed. D. **School Pushouts: Plague of Hopelessness Perpetrated By Zombie Schools.** Research Triangle, NC: Lulu.com, 2011.

Fusco, Armand A., Ed. D. **School Corruption: Betrayal of Children and the Public Trust.** iUniverse Inc., 2005.

Hegseth, Pete, with David Goodwin. **Battle for the American Mind: Uprooting a Century of Miseducation.** New York: Broadside Books/Harper Collins Publishers, 2022.

Hirsch, E.D., Jr. **Cultural Literacy: What Every American Needs to Know.** New York: Vantage Books, a Division of Random House, 1988.

Hirsch, E.D., Jr. Joseph F. Kett, and James Trefil. **The Dictionary of Cultural Literacy: What Every American Needs to Know.** 3d ed. Boston: Houghton Mifflin Company, 2002.

Hirsch, E.D., Jr. **How to Educate a Citizen: The Power of Shared Knowledge to Unify a Nation.** New York: Harper, 2020.

Hirsch, E.D., Jr. **The Knowledge Deficit: Closing the Shocking Education Gap for American Children.** Boston: Houghton Mifflin Co., 2006.

Hirsch, E.D., Jr. **The New First Dictionary of Cultural Literacy: What Your Child Needs to Know.** 3d ed. rev. and updated. Boston: Houghton Mifflin Co., 2004.

Hirsch, E.D., Jr. **The Schools We Need and Why We Don’t Have Them.** New York: Anchor Books, a division of Random House, 1999.

Hirsch, E.D., Jr., ed. **What Your [Preschooler– Sixth Grader] Needs to Know.** 8 vols. The Core Knowledge Series. New York: Delta, a division of Random House, 1991-2008.

Lindsay, James. **The Marxification of Education: Paulo Friere’s Critical Marxism and the Theft of Education.** Independently Published, 2022.

Lindsay, James. **Race Marxism: The Truth About Critical Race Theory Praxis.** [n.p.] New Discourses, 2022.

Loury, Glenn C. **The Anatomy of Racial Inequality: With a New Preface** (The W.E.B. Du Bois Lectures). Cambridge, MA: Harvard University Press, 2021. Kindle ed. now available; print in August 2021.

Lukianoff, Greg and Jonathan Haidt. **The Coddling of the American Mind: How Good Intentions and Bad Ideas Are Setting Up a Generation for Failure.** New York: Penguin Books, 2019.

Mac Donald, Heather. **The Diversity Delusion: How Race and Gender Pandering Corrupt the University and Undermine Our Culture.** New York: St. Martin’s Press, 2018.

Mac Donald, Heather. **When Race Trumps Merit: How the Pursuit of Equity Sacrifices Excellence, Destroys Beauty, and Threatens Lives.** Augusta, GA: DW Books, 2023.

McWhorter, John. **Woke Racism: How a New Religion Has Betrayed Black America.** New York: Portfolio Penguin, 2021.

Parker, Star. **Uncle Sam’s Plantation: How Big Government Enslaves America’s Poor and What We Can Do About It.** Revised and Updated. Nashville, TN: Thomas Nelson, 2010.

Pluckrose, Helen and James Lindsay. **Cynical Theories: How Activist Scholarship Made Everything about Race, Gender, and Identity—and Why This Harms Everybody.** Durham, NC: Pitchstone Publishing, 2020.

Pluckrose, Helen and James Lindsay. **Social Injustice: Why Many Popular Answers to Important Questions of Race, Gender, and Identity Are Wrong—and How to Know What’s Right.** A Reader-Friendly Remix of *Cynical Theories*, adapted by Rebecca Christiansen.

Ravitch, Diane. **The Great School Wars, 1805-1973: A History of the Public Schools as Battlefield of Social Change.** New York: Basic Books, 1974.

Ravitch, Diane. **Left Back: A Century of Failed School Reforms.** New York: Simon & Schuster, 2000.

Riley, Jason L., John McWhorter, and Glenn C. Loury. **False Black Power?** (New Threats to Freedom Series). West Conshohocken, PA: Templeton Press, 2017.

Riley, Jason L. **Please Stop Helping Us: How Liberals Make It Harder for Blacks to Succeed.** New York: Encounter Books, 2016.

Rosiak, Luke. **Race to the Bottom: Uncovering the Secret Forces Destroying American Public Education.** New York: Broadside Books/HarperCollins, 2022.

Rowe, Ian V. **Agency: THE FOUR PART PLAN (F.R.E.E.) for CHILDREN to OVERCOME the VICTIMHOOD NARRATIVE and DISCOVER THEIR PATHWAY to POWER.** West Conshohocken, PA: Temple Press, 2022.

Rufo, Christopher F. **America’s Cultural Revolution: How the Radical Left Conquered Everything.** Broadside Books/HarperCollins, 2023.

Shrier, Abigail. **Irreversible Damage: The Transgender Craze Seducing Our Daughters.** Washington, DC: Regnery Publishing, 2020.

Soh, Deborah. **The End of Gender: Debunking Myths About Sex and Identity in Our Society.** New York; Threshold Editions, 2020.

- Sowell, Thomas. **Charter Schools and Their Enemies.** New York: Basic Books, 2020.
- Sowell, Thomas. **Black Rednecks and White Liberals.** New York: Encounter Books, 2005.
- Sowell, Thomas. **Discrimination and Disparities.** Enlarged edition. New York; Basic Books, 2019.
- Sowell, Thomas. **Inside American Education: The Decline, The Deception, the Dogmas.** New York: Free Press, 2003.
- Sowell, Thomas. **Intellectuals and Race.** New York: Basic Books, 2013.
- Sowell, Thomas. **Race and Culture: A Worldview.** New York: Basic Books, 1995.
- Steele, Shelby. **The Content of Our Character: A New Vision of Race in America.** New York: Harper Perennial, 1998.
- Steele, Shelby. **White Guilt: How Blacks and Whites Together Destroyed the Promise of the Civil Rights Era.** New York: HarperCollins Publishers, 2006.
- Wexler, Natalie. **The Knowledge Gap: The Hidden Cause of America’s Broken Education System—and How to Fix It.** New York: Avery, an imprint of Penguin Random House, 2020.
- Willingham, Daniel T. **Outsmart Your Brain: Why Learning is Hard and How You Can Make It Easy.** New York: Gallery Books, 2023.
- Willingham, Daniel T. **Raising Kids Who Read: What Parents and Teachers Can Do.** Hoboken, NJ: Jossey-Bass, 2015.
- Willingham, Daniel T. **The Reading Mind: A Cognitive Approach to Understanding How the Mind Reads.** Hoboken, NJ: Jossey-Bass, 2017.
- Willingham, Daniel T. **Why Don’t Students Like School?** 2d ed. Hoboken, NJ: Jossey-Bass, 2021.
- Wood, Pater W. **1620: A Critical Response to the 1619 Project.** New York: Encounter Books, 2020.
- Wood, Peter. **Diversity: The Invention of a Concept.** New York: Encounter Books, 2003.
- Wood, Peter. **Diversity Rules.** New York: Encounter Books, 2020.
- Woodson, Robert L. ed. **Red, White and Black: Rescuing American History from Revisionists and Race Hustlers.** Brentwood, TN: Emancipation Books, 2021.
- Zoch, Paul A. **Doomed to Fail: The Built-In Defects of American Education.** Chicago: Ivan R. Dee, 2004.



Armand Fusco was born in New Britain, CT where he graduated from high school in 1950 when the Korean War erupted. He enlisted in the Army for three years; and just before his release, he married a high school classmate.

Colleges & Universities

UMASS, Doctor of Education, Education Administration, 1972

UCONN, Sixth Level Diploma, Guidance and Counseling, 1963

Teachers College, Columbia University, M.A., Education Administration, 1960

Central CT State University (formerly Teachers College), B.S., Business Education, 1958

Education Experience

H.S. Teacher in North Haven and Wilton, CT, and Springfield, MA

Business Dept Head, East Longmeadow High School, MA

Guidance Director & School Psychologist, East Longmeadow, MA

Headmaster, Springfield Preparatory School for Boys

Headmaster, Parkside School and Academy, Springfield, MA

Guidance Director and School Psychologist, Hadley, MA

Superintendent of Schools, Hadley, MA

Post-Doctoral Fellowship, Boston Labor Management Center, Total Quality Management Specialist

Superintendent of Schools, Branford, CT

Director of Interns, University of Bridgeport, CT

Author

School Corruption: Betrayal of Children and the Public Trust

School Pushouts: A Plague of Hopelessness Perpetrated by Zombie Schools

Does Your Child Attend a Safe School? No!

How to Combat the Radicalization of Education (In the print process)

The Boys' Academic Pandemic: Can't Read, Can't Learn! (In the print process)

Why are Blacks Held in the Bondage of Failing Schools? (In the print process)

How to Reduce Property Taxes Using Citizen Audit Committees (a manual)

Connecticut Condition of Education and the Reform Agenda (a manual)

Columnist, *Inside Education*, for 5 CT Shoreline Newspapers

Retirement

A member of the *General Education Council of CT*

Family

Married for 70 years to Dr. Constance M. Fusco (retired as an Assistant Superintendent of Schools) who passed away in 2023 leaving 3 sons, one daughter, 14 grandchildren, and 14 great-grandchildren.

Email: fusco.a@comcast.net

**Has the Guilford School District been radicalized,
racialized, and politicized unlawfully by a
rogue Superintendent and Board of Education
resulting in unsafe schools and diminishing student performance?**

You decide!

CONCERNS

SCHOOL SAFETY - STATE LAWS ARE BEING IGNORED

EQUITY AUDIT - NO INPUT FROM TEACHERS AND PARENTS

NEEDS ASSESSMENTS OF STUDENTS - NOT DONE

CHARGES OF SYSTEMIC RACISM - UNPROVEN

FAILURE TO TEACH ALL SIDES OF AN ISSUE (INDOCTRINATION)

CHANGING THE CURRICULUM, BUT DENYING THAT IT IS BEING DONE

EQUITY + SOCIAL JUSTICE INITIATIVE - RADICAL AND DIVISIVE



Greater Education Council of Connecticut