

TRUTH IN EDUCATION (TIE)

Mission Statement

To **EDUCATE** the citizens of Guilford about Critical Race Theory (CRT); to **EXPOSE** the evil that this theory poses for our children, our community, and our country; and to **END** the indoctrination of our entire Guilford School Community with this Marxist, Racist, anti-American ideology.

Vision Statement and Goals

EDUCATE THE GUILFORD COMMUNITY that deceptive, non-threatening terms such as ‘equity’, ‘social justice’, ‘systemic racism’, ‘critical thinking’, ‘diversity’, ‘anti-racist’, ‘privilege’, and ‘Culturally Responsive Teaching’ are all euphemisms for Critical Race Theory (CRT).

EXPOSE CRITICAL RACE THEORY as an evil, divisive, Marxist anti-American ideology that calls for dismantling and replacing all of our cherished American institutions including our Constitution, our government, our legal system, Capitalism, the nuclear family, religion, education, law enforcement, private property, and individualism.

END CRITICAL RACE THEORY INDOCTRINATION that is currently being implemented at lightning speed under the guise of ‘equity and social justice’ in our Guilford School Community.

EXACT EXCELLENCE – and nothing less - in the Guilford School System. Dumbing down standards, removing levels, and eliminating AP courses in the Marxist pursuit of ‘equity’ will not be tolerated. Guilford Public Schools must provide equal opportunities for all students to achieve their maximum potential as individuals.

ENSURE COLORBLIND EDUCATION so that all students have an equal opportunity to succeed. We reject the Marxist theory that racial equity guarantees equal outcomes. Well-intended discrimination in grading, discipline, course selection, resource selection and faculty selection to achieve forced numerical racial equity in Guilford Public Schools is un-American.

EMBRACE CAPITALISM – not Socialism, Communism, Marxism, or Globalism. Guilford students need to understand that poverty exists not because of Capitalism, but rather because of the unequal distribution of Capitalism throughout the world. Capitalism is a uniquely American concept which unleashes endless creative opportunities of the human spirit and affords all Americans the opportunity to realize their dreams and improve their lives.

EXPLAIN EXPLICITLY that systemic racism is a lie and does not exist in America. Systemic racism is a false construct of Critical Race Theory intended to tear us apart; it has no place in our schools. Guilford is not racist; our children are not racists, and they should not be indoctrinated with Critical Race Theory (CRT) so that they become racists.

ENERGIZE PATRIOTIC EDUCATION in Guilford schools. Guilford students must understand that America is exceptional, not because we are better than anyone else, but because of our God-given freedoms which are enumerated and codified in the Declaration of Independence, the Constitution, and the Bill of Rights. Guilford students must study these documents, revere them, and resolve to protect them from all enemies both foreign and domestic. The freedom and liberty we enjoy because of these documents are found in no other country. They have unleashed the American entrepreneurial spirit, and made us the envy of the world.

GUEST SPEAKERS

Mike Breen

Mike has a Master's degree in Public Administration from the University of Hartford and a Doctorate in Political Science from the University of Connecticut. While in police service Mike also trained and deployed with new police agencies in conflict zones for the Department of Justice, served as an inspector for the Commission on Accreditation for Law Enforcement agencies, and served for nine years as an adjunct Criminal Justice Professor at Manchester Community College.

Dr. Breen was employed by the International Association of Chiefs of Police (IACP) where he managed subject matter experts working with police in gang related high crime cities. Dr. Breen also represented the IACP while completing numerous studies of local, state, and federal law enforcement agencies.

Within days of the 9-11 attack upon the United States, Dr. Breen started work at the U.S. Department of State as a Senior Management Advisor and Counter Terrorism Subject Matter Expert manager. Mike's teams evaluated, trained, reorganized, resourced and partnered international counter terrorist teams with allied U.S. assets. Mike's contributions to the professional literature has been published by the FBI, NSA, the IACP among others.

Mike has been married to Maureen for 52 years, has two children and two grandchildren. He is currently the New Hampshire State Director for No Left Turn in Education.

Dan Richards

Seventeen years ago, Dan Richards left a career on Wall Street because he wanted to make a difference. He now leads Global Rescue, a company that responds to people in crisis around the world. He has always believed that one should do well by doing good - his core, guiding principle since founding the parent company. More than a third of his employees are military, law enforcement, and EMS veterans who put his guiding principle into practice every single day, sometimes at great risk. More than half of them are not white," not that it should matter – there are no quotas and never will be" says Dan. Over the years they've saved tens of thousands of lives, created thousands of jobs, built bridges between cultures and lifted people up from difficult circumstances. Global Rescue operates in some of the world's toughest environments, rife with racial and religious hatred,

discrimination, poverty, disease, war and unrest. Dan feels that none of these places would benefit from more discrimination. "But that is what CRT followers advocate here in the U.S", he says.

Because Dan and his wife do not agree with CRT, they have had first-hand experience with being branded white supremacists, racists, or derided as lacking standing, usually because they are white. (If they were black, they'd be accused of being a "uncle Toms" or "tokens.". Dan is certain that they would destroy his livelihood if they could. It started at a PTO meeting with Dan's having objected to CRT and advocating for an anti-discrimination bill. Dan had attended that meeting for the purpose of donating an entrepreneurship center to their school district.

Many of Dan's ancestors fought totalitarianism during WWII and won. Many others were rounded up, sent to camps and exterminated. Dan says that CRT is akin to the totalitarian ideologies yours and my ancestors fought against and he will honor their legacy by using every resource at his disposal to prevent it from destroying the country he loves.

Tony Dinse

Tony Dinse was born in Middletown, and was later adopted by a Guilford family in 2001, just in time to start first grade at Guilford's Melissa Jones Grade School. After graduating from Guilford High School in 2013, he was asked to be the Director at 'A Place for Us' where he helped provide an activities program for young adults with Down syndrome and autism. He enrolled at Southern Connecticut State University for a couple of semesters to pursue a bachelor's degree in social work. He transferred to Utah Valley University where in 2018 he obtained an Associate's degree in Humanities and Social Sciences. Tony is currently one year away from his bachelors in social work. From there he plans on returning to Guilford. He is currently working for the State of Utah as a lead specialist in a youth correctional system.

**Guilford
Taxpayers!
62% of Taxes
goes to
Education**

**Do you know
how your
money is spent?
On CRT!**

**Find out
what's going on
behind your
back & under
your nose!**

“WORD SALAD”

"Do you know what the nice-sounding words "anti-racist", "equity", "social justice", and "culturally responsive teaching" mean today? If you don't, you are not alone. They are among the many euphemisms for Critical Race Theory that are used by anti-racist educator zealots to disguise the indoctrination of your children with Critical Race Theory. The highlighted terms are used by our Guilford Superintendent of Schools and our Guilford Board of Education.

Action Civics	Cultural proficiency
Social emotional learning	Cultural relevance
Diversity, equity, and inclusion	Cultural responsiveness
Culturally responsive teaching	Culturally responsive practices
Abolitionist teaching	De-centering whiteness
Anti-racism	Deconstruct knowledge
Anti-bias training	Diversity focused
Anti-blackness	Diversity training
Anti-meritocracy	Dominant discourses
Obtuse meritocracy	Educational justice
Centering or de-centering	Equitable
Collective guilt	Equity
Colorism	Examine ‘systems’
Conscious and unconscious bias	Free radical therapy
Critical ethnic studies	Free radical self/collective care
Critical pedagogy	Hegemony
Critical self-awareness	Identity deconstruction
Critical self-reflection	Implicit Explicit bias
Cultural Appropriation/misappropriation	Inclusivity education
Cultural awareness	Institutional bias
Cultural competence	Institutional oppression
	Internalized racial superiority



Internalized racism	Racial prejudice
Internalized white supremacy	Racial sensitivity training
Interrupting racism	Racial supremacy
Intersection	Reflective exercises
Intersectionality	Representation and inclusion
Intersectional identities	Restorative justice
Intersectional studies	Restorative practices
Institutional Racism	Social justice
Land acknowledgement	Spirit murdering
Marginalized identities	Structural bias
Marginalized minoritized/under-represented communities	Structural inequity
Microaggressions	Structural racism
Multiculturalism	Systemic bias
Neo-segregation	Systemic oppression
Normativity	Systemic racism
Oppressor vs. oppressed	Systems of power and oppression
Patriarchy	Unconscious bias
Protect vulnerable identities	White fragility
Race essentialism	White privilege
Racial healing	White social capital
Racialized identity	White supremacy
Racial justice	Whiteness
	Woke

The fundamental tenets of CRT are systemic and institutional racism. Superintendent Freeman and the BOE claim: "We are not teaching CRT in Guilford Schools.."

You be the judge.

Guilford Public Schools District Priorities 2020-2021

Our schools will be physically and emotionally safe, healthy, **equitable**, and caring places.....

2020-2021 Initiatives to Support Priorities

Further develop a culture, and instructional practices, that foster **equity and social justice in our school community**.

BOE April 26, 2021

"institutional racism is part of American history..."

"We, members of the BOE 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 apart-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...as we continue to meet the challenges that **racism and injustice** present to our students and our community."

Quotes by Superintendent Freeman

5/5/21 Zip06: "The District is committed to incorporating awareness of **systemic racism** into both how it functions and how it teaches".

6/3/21 Focused on Learning Letter: "Before the coronavirus closed our schools and community, we were beginning a student dialogue about **systemic racism** and developing plans to engage our faculty, students, and greater community in conversations around issues of race and ethnicity.....Words are not enough.....We must take purposeful action to address systemic injustice".

2/3/21 UConn interview: "I think we have a real opportunity ... to discuss issues of **social justice** and real **equity** in our schools ... we need to keep talking about race and racism and privilege ... the real danger lies in silence".

October 2020 meeting with a concerned parent: "My goal is to elevate Guilford on its **Whiteness**".

3/17/21 Library zoom discussion: "Being colorblind won't solve the problems that are inherent in structures or societies or communities or schools or personal relationships if you are concerned about **systemic racism** ... I have wholeheartedly embraced the idea that we have recognized the need to address **race and equity**"...We must take purposeful action to address **systemic injustice**...That is our goal; that will be our plan.

6/30/20 GPS Focused on Learning letter: "Striving not to be **racist** is not good enough. To make our community better and more just, we must take actions that are actively **antiracist** ... We are committed to being more intentionally **antiracist**".

8/27/20 email to a concerned citizen: "While we do not directly reference either the 1619 **Project or Critical Race Theory** in our curriculum, they are both **valuable approaches to historical instruction**".

8/27/20 email to a concerned citizen: "I have read both "White Fragility" and "Waking Up White" with our leadership team ... **I provided a copy of "How To Be An Anti-racist" to all teachers in our District** ... In a system where most of our teaching staff and leaders are white themselves, these are important texts".

10/2019 GPS 'Our Direction' letter: "Our concerns are not limited to issues involving such overt acts of **racism** as blackface...we are also cognizant of and concerned about the more subtle, and at times even unintentional, acts of **microaggression and elements of systemic racism**".

3/1/21 New Haven Register article by Christine DeRosa entitled "Is **CRT** being taught in Guilford Schools?" "Students are learning that **institutional racism** is part of American History".

3/21/21 my.aasa.org SA Mag: Superintendent Freeman belongs to AASA (School Superintendents Association _ a small group of **White** superintendents of predominantly **White** districts focusing on **race, racism, and equity**. They have 'been able to reach common agreement in the use of terminology about **anti-racism, equity, and social justice**....they recognize that **racism is a White** problem and should be addressed by **Whites**....they want to break the cycle of perpetuating **systemic racism**".

Quotes by Kathleen Balestracci Guilford Board of Education Chair and the BOE.

5/4/21 email to a concerned citizen: “Let me assure you that I am neither uninformed nor being pressured to assert the existence of **institutional racism** in our history, it’s continuing presence, and it’s negative impact on people of color. The evidence supporting this is overwhelming”.

4/26/21 BOE Statement: “**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. GPS must support **critical (race) thinking** about all aspects of our history and current experience”.

BOE Goals for 2020-2021 school year: “Developing culture and fostering **equity and social justice** in the school community.

Baldwin Middle School Website

6/8/20 News: “We will need to explicitly address the **systemic racism** and **bias** that continues to exist for people of color ... Ignoring **systemic racism** will not result in the change that is needed”.

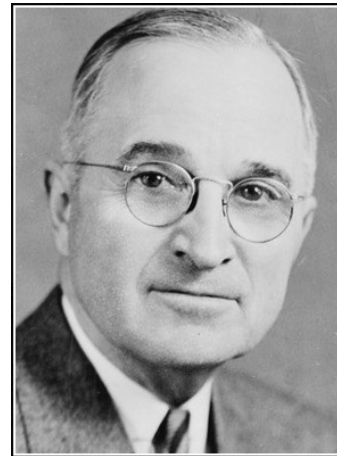
Adams Middle School “Biography Project”, a course designed by Dennis Culliton, co-founder of the Witness Stones Project, where students learn the key concepts of ‘Hard History’ as defined by Hassam Kwame Jefferies. These include “Slavery shaped the fundamental beliefs of Americans about **race and whiteness, and white supremacy** was both a product and legacy of slavery”.

6/23/2020 ‘Guilford Courier’ interview with Dennis Culliton: “It is impossible to separate the practices of slavery, Jim Crow and segregation from present day **oppression**”.

Critical Race Theory Book Purchases by Guilford Superintendent Freeman

Superintendent Freeman spent \$6,000 of taxpayer money, with the approval of the BOE, to purchase enough copies of Ibram X. Kendi’s “**How to Be an Antiracist**” to give to every teacher in the Guilford Public School System. He also bought 11 copies each of “**White Fragility**” by Robin DiAngelo and “**Waking Up White**” by Debbie Irving to share with the 21-member GPS Leadership Team. These authors are acknowledged to be the foremost proponents of **Critical Race Theory**.

Guilford Public School Consultants



America was not built on fear.
America was built on courage, on
imagination and an unbeatable
determination to do the job at
hand.

— Harry S. Truman —

8/14/19 GPS hired Dr. Moody of Insight Education Group to work with the 21-member school leadership team “to assist in recognizing the implications of **institutional and systemic racism**...and actively confront the structures of **white supremacy** with each other and our students”.

1/25/21 BOE zoom meeting with Dr. Sharon Locke whose charge is to work with the Guilford School leadership team to establish a systems framework for **culturally responsive, sustaining, and equitable leadership**. “**This systems framework is aligned exactly with Kendi’s “How to Be an Antiracist”** ... Students are our best hope to redefine our Country. We must give our students the agency they need to make our world work the way it is supposed to work ... **Indoctrination requires the removal of the original narrative ... Our job is to arm students with counter narratives**”.

Guilford ABAR (Guilford PTO's Anti- Bias Anti-Racist) group

guilfordctabar.com ABARs website: “We realize that as a predominantly **white, cis-gendered community we are shaped by our privilege and limited ability to fully understand the impact of bias and racism ... Children as young as 2 years use race to reason about peoples behavior ... Young children (must) learn where and how injustice and inequality operate in our society**”.

Guilford ABAR sponsored zoom class: “Teaching about race and racism with my child”. “Let me be clear, we do not promote a colorblind world; that only leads to injustice”.

Dr. Paul Freeman on Equity & Social Justice

Listen to Paul Freeman's 75 minute talk: <https://bit.ly/3qeOcvK>

Guilford High School Social Studies Teacher website

"The enduring understanding for this course is that history can be redefined ... students will strive to redefine history based upon their current perspective and available evidence."

GHS Music Department Mission Statement

Equity and Inclusion Statement

The GHS Music Department stands allied with our students from marginalized populations. We acknowledge that traditional public education – including music education– has been complicit in a system that often neglects, excludes, or devalues Black, Brown and indigenous peoples, Asian and Pacific islanders, the LGVTQ+ community, those with disabilities, and the poor. In an effort to break down these systemic barriers, we pledge to:

1. seek out culturally-responsive and socially-conscious music and texts.
2. program authentic music from diverse cultures, seeking expertise from culture bearers
3. purposefully select music, both idiomatic and non-idiomatic, from a diverse range of composers/arrangers (i.e. POC, female, LGVTQ+)
4. contextualize music with performers and audiences
5. strive for representation across programs and concert seasons without tokenizing
6. prioritize guest artists, clinicians, etc. from underrepresented populations
7. continue working to remove economic and other barriers to create a safe space for all

Adapted from www.blackvoicesmatterpledge.org and Ledyard High School Music

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

~Martin Luther King Jr.

From www.AmericanThinker.com

Like a cancerous tumor that has metastasized in the body, Critical Race Theory and its variants including **social justice; Diversity, Equity, and Inclusion (DEI); anti-racism; cultural competency; and implicit bias** have poisoned all aspects of public education and even some private schools. These hateful and racist philosophies have become entrenched in every level and aspect of American public education.

The basis for Critical Race Theory is the belief that America is systemically racist and divided into a racial hierarchy with black people at the bottom. For America's inherent racism to end, Caucasians must recognize that through the color of their skin, they are afforded certain **privileges** in American society that "people of color" do not have. Once this recognition is made, **American society can begin the radical process of dismantling every institution and remaking each to bring about equity, or equality of outcomes for everyone.** This radical alteration of every aspect of American society is **communism, using race as the basis for the destruction of America's traditional norms and values.**

Critical Race Theorists know that the most important way to bring about the destructive change they seek is through the **indoctrination of students at the primary and secondary levels of education.** Starting with curricula, Critical Race Theory and its variants are promoted by teachers unions, implemented by building administrators, adopted by district administrations, and approved by school boards. Critical Race adherents know they are not able to implement their agenda in every public school system right away. A gradual, incremental approach is necessary, especially in areas that tend to have more conservative communities.

As a high school administrator in one of these communities, I am living through this experience right now. The insidious way **social justice and anti-racist education** are brought into school systems starts with the **professional development training of the teaching and administrative staffs.** This is done quietly at the beginning of and throughout the school year. In these **mandated training sessions, school staff are a captive audience, free from the watchful eye of the communities they serve.** Training is usually led by **DEI (Diversity, Equity, and Inclusion) consultants.** These consultants are usually professors from one of the local colleges or universities and are **highly paid by school districts to indoctrinate the staff** in how "**white privilege**" causes Caucasian teachers to treat their non-white students differently without the teachers realizing that this is happening. The result for the weak-minded and emotional staff who succumb to this outrageous line of thinking is a form of self-loathing that will equate to serious activism through the indoctrination of students.

Starting with national-level professional education associations like the National Association of School Boards, the National Association of Secondary School Principals, and state departments of education, the roots and support for this



radical transformation are deep and present at every level of the public education system. It is through the influence and advocacy of these organizations that the divisiveness of **Critical Race Theory** and its variants are supported by school boards, school administrators, and teachers. It is only a matter of time before the transformation of America's schools is complete. The question that must be answered is, how do we prevent the complete indoctrination and transformation of our schoolchildren into radical "**woke**" activists?

The answer is not easy. **The fight against this racist insanity begins with parents.** Like-minded parents must start by talking and organizing within their communities. After organizing, these parents must attend their local school board meetings in large numbers. Parents have every right to inquire about the professional development of staff and the curriculum their children are subject to with their elected school board members. If school board members are reluctant to answer these questions or have already voted to implement Critical Race Theory or its variants in staff development or curriculum, then recall them and run candidates for school board from the community with traditional values.

In addition to influencing school boards, parents and concerned citizens must speak with their legislators at the state level for the purpose of crafting legislation that will rid schools of or prevent them from adopting Critical Race Theory and its variants in staff development and curricula. **The legislatures of all the states are responsible for funding and approving the curricula of their public schools, making this a necessity. However, the radicals who support Critical Race Theory seek the complete devastation of the reputations and careers of politicians or school officials who reject this racist ideology, making many legislators reluctant to engage in this fight — unless enormous pressure is brought to bear on them.**

The proponents of Critical Race Theory and its variants are active, loud, and organized. They will stop at nothing to impose their ideas onto the rest of the communities in which they live, like what happened between two parent groups in Virginia. Therefore, this fight is difficult yet vital. If patriotic Americans in every community do not engage in this fight for fear of being canceled, the consequences will be the diminishment of opportunity for all Americans and the end of our beloved republic as it has existed for over 200 years.

State Senator Rob Sampson (R-Wolcott)

Recently, I've been the subject of numerous hate-filled attacks because I dared to speak the truth about a dangerous, radical ideology promoted by progressive Democrats here in Connecticut and across the nation. This ideology is advanced under many different names: "**white privilege,**" "**implicit bias,**" "**social justice,**" "**equity,**" and "**critical race theory.**" These policies are being written into our laws on a state and national level and organized efforts like the **largely discredited "1619 Project" promoted by the New York Times** are tearing at the fabric of our country.

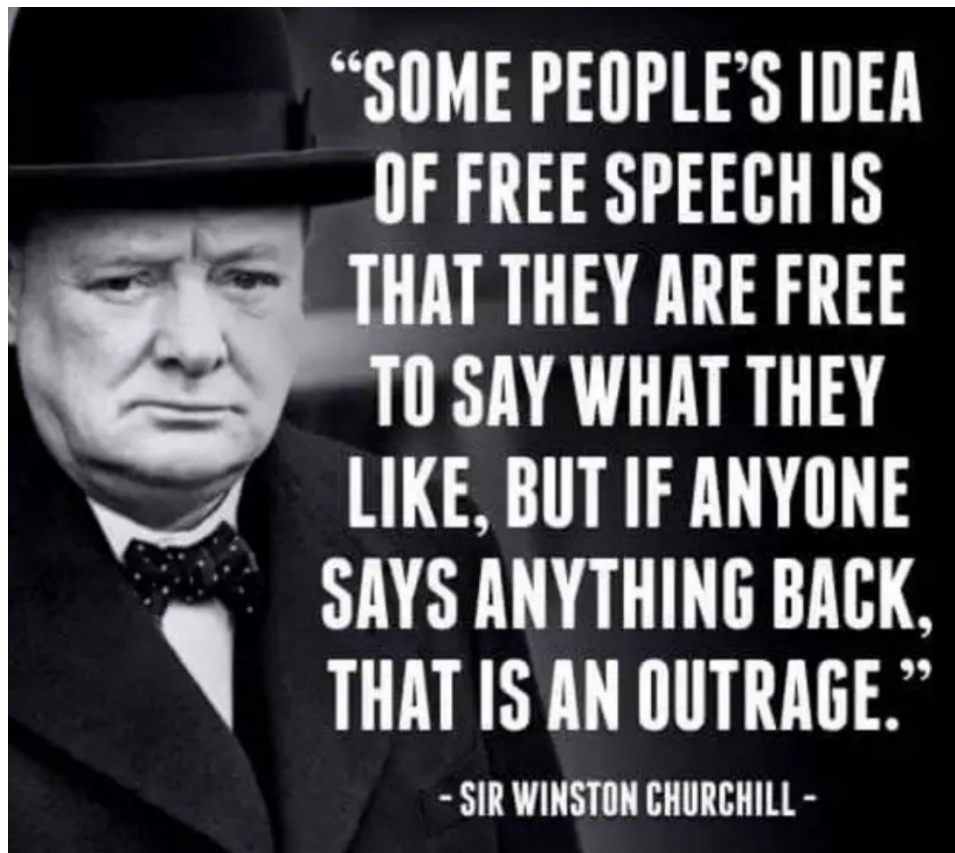
They suggest that America began in 1619, when the first slaves set foot in the New World while disregarding the fact that *our* country, the United States of America--conceived in liberty and dedicated to the proposition that we are all created equal--was not formed until 1776. **Progressives are attempting to rewrite our history by insisting that racism is the cornerstone of our country's foundation.**

Proponents of this ideology understand that victimhood is a **very useful tool for remaking our system of government into a Marxist state.** Elected Democrats in Connecticut and across the country have begun inserting their suggestive phraseology into our system of laws. They capitalize on the anger and frustration of identity groups, treating them instead as voting blocs, by convincing them that their problems are the **result of "institutional" or "systemic" racism. Of course, their solution is to create new laws that divide us even further, by delegitimizing individual character and merit in favor of nothing but race - and sometimes gender, establishing quotas, and redistributing wealth as reparations.**

This evil world view has thoroughly undermined centuries of progress in unifying our nation under the banner of one American identity. Instead, division among Americans along political, racial, religious, and cultural lines continues to grow.

America's founders were like all of us – imperfect - and we need not turn away from that fact. But their dream of a society in which we ALL have the same rights and are entitled to equal justice was a new idea which inspired the world. Thomas Jefferson penned the words "all men are created equal" not to spite blacks, but because he and his fellow founders believed that all people were born possessing rights. Abraham Lincoln ended slavery and shepherded a divided country through a war intended to secure those rights. Martin Luther King, Junior helped bring a new birth of freedom by extolling the virtue of judging people on their individual character and not the color of their skin.

I am grieved by the dangerous direction our great nation has taken. My efforts have been dedicated, like all these pivotal people in American history, to persist in working towards “a more perfect union” for all citizens. In the final days of the legislative session, I offered an amendment on the floor of the senate to prohibit the teaching of the divisive and destructive ideology of race as destiny. During the debate, I made clear that I do not wish to censor speech or whitewash history. I stated emphatically that we should teach the whole truth, including the shortcomings and failures of our founders, and that we must acknowledge the legacy of slavery and racism in America. Yet, I do not believe our children should be taught that America is an inherently racist country, or that any person is better than another based on the color of their skin, or that race or gender is a reason for guilt and anguish. Only in the poisoned reality of the “woke” mindset could my position – that we are rightly judged on merit and character alone – be the view that is considered racist. Carrying on this division by creating counter “**systemic racism**” is wrong, and I will stand against it even if I’m the only one with the courage to say so.



Actions in Hartford on Upcoming Curriculum Additions that Parents and Others Should Know About.

Public Act 19-12

A new course of studies will be introduced into the Guilford high school curriculum starting with the 2022-2023 school year. This is a result of a bill signed into law by Gov. Lamont on June 21, 2020 which is known as Public Act 19-12. “An Act Concerning the Inclusion of **Black & Latino Studies**”. This is a one-year course in 2 parts being offered as an elective. Possibly, it may become a required course in the future if additional legislation is enacted. Local BOE may offer the course in the 2021-22 school year, but it **MUST** be offered in the 2022-23 school year. This course has been under development by the State Education Resource Center (SERC), a quasi-public agency under the direction of the CT State BOE since last year. 150 individuals, groups and institutions served as members of the advisory group, divided into different committees to create the curriculum. The final version of the course will be available for in-depth viewing on July 1, 2021 on the **SERC website** (pa1912.serc.co). parents who want to understand the entirety of the course, how it was developed and the topics covered should go to the web site and view, among others, the sections titled “Course Description”, “Course Objectives & Essential Questions”, and “Scope & Sequence at a Glance” for both the Black & Latino individual halves of this course. An almost daily summary of topics is shown. A Reference List covering both components can also be viewed. All of this can be found under the

‘Committees’ link. These are draft versions only, until July 1. There is a tremendous amount of information on this website that should be of interest to parents and the general public.

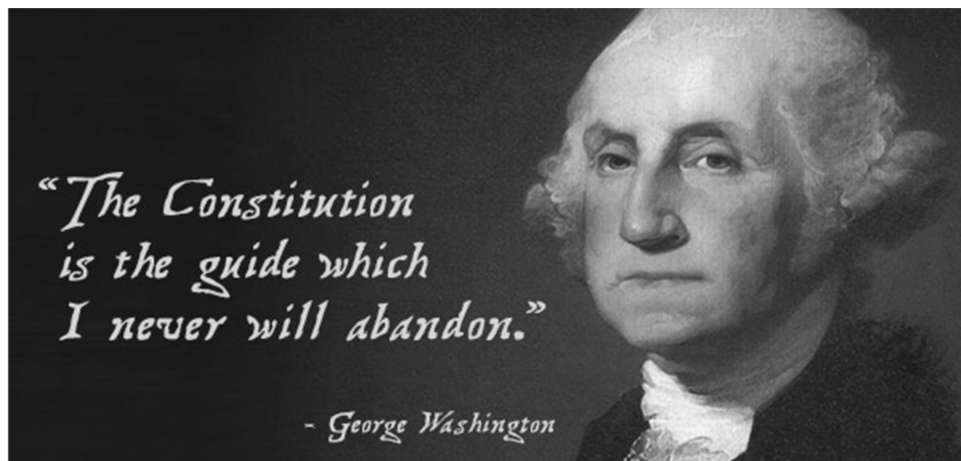
This is not a course in general American history. The subjects covered are presented from the **racial and cultural perspective of Blacks and Latinos**, as the course title indicates. The lesson objectives and essential questions focus on topics such as “**how race, power and privilege influence group access to citizenship, civil rights & economic power**”, the foundation of the United States and how ‘power is structured today’, Latino Challenges in the U.S. Immigration Stories from the Border’, etc. The final two lesson topics of the **Black Studies** component, with three days of instruction scheduled for each, are ‘**Systemic Racism – 1965 - Present**’ (stated as a fact) and ‘**The Black Lives Matter Movement**’. This half of the course apparently concludes with a **dark picture of America due to racial tensions and general societal inequality in our country**. There does not seem to be a unit of discussion on the civil rights movement, affirmative action legislation, or any of the positive advancements and accomplishments over the years to improve American society for minorities. The word ‘**reimagine**’ appears frequently (**‘Reimagine new possibilities & more just futures for our country’**). This term is often associated with the concept of the **remaking of American**

institutions and society that is advocated by CRT. These are only a few examples of the overall thrust of the course.

Currently, there is no mandatory textbook for the course per se. This is somewhat at the discretion of individual school districts. However, the specific state-mandated topics must be covered. The reference list shows books and materials that should be available in class/school/community libraries as well as supplemental teacher resources and optional student resources. Two of the books on the reference list, **“Stamped from the Beginning: The Definitive History of Racist Ideas in America” by Ibram X. Kendi and “Silent Covenants” by Derrick Bell represent works by two of the leading proponents of Critical Race Theory.** In fact, Bell was one of the originators of CRT in the 1970s. Dennis Culliton, of the Witness Stones Project, is listed as a member of the advisory group and a contributor to the Black Studies portion of the course. He was recently quoted in the Guilford Courier remarking about **the ‘pandemic of racism’.** Paul Ortiz is identified as a member of the Expert Review Panel. Ortiz is the author of **‘An African American & Latino History of the United States’ described as an ‘intersectional history of the US,’ a ‘politically charged revolutionary narrative history,’ and a book that ‘transforms U.S History into one of the working class organizing against imperialism.’** Until the final version of the course is published in July, it remains to be seen how properly balanced the material in the course will be, if at all. To what extent will different issues and lesson plans be

influenced by the personal viewpoints and agendas of the individual contributors and some of the expert review panel members? It is not that some of these topics shouldn’t be discussed. Rather, it is HOW they are discussed and if they are placed in the context of the OVERALL Black and Latino experience in America. If the idea is to move America forward and continue to improve our society, how can it be done when much of the focus is anchored in the past with little or no recognition of how far we have come today? The continuing denial of the recognition of this progress is an effective part of the toolkit used by those pushing many of the agendas that are creeping into our schools.

A final note about SERC. According to their website, in 2018-19 only 9% of their fully executed contracts were in the field of **Racial Equity.** This figure has jumped to **58% of their contracts from June 2020 to January 2021.** A portion of their mission statement reads “SERC addresses **institutionalized racism** and other issues of **social justice** in schools and districts and models and facilitates **equity** in education’. As recently as June 15, 2021, SERC posted a lengthy statement on Facebook about their perspective on CRT. It mentions **‘dismantling systemic racism’.** Part of it reads: **“Through our research, Critical Race Theory emerged as a foundational framework to understand structural racism’. The statement explains that ‘CRT is a theory, not a curriculum taught to students.** As with other theories, it guides educators in the practice to serve all students. In their research SERC learned that CRT **‘strives to advance a social justice**



framework’; ‘draws upon paradigms of intersectionality’; and ‘recognizes that race and racism work with and through gender, ethnicity, class, and sexuality as systems of power’, among other things. This is hardly a disavowal of CRT or supportive of an objective approach to developing the curriculum.

Other Bills

At the time of this writing, two other bills affecting curriculum are worth mentioning. They are HB6619 & HB6620. HB6619 concerns the development by January 2023 of a K-8 model curriculum that local BOE MAY use in their districts. They are NOT required to utilize the projected curriculum at the present time. It is unclear if some aspects of the **Black & Latino Studies** will be incorporated into these grade levels but there is strong support from SERC, and presumably among many of the original sponsoring legislators to do so. There IS the inclusion of **‘lesbian, gay, bisexual, queer and other sexual orientations & gender studies’** in the model to be developed. **This move**

towards transgenderism instruction in public schools also needs to be watched very closely for signs of later legislation making it mandatory. HB6620 was absorbed in the last few days into a huge budget bill, HB6689 and passed by both chambers. It is awaiting the signature of the Governor. HB6620 is primarily a e bill known as the ‘Right to Read’ bill. The Black & Latino Studies course is also part of the bill using a similar implementation time-frame as PA 19-12.

Looking ahead

It is vitally important for parents and interested citizens to express their opinions to their legislators. All the objectionable CRT legislation we are fighting today emanates from state government in Hartford and filters down into our communities. Sometimes an issue can be stopped while it is still in the initial stages through public advocacy and written or in-person testimony during bill hearings and the public comment period. With sufficient push-back, perhaps some projected legislation can even be headed off all together. Before each new session of

How can you tell the Truth is being told?

When Facebook blocks it.
Twitter deletes it.
Google hides it.
YouTube bans it.
Your Government forbids it
And Media brands it as a Conspiracy Theory.

the legislature convenes, the Office of Legislative Research publishes on the CGA website a 'Major Items List' of legislation likely to come up in the General Assembly for that session. Those are items to be watched. Until the Connecticut General Assembly reconvenes in February 2022, various representatives will be in their home districts conducting periodic meet and greets with their constituents. These events are opportunities to make your opinions explicitly known to your legislators. **Sign up for email newsletters and try to keep abreast of the issues on their websites.**

Unfortunately, many of our representative's websites are often filled with self-serving statements about objectionable legislation they supported, after the bill has already passed. Frequently, it is very difficult for the layperson to follow and track individual bills. Near the end of a regular session, many disparate bills are merged into massive pieces of legislation with different numbers. Sometimes this is done to obfuscate bills with significant public push-back. **Many of the staunchest opponents of CRT, transgender studies, etc. are not even our district representatives. Nevertheless, they are fighting for the benefit of ALL of us and our families. They need to be**

encouraged and supported via email or phone calls to their legislative offices. **Two of the most courageous are Rep. Kimberly Fiorello representing Greenwich/Stamford and Sen. Rob Sampson representing Wolcott/Southington.** Each of them gave inspiring speeches on the floor of the House and Senate respectively in an effort to push back against recent legislation they profoundly disagreed with. **Unfortunately, some of our own local representatives, Rep Scanlon, Rep Candelora, and Sen Cohen recently voted for legislation that many of their constituents find very objectionable (SB-1) which 'declared' that racism is a public health crisis in Connecticut and by implication, that we citizens are racists and are part of the problem.** Some legislators are perhaps caving in to social pressure from their parties and colleagues in these votes. In the current climate, there will likely be more of this. Many of them are not fully informed of the details and implications of the bills they vote for.

All of these measures and others represent a daunting task for those just trying to live their lives and be with their families. **The claim of racism is every aspect of Connecticut society, and our country in general, is not going away soon.** However, ultimately, WE know what's best for our own children, families, schools, and communities. If we Connecticut citizens don't get involved and hold our representatives accountable, we will surely face additional intrusive legislation in the future that is antithetical to our values.

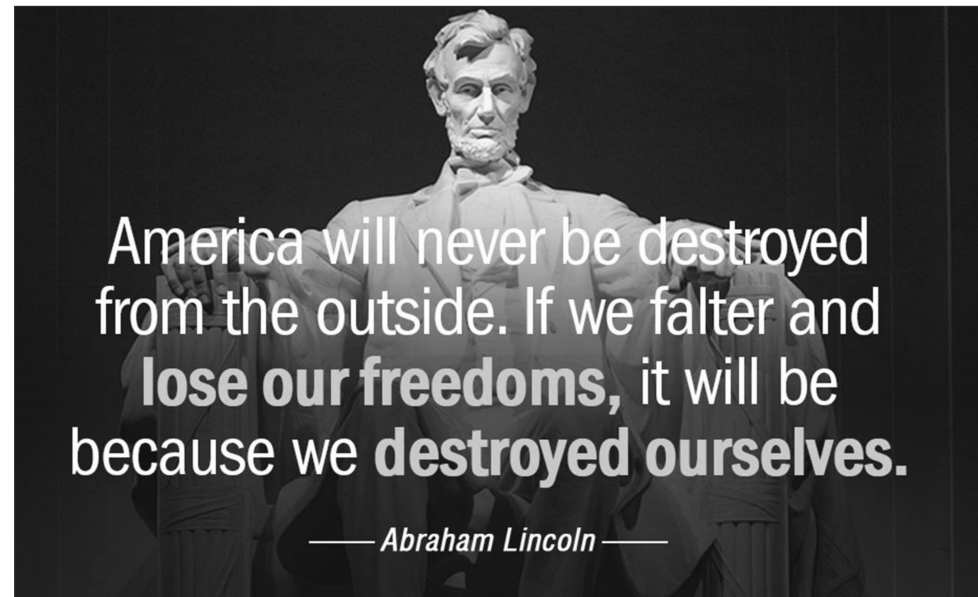


"Our family went from cotton to Congress in one lifetime. And that's why I believe the next American century can be better than the last."

— Tim Scott

Beverly McKittrick Director of Freedom Works RAC

Make no mistake: there is racism in America. It must be addressed and thwarted at every turn. And there are sordid parts of our history as Americans, which all of us must work to overcome. We can all agree that students should be exposed to the ad and the ugly as well as the good. But CRT denies the great progress of America, which many courageous Americans have fought to achieve; and the great promise of America, which many risk their lives to be a part of, to be an American. It overlooks the many, many examples of achievement and wealth garnered only on meritocracy a founding pillar of the American experience. Critical race theory is fundamentally, un-American. In fact, at its core are tenets that run counter to the idea that "all men are created equal." It is hard to conceive of as worse way for the federal government — which shouldn't even be in the school curriculum business — to spend your hard-earned dollars. And it is hard to overestimate the harm that will result from teaching school children of all races that they are not individuals; that everything, always, is about their race.



A Sampling of Helpful Resources:

1776 Unites

Critical race theory's toxic, destructive impact on America
by DR. CAROL SWAIN January 15, 2021

<https://bit.ly/3iQr6K9>

1776 Project

Communicating the genius of our founding to future generations.

<https://1776project.org/>

CHRISTOPHER RUFO

<https://christopherrufo.com/crt-briefing-book/>

CANDACE OWENS

<https://candaceowens.com/>

Book: American Marxism - by MARK LEVIN

Book: Unified: How Our Unlikely Friendship Gives Us Hope for a Divided
Country—by TIM SCOTT AND TREY GOWDY

Why antiracism zealots are trying to silence black voices like mine
By DR. VODDIE BAUCHAM New York Post

<https://bit.ly/3gIY3Xw>

<https://fightforschools.com/>

It's time for you to EDUCATE YOURSELF
about what your children are learning.

<https://whataretheylearning.com/>

Biden's Education Department Distorts American History
Opinion by Matthew Spalding, Newsweek
<https://bit.ly/3wKNLLQ>

“If Tony Dinse — a mixed race man
who graduated from GHS in 2013 — cannot
recall an incident of racism in 12 years in GPS,
what the hell is this all about?” — Guilford Resident

Critical race theory becomes a top issue in Virginia governor's race
by Kerry Pickett

<https://washex.am/3gJf2N>

(FAIR) Foundation Against Intolerance and Racism fairforall.org

(PDE) Parents Defending Education defendinged.org

(NLTE) No Left Turn In Education noleftturn.org

(PREP) PragerU Resources for Educators & Parents prageru.com

Undoctrinate.org

Heterodox Academy heterodoxacademy.org

Glen Beck: glenbeck.com

Forkidsandcountry.org

Frontpagemag.com

Education First Alliance North Carolina edfirsnc.org

(PACT) Parents against CRT stoplpcscrt.com

Critical Race Training In Education criticalrace.org

Thenewamerican.com

The Vinnie Penn Project
<https://960weli.iheart.com/featured/the-vinnie-penn-project/>



We're not
separate races.
There's only
one human race.
Alveda King

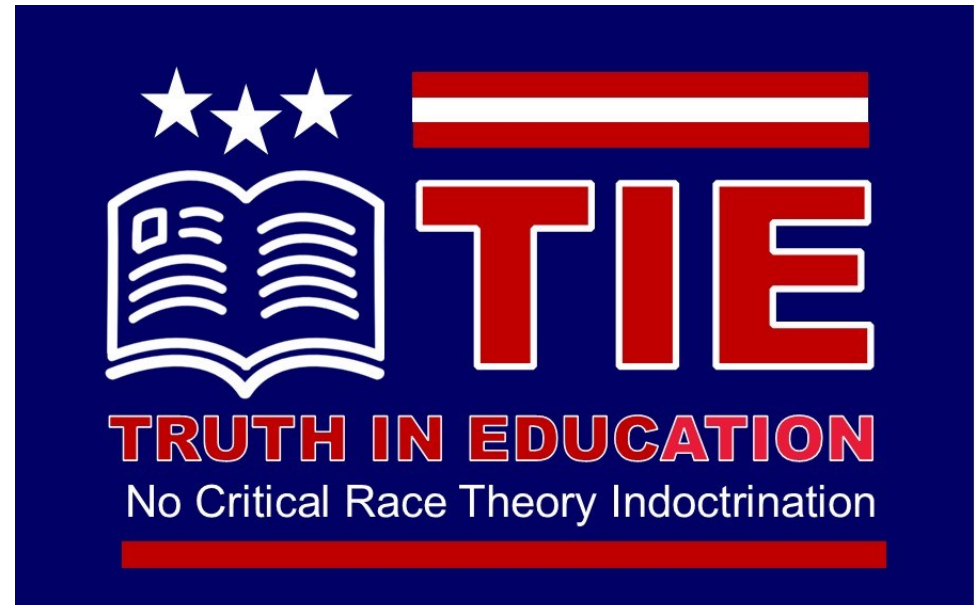
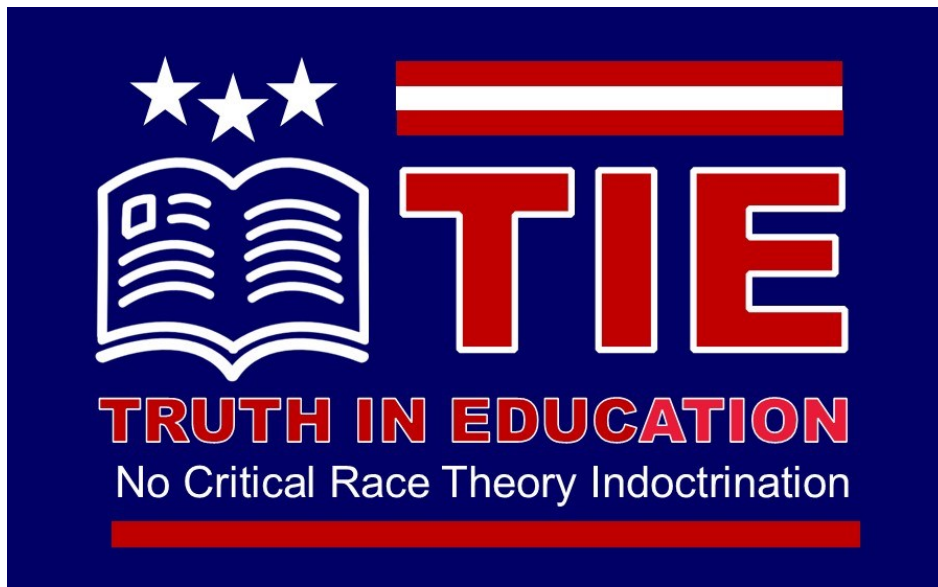


Truth in Education is a Grass Roots organization formed in November 2020 by a group of concerned Guilford parents, grandparents, and citizens.

We currently meet weekly.

Please contact us if you would like to become involved in our work.

TIEGuilford@protonmail.com



Presents

Understanding the Threat of Critical Race Theory (CRT)

June 24, 2021
7:30pm

Nathanael B. Greene Community Center
Guilford, CT

Guest Speakers:
Mike Breen • Dan Richards • Tony Dinse

Sponsored by No Left Turn in Education Connecticut