

JUST THE FACTS

School Safety and Parental Rights

Are Guilford Public Schools safe?

Do parents know everything that their children are being taught?



Are parents being excluded from their children's education in GPS?

Does GPS comply with State Safe School mandates?

Are school safety and educational excellence being replaced by the pursuit of Equity and Social Justice in GPS?

October 28, 2022

Nathanael B. Greene Community Center
Guilford, CT

Dear Guilford Parents,

Consider this: In Guilford Public Schools there are 3,075 students. Almost 34% (984 students) are not proficient in math; 15% (461 students) are not proficient in English Language Arts. Yet the primary focus of the Superintendent and the BOE is their ‘Equity and Social Justice Initiative’.

Consider this also: There are seven schools in Guilford, and each is required by CT state law to have its own individual school safety plan which must be updated annually. Yet there is only one documented school safety plan for all 7 schools, and that one plan has not been updated since 2011.

Could this be the result of the BOE focusing on an ‘Equity and Social Justice Initiative’ instead of on school safety?

In pursuit of the ‘Equity and Social Justice Initiative’ (ESJ), the Guilford BOE has sanctioned comprehensive ‘Antiracist Education’ training for all GPS administrators and teachers under the guise of ‘Culturally Responsive and sustaining Pedagogy’ (CRE), ‘Social Emotional Learning’ (SEL), ‘Diversity, Equity, and Inclusion’ (DEI), and ‘Critical Thinking’ (CT). Regardless of the euphemism, they all preach ‘systemic racism’, ‘institutional racism’, and ‘race consciousness’ rather than ‘colorblindness’ which they claim is racism.

CRE, SEL, DEI, CT, ESJ along with ‘Comprehensive Sexuality Education (CSE)’ and ‘Gender Fluidity’ either are or soon will be introduced in the younger grades starting in kindergarten. During the January 31, 2022 BOE meeting when discussing Dr. Siler’s Curricula Equity audit, BOE member Kristy Faulkner said, “I know that it is specifically grades 5-12 for this report. Is there a plan also to address the younger grades? I know for a lot of us, early intervention is the key word for so many things, and I would just imagine that a lot of good could come by starting this as soon as possible. I also understand the state requirements, I believe, are K-12, so is there a plan moving forward?” To which Guilford Superintendent Freeman replied, “Yes, there is intention and there is commitment....Yes, the answer and the intention is yes.”

Sincerely,

Your Friends from No Left Turn—Guilford, CT

Just the Facts

I. School Safety

Brief Intermission

II. Parental Rights

Sponsored by No Left Turn in Education – Guilford

No Left Turn in Education – Guilford is a grass roots organization formed in November 2020 under the name Truth in Education (TIE) by a group of concerned Guilford parents, grandparents, and citizens. Last Fall, we joined with national organization No Left Turn in Education.

We currently meet weekly. Please contact us if you would like to become involved in our work: info@NoLeftTurnGuilford.org

To signup for our emails: email-signup@NoLeftTurnGuilford.org

No Left Turn in Education Websites and Facebook pages

No Left Turn in Education (NLTE) – national organization
www.noleftturn.us/

NLTE on Facebook: www.facebook.com/noleftturnineducation

Conn. NLTE on Facebook: www.facebook.com/groups/2975395452682467

No Left Turn in Education – Guilford: www.noleftturnguilford.org

I. School Safety

Presented by Armand Fusco, Ed.D



After earning a BS degree in education (Central CT State Teachers College), Armand A. Fusco, Ed. D began his career in education as a high school teacher in Hadley, MA in 1958. He furthered his education to include an MA in School Administration (Columbia University), Professional Diploma in Guidance and Counseling (U of CT) and a doctorate in School Administration (U MASS). By 1971, after having served in a variety of positions (department head, school psychologist, guidance counselor, guidance director, and principal), he was appointed Superintendent of Schools.

In 1980 he resigned his position to pursue a postdoctoral fellowship with the Boston Labor Management Center specializing in Total Quality Management Principles and Practices. In 1985 the Branford, CT Board of Education elected him to serve as superintendent until he retired in 1992. Soon after, he became professor of education and Director of the Teacher Internship Program at the University of Bridgeport until 1998.

Dr. Fusco has authored many professional works and published numerous articles and books dealing with all aspects of school issues, operations and activities. For several years, he authored Inside Education, a semi-weekly column in five shoreline newspapers.

“There has only been one institution that has been instrumental in making America the greatest nation on earth—the public schools. The Schools provided the means, as a melting pot, for all the different beliefs and ethnic backgrounds to develop a common heritage for a civil, democratic and progressive society through a free public education system that is sustained by citizen volunteers and taxpayer dollars. An educated and informed society is the very foundation for maintaining and enhancing freedom, hope and opportunity for all.” Armand Fusco

School Safety

Dr. Fusco's Power Point Presentation on School Safety includes:

- Academics/Safe Schools/ESIA/violence
- CT Public Act PA-222g-p Safe School mandates.
- Public Perception of School Shootings
- Why Should You be Concerned?
- Wrong Causes identified.
- Why are Schools Not Safe from School Shootings?
- The Problem or Issue? (Safe School Agenda is a curriculum)
- Bullying and Harassment in CT Public Schools
- Are there Consequences for ignoring CT Safe School Laws?
- Bullying Definitions (CT PA 11-232) CT All Hazards School Security and Safety Plan Standards (CT PA 13-3/PA 10-222 m&n)
- A Guilford Example: The Gas Mask Incident
- Is there a Safe School Threat Assessment Model?
- Common Characteristics of School Shooters.



There will be a 10-minute intermission

II. Parental Rights

VIDEO PRESENTATION

Part One: Antiracism Educational Ideology

Who is Ibram X. Kendi? How is his ideology being introduced into the Guilford schools? You better find out because the Guilford BOE fully endorsed this ideology on April 26, 2021 in their ‘Statement on Addressing Equity and Social Justice in Guilford Public Schools.’

Part Two: Consultants Hired by Superintendent Freeman

Who are the consultants hired by Superintendent Freeman and the BOE? Who are the authors of the books he purchased for the Guilford school’s leadership team and every teacher in the district?

Part Three: Subject Matter Not Age Appropriate

Should parents be concerned about what their children are being taught in GPS?

Part Four: Equity and Social Justice Initiative

Do the Guilford BOE members and Superintendent Freeman KNOW and UNDERSTAND why there is parental opposition to their equity and social justice initiative?

Part Five: BOE Overcoming Resistance from Parents

What do Superintendent Freeman and the Guilford BOE think about anyone who disagrees with their ESJI?

Part Six. What Parents Can Do

For starters ...dig into the resources provided on the No Left Turn website.



10 Questions Parents Should Ask

Be Competent — Be Confident — Be Courageous

1. Do you use in-class surveys to collect data on students? Can I have a copy or see the survey in its entirety? Can I opt my child out of these surveys?
2. Are your restrooms and/or locker rooms inclusive, e.g. if a male identifies as a female, can he use the facility he identifies with? (vice versa).
3. Do you allow your students to choose their preferred pronouns? If so, do you notify parents if a child chooses a pronoun other than that used at home? How long does it take you to notify a parent if this occurs?
4. Are there any books that contain gender ideology or sexual orientation themes in the elementary and/or middle schools? Can any child check these books out?
5. Do you notify parents before a student receives services from a school counselor? Are there any circumstances where you would not notify a parent before the student received counseling services? If so, what are the circumstances?
6. Have you provided or recommended any ‘Antiracism, Implicit or Unconscious Bias Training’ as professional development for your teachers? If so, what companies have you hired for the training, and how much did you pay them? If this training was provided or recommended, what specific events occurred for you to feel a necessity for this teacher training?
7. What books have you required or recommended for teachers to read or to assign to students? Can I have a list of those books?
8. Do you use Comprehensive Sex Education (CSE)?
9. Do you use restorative practices for behavior management?
10. Do you have a Diversity Inclusion Equity (DIE) officer? If so, what problem or problems is he or she trying to solve? What criteria does he or she have to meet before you determine his or her success?

Data Mining

Data collection is the BLOODLINE for continued funding of Social Emotional Learning (SEL). Schools cannot justify SEL if enough parents opt their children out of in-class surveys. BUT, do you know that your child is being surveyed? Do you know what they are asking your child? Do you know what they do with that private information? The school gets to know your child better than you do.

SEL categorizes every student as ‘at-risk’ of needing behavioral intervention. It allows schools to use surveys as a way to collect mental health data on students. It allows schools to conduct mental health evaluations on every student. Data is stored and used to create psychological profiles for each student. Data is monitored and continuously updated creating a permanent profile of your child.

Surveys use leading questions to gain access to student’s attitudes, beliefs, and values on subjective and divisive issues such as race, biases, gender ideology and identity issues. All mental health data collected is interpreted through an ‘Equity Lens’ that believes America is racist and oppressive.

Data generates individual scores based on conformity to the social justice belief system. Students are continually indoctrinated based on these biased results.

President Obama’s Education Race to the Top program awarded over \$4 billion to states agreeing to build or improve Statewide Longitudinal Data Systems (SLDS) that store psychological profiles of students. SLDS are continuously offered grants and incentives to expand their systems and capabilities. Statewide systems can eventually link nationally and then globally.

It’s similar to Social Credit Scores in China.

This DATA will not only impact their education, but in the near future will likely have a life-altering impact when they enter postsecondary education, the workforce, the military, and exercise their constitutional rights.

Data Mining Your Child's Mind

SEL: Social Emotional Learning

THE PLAN

Create systemic change in schools for perceived social injustice

- Collect data from in-class surveys
- Data justifies radical changes to system
- Lessons on critical race theory tenets
- Gender ideology
- Influence/clubs
- Radical sexualization education
- Obscene literature
- Reduced discipline policies
- Increased school counselors
- Diversity-inclusion with equity emphasis



THE PROCESS

Subjectively interpret attitudes, morals, values, and worldview

- Data used as driving force for SEL
- Interpreted through biased 'equity lens' finding oppression in every situation
- Manipulated outcomes used as 'actionable data-points' to make changes in school culture to support equity

THE RESULTS

SEL data used to continuously feed cycle of radicalizing students.

- Create social justice systemic change
- Brainwash children as 'agents of change' through practices, policies, and culture
- Results transform systems and infect your children
- The teacher decides if a student is or is not a team player.
- **Data is stored and will follow them for life.**

Your choice:

“Give me your four-year-olds, and in a generation, I will build a socialist state.”

“Give us the child for eight years and it will be a Bolshevik forever.”

Vladimir Lenin

Or

“The battlefield for the hearts and minds of our kids is the 16,000 hours they spend inside American classrooms from kindergarten to twelfth grade . . . it’s the 16,000-hour war, for our kids and our country. “

Pete Hegseth

Battle for the American Mind



From the Board of Education

Excerpt from Guilford BOE Statement Addressing Equity and Social Justice in Guilford Public Schools

April 26, 2021

“...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....

“Institutional racism is a part of American history, and educators must explicitly address this reality. They must create a culture that helps eradicate it moving forward....

“Some members of our Guilford community have publicly voiced their disagreement with aspects of the school district’s social justice initiative, accusing Dr. Freeman of advancing, and the BOE of supporting, an approach to instruction and school culture aimed at indoctrinating students in an ideology that is itself racist. Some have suggested that the school administration has changed school curriculum in support of this aim. Neither of these claims is true. **The equity and social justice initiative is not based on any particular ideology, curriculum, or text.** The school curricula have not been changed and cannot be changed without public BOE approval...”

**The *approach* to curriculum has
changed drastically.**

Quotes by Superintendent Paul Freeman

- At the Guilford BOE meeting on 10/13/20 “But I also want to be clear that the Guilford Public Schools is engaging in work around how we teach and how we teach in ways that are culturally responsive and equitable and lead to more social justice in our schools ... We have been saying for over a year that we want to work on the issues of race, equity and social justice.”
- In a 5/5/21 Zip06 article, “The District is committed to incorporating awareness of systemic racism into both how it functions and how it teaches.”
- In a 8/27/20 email he wrote, “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 ... I have read both White Fragility and Waking Up White with our leadership team; in partnership with the Madison School District and the Country School we hosted an evening event this past year with the author of White Kids; and this Summer I provided a copy of How to be an Antiracist to all teachers in our District. In a system where most of our teaching staff and leaders are white themselves, these are important texts.”
- In the June 2020 “Our Direction” GPS communication said, “Ibram Kendi tells us that 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.”
- In his 3/17/21 Library zoom lecture entitled “Equity and Social Justice in Guilford Public Schools” he said, “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 ... We must take purposeful action to address systemic injustice ... That is our goal, that will be our plan.”
- At the Guilford Human Rights Commission Meeting on 10/20/20, Superintendent Paul Freeman was asked “Is there a plan or option in the future for parents to attend/observe classes or teacher training?” His response was **“That is a challenge we acknowledge but feel that students/teachers will not take risks if they do not have a safe space for learning/teaching.”**

- Guilford BOE “Statement on Addressing Equity and Social Justice in Guilford Public Schools” dated 4/26/21, “The Guilford BOE and Superintendent Freeman made a commitment to our students and our community to better address instruction and school culture regarding issues of social justice and institutional racism. 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.”
- In a New Haven Register article dated 6/1/21 he said, “Students are learning institutional racism as part of American history.”

Quote by School Superintendent's Assoc. 6/3/20

- “We are living at a time of obscene inequities and merely trying to compensate is not enough. Equity is more than making things more accessible and AASA’s work on equity must go further and become actively anti-racist ... Now is the time for all educational leaders to intensify our commitment to address inequities and work to dismantle systemic racism ... These strategies must also include renewed focus on an anti-racist curriculum in our history lessons.”

Quotes by the Chairwoman of the Guilford BOE

- Kathleen Balestracci in an email dated 5/4/21 said “Let me assure you that I am neither uninformed nor being pressured to assert the existence of institutional racism in our history, its continuing presence, and its negative impact on people of color. The evidence supporting this is overwhelming.”
- Kathleen Balestracci in an email dated 3/3/22 said, “The Board has not required review of training materials for any professional topic with GPS staff prior to delivery of school training and will not be doing so now. We hired a Superintendent with whom we meet multiple times monthly, and whom we evaluate regularly, and it is the Superintendent’s responsibility, using his instructional and managerial expertise, to oversee the training of staff in the district.”
- Kathleen Balestracci in an email dated 3/3/22 said, “We expect that students will explore history and other topics, from multiple perspectives. In doing so, exploration of systemic racism, which has and continues to exist, can be expected to arise.”

Quote by a Guilford High School history teacher

- Mrs. Jody Rebhun on her GPS website describes her course entitled modern world history, “The enduring understanding for this course is that history can be redefined ... Based upon the understanding that perspective changes over time, students will strive to redefine history based upon their current perspective and available evidence.”

Quote on CT State BOE Position Statement 2/3/21

- “It is our core responsibility as educators to do everything we can to foster environments that ensure equity, diversity and inclusion. Educators need to be self-reflective so we are not blind to discrimination, inequity, racism, implicit bias, and white privilege ... The Board will continue supporting and promoting comprehensive culturally responsive programs that implement anti-bias and racially conscious education.”

Quote by the US Secretary of Education Miguel Cardona 11/1/19

- “We need to be involved in the group creating a critical race theory curriculum ... We need teachers behind this wave of our curriculum becoming more woke.”

Quote by the National Education Assoc. (NEA)

- Parent organization for the Guilford Education Association teacher’s union) website (I-52 White Supremacy Culture); “The NEA believes that, in order to achieve racial and social justice, educators must acknowledge the existence of White supremacy culture as a primary root cause of institutional racism, structural racism, and White privilege. Additionally, the Association believes that the norms, standards, and organization structures manifested in White supremacy culture perpetually exploit and oppress people of color and serve as detriments to racial justice. Further, the invisible racial benefits of White privilege, which are automatically conferred irrespective of wealth, gender, and other factors, severely limit opportunities for people of color ... Therefore, the Association will actively advocate for social and educational strategies fostering the eradication of institutional racism and White privilege perpetuated by White supremacy culture.”

Quote by State Education Resource Center (SERC) 6/16/21

- “Through our research, Critical Race Theory emerged as a foundational framework to understand structural racism ... It became impossible to ignore the legacy of racism and its impact on our educational system ... It is a long process to become intentional about dismantling systemic racism.”

Quotes to Ponder

- **Vladimir Lenin** “We can and must write in a language which sows among the masses hate, revulsion and scorn towards those who disagree with us.”
- **Paul Gorski** referenced on the GPS website under “equity”, “In schools committed to racial equity, educators who resist anti-racist measures should feel uneasy, isolated on the outskirts of their schools’ institutional cultures. I mean this literally. The educators least invested in racial equity should wonder whether they belong.”
- **Michelle Obama:** In May of 2008: “Barak knows that we are going to have to make sacrifices; we are going to have to change our conversation; we’re going to have to change our traditions, our history; we’re going to have to move into a different place as a nation.”
- **Charlie Kirk**, Founder of Turning Point USA "Indoctrination is not Education"
- **Theodore Dalrymple** from "Our Culture, What's Left of it": "All that is necessary for evil to triumph is for good men to do nothing; and most good men nowadays can be relied upon to do precisely that. Where a reputation for intolerance is more feared than a reputation for vice itself, all manner of evil may be expected to flourish."
- **President Donald Trump** 7/4/20; "For the sake of our honor. For the sake of our children. For the sake of our Union. We must Protect and Preserve our History, our Heritage, and our Great Heroes ... We will not be Tyrannized. We will not be Demeaned. And we will not be intimidated by bad, evil people ... We will proclaim the ideals of the Declaration of Independence and we will never surrender the spirit and the courage and the cause of July 4, 1776.”



NO Left Turn in Education—Guilford, CT

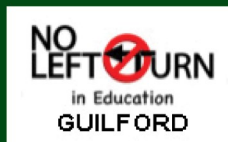
Mission Statement

To **EDUCATE** the citizens of Guilford about Critical Race Theory (CRT); to **EXPOSE** the danger 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
- Expose Critical Race Theory (CRT)
- End CRT Indoctrination
- Exact Excellence
- Ensure Colorblind Education
- Embrace Capitalism
- Explain Explicitly that Systemic Racism is a Lie
- Energize Patriotic Education

For the children, not politics



www.NoLeftTurnGuilford.org