



**SCC** Parents Association

# EXAMPLES

## **INDOCTRINATION IN MISSOURI ~~PUBLIC~~ GOVERNMENT SCHOOLS**

# WENTZVILLE SCHOOL DISTRICT

ST. CHARLES COUNTY – MISSOURI

## “Anti-Racist Teacher Training”

### Wentzville School District Curriculum Coordinator Attends “Anti-Racist” Training w/ Dr. LaGarrett J. King

A group of concerned parents in the Wentzville School District, formed a Facebook group called WSD Parents for Student Success. These parents have shared their concerns about CRT and inappropriate sexual education, mask mandates, quarantining and possible mandatory vaccinations with the school board for over a year. A few of the parents have been filing Sunshine Law requests for information and documents pertaining to curriculum, personnel, the districts use of funding as well as the questionable practices by the board and the administration in regards to contracts and the Superintendents pay. The district is charging fees for each of the requests. There is growing concern among parents both in this group and in general in the district, that the Wentzville School Board is not addressing the issues that the parents have been bringing to their attention for well over a year. The board and the communications department has repeatedly denied that CRT is incorporated into the curriculum. However, parents have been coming forward with complaints about the content of the curriculum that their children are being taught. They believe that the classroom is no place for politics or personal agendas, and it most certainly isn't acceptable to make students uncomfortable or place blame on them for an immutable characteristic, such as race or gender. These parents don't plan to ease up on the district until they feel that the district is taking them seriously and actively addressing the issues that they bring forward.

A Wentzville School District Curriculum Coordinator, Nichole Nolan, participated in the 3<sup>rd</sup> Annual Teaching Black History Conference on July 24-25, 2020, where she attended virtual lectures and workshops with Mr. King. It is unclear if participation was sanctioned by the Wentzville School District or if Ms. Nolan sought out Mr. King's workshops in her personal time, outside of her role as a Curriculum Coordinator. Parents in the district are asking for clarification on this matter, and to what extent Mr. King is involved in the framing of the district's curriculum.

Mr. King has recently retweeted Ibram X. Kendi, the author of “Be Antiracist”, which states “To be antiracist is to see ordinary White people as the frequent victimizers of people of color and the frequent victims of racist power.”.

LaGarrett J King: In the 2018 National Council for the Social Studies – Teaching the C3 Framework, Mr. King co-authored an article named “Making Inquiry Critical: Examining Power and Inequity in the Classroom”. In this article, he states that Critical Theory's roots can be traced back to “a group of intellectuals who founded the Institute for Social Research (known as the Frankfurt School) in Germany in the 1920's.”. He goes on to explain “These thinkers sought to extend MARXIST theory into the changing social, political, and economic landscape of the twentieth century by talking about how culture and ideology encourage and sustain social inequality.”. He also expresses his admiration of Karl Marx and the Frankfurt School by saying “Although their specific societal critiques still resonate today, the Frankfurt School's extension of Karl Marx's call to product knowledge and to take action from the standpoint of the oppressed may be its greatest impact.”

<https://twitter.com/Nolan271/status/128665356086583302>



<https://twitter.com/Drlbram/status/1410252748336078850>



## “Racist Republicans – AP Course Test Content”

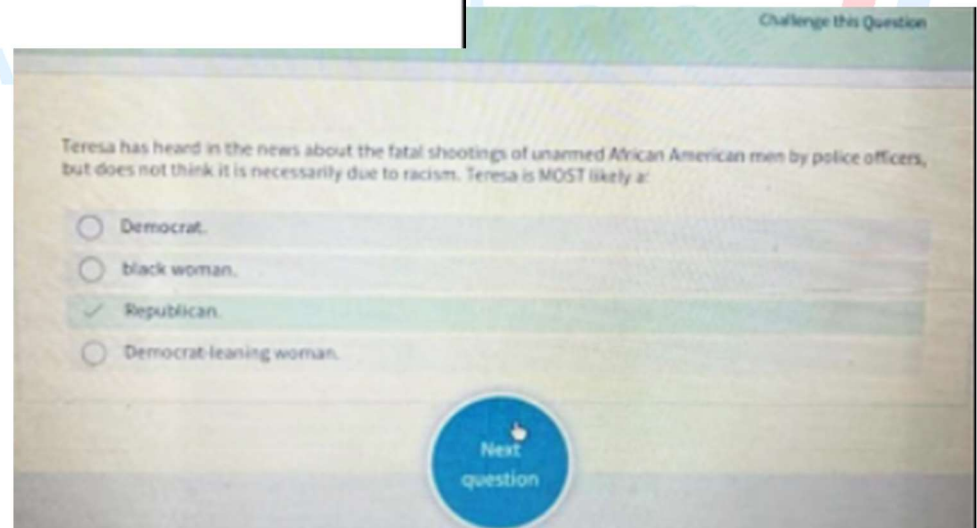
*(Text from the test)*

**Question:** Teresa has heard in the news about the fatal shooting of unarmed African American men by police officers, but does not think it is necessarily due to racism. Teresa is MOST likely a:

**Choices:** Democrat, Black Woman, Republican, Democrat-Leaning Woman

**“Correct” Answer:** Republican

My granddaughter attends Holt High school In Wentzville. This was on a test today. Look at this!!! This is not appropriate for public schools in Missouri. This teacher should be fired. This is part of CRT and we should all be aware of what is being taught. Please help get this out of Missouri schools



Challenge this Question

Teresa has heard in the news about the fatal shootings of unarmed African American men by police officers, but does not think it is necessarily due to racism. Teresa is MOST likely a:

- Democrat.
- black woman.
- Republican.
- Democrat-leaning woman.

Next question



# “Privilege Walk”



## \*\*\* Take A Step BACK If..... \*\*\*

- \* If you are going to be the first person in your immediate family to graduate from college
- \* If you started school speaking a language other than English
- \* If you have EVER been the only person of your race/ethnicity in a classroom or place of business
- \* If you grew up in an economically-disadvantaged or single-parent home
- \* If you were EVER discouraged from a goal/dream because of your race, class, gender, sexual orientation or physical/learning disability
- \* If you have EVER had to sacrifice personal interests for the responsibility of others or other circumstances
- \* If you have EVER been called names regarding your race, class, gender, sexual orientation or physical/learning disability
- \* If you or someone you know has EVER been mistrusted or accused of lying, stealing or cheating without sufficient evidence
- \* If you were ashamed or embarrassed of your clothes, house or car and wished to change it to avoid being judged or teased
- \* If you have EVER been hesitant to speak to avoid being ridiculed because of your accent or speech impediment
- \* If you have been mistreated or served less fairly in a place of business because of your race or ethnicity

## \*\*\* Take A Step FORWARD If..... \*\*\*

- \* If one or both of your parents graduated from college
- \* If you EVER attended a private school or a summer camp growing up
- \* If you were told by your parents that you were beautiful, smart or successful
- \* If you knew since you were a child that it was expected of you to go to college
- \* If you have immediate family members who are doctors, lawyers or work in any degree-required profession
- \* If you studied the history and culture of your ethnic ancestors in elementary and secondary school
- \* If you grew up with people of color or working class people who were servants, maids, gardeners or babysitters in your home
- \* If you or your family NEVER had to move due to financial inabilities
- \* If you almost ALWAYS see members of your race, sexual orientation, religion and class widely represented on TV and the media in a POSITIVE manner
- \* If you were to walk into a business and asked to speak to the person "in charge" you will see a person of your race
- \* If school and work is NOT in session during the major (religious) holidays or other cultural events that you celebrate
- \* If you feel that people do NOT interpret your personal opinions as a representation of your entire race
- \* If you almost ALWAYS feel comfortable with people knowing your sexual orientation
- \* If you feel certain that you will NOT be followed, harassed or watched under close surveillance while shopping
- \* If walking alone at night, you NEVER have to worry about anyone feeling threatened because of your presence
- \* If you NEVER worry about crime, drugs, rape or any other violent threats in your neighborhood



# "Happiness Survey"

North Point High School

Health Class - "Happiness Survey" as part of an assignment.

This survey is clearly geared towards adults and not meant for 14 yr olds.

It is also inappropriate and irrelevant to this class.

## Happiness Index



### Lifelong Learning, Arts & Culture



In your neighborhood or community, how satisfied you are with...

Your access to sports and recreational activities?

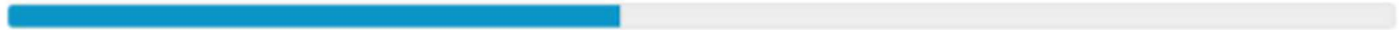
Your access to artistic and cultural activities?

Your access to activities to develop skills through informal education?

How often do you feel uncomfortable or out of place in your neighborhood because of your ethnicity, culture, race, skin color, language, accent, gender, sexual orientation, or religion?

## Community

7/16



44%

How would you describe your feeling of belonging to your local community?

**Please tell us how many of the following people you trust:**

Your neighbors

Businesses in your community

Imagine that you lost a wallet or purse that contained two hundred dollars. Please indicate how likely you think it would be to have all of your money returned to you if it was found by someone who lives close by.

How satisfied are you with your personal safety in your city or town?

## Government



### State your level of agreement with the following statements

Corruption is widespread throughout the government in my city or town.

The public officials in my city or town pay attention to what people think.

### Please indicate how much confidence you have in the following organizations:

National government

Local government



## Standard of Living - Economy

11/16

69%

In general, how much stress do you feel about your personal finances?

How frequently do you find yourself just getting by financially and living paycheck to paycheck?

**Please indicate how frequently you have had the following experiences in the past 12 months.**

You ate less because there wasn't enough food or money for food.

**To what extent do you agree with the following statement?**

I have enough money to buy things I want



## Demographics 1 of 3

14/16

88%

What is your current age?

Which gender do you identify as?

What ethnicity do you identify as?

What is your current marital status?

## Demographics 2 of 3

15/16

94%

Do you have any children under 18?

How many people currently reside in your household, including you?

In which country do you live?

In which state do you live? (If not listed in the dropdown, please manually enter your state or region name and click on it)

In which city or town do you live? (If not listed in the dropdown, please manually enter your city or town name and click on it)

If other, please specify:

How spiritual do you consider yourself to be?





## Demographics 3 of 3

16/16

100%

Regarding employment, which of the following options best describe your current work life?


What was your total household income from all sources last year (including wages, winnings, awards, profits, investments, etc)?

In one word, what makes you happy?

# ROCKWOOD SCHOOL DISTRICT

ST. LOUIS COUNTY – MISSOURI

## “Purity Test”

 **HANKINS, STEPHEN** <hankinsstephen@rsdmo.org> Tue, Apr 26 at 2:20 PM ★  
To: [REDACTED]  
Cc: jorgensenemily@rsdmo.org

Thank you for your email and for sharing your concerns. We have disabled the statistics survey so that it is no longer accessible to anyone and deleted any data from the survey. The survey was sent out by our student led newspaper and unfortunately was not appropriately reviewed by staff prior to being sent out. It was sent out to seniors as an addition to the traditional senior superlative survey. We do not agree with the content of the survey and apologize for it being sent out. Please know the wellbeing and safety of our students is always a primary concern. We regret that any student was exposed to - or potentially responded to - those questions and we will work to ensure that going forward, any survey sent to our students is appropriately vetted ahead of time.

Thank you again for bringing this to our attention. We value your feedback and our partnership with parents to ensure a safe learning environment for all students. If you have any additional questions, please let me know.

> Show original message

--  
Dr. Steve Hankins  
Principal  
Marquette High School

 **HANKINS, STEPHEN** <hankinsstephen@rsdmo.org> Wed, Apr 27 at 7:14 AM ★  
To: [REDACTED]  
Cc: jorgensenemily@rsdmo.org

The survey was emailed to senior students, it was not on the web page. We are addressing the situation and are disappointed that something like that was sent out.

There was knowledge of the survey, but the contents of the survey (and link to the outside survey) was not properly reviewed .

I do not believe it was a senior prank. The Rice survey is something that is trending and is "popular" at the moment. It was a result of very poor judgement.

> Show original message

--  
Dr. Steve Hankins  
Principal  
Marquette High School



See Next Page.....

**The Official** Thresher  
**Rice Purity Test**

How you over...

*The Purity Test has historically served as a segue from O-week to true college life at Rice. It's a voluntary opportunity for O-week groups to bond, and for students to track the maturation of their experiences throughout college.*

**Caution: This is not a bucket list. Completion of all items on this test will likely result in death.**


Click on every item you have done. MPS stands for Member of the Preferred Sex.

1.  Held hands romantically?
2.  Been on a date?
3.  Been in a relationship?
4.  Danced without leaving room for Jesus?
5.  Kissed a non-family member?
6.  Kissed a non-family member on the lips?
7.  French kissed?
8.  French kissed in public?
9.  Kissed on the neck?
10.  Kissed horizontally?
11.  Given or received a hickey?
12.  Kissed or been kissed on the breast?
13.  Kissed someone below the belt?
14.  Kissed for more than two hours consecutively?
15.  Played a game involving stripping?
16.  Seen or been seen by another person in a sensual context?
17.  Masturbated?
18.  Masturbated to a picture or video?
19.  Masturbated while someone else was in the room?
20.  Been caught masturbating?
21.  Masturbated with an inanimate object?
22.  Seen or read pornographic material?
23.  Massaged or been massaged sensually?
24.  Gone through the motions of intercourse while fully dressed?
25.  Undressed or been undressed by a MPS (member of the preferred sex)?
26.  Showered with a MPS?
27.  Fondled or had your butt cheeks fondled?
28.  Fondled or had your breasts fondled?
29.  Fondled or had your genitals fondled?
30.  Had or given "blue balls"?
31.  Had an orgasm due to someone else's manipulation?
32.  Sent a sexually explicit text or instant message?
33.  Sent or received sexually explicit photographs?
34.  Engaged in sexually explicit activity over video chat?
35.  Cheated on a significant other during a relationship?
36.  Purchased contraceptives?

37.  Gave oral sex?
38.  Received oral sex?
39.  Ingested someone else's genital secretion?
40.  Used a sex toy with a partner?
41.  Spent the night with a MPS?
42.  Been walked in on while engaging in a sexual act?
43.  Kicked a roommate out to commit a sexual act?
44.  Ingested alcohol in a non-religious context?
45.  Played a drinking game?
46.  Been drunk?
47.  Faked sobriety to parents or teachers?
48.  Had severe memory loss due to alcohol?
49.  Used tobacco?
50.  Used marijuana?
51.  Used a drug stronger than marijuana?
52.  Used methamphetamine, crack cocaine, PCP, horse tranquilizers or heroin?
53.  Been sent to the office of a principal, dean or judicial affairs representative for a disciplinary infraction?
54.  Been put on disciplinary probation or suspended?
55.  Urinated in public?
56.  Gone skinny-dipping?
57.  Gone streaking?
58.  Seen a stripper?
59.  Had the police called on you?
60.  Run from the police?
61.  Had the police question you?
62.  Had the police handcuff you?
63.  Been arrested?
64.  Been convicted of a crime?
65.  Been convicted of a felony?
66.  Committed an act of vandalism?
67.  Had sexual intercourse?
68.  Had sexual intercourse three or more times in one night?
69.  ?
70.  Had sexual intercourse 10 or more times?
71.  Had sexual intercourse in four or more positions?
72.  Had sexual intercourse with a stranger or person you met within 24 hours?
73.  Had sexual intercourse in a motor vehicle?
74.  Had sexual intercourse outdoors?
75.  Had sexual intercourse in public?
76.  Had sexual intercourse in a swimming pool or hot tub?
77.  Had sexual intercourse in a bed not belonging to you or your partner?
78.  Had sexual intercourse while you or your partner's parents were in the same home?
79.  Had sexual intercourse with non-participating third party in the same room?
80.  Joined the mile high club?
81.  Participated in a "booty call" with a partner whom you were not in a relationship with?
82.  Traveled 100 or more miles for the primary purpose of sexual intercourse?
83.  Had sexual intercourse with a partner with a 3 or more year age difference?

See Next Page.....



- 
80.  Joined the mile high club?
  81.  Participated in a “booty call” with a partner whom you were not in a relationship with?
  82.  Traveled 100 or more miles for the primary purpose of sexual intercourse?
  83.  Had sexual intercourse with a partner with a 3 or more year age difference?
  84.  Had sexual intercourse with a virgin?
  85.  Had sexual intercourse without a condom?
  86.  Had a STI test due to reasonable suspicion?
  87.  Had a STI?
  88.  Had a threesome?
  89.  Attended an orgy?
  90.  Had two or more distinct acts of sexual intercourse with two or more people within 24 hours?
  91.  Had sexual intercourse with five or more partners?
  92.  Been photographed or filmed during sexual intercourse by yourself or others?
  93.  Had period sex?
  94.  Had anal sex?
  95.  Had a pregnancy scare?
  96.  Impregnated someone or been impregnated?
  97.  Paid or been paid for a sexual act?
  98.  Committed an act of voyeurism?
  99.  Committed an act of incest?
  00.  Engaged in bestiality?

# “Teacher Training”

## What To Do If A Family Member is Racist and Says Something Racist (@LainxTherapy)

- Correct and rephrase racist terms
- Share consequences of using racist terms AND emotional impact on who they are being racist to
- Explain why it is racist (historical context but if you don't have historical context, it is important to still verbalize that what was said is **wrong**.)
- Provide skills, new ways to think (plant seeds).
- Normalize that change is uncomfortable
- When people begin engaging as victims and/or get aggressively defensive, disengage and try again when they can regulate themselves.
- **YOU ARE NOT RESPONSIBLE FOR RESCUING THEM**
- Calling it out is important because it brings awareness, people need to know what it means to be racist

## Racial Gaslighting 101 (racial gaslighting sounds like...) @Ogorchukwu

- "If you protested/said it peacefully, more people would listen to you."
- "What I said/did is not racist"
- "Racism doesn't exist anymore"
- "It was just a joke, calm down"
- "\_\_\_\_ people are racist too."
- "Why is it always about race?"
- "Are you sure that's what happened?"
- "Just to play devil's advocate here..."
- "In my opinion, I don't think that they were being racist. I think..."

### Movies/TV Shows

13th (Ava DuVernay) — Netflix or YouTube  
American Son (Kenny Leon) — Netflix  
Black Power Mixtape: 1967-1975 — Available to rent  
Clemency (Chinonye Chukwu) — Available to rent  
Dear White People (Justin Simien) — Netflix  
Fruitvale Station (Ryan Coogler) — Available to rent  
I Am Not Your Negro (James Baldwin doc) — Available to rent or on Kanopy

### Books

[Eye See Me Bookstore AntiRacist Collection](#)  
[40 Books for Antiracist Educators](#)  
[10 Books to Read Instead of Asking a POC](#)

### Discussions

[Resources for White People to Learn and Talk About Race and Racism](#)  
[Racism Interruption: Responses to Racist Comments](#)  
[How to Respond to Racist Statements](#)

## Anti-Racism and Racial Equity Resources

### ADULT LEARNING RESOURCES

#### Articles

["A Conversation with White People on Race" - Short Documentary with article](#)  
["How white parents should talk to their kids about race."](#)  
["Rubbing Off" - Fostering Tolerance](#)  
["White Privilege: Unpacking the Invisible Knapsack" by Peggy McIntosh](#)  
["Who Gets to Be Afraid in America?" by Dr. Ibram X. Kendi | Atlantic \(May 12, 2020\)](#)  
["The Lens of Systemic Oppression" National Equity Project](#)  
["For Our White Friends Desiring To Be Allies" by Courtney Ariel](#)

#### Podcasts

[Nice White Parents \(How White Parents Shape Our Public Education System\) 1619 \(New York Times\)](#)  
[About Race](#)  
[Code Switch \(NPR\)](#)  
[Intersectionality Matters! hosted by Kimberlé Crenshaw](#)  
[Momentum: A Race Forward Podcast](#)  
[Pod For The Cause \(from The Leadership Conference on Civil & Human Rights\)](#)  
[Pod Save the People \(Crooked Media\)](#)  
[We Live Here \(STL focused\)](#)  
[Brené with Ibram X. Kendi on How to Be an Antiracist | Brené Brown](#)

#### Personal/Professional Development

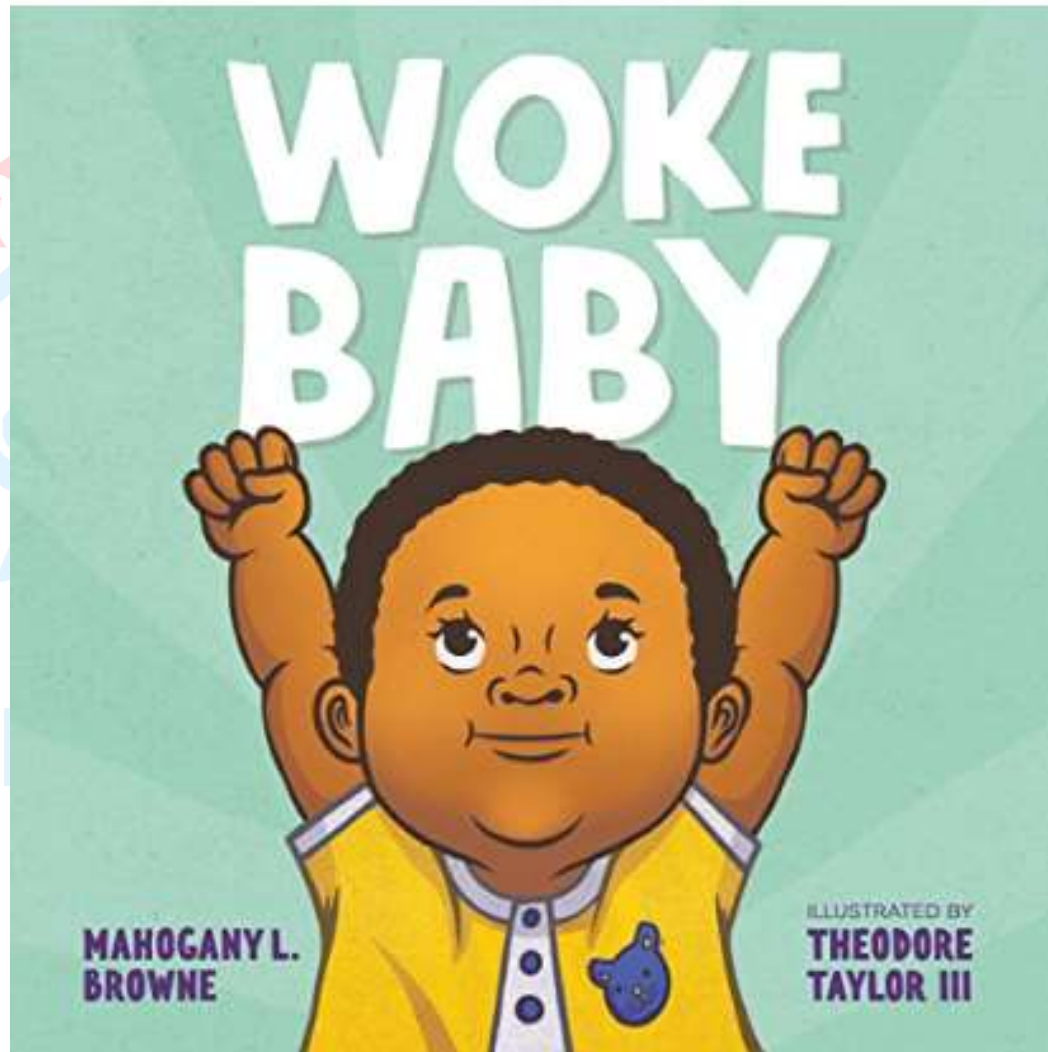
[www.westories.org](#) - We Stories engages White families to change the conversation about and build momentum towards racial equity in St. Louis. Our 12-week Family Learning Program introduces parents, and their children from birth to age 10, to compelling works of children's literature that feature diverse characters, provides supportive resources and materials to help start and strengthen family conversations about race and racism, and fosters community building around these topics.  
[WUSTL Brown School of Social Work Classroom Topics](#)  
[Sesame Street Racial Justice Workshop](#)

#### Self-Guided Studies

[Layla F. Saad Me and White Supremacy](#)  
[Rachel Cargle 30 Day #DoTheWork Challenge](#)  
[Rachel Ricketts' Spiritual Activism 101 Course](#)



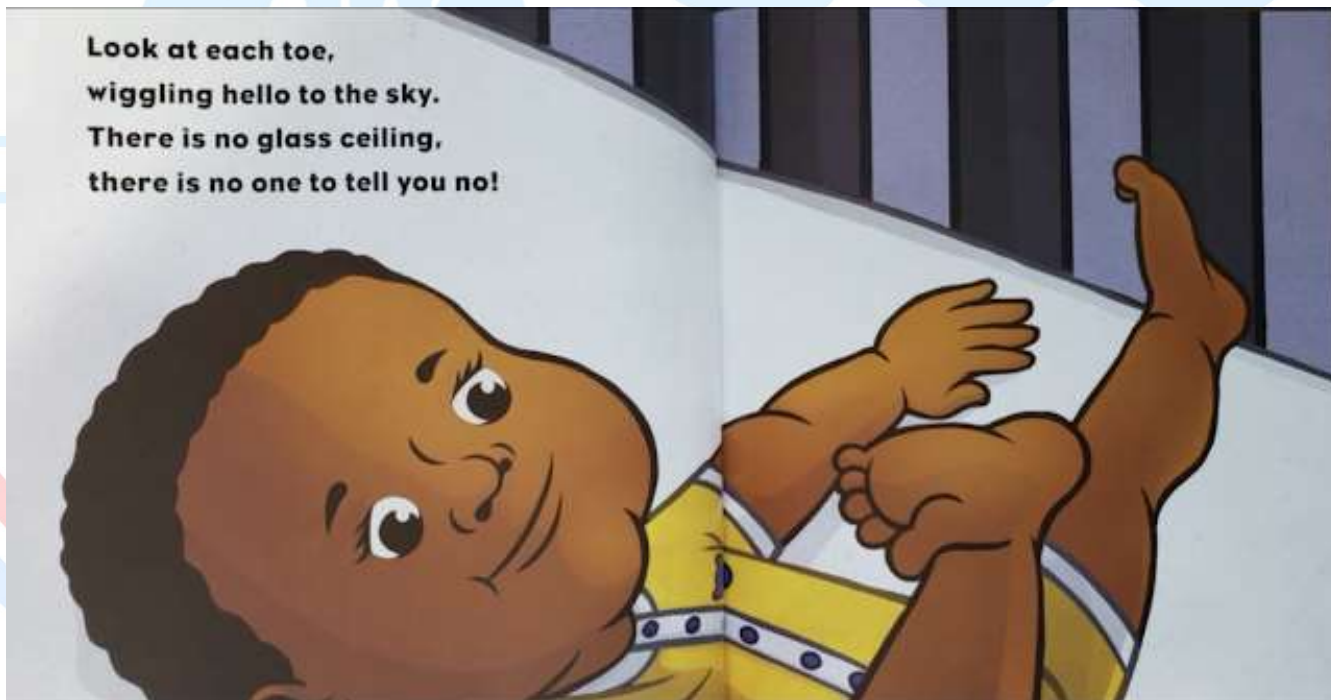
**“Woke Baby”**





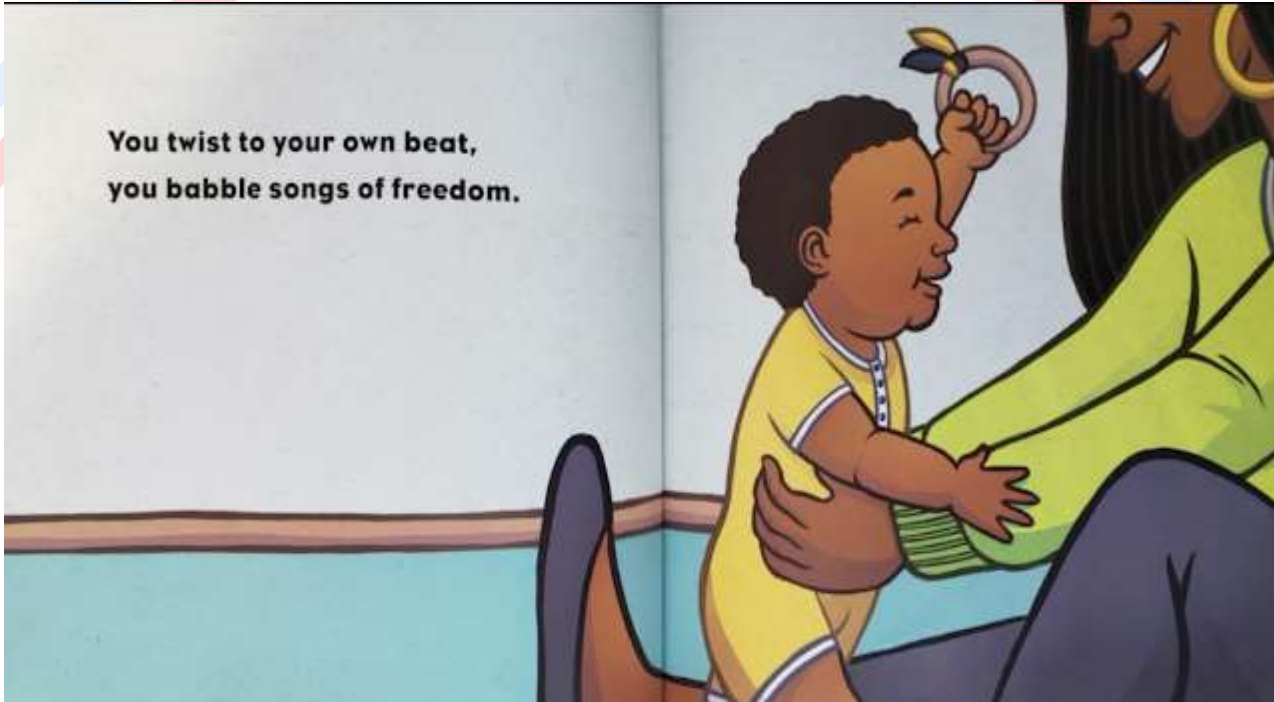


Look at your fists,  
fingers curled  
into a panther's paw  
pointing up up up,  
reaching for justice.

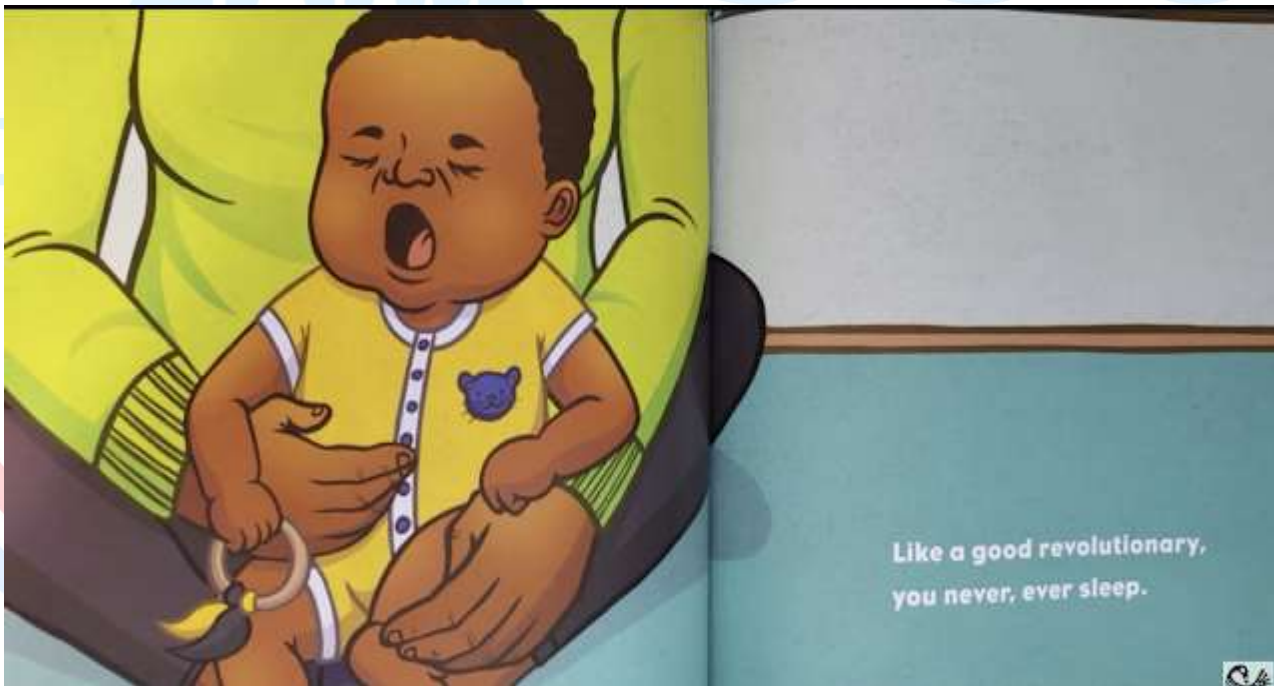


Look at each toe,  
wiggling hello to the sky.  
There is no glass ceiling,  
there is no one to tell you no!

You twist to your own beat,  
you babble songs of freedom.



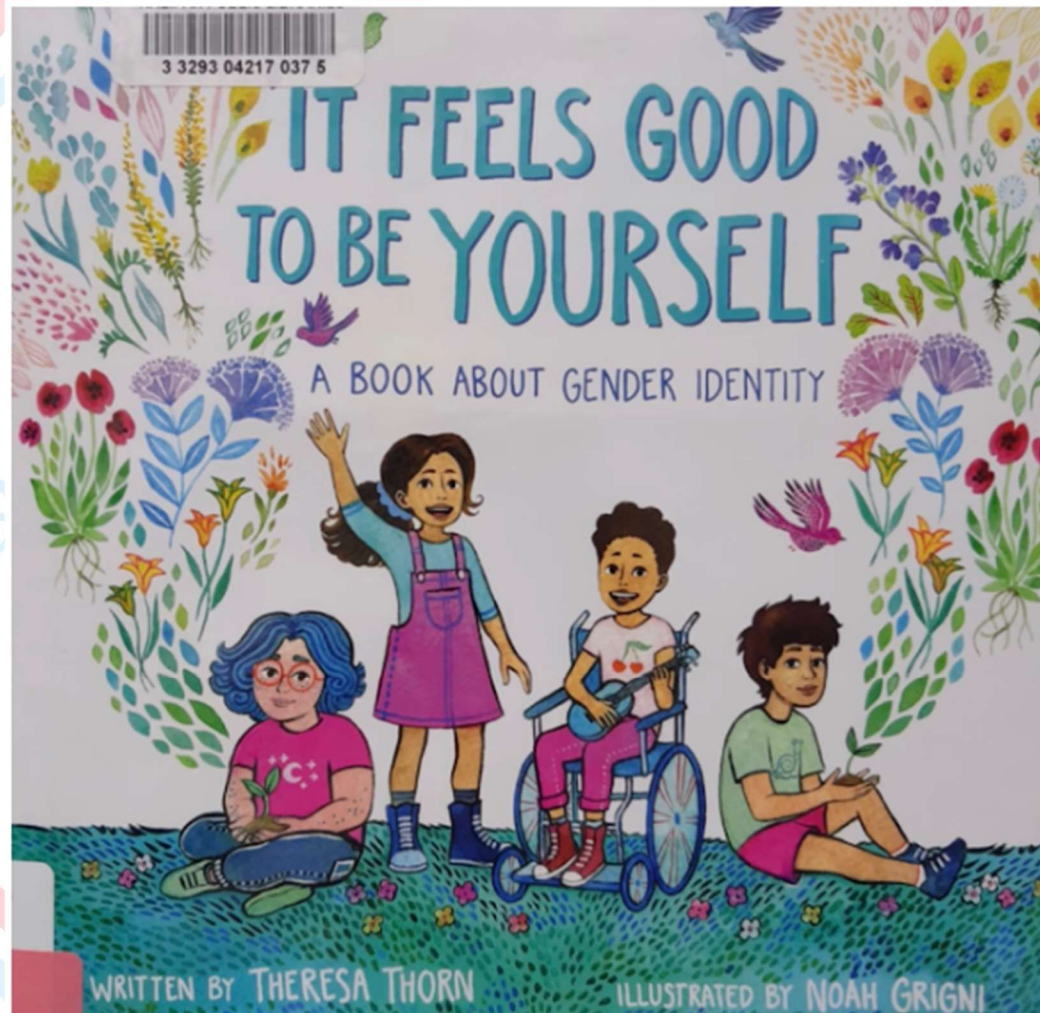
Like a good revolutionary,  
you never, ever sleep.





**“It Feels Good to be Yourself”**

ROCKWOOD COMMITTEE NOT TOLD ABOUT THE 2ND GRADER WHO WAS CONFUSED AND UNCOMFORTABLE ABOUT THIS GENDER IDENTITY BOOK?



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COMMITTEE COMMENT:

"I think them picking up the book and thumbing through it is not going to hurt anything."

The mom of a Rockwood 2nd grader disagrees. Her daughter read the book at school and was confused.

*"It was weird and talked about how if you are a girl and feel like a boy you can become one. And that sometimes doctors and parents make mistakes.*

*She said 3 times it was weird and she couldn't seem to understand how parents and doctors could be wrong."*

--Rockwood elementary school parent





JJ is **NEITHER A BOY NOR A GIRL.**



Ever since JJ was very little, they never felt exactly like a boy or a girl—they just felt like themselves. This is JJ's gender identity.

"Alex is both boy and girl. This is Alex's gender identity."

"JJ is neither a boy or a girl. This is JJ's gender identity."

"Alex and JJ are both non-binary."

She's a transgender girl.

That means when she was born, everyone thought she was a boy. Until she grew a little older—old enough to tell everyone that she's actually a girl.







What a baby's body looks like when they're born can be a clue to what the baby's gender will be, but not always.

## SOME HELPFUL TERMS TO KNOW



**SEX ASSIGNED AT BIRTH:** This is what is listed on a newborn baby's birth certificate. Adults involved in the baby's birth say whether the baby appears female or male.

**INTERSEX:** Not all people's bodies are exactly male or female. Intersex means that, from birth, someone's body doesn't match exactly what we have defined as male or female.

**GENDER IDENTITY:** This is who you feel like within yourself—whether you feel like a boy, a girl, some combination of boy and girl, or something else. Your gender identity is who you know yourself to be. It might match your sex assigned at birth or it might not.

**GENDER EXPRESSION:** This is how you choose to present yourself to the world—which clothes you wear, how you style your hair, how you walk and talk. Gender expression is how you express your gender identity. There are a never-ending number of ways to express your gender identity—too many to fit in a book!

**CISGENDER:** This is when your gender identity matches your sex assigned at birth.

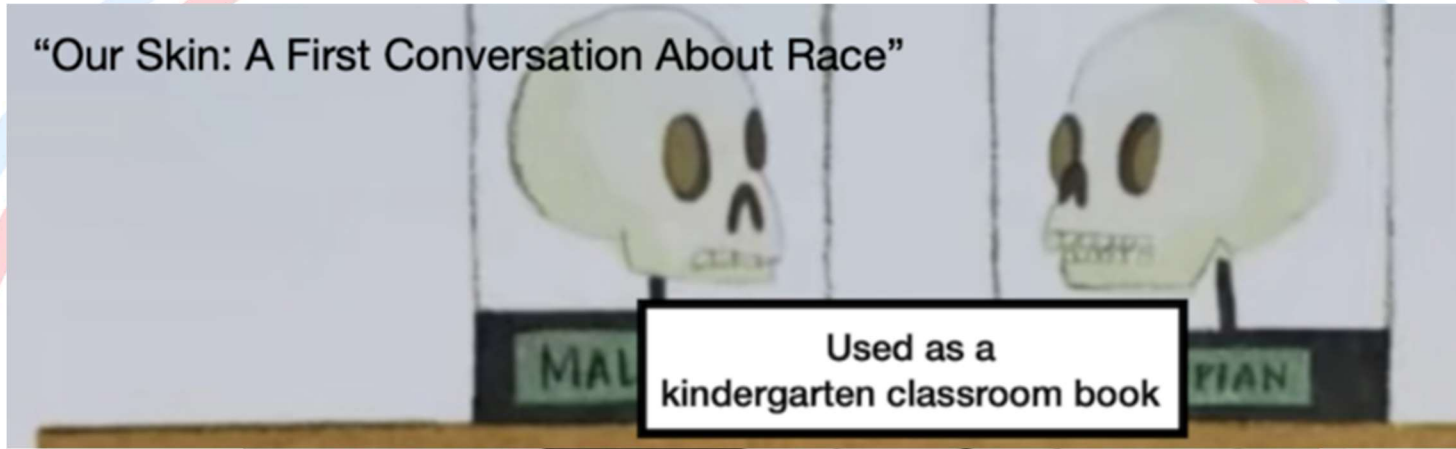
**TRANSGENDER:** This is when your gender identity is different from your sex assigned at birth.

**NON-BINARY:** This is a way to describe many identities that fall between boy and girl or outside the binary of boy and girl. There cannot be one definition, because there is no one way to be non-binary.

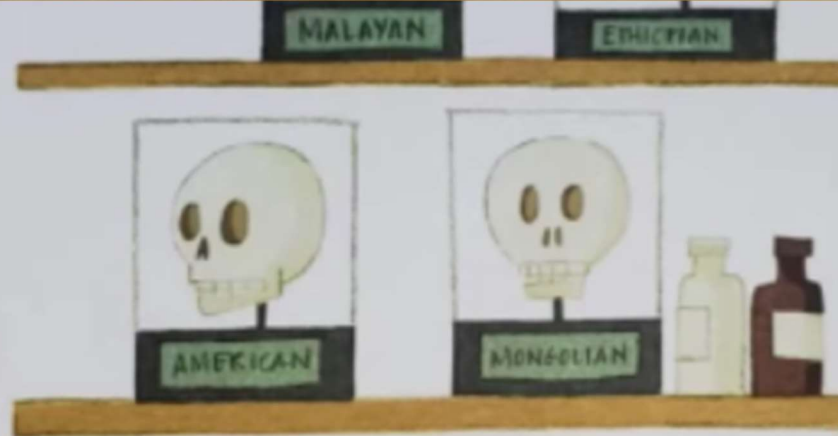


## “Our Skin: A First Conversation About Race”

“Our Skin: A First Conversation About Race”

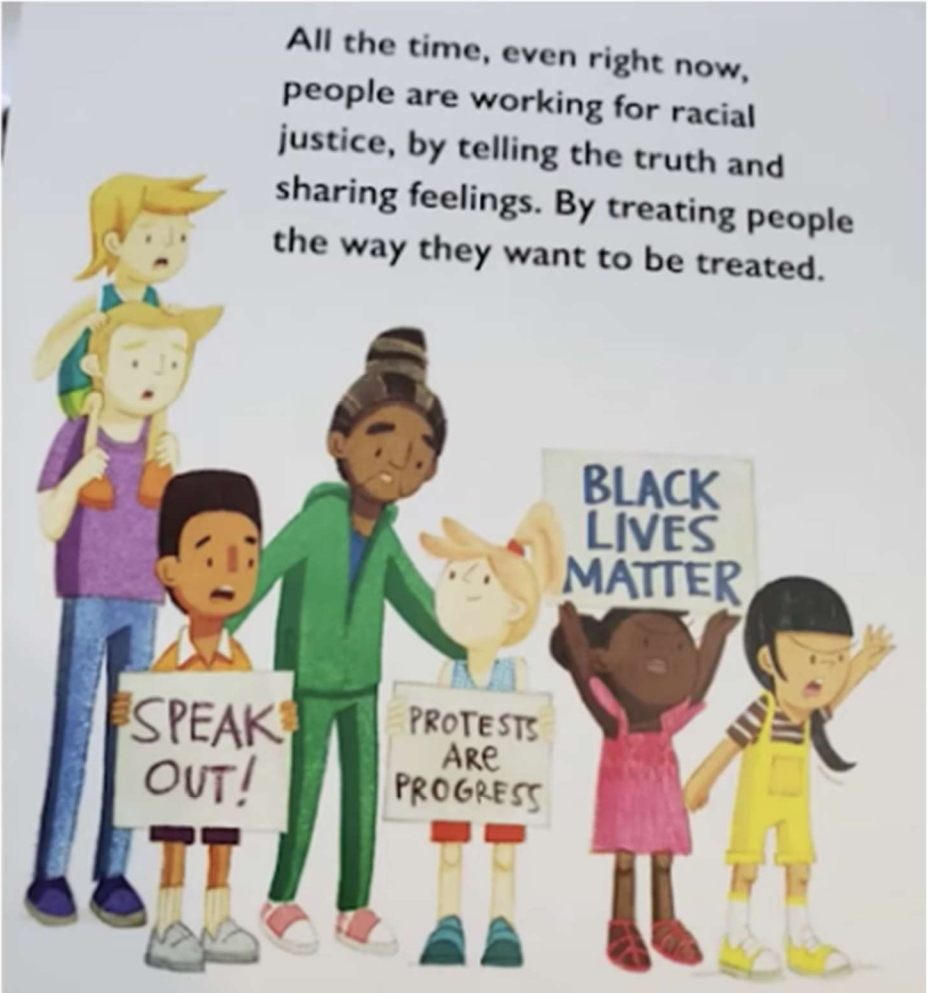


Used as a  
kindergarten classroom book



A long time ago, way before you were born, a group of white people made up an idea called race. They sorted people by skin color and said that white people were better, smarter, prettier, and that they deserve more than everybody else.

explain it? Race is an idea that emerged in modern times, and that has no basis in biology or science. Racial categories were invented to advantage white people and to justify slavery, colonialism, and genocide. There





Racism can be a way we've done things for a long time, like how there aren't as many books written about people of color.



## RACISM

You have permission to talk to young children not just about diversity and differences, but also about injustice. Young children are already seeing, being impacted by, and perpetuating racism. As the grown-ups in their lives, we should not avoid topics that are confusing, scary, or sad. We need to help them understand and navigate those topics and feelings. Learn how to explain racism in your own words. This will help you find the right words to explain it to young children, and follow their lead when they have questions. Call out racism as it manifests in your own lives and continue to discuss this openly with your children. This will help them do the same as they grow. For more on ways to define and understand racism, visit our website.



## EMPOWERMENT AND ACTIVISM

Young children learn more by watching what you do than from what you say about your beliefs. Racism is baked into the culture of the United States. In order to undo this system, we must actively participate in anti-racist efforts. There are so many different ways to get involved! Brainstorm ideas together, and start small in your community. For more ideas on ways to empower activism in young children, visit our website.





## STEREOTYPES AND PREJUDICE

Children as young as six months categorize people by skin color, and by three years, they may start to demonstrate racial bias. One reason for this is that young children tend to generalize. Try to guide conversations to individuals rather than groups. For example, if a child says, "Daddies go to work," you can say, "Which daddy are you thinking about?" These shifts in thinking help children learn that generalizations and stereotypes are problematic.

Parent



## RACE

You may have learned that "race is a social construct," but what does that really mean? And how do you explain it? Race is an idea that emerged in modern times, and that has no basis in biology or science. Racial categories were invented to advantage white people and to justify slavery, colonialism, and genocide. There are still many people who don't know or understand this history. To talk about race and racism with young children, it's important to start or continue the work of understanding it yourself so you are comfortable breaking it down. To learn more, visit our website for recommended books and articles.



## “Our Skin: A First Conversation About Race”

### CLASS ASSIGNMENTS ASKED KIDS TO USE LABELS AND DISCUSS HOW SOCIETY TREATS YOU BASED ON YOUR RACE OR GENDER.

category. How important is each group to you?

- age or generation
- race
- nationality
- ethnicity
- religion
- social class
- gender
- sexual orientation
- location (urban, suburban, rural)
- geographic region
- family structure (two parents, two households, only child, stepfamily, etc.)
- language
- interests, hobbies, and professions
- political affiliation
- mental and physical traits (able-bodied, hearing impaired, intellectual disability, etc.)
- education level

encountered by Rau. Record all of the specific examples you name.

Discuss the sources of each of the troubles. These sources might include relationships with other characters, cultural features, and rules. They might include beliefs the main character and other characters have about themselves, about other people, and about their society.

Group the examples by placing each conflict with other conflicts that are caused by the same source. Label these groups, and spend some time making sure the page is organized in a clear way.

#### **#2**

Go to a new page or slide. Discuss the different cultural groups that are represented in the story and specific features of these cultural groups that we learn about. List, group, and label the different groups. Think about all of the different parts of Rau's identity as well as the different cultural identities of other characters.

# WEBSTER GROVES SCHOOL DISTRICT

ST. LOUIS COUNTY – MISSOURI

## “Belonging Survey”

Belonging // Control Survey

What is your student ID number? \*

What is your birthdate? \*

Which of the following most closely describes you?

- Asian/Asian American
- Black/African American
- Hispanic/Latinx
- Indigenous
- White
- Bi- or multi-racial
- Other

Belonging // Control Survey

How often do students at your school have important conversations about race, even when they might be uncomfortable?

- Almost never
- Once in a while
- Sometimes
- Frequently
- Almost always

I take pride in my school work.

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree

What I learn in class helps me outside of school.

Belonging // Control Survey

How often do you think about what someone of a different race, ethnicity, or culture experiences?

Almost never     Once in a while     Sometimes

Often     Almost always

How confident are you that students at your school can have honest conversations with each other about race?

Not at all confident     Slightly confident

Somewhat confident     Quite confident

Extremely confident

At your school, how often are you encouraged to think more deeply about race-

Belonging // Control Survey

At your school, how often are you encouraged to think more deeply about race related topics with other students?

Almost never     Once in a while     Sometimes

Often     Almost always

How comfortable are you sharing your thoughts about race-related topics with other students at your school?

Not at all comfortable     Slightly comfortable

Somewhat comfortable     Quite comfortable

Extremely comfortable

Wayfinder x +

ssments

## Belonging // Control Survey

Which of the following most closely describes you?

Boy/Man       Girl/Woman       Transgender

Non-binary       My gender identity is not listed here

During the past 30 days, how carefully did you listen to other people's points of view?

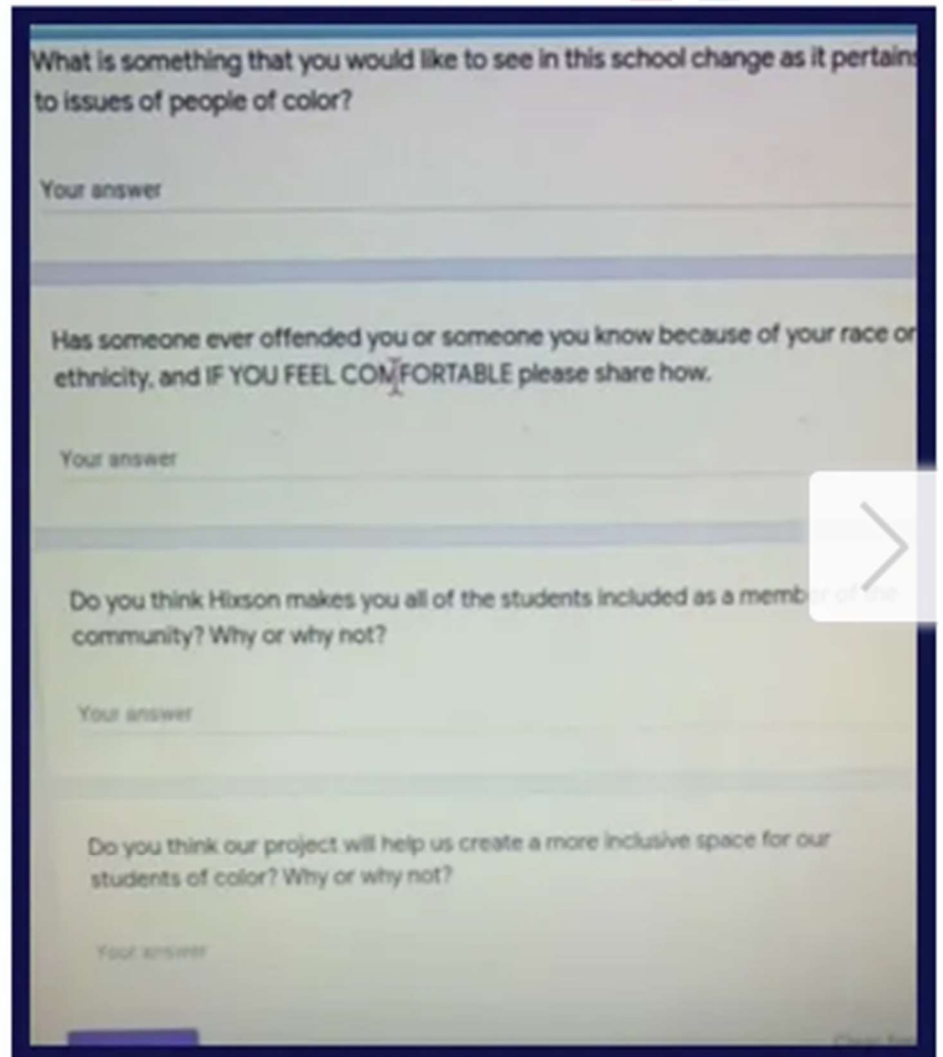
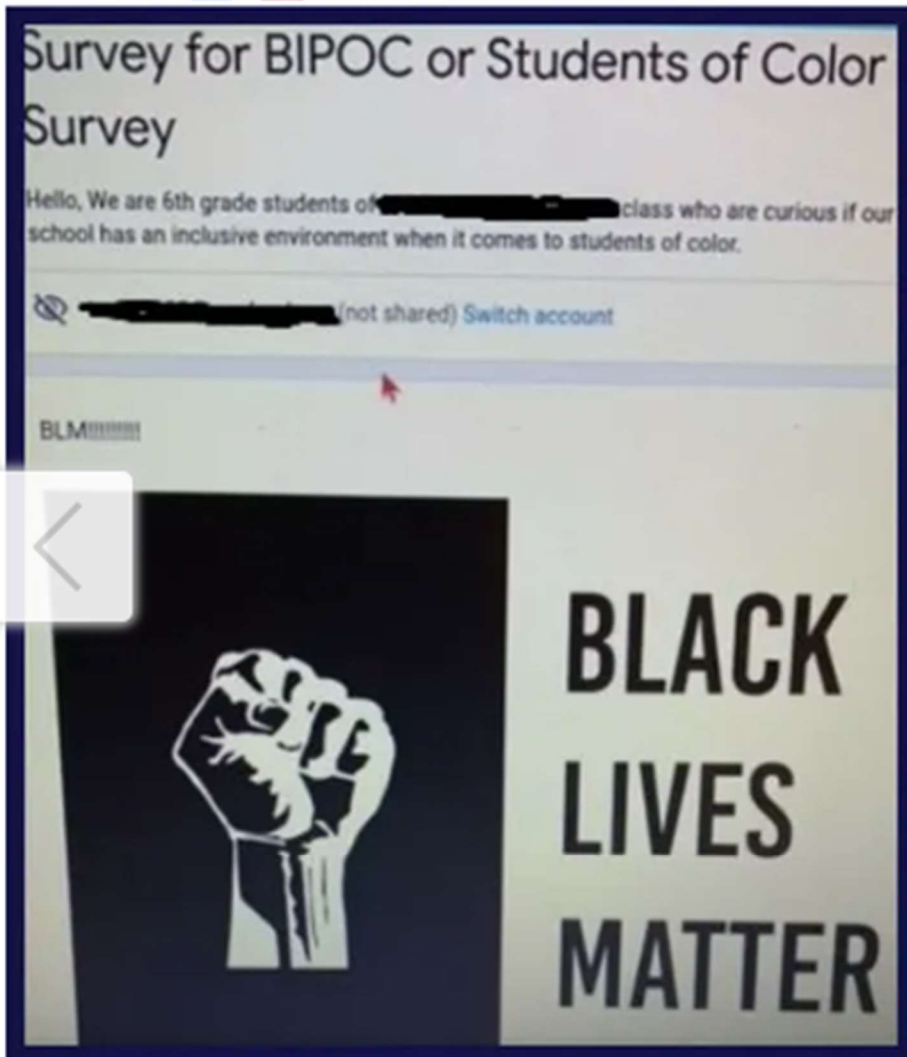
Not carefully at all       Slightly carefully

Somewhat carefully       Quite carefully

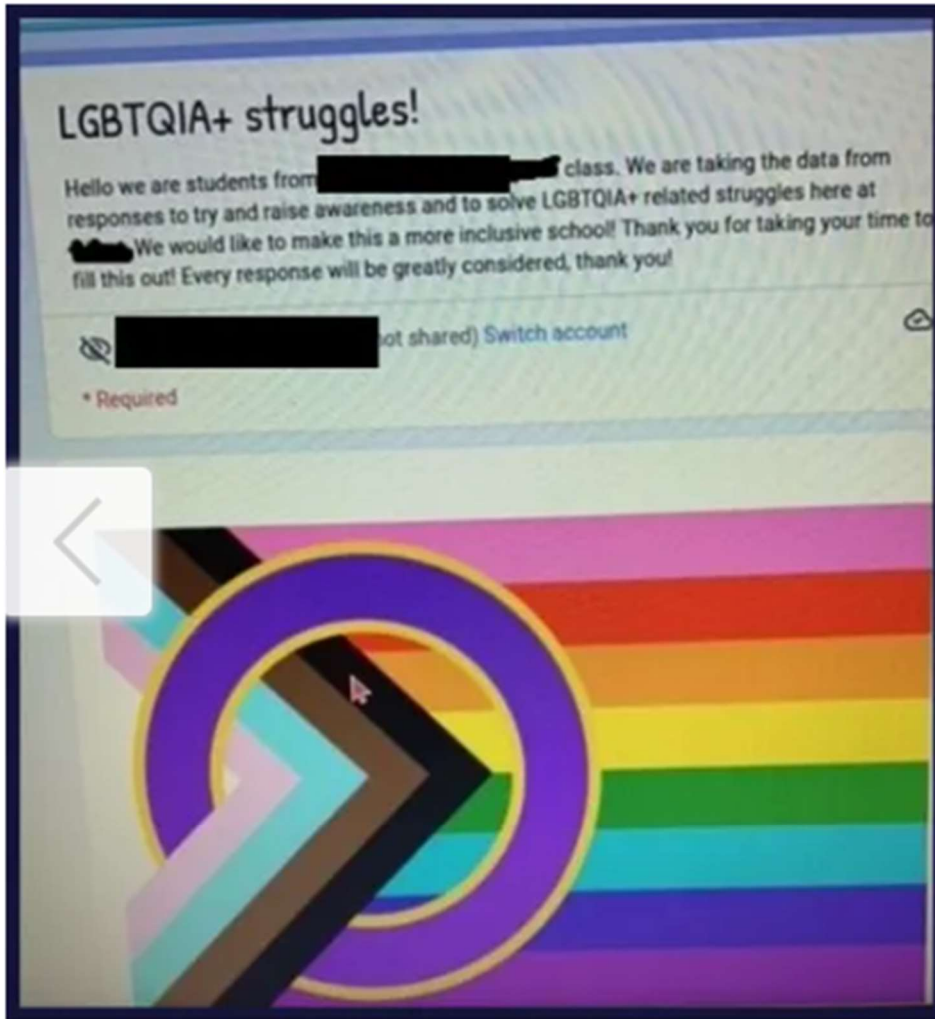
Extremely carefully



# “BIPOC Survey”



# “LGBTQIA Survey”



Preferred name? (not required)

Your answer

What are your pronouns (not required)

Your answer

what struggles have you experienced related to LGBTQIA+ have you experienced here at Hixon

Your answer

What would you like to see in [redacted] school in order to be more inclusive? Be specific! \*

Your answer

Anything you would like to add?

# “Purpose Survey”

Purpose // Control Survey

How confident are you that students at your school can have honest conversations with each other about race?

Not at all confident       Slightly confident

Somewhat confident       Quite confident

Extremely confident

At your school, how often are you encouraged to think more deeply about race-related topics with other students?

Almost never       Once in a while       Sometimes

Often       Almost always

Purpose // Control Survey

How comfortable are you sharing your thoughts about race-related topics with other students at your school?

Not at all comfortable       Slightly comfortable

Somewhat comfortable       Quite comfortable

Extremely comfortable

How often do students at your school have important conversations about race, even when they might be uncomfortable?

Almost never       Once in a while       Sometimes

Frequently       Almost always

How clear is your sense of purpose in your life?



ose // Control Survey

Which of the following most closely describes you?

- Asian/Asian American       Black/African American
- Hispanic/Latinx       Indigenous       White
- Bi- or multi-racial       Other

Which of the following most closely describes you?

- Boy/Man       Girl/Woman       Transgender ↕
- Non-binary       My gender identity is not listed here

Purpose // Control Survey

Once you get upset, how often can you get yourself to relax?

Almost never     Once in a while     Sometimes

Frequently     Almost always

When things go wrong for you, how calm are you able to remain?

Not calm at all     Slightly calm

Somewhat calm     Quite calm

Extremely calm

How well do people at your school understand you as a person?

Purpose // Control Survey

When everybody around you gets angry, how relaxed can you stay?

Not relaxed at all     Slightly relaxed

Somewhat relaxed     Quite relaxed

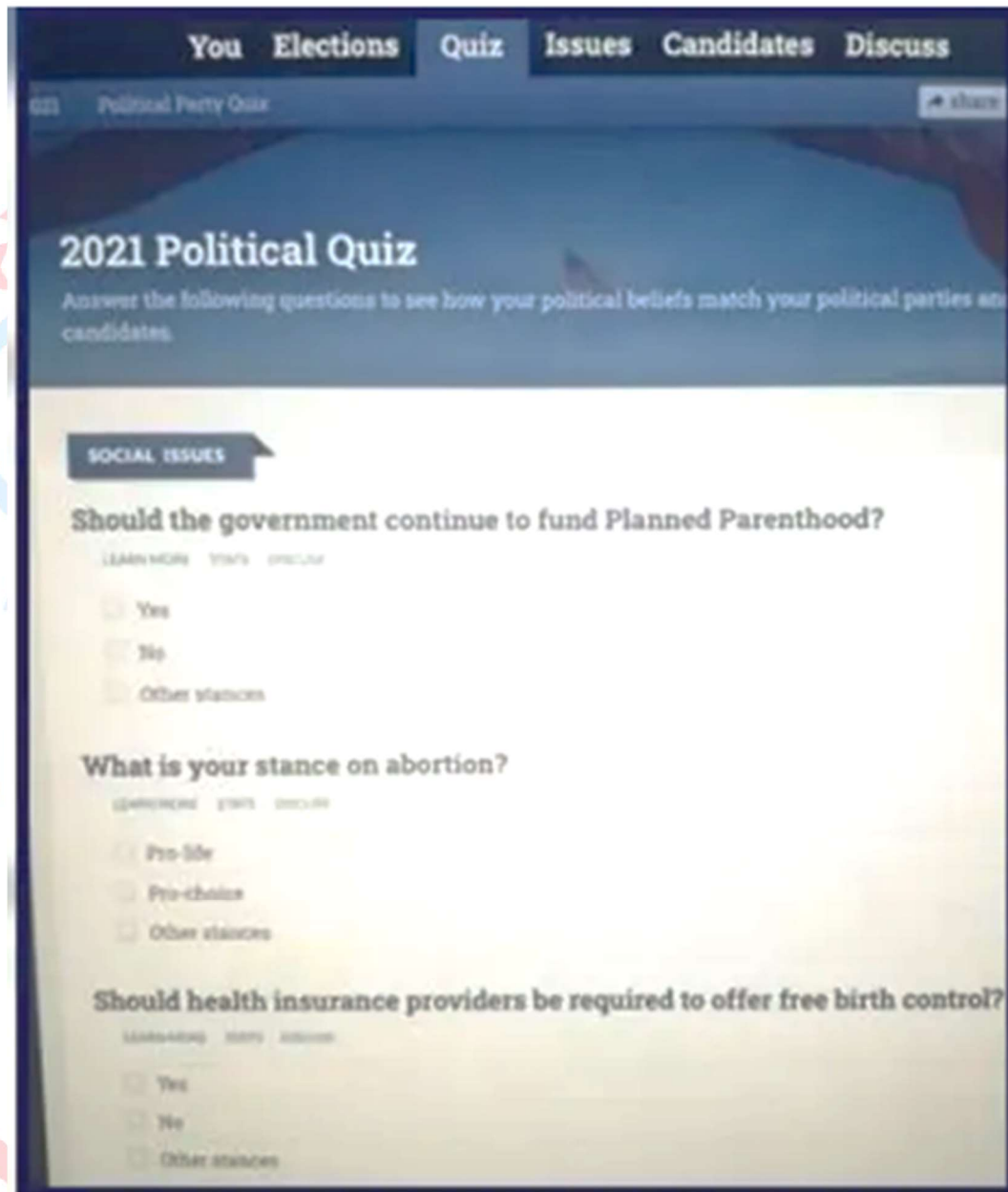
Extremely relaxed

How often are you able to control your emotions when you need to?

Almost never     Once in a while     Sometimes

Frequently     Almost always

# “Political Quiz”



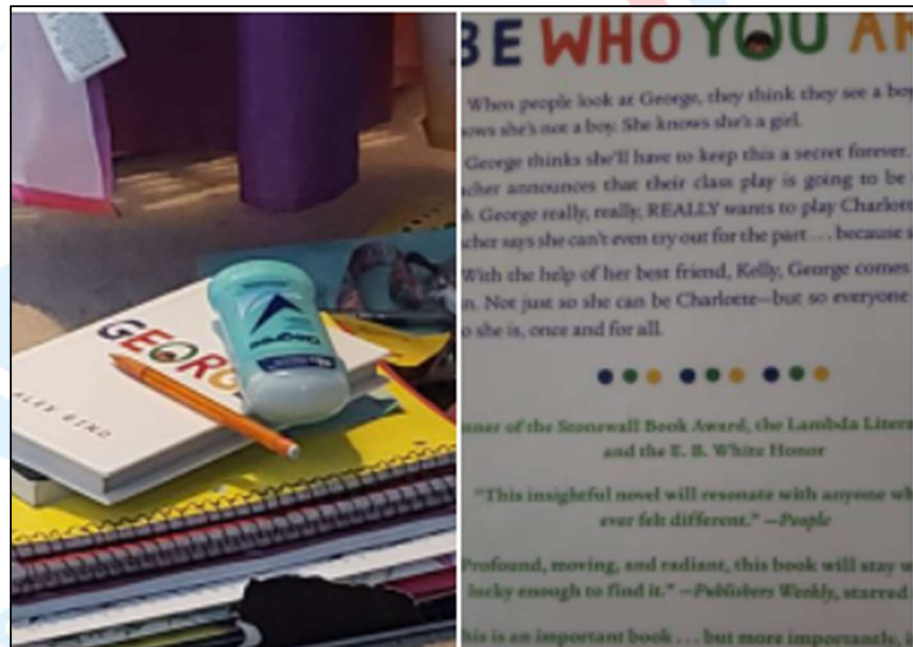


# FRANCIS HOWELL SCHOOL DISTRICT

ST. CHARLES COUNTY – MISSOURI

## “George”

In my daughters room, I looked over and saw this after she cleaned out her bookbag. 6th grader at Hollenbeck Middle School(FHSD). I asked my daughter where she got this book, she said it is for her book club in one of her classes. They had 3 books to choose from and this was one of the options. This book was what was selected by the class/offered by the teacher. We have told our children that we will gladly accept any of their friends and that no matter their sexuality they should too. Body dysmorphia. I never thought this would be something I would have to explain to my kids. This was never ever not once mentioned or indoctrinated when we were growing up. This is a whole different world. I'm kind of just speechless right now. INDOCTRINATION.



*(Text from the back of the book)*

“When people look at George, they think they see a boy. But she knows she’s not a boy. She knows she’s a girl.

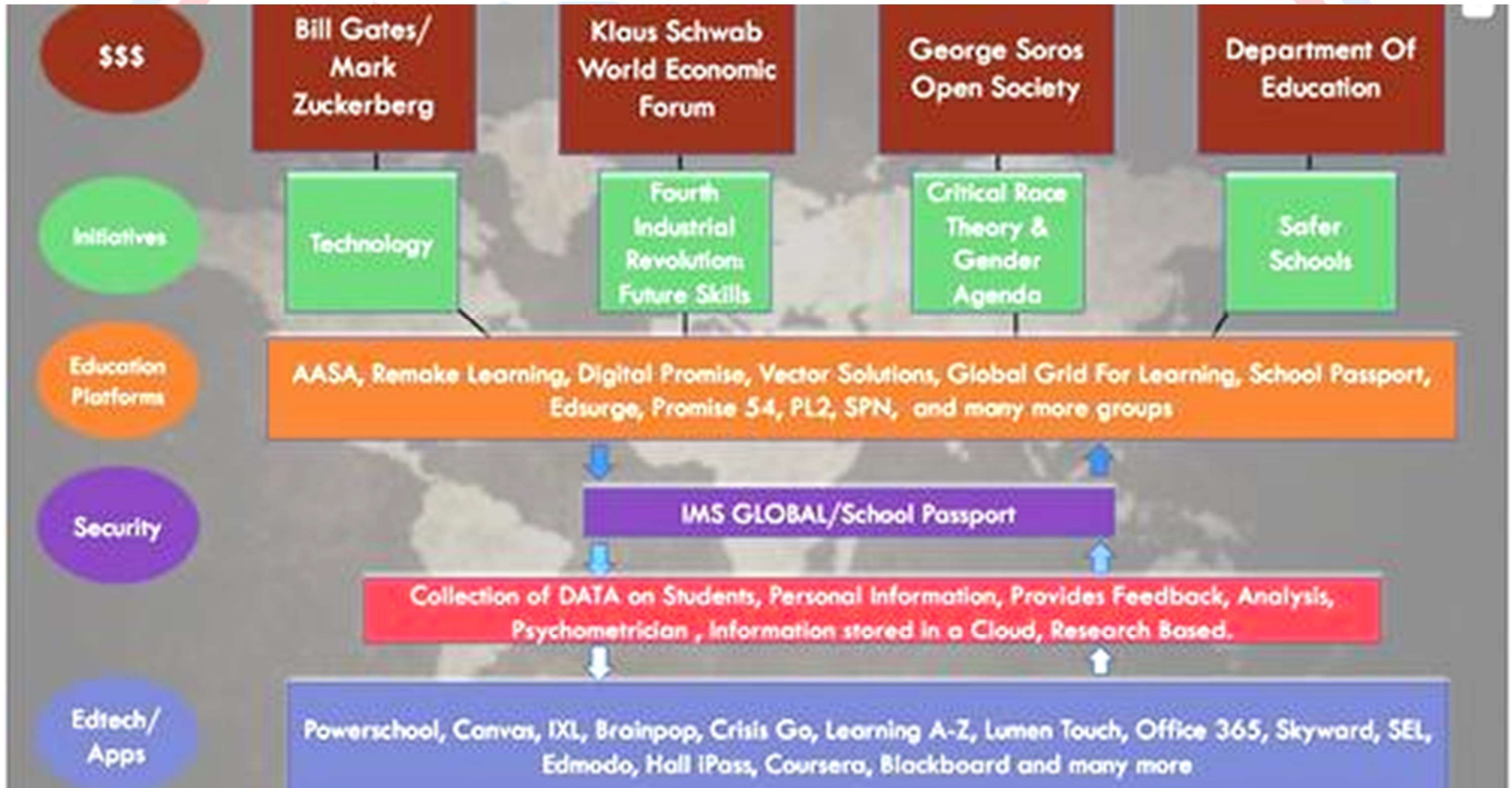
George thinks she’ll have to keep this a secret forever. Then her teacher announces that their class play is going to be Charlotte’s Web. George really, really, REALLY wants to play Charlotte. But the teacher says she can’t even try out for the part... because she’s not a boy.

With the help of her best friend, Kelly, George comes up with a plan. Not just so she can be Charlotte – but so everyone can know who she is, once and for all.”

# ADDITIONAL INFORMATION

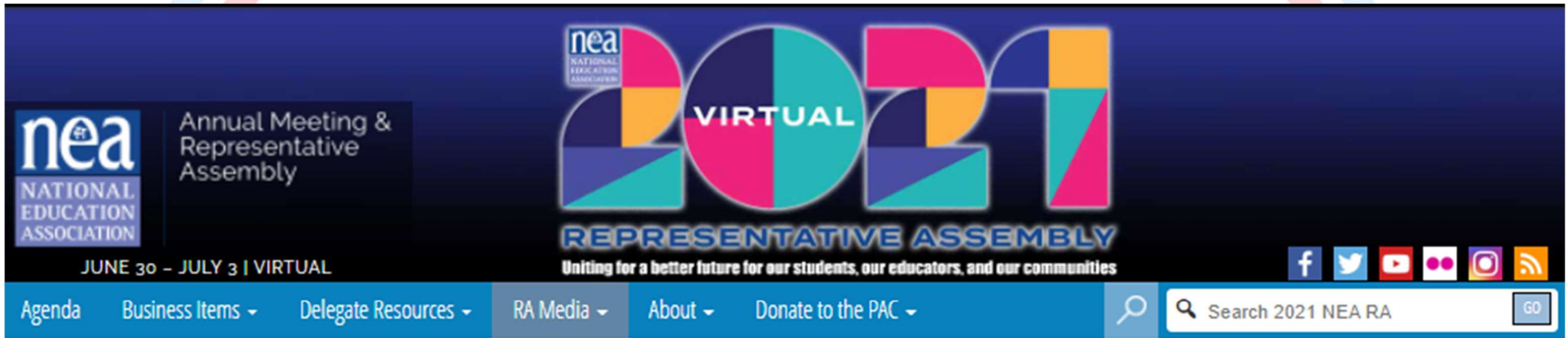
MISSOURI

“Follow The Money”





# “NEA’s Agenda”



## New Business Item 39

ACTION: **ADOPTED AS MODIFIED**

[< PREVIOUS](#)

[NEXT >](#)

The NEA will, with guidance on implementation from the NEA president and chairs of the Ethnic Minority Affairs Caucuses:

A. Share and publicize, through existing channels, information already available on critical race theory (CRT) -- what it is and what it is not; have a team of staffers for members who want to learn more and fight back against anti-CRT rhetoric; and share information with other NEA members as well as their community members.

B. Provide an already-created, in-depth, study that critiques empire, white supremacy, anti-Blackness, anti-Indigeneity, racism, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society, and that we oppose attempts to ban critical race theory and/or *The 1619 Project*.

### Donate to the PAC

The NEA Fund for Children and Public Education is fueled by educators coming together to fight for real leaders at the federal and state level.

### Educating Through Crisis

Find resources for navigating the COVID-19 pandemic and school reopening.

### NEA edCommunities



## “National Department of Education Agenda”

(This is being proposed at the federal level, and it will bleed into every school across the Nation.)

*Background:* The Department recognizes that COVID-19—with its disproportionate impact on communities of color—and the ongoing national reckoning with systemic racism have highlighted the urgency of improving racial equity throughout our society, including in our education system. As [Executive Order 13985](#) states: “Our country faces converging economic, health, and climate crises that have exposed and exacerbated inequities, while a historic movement for justice has highlighted the unbearable human costs of systemic racism. Our Nation deserves an ambitious whole-of-government equity agenda that matches the scale of the opportunities and challenges that we face.” [1]

American History and Civics Education programs can play an important role in this critical effort by supporting teaching and learning that reflects the breadth and depth of our Nation’s diverse history and the vital role of diversity in our Nation’s democracy. For example, there is growing acknowledgement of the importance of including, in the teaching and learning of our country’s history, both the consequences of slavery, and the significant contributions of Black Americans to our society. This acknowledgement is reflected, for example, in the New York Times’ landmark “1619 Project” and in the resources of the Smithsonian’s National Museum of African American History.[2]

*Proposed Priorities:* The Department proposes two priorities to support the development of culturally responsive teaching and learning and the promotion of information literacy skills in grants under the American History and Civics Education programs.

*Proposed Priority 1—Projects That Incorporate Racially, Ethnically, Culturally, and Linguistically Diverse Perspectives into Teaching and Learning.*

*Proposed Priority:*

In its application, the applicants propose projects that describe how they will foster critical thinking and promote student engagement in civics education through professional development or other activities designed to support students in—

- (a) Evaluating sources and evidence using standards of proof;
- (b) Understanding their own biases when reviewing information, as well as uncovering and recognizing bias in primary and secondary sources;
- (c) Synthesizing information into cogent communications; and
- (d) Understanding how inaccurate information may be used to manipulate individuals, and developing strategies to recognize accurate and inaccurate information.

## “Abolitionist Teaching Network – Roadmap to Reopening Safely and Meeting All Student’s Needs”

Here is the Abolitionist Teaching Network Presents PDF Guide that was linked to Roadmap to Reopening Safely and Meeting All Students needs. States used Bidens Education Guide, what was attached to this guide was undeniable nonsense. They might have removed the link but I have it. See Below. Spirit Murder Black, Brown or Indigenous.

In School when you give a suspension or discipline to a child that is non white the child has to be treated differently. Children must not have Equity if they do the same wrong in school, you must be more lenient toward a non white child.

Here is a prime example of so called #RacialJustice. 🗨️ WA schools adopt race-based discipline, white students to get harsher punishment. <https://mynorthwest.com/.../rantz-wa-schools-adopt-race.../>

What its all about getting the funds: In 2020 and 2021, Congress passed three stimulus bills that provided nearly \$190.5 billion to the Elementary and Secondary School Emergency Relief (ESSER) Fund, Two-thirds of ESSER funds are immediately available to states, while remaining funds will be made available after states submit ESSER implementation plans. The U.S. Department of Education is reviewing and approving submitted state plans. As of November 11, 2021, 46 states have had their plan approved.

Abolitionist Teaching Network Presents PDF Guide that mentions Spirit Murder: <https://drive.google.com/.../19uL1PjWv4sxDa58pyOZRJg.../view> See less



### How should Abolitionist Teachers guide students toward Abolitionist SEL?

Create classrooms that center the beauty, joy, resiliency, and variety of Black, Brown, and Indigenous experiences.

Remove all punitive or disciplinary practices that **spirit murder** Black, Brown, and Indigenous children.

Cultivate relationships and community by consistently reflecting on and honoring students' full humanity.

Integrate Abolitionist SEL rituals and routines that welcome the full range of emotions and provide tools to support students in processing and asking for support.

Support students in embedding Abolitionist SEL practices in relationships with their peers.



## “Reading Recovery”

Schools are deliberately dumbing down our kids. What are you going to do about it? Can your kids read well? If the answer is “no”, have you ever tried to figure out why? Or...can they read well and are scoring low on the assessments, thus placing them in some sort of “intervention” at school. Are you confused as to what is going on? You are not alone.

When my oldest son started first grade I was contacted and told he was “having trouble” with reading and would need to go into something called Reading Recovery. We were happy that there was extra help for my child if he was struggling and welcomed that opportunity. At the same time I was anxious to give him additional help so I went out and bought a magnet board and hooked on phonics. Every night we would sit together and work on phonics and blends with his magnet board. He was making tremendous progress. It was so cute to see him sound out words and be a problem solver. He was proud of his progress, and so was I.

Within a couple of weeks I got a call from his reading teacher and was asked to come in for a conference. When I sat down with his reading teacher the first thing she asked me is if I was helping my son at home. With a proud response of “yes, I am”, she quickly cut me off and told me to stop doing that. She let me know in no uncertain

terms that (and I quote), “YOU are only confusing him”. I sat there confused and defeated. Not being a teacher and not wanting to do anything to hurt my son, I trusted. I stopped helping him at home.

For the next two years he would bring home these mindless little books every night and “read” them to us. We quickly realized that he was not reading much of anything, but he was looking at the picture and reciting what they had “read” in class. He was using what I now know to be called “WHOLE LANGUAGE”.

By the time he got into third grade he could not read any better than in first grade. I was confused and so sad. My husband was frustrated, too. We knew what a smart boy our son was, but he could not read. We were losing him. He would tell us how “dumb” he felt, and started hating school. I will never forget what a helpless time that was. We had been told “not to help” our child and to leave that to the experts, but that was getting us absolutely no where.

As his mom, I KNEW he was in there. I KNEW how smart he was. I KNEW he could read if just given the right tools. That is when we decided to pull him out of the Title 1 reading class in his third grade year. That was a BIG DEAL. We were advised NOT to do such a thing by his principal. We were made to sign a waiver that would not hold the school responsible. We were scorned. However, I had to rescue my child.



We sought out the best tool we knew...a reading teacher who was OLD SCHOOL. We sought out PRIVATE TUTORING for our son from an older teacher who could teach him anything she wanted while not on the school's watch. She taught him at night, away from the prying eyes of the school administrators. We took him a couple of nights a week to this older grandma-type teacher. Guess what she taught our son? PHONICS. Within about 4-6 weeks she had him reading like a champ AT GRADE LEVEL. SHE TAUGHT HIM and guess what happened.....HE LEARNED. He had needed phonics all along, and the school would not teach him phonics. They rebuked ME for trying to teach him phonics. The school HELD HIM BACK INTENTIONALLY.

I then started to research DESE's website to figure out the truth about what was going on in my district. I found that the year my son was in third grade, ONLY 32% of children were proficient or advanced. That meant 68% of kids in our district were not doing well with what was being taught either. When I realized that 68% of kids were reading at basic or below basic it hit me like a ton of bricks. Yet, there was never any effort to change. Those are the days my eyes were opened to the fact something bigger was happening in our public schools. I started to find out about the ENORMOUS amount of kids that were in reading class with my son. I had had no idea that the majority of kids in his class were facing the same problem that he was. It was a real eye opener for

me. It spurred me into action. I pulled my son and homeschooled him not too long after my eyes were opened to the truth about what was happening in my own district. I have never regretted that choice for a minute. My son has thrived ever since.

If teachers were only allowed to really TEACH I would have gladly left my kids in school. The problem is they are not. We are in the midst of an intentional dumbing down of our society, I see it clearly. I have lived it like so many of you.

There is a GREAT article on why to homeschool below. I know many of you have stories just like mine. The moral of my story is NEVER TRUST when it comes to your child. You know your child better than anyone. YOU teach your kids. Don't let the school make you feel like they are the experts. Any more there is something weird going on in our schools. Our teachers hands are tied and their voices are muzzled. Our kids suffer as a result. Be an advocate. Know that you are capable. Your kids need you. Pay attention to what is going on in your school. NEVER TRUST! Advocate. That is why God made you to be a parent. THAT is your most important job. Even if you cannot homeschool, know what is going on and find ways to fill the gaps. Your kids need you.

[http://www.reife.com/.../why\\_how\\_homeschool\\_what\\_is\\_home...](http://www.reife.com/.../why_how_homeschool_what_is_home...) See less


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## Reading Strategies:

- 1: Look at the picture
- 2: Get your mouth ready
- 3: Look for chunks
- 4: Does it look right?
- 5: Does it sound right?
- 6: Does it make sense?
- 7: Reread

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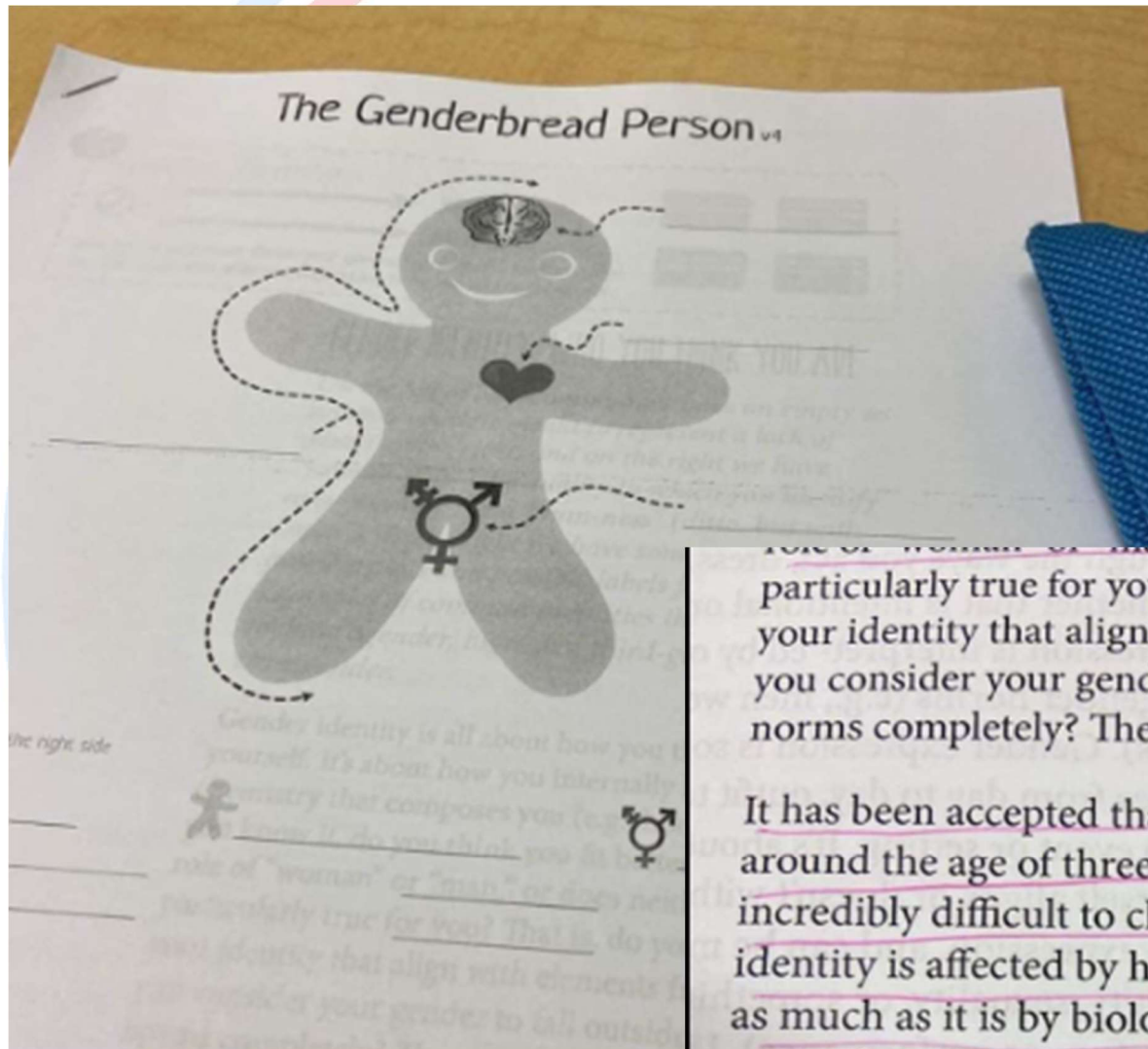
## Please note:



There is no reading strategy that requires students to 'sound out' the word. Many words cannot be 'sounded out' and therefore, this is **NOT** a strategy taught to students. Please refrain from asking your child to do this when they come to a word they do not know.



## “The Genderbread Person”



particularly true for you? That is, do you have aspects of your identity that align with elements from both? Or do you consider your gender to fall outside of the gender norms completely? The answer is your gender identity.

It has been accepted that we form our gender identities around the age of three and that after that age, it is incredibly difficult to change them. Formation of identity is affected by hormones and environment just as much as it is by biological sex. Oftentimes, problems arise when someone is assigned a gender based on their

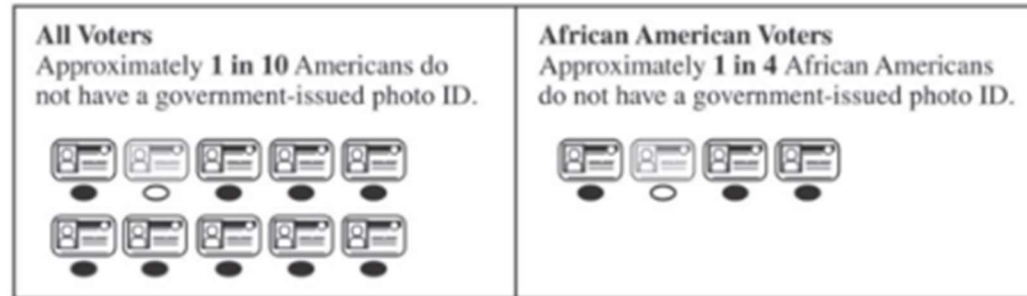
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## “AP Test Questions”


Questions 22 and 23 refer to the infographic below.

### VOTERS WITHOUT A GOVERNMENT-ISSUED PHOTO ID



Source: Brennan Center for Justice, New York University, 2006.

22. Based on the infographic, which of the following claims would an opponent of state voter-ID laws most likely make?
- (A) Voter-ID laws are likely to decrease turnout among African American voters because they are less likely to have government-issued IDs.
  - (B) (Voter turnout will likely decrease by 10% if voters are required to present a government-issued ID to vote.
  - (C) Voter-ID laws will likely decrease election fraud, which will increase voter confidence in institutions and thereby increase turnout.
  - (D) African American voters who do not have government-issued IDs are likely to participate at the grassroots level and exert influence through channels other than turning out to vote.
23. Based on the infographic, which of the following strategies would a group seeking to increase turnout likely pursue?
- (A) Use radio ads to advocate stricter voter-ID laws
  - (B) Hold a voter registration drive in public high schools
  - (C) Lobby state legislatures to overturn voter-ID legislation
  - (D) Lobby Congress to eliminate the Voting Rights Act



47. Which of the following is an accurate comparison of conservative and liberal views concerning social policy?

	<u>Conservative</u>	<u>Liberal</u>
(A)	The federal government should have a stronger role in shaping education	The federal government should provide more funding for public schools
(B)	Licensed gun-owners should be permitted to openly carry firearms in public	The federal government should not conduct background checks for gun purchases
(C)	Racial and gender considerations should be taken into account to promote diversity in workplace hiring decisions	Job promotion should be based on skills and experience, not race or gender
(D)	Individuals should not rely on government aid for their economic well-being	The government should be responsible for helping to improve the economic position of low-income people

# SHORT VIDEOS EXPLAINING LOCAL INDOCTRINATION

## MISSOURI

<https://rumble.com/v141pbw-how-radical-teachers-use-living-learning-lessons-to-indoctrinate-children.html>



<https://rumble.com/v141lc0-teachers-trained-in-crt-pedagogy.html>

